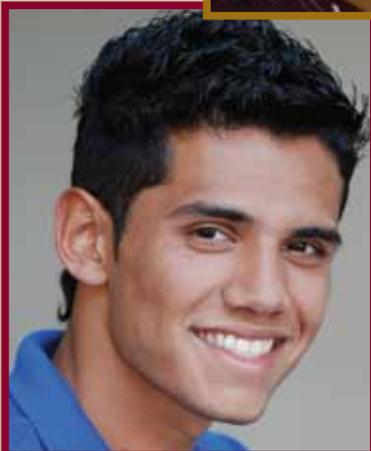
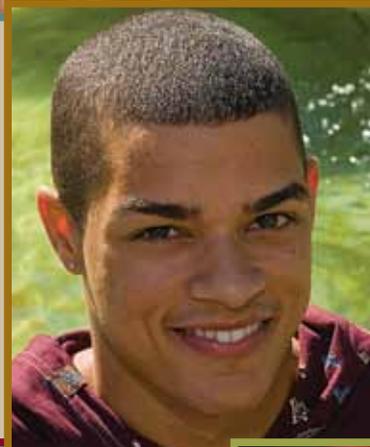
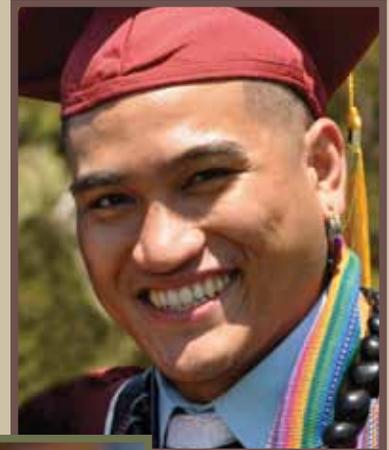
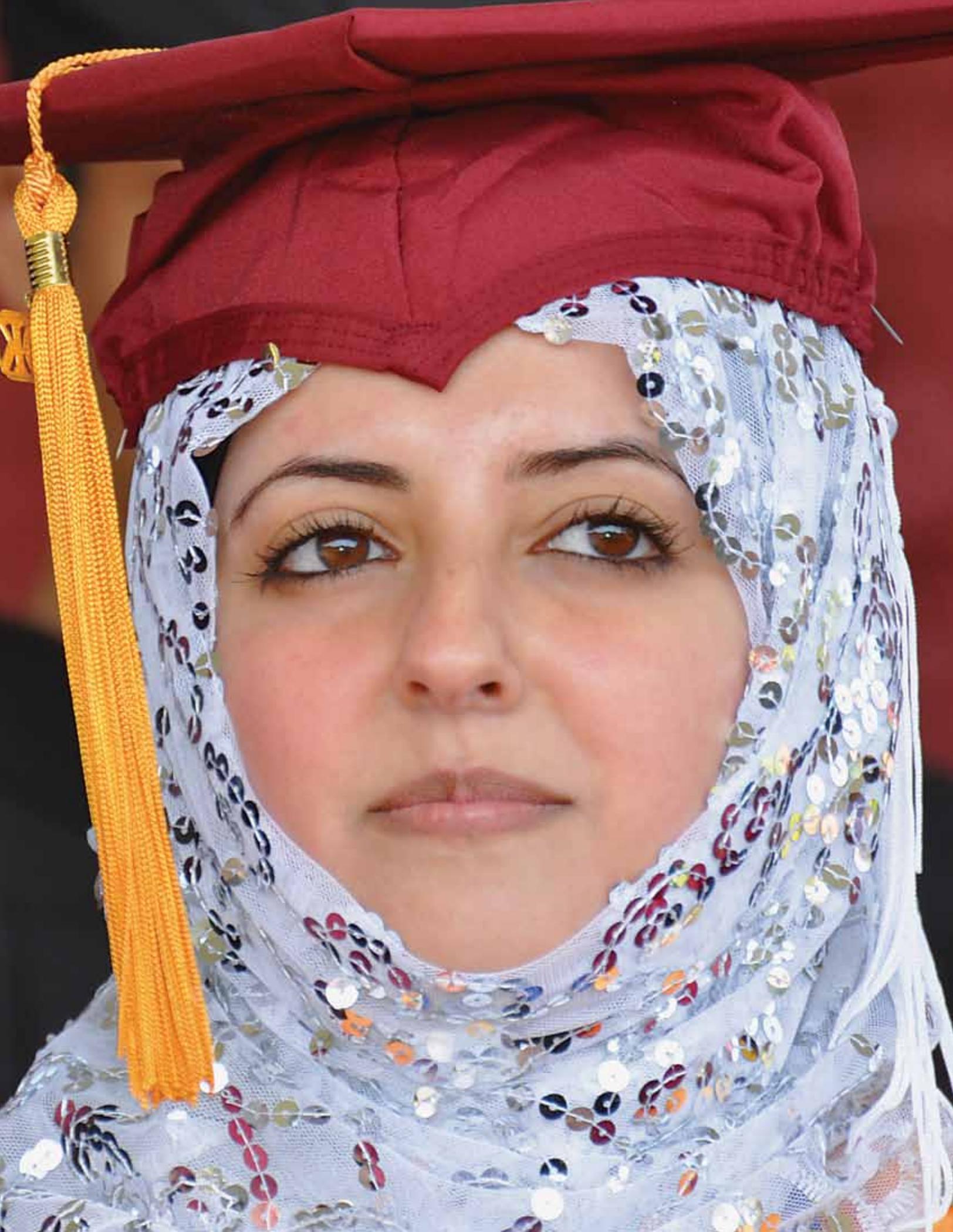


DeAnza College



**Institutional Self-Study Report in Support of
Reaffirmation of Accreditation
2011**



De Anza College
Institutional Self-Study Report in
Support of Reaffirmation of Accreditation

Submitted by

DeAnza  College

21250 Stevens Creek Blvd.
Cupertino, CA 95014

to

Accrediting Commission for
Community and Junior Colleges
Western Association of Schools and Colleges

August 2011

Certification of the Institutional Self-Study Report

July 11, 2011

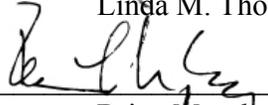
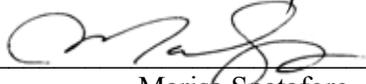
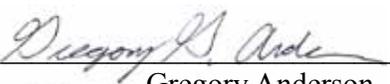
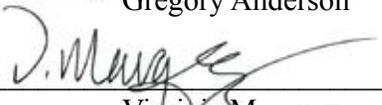
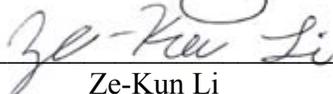
To: Accrediting Commission for Community and Junior
Colleges Western Association of Schools and Colleges

From: De Anza College
21250 Stevens Creek Blvd.
Cupertino, CA 95014

This institutional Self-Study report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self-Study report accurately reflects the nature and substance of this institution.

Signed:

 _____ Pearl Cheng	President, Board of Trustees
 _____ Linda M. Thor	Chancellor, Foothill-De Anza
 _____ Brian Murphy	President, De Anza College
 _____ Marisa Spatafore	Accreditation Liaison Officer Director, Marketing/Communications
 _____ Gregory Anderson	President, Academic Senate
 _____ Virginia Marquez	President, Classified Senate
 _____ Ze-Kun Li	President, DASB

De Anza College Mission

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world.

De Anza College fulfills its mission by engaging students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies:

- Communication and expression
- Information literacy
- Physical/mental wellness and personal responsibility
- Global, cultural, social and environmental awareness
- Critical thinking

– Updated Spring 2010



INTRODUCTION

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History of the College

Overview

De Anza College is an institution dedicated at its core to diversity and to a multicultural learning environment. The college decided in a collective focused planning process in 2005 to reach out to historically underserved students across the South Bay, to address student retention and success, to ensure cultural competence and to build community collaborations. Central to these community collaborations is work to engage students in civic learning and democratic practice to become active citizens. The 63 degrees, 106 certificates, and more than 2,000 courses offered at the college attest to its depth, its breadth and its range of options. Basic skills courses and support provide new opportunities for students who have been underserved by their previous educational experiences.

~

De Anza was established in Cupertino on Sept. 11, 1967, as the Foothill Junior College District worked to meet local community demand for a second campus. Planning for De Anza began soon after the district's first campus, Foothill College, launched in temporary quarters in 1958 and filled to capacity after moving in 1961 to its permanent location in Los Altos Hills. Just four years after approving a \$10.4 million bond measure for Foothill, community members readily voted in favor of a second bond measure, in the amount of \$14 million, to build De Anza College.

De Anza was constructed on 112 acres of what was once a turn-of-the-century wine-producing estate that the district purchased for \$1.1 million. Guiding principles for the new college called for creating an "open door" institution to serve students with a wide variety of abilities, aptitudes and interests; an atmosphere of "friendly informality between faculty members and students"; and a campus that conveyed a sense of "quiet dignity" and "higher learning." By the time students arrived for the first fall classes, the college was almost completed.

From 3,000 students in its first year, De Anza College in 2011 serves more than 21,000 students over that number. Students, faculty and staff reflect the highly diverse ethnicities, cultures and backgrounds that comprise contemporary Silicon Valley.

Foundational Values

From its earliest days, De Anza has embodied a set of fundamental values that remain embedded in its culture. A deep concern for equity and social justice took root during the college's formative years, influenced by the sweeping social and political changes of the 1960s and 1970s. In intentionally cultivating a new educational community, the founders of what became the Foothill-De Anza Community College District placed a premium on excellence and innovation, and searched out faculty with a passion for teaching. These values, embodied in the district motto "Educational Opportunity for All," were transplanted to the new campus when more than 100 faculty members and administrators left Foothill to create De Anza College.

These foundational values continue to shape De Anza's institutional character today. They are evident in De Anza's deep commitment to providing a learning environment that is inclusive and welcoming to all students, and the college's concerted effort over the past decade to achieve educational equity across racial and ethnic groups. They also underpin the college's commitments, established in 2008 as part of its Institutional Core Competencies (ICCs), to global, cultural, social and environmental awareness.

Relationship with the Community

Community support has remained strong over the years, as indicated by voter approval of two multi-million dollar bond measures over a seven-year span. Along with students, tens of thousands of community members have benefitted from De Anza's bond-funded construction and renovation projects including the Fujitsu Planetarium, Flint Center for the Performing Arts, the Visual and Performing Arts Center (VPAC), and various athletic facilities.

Community members also engage with the district through an extensive Community Education program, which serves more than 8,000 residents each year. Besides a catalogue of short-term, non-credit courses offered for adults throughout the year, Community Education offers College for Kids, an extended summer program for students in first through 10th grades.

Many programs at De Anza enjoy well-established partnerships with community agencies and organizations that give students opportunities to learn in the community. For example, nursing faculty members coordinate with area hospitals and nursing homes where students can gain clinical experience. Students from the Kirsch Center for Environmental Studies work on projects with neighboring cities, including the Santa Clara County Open Space Authority and the California Department of Fish and Game. The Institute of Community and Civic Engagement (ICCE) links De Anza students with community organizations such as the Filipino Youth Coalition, Movimiento de Accion Inspirando Servicio, West Valley Community Services, Our City Forest and many more.

The Foothill-De Anza Community College District service area encompasses Cupertino, Sunnyvale, Palo Alto, Mountain View, Los Altos, Los Altos Hills, and slivers of Saratoga and west San Jose. Its boundaries are contiguous with the Fremont Union and Mountain View-Los Altos Union high school districts. De Anza's influence extends far beyond its immediate service area into many historically underserved lower-income communities in east and south San Jose. It reaches out to and draws students widely from throughout the region and internationally with its extensive educational offerings, reputation for student success and supportive environment. De Anza has the largest enrollment of any community college in the region and is a significant educational, cultural, social and economic resource for all of Silicon Valley.

Campus Culture

Throughout its history, De Anza has responded to the aspiration of its students and communities. Partly because of its historical context and partly because of its founders' values, it has long focused on access and success for all its students. From its founding, the college has recognized the importance of establishing programs and organizations that direct support and attention to historically underserved students.

One of the college's earliest efforts, the ABC (Anglo-Black-Chicano) Project, was an early commitment to the success of all students. The fledgling college also assisted students in forming Black and Chicano student unions and in 1969 launched an Ethnic Studies Division, now known as the Intercultural/International Studies Division.

In 2011, De Anza students can find support through the Student Success Center (SSC). The center provides an entry point from which students can connect to a supportive community of instructors, counselors, advisers, tutors, peer mentors and study groups across the disciplines, or be directed to study skills classes or workshops on critical thinking and time management. Learning Communities integrate instruction and support services for students.

These support systems are among the reasons De Anza has one of the highest university transfer rates among community colleges in California. A 2008 case study by the California Community Colleges Research and Planning (RP) Group concluded that De Anza's high transfer rate is attributable its strategic approach to institutional development; its encouragement and support of academic excellence and achievement; its tradition of innovation; and its experimentation with ways to integrate student services with instruction. In 2009-10, with 2,098 transfers, the college was ranked second in the state in transfer to four-year institutions, according to the State Chancellor's Office Velocity Data Mart.

De Anza's commitment to historically underserved students also is seen in its long history of programs for students with disabilities, which dates to 1973. In 2009-10, the college served 1,600 students with disabilities. For the past two decades, the High Tech Center Training Unit based at De Anza College has helped faculty and staff at the state's 112 community colleges acquire skills to better serve the approximately 100,000 community college students in California with disabilities.

Just as the civil rights movement shaped De Anza in its early days, the environmental movement has galvanized a wide range of activities on the campus among students, faculty and staff. De Anza's commitment to sustainability as a core value is evident in daily improvements ranging from 100 percent biodegradable containers and utensils in the cafeteria, and drought-tolerant landscaping and weather-responsive irrigation on the grounds.

Through the work of its College Environmental Advisory Group (CEAG), De Anza in 2007 became the first community college in the nation to develop its own Sustainability Management Plan to guide continual improvement.

De Anza College is committed to sustainable building materials and methods. Four of its new buildings have been certified as meeting national LEED building standards for environmental sustainability. The college's Environmental Studies Department, housed in the Kirsch Center for Environmental Studies, has provided inspiration for the campus as the first "green" demonstration building in the California community colleges. The department has developed an extensive sustainability curriculum leading to certificates and degrees in four program areas.

Looking Ahead

After extensive discussion about what a De Anza graduate needs to be successful, the college in spring 2010 updated its mission statement as part of its updating of the Educational Master Plan 2010-2015:

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world.

De Anza College fulfills its mission by engaging students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies:

- Communication and expression
- Information literacy
- Physical/mental wellness and personal responsibility
- Global, cultural, social and environmental awareness
- Critical thinking

The statement retains the core of the college's previous mission statement and incorporates new language that uniquely defines De Anza. The updated mission statement, with the inclusion of its Institutional Core Competencies adopted in 2008, clearly articulates student learning goals and outcomes and the importance of civic engagement to democracy. It emphasizes success for every student in multiple areas of intellectual, personal and social development and competence.

The mission statement distills the results of strategic planning initiated in 2005. Among the actions implementing the four initiatives was refocusing the renamed Office of Outreach and Relations with Schools to actively engage with schools in underserved communities as a partner in student success. Other actions included supporting Learning Communities and cohort programs such Summer Bridge, First Year Experience, Sankofa Scholars, and Latina/o Empowerment at De Anza (LEAD), often integrating instruction and support services. The Institute of Community and Civic Engagement (ICCE) was launched in fall 2006 to teach students political and leadership skills and give them opportunities to be agents of social, economic and political change in their communities.

Although funding for some of these efforts later was curtailed by state budget cuts, the strategic initiatives are woven into the fabric of the campus. They serve as a lens for Program Review, planning and resource allocation. They are affirmed by the De Anza College Education Master Plan 2010-2015 and serve as important benchmarks for assessing campus progress every year. The initiatives are incorporated into the Foothill-De Anza Strategic Plan 2010-2016 and its metrics for measuring success.

Several recent federal grants devoted to improving educational equity have aided De Anza in advancing its strategic initiatives. In 2007, the college was awarded a five-year U.S. Department of Education Title III grant of \$400,000 annually to increase the access, retention, persistence and success of students at the developmental level, representing about 75 percent of the student body. This grant has enabled more De Anza students to receive college-level instruction and reach their academic goals.

De Anza was one of six colleges to receive a grant from the U.S. Department of Education in 2008 as an Asian American and Native American Pacific Islander-serving Institution (AANAPISI). The two-year, \$10 million grant shared among the six receiving institutions is focused on increasing the educational success of Filipino, Southeast Asian and Pacific Islander students, particularly those who face educational challenges with English as a second language. The colleges were the first grant recipients of this historic program due to exceptional five-year plans that address the specific needs of Asian American and Pacific Islander (AAPI) students.

Learning at De Anza College takes place in state-of-the-art facilities made possible by two recent bond measures: Measure C for \$490.8 million was approved by district voters in 2006, and Measure E for \$248 million was approved in 1999. New bond-funded campus buildings include the nationally recognized Kirsch Center for Environmental Studies; a well-equipped Science Center; the Student and Community Services Building; and the striking Visual and Performing Arts Center (VPAC), a venue for college classes and performances as well as community events. Construction on De Anza's Mediated Learning Center began in fall 2010, with the building slated to open in fall 2012.

In addition to construction, bond proceeds have funded many building renovations; upgrades of critical electrical and mechanical systems; installation of energy-producing solar arrays; and restoration of two historic campus landmarks, the old stone Baldwin Winery building, which now houses Financial Aid, and the estate's once-crumbling Le Petit Trianon, home to the college's California History Center.

The district is devoting \$75 million from the 2006 bond measure to rebuild the digital infrastructure for instruction and administration. Technology projects include replacing the administrative information system and network; placing Foothill-De Anza's 6,000 computers and printers on a scheduled replacement cycle; upgrading and replacing servers; and installing and refurbishing smart classrooms.

Over the past decade, thanks to its local community, the campus has been expanded and renovated on an unprecedented scale. The strategic planning process drew the campus community together to articulate and unite behind initiatives expressed in its recently updated mission statement and guiding documents. De Anza College enters the second decade of the 21st century facing yet more state budget reductions challenging its operations, but with a shared vision for its future and an abiding commitment to the success of all students.



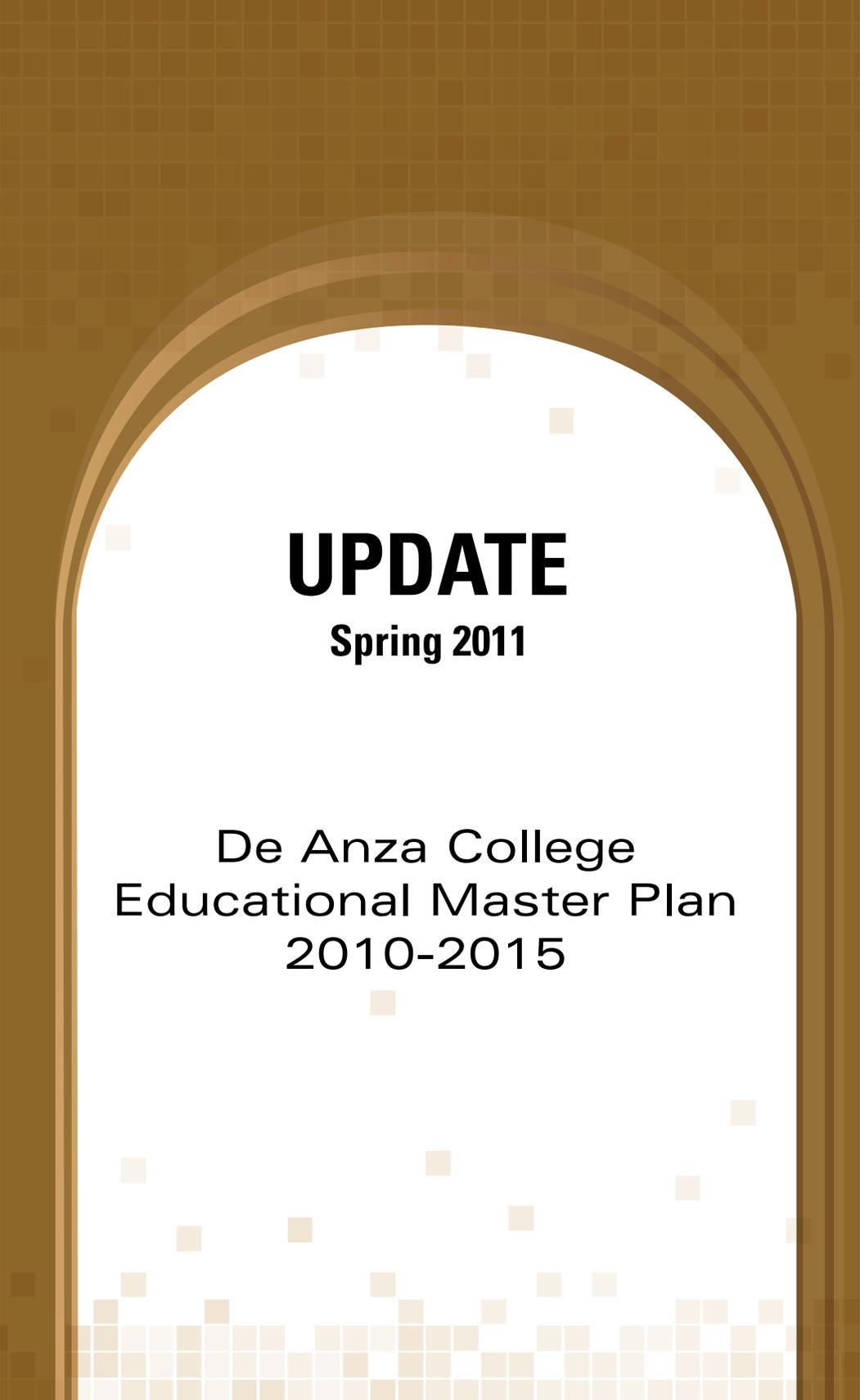
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LEGEND

- Emergency Phone
- Pay Phone
- Restrooms
- TTY Phone
- County Transit
- Division Offices
- Elevators
- Motorcycle Parking
- Car Pool Parking
- Handicapped Parking
- VTA Para Transit Drop Off
- AED (Automated External Defibrillator)
- Parking Permit Machine
- Construction Zone
- Pedestrian Pathways
- 30-Minute Visitor Parking
- Passenger Drop-Off

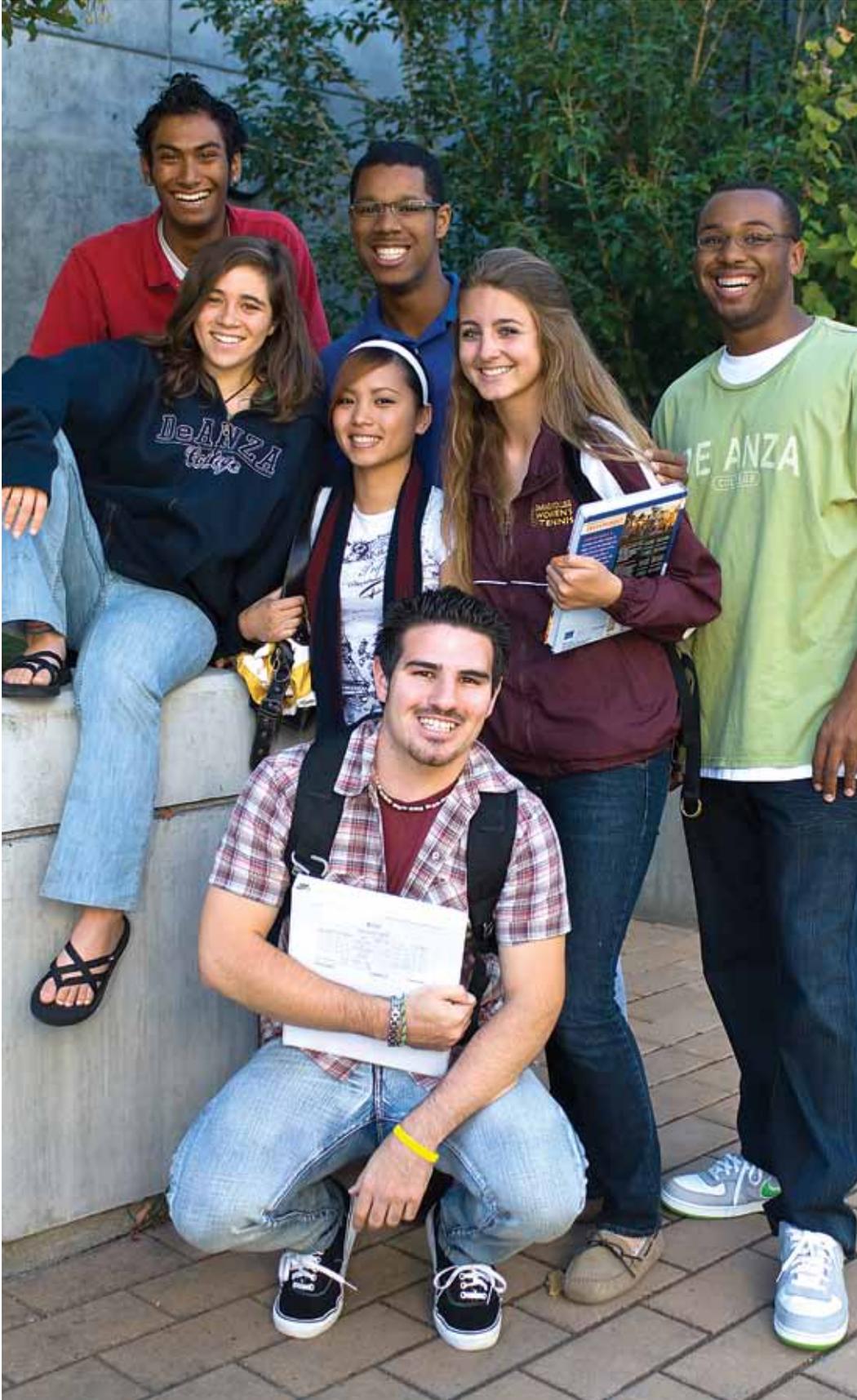
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UPDATE

Spring 2011

De Anza College
Educational Master Plan
2010-2015



Overview

This document, approved by College Council on May 12, 2011, serves as an annual update to the De Anza College Educational Master Plan 2010-2015.

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Summary of Student Demographics

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

Key Student Characteristics

- Students from De Anza's service area account for about 21% of the student population
- 47% of the college's students reside in the city of San Jose, about 11% in Sunnyvale, 10% in Cupertino, and 7% in Santa Clara
- 44% of students are considered full-time, taking 12 or more units
- 2,576 international students attend the college
- 16% of students have already completed a bachelor's degree or higher
- 63% of students are 24 years old or younger
- Female and male students are equally represented

Listing of Key Data

1. Fall Headcount
2. Total Full-Time Equivalent Students (FTES) Enrolled
3. Santa Clara County Public High School Graduate Participation Rate *
4. Santa Clara County Adult Population Participation Rate
5. Santa Clara County Adult Population and De Anza Students by Ethnicity
6. Ethnic Distribution of Students
7. Student Participation in Community/Civic Engagement Courses *
8. Number of Associate Degrees and Certificates Awarded
9. Transfers to Four-Year Institutions
10. Course Success and Retention Rates Compared to the State Average
11. Course Success Rates by Ethnicity *
12. Vocational Course Success Rates *
13. Basic Skills Course Success Rates *
14. Next-Course Success Rates in English for Basic Skills Students
15. Next-Course Success Rates in Math for Basic Skills Students
16. Fall-to-Winter Persistence of First-Time Students
17. Fall-to-Winter Persistence of First-Time Students by Ethnicity *
18. ARCC Student Progress and Achievement Rate *
19. Faculty-to-Student Ethnic Distribution
20. Employees by Job Group and Ethnicity

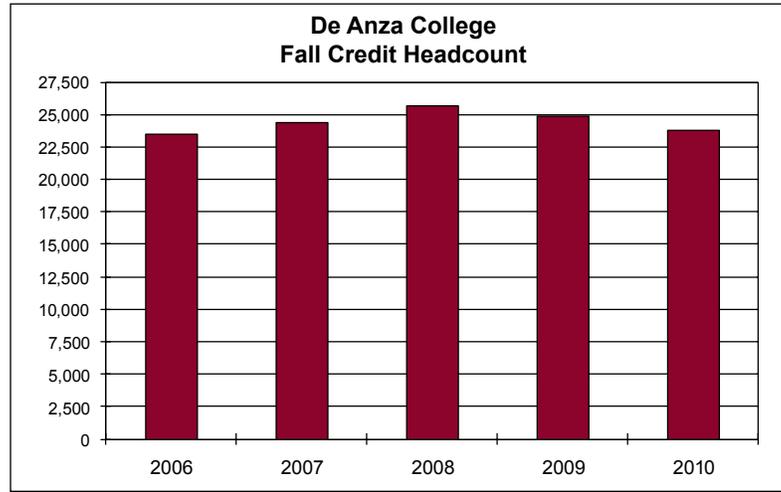
* Institutional Metrics

Demographics and Achievement Data

1. Fall Headcount

Fall headcount enrollment decreased 4% from 2009 to 2010, from 24,906 to 23,760. This is attributable to lower state funding resulting in fewer course offerings. The state has approved a fee increase beginning in fall 2011, which may contribute to projected lower enrollment for fall.

Figure 1

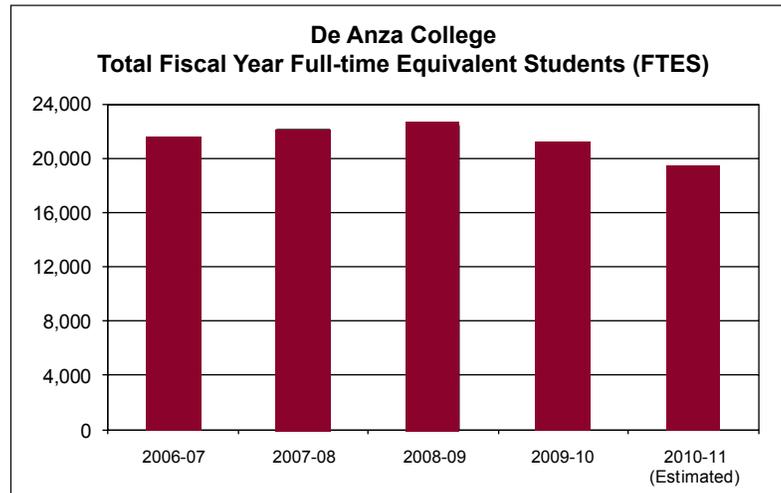


Source: FHDA IR&P

2. Total Full-Time Equivalent Student (FTES) Enrollment

Also due to state funding reductions and concomitant fewer course offerings, full-time equivalent student enrollment decreased from 22,350 in 2008-09 to 21,146 in 2009-10. Enrollment is forecast to decrease further to 19,374 in 2010-11.

Figure 2

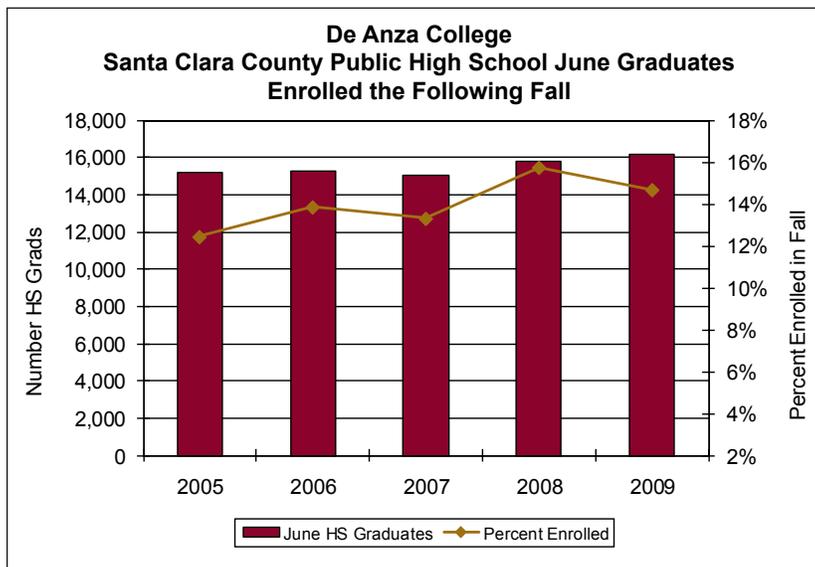


Source: FHDA IR&P and CCFS-320 Reports, P-1 Report

3. Santa Clara County Public High School Graduate Participation Rate*

De Anza attracted 15% of all Santa Clara County students graduating from high school in 2009. The institutional metric is to increase the percentage of Santa Clara County Public High School Graduates from 16% in fall 2008 to 20% in fall 2015.

Figure 3

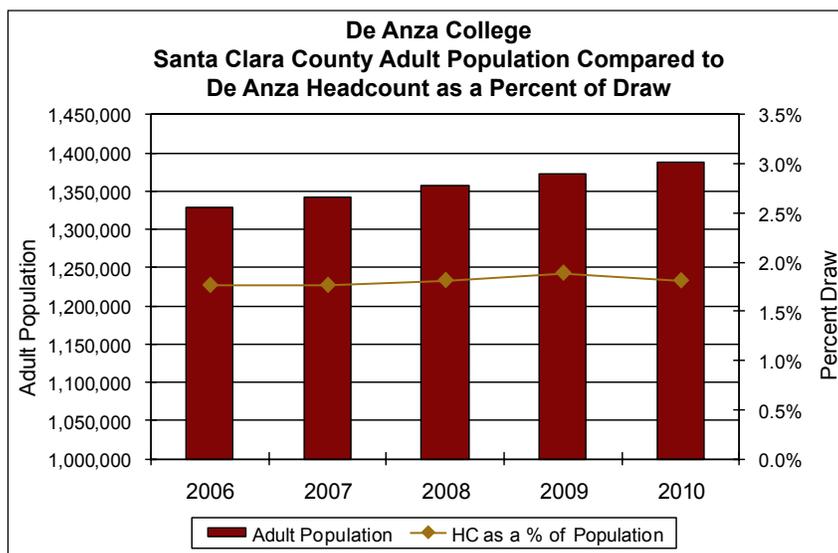


Source: FHDA IR&P and CA Department of Education

4. Santa Clara County Adult Population Participation Rate

Between 2009 and 2010, the adult population (ages 18 and over) of Santa Clara County was projected to grow by more than 15,000, from 1.37 million to 1.38 million. In 2010, De Anza enrolled about 1.71% of this projected adult population during fall quarter, down from about 1.82% in 2009.

Figure 4

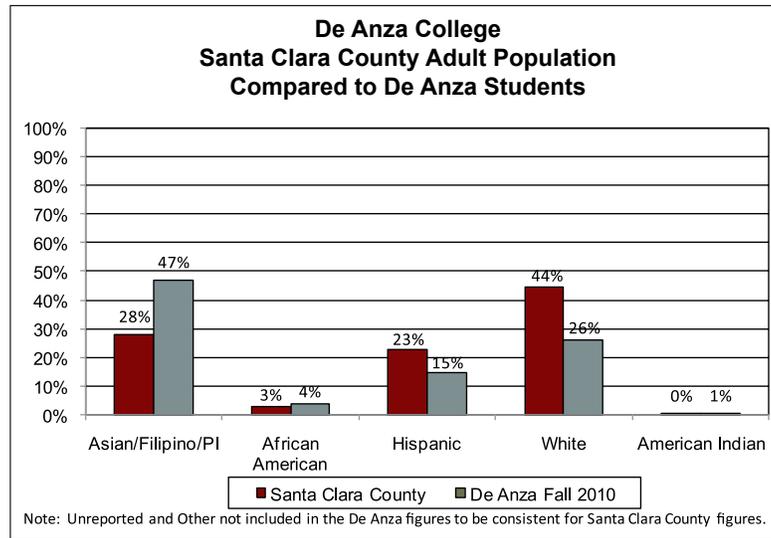


Source: FHDA IR&P and CA Department of Finance

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

The percentage of De Anza students identifying as Asian, Filipino or Pacific Islander is higher than the percentage of the Santa Clara County adult population identifying as such. African American representation is about equal to that of the adult population while Hispanic and White students are proportionately less than that of the adult population.

Figure 5

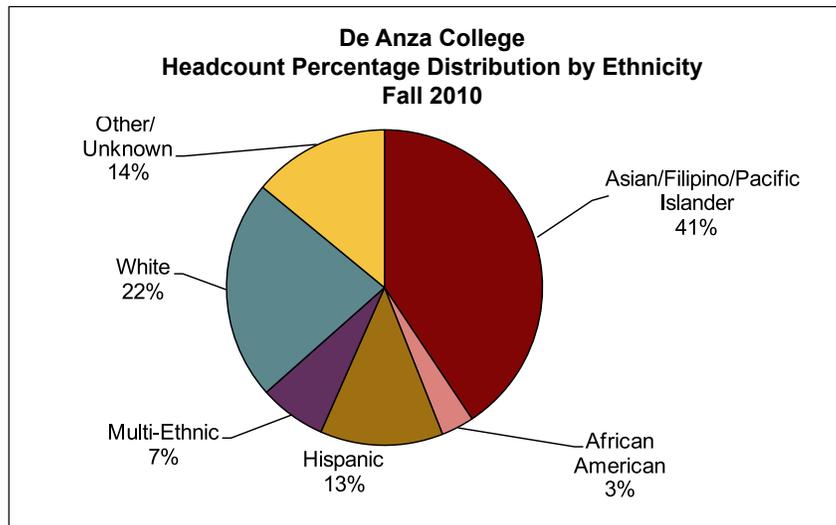


Source: FHDA IR&P and CA Department of Finance

6. Ethnic Distribution of Students

Students identifying themselves as Asian, Pacific Islander or Filipino comprised 41% of fall 2010 enrollment. The Hispanic population increased by 1 percentage point in fall 2010. The college has an ongoing strategic initiative focused on increasing the college participation rate of historically underserved students.

Figure 6

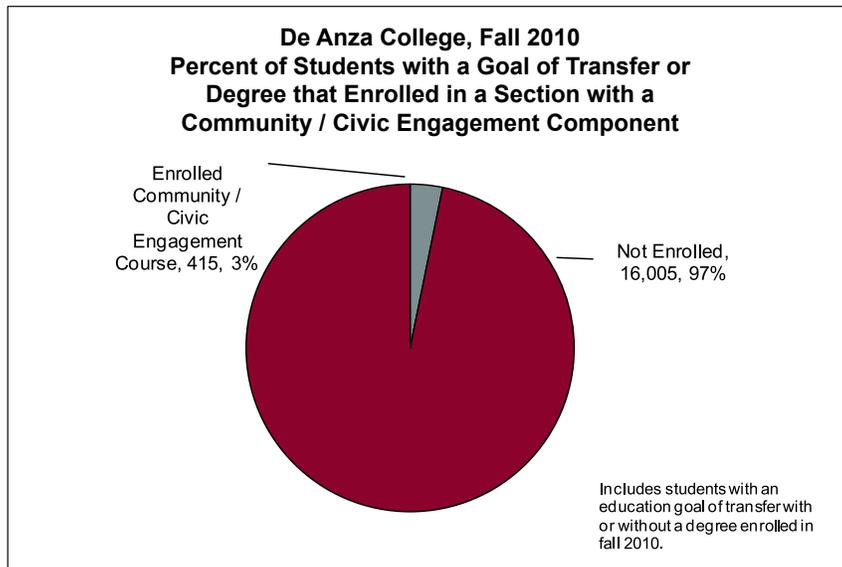


Source: FHDA IR&P

7. Student Participation in Community/Civic Engagement Courses*

A goal of the college is to have 10% of students seeking transfer, with or without a degree, enrolled in at least one course with a community/civic engagement component by 2015. The figure is currently at 3%.

Figure 7

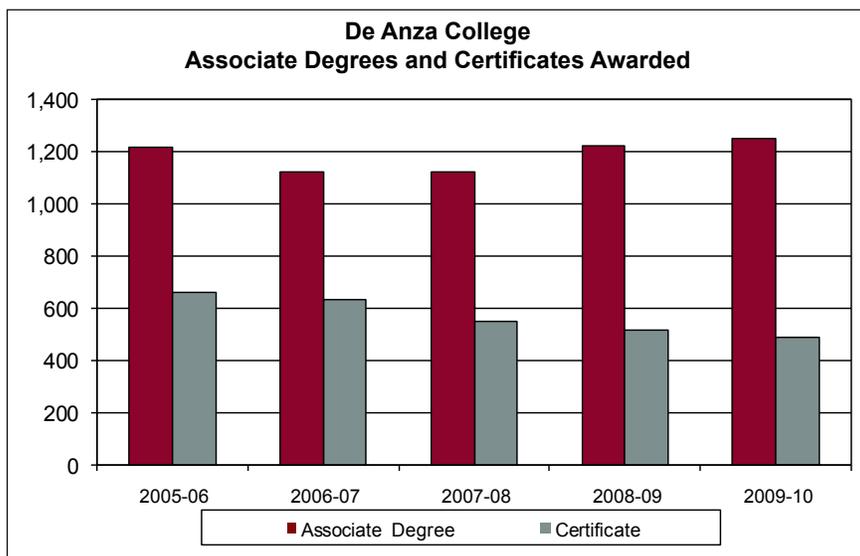


Source: FHDA IR&P

8. Number of Associate Degrees and Certificates Awarded

Between 2008-09 and 2009-10, the number of degrees awarded increased from 1,222 to 1,254. The number of certificates awarded decreased from 518 in 2008-09 to 490 in 2009-10. This may be associated with the state of California’s 18-unit certificate requirement, implemented in 2008-09.

Figure 8

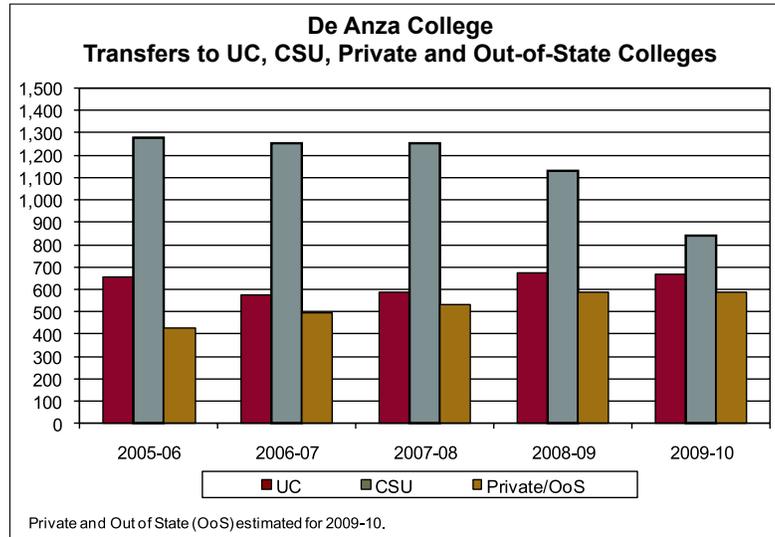


Source: FHDA IR&P

9. Transfers to Four-Year Institutions

For 2009-10, 2,098 students transferred to a four-year college or university. UC transfers decreased by 1 percentage point from 2008-09, while CSU transfers decreased by 3 percentage points from 1,130 to 843. The drop in CSU transfers is attributable to closed spring admissions at all CSU campuses. For the 2004-05 cohort tracked for six years, the college’s transfer rate was ranked second in the state at 58%, according to the Chancellor’s Office Transfer Velocity Data Mart.

Figure 9

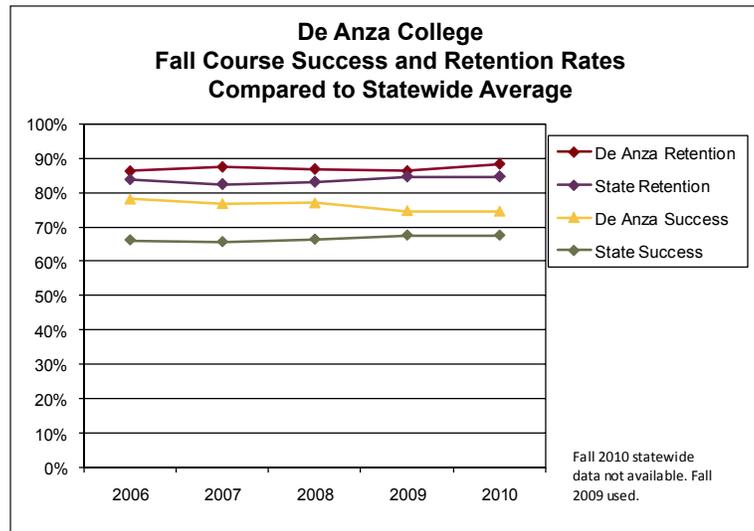


Source: CCCCCO, CPEC, CSU

10. Course Success and Retention Rates Compared to the State Average

The course success rate is 7 percentage points above the state average, and the course retention rate is 2 percentage points above the state average, suggesting that De Anza students have higher success and retention rates from fall-to-fall than the state average.

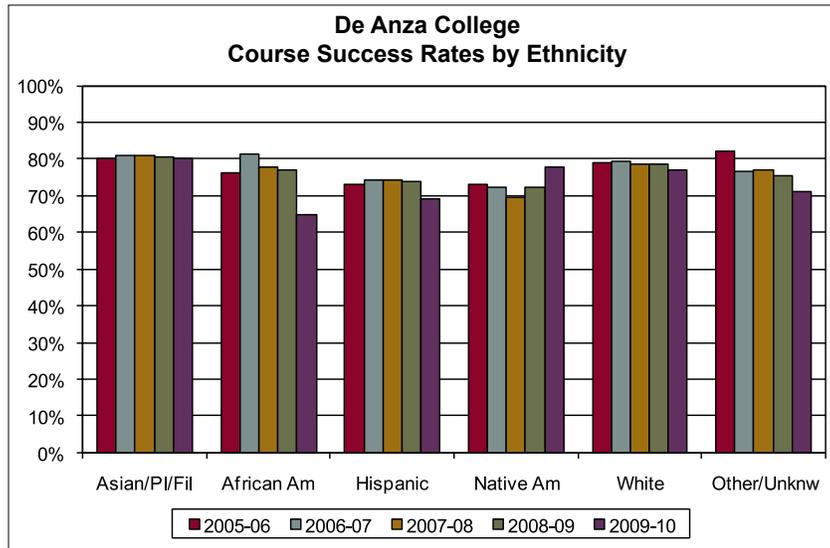
Figure 10



11. Course Success Rates by Ethnicity*

An institutional metric is to achieve a less than 5 percentage point difference between the annual course success rate for underserved groups and all other groups. Students identifying as Filipino or Pacific Islander had a course success rate of 66% and African American students had a course success rate of 65%. The average success rate of all other groups is 76%.

Figure 11

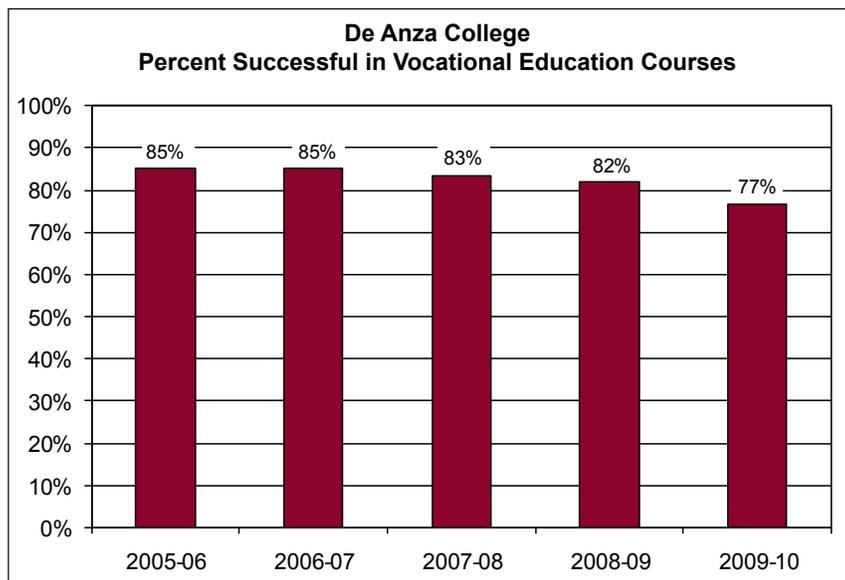


Source: FHDA IR&P

12. Vocational Course Success Rates*

The vocational course success rate dropped 5 percentage points from 2008-09 to 2009-10, the result of a decline in the Job Corps Program between 2007-08 and 2009-10. While this measure has decreased, it remains above the ARCC peer group average.

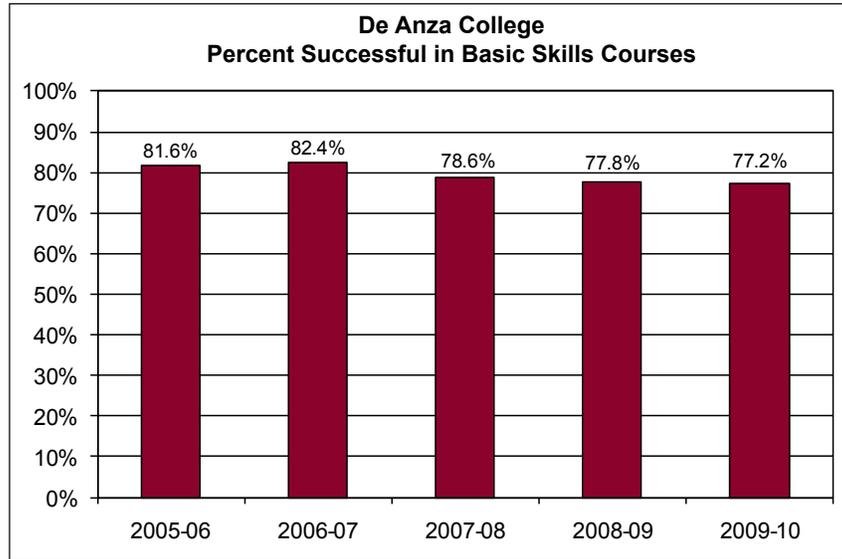
Figure 12



13. Basic Skills Course Success Rates*

An institutional metric is to achieve 85% or the highest score within the peer group by 2015 in basic skills course success, which is currently just over 77%. This rate remained stable from 2008-09 to 2009-10. The college set the ARCC peer group high of 76% for this measure.

Figure 13

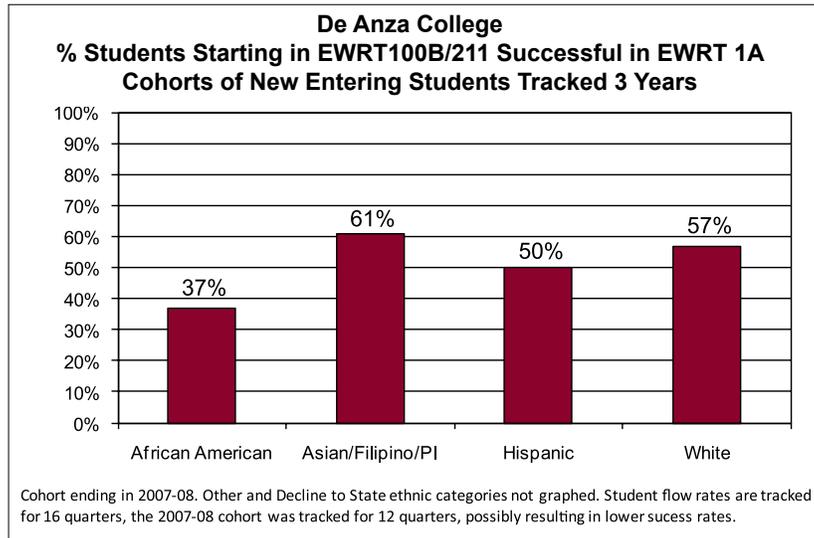


Source: 2011 ARCC Report

14. Next-Course Success Rates in English for Basic Skills Students

For English writing (EWRT), Asian students show the highest course success rates after beginning in a basic skills course. Success rates for African American students, tracked for three years, decreased for the 2007-08 cohort.

Figure 14

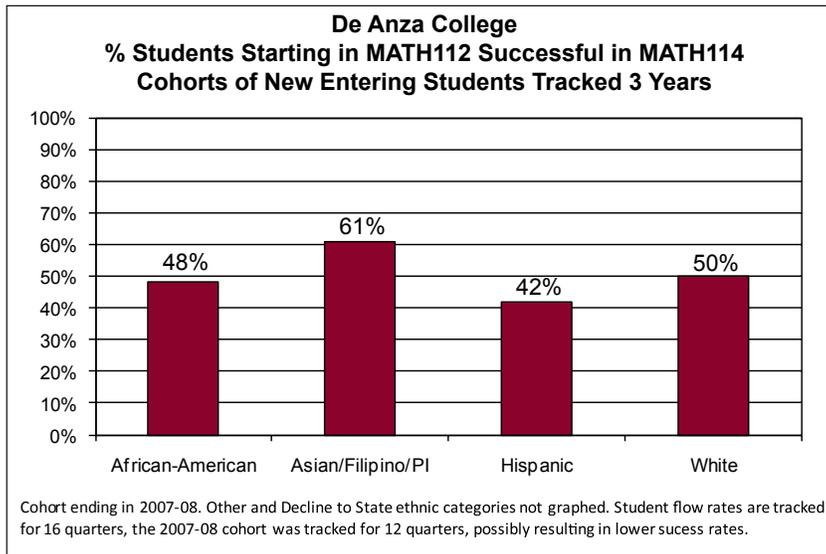


Source: FHDA IR&P

15. Next-Course Success Rates in Math for Basic Skills Students

The course success rates of students starting in a basic skills Math course are about the same as students starting in an English writing course. The success rate of White students is higher in English writing courses than in math, while the opposite is true for African American students.

Figure 15

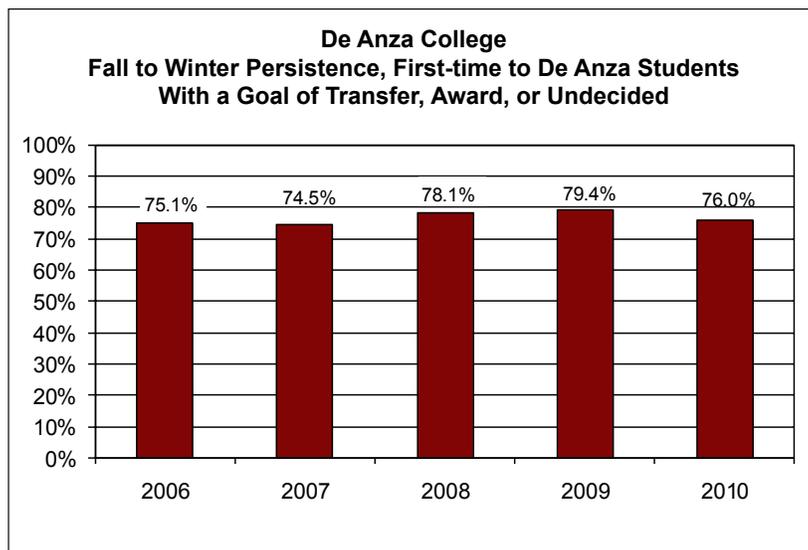


Source: FHDA IR&P

16. Fall-to-Winter Persistence of First-Time Students

The fall-to-winter persistence rate of first-time De Anza students (new college students as well as those who may have previously attended another college) decreased by 3 percentage points from 2009 to 2010. The college is monitoring this change.

Figure 16

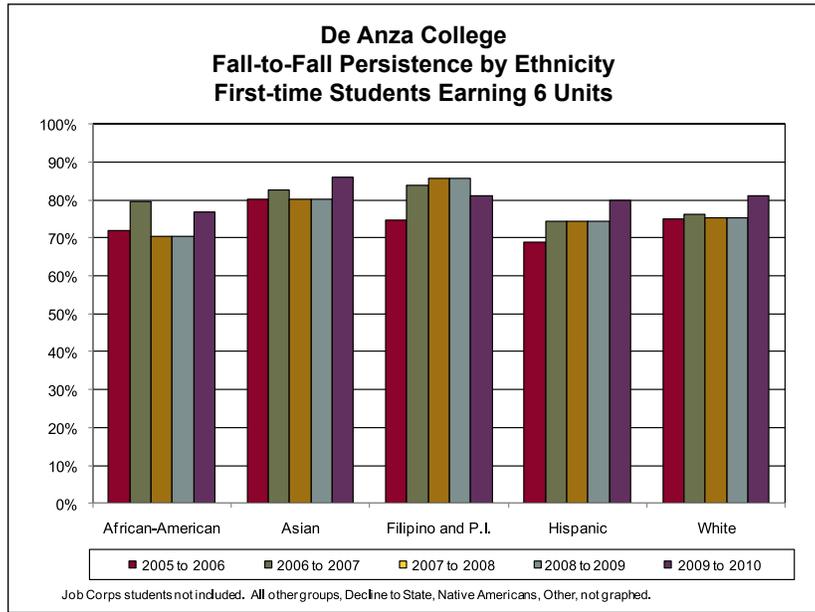


Source: FHDA IR&P

17. Fall-to-Fall Persistence of First-Time Students by Ethnicity*

The fall-to-fall persistence rate, by ethnicity, of first-time students earning 6 units shows that African American, Asian, Hispanic and White students made substantial gains in fall-to-fall persistence from 2008-09 to 2009-10. The institutional metric is that historically underserved groups will persist from fall-to-fall at a rate as high as all other groups.

Figure 17

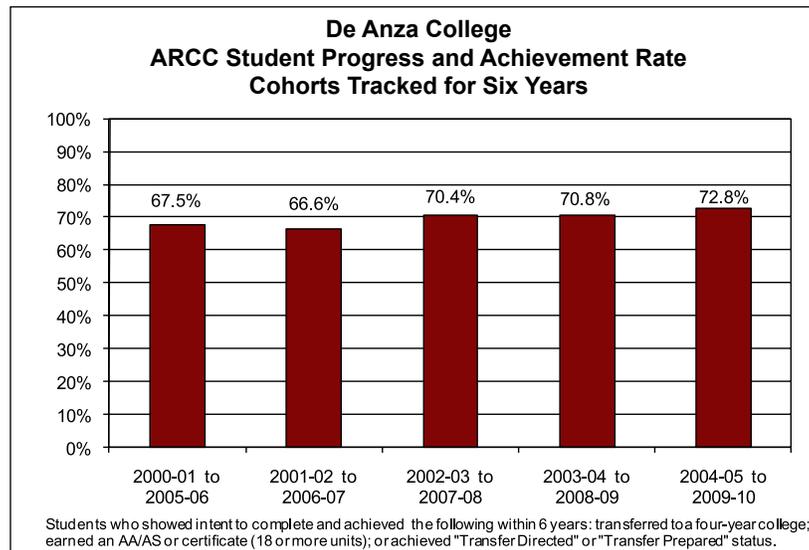


Source: 2011 ARCC Report

18. ARCC Student Progress and Achievement Rate*

The Student Progress and Achievement Rate increased for the cohort beginning in 2004-05. The college has already met its goal by achieving the highest score among Accountability Reporting for Community Colleges (ARCC) peer groups in this measure.

Figure 18

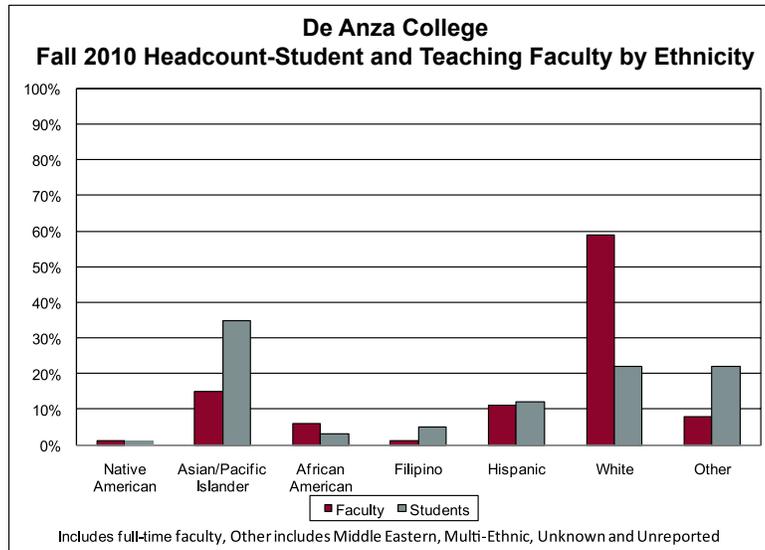


Source: ARCC 2011 Report

19. Faculty-to-Student Ethnic Distribution

Faculty-to-student ethnic distribution is within 1 to 4 percentage points for Native American, African American, Filipino and Hispanic ethnic groups. While White faculty comprise more than half of the full-time teaching faculty and White students comprise less than a quarter of the student population, the percent of non-White faculty groups has been increasing over the past few years, which results in a faculty ethnic distribution closer to that of the student population.

Figure 19

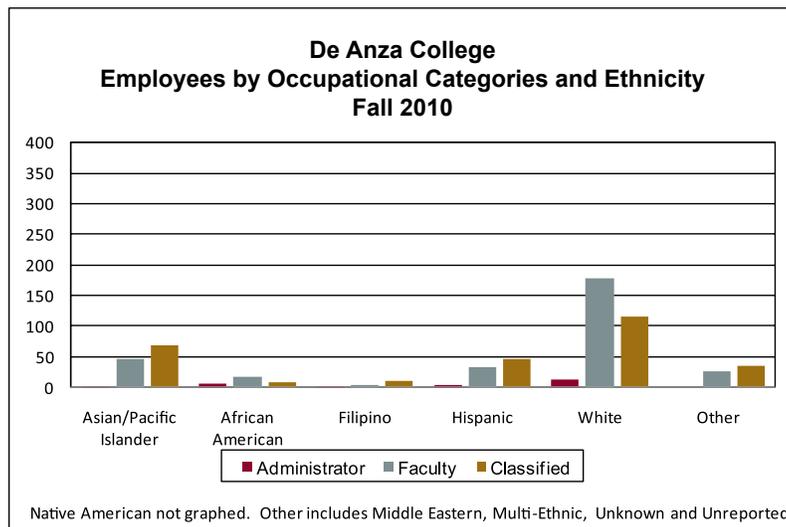


Source: FHDA IR&P

20. Employees by Job Group and Ethnicity

Classified employees comprise the largest proportion of the employee population that identify as Asian/Pacific Islander or Hispanic.

Figure 20



Source: FHDA IR&P

Institutional Metrics

The college developed nine institutional metrics outlined in the Educational Master Plan 2010-2015. Targets for each institutional metric are set for achievement by fall 2015, with progress reported annually. Goals based upon De Anza College's institutional Strategic Initiatives – Outreach, Student Retention and Success, Cultural Competence and Community Collaborations – continue to be tracked through several metrics. The list includes selected indicators that are also part of the Foothill-De Anza Community College District Strategic Plan.

- On-campus FTES enrollment will increase 5 percentage points by fall 2015. FTES decreased from 22,350 in 2008-09 to 21,146 in 2009-10, and is forecast to decrease further to 19,374 in 2010-11.
- The percentage of June Santa Clara County High School Graduates attending De Anza will increase from 16% to 20% by fall 2015. The percentage of Santa Clara County public high school graduates enrolling at De Anza College is currently at 15%.
- The fall-to-fall persistence of full-time students (ARCC indicator) will increase from 71% to 75% by 2015. Fall-to-fall persistence decreased from 70.9% in 2007-08 to 63.6% in 2008-09.
- By 2015, underserved groups will persist from fall-to-fall at a rate at least as high as all other groups (ARCC Cohort). African American, Filipino and Pacific Islander students have exhibited the same persistence rate as White students; the persistence rate for Hispanics is 4 percentage points below that of White students.
- By 2015, the basic skills course success rate will reach 85% or the highest score within the peer group. The college's current basic skills course success rate is 77.2%.
- By 2015, 10% of students with a goal of transfer, with or without a degree, will have enrolled in at least one course having a community/civic engagement component. Currently, 3% of students with a goal of transfer, with or without a degree, have enrolled in at least one such course.
- By 2015, the college will achieve a rate of 75%, or the highest score within the peer group, on the ARCC Achievement Rate, which measures attainment of different outcomes within 6 years. The college has achieved this goal and established the highest score within the peer group.

- By 2015, the college will achieve a 90% course success rate or the highest score within the peer group for vocational courses (ARCC). The college's current vocational course success rate is 76.8%.
- By 2015, the college will achieve a less than 5 percentage point difference between the annual Course Success Rate for historically underserved groups and all other groups. As of 2009-10, the difference between the course success rates of all other groups and Filipino/Pacific Islander students is 10%, African American is 11%, and Hispanic is 7%.

De Anza College will continue to implement initiatives aimed at meeting its institutional goals by 2015. It must be noted that continued state budget reductions may impede achievement of these goals as cuts to the college affect student success and retention.

Program Review, Integrated College Planning and Resource Allocation

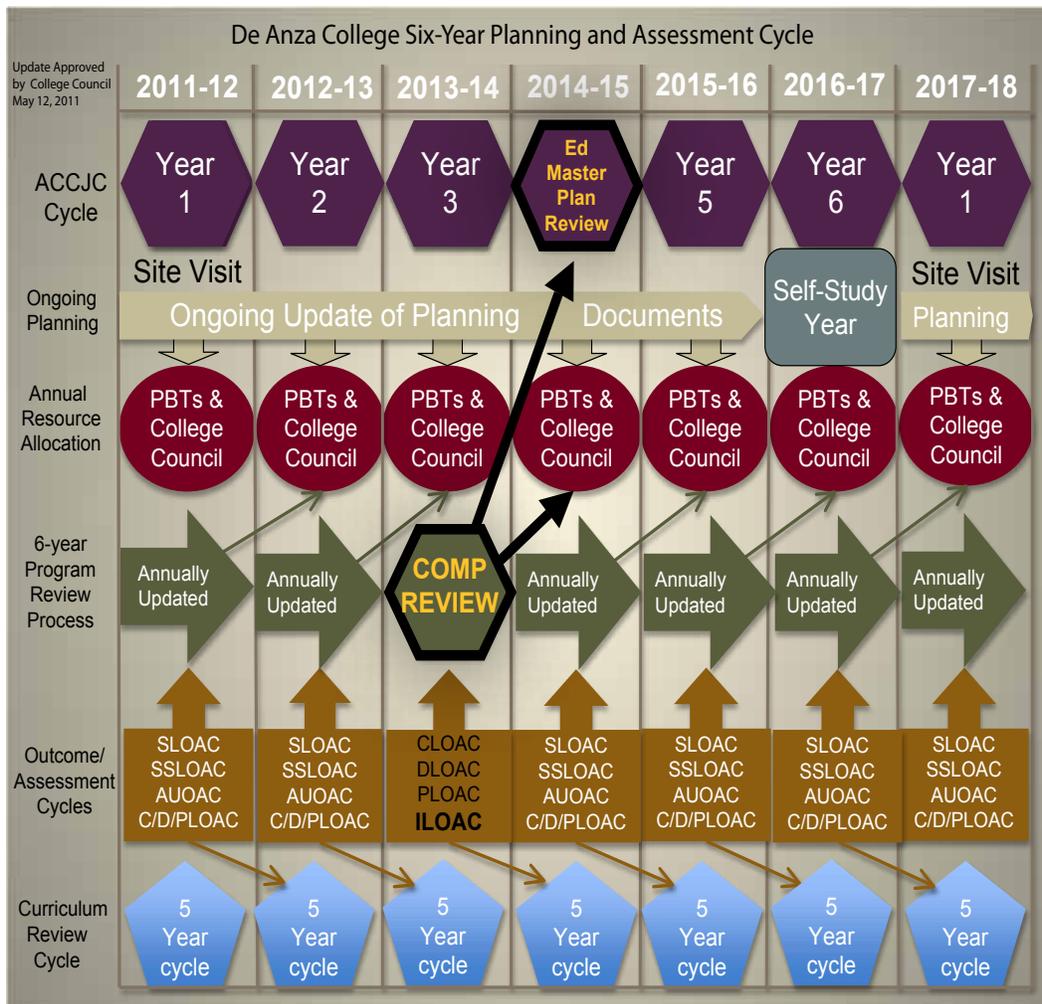
By continuously assessing the college through its Institutional Metrics, De Anza evaluates its effectiveness in meeting student needs as established in the strategic initiatives and specified in the Educational Master Plan 2010-2015.

Similarly, De Anza reviews and improves its own planning processes, in 2010 and 2011 updating the Six-Year Planning Cycle and in 2011 approving a College Planning Committee (CPC) to coordinate planning efforts with the oversight of College Council.

Updating the Six-Year Planning and Assessment Cycle

The Educational Master Plan 2010-2015 outlined the Key Components of the Planning Model, which includes Outcomes-Based Program Review, Program Level Assessment, Assessment Cycles – Course, Student Services, and Finance and Educational Resources, and the Planning and Budget Team (PBT) process.

The integration of the college's planning and budgeting process was published in chart format in the Educational Master Plan. An updated version of the Six-Year Planning Cycle was approved by College Council in December 2010. The update reflected the alignment of Student Learning Outcomes Cycle (SLOAC) and Program Learning Outcomes Assessment Cycle (PLOAC) results and the Comprehensive Program Review (CPR) with the review of the college's guiding documents: the mission statement embodying the Institutional Core Competencies (ICCs), Strategic Initiatives, and Educational Master Plan. A further refinement that included Learning Outcomes Assessment Cycles for Certificates, Degrees, and the Institution (CDLOAC, DLOAC, ILOAC) was adopted as part of the update to the chart in May 2011. The name of the process was also appended to underscore the assessment aspect. The updated Six-Year Planning and Assessment Cycle follows.



Comprehensive and Annual Program Reviews

As part of the review of institutional planning, the Instructional Planning and Budget Team (IPBT) reexamined the 2008 Comprehensive Program Review (CPR) and Annual Program Review Update (APRU) documents. A draft of the 2013-14 CPR was developed in anticipation of incorporating PLOAC data. The APRU process was also revised a second time to capture annual assessment data, identify any significant changes to program viability or vitality, and establish a formal process for requesting resources – additional faculty, staff, materials, bond or grant money, facility refurbishment or technology-related items – that a division's allocated budget could not support.

Program Level Outcomes

In September 2010, all Instructional programs wrote PLO statements, which were then reviewed by the Curriculum Committee and returned with suggestions for further revision. All Student Services programs also wrote PLO statements. In November 2010, the SLO team presented a series of workshops focused on PLO assessment and its relationship to the college's Six-Year Planning and Assessment Cycle.

In January 2011, the SLO coordinators initiated a process to assist all Instructional departments in finalizing their program certificates and degree outcome statements for second and final submission to the Curriculum Committee and inclusion in the 2011-2012 college catalog. Assessment plans have also been incorporated into the 2011 APRU.

More than 150 faculty members participated in the collegewide convocation in April to identify the connections between PLOs and the Institutional Core Competencies (ICCs) used to assess student learning at the institutional level. Assessments specific to each PLO statement were also planned at the convocation.

College Planning Committee

College Council in May 2011 approved the creation of a College Planning Committee (CPC), which, under College Council's direction, will provide leadership in the ongoing review of all aspects of De Anza's planning processes.

The CPC is charged with

- Publishing the annual planning calendar through coordination with the Planning and Budget Teams (PBTs)
- Assessing institutional goals and outcomes through an annual report
- Reviewing and proposing revisions to the mission statement and Educational Master Plan
- Evaluating the Six-Year Planning and Assessment Cycle
- Evaluating governance and decision-making structures and processes

The College Planning Committee will deliver an annual update to College Council as part of systematic evaluation and improvement of institutional planning.

Summary Update of Outcomes and Assessment Planning Activities

Student Learning Outcomes and Assessment Cycles

- On Sept. 17, 2010, for the second consecutive year, Opening Day activities focusing on SLOs were attended by almost all faculty and staff, along with many part-time faculty members. A campuswide presentation reviewed all previously completed SLO activity and introduced a plan for writing assessment outcome statements at the program level.
- On Sept. 17, 2010, the SLO team collected draft Program Level Outcome (PLO) statements for all academic departments along with all certificate and degree programs.
- On Sept. 28, 2010, the college appointed two new outcomes coordinators to the SLO team. The coordinators began work immediately.
- On Nov. 8, 2010, the SLO coordinators delivered a presentation to the Academic Senate to update progress on Program Level Outcomes (PLO) assessment and more rigorous integration of outcomes evidence into the Annual Program Review Update Process.
- On Nov. 17 and 19, 2010, the SLO coordinators presented a workshop to faculty liaisons and department chairs to introduce assessment strategies for PLOs. A third session of the workshop was offered on Jan. 27, 2011.
- In winter 2011, the college approved the purchase of a new data management system (TracDat™) to be used for the systematic collection and archiving of assessment documents at all levels of the institution. Training for the system took place in spring of 2011, with implementation scheduled to take place in the 2011-12 academic year.
- In January 2011, all departments responsible for certificate and degree programs received feedback on their draft PLO statements. Departments were asked to consider these suggestions and submit the final versions of their statements for publication in the college catalog by Feb. 23.
- On Feb. 23, 2011, the SLO team confirmed the receipt of final PLO statements for all certificate and degree programs.
- On March 11 and 16, 2011, the SLO coordinators presented a workshop to faculty liaisons and department chairs to prepare for the April 15 convocation day. At this workshop, forms were introduced for mapping PLO statements to De Anza's Institutional Core Competencies (ICCs) in order to clearly identify the connections between course, program and institutional assessment. Additional forms were introduced to document assessment plans for program level outcomes.
- On April 15, 2011, the SLO Team sponsored a collegewide convocation for SLO-related work. The majority of full-time faculty, 60 part-time faculty, most instructional deans and a cross-section of classified professionals participated.

Student Services Learning Outcomes and Administrative Unit Outcomes and Assessments

- On Sept. 17, 2010, at College Opening Day, SSLO/AUO workshops were held to continue to develop and assess outcomes. Workshops introduced the concept of PLOs and how to write them.
- On Jan. 28, 2011, SSLO/AUO workshops were held on the topic of moving from SSLO to PLO assessment and matching to the mission, ICCs and strategic initiatives.
- On Feb, 23, 2011, a workshop was held with the Educational Resources division on writing and assessing AUOs.
- On April 15, 2011, many SSLO/AUO groups met at the collegewide convocation to work on SSLOs/AUOs and PLOs.

Integrated Planning and Budgeting

- In spring 2010, the Instructional Planning and Budget Team (IPBT) Comprehensive Program Review (CPR) template was revised to include Program Level Outcomes assessment data.
- In fall 2010, College Council established a Governance Task Force to define the college governance process and develop a governance e-handbook and recommendations for website improvements.
- On Dec. 9, 2010, College Council adopted a revision of the Six-Year Planning Cycle to align institutional planning – the review of the mission, strategic initiatives and Educational Master Plan – with a new target date of 2013-14 for CPR.
- In January and February 2011, the IPBT Annual Program Review Update (APRU) form was revised to correlate with the CPR template.
- In January and February 2011, the Student Services Planning and Budget Team (SSPBT) Annual Program Review Update form was revised to correlate with the CPR template.
- On May 12, 2011, College Council approved the College Planning Committee.
- On May 12, 2011, College Council approved the Educational Master Plan Update and a refined Six-Year Planning and Assessment Cycle.

Additional Supporting Activities

- On July 8, 2010, two SLO coordinators attended the SLO Institute as part of the statewide Academic Senate conference.
- On Nov. 5, 2010, two SLO coordinators attended the Regional Coordinator meeting sponsored by the Statewide Academic Senate at Sierra College.
- On Jan. 11, 2011, an SLO coordinator attended an ACCJC open meeting with the Accreditation Liaison Officer at the San Francisco Marriott.
- On March 18 and 19, 2011, three SLO coordinators, the Academic Senate president and vice president, the ALO, the associate vice president of Instruction and the college researcher attended the statewide Academic Senate Accreditation Institute in Napa.

- On April 8, 2011, two SLO coordinators, the Academic Senate vice president/ IPBT faculty co-chair of the IPBT, and the college researcher attended the Research and Planning (RP) Group Conference at Foothill College in Los Altos, California.
- In fall 2010 and spring 2011, the Academic Senate president and vice president attended the Academic Senate Plenary sessions and Institutional Planning workshops.
- On April 29, 2011, one SLO coordinator, the associate vice president of Instruction, the vice president of Student Services and the college researcher attended the ACCJC Institutional Planning Workshop at West Valley College.
- Two faculty members have been accepted to the 2011-2012 WASC Assessment Leadership Academy.

www.deanza.edu/emp/EdMasterPlanUpdateSpring2011.pdf



Distance Learning Program

The De Anza College Distance Learning program offers students a flexible learning environment through online and hybrid courses. In 2010-11, there were 466 distance learning course sections and an additional 108 course sections offered through hybrid delivery.

Distance Learning works to continuously improve its services to prospective and enrolled students to assist them in their success. This includes, through the extensive Distance Learning website:

- A self-assessment, “Are Distance Learning Courses for You?”
- Distance Learning FAQs
- Strategies for success, with study tips particular to Distance Learning courses
- Catalyst Course Management System FAQs
- Catalyst Tech Support
- Links to the Student Success Center for tutoring assistance
- A specific link to obtain online writing assistance through the Writing and Reading Center
- Links to Student Services including Admissions and Records, the Bookstore, Counseling, Financial Aid, diagnostic testing and Disability Support Programs and Services (DSPS)

All De Anza College students can access the Library’s online catalog and all Library databases by logging on with their campuswide ID number. They can receive telephone and online help from a librarian during regular Library hours. They can also complete the self-paced 1-unit online courses in Internet search techniques and emerging Internet technologies offered by Library faculty.

Streaming video for online courses are closed-captioned in accordance with Section 508 of the Americans with Disabilities Act (ADA). A new Searchable Internet Video (SIV) feature developed in-house by the Technology Resources Group (TRG) enhances the ability of all students to understand and review content. As part of ongoing improvement to Distance Learning offerings, all former commercial video-based telecourses were converted in fall 2010 to more interactive online courses with more frequent student-instructor contact.

Every proposed online and hybrid course offering is examined and approved through an additional curriculum process to ensure that course content, assignments and assessment are delivered with the same quality as an on-campus course. Distance learning staff members provide training for faculty on the best pedagogical practices for student success. Training is also provided on the use of the Catalyst system.

Distance Learning uses individual student feedback to improve its services as well as responses to formal surveys, which were conducted in 2007 and 2010. Additional information on Distance Learning is available through the program website (<http://deanza.edu/distance/>) and program reviews (http://deanza.edu/gov/IPBT/program_review_files.html). A list of approved Distance Learning courses is available at http://dilbert.fhda.edu/curriculum/Report_approved.html.

FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
 Year Ended June 30, 2010

FINANCIAL STATEMENTS

Type of auditor's report issued: Unqualified

Internal control over financial reporting:
 Material weakness(es) identified? Yes No
 Significant deficiency(ies) identified not considered to be material weakness(es)? Yes None reported

Noncompliance material to financial statements noted? Yes No

FEDERAL AWARDS

Internal control over major programs:
 Material weakness(es) identified? Yes No
 Significant deficiency(ies) identified not considered to be material weakness(es)? Yes None reported

Type of auditor's report issued on compliance for major programs: Unqualified

Any audit findings disclosed that are required to be reported in accordance with Circular A-133, Section .510(a)? Yes No

Identification of major programs:

CFDA Number(s)	Name of Federal Program or Cluster
84.063, 84.033, 84.007, 84.116, 84.375	Student Financial Aid Cluster
84.048	Vocational Education
84.382B	Asian American- Strength, Minority
47.076	National Science Foundation
84.394	ARRA: State Fiscal Stabilization Fund
NGT2-1001	NASA/Ames Internship Program
93.714	ARRA: Emergency Contingency Fund for TANF State Programs

Dollar threshold used to distinguish between Type A and Type B programs: \$ 736,519

Auditee qualified as low-risk auditee? Yes No

STATE AWARDS

Internal control over state programs:
 Material weakness(es) identified? Yes No
 Significant deficiency(ies) identified not considered to be material weaknesses? Yes None reported

Type of auditor's report issued on compliance for state programs: Unqualified

Excerpted from Foothill-De Anza Community College District Financial Statements with Supplemental Information for the Year Ended June 30, 2010 and Independent Auditor's Report.
<http://fhdafiles.fhda.edu/downloads/accounting/FDACCDAuditedFY0910final.pdf>

Accomplishments of Self-Identified 2005 Planning Agendas

The ways in which the college addressed the 2005 Planning Agendas are summarized below and addressed within the text of the Self-Study Standards Self-Evaluations.

2005 Planning Agendas for Standard I

Standard I.A

- As a component of the new strategic plan, the college will complete the process of revising the mission statement to explicitly reflect the college's commitment to student learning.

The college's mission statement was reviewed and updated in spring 2010 as part of the Educational Master Plan 2010-2015.

Standard I.A.1

- Under the leadership of the College Council, the college will create a task force to develop recommendations for a Student Equity Accountability Plan. The accountability plan should supplement the equity plan and should outline the resources, training and opportunities available to faculty and staff that support the college's equity goals. The plan should also include reporting suggestions that facilitate the sharing of best practices around the college.

As addressed throughout the document, De Anza College's long-standing commitment to diversity is integrated into the formal operations of the college through Program Review, curriculum and hiring. The college also adopted a strategic initiative in 2005-06 on Cultural Competence. While a specific task force was not established, the college's ongoing work on diversity and equity, including through the Office of Diversity, collectively speaks to the planning agenda.

Standard I.A.2

- Whenever feasible or appropriate, the college will include its mission statement in publications, major reports and brochures that describe a college program or service.

This has been accomplished and is ongoing; De Anza's mission statement is widely published on the website and in printed and electronic materials, including on many college meeting agendas. In the Faculty and Staff Accreditation Survey November 2010, 91% of the respondents agreed or strongly agreed that the college has a "clear and publicized mission that identifies its educational objectives."

Standard I.A.3

- As a component of the new strategic plan, the College Council will work with the president to complete the process of revising the mission statement.

The college successfully updated its mission statement in 2010. While discussion about mission and purpose was intrinsic to the strategic planning process that took place in 2005-06, the updating of the mission statement did not occur as part of that specific process. Mission review is specifically built into the college's new Six-Year Planning and Assessment Cycle.

Standard I.B.1

- The president and the vice presidents will work with the college researcher and shared governance groups to develop a Research Agenda Plan to facilitate college-wide dialogue about student learning and institutional processes.

As described throughout the Self-Study and in Standard II.A Planning Agendas below, Institutional Research was central to collegewide dialogue on learning outcomes and continues with the implementation of the work, most recently on the Student Learning Outcomes Assessment Cycle (SLOAC) model.

Standard I.B.2

- The College Council will develop a process to facilitate collegewide dialogue regarding the Educational Master Plan goals, the Strategic Planning process, and their relationship to institutional effectiveness measures.

Four strategic initiatives were established through the strategic planning process begun in 2005: Outreach, Student Retention and Success, Cultural Competence and Community Collaborations. Metrics for these goals, and standard measures of achievement including ARCC data, are routinely assessed and presented annually to the college community and the board of trustees. Work sessions on institutional goals are included in all-college Opening Day activities.

Standard I.B.3 and I.B.4

- College Planning and Budget Teams will develop, in dialogue with the College Council, a set of criteria and standards appropriate to the areas they represent. These criteria and standards will assist in increasing the visibility and transparency of the resource allocation process.

The college's work units assess their annual progress toward stated goals and objectives through the Program Review process. The Comprehensive Review will now be done every six years, with annual updates. The Program Review now incorporates learning outcomes assessments. The process and plan is under way for fully incorporating SLO, SSLO and AUO assessments into resource allocation decisions through the Six-Year Planning and Assessment Cycle.

The PBTs, Academic Senate and College Council have had robust discussions about increasing the visibility and transparency of the resource allocation process. With the development of serious budget deficits beginning in 2008-09, two documents labeled "Principles and Strategies for Budget Reductions" and "VP1 Summary Reductions for 2009-2010" were developed based on consensus among the various PBTs and College Council in dealing with the budget shortfalls.

Standard I.B.5

- The De Anza Institutional Research Office will develop a major projects plan, based upon campus requests, to be updated and reviewed annually by the College Council.
- The college researcher will develop and offer training for faculty, staff and appropriate committee members on data available.
- The college researcher will conduct annual student satisfaction surveys through the Marketing/Communications Office to evaluate student trends and satisfaction levels.

The college Institutional Research Office has developed a major projects list based upon requests by senior leadership and the campus. In addition, research staff have asked for input on a research agenda specifically for underserved students. The college researcher routinely presents data to College Council and other shared governance committees such as Academic Senate. The researcher also meets one-on-one with department chairs (e.g. Child Development) to discuss annual student satisfaction survey questions and results. The college researcher served on the LinC (Learning in Communities) Assessment Team and advised faculty on the use of data in the development of proposals for Title III and IMPACT AAPI grants as well as in the reorganization of Student Success Center.

Standard I.B.6

- Under the direction of the vice president of Instruction, establish a learning outcomes assessment website that will centralize the availability of best practice research taking place across campus. Include listings of committee memberships and meeting minutes.
- Under the direction of the vice president of Instruction, formalize a communication method to assist departments and divisions in sharing assessment results.
- Under the direction of the college researcher, collect and monitor on an annual basis information on county demographics and employment trends to help make decisions on resource allocations.

An extensive SLO website has been developed that includes best practices. The SLO team includes division and department liaisons who provide an avenue for communication and information about planning and SLOs.

The Institutional Research Office provides county demographic information annually in the state of the college report and has periodically provided information on employment trends. The office routinely reports information from the Silicon Valley Joint Ventures Annual Index and coordinates on the development of the state Perkins report, which track outcomes in vocational programs. In addition, Institutional Research presented county population projections to the board of trustees in winter 2011 and worked with an external group to develop an Economic Impact analysis that included labor market information.

Standard I.B.7

- The president and the vice presidents will create a process that facilitates dialogue among the PBT co-chairs and the College Council in an effort to ensure integration of their respective planning and resource allocation agendas.

The development, creation and updating of the Six-Year Planning and Assessment Cycle fulfills this Planning Agenda.

2005 Planning Agendas for Standard II

Standards II.A.1, II.A.1.c, II.A.2.e, II.A.2.f, II.A.2.i

- The Instructional Planning and Budgeting Team (IPBT) will revise its Program Review process to more fully utilize Institutional Research in identifying student learning needs, offering responsive programs, assessing student achievement and using the assessment results as the basis for program improvement.

The Program Review Process has been revised to include a Comprehensive Program Review (CPR) process every six years with Annual Program Review Updates (APRU). Both are critically examined for SLOs and the assessment of SLOs. The documents include data obtained from the Office of Institutional Research that has been analyzed and discussed by programs to identify specific areas requiring improvement. In order to request resources, programs are expected to detail how the assessment from a particular SLO justifies the resource need; programs are also expected to explain how these resources will improve SLOs and achievements. Institutional Research was central to collegewide dialogue on learning outcomes and continues to be instrumental in the implementation of the work, most recently on the SLOAC model.

Standard II.A.1.a

- De Anza will work with its college researcher, instructional administrators and the Academic Senate to improve the identification and satisfaction of student learning needs through the development of a Research Plan for Instruction.

Institutional Research projects include surveys at the institutional level, such as the Student and Faculty and Staff Accreditation Surveys November 2010, as well as the Community College Student Engagement (CCSSE) and diversity surveys. The office also conducts period surveys of programs, such as Learning in Communities (LinC), Nursing, Speech, Math, Child Development and Financial Aid, to assess student needs. The office has conducted a number of analyses to evaluate the impact of programs and specific interventions, such as Math Performance Success (MPS). Data has been used to evaluate the long-term impact of Student Success Center (SSC) programs, resulting in the 2009-10 reorganization. Other assessments have been conducted for Title III and IMPACT AAPI grants.

Standard II.A.1.b

- Develop a De Anza College Technology Plan based on the campus Educational Master Plan that provides direction to the district Technology Strategic Plan.
- College representatives will collaborate in district planning for a 2006 local bond campaign to include instructional technology and other required IT infrastructure.

The campus community, working through the Technology Task Force and other shared governance bodies, in 2007 developed the De Anza College Information Technology Strategic Plan, a comprehensive plan on the use of information technology to enhance access, learning, retention and success. The plan was updated in 2010. In 2006, local voters approved Measure C, a bond measure that included instructional technology and other infrastructure.

Standard II.A.1.c

- The college's Strategic Planning Initiative in the 2005-06 academic year will convene the leadership of the Academic Senate to discuss the development of a Learning Outcomes Project.

The Program Review process has evolved to incorporate SLO Assessment Cycles (SLOACs). Institutional Research was central to collegewide dialogue on learning outcomes and continues with the implementation of the work, most recently on the SLOAC model. The Academic Senate, working with Institutional Research and the Office of Staff and Organizational Development, leads the faculty-driven SLO process.

Standard II.A.2.d

- Develop a De Anza College Technology Plan that addresses faculty training needs.
- The Instructional Planning and Budgeting Team will revise its Program Review process to more fully utilize Institutional Research in identifying student learning needs, offering responsive programs, assessing student achievement, and using the assessment results as the basis for program improvement including the narrowing of the achievement gap.
- The current equity plans will be comprehensively reviewed during the strategic planning process beginning in 2005-06, with a view to better guide program and course development, the provision of services to diverse students, and the development of an even more inclusive campus culture.

Training is provided for the Catalyst online course management system. Faculty continue to need additional training in that area as well as in the use of other technology, which is a Planning Agenda for 2011.

The Program Review process has evolved to incorporate SLO Assessment Cycles (SLOACs). More detail is above. Questions regarding equity are included in Program Review.

The college has long held a deep commitment to achieve educational equity across racial and ethnic groups. The Office of Diversity has been critical to achieving that goal and is responsible for developing the college equity plan. In addition, the office is responsible for several areas of work on the Cultural Competence Strategic Initiative, including hiring, faculty mentoring in pedagogy and curriculum. In 2009, Program Reviews began to include a focus on historically underrepresented student populations, and resource allocation discussions included an analysis of data by ethnicity, gender and other barriers to success.

Standard II.A.2.e

- The IPBT will return to its original charge of articulating goals for student outcomes and program mix, and recommending resource allocation to support those goals.
- Learning outcomes will be a major theme of discussion and implementation with the first curricular revisions occurring in the 2006-2007 college catalog.

IPBT worked to revise the Program Review Process to include a Comprehensive Program Review (CPR) process every six years with Annual Program Review Updates (APRU). Both are critically examined for SLOs and the assessment of SLOs. The documents include data obtained from the Office of Institutional Research that has been analyzed and discussed by programs to identify specific areas requiring improvement. In order to request resources, programs are expected to detail how the assessment from a particular SLO justifies the resource need; programs are also expected to explain how these resources will improve SLOs and achievements. Institutional Research was central to collegewide dialogue on learning outcomes and continues to be instrumental in the implementation of the work, most recently on the SLOAC model.

All course outlines now incorporate SLOs, and the Curriculum Committee evaluates the course outlines for appropriate alignment of the course objectives with the SLOs. Data for assessment of SLOs is electronically documented in ECMS, which provides information regarding the results of the assessments of each learning outcome, the tools used for assessment, and the reflections on the results conducted by the department faculty at the origin of the course. Certificate and degree outcome statements are being published in the 2011-2012 catalog.

Standard II.A.3.c

- The Task Force on Civic and Community Engagement will publish a white paper in January 2006 that describes the action plan for improving the preparation of students to participate fully in their communities.

The Task Force plan was created and delivered to the president in spring 2006. The recommendations led to the creation of the Institute of Community and Civic Engagement (ICCE) in fall 2006.

Standard II.A.5

- Under the leadership of the dean of Biological/Health Sciences and Workforce Education, expand the Workforce Education Survey and tailor it to collect program-specific outcome data about career/technical program students.

Placement rates for the college's CTE programs are calculated based upon California Community Colleges Core Indicator Information for 2011-12 cross-referenced with California Employment Development Department Unemployment Insurance wage data. These placement rates, together with pass rates described above, are used in Program Review and assessment.

Standard II.A.6.b

- As part of its revision of the Program Review process, the IPBT will articulate a process for program discontinuance as part of its Program Review guidelines.

Program review as it relates to program discontinuance has been discussed at the college, including in the Academic Senate. In light of potentially serious effects of budget reductions, De Anza Academic Senate officers met in April 2011 with their counterparts from Foothill College as well as the chancellor, both college presidents, and both vice presidents of Instruction to review and clarify understanding of college and district program discontinuance policy. This group agreed to draft a shared and updated policy that will be taken back through respective Academic Senates.

Standard II.B

- Under the direction of the Enrollment Management Task Force, expand outreach efforts to focus more on access to De Anza by Spanish-speaking students from East San Jose.
- Under the direction of the Enrollment Management Task Force and Outreach, develop a combined recruitment and transfer guarantee partnership with National Hispanic University that will address concerns related to successful completion of English courses.

As part of the college's strategic initiatives, dedicated outreach efforts focus on Spanish-speaking students, including through collaborations with the two offices of Outreach and Marketing/Communications. A coordinated advertising campaign was created utilizing print, radio, bus, transit shelter and shopping mall screens, elements of which were bilingual. The enrollment of first-time to college of Latina/o students increased by 77% from fall 2006 to fall 2008.

The college has created a transfer agreement with National Hispanic University (which recently was incorporated into Laureate International Universities). While relationships exist between NHU and De Anza, recruitment efforts were not combined.

Standard II.B.1

- Expand the resources allocated to advising veterans to include a targeted outreach and recruitment component.

The role of Veterans coordinator has been assigned to an Admissions and Records staff member. A website has been developed to both provide information and serve as a recruitment tool. The college has partnered with the Veterans Administration on work-study opportunities. The college has also supported students who in 2010 formed a sub-chapter of the Veteran Students of America to ease the transition from military to civilian life.

Standard II.B.2.a

- Under the direction of the vice president of Student Services and Educational Technology Services, complete the development and linking of support services technologies and integrate them into the portal environment to make students' access to support services seamless and user-friendly.

MyPortal, the Luminis platform of the new Banner Educational Information System, was implemented in 2010. MyPortal serves as students' secure online gateway to numerous support services, beginning with registration. Students can obtain their date to register, search and sign up for courses, add and drop courses, add their name to waitlists, and view their class schedule. They can also access placement test results and Financial Aid records, as well as order transcripts. Grades are provided to students through MyPortal, on which they can view their academic records. Through the portal, students can also receive personalized information, such as the status of their Financial Aid award and general announcements from the college.

Standard II.B.3

- District and campus Institutional Research personnel will develop a model for measuring the impact on performance outcomes by support services of the college.

All Student Services have established Student Services Learning Outcomes (SSLOs) and are involved in assessment cycles, generally with the assistance of Institutional Research.

Standard II.B.3.a

- Under the direction of the Enrollment Management Task Force, develop the partnership between Outreach and Marketing to increase effectiveness of communication with potential students and community.
- Under the direction of the Enrollment Management Task Force, determine the number of new students who enroll because of the Outreach, Marketing and recruitment efforts of the college.
- The Student Services Technology Committee will work with the college Technology Committee to develop opportunities for increased retention by connecting new students to programs and services in a real and virtual environment.

The offices of Outreach and Relations with Schools and Marketing/ Communications developed an especially close partnership, working to increase the effectiveness of communication with potential students. Following the college's first-ever marketing forums in 2007, a recruitment campaign was developed that utilized nontraditional advertising vehicles – bus sides, backs and shelters, and shopping mall plasma screens – for maximum impact. The coordinated recruitment campaign was designed to promote the college to students as “Just What You Need.” This was conceptually presented in some advertisements, with models declaring “I need a college degree” (in both English and Spanish); “I need a better job” (emphasizing workforce preparation) and “I need a college that works for me” (to underscore personalized attention and special programs). The Office of Institutional Research conducted quantitative research to determine results from combined Outreach and Marketing efforts, revealing significant gains in the enrollment of targeted populations. The use of technology in Student Services is addressed more completely in Standard II.B.3.c below.

Standard II.B.3.b

- Work with Task Force on Civic and Community Engagement to identify opportunities to link the college's civic engagement efforts with student learning and performance outcomes.

The Institute for Community and Civic Engagement (ICCE), created in fall 2006 from the plan presented by the Task Force on Civic and Community Engagement in spring 2006, has been central to the implementation of the college's strategic planning initiative on Community Collaborations. Through the ICCE's work, students learn to see college as meaningful to themselves and their communities. There is strong national research to support the claim that community engagement helps with student retention.

Standard II.B.3.c

- Under the direction of the vice president of Student Services, expand the theories and practices used in the Math Performance Success program to other academic divisions, using technologies such as the Web-based Educational Plan, the Early Alert program, and the student tracking system to increase the number of students served.

The use of technology in web-based educational plans to increase the number of students being served was reliant on the creation and implementation of an online student database, STARSU, that would host the “e-Ed Plans.” Though the college funded the initial start-up, the implementation became unworkable. Online student educational plans are not currently being developed. The use of Early Alert to increase the number of students served has been temporarily placed on hold as the college moves to fully implement the new Banner system. Within the deployment of this new system, the faculty and staff representatives from the Counseling and Matriculation Division, Admissions and Records, and the college's Educational

Technology Services (ETS) are moving to design and implement the Academic Standards monitoring and tracking system. The Early Alert Program can be a feature tool within this academic network.

Standard II.B.3.d

- Under the direction of the president, work with the college's diversity coordinator and members of the Student Services Council to identify common themes and concerns of individual Student Services programs and departments.
- Under the direction of the vice president of Student Services, identify training or practices that better address the concerns of equity and diversity of support services.

The Office of Diversity works collegewide to achieve the college's equity goals. It ensures equal opportunity in hiring by training equal opportunity representatives and placing representatives on committees. It is responsible for activities supporting the Cultural Competence strategic initiative, including mentoring faculty in cultural competence in pedagogy as well as in curriculum, and for promoting an inclusive campus atmosphere. The Diversity Office also participates in staff development activities for staff and faculty in all areas of the college.

Standard II.B.3.e

- Under the direction of the vice president of Student Services, explore a formal relationship between the Assessment Office and Institutional Research.
- Under the direction of the dean of Counseling and Matriculation, revise and put into place the Matriculation Advisory Board by fall 2005.

The college Assessment Office and the Office of Institutional Research have established a formal relationship, working closely with the district and college research staff to identify important data sets and processes for tracking and evaluating assessment levels, enrollment history, persistence and completion rates. This data further informs work in counseling, enrollment management and in special task force work, such as that accomplished by Developmental and Readiness Education (DARE). The Matriculation Advisory Board has not yet been established as originally planned in 2005 but is a Planning Agenda for 2011.

Standard II.C.1

- Under the leadership of the dean of Library Services, develop and implement a plan to expand capacity and functionality of the Open Media Lab.
- Under the leadership of the dean of Library Services, develop a plan for increased faculty involvement in all lab areas. The plan should address methods of funding the expansion as well as additional staffing, furniture and equipment.
- Activate previously installed ports in the Library, giving students the ability to connect to the Internet using their laptop computers.

- Explore ways to more efficiently and effectively deal with mediated learning at the district and college levels.
- Revise EWRT 160 co-requisite in light of the replacement of the Writing Assessment Test (WAT) with a portfolio.

Work to expand the capacity and functionality of the former Open Media Lab, now the Learning Center West Lab (LCWL), was accomplished through the Measure C bond; Library faculty were central to that planning. The availability of wireless connections in the Library superseded the installation of additional ports. The adoption of the English Writing Assessment Test (WAT) portfolio, described in Standard II.A.2.g, pertained more directly to Language Arts.

Distance Learning provides services to students to prepare them as much as possible to be successful in the courses they take. Staff provide pedagogical and technical training to faculty.

Standard II.C.1.c

- Under the leadership of the dean of Library Services, develop and implement a plan to make available a full range of Library services for off-campus use.

Students can access the Library's online catalog and all of the Library's databases by logging on with their campuswide ID number. They can receive telephone and online help from a librarian during regular Library hours. They can also complete the self-paced 1-unit online courses in Internet search techniques and emerging Internet technologies offered by Library faculty.

2005 Planning Agendas for Standard III

Standard III.A.1.b

- Under the direction of the President's Council, develop and provide annual workshops for administrators to enhance their understanding and to encourage consistency in reviewing and approving professional activities for professional growth units or awards.

While workshops were not held for administrators on professional growth activities, all employees are informed of opportunities through their bargaining units, and workshops are held on the topic by the Office of Staff and Organizational Development. The terms and conditions for receiving the PAA (faculty) and PGA (classified) awards are also clearly stated in the Faculty Agreement (Article 38) and ACE Agreement for classified professionals (Appendix B).

Standard III.A.1.c

- The President's Council will provide leadership in expanding the evaluation process to include appropriate evaluation related to SLOs.
- Develop a process for establishing a campuswide definition of SLOs and their measurement in Instruction and Student Services.

The college has responded in full to the 2005 Commission recommendation regarding Student Learning Outcomes. SLO and SSLO assessments are under way.

Standard III.A.1.d

- Address interpersonal or ethical issues among faculty, staff and administrators.
- Under the direction of the President's Council, define roles and responsibilities in fostering equitable learning outcomes and the implications of continued disparities in success rates between ethnic groups.
- Under the direction of the President's Council, assist the Classified Senate in the development of a professional code of ethics for classified staff.

The procedures to resolve complaints regarding harassment and discrimination for faculty and staff are well documented under District Administrative Policy 4640 (AP4640). The existing bargaining unit agreements also address processes for resolving grievances. Codes of ethics are in place, including for the Classified Senate. The Office of Staff and Organizational Development holds related workshops.

The Office of Diversity works collegewide to achieve the college's equity goals. It ensures equal opportunity in hiring by training equal opportunity representatives and placing representatives on committees. It is responsible for activities supporting the Cultural Competence strategic initiative, including mentoring faculty in cultural competence in pedagogy as well as in curriculum, and for promoting an inclusive campus atmosphere. The Office of Diversity also participates in staff development activities for staff and faculty in all areas of the college.

Standard III.A.2

- Under the direction of the President's Council, ensure that staffing decisions are driven by the Educational Master Plan goals.

With the implementation of a carefully developed Six-Year Planning and Assessment Cycle, the college will have an increasingly better coordinated and more comprehensive approach to educational master planning and resource allocation in meeting stated institutional purposes and goals: integrated planning and budgeting. Program Review is an important component of this comprehensive approach and is enhanced with the incorporation of Comprehensive and Annual Program Reviews using outcome assessments.

Standard III.A.4

- Under the direction of the President's Council, expand existing equity initiatives and allocate fiscal, human, and facilities resources to support equity and diversity efforts.

The Office of Diversity works to achieve the college's equity goals. It ensures equal opportunity in hiring by training equal opportunity representatives and placing representatives on committees. It is responsible for activities supporting the Cultural Competence strategic initiative developed in 2005, including mentoring faculty in pedagogy as well as in curriculum, and for promoting an inclusive campus atmosphere. The Office of Diversity also participates in staff development activities for staff and faculty in all areas of the college. A new director will be hired for the redefined Office of Equity, Social Justice and Multicultural Education.

Standard III.A.4.c

- Conduct qualitative research with students to determine strategies for creating an inclusive classroom and student services environment.

Research is regularly conducted with students, particularly in cohort groups such as LinC (Learning in Communities) and First Year Experience. Surveys consistently ask for responses to questions regarding students' overall educational experiences, relationships with teachers and classmates, and their improved use of Student Services such as counseling. In addition, focus groups were conducted and student stories compiled as part of the IMPACT AAPI grant.

Standards III.A.5.a, III.A.5.b

- The dean of Academic Services will provide leadership in developing an institutional vision for a comprehensive professional and organizational development program.

Loss of funding due to budget reductions continues to impact the ability of Staff Development to offer as many professional development activities as would be ideal. However, the office is successful in adapting its programming for alignment with institutional goals and trends and needs of faculty and staff, such as the Cultural Competence strategic initiative. Workshops are developed as needed, and basic technology training occurs at orientations four times a year.

Standard III.A.6

- Through the strategic and educational master planning processes, establish institutional priorities for programs and services to include assessment of human resource needs, which in turn would drive the allocation of resources.

Program Reviews systematically assess how departments are meeting the goals of the college's strategic initiatives and are relied upon to make human resource decisions. The college will continue to ensure that human resource decisions emanate from institutional needs and plans for improvement by using its recently adopted Six-Year Planning and Assessment Cycle. The cycle establishes a systematic approach to the planning and resource allocation process through shared governance.

Standard III.B.1

- Finance and College Services will develop and implement a compliance plan for ensuring safety and ADA compliance of off-site instructional facilities.

All off-site facilities must adhere to federal mandates as well as those from the Department of the State Architect. The distribution of emergency procedures to off-site faculty assists in promoting safety.

Standards III.B.1.a, III.C.1.c

- Finance and College Services will develop a furniture, fixtures and equipment replacement plan.

An FF&E plan was developed to plan for the implementation of the 2006 Measure C bond. To ensure that program and service needs determine equipment replacement and maintenance, instructional deans submit requests to the vice president of Instruction. For the allocation of Measure C FF&E dollars, generally the process is that:

1. Instructional deans request input and suggestions regarding instructional equipment needs from division faculty and department chairs.
2. Based on this information, each instructional division develops a prioritized list of equipment needs submitted to the vice president of Instruction during fall quarter.
3. Once each division has submitted its request, a complete list of all division requests is compiled by the Office of Instruction and distributed to the Deans Council and the Instructional Planning and Budget Team (IPBT) for input and recommendations.
4. The groups meet to discuss the requests from each division and develop a recommendation list for funding to the vice president of Instruction.

Standard III.B.1.b

- Finance and College Services will develop an annual process for reviewing and confirming classroom layouts and furnishings for discipline specific classrooms.

District Plant Services conducts annual space inventories that help to determine the capacity-load ratio of all space on campus and assist the college in identifying where more space may be needed, helping to assure the feasibility and effectiveness of physical resources in supporting institutional programs and services. Plans that result from the evaluations are available in the Five-Year Construction Plan and Facilities Master Plan.

Standard III.B.2.b

- The President's Council will work with the Campus Budget Team and the appropriate administrators to develop a plan for integrating the allocation and planning for resources with the institution's planning process.
- The CEAG will lead a campuswide effort to develop an Environmental Management System (EMS) to promote and support the sustainable use of physical resources.

In addition to the development of the Educational Master Plan and Facilities Master Plan, several college committees work to ensure physical resource planning is integrated with institutional planning. The Facilities Planning Team, Campus Center Board (CCB), Campus Environmental Advisory Group (CEAG), Technology Task Force and the Campus Budget Team all work in conjunction with their district counterparts to ensure the institutional goals of access and growth are met with appropriate facilities, equipment and technology plans. The Six-Year Planning and Assessment Cycle establishes a systematic approach to the planning and resource allocation process through shared governance.

The College Environmental Advisory Group (CEAG) developed a Sustainability Management Plan (SMP) in 2007.

Standards III.C.1, III.C.2

- The vice President of Finance and College Services will provide leadership to develop a De Anza College Technology Plan based on the campus Educational Master Plan that provides direction to the district Technology Strategic Plan.

The college developed an Information Technology Strategic Plan in 2007 in direct response to a recommendation in the 2005 Evaluation Report and its own Planning Agenda. An update to the plan was approved in 2010.

Standards III.C.1.a, III.D.2, III.D.2.b

- The district should acquire a system that provides for real-time information, flexible reporting capabilities, and the integration to a comprehensive student and human resource management system.

The district purchased and has successfully implemented the Banner Educational Information System.

Standard III.C.1.b

- Integrate technology training for faculty and staff into campus-based staff development.

Staff Development provides available technology training resources and activities, identifies ongoing technology needs, and develops programs and materials to meet those needs. More training is necessary.

Standard III.C.1.d

- The vice president of Finance and College Services, vice president of Instruction, vice president of Student Services, and dean of Academic Services will work with the Campus Budget Team and the instructional deans to develop a plan for the allocation of instructional and non-instructional equipment resources.

The college's Measure C Prioritization Process provides the plan for replacement and new technology requests using 2006-10 funding, and replacement and new technology and equipment requests using 2010-15 funding. For scheduling

computer and smart classroom refurbishment and installation, the college coordinates with ETS through the Prioritization Team, composed of the vice president of Finance and Educational Resources, the associate vice president of Instruction, the FF&E coordinator, the ETS director of Networks Communications and Computer Services, three ETS supervisors and other key ETS staff, and creates a priority list for scheduling installations and replacements.

2005 Planning Agendas for Standard IV

Standard IV.A

- Develop a survey process for feedback from governance group members on the effectiveness of the governance process in decision-making and resource allocation.
- College Council will work with the college researcher to create a self-evaluation process related to organizational leadership and effectiveness to provide feedback to college leaders.
- In fall 2005, the Classified Senate will begin creating a professional code of ethics.

Both Academic Senate and Classified Senate have conducted governance surveys. College Council has established a College Planning Committee (CPC) to coordinate and report on review of institutional planning processes. Classified Senate formally adopted a Code of Ethics in 2008, which also responded to an Evaluation Team recommendation from 2005.

Standard IV.A.1

- The President's Council will provide leadership to develop a plan to ensure Staff Development activities address issues of and foster empowerment, innovation, and institutional excellence for faculty, staff, and students.
- The Institutional Research Office will conduct additional research to determine why only 65% of respondents felt that college deans and managers engage in collaborative decision-making.

Staff Development provides numerous programs, including orientations and workshops on pedagogy. The new director of the Office of Staff and Organizational Development completed an assessment of the office and developed a five-year plan.

The Faculty and Staff Accreditation Survey November 2010 shows that 69% agree or strongly agree that collaborative decision-making procedures are followed and respected at the college, an increase over the 65% in the previous Self-Study referred to in the Planning Agenda from 2005. Moreover, the "strongly agree" response increased from 6% in 2004 to 21% in 2010.

Standard IV.A.2.a

- De Anza will make an effort to increase the number of respondents to the next Accreditation Survey.
- The college will actively recruit faculty, staff, and students to participate in the governance process, which will include articulating roles and responsibilities of participation.
- The college will explore ways to allow classified staff and students to more fully participate in governance and leadership activities.

Concerted efforts were made to encourage participation in both Student and Faculty and Staff Accreditation Surveys November 2010, including joint e-mails from leadership with links to electronic surveys as well as verbal and electronic announcements through governance groups.

Ongoing efforts focus on recruitment to shared governance participation, as does a Planning Agenda for 2011 regarding participation by classified staff. De Anza Associated Student Body (DASB) bylaws list positions designated for student assignments and the director of College Life works closely with DASB to help ensure representation.

Standard IV.A.3

- Annually update changes in membership of the various governance groups.
- Annually evaluate how well the governance structure positively affects Student Learning Outcomes.
- Explore ways to encourage more student involvement.

All governance groups annually update changes in committee membership on their websites. If changes occur during the year, they are reflected on the webpage soon after. The Follow Up Report to the Commission 2010 details how the college is addressing the effects of governance processes on SLOs. The recently adopted Six-Year Planning and Assessment Cycle incorporates and synchronizes the SLO process into the college planning, governance and resource allocation processes. The director of College Life works closely with DASB to help ensure committees have student representation. The DASB bylaws lists positions designated for student assignments. Consistent student representation due to changing student schedules remains a challenge.

Standard IV.A.4

- Senior staff will participate/attend regular De Anza Commission meetings as resources to the president. Administrators will be encouraged to be directly involved with local agencies and nonprofit groups. Programs will be encouraged to form community advisory groups where appropriate.
- Align common curricula between the two colleges and assess the effectiveness of unified support programs.
- Increase student equity efforts by working with the Academic Senate to ensure that campus faculty, staff and administrators are informed about these policies.
- Work to implement the additional student equity policies.

- Increase the use of e-mail and Web-based summaries of governance activities.
- Celebrate professional excellence and community building.

The college president regularly attends the meetings of the De Anza College Commission, the community auxiliary organization of the Foothill-De Anza Foundation, as does the director of Marketing/Communications and Development. Many career and technical programs have local advisory boards and are accredited by external agencies as required.

Unified programs serve both campuses, including district Educational Technology Services (ETS), Community Education and the Occupational Training Institute (OTI). Recruitment efforts for the International Student Programs for both campuses are combined to streamline services.

The Academic Senate is deeply involved in student equity issues and curriculum surrounding those issues. The Office of Diversity was staffed by a faculty director, and a new director will be hired for the redefined Office of Equity, Social Justice and Multicultural Education.

An extensive governance website was created in 2007. The current Governance Task Force is working to update, clarify and make additional improvements to the website.

The college has developed a website specifically to highlight accomplishments and professional excellence within the campus community. “Simply the Best,” a college tagline, describes the many award-winning students, faculty, staff and programs. Achievements are also recognized in the annual report and through the Campus Memo and Board Highlights newsletters. The Employee of the Month award honors outstanding classified professionals for their exceptional service and valuable contributions.

Standard IV.A.5

- Conduct annual evaluations to ensure effective dialogue and communication is taking place. The results of these evaluations will be openly discussed in Town Hall meetings and posted on the college website.
- Beginning summer 2005, conduct frequent orientations to the district processes and specifically to De Anza for new faculty, managers and classified staff.

The college evaluates the role of leadership, governance and decision-making structures and processes for integrity and effectiveness through surveys and wide dissemination of the results.

Each new employee attends an orientation. District policies are reviewed as part of orientation, and employees are provided information regarding the availability and location of published board policies and procedures on the board website.

Standard IV.B.1

- The President's Council will work with Marketing/Communications to ensure that the board of trustees' leadership role is communicated effectively to all constituent groups.
- The board of trustees should disseminate information on the performance goals of the chief administrator and the fiscal stability of the institution.

The chancellor's office publishes the electronic newsletter "Board Highlights" following each board meeting. The district disseminates regular information on the fiscal stability of the district through e-mail communication from the chancellor and by posting budget and Audit and Finance Committee information on the district website.

Standard IV.B.1.b

- The President's Council will review and communicate with all constituent groups the policies and the processes used to allocate resources in support of the college's mission.
- College leadership will join the Board of Trustees in taking an active role statewide in seeking additional resources necessary to support educational programs.

Extensive collegewide discussion led to the creation of the Six-Year Planning and Assessment Cycle integrating planning and resource allocation based on the college mission and Educational Master Plan.

The college and district worked to secure funding through voter approval of the Measure C construction bond in 2006. The college supported the parcel tax measure in November 2010 and although it was not successful, it was an opportunity to interact and engage with community members. College leadership sought and received funding for two grants from the Department of Education (Title III and AANAPISI).

Standard IV.B.1.h

- The president will work with the chancellor to ensure that the board's Code of Ethics is broadly distributed and reviewed at the appropriate governance levels of the college.
- De Anza recommends that the district evaluate whether the board's Code of Ethics has a clearly defined policy for dealing with behavior violates its code as required.
- If documents already exist, it should be clearly referenced in the Code of Ethics and be made available along with all other board material.

BP 9210, Code of Ethics and Standards of Practice, outlines ethical practices of conduct for trustees. BP 9210 includes the process for addressing violations to the board's code of ethics that could lead to censure of the member. The code was incorporated into board policy in April 2006.

Standard IV.B.1.j

- De Anza recommends that the board expand the evaluation process of the chancellor and college presidents to ensure broader input.
- De Anza recommends that the board communicate findings in a board statement of district goals.

The board evaluates the chancellor in accordance with Board Policy 9301 and as established in her contract. The district develops a master plan, which includes its goals and is approved and published by the board.

Standard IV.B.2.a

- The President's Council will review the process used to evaluate administrators, especially as to transparency and accountability.
- The President's Council will review the hiring process to ensure that available positions are publicized in ways that will enable the development of hiring pools of qualified applicants that more closely reflect the diversity of the De Anza student body.

The first Planning Agenda is not entirely applicable, as the process for evaluating administrators is established by district Human Resources. Recruitment also resides in that office. Positions are advertised locally and in professional publications, the Chronicle of Higher Education and online, and as recommended by the search committee and department faculty when appropriate. The college can recommend potential avenues to expand pools to ensure diversity. In addition, the district assigns a trained campus Equal Employment Opportunity (EO) representative to ensure the procedures are followed and all applicants are treated equitably in the employment process.

Standard IV.B.2.b

- The President's Council will develop a mechanism to more effectively and consistently link data derived through Institutional Research activities to the strategic planning and budget allocation process.
- The President's Council will implement a more transparent review and evaluation process for strategic planning and budget allocation.

Extensive collegewide discussion led to the creation of the Six-Year Planning and Assessment Cycle integrating planning and resource allocation based on the college mission and Educational Master Plan and incorporating the use of research in Program Review and outcomes assessment.

Standard IV.B.2.c

- De Anza will collect information and feedback regarding the present organizational structure and its effectiveness in meeting institutional goals as a part of its strategic planning process.
- Feedback obtained will be incorporated into a campus dialogue to address concerns that might be raised.

All college work is based upon the college mission and the Educational Master Plan, which also includes strategic planning initiatives, college goals and metrics. Feedback is shared throughout the governance process on a regular basis.

Standard IV.B.3.c

- The President's Council will communicate the district's role in the resource allocation process to appropriate constituent groups and make it a topic of all college forums.
- The President's Council will reevaluate the process and criteria by which resources are allocated on campus.
- The President's Council will reevaluate how those decisions are communicated.
- A separate survey will be conducted to determine if respondents feel the same way regarding how resources are allocated from the district level and whether the current allocation formulas warrant a reevaluation.

The district and college communicate budget and resource allocation information through shared governance, websites, and college- and district-wide communications and websites. Extensive collegewide discussion led to the creation of the Six-Year Planning and Assessment Cycle integrating planning and resource allocation based on the college mission and Educational Master Plan and incorporating the use of research in Program Review and outcomes assessment.

Standard IV.B.3.f

- De Anza recommends that the district immediately seek new ways to increase communication between itself and the colleges and between the two colleges.
- De Anza recommends that the district continue to expand the distribution of information through the use of newsletters, e-mails, and district websites.

After each board meeting, the chancellor's office e-mails the Board Highlights newsletter to all faculty and staff. These highlights and the official minutes are found on the board website. Both the chancellor and the president periodically e-mail important information to faculty and staff. The president's messages are located on his website and frequently reference the district. News items are posted on the college home page and announcements are posted in the new MyPortal.

Standard IV.B.3.g

- De Anza recommends that the district review its methods and criteria of evaluating its effectiveness and disseminate that information.

Discussion and approval of the district Strategic Master Plan, which includes assessment through metrics, occurred through district shared governance.

Abstract of the Report

De Anza College serves 24,000 students from across the entire Silicon Valley region. Students come from diverse ethnic, religious, language and socioeconomic backgrounds. Many have been underprepared by their previous educational experiences. Most students cite obtaining a degree or certificate and/or transferring to a four-year college or university as their goal.

De Anza is committed to reaching out to historically underserved students and to ensuring their success. The college does so by providing excellent programs and services and assessing and improving them on an ongoing basis.

Standard I: Institutional Mission and Effectiveness

Mission

De Anza College's mission is rooted in its historical commitment to quality academic programs in an inclusive environment. The college fulfills its mission through a range of degree, certificate and basic skills offerings. Programs are regularly reviewed through a rigorous, data-driven Program Review process integrated into college planning and resource allocation.

Discussion about the mission was key to the Strategic Planning process begun in 2005 following an assessment of regional demographic, economic and labor market trends. After extensive dialogue and involvement across the college, four Strategic Initiatives emerged: Outreach, Student Retention and Success, Cultural Competence and Community Collaborations, which have become integral to the college. The college was simultaneously developing the framework for Student Learning Outcomes and the Institutional Core Competencies (ICCs) underlying the development of those outcomes. College planning thus reflected the integration of two frameworks: one defining institutional commitment to outreach to and success of students, and the substantive learning outcomes for students once they arrived.

The college mission statement was reviewed in 2009 as part of developing the Educational Master Plan 2010-2015, and amplified with fundamental Student Learning Outcomes in the form of the ICCs. The updated mission statement reflects the college's view that students must develop the knowledge and skills to become aware, engaged members of the local and global community.

Institutional Effectiveness

Every college program conducts regular program assessments with the support of the Office of Institutional Research. Every Program Review is then itself assessed through the college's Instructional, Student Services, and Finance and Educational Resources Planning and Budget Teams (PBTs). PBT co-chairs, together with representatives from all constituency groups, comprise College Council, the shared governance body advisory to the president.

Outcomes-based Program Review is key to the college's integrated planning and resource allocation process established in the Educational Master Plan 2010-2015 and twice since reviewed, discussed and updated by College Council. The Six-Year Planning and Assessment Cycle includes learning outcomes assessment at the course, program and institutional levels, Program Review and resultant budget development, together with mission review and educational master planning. The college has committed itself to systematic evaluation and improvement of its programs, services and operations.

Standard II: Student Learning Programs and Services

Instructional Programs

De Anza College offers academic and career technical programs of uncompromising quality. Courses are reviewed through the Curriculum Committee to ensure that they meet all state mandates and college standards, include Student Learning Outcomes and link to Program-Level Outcomes. De Anza Student Learning Outcomes Assessment Cycles (SLOACs) are under way and are incorporated into the Program Review process.

De Anza's offerings include innovative programs in basic skills for the majority of students who arrive without college-level mathematics and English skills; they also include the rigorous transfer-level courses and exacting career programs in which these students will later enroll, joining other students who entered ready for college. Both instructional and student support programs serve the least prepared, the moderately well prepared and the best prepared; disabled students and those with other special needs; and international students. The college has leveraged federal grant funds to develop the college's innovative approaches to math and English developmental education, including the use of dedicated tutorial and counseling assets, a reorganized Student Success program and enhanced learning community approaches.

De Anza's commitment to its Community Collaborations Strategic Initiative resulted in the creation in 2006 of the Institute for Community and Civic Engagement (ICCE), which works with faculty to develop service learning curricula and with students to create and implement projects, identifies student community internships and placements, and provides linkages to other colleges and universities across the nation involved in civic engagement.

At the heart of the college's instructional programs are talented faculty and staff, chosen for their commitments and professional capacities. Dialogue on student learning is a highlight of the college's annual Partners in Learning conference featuring new program designs, classroom techniques and student-led projects.

Student Support Services

The institutional commitment to Outreach is manifest in the work of the Office of Outreach and Relations with Schools, whose staff reach out to students at local high schools and in the community and who bring thousands of new students and their parents to the annual on-campus New Student and Parent Open House. The college's commitment to Student Retention and Success is a theme in Student Services through the college's various entry points and matriculation pathways.

The Office of College Life works with 60 student clubs and the De Anza Associated Student Body (DASB) on its various initiatives, including statewide mobilizations advocating for public higher education. DASB supports a variety of critical student services through its democratic and detailed budget allocation process.

Library and Learning Support Services

De Anza offers extensive Library resources both on campus and online. Internet Library resources are critical to serving the college's Distance Learning students. Online and hybrid course offerings provide flexible learning options for students and are rigorously reviewed and assessed to ensure quality identical to that of face-to-face courses.

Other learning support services include the reorganized Student Success Center. The college has leveraged federal grant funds to develop innovative approaches to math and English developmental education, including the use of dedicated tutorial and counseling assets and enhanced learning community approaches.

Standard III: Resources

Human Resources

De Anza College hires faculty, staff and administrators rich in talent and skills and committed to student equity and success. Equal employment opportunity is ensured and all employees are treated with integrity as established in district policy, collective bargaining agreements and campus culture. Successful applicants have demonstrated cultural competence in working with a diverse student body. The college is committed to ongoing professional development for its employees.

Physical Resources

The De Anza College campus is modern and comprehensive, due in large part to voter approval of two major bond initiatives in 1999 and 2006. The newest campus buildings include the Student and Community Services Building and the Visual and Performing Arts Center, with renovations occurring campuswide. The new Mediated Learning Center will open in fall 2012. All new construction is built with a view to environmental sustainability, including LEED certification. The College Environmental Advisory Group (CEAG) spearheaded the development of the De Anza Sustainability Management Plan (SMP). Facilities planning emanates from the Educational Master Plan.

Technology Resources

De Anza's Information Technology Strategic Plan is integrated with district and college planning and resource allocation. Training is provided, including on the Catalyst course management system for Distance Learning courses, but training needs remain. The new Banner Educational Information System has been successfully implemented to provide better service and further enhance integrity in financial reporting.

Financial Resources

The district has a long history of prudent financial management. The college has allocated its reduced state revenues through wide-ranging college dialogue and planning. Budget processes are transparent and broadly publicized.

Standard IV: Leadership and Governance**Decision-making Roles and Processes**

De Anza College has a long tradition of effective shared governance and works to engage the college's constituencies in decision-making. This occurs through both institutional practice – committee structures, timelines, sequences of analysis and review, constituent representation, shared leadership of all committees and processes – and institutional culture. Decisions are transparent, information is broadly shared and readily available to all, and leadership in all groups is supported and encouraged. More broadly, the college's leadership seeks broad understanding of college issues, including the budget, and uses multiple methods of dialogue and engaging with the college. These include town halls, regular public meetings of all committees and online communication.

The integrity of shared governance at De Anza is such that there is not a sense of governance as an abstraction but a daily reality. The Governance Task Force, established by College Council, is documenting shared governance processes and structures to enhance the understanding of the college community.

Board and Administrative Organization

The Foothill De Anza Community College District Board of Trustees works cohesively to ensure the financial and institutional integrity of the district. The board has established comprehensive policies regarding all aspects of district operations, and has appropriately delegated authority to the district chancellor, and through her to the college presidents, for the operation of the two colleges. The board approves the policies and administrative practices by which the colleges are governed, and reviews and approves the district budget. The chancellor works through board policy to ensure both fiscal and programmatic integrity, and district staff provide critical leadership and efficiency in the areas of human resources, finance, facilities and operations, and technology. The college president is responsible for the operational work of the college and its institutional effectiveness. He delegates appropriate authority to his administrative team, who

lead their respective administrative areas yet work across formal lines delineating college programs to facilitate effective collaboration in operations and shared governance.

De Anza College and Foothill College are two distinct colleges in a unified district. Both policy and administrative practices ensure that the colleges work collaboratively, yet maintain their unique cultures and distinctive student learning offerings.

Organization of the Self-Study

College Council	2010-2011 Members
Chair (1) President	Brian Murphy
Co-Chair (1) Academic Senate President	Gregory Anderson
Administrators (2) Instructional Dean (1) Student Services Dean or Director (1)	Rich Schroeder Cindy Castillo
Planning/ Budget Team Co-Chairs (6) Vice Presidents (3), Co-chairs of PBTs (3)	Letha Jeanpierre (Finance & Educational Resources), Stacey Cook (Student Services), Christina Espinosa-Pieb (Instruction) Lois Jenkins (FERPBT), Open (SSPBT); Coleen Lee-Wheat (IPBT)
Faculty (2) Faculty Association Rep (1) Curriculum Chair (1)	Rich Hansen/Faith Milonas Anu Khanna
Classified (4) Classified Senate (2) ACE CSEA	Lois Jenkins (President), Virginia Marquez (President-Elect) Reza Kazempour Gerry Durham
Students (3) DASB	Ze-Kun Li (President); Neesha Tambe (Executive Vice President); Natasha Asar (Chair, Student Rights and Campus Relations)
Multicultural Staff Association (1) Faculty/Classified/ Administrator	Cynthia Kaufman
Diversity Advisory Council Chair (1)	Edmundo Norte

Associate Vice President, Finance and Educational Resources – Donna Jones-Dulin

Associate Vice President, Instruction – Rowena Tomaneng

Director, Marketing/Communications – Marisa Spatafore

Campus Researcher – Mallory Newell

District Researcher – Andrew LaManque

Accreditation Steering Committee Charge and Membership

Charge: To communicate ACCJC information to standards teams; share information across teams, including research needs and the location of evidence; and ensure progress toward deadlines.

Membership: Accreditation Liaison Officer; other Senior Staff members; ALO assistant and Self-Study editor; team tri-chairs; SLO coordinators; college researcher; DASB president or designee; others to be added if appropriate. Meetings open to all.

–Approved by College Council, May 27, 2010

Accreditation Steering Committee

Marisa Spatafore, chair and Accreditation Liaison Officer
Gregory Anderson, faculty tri-chair, Standard II
Nancy Cole, staff tri-chair, Standard I
Stacey Cook, administrator tri-chair, Standard IV
Christina Espinosa-Pieb, administrator tri-chair, Standard II
Jim Haynes, member, SLO Steering Committee
Letha Jeanpierre, administrator tri-chair, Standard III
Lois Jenkins, co-editor, Self-Study
Donna Jones-Dulin, associate vice president, Finance and Educational Resources
Anu Khanna, member, SLO Steering Committee
Alex Kramer, faculty tri-chair, Standard I
Andrew LaManque, administrator tri-chair, Standard I
Cynthia Lee-Klawender, faculty tri-chair, Standard IV
Coleen Lee-Wheat, member, SLO Steering Committee
Ze-Kun Li, president, De Anza Associated Student Body (DASB)
Virginia Marquez, staff tri-chair, Standard IV
Kevin Metcalf, staff tri-chair, Standard III
Dan Mitchell, faculty tri-chair, Standard III
Brian Murphy, president, De Anza College
Mallory Newell, college researcher
Mary Pape, coordinator, Student Learning Outcomes
Toño Ramirez, coordinator, Student Learning Outcomes Coordinator
Jacquelyn Reza, director, Staff and Organizational Development
Rowena Tomaneng, associate vice president, Instruction

SLO Steering Committee

Jim Haynes, coordinator, Student Services Learning Outcomes and Administrative Unit Outcomes
Mary Pape, coordinator, Student Learning Outcomes
Toño Ramirez, coordinator, Student Learning Outcomes
Anu Khanna, chair, Curriculum Committee
Jacquelyn Reza, director, Staff and Organizational Development
Gregory Anderson, president, Academic Senate

Coleen Lee-Wheat, vice president, Academic Senate
Christina Espinosa-Pieb, vice president, Instruction
Rowena Tomaneng, associate vice president, Instruction
Stacey Cook, vice president, Student Services
Letha Jeanpierre, vice president, Finance and Educational Resources
Donna Jones-Dulin, associate vice president, Finance and Educational Resources
Lois Jenkins, president, Classified Senate
Marisa Spatafore, Accreditation Liaison Officer
Mallory Newell, college researcher
Anne Argyriou, Academic Senate representative
Cynthia Lee-Klawender, Academic Senate representative
Andrew LaManque, executive director, Foothill-De Anza Institutional Research

Standards Teams

Standard I: Institutional Mission and Effectiveness

Alex Kramer, faculty, Speech (tri-chair)
Nancy Cole, executive assistant, Student Services (tri-chair)
Andrew LaManque, executive director, Foothill-De Anza Institutional Research
(tri-chair)
Kevin Glapion, faculty (counselor), Disability Support Services
Anita Muthyala-Kandula, faculty, Biology
Michele LeBleu-Burns, dean, Student Development and EOPS
Coleen Lee-Wheat, faculty, Physical Education
Mary Pape, faculty, Computer Information Systems
Sylvia Rueda, secretary, EOPS

Standard II: Student Learning Programs and Services

Gregory Anderson, faculty, ESL, Academic Senate President (tri-chair)
Mary Kay Englen, program coordinator, Office of Staff and Organizational
Development (tri-chair)
Christina Espinosa-Pieb, vice president, Instruction (tri-chair)
Diana Alves de Lima, faculty, Student Success Center
Anne Argyriou, faculty, Reading
Margaret Bdzil, program coordinator, Workforce Education
Sandy Cardoza, technician, Library
Lena Chang, faculty (librarian), Library
Judith Clavijo, faculty, Nursing
Stacey Cook, vice president, Student Services
Barbara Dahlke, faculty (counselor), Counseling and Matriculation
Manny Da Silva, manager, Custodial Operations
Maria Delas, faculty (counselor), Disability Support Services
Esther Halwani, faculty (counselor), Disability Support Services
Anu Khanna, faculty, Intercultural/International Studies
Ann Leever, instructional associate, Distance Learning
Ron McFarland, dean, Business/Computer Systems
Rob Mieso, director, Outreach and Relations with Schools

Mary Pape, faculty, Computer Information Systems
Shari Pasquali, assistant, Admissions and Records
April Qian, supervisor, Distance Learning
Stephanie Sherman, dean, Biological, Health and Environmental Sciences and Workforce Education
Ram Subramaniam, faculty, Chemistry
Mary Sullivan, coordinator, Health Services
Rowena Tomaneng, associate vice president, Instruction
Pat Weinberg, specialist, Assessment

Standard III: Resources

Dan Mitchell, faculty, Music (tri-chair)
Kevin Metcalf, systems administrator, Technology Resources Group (tri-chair)
Letha Jeanpierre, vice president, Finance and Educational Resources (tri-chair)
Lydia Botsford, faculty, Accounting
Julie Ceballos, web content developer, Technology Resources Group
Joe Cooke, supervisor, Grounds
Jeff Dickard, degree audit specialist, Admissions and Records
Margaret Hanzimanolis, part-time faculty, English
Donna Jones-Dulin, associate vice president, Finance and Educational Resources
Marty Kahn, supervisor, Technology Resources Group
Keri Kirkpatrick, technician, Library
Clara Lam, faculty, ESL
Margaret Michaelis, director, Budget and Personnel
Cinzia Muzzi, faculty, Chemistry
Adrienne Pierre, faculty (counselor), Counseling and Matriculation
Rich Schroeder, dean, Physical Education
Melissa Sheldon, administrative assistant, Adapted Physical Education
Carolyn Wilkins-Greene, dean, Social Sciences and Humanities

Standard IV: Leadership and Governance

Cynthia Lee-Klawender, faculty, Computer Information Systems (tri-chair)
Virginia Marquez, EOPS Specialist (tri-chair)
Stacey Cook, vice president, Student Services (tri-chair)
Joan Barram, trustee, Foothill-De Anza Community College District
Marilyn Booye, program coordinator, Disability Support Programs and Services
Wayne Chenoweth, faculty, Special Education
Lena Ghamrawi, student
Michael Gough, faculty, Business
Jim Haynes, faculty, Adapted Physical Education
Olivia Patlan, administrative assistant, Counseling
Carmen Pereida, program coordinator, Occupational Training Institute
Jacquelyn Reza, faculty, Staff and Organizational Development
Thomasina Russaw, student trustee, Foothill-De Anza Community College District
Kulwant Singh, director, Athletics
Bob Stockwell, faculty, Political Science
Luiz Vasquez, student

Report Preparation

Editors

Lois Jenkins, program coordinator, Marketing/Communications

Marisa Spatafore, director, Marketing/Communications and Accreditation
Liaison Officer

Evidence Compilation and Online Documentation

Lois Jenkins, program coordinator, Marketing/Communications

Graphic Design

Lori Susi, graphic designer, Marketing/Communications

Web Support

Julie Ceballos, web content developer, Technology Resources Group

Bradley Creamer, webmaster, Technology Resources Group

Lois Jenkins, program coordinator, Marketing/Communications

Institutional Research

Andrew LaManque, executive director, Foothill-De Anza

Mallory Newell, researcher, De Anza College

Accreditation Liaison Officer and Chair of the Self-Study

Marisa Spatafore, director, Marketing/Communications

Timeline

2007

- Student Learning Outcomes coordinator appointed; timelines developed

2008

- 2008 Intensive work begun on SLOs
- 2008 Focused Mid-term Report submitted

2009

Yearlong

- Steady progress on SLOs; new coordinators named; work begins on Student Services Learning Outcomes (then referred to as Service Area Outcomes, or SAOs) and Administrative Unit Outcomes (AUOs)

Spring

- Institutional Core Competencies (ICCs) approved

Fall

- Draft Six-Year Planning Cycle developed
- Accreditation website updated
- Educational Master Plan Committee formed; review of mission statement begun
- 2009 Follow-Up Report submitted
- Initial Accreditation Steering Committee emerges organically from the SLO Steering Committee
- ALO attends training at California Community College League (CCLC) conference, San Francisco
- Accreditation website developed
- Planning occurs for invitation to college community to participate in Self-Study

2010

Yearlong

- Continuing progress on SLOs, SSLOs, AUOs and assessment cycles
- Ongoing Accreditation Steering Committee meetings
- Regular accreditation updates provided to college community through College Council, other governance groups

January

- ALO attends ACCJC public meeting, San Francisco
- College community invited to information session on Accreditation Self-Study; Overview and Orientation meeting held

January/February

- Self-Study teams established/convened; early work begins
- Educational Master Plan drafted, distributed

March

- Self-Study chairs training, ACCJC, Foothill College
- Faculty chairs training, Academic Senate Accreditation Institute, Newport Beach

April

- Formal accreditation update to board of trustees

May

- College Council approval of updated mission statement, Educational Master Plan
- College Council formal approval of Accreditation Steering Committee charge

July

- Discussion begins on Accreditation surveys to students, faculty and staff

November

- Accreditation surveys administered
- ALO attends ACCJC workshop, Pasadena

2011**Winter/Spring**

- Regular accreditation updates continue to be provided to college community through College Council, other governance groups

January

- ALO attends ACCJC public meeting, San Francisco

January-May

- Submissions/revisions/editing of Self-Study drafts

March

- ALO, faculty training, Academic Senate Accreditation Institute, Napa

April

- Collegewide convocation held on SLO work
- ALO attends ACCJC workshop, San Francisco
- Faculty, administrator representatives attend ACCJC workshop on institutional planning, West Valley College

June

- Entire campus community notified of draft Self-Study available for review; feedback requested
- Formal presentations and requests for feedback to College Council, Academic Senate, campus community through a Town Hall meeting, board of trustees, DASB
- Discussions and requests for feedback in Classified Senate, Instructional PBT, Student Services PBT, Finance and Educational Resources PBT
- Feedback on Self-Study text and Planning Agendas collected from governance groups and campus community
- Incorporation of numerous recommendations, suggestions and improvements to Self-Study Report
- Second review and approval by Academic Senate
- Approval by College Council

July

- Final draft posted online
- Board of trustees reviews, certifies De Anza College Institutional Self-Study Report in Support of Reaffirmation of Accreditation

August

- Printed and electronic copies of Self-Study submitted to the Commission and Evaluation Team, together with catalog and class listings

June-October

- Planning for Evaluation Team visit

September

- Opening Day Activities: Accreditation

October

- Evaluation Team Visit

Foothill-De Anza Community College District

Map of Functional Responsibilities			
College		District	
Standard I: Institutional Mission & Effectiveness			
I.A. The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.	P	The college develops and reviews its mission statement on a regular basis.	P
I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	The college assumes primary responsibility for student learning programs and services.	S
I.A.2. The mission statement is approved by the governing board and published.	S	The college assumes prime responsibility for its own mission statement and presents to the board for approval.	P
I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	The college routinely reviews its mission statement through its governance processes.	P
I.A.4. The institution's mission is central to institutional planning and decision making.	P	The college mission is central to the planning and decision making within the college.	P
I.B. Improving Institutional Effectiveness			
I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	The college assumes prime responsibility for dialogue about improvement of student learning through its governance processes.	S
Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility			

Foothill-De Anza Community College District

Map of Functional Responsibilities (Continued)			
	College		District
I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	P	The college goals are collaboratively developed and widely disseminated.	P The district goals, as established by the board, are recommended through the Chancellor's Advisory Council and reviewed on an annual basis in a public board meeting.
I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	P	The college demonstrates resource allocation decisions that reflect a rigorous review of evidence. Progress toward goals is reported on an annual basis.	P The board assumes primary responsibility for evaluating the districtwide goals and shifting resources as a result of that evaluation.
I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	P	The college assumes prime responsibility to inform college constituents about the governance structures and to encourage participation within the college.	P The district assumes prime responsibility for districtwide governance committees to ensure the communication to the colleges for issues and decisions in the areas of budget, technology, human resources and districtwide issues.
I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	P	The college, through its research office, has prime responsibility for the assessment of programs.	P The board of trustees has responsibility for broadly communicating progress toward districtwide goals.
I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	P	The college assumes prime responsibility for modifying its governance and planning cycles.	P While the district planning cycles are more rigid due to state laws and regulations, the processes leading up to the deadlines are communicated in public board meetings.
I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.	P	The college assumes prime responsibility for resource allocation decisions within the college, both in times of expansion and contraction.	S The board assumes a support role to the colleges for decisions they make regarding effectiveness of programs.

Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility

Foothill-De Anza Community College District

Map of Functional Responsibilities (Continued)		
	College	District
	The college develops goals and strategies to improve institutional effectiveness, and make local decisions on allocating college resources to improve institutional effectiveness based on its program review process.	S The district strategic plan highlights macro measurements of institutional effectiveness that is elevated to the trustee level and allocates resources to the colleges to improve; The district Institutional Research Office provides critical research at the district level which informs development of the district goals and tracks progress on attaining those goals. The metrics used to track goals are consistent with the colleges by coordinating with the college-assigned researchers.
Standard II. Student Learning Programs & Services		
A. Instructional Program	P The college is responsible for all faculty and classified staff hiring decisions within the college, as well scheduling and evaluating instructional programs.	S The district ensures that personnel in the Central Services portion of the organizational structure are clearly in support of the instructional program. The Central Services facilities department is primarily responsible for coordinating the planning activities for major facility renovations and construction in support of the educational master plan.
II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P The college assumes the prime responsibility for integrity of instructional and student support programs.	S The board assumes a support role with the colleges. The board carefully reviews the preparation of the self-study accreditation plans and the responses from the commission and takes actions when necessary to ensure full compliance.
Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility		

Foothill-De Anza Community College District

Map of Functional Responsibilities (Continued)			
	College		District
II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode or location.	P	The college assumes prime responsibility for quality of programs.	S The board sets the broad standards for quality through its strategic goals.
II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.	P	The college assumes prime responsibility for components of degree programs.	S The board reviews all changes to degree programs, grading policies and new programs being recommended by the colleges.
II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	The college assumes prime responsibility for components of degree programs.	S The board reviews all changes to degree programs, grading policies and new programs being recommended by the colleges.
II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	P	The college assumes prime responsibility for components of degree programs.	S The board reviews all changes to degree programs, grading policies and new programs being recommended by the colleges.

Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility

Foothill-De Anza Community College District

Map of Functional Responsibilities (Continued)			
	College		District
II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs, and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.	P	The college assumes prime responsibility for catalog development and student communication.	S
II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	S	The college assumes a supportive role in policy development and communication.	P
II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable commission policies.		N/A	N/A
B. Student Support Services	P	The college assumes prime responsibility for student support services.	S

Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility

Foothill-De Anza Community College District

Map of Functional Responsibilities (Continued)			
	College		District
II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	P	The college assumes prime responsibility for student support services.	S The district provides the human, fiscal and technology resources for the college to provide student support services. Technology support for student registration and grading systems is supported by the Central Services ETS Department.
II.B.2. The institution provides a catalog for its constituencies with precise, accurate and current information concerning the following: General information, requirements, major policies affecting students, and locations of policies where other publications might be found.	P	The college assumes prime responsibility for catalog development and student communication.	S The board is in a supportive role regarding catalog preparation and student communication.
II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	The college assumes prime responsibility for student support services.	S The district provides the human, fiscal and technology resources for the college to provide student support services. Technology support for student registration and grading systems is supported by the Central Services ETS Department.
II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	The college assumes prime responsibility for student support services.	S The district provides the human, fiscal and technology resources for the college to provide student support services. Technology support for student registration and grading systems is supported by the Central Services ETS Department.
C. Library & Learning Support Services	P	The college assumes responsibility for its library and delivery of learning support services.	S The district provides the technology resources to support the library and learning resource centers through network and database support.

Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility

Foothill-De Anza Community College District

Map of Functional Responsibilities (Continued)			
		College	District
II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth and variety to facilitate educational offerings, regardless of location or means of delivery.	P	The college assumes responsibility for its library and delivery of learning support services.	S The district provides the technology resources to support the library and learning resource centers through network and database support.
II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	The college assumes responsibility for its library and delivery of learning support services.	S The district provides the technology resources to support the library and learning resource centers through network and database support.
Standard III. Resources			
A. Human Resources	SH	The college makes all hiring recommendations on full-time contract positions and part-time faculty. The college has college-level personnel technicians to issue contracts to part-time teaching faculty. The college has discretion over distribution of the full-time faculty and classified positions within the college.	SH The district is responsible for position control to ensure that funding is authorized and the positions are approved in compliance with board policy; the district handles all grievances, complaints and litigation related to personnel action; the district coordinates all bargaining and meet-and-confer sessions with employee organizations. The district Human Resources Office conducts compliance training with managers as well as supervisory training.
Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility			

Foothill-De Anza Community College District

Map of Functional Responsibilities (Continued)			
	College		District
III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training and experience to provide and support these programs and services.	SH	The college makes all hiring recommendations on full-time contract positions and part-time faculty. The college has college-level personnel technicians to issue contracts to part-time teaching faculty. The college has discretion over the distribution of the full-time faculty and classified positions within the college.	SH The district is responsible for position control to ensure that funding is authorized and the positions are approved in compliance with board policy; the district handles all grievances, complaints and litigation related to personnel action; the district coordinates all bargaining and meet-and-confer sessions with employee organizations. The district Human Resources Office conducts compliance training with managers as well as supervisory training.
III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	P	The college has prime responsibility for the deployment of faculty to instructional programs, but the allocation of faculty positions districtwide is controlled by state funding.	S The district assumes prime responsibility for compliance with the full-time faculty obligation and related compliance laws. The board assumes prime responsibility for advocating for more funds to support education in Sacramento.
III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	S	The college is in a support role for personnel policy development but is in a prime role for implementation of those policies and procedures.	P The district assumes prime responsibility for personnel policy and procedure development, training and consistent implementation.
III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	The college's commitment to diversity is widely recognized and deeply incorporated into all decisions; it shares this responsibility with the district.	SH The district ensures attention to diversity through its strategic goals, routine actions and public discussions of diversity balance and climate.
Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility			

Foothill-De Anza Community College District

Map of Functional Responsibilities (Continued)			
	College		District
III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	SH	The college shares this responsibility with the district by reviewing and recommending professional development leaves (faculty) and staff development leaves (classified). In addition, the college allocates its operational budget to staff development both within the college and outside of the college.	The district approves contract language for faculty and classified professional development through the collective bargaining process.
III.A.7. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	SH	The college shares this responsibility with the district. The college implements all evaluation processes in conjunction with collective bargaining contracts. The college also evaluates the effective use of personnel within programs and recommends changes accordingly.	The district develops, in negotiation with unions, evaluation instruments in conjunction with the colleges and ensures that staff are evaluated consistently and uniformly.
B. Physical Resources		At De Anza, the grounds and custodial department report to the college; at Foothill, Central Services directs grounds and custodial.	The district provides all support services in the skilled trades (electricians, plumbers, etc.). The district, in consultation with the colleges, analyzes funding sources which can be used for physical facility improvement and coordinates the development and implementation of major renovation and new construction projects.
III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	S	This is a shared responsibility with the district as the college assumes the day-to-day management of its facilities and works in conjunction with Central Services to coordinate journeymen-level support for discrete trades.	P The district provides journeymen-level support for discrete trades and takes the lead in all facility planning efforts such as facility master plan production, planning and implementing bond programs, and seeking state capital outlay funds to support the college goals.
Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility			

Foothill-De Anza Community College District

Map of Functional Responsibilities (Continued)			
	College		District
III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	S	This is a shared responsibility with the district as the college assumes the day-to-day management of its facilities and works in conjunction with Central Services to coordinate journeymen-level support for discrete trades.	P The district provides journeymen-level support for discrete trades and takes the lead in all facility planning efforts such as facility master plan production, planning and implementing bond programs, and seeking state capital outlay funds to support the college goals.
C. Technology Resources		The college has technology staff deployed on campus, but they report to the district ETS organization; course content software is determined at the college based on its independent selection.	The Central Services ETS Department manages all desktop, network and information system technology for the district in support of the instructional, administrative and student services programs.
III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, collegewide communications, research and operational systems.	SH	The college takes the lead in determining what technology is needed to support student learning.	SH The district takes the lead to develop technology solutions for the colleges, to ensure that the infrastructure works properly, to deploy new equipment, and to develop and implement the <i>Technology Master Plan</i> in conjunction with the colleges.
III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	SH		SH

Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility

Foothill-De Anza Community College District

Map of Functional Responsibilities (Continued)				
	College		District	
D. Financial Resources	SH	Once the college budgets are approved at the beginning of the year, the college assumes responsibility for operating within allocated budget guidelines to achieve its strategic goals within its FTES and productivity targets.	P	The district is responsible for identifying sources of revenue, in conjunction with the colleges, to support the instructional program (for example the feasibility analysis of the parcel tax is a prime example of identifying new sources of revenue to support academic programs). The district is responsible for all mandated financial reports, audits of general operations as well as special audits; the district prepares the budget and ensures that expenses are within budget; the district prepares all formal budget reports (annual, quarterly, etc.) to the trustees.
III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.	SH	This is a shared responsibility as the college takes prime responsibility to ensure budget decisions are consistent with its goals and mission.	SH	This is a shared responsibility as the board takes prime responsibility to ensure budget decisions are consistent with its goals and mission.
III.D.2. To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	S	The college is in a support position on this standard.	P	The district assumes prime responsibility for implementation of appropriate control mechanisms and to ensure the financial management system is transparent and widely communicated.
III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	SH	This is a shared responsibility between the college and district.	SH	This is a shared responsibility between the college and district.
Standard IV. Leadership & Governance				
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn and improve.	SH		SH	
Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility				

Foothill-De Anza Community College District

Map of Functional Responsibilities (Continued)			
	College		District
IV.A.1. Institutional leaders create an environment for empowerment, innovation and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs and services in which they are involved. When ideas for improvement have policy or significant institutionwide implications, systematic participative processes are used to assure effective discussion, planning and implementation.	SH	This is a shared responsibility for leadership development. The leadership development envelopes both management development and governance leadership development. Both the college and district encourage ideas for improvement to be brought through administrative channels as well as shared governance channels.	SH This is a shared responsibility for leadership development. The leadership development envelopes both management development and governance leadership development. Both the college and district encourage ideas for improvement to be brought through administrative channels as well as shared governance channels.
IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning and special-purpose bodies.	SH	All committee structures have established roles, missions and membership.	SH All committee structures have established roles, missions and membership.
IV.A.3. Through established governance structures, processes and practices, the governing board, administrators, faculty, staff and students work together for the good of the institution. These collegial consultation processes facilitate discussion of ideas and effective communication among the institution's constituencies.	SH	This is a shared responsibility.	SH This is a shared responsibility.
IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with accrediting commission standards, policies and guidelines, and commission requirements for public disclosure, self-study and other reports, team visit and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the commission.	SH	This is a shared responsibility.	SH This is a shared responsibility.

Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility

Foothill-De Anza Community College District

Map of Functional Responsibilities (Continued)			
		College	District
<p>IV.A.5. The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.</p>	SH	<p>The governance structure at the college is fluid and is likely to change regularly based on evaluation of its effectiveness.</p>	<p>SH The district also reviews its governance structure and modifies committee membership and roles to improve effectiveness.</p>
<p>A. Decision-Making Roles & Processes</p>	P	<p>The college has its unique participatory governance process, and its unique administrative decision-making processes which makes recommendations to the college president on collegewide matters.</p>	<p>SH The district has participatory governance committees for budget, technology and human resources. Each of these subcommittees report to the Chancellor’s Advisory Council which is the overarching shared governance committee for the district and provides the linkage back to the colleges for each of the stakeholders represented. The district administrative committees are the Chancellor’s Staff, senior staff and the all-administrator/supervisor meetings which are used to develop and review districtwide issues and recommendations.</p>
<p>B. Board & Administrative Organization</p>	P	<p>The college assumes responsibility for administrative organization and decision making within the college.</p>	<p>P The district assumes responsibility for administrative organization and decision making within Central Services; The chancellor assumes responsibility for the board of trustees and all agendas for the board as well as the audit and finance subcommittee of the board. The vice chancellor of business services assumes responsibility for citizens bond oversight agendas and meetings.</p>
<p>Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility</p>			

Foothill-De Anza Community College District

Map of Functional Responsibilities (Continued)			
	College		District
IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity and effectiveness of student learning programs and services, and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	S	This is a support role for the college.	P The board has a formal and transparent process for selecting the chancellor. The board is subject to the evaluation of the entire district when a member is up for re-election.
IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	The college president is clearly charged with this role.	S The board supports the chancellor in the selection of the college presidents and their evaluation on an annual basis.
IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	S	The college supports and contributes to the development of the district strategic plan through the Chancellor's Advisory Council.	P The board sets these standards through its strategic plan and identifies who is responsible for carrying out the objectives within the plan.

Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility

Certification of Continued Compliance with Eligibility Requirements

As evidenced in the De Anza College Institutional Self-Study Report in Support of Reaffirmation of Accreditation, De Anza College continues to meet all Eligibility Requirements for Accreditation.

1. Authority

De Anza College is one of 112 public, two-year community colleges authorized to operate by the state of California. As part of the Foothill-De Anza Community College District, De Anza College is governed by a locally elected, five-member board of trustees.

De Anza College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, 415.506.0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

2. Mission

De Anza College's educational mission is clearly defined. The statement is reviewed periodically by the college and is adopted by College Council and the Foothill-De Anza Community College District Board of Trustees. The mission specifically states the college's commitment to achieving student learning. The most recent update, in spring 2010 as part of the updated Educational Master Plan, amplified the previous mission statement with the college's approved Institutional Core Competencies (ICCs). The mission statement is published in the annual college catalog, on the website and widely throughout the college. The college's recently adopted Six-Year Planning and Assessment Cycle builds mission review into college integrated planning and resource allocation.

3. Governing Board

De Anza College is one of two colleges in the Foothill-De Anza Community College District (FHDA). The five trustees are elected at-large for four-year, staggered terms. A student trustee is elected annually by the student body of each college.

The board is responsible for the quality, integrity and financial stability of the district and ensures the implementation of the mission of De Anza and Foothill colleges, as established in the Board Philosophy, Mission and Roles and Responsibilities. The board is an independent policy-making body and adheres to its Conflict of Interest Policy (Board Policy 9200).

4. Chief Executive Officer

De Anza College's chief executive officer is appointed by the board of trustees and administers board policies. His full-time responsibility is to the college.

5. Administrative Capacity

De Anza College employs 26 well-qualified administrators to support the college mission and purpose. Policy regarding administrative employment is established in Board Policy 4130, with processes outlined in Administrative Procedure 4130. Evaluation is conducted through the district Office of Human Resources and Equal Opportunity, with the board advised of evaluations (BP 4145).

6. Operational Status

De Anza College serves a diverse student body of about 24,000 students. Extensive longitudinal enrollment information is published through the Office of Institutional Research. The current schedule of classes is available online.

7. Degrees

De Anza College offers 63 associate degree programs and 106 certificates. Most of the college's more than 2,000 courses are degree applicable; others provide opportunities in basic skills education. The majority of students officially state their goal to be obtaining a degree or certificate or to transfer without a degree.

8. Educational Programs

De Anza's degree programs are aligned with its mission, are based on recognized higher education fields of study, and are of sufficient content and length. Instructors teach to the standards of their disciplines and honor the official course outline of record, both of which ensure that courses are conducted at levels of quality and rigor appropriate to the degrees offered. Degree- and certificate-level learning outcomes are included in the 2011-2012 college catalog.

9. Academic Credit

De Anza College awards academic credit as established in California Education Code Title 5. The college's quarter unit is based on 12 hours of student contact for lecture and lecture-discussion and 36 hours for lab. Information on the definition of units, grading system, transfer of credit, and units by course are provided in the college catalog.

10. Student Learning and Achievement

De Anza College identifies and assesses Student Learning Outcomes for courses, Student Services, degrees and certificates. These program level-outcomes are published in the 2011-2012 college catalog.

11. General Education

De Anza defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and

promote intellectual inquiry, as described in the college catalog. The college requires all students who earn an A.A. or A.S. degree to successfully complete a general education (GE) course pattern of 31-42 quarter units that cover courses in language and rationality; natural sciences; arts and humanities; social and behavioral sciences; physical education, development, and performance; and intercultural studies. The Curriculum Committee, a subcommittee of the Academic Senate, reviews courses for content, Student Learning Outcomes, assignments, methods of evaluating objectives, and the inclusion of multicultural perspectives within the course outline of record.

12. Academic Freedom

De Anza College's students and faculty are free to examine and test all knowledge appropriate to their discipline or area of major study, as stated in Board Policy 4190.

13. Faculty

De Anza College employed 304 full-time faculty members in fall 2010. Their names, disciplines and degrees are published in the college catalog. Faculty duties and responsibilities are outlined in Board Policy 4155 and detailed in the Faculty Agreement.

14. Student Services

De Anza College provides for all of its students appropriate student services that support student learning, as established in Board Policy Article 5. Student services are consistent with the college mission and its strategic initiatives, including outreach to historically underrepresented populations and student retention and success. Student Services Learning Outcomes (SSLOs) have been identified for all programs, and assessment is in progress.

15. Admissions

De Anza College is an open-admissions institution, consistent with Title 5 and the statewide mission for California Community Colleges and as stated in Board Policy 5000.

16. Information and Learning Resources

De Anza College provides extensive physical and electronic Library materials and faculty and staff assistance with their use. Materials selection is provided for in Board Policy 6170. Holdings include 17,475 electronic books, 90,714 books, 6,614 units of audiovisual media, 232 periodicals subscriptions, 132 microform units and 10 electronic databases.

17. Financial Resources

The Foothill-De Anza Community College District documents its funding base, financial resources, and plans for financial development adequate to support student learning programs and services, improve institutional effectiveness and

assure financial stability. The district's adopted budgets are balanced and reflect reserves in excess of the 5% minimum required by the California Community College's Chancellor's Office. Part of the reserves have been designated by the board of trustees as a "stability fund" to position the district for state budget shortfalls, minimizing the need to borrow and permitting a thoughtful budget reduction planning process.

18. Financial Accountability

The Foothill-De Anza Community College District annually undergoes and publicizes an external financial audit by an independent firm of all state, grant, foundation and bond funds. The report is widely presented to all oversight committees including the Audit and Finance Committee of the board of trustees and the Citizen's Bond Oversight Committee. The final audit report is reviewed and accepted by the board.

The 2009-10 audit report was performed using financial statements generated by the finance module of the newly converted Banner Educational Information System, which provides strong control mechanisms. For 2009-10, the district was issued an unqualified audit opinion with no management comments or exceptions.

19. Institutional Planning and Evaluation

De Anza College engages in integrated planning and resource allocation and reviews and improves its planning processes on a regular basis. The college evaluates its effectiveness in meeting student needs through the assessment of its institutional metrics.

The Educational Master Plan 2010-2015 outlined the key components of the college's Planning Model, which includes outcomes-based Program Review; Program Level Assessment; Assessment Cycles for courses, Student Services, and administrative units; and the Planning and Budget Team (PBT) process. An updated version of the Six-Year Planning Cycle was approved by College Council in December 2010. The update reflected the alignment of Student Learning Outcomes Cycle (SLOAC) and Program Learning Outcomes Assessment Cycle (PLOAC) results and the Comprehensive Program Review (CPR) with the review of the college's guiding documents: the mission statement embodying the Institutional Core Competencies (ICCs), strategic initiatives, and Educational Master Plan. A further refinement that included Learning Outcomes Assessment Cycles for Certificates, Degrees and the Institution (CDLOAC, DLOAC, ILOAC) was adopted by College Council in May 2011. The name of the process was also appended to underscore the assessment aspect and is now the Six-Year Planning and Assessment Cycle.

College Council in May 2011 approved a College Planning Committee (CPC) which, under College Council's direction, will provide leadership in ongoing review of all aspects of institutional planning. The CPC will deliver an annual

update to College Council as part of systematic evaluation and improvement of institutional planning. The college consistently makes public through shared governance, annual reports and the website its achievement of goals and institutional metrics.

20. Public Information

De Anza College publishes, throughout its website and in its hard copy, online and digital flipbook catalog, precise, accurate and current information on the following:

General Information

- Official name, Address, telephone number and website
- Mission
- Course, program and degree offerings
- Academic calendar and program length
- Academic Freedom statement
- Available student financial aid
- Available learning resources
- Names and degrees of administrators and faculty
- Names of governing board members

Requirements

- Admissions
- Student fees and other financial obligations
- Degrees, certificates, graduation and transfer

Major Policies Affecting Students

- Academic regulations, including academic honesty
- Nondiscrimination
- Acceptance of transfer credits
- Grievance and complaint procedures
- Sexual harassment
- Refund of fees

21. Relations with the Accrediting Commission

The Foothill-De Anza Community College District Board of Trustees provides assurance, through its certification of continued compliance with these Eligibility Requirements and of the De Anza College Self-Study Report in Support of Reaffirmation of Accreditation, that the institution adheres to the eligibility requirements, accreditation standards and policies of the Accrediting Commission for Community and Junior Colleges. Board Policy 2510 ensures compliance with Commission criteria.

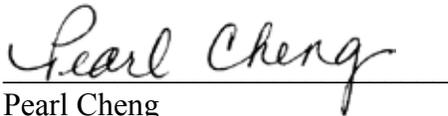
De Anza College describes itself in identical terms to all of its accrediting agencies, would communicate any changes in its accredited status, and agrees

to disclose information required by the Commission to carry out its accrediting responsibilities. The college complies with Commission requests, directives, decisions and policies. The college makes complete, accurate and honest disclosure.

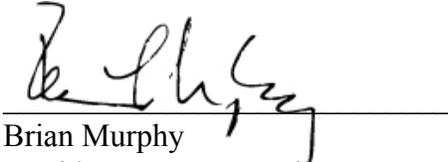
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Both the Accreditation Steering Committee and College Council have affirmed, based upon the Self-Study Report in Support of Reaffirmation of Accreditation, that De Anza College continues to comply with all Eligibility Requirements.

We certify that De Anza College continues to comply with all Eligibility Requirements for Accreditation.



Pearl Cheng
President, Foothill-De Anza Community College District Board of Trustees



Brian Murphy
President, De Anza College



Linda M. Thor
Chancellor, Foothill-De Anza Community College District

Responses to Recommendations from the 2005 Comprehensive Evaluation

The 2005 Evaluation Team made four recommendations to De Anza College. The college has addressed each in full. The Commission made an additional recommendation to the Foothill-De Anza Community College District, which has also been addressed. As directed by the Commission, progress on Recommendations 1 and 2, as well as the Commission's recommendation to the district, was detailed in the college's 2008 Focused Midterm Report (<http://deanza.edu/accreditation/pdf/DeAnzaMidtermRpt2008.pdf>). An addendum described the college's meeting of Recommendations 3 and 4 (<http://deanza.edu/accreditation/pdf/AddendumMid08.pdf>).

Additional progress on Student Learning Outcomes was reported in the college's Follow-Up reports in 2009 and 2010 (<http://deanza.edu/accreditation/pdf/followupreport101409.pdf>; http://deanza.edu/accreditation/FINAL_ACCJC_Oct10_Report.pdf). Responses to all recommendations are summarized below and addressed throughout the Self-Study.

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)

The college has addressed Recommendation 1, as acknowledged by the Commission in its January 31, 2011, response to the college's October 2010 Follow-Up Report:

The Commission notes that De Anza has increased the number of courses and services with learning outcomes; incorporated outcomes assessment into the program review process; and used resultant data in the integration of planning, decision-making, and budgeting processes at the college (Recommendation 1). The College has addressed Recommendation 1 and should now move quickly to complete its work on student learning outcomes and assessment. (<http://deanza.edu/accreditation/FollowUpReportAcceptanceLetter2010.pdf>)

Student Learning Outcomes Assessment Cycles (SLOACs) are in progress, as are all Student Services Learning Outcomes Assessment Cycles (SSLOACs). Administrative Unit Outcomes Assessment Cycles (AUOACs) are similarly on course. The outcomes-based decision-making established through the adoption of the Six-Year Planning and Assessment Cycle as part of the Educational Master Plan 2010-2015 has twice been evaluated and improved by the college, with updates approved by College Council in December 2010 and as part of the Educational Master Plan Update in spring 2011, included in the introduction to this Self-Study Report.

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.A.1.a, II.A.2.d, II.B.3.d).

The college has addressed this recommendation, as described in its Focused Midterm Report October 2008. Diversity has long been a core value of the college and student equity is an institution-wide priority, as noted in the Educational Master Plan 2010-2015. Diversity and equity issues were specifically addressed through the college's Cultural Competence Strategic Initiative, the planning process for which began in 2005. The college's Office of Diversity is responsible for developing the college's equity plan, mentoring faculty in cultural competence in pedagogy as well as in curriculum, and for promoting an inclusive campus atmosphere. The Office of Diversity also participates in Staff Development activities and works with other vital student programs to help students from all walks of life enrich their learning experience. The college will hire a new director for the office, now redefined as the Office of Equity, Social Justice and Multicultural Education. (www.deanza.edu/diversity/index.html)

Recommendation 3

The team recommends a professional code of ethics be developed for classified employees (Standard III.A.1.d).

The college addressed Recommendation 3 on Nov. 12, 2008, with the adoption of the De Anza College Classified Senate Code of Ethics. The code states that senate members are guided by a deep conviction of the value of services provided by classified professionals to support students and the advancement of De Anza College. It is intended to represent and promote the highest standards of personal conduct and professional standards among its members. The code also addresses legal and ethical commitments, honor and integrity, collaboration and participation, and respect for the diverse cultures comprising the De Anza College community. (http://deanza.edu/gov/classifiedsenate/docs_forms/cscodofethics.pdf)

Recommendation 4

The team recommends that the college develop a Technology Plan, designed to support student learning programs and improve institutional effectiveness, which is linked to the other strategic plans in use at the college. This plan should include the methods by which faculty and staff will receive professional development training in the use of instructional and institutional technology (Standard III.C.1).

The college addressed Recommendation 4 through the development, approval and updating of the Information Technology Strategic Plan. Work on the plan began in 2005; on June 14, 2007, a representative of the Tech Task Force presented a first draft to College Council. After the Tech Task Force incorporated College Council recommendations on technology relating to Student Services, the second draft was approved on Oct. 11, 2007. The plan was incorporated into Educational Master Plan for 2010-2015. An updated version of the plan was approved by College Council on Oct. 28, 2010. (www.deanza.edu/gov/techtaskforce/pdf/DATechStrategicPlanFinal2010_15.pdf)

Commission Recommendation to the District

The Commission recommends that the district develop and implement a plan to address the unfunded post-retirement liability (Standard III.D.2.c).

The district addressed the Commission's recommendation. Foothill-De Anza was an early implementer and an active participant in forming a statewide community college retiree benefits irrevocable trust through the Community College League of California (CCLC). The district joined the Joint Powers Authority (JPA) established by the CCLC and began making contributions in fiscal year 2006-07. Beginning in fiscal year 2009-10, Foothill-De Anza contracted with the CalPERS California Employers' Retiree Benefit Trust (CERBT) program and transferred the funds held in the JPA to CERBT.

The district has commissioned annual actuarial studies to refine its obligations. The most recent study, dated Aug. 5, 2010, identified the total actuarial accrued liability as \$106,692,763. At its meeting of June 7, 2010, the board of trustees took action to transfer \$711,314 budgeted for fiscal year 2009-10 to the irrevocable trust in order to fully fund the Annual Required Contribution (ARC). Further action included direction that the budget for 2010-11 include a contribution of \$400,000 to fully fund the ARC for that fiscal year. The \$400,000 funding contribution is calculated using a three-year smoothing by averaging the funding obligations of fiscal year 2008-09 and 2009-10, and the unfunded obligation reported on the Actuarial Study of Retiree Health Liabilities dated Aug. 5, 2010. The district has made contributions totaling \$4,661,801 as of June 30, 2010. (<http://business.fhda.edu/finance/financialreports>)



STANDARD I

INSTITUTIONAL MISSION AND EFFECTIVENESS

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analysis of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard I.A: Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Descriptive Summary

De Anza College's updated mission statement, adopted May 13, 2010, by College Council, has as its core the essence of the previous mission statement, which served to guide the college well. De Anza wished to reaffirm its commitment to that statement while extending it to include the articulation of student learning outcomes and goals, and a strengthening of the commitment to civic engagement. ([Doc. 1](#)) The current mission statement reads:

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world.

De Anza College fulfills its mission by engaging students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies:

- Communication and expression
- Information literacy
- Physical/mental wellness and personal responsibility
- Global, cultural, social and environmental awareness
- Critical thinking

This mission statement defines the educational purpose as one of developing students' intellect and character, and preparing students to give back to the community, to the nation and to the world as responsible and engaged people. The Institutional Core Competencies (ICCs) are contained in the amplified mission statement, and every college program is represented and involved in the core competencies. Every certificate and degree flows from these core competencies through the mapping of each program, certificate and degree to the core competencies. ([Doc. 2](#))

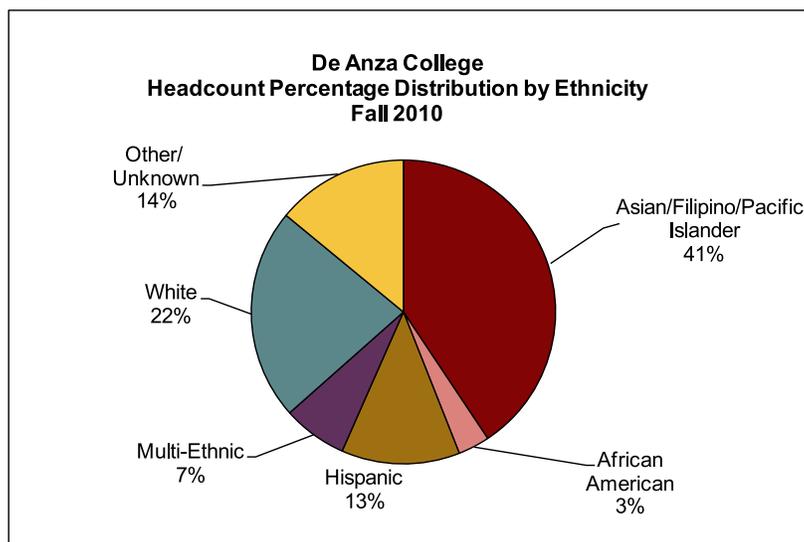
Student learning at De Anza College embraces the needs of transfer education, career and technical education, and lifelong learning. The De Anza community is diverse and multicultural, and students experience a multifaceted learning environment that involves working in different settings and with those who are “like and unlike themselves.” ([Doc. 3](#), p. 7)

Each ICC mentioned in the mission statement resonates with a need in the environment, both local and global. As stated in the Educational Master Plan, manufacturing jobs have left the region permanently and available jobs require higher skill levels. Critical thinking is tantamount to reaching these higher skills. The employers in the region stress the need for employees that exhibit strong communication skills as well as knowledge in their field. Thus, there is a commitment to “communication and expression.” ([Doc. 1](#))

In this age of technology, in which information abounds, informational literacy is a necessary skill for virtually all jobs. Learning how to work with all this information is just part of the challenge. With information technology enabling communication over vast distances in real time, many business organizations have a global presence. De Anza students will be expected to interact with business contacts spanning the global market, in which widely varying cultural and social customs are manifest.

The student population at De Anza College is diverse in demography. The diversity of student ethnicity can be seen in Figure 1. Students identifying themselves as Asian, Pacific Islander or Filipino comprised 41% of the fall 2010 enrollment. The Hispanic population increased by 1 percentage point in fall 2010. This increase is attributable to an ongoing strategic initiative focused on increasing the college participation rate of traditionally underserved students.

Figure 1

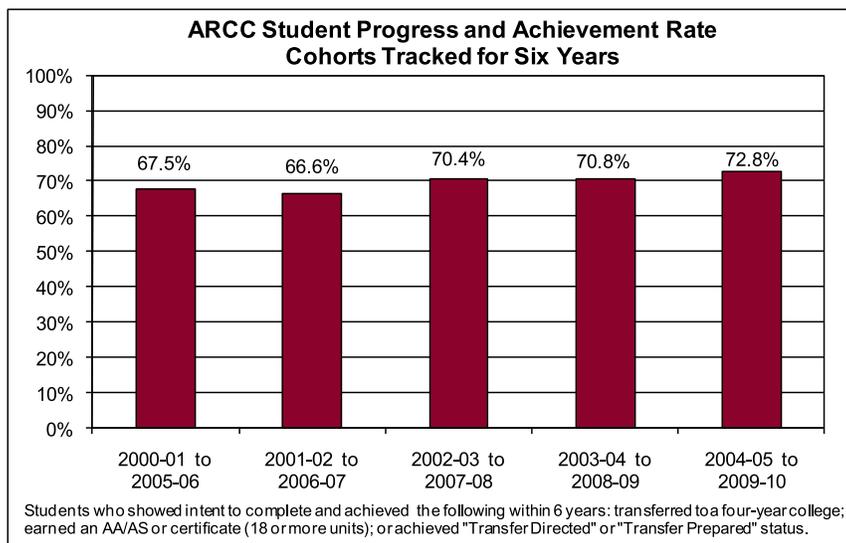


Source: FHDA Institutional Research and Planning

The students of De Anza are equally diverse in their goals and academic preparation. In support of student goals to transfer to a four-year college, to earn an A.A./A.S. degree, or to earn a certificate, the college offers general education courses, basic skills courses, English as a Second Language (ESL), transfer courses, vocation education programs, and associate and certificate programs.

Figure 2 shows that the Student Progress and Achievement Rate increased for the cohort beginning in 2004-05. As one of the colleges' institutional metrics, the college has already met its goal by achieving the highest score among ARCC peer groups in this measure.

Figure 2



Source: ARCC 2011 Report

De Anza enrolled approximately 1.82% of the adult population of Santa Clara County in 2009. The students enrolled in fall 2008 comprised 16% of the county's high school students graduating in 2008.

Self-Evaluation

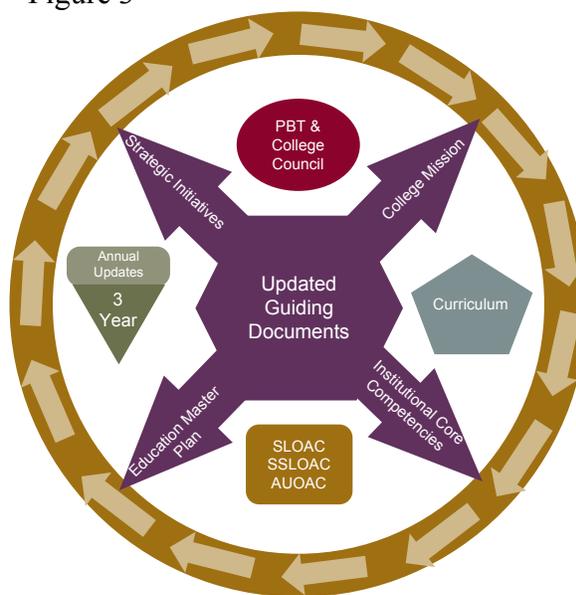
The college meets this standard. In updating the mission statement, the college has fulfilled the Planning Agenda from the previous Self-Study, to complete the process of revising the mission statement to explicitly reflect the college's commitment to student learning. Moreover, results of the faculty, staff and student surveys conducted during November 2010 demonstrate that the mission, along with the Institutional Core Competencies contained therein, is meeting the needs of the De Anza College community. The results of the Faculty and Staff Accreditation Survey November 2010 show that 91% of the respondents agreed or strongly agreed that the college has a "clear and publicized mission that identifies its educational objectives," regardless of the method of delivery or location. ([Doc. 4](#))

In the student survey conducted during fall 2010, 90% of the respondents agreed or strongly agreed that their experiences at De Anza had improved their understanding of people from different cultures and that they now have an increased appreciation of different ways of considering situations and applying solutions. The same percentage agreed or strongly agreed that their experiences at De Anza College had increased their “sense of responsibility beyond self.” ([Doc. 5](#))

The same student survey revealed that 45% of the student respondents “were familiar with De Anza’s Institutional Core Competencies.” Considering the ICCs were formally adopted in spring 2009 and included in the mission statement in spring 2010, the college feels this to be a good outcome. Several questions on the survey focused in particular on individual core competencies. With regard to critical thinking, 90% of the student respondents believed their skills had improved in this area. Similar percentages of agreement or strong agreement were reported in areas addressed by the core competencies such as writing, public speaking, creative and artistic expression, and problem solving.

The Institutional Core Competencies also inform the Institutional Student Learning Outcomes (SLOs), and because of this dual role, serve as an integral link to all aspects of De Anza’s Student Learning Outcomes Assessment Cycle (SLOAC). As depicted in Figure 3, there is a traceable connection from the mission and its Institutional Core Competencies down to the assessment of the Student Learning Outcomes at the course level, a relationship that inherently binds assessment with Program Review, a pathway for informing the college’s decision-making processes. ([Doc. 6](#), [Doc. 7](#), [Doc. 8](#))

Figure 3



Source: Educational Master Plan 2010-2015

Planning Agenda

No recommendations at this time.

Standard I.A.1

The institution establishes student learning programs and services aligned with its purposes, its character and its student population.

Descriptive Summary

De Anza College offers a wide range of learning programs and services, including transfer programs, career programs and programs for the lifelong learner. During the 2010-11 academic year, the college offered its students 63 associate degree programs, 106 certificate programs and more than 2,000 courses.

De Anza offers its students flexibility in learning environments. There is an extensive Distance Learning program offering coursework using a variety of media, including online, video streaming and cable TV. Online and hybrid courses are facilitated through the Catalyst Course Management system, which provides a consistent look and feel for the student.

With the goal of assisting students in becoming successfully employed in a variety of careers, the following programs support workforce education:

- Cooperative Agencies Resources for Education (CARE)
- Counseling and Advising
- College major and career workshops
- HOPE-De Anza Program
- Occupational Training Institute (OTI)
- Office of Outreach and Relations with Schools (Career Guide)
- Orientation (Counseling 100)
- Science Resource Center
- Stewardship Resource Center (Environmental Studies Department)
- Student Success Center
- Transfer Planning

Many De Anza students face challenges as they work toward their academic goals. Some are underprepared, while others are adults re-entering college with a high level of previous academic achievement. Some are the first in their families to attend college and/or come from an underrepresented group. To assist students with these challenges, academic support programs include:

- Counseling and Advising
- Extended Opportunity Programs and Services (EOPS)
- First Year Experience
- Honors Program
- LEAD (Latina/o Empowerment at De Anza)
- LinC (Learning in Communities)
- MPS (Math Performance Success Program)
- Puente Project

- Sankofa Scholars
- Student Success Center
- Summer Bridge
- Transfer Planning

([Doc. 9](#))

General support for students includes the following programs and services:

- The Office of Financial Aid and Scholarships Office provides one-on-one assistance with the application process for financial aid. In addition, each student can see his or her financial aid status online at MyPortal.fhda.edu. ([Doc. 10](#))
- Health Services, supported through student fees, provides students with basic screening services for free or a low fee. ([Doc. 11](#))
- The Library provides students with needed reference materials and Wi-Fi access. ([Doc. 12](#))
- The Library West Computer Lab (LWCL) provides students access to computers, printers, Internet and distance learning materials. ([Doc. 13](#))

The diversity of De Anza College makes it unique and is one source of its excellence. Special programs are in place to support this diverse student population. For instance, in the fall of 2009, 1,900 international students attended De Anza, giving the college one of the largest international student programs in the country, benefiting both local and international students. ([Doc. 3](#), p. 27) Programs in support of the college's diverse population include:

- Disability Support Programs and Services (DSPPS), which includes Adapted Physical Education ([Doc. 14](#))
- International Student Programs ([Doc. 15](#))
- Veteran Services ([Doc. 16](#))
- Child Development Center (provides child care for students and the community) ([Doc. 17](#))

To provide learning enhancement for the lifelong learner, the Foothill-De Anza Community College District offers Community Education, composed of five distinct programs:

- Impact Short Courses – Enrichment courses taught on a wide variety of topics at De Anza and Foothill Colleges as well as in the community
 - Online Courses and Career Training – Individual online courses and career training programs.
 - Extended Year Summer Youth Enrichment Program – Courses for students entering Grades 1-10
 - Fujitsu Planetarium at De Anza College – Family Astronomy and Laser Light Shows, School Field Trips and Party Rentals
 - Euphrat Museum of Art – Art in Schools Program
- ([Doc. 18](#))

In addition, the college offers students the opportunity to join in many extracurricular programs:

- Student Clubs ([Doc. 19](#))
- Student government ([Doc. 20](#))
- Athletic teams ([Doc. 21](#))

Self-Evaluation

The college meets this standard. De Anza's entering students include those who are college ready, those who need to build skills, and those who did not pass the California High School Exit Exam (CAHSEE). According to the 2010 ARCC Report, De Anza ranked highest among its peer group in Student Progress and Achievement rate (70.5%; 59.7% was the peer group average), Percent of Students Who Earned at Least 30 Units (83.8%; 75.0% was the peer group average), Annual Successful Course Completion Rate for Credit Vocational Courses (81.9%; 74.7% was the peer group average), and Improvement Rate for Basic Skills Courses (69.5%; the peer groups average was 54.2%). The college was among the highest in Annual Successful Course Completion Rate for Basic Skills courses (77.8%; 65.7% was the average) and Improvement Rate for Credit Basic Skills Courses (69.5%; 54.2% was the average). In improvement rate for Credit ESL Courses, the college was just slightly below the average of 71.1% with 69.4%. ([Doc. 22](#))

In 2009-10, 2,098 De Anza students transferred to a UC, CSU or an in-state or out-of-state private college or university. For the 2004-05 cohort tracked for six years, the college's transfer rate was ranked second in the state at 58%, according to the Chancellor's Office Transfer Velocity Data Mart.

The Student Accreditation Survey November 2010 provides evidence that De Anza College's programs and services are assisting students in attaining their academic and career goals. When asked if attendance at the college had improved "knowledge related to my academic field of interest," 88% agreed or strongly agreed. Similarly high percentages of students agreed or strongly agreed that their writing skills (92%), their reading skills (88%), their problem solving skills (90%), and their mathematical skills (81%) had improved. ([Doc. 5](#))

Similarly, high percentages of students agreed or strongly agreed that specific services met their needs:

- Computer access, 91%
- Access for students with disabilities, 94%
- Health services, 91%
- Online instruction and places to study, 88%

De Anza College's commitment to diversity is integrated into the formal operations of the college. Each year a primary focus of the Program Review concerns the targeted student populations. Curriculum is written to ensure the inclusion of the diverse student population. The hiring process is directed at hiring individuals who enhance the cultural richness of De Anza's student body. Most new hires since 2005 are bilingual.

De Anza College participated in the Equity for All Project run by the USC School of Education in 2005-06. The yearlong process involved an extensive look at data from an equity scorecard framework. The data was presented for discussion at various shared governance groups. In 2006-07, the college adopted a strategic initiative on improving faculty and staff Cultural Competence, which was initially called the Collegiality and Empowerment Initiative. The work collectively speaks to the Planning Agenda from 2005. ([Doc. 23](#), [Doc. 24](#))

Planning Agenda

No recommendations at this time.

Standard I.A.2

The mission statement is approved by the governing board and published.

Descriptive Summary

The Foothill-De Anza Board of Trustees approved the updated mission statement as part of the Educational Master Plan, adopted in spring 2010. The mission statement is published in the college's primary printed and electronic publications, including the schedule of classes, college catalog, the State of the College Annual Report to the board and on the college website. ([Doc. 25](#))

Self-Evaluation

The college meets this standard. It has also fulfilled its Planning Agenda: that "whenever feasible or appropriate the college will include its mission statement in publications, major reports and brochures that describe a college program or service." De Anza's mission statement is published in media that are visible and accessible to prospective students and employees, and these methods of disseminating the mission statement have proven to be very effective. In the Faculty and Staff Accreditation Survey November 2010, 91% of the respondents agreed or strongly agreed that the college has a "clear and publicized mission that identifies its educational objectives." ([Doc. 4](#))

Planning Agenda

No recommendations at this time.

Standard I.A.3

Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

As noted in the 2005 Self-Study Report, the college began the process of updating its mission statement in 2003-04. Extensive discussions took place in College Council, the Planning and Budget Teams (PBTs), and other shared governance groups. With no clear consensus emerging from these efforts, the existing mission statement was reaffirmed in 2005 as part of the Educational Master Plan 2005-2015, and the college pledged to revise the mission as part of the Strategic Planning process, which would begin in 2006. Although the Strategic Planning process began with an affirmation of the existing mission statement and included extensive dialogue among faculty, staff and students about the mission and purpose of De Anza College, the process did not culminate in a formal revision of the existing mission statement.

In spring 2009, discussion of the mission statement resumed and specific changes were discussed, including incorporating the college's recently adopted Institutional Core Competencies. ([Doc. 26](#), [Doc. 27](#), [Doc. 28](#), [Doc. 29](#), [Doc. 30](#)) In fall 2009, at the request of College Council, a committee was formed to draft a new Educational Master Plan (EMP). As part of its work, this committee would take the various strands of mission statement review that had previously been conducted and develop them into a formal revision. Discussions in the EMP committee centered on making necessary revisions while retaining elements of the existing mission still deemed worthy. After extensive dialogue and deliberation, an updated mission statement was proposed in winter 2010 and presented to shared governance groups for discussion and feedback. Once fully vetted through the shared governance process, the mission was presented to the board of trustees for approval as part of the completed EMP on June 7, 2010. ([Doc. 25](#), p. 3)

The Educational Master Plan 2010-2015 includes a revised planning and resource allocation process that features a more systematic review of the mission statement as a core part of the process. Based on the Six-Year Planning and Assessment Cycle, this process makes reviewing the mission, as well as the educational master plan and strategic plan, central to the overall planning process and responsive to the results of comprehensive outcome-based Program Review.

Self-Evaluation

The college meets this standard. De Anza has successfully updated its mission statement and therefore fulfills the pledge made in the Planning Agenda from the 2005 Self-Study to do so. While discussion about mission and purpose was intrinsic to the Strategic Planning process that took place in 2006-07, the revising of the mission statement did not occur as part of that particular process.

This suggests that the review of the mission needs to be more explicitly incorporated into the college's planning process. As part of the new planning process, there will be a more comprehensive and integrated review during the third year of the Six-Year Planning and Assessment Cycle, which will include review of the mission statement in the fourth year of the cycle. ([Doc. 31](#))

The institutional metrics are currently assessed and reported each year in the annual State of the College Report presented to the college community and board of trustees. The Planning Committee will evaluate and assess the mission statement and Educational Master Plan within the Six-Year Planning and Assessment Cycle.

Planning Agenda

- As a component of the new planning process, the mission statement will be reviewed and publicized on a regular basis. The review of the mission statement will be integrated into the planning process.

Standard I.A.4

The institution's mission is central to institutional planning and decision-making.

Descriptive Summary

De Anza College has seen multiple planning efforts occur over the past six years, including the Strategic Planning process, the development of Institutional Core Competencies, Student Learning (and Student Services Learning and Administrative Unit) Outcomes and Assessment processes, the updating of the mission statement and development of the Educational Master Plan 2010-2015. These planning efforts have all been infused with a sincere and thoughtful consideration of the mission and purpose of the institution.

The existing mission statement was reaffirmed at the beginning of the Strategic Planning process in 2006 ([Doc. 32](#)), and the common themes that emerged from extensive discussion among faculty, staff and administration all reflect key aspects of the mission statement. The first of these themes, "Increased participation of historically underrepresented students," aligns with De Anza's longstanding commitment to diversity and "students of every background," as stated in the mission. Similarly, the second theme, "Increased and personalized attention to the needs of each student," reflects the desire expressed in the mission to help students "develop their intellect, character, and abilities; achieve their educational goals; and serve their community in a diverse and changing world."

The third theme, "Enhanced cultural competence and capacity among all campus personnel to meet the needs of an ever more diverse student body," and fourth theme, "Expanded engagement with the communities around De Anza," both build upon De Anza's commitment in its mission to provide a

“quality teaching and learning environment and sound educational programs and services, accessible and responsive to the needs and interests of the people of our community.” ([Doc. 33](#), [Doc. 34](#))

These themes, each reflective of and responsive to the mission, formed the basis of four Institutional Initiatives:

1. Outreach
2. Individualized Attention to Student Retention and Success
3. Cultural Competence
4. Community Collaborations

These initiatives continue to serve as primary goals for the institution and were reaffirmed in 2009-10 as part of the Educational Master Plan.

With the updating of the mission statement in 2010, much of the existing statement was retained due to its continuing relevance and importance. Language that more specifically addresses student learning and civic engagement was added, and the outcomes were altered to incorporate the Institutional Core Competencies that had been developed. As a result, the mission itself has been responsive to changes that have emerged through campus discussions and planning processes. As is stated in the Educational Master Plan 2010-2015, “Student success is also tied explicitly to the college’s ICCs in the new mission statement. This linkage reflects the college’s commitment to self-assessment regarding the mission statement and its translation through curriculum, course and student outcomes.” ([Doc. 3](#))

The Program Review process and related resource allocation and decision-making processes have also been responsive to the mission, which is especially important in light of recent budget cuts and the associated reductions in force that were required. Program Review now incorporates the strategic initiatives that emerged from the Strategic Planning process, as well as student learning outcomes assessment results. ([Doc. 35](#) [all fall 2010 notes], [Doc. 36](#), [Doc. 37](#), [Doc. 38](#))

Self-Evaluation

The college meets this standard. The mission is central to institutional planning and decision-making. Beginning in 2010, there have been significant efforts to include the mission statement on agendas, meeting notes, marketing materials, newsletters and e-mail messages to increase awareness of the missions statement among employees and the community.

The Strategic Planning process began with an affirmation of the mission and after extensive discussion and deliberation, the key initiatives that emerged all reflected and further developed aspects of the mission. These initiatives have become a “lens through which decision making and resource allocations are made.” ([Doc. 3](#))

As is outlined in the Educational Master Plan 2010-2015, various planning efforts have been undertaken related to key areas of the campus, including facilities, technology, sustainability, basic skills, equity, and civic engagement. Each of these planning efforts ties back to the mission, and there have been efforts made to align planning processes with the goals of the institutional initiatives, primarily through the Program Review process. ([Doc. 39](#), [Doc. 40](#), [Doc. 41](#), [Doc. 42](#))

In the Faculty and Staff Accreditation Survey November 2010, 91% of the respondents agreed or strongly agreed that the college has a “clear and publicized mission that identifies its educational objectives.” ([Doc. 4](#))

Planning Agenda

No recommendations at this time.

Standard I.B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Standard I.B.1

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

De Anza College’s administrators, faculty and staff are strongly committed to shared governance. As a result, broad-based dialogue about the continuous improvement of student learning and institutional processes is ongoing. As reflected in the Educational Master Plan 2010-2015, there have been multiple planning efforts that have engaged the institution at all levels, including the Strategic Planning process, the revision of the college mission statement, the development of Institutional Core Competencies, the project of developing Student Learning Outcomes (SLOs) and Assessment Cycles, and later the Student Services Learning and Administrative Unit Outcomes Assessment Cycles and the integrated Program Review process.

The Strategic Planning process began in the spring of 2006 and involved extensive collegewide dialogue. ([Doc. 43](#), [Doc. 44](#)) While using a process called story-based planning, four common themes emerged from the discussions:

1. Increased participation of historically underrepresented students
2. Increased and personalized attention to the needs of each student
3. Enhanced cultural competence and capacity among all campus personnel to meet the needs of an ever more diverse student body
4. Expanded engagement with the communities around De Anza

The four themes evolved into the college's Strategic Initiatives: Outreach, Student Success and Retention, Cultural Competence and Community Collaborations. There have been several notable campuswide programs and task forces that have been created as a result of these initiatives:

- In support of the state's Basic Skills Initiative, De Anza implemented plans to support student success through a Title III grant. In January 2008, the college began an institutional effort toward assessment of the programs, development of a planning matrix through the use of focus groups, online surveys and the college's Institutional Research Office. ([Doc. 45](#))
- The Developmental and Readiness Education (DARE) Task Force was formed in summer 2009. The focus was to streamline and improve learning pathways for basic skills/developmental education. A recent result of the assessment was reorganization within the institution leading to the creation of the Student Success Center. ([Doc. 46](#))
- Cohort learning groups for students were formed in the LinC and Sankofa Scholars programs to increase individualized connections with students, leading to student success. The inaugural Summer Institute held in June of 2010 was a gathering of instructors and staff who sought to share the successful traits of their programs. This dialogue was invaluable to the instructors and staff who participated. ([Doc. 47](#))
- Diversity, student learning, cultural competence and civic engagement were supported by dialogue that forged the creation of the Institute of Community and Civic Engagement (ICCE). ([Doc. 48](#))
- The Academic Senate and College Council approved the hiring of a director for the Office of Staff and Professional Development after discussing the need to support faculty and staff in the process of improving their craft, despite increasing budgetary constraints. ([Doc. 49](#))

The college mission statement was reviewed beginning in fall 2009. Shared governance groups continued conversations about the mission statement and the Educational Master Plan during the 2009-10 academic year. The Academic and Classified Senates and College Council approved the updated mission statement in May 2010. ([Doc. 50](#), [Doc. 51](#), [Doc. 52](#))

The college mission now includes the Institutional Core Competencies (ICCs), statements that: "are a list of essential characteristics that we feel students should possess by the time they transfer, graduate or complete certificate programs."

In 2008, the process of developing the core competencies began and included extensive dialogue among faculty from across the campus. These competencies were adopted in the winter of 2009 by the Academic Senate and were simultaneously adopted as the Student Learning Outcomes for general education and the institution. ([Doc. 53](#), [Doc. 54](#))

Just as the development of strategic initiatives and the review of the mission statement stimulated many collegial discussions about the institution's mission, program enhancement, student learning and staff development, the newly instituted Student Learning Outcomes (SLO) project brought the value of assessment of student learning in each course, instructional and college program to the forefront. The SLO project is a faculty-driven process. In support of the process, the Academic Senate developed a position paper in winter 2009. ([Doc. 55](#), [Doc. 56](#))

Faculty and staff liaisons facilitated workshops and retreats for their constituents during the spring of 2009, spring of 2010 and fall of 2010. Small group discussions led by peers has proven to be a successful method of encouraging dialogue about student learning across the college. The Follow-Up Reports to the ACCJC of 2009 and 2010 describe the plans and activities relative to the SLO, SSLO and AUO projects. ([Doc. 57](#), [Doc. 58](#))

An evolving Comprehensive Program Review process has been an integral part of De Anza College planning. ([Doc. 59](#), [Doc. 60](#), [Doc. 61](#)) Over the past several years, Program Review documents have undergone many changes as a result of extensive dialogue:

- In 2008, the Comprehensive Program Review was made to incorporate a review of the strategic initiatives. ([Doc. 62](#))
- In spring 2010, an annual Program Review was developed that reflects the integration of SLO assessment results. ([Doc. 63](#), [Doc. 64](#))
- In fall 2010, the Instructional Planning and Budget Team (IPBT) developed a model of the 2013 Comprehensive Program Review that reflects the incorporation of a comprehensive review of program level outcomes assessment. A revised annual Program Review stemming from this document was also developed. ([Doc. 35](#) [all fall 2010 notes], [Doc. 65](#))

Self-Evaluation

The college meets this standard and has shown a strong commitment to encouraging self-reflective dialogue. In the area of institutional planning, there were many conversations in creating a strategic plan that included a broad-based constituency of faculty and staff. The Educational Master Plan reflects the culmination of many conversations by faculty and staff regarding the mission and the institutional core competencies. ([Doc. 3](#))

The most recent and innovative changes for the college occurred as a result of the institution's implementation of the Student Learning Outcomes Assessment Cycle (SLOAC) model. Faculty-driven and engineered to fit the college's culture by a team of faculty and administrators, the process has and will continue to encourage dialogue about what the employees of the college believe students should be able to do as future leaders and productive citizens in their communities once they leave De Anza College.

This process will allow the campus to talk about and assess what it does so that it can be more effective and efficient in its processes. The steps to implement an institutional framework – the Six-Year Planning and Assessment Cycle – have been established in order for ongoing collegial dialogue across the institution to now incorporate assessment results.

Planning Agenda

- The college will implement the integrated planning process that incorporates outcomes assessment results into institutional planning, and provide the time and space for broad-based dialogue aimed at improving student learning.

Standard I.B.2

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

The De Anza College Educational Master Plan outlines four broad goals for the college:

1. Increased participation of historically underrepresented students
2. Increased and personalized attention to the needs of each student
3. Enhanced cultural competence and capacity among all campus personnel to meet the needs of an ever more diverse student body
4. Expanded engagement with the communities around De Anza ([Doc. 3](#))

These goals were developed during the Strategic Planning process begun in spring 2006, embodied as “Institutional Initiatives” and re-affirmed by the college community in spring 2010. The goals were and are informed by data outlining the current and future demographic trends facing the college. ([Doc. 66](#))

These goals were included in the district Strategic Planning discussions and are aligned with the following district goals:

- Student Success and Achievement
 - Improve student success, equity and retention
 - Improve student outcomes and close the achievement gap
 - Student Access
 - Engage with our communities to build bridges between us and those we serve
 - Stewardship of Resources
 - Increase effectiveness in use of district and college resources
- ([Doc. 67](#))

The De Anza Educational Master Plan outlines 11 metrics with targets to track the success of the four institutional goals. These metrics will be reported each year in the annual report presented to the college community and board of trustees. District metrics articulated at the college level will also be included in the SOC each year. The metrics for both the college and district include ARCC measures, which are also reported to the board of trustees each year. ([Doc. 3](#))

The institutional goals guide the institutional planning processes. For example, the 2007-08 Program Review template included questions addressing departmental actions to increase the participation and success of historically underrepresented students. In addition, faculty searches include a question related to this initiative in second-round interviews. The campus has also instituted an equity officer who provides oversight and guidance to the hiring process. All individuals who sit on hiring committees must attend equity training provided by the Office of Staff and Organizational Development. ([Doc. 49](#))

The 2008-09 Program Review included the following questions related to institutional goals:

- How has the program responded to the institutional goal of increased access, growth and retention? (Include the number of students enrolled in the program and the retention rate over the last three years.)
- How has the program responded to the institutional goal of increased access, growth and retention specifically for the identified targeted populations of African American, Latino/a, and Filipino 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.)
- What progress or achievement has the program made towards decreasing the student equity gap? (Include student success rates for targeted populations compared with other students over the last three years.)

The Program Review data sheets were modified to include a second page of information related to the success of targeted populations. ([Doc. 68](#), [Doc. 69](#))

Student success lies at the heart of the institutional goals, and the college routinely assesses the success of students in various programs. The results of these studies have been provided to all college constituencies and have been placed on the De Anza website for collegewide and community access. This research capacity has enabled instructors in vocational programs, in specific areas such as math, English and ESL, and in programs such as LinC and Math Performance Success (MPS), to increase student learning and thus course success and retention. ([Doc. 70](#), [Doc. 71](#))

The task of monitoring and evaluating achievement of De Anza's goals to improve institutional effectiveness falls upon College Council, which includes representation from all constituent groups on campus. All of its meetings are publicized and open to the college community. In addition, each year College Opening Day activities relate to institutional goals. In 2010, the second half of Opening Day was devoted to groups working by department to develop Student Learning Outcomes (SLOs), Student Services Learning Outcomes (SSLOs) and Administrative Unit Outcomes (AUOs). ([Doc. 72](#))

Progress toward identified goals as well as achievement of outcomes is frequently and regularly documented in planning progress reports made to the Foothill-De Anza Board of Trustees and to the State Chancellor's Office on matriculation, Financial Aid, EOPS, and the Vocational and Applied Technology Education Act (VTEA). De Anza's college researcher and the District Institutional Research Office generate numerous such reports. Data from these reports is also posted on the campus and district websites.

The De Anza Institutional Research website annually updates and publishes the president's key research questions on the research website. Each year the Research Office works to answer the questions to better understand and assess student learning outcomes, how best to serve students in regards to the changing demographics, and educational programming based on workforce demands, to name a few. ([Doc. 73](#))

The Developmental and Readiness Education Task Force (DARE) has also contributed to the analysis of Basic Skills success rates, using the data to allocate categorical funding. ([Doc. 45](#)) Other examples of the use of data in planning and budget allocations include the prioritizing of faculty position hires through ranking, the development of criteria for budget reductions, and the reorganization of Student Success areas. ([Doc. 74](#))

Institutional goals have formed the backbone of college grants such as Title III and AANAPISI. ([Doc. 75](#), [Doc. 76](#)) These grants have all focused on improving access and success of targeted populations, and have included support for staff development in cultural competence and civic engagement. The institutional initiatives were allocated funding to support activities related to achieving institutional goals. While this funding is no longer available due to state budget reductions, the initiatives have become integral to the college and support for the activities has continued. ([Doc. 3](#), p. 17)

Self-Evaluation

The college meets the standard. The institution, as established in the Planning Agenda from 2005, has set four goals to improve its effectiveness consistent with its mission. ([Doc. 3](#)) Metrics and standard measures of success have been articulated and are routinely assessed and presented to college faculty and staff. ([Doc. 72](#), [Doc. 73](#)) Each year the president presents the State of the College report to the board of trustees and the campus community. The presentation includes measures of success and a discussion of trends and initiatives related to the measures.

Student access and success are at the heart of institutional goals and metrics. Institutional goals are made operational in Planning and Budget Team (PBT) discussions about criteria for evaluation and DARE Task Force discussions of basic skills funding expenditures.

Other assessment results on the attainment of college goals, such as the ARCC data and district metrics, are made available in various venues and presented to the board of trustees. A research agenda for underserved students has been presented to College Council. ([Doc. 77](#))

Institutional goals are widely understood and with work sessions included in all-college Opening Day activities the college community works collaboratively toward achievement of the goals. The college has been awarded several grants developed to provide additional funding to meet college goals. ([Doc. 78](#))

Planning Agenda

No recommendations at this time.

Standard I.B.3

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

The De Anza Educational Master Plan “Where We’ve Been, Where We’re Going: De Anza College Educational Master Plan 2010-2015” (EMP) outlines the De Anza College planning process. At the heart of the process are the Planning and Budget Teams (PBTs). The three PBTs (Finance and Educational Resources, Instruction and Student Services) review and provide advice to the vice presidents and president on major resource allocation decisions. The teams utilize information from various sources, relying most heavily on Program Reviews and Program Review annual updates as well as the EMP to guide resource allocations. ([Doc. 3](#))

The PBTs are representative of the three vice presidential areas. The Finance and Educational Resources PBT is co-chaired by the vice president and the president of the Classified Senate. The Instructional PBT is co-chaired by the vice president and the vice president of the Academic Senate. The Student Services PBT is co-chaired by the vice president and a faculty member. In addition to the PBTs and the Campus Budget committee, the Instructional Deans and Student Services councils provide avenues for additional input on resource allocation and decision-making. ([Doc. 3](#), p. 19)

The recommendations of the three PBTs are forwarded to College Council, which includes representation from the PBTs as well as constituency groups such as the bargaining units and administration. College Council, as the name suggests, takes a collegewide perspective in providing advice to the president. Given the work done in the PBTs, the expectation is that College Council will respect the advice of the PBTs and make suggestions for change as a way of reconciling the various perspectives using an institution-wide lens.

De Anza’s decision-making model provides a sound framework that has been tested over the last several years to enable the college to make regular, systematic and timely decisions. Collaboration between and among these various teams is critical to the success of the college’s decision-making so that recommendations can be made in the best interest of students, faculty, staff and the college as a whole.

The four Strategic Planning Initiative teams provided suggestions to the PBTs during the 2006-07 and 2007-08 academic years. The PBTs met jointly on several occasions to attempt consensus before forwarding recommendations to College Council. ([Doc. 79](#), [Doc. 80](#), [Doc. 81](#), [Doc. 82](#))

The EMP provides for enhancements to the planning process based on feedback from the college community. The chief addition to the PBT process is the inclusion of Outcomes-Based Program Review (OBPR) information. This addition will require each department to develop outcomes for the department and degrees/certificates offered by the department. As is currently the case, each

department will be responsible for writing the Annual Update Report as well as the Comprehensive Program Review every six years. The new reports will include the results of the course and program level assessment cycles. ([Doc. 3](#))

The PBT process will begin each year with a review of information on the budget, including budget assumptions and projections. Using Strategic Planning priorities as a lens, the PBTs will articulate their priorities for the year through the questions asked in the Annual Program Review Update and the Comprehensive Program Review. This will occur with input from the Academic and Classified Senates, Diversity Advisory Council, Instructional Deans, Student Services Council, Senior Staff and College Council. Departments will then be charged with articulating the resource needs, based on assessment results, in their areas. The reports will then be forwarded to the PBTs for review. If the PBTs require additional information they may request unit leaders to present detailed responses. If there is a need for cross-PBT discussions, that can happen on an ad hoc basis. The PBTs will then forward their recommendations to College Council.

There are several other planning processes that inform the Educational Master Plan as well as the annual PBT process. The plans combine to support the EMP and each other. In this way the planning processes for facilities, sustainability, technology, basic skills, equity and civic engagement are melded into the overall planning framework.

The college's planning efforts rely on an understanding of key variables affecting De Anza and its ability to serve students. This includes trends in student access, student success, equity, basic skills, and community and civic engagement. It also reveals the success achieved by some groups is still not shared by all. The goal to promote equity and achieve higher levels of success for all groups continues to guide the college's efforts.

Self-Evaluation

The college meets this standard. De Anza engages in systematic and integrated educational, financial, physical and human resource planning, and implements changes to improve its programs and services. In De Anza's administrative structure, College Council is charged with overseeing the development and integration of the Educational Master Plan. The Planning and Budget Teams (PBTs) consider analysis and planning from the divisions and the college's work units in making institutional resource allocations. The college has accomplished the Planning Agenda from 2005. ([Doc. 83](#))

The college's work units assess their annual progress toward stated goals and objectives through the Program Review process. A comprehensive review was scheduled every three years up until 2008, with shorter updates provided annually. The Comprehensive Program Review will now be undertaken every six years, with annual updates. The college relies upon institutional scans and

surveys, among other information, for institutional planning and provides trend information to the community from its website.

The Program Review now incorporates learning outcomes assessments. The process and plan is under way for fully incorporating SLO, SSLO and AUO assessments into resource allocation decisions. The Student Learning Outcomes (SLO) Steering Committee provides workshops and one-on-one training to help faculty and staff align their Student Learning Outcomes (SLOs) with resource and learning assessment. ([Doc. 84](#)) In addition to the SLO committee, the Office of Staff and Organizational Development provides workshops and trainings on SLOs assessment in a two-part series as well as opportunities to faculty and staff to train and serve as assessment liaisons for their department or division.

College Council analyzes institutional research on a periodic basis. PBTs and the divisions are charged with the responsibility to analyze data and evaluate the needs and efforts of each area. Division goals and objectives are established in a collaborative effort by faculty, staff and administrators to integrate the overall objectives of the Educational Master Plan, the PBTs, and the needs and priorities of the department or work unit. ([Doc. 85](#), [Doc. 86](#), [Doc. 87](#), [Doc. 88](#), [Doc. 89](#), [Doc. 90](#))

The Faculty and Staff Accreditation Survey November 2010 indicated a substantial awareness of planning and resource allocation:

- 76% agreed or strongly agreed: “The institutional planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources and leads to improvement of institutional effectiveness.”
- 72% agreed or strongly agreed: “Human resources planning is integrated with institutional planning.”
- 77% agreed or strongly agreed: “Financial planning is linked to college Strategic Planning and supports the college’s goals.” ([Doc. 4](#))

The Institutional Core Competencies (ICCs) are now part of the mission statement. As SLOs are developed and refined, faculty will be asked which ICCs their courses meet. This information will be cataloged in a database to allow the tracking of SLOs at the course, program and institutional levels. The Institutional Research Office has partnered with faculty in the development of systems to assess the attainment of the ICCs. This work is ongoing and will be a part of the charge of the new Planning Committee.

The district and college Research Offices provide standard statistical reports on student success and persistence as well as more sophisticated program assessments, such as longitudinal analyses tracking student progress from basic skills into college level courses and beyond. Institutional Research routinely

conducts surveys on the Learning Communities, EnableMath, First Year Experience, Nursing, Financial Aid and Child Development programs. The Community College Survey of Student Engagement was conducted in 2007 and 2009. ([Doc. 91](#), [Doc. 92](#), [Doc. 93](#), [Doc. 94](#))

The Student Accreditation Survey November 2010 asked students to assess their skills in subject areas such as math and critical thinking. ([Doc. 5](#)) Other surveys have included asking students about their transportation needs, which have an impact on their academic success, as well as their smoking policy preferences. The district also commissioned a survey of voters in its service area to ask about their perceptions of the college. ([Doc. 109](#))

The Institutional Research Office has begun to assist faculty in their assessments of learning outcomes with surveys. Other surveys include:

- A Speech Department pre- and post-test survey
- A Health Services survey for students accessing services that asks questions aligned with the Health Center's Student Services Learning Outcomes
- A Student Success Center survey that asks students who receive tutoring services to respond to questions directly linked to the center's outcomes

The research office recently published a newsletter outlining how the office can help with learning outcomes assessments. The research office is widely promoting the use of surveys and providing assistance in developing surveys to assess the wide range of learning outcomes on campus through a formal research request and assistance process. ([Doc. 95](#), [Doc. 96](#))

Planning Agenda

- The college will implement the integrated planning process that incorporates outcomes assessment results into institutional planning, and provide the time and space for broad-based dialogue aimed at improving student learning.

Standard I.B.4

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources and leads to improvement of institutional effectiveness.

Descriptive Summary

At its meeting of Oct. 2, 2006, the Academic Senate reinforced the use of the Program Review to guide PBT deliberations. ([Doc. 97](#)) At the same time, the Senate recommended that the refinements and revisions proposed the previous year be enacted, such as ensuring that collegewide faculty needs and priorities are expressed in appropriate venues and that timely communication between

Senate and Instructional Planning and Budget Team (IPBT) takes place. This was followed in the IPBT meeting of May 22, 2007, by a lengthy discussion on the governance role of IPBT, instructional equipment and Measure C construction bond funding, plans and process related to the four Strategic Planning Initiatives, technology issues, and the obtaining of funding from various sources. ([Doc. 98](#))

At the IPBT meeting of Oct. 2, 2007, a document titled “Instruction Planning and Budget Team Recommendation” was approved for presentation to College Council. ([Doc. 99](#)) It stated that the PBTs would be examined and perhaps redefined with the goal of having all PBTs working more cohesively in the future. This led to a discussion at the College Council meeting of Oct. 11, 2007, regarding shared versus participatory governance and the different groups on campus. ([Doc. 100](#))

At the end of the 2006-07 academic year, the IPBT forwarded the following recommendation to College Council for consideration:

College Council should take the lead, in coordination with the PBTs, to develop a written, clearly defined campuswide decision-making process that addresses:

- The relationship between Program Review and Strategic Planning
- The process by which shared governance group recommendations are incorporated into the decision-making process
- The roles of all teams/groups
- How shared governance group decisions are communicated

At the May 8, 2007, IPBT meeting, a handout titled “De Anza College Decision Making Model and Participants” was examined. It was agreed that a better governance model should be developed by the IPBT with input from College Council, asking for a detailed blueprint of the timeline, players and considerations of a reorganization and governance program. ([Doc. 101](#))

In its meeting of May 8, 2008, College Council unanimously approved the Governance Website Management Policy providing timely and accurate information to De Anza’s constituent group leaders and members so they can have a consistent means of communication for all governance groups. ([Doc. 102](#))

The Governance Task Force (GTF) was formed by College Council in response to a resolution passed by the Academic Senate on Nov. 8, 2010. The Academic Senate recognized the need to clarify shared governance processes in order to assure that such processes are transparent and to guarantee that stakeholders are cognizant of institutional decision-making processes and bodies. ([Doc. 103](#), [Doc. 104](#))

The charge of the task force is to engage in a comprehensive review of shared governance processes and bodies at De Anza College. The execution of this charge will include the following:

- Produce a shared governance handbook containing the description of each campus governance body, their charge, and their role in the shared governance decision-making.
- Document shared governance processes.
- Clarify and modify the current decision-making chart.

The GTF will then move to the development of a framework for the regular assessment, evaluation and enhancement/improvement of governance.

The governance groups include:

1. The Senates: Academic, Classified and Student Body
2. College Council
3. The three Planning and Budgeting Teams (Finance and Educational Resources; Instruction; Student Services)
4. Facilities Committee
5. Campus Budget Committee

In October 2009, the college faced the reality of significant budget reductions that would be effective for the 2010-11 academic year. The various governance committees proceeded to develop a thoughtful process for workforce reductions. Two handouts were constructed to address the issue: De Anza College 2009-10 Phase 2 Budget Planning Worksheet (Option 1) and Funds 14 & Categorical Budgets and Reductions (Option 2). It was suggested that the team members take this document to their constituencies for information distribution and discussion. ([Doc. 105](#), [Doc. 106](#), [Doc. 107](#), [Doc. 108](#))

Self-Evaluation

The college meets this standard. As set forth in the Planning Agenda from 2005, the PBTs, Academic Senate and College Council have had robust discussions about increasing the visibility and transparency of the resource allocation process as evidenced through meeting notes from all teams. With the development of serious budget deficits beginning in 2008-09, two documents labeled “Principles and Strategies for Budget Reductions” and “VP1 Summary Reductions for 2009-2010” were developed based on consensus among the various PBTs and College Council in dealing with the budget shortfalls. ([Doc. 110](#), [Doc. 111](#), [Doc. 112](#), [Doc. 113](#))

More recently, responses to the De Anza College Faculty and Staff Accreditation Survey November 2010 indicate awareness of the college’s efforts to continue to increase the visibility and transparency of resource allocation processes. Seventy-six percent of respondents agreed that “the institutional planning process is

broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.”

([Doc. 4](#))

Planning Agenda

No recommendations at this time.

Standard I.B.5

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

De Anza College gathers data and documented assessment results from a variety of sources and utilizes numerous methods to communicate matters of quality assurance to appropriate constituencies through various channels of communication. The college collects assessment data via campuswide surveys, Program Reviews, Student Learning Outcomes (SLOs) and assessments of student learning. The college makes the data available via the following avenues:

- Presentations to the board of trustees ([Doc. 114](#), [Doc. 115](#), [Doc. 116](#), [Doc. 117](#), [Doc. 118](#))
- All college and district Opening Day events ([Doc. 78](#))
- College president’s webpage ([Doc. 78](#))
- Department and division meetings
- Campus governance committees ([Doc. 119](#))
- College and district Research and Planning websites ([Doc. 95](#), [Doc. 96](#))

Data and related college information is available online, chiefly on the college website. The webpages for district and college Institutional Research and the college president’s page, and Student Learning Outcomes website are the main repositories of information related to campus and quality assurance data. One such source of information is the State of the College Address presented to and approved by the board of trustees in June 2010, which outlined elements of the college’s Educational Master Plan and included student demographics and key trends of student access and success, some of which are institutional metrics.

Those key trends and metrics included:

- Santa Clara County High School Graduate Participation Rate
- Total Full-Time Equivalent Students Enrolled
- Course Success Rates by Ethnicity
- Vocational Course Success Rates
- Basic Skills Course Success Rates
- Fall to Winter Persistence of First-time Students
- Fall to Winter Persistence of First-time Students by Ethnicity
- ARCC student Progress and Achievement

([Doc. 2](#), [Doc. 25](#), [Doc. 120](#))

The Marketing/Communications Office serves as the clearinghouse to communicate to the student population, college employees and the general public. E-mails from the college president provide information to the college community, as does the periodic Campus Memo newsletter.

The Marketing/Communications Office also posts the annual State of the College Report on the President's Office website. In addition to the report, presentation documents are included. Results from Town Hall meetings on enrollment and budget have also been included for the community. ([Doc. 121](#))

Self-Evaluation

The college meets this standard. Since the last accreditation visit in 2005, the college has addressed the Planning Agenda in the following ways:

- The college Institutional Research Office has developed a major projects list, based upon campus requests and senior leadership. ([Doc. 122](#), [Doc. 123](#))
- In addition, research staff has asked for input on a research agenda specifically for underserved students. ([Doc. 124](#))
- In 2007 and 2009, the college conducted the Community College Survey of Student Engagement. In addition, the college has conducted an annual survey of graduates each year and ad hoc surveys on student populations such as financial aid students and students who do not re-enroll from quarter to quarter. ([Doc. 125](#))

In fall 2010, the college conducted an accreditation survey of students to assess perceptions about their learning experiences, Institutional Core Competencies (ICCs) and campus resources. It also asked about their demographic information (race, gender ethnicity, primary language spoken at home and education attainment). Students overwhelmingly expressed their appreciation and satisfaction with college academic and student services programs. ([Doc. 5](#))

In the Faculty and Staff Accreditation Survey Fall 2010, respondents shared their perceptions about the various areas related to all major categories of the accreditation process (Institutional Mission, Student Learning Program and Services, Resources, and Leadership and Governance). The survey also gathered data on faculty and staff perceptions about the use of data and the quality of information provided to students. ([Doc. 4](#)) Findings include that:

- 82% of the respondents agreed or strongly agreed that the college relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.
- 77% agreed or strongly agreed that the college assures that students and prospective students receive accurate information about educational courses and program and transfer policies.

The college researcher routinely presents data to College Council and other shared governance committees such as Academic Senate. The researcher also meets one-on-one with department chairs (e.g. Child Development) to discuss student satisfaction survey questions and results. The college researcher served on the LinC (Learning in Communities) Assessment Team and advised faculty on the use of data in the development of grants proposals (Title III and AANAPISI). In 2010-11 the researcher meet with the Student Success grant groups to give them ideas about how they might assess their programs.

Planning Agenda

No recommendations at this time.

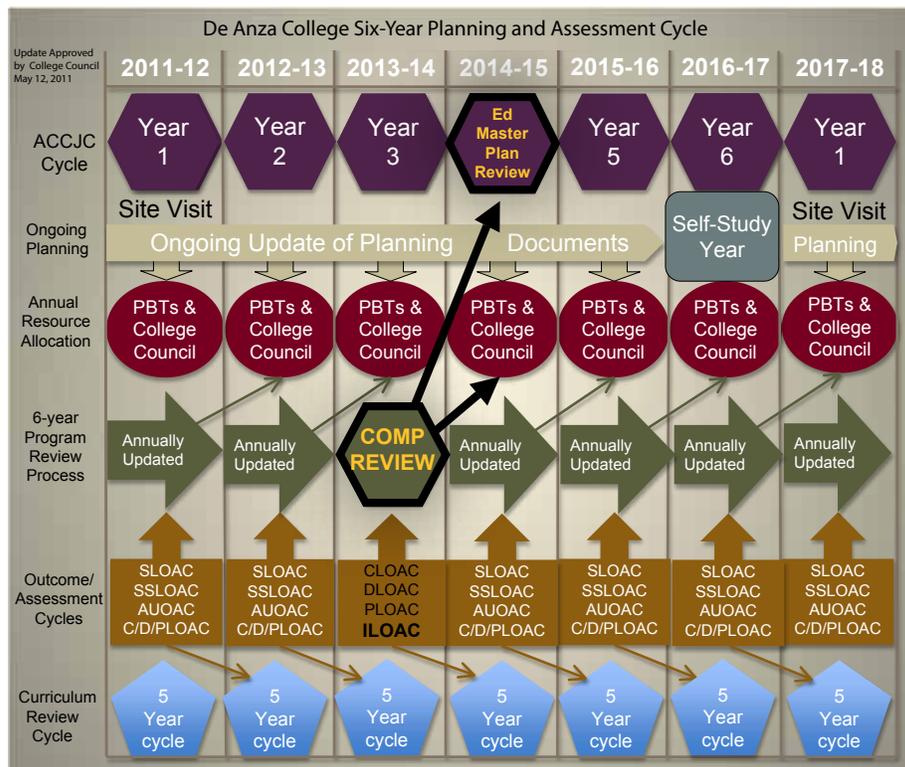
Standard I.B.6

The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

A review of planning and resource allocation processes is built into the Six-Year Planning and Assessment Cycle, annually through the PBTs and Program Review updates and periodically through the educational master planning review. The most recent version is displayed below.

Figure 4



Source: Educational Master Plan Update, Approved May 12, 2011 ([Doc. 31](#))

This model organizes a review and assessment of college processes on an annual basis, providing for the incorporation of changes resulting from external influences such as changes in state law, curriculum mandates or advisory board recommendations. This process will also allow a venue for the inclusion of resource allocation requests supported by assessment results from various sources. The process incorporates an assessment of annual Program Review data including:

- Demographic changes in the local student populations
- Student success of targeted populations
- Enrollment trend reports for transfer and basic skills students
- Labor market information from Career Technical Education (CTE) programs ([Doc. 126](#))

The comprehensive Program Review process will be a culmination of annual Program Reviews that identifies trends and resource needs. An analysis of the Comprehensive Program Review (CPR) submissions by the PBTs will provide a foundation for the revision of the master plan the following year. The dialogue over the CPRs will give direction to the Institutional Research Office as it outlines the environmental factors likely to impact student learning at De Anza College. Adjustments to institutional goals as well as the planning process can be formalized during the Educational Master Plan review. ([Doc. 127](#), [Doc. 128](#), [Doc. 129](#), [Doc. 130](#))

Self-Evaluation

The college meets this standard. Review of planning and resource allocation processes is addressed through the college's Program Review process, which includes SLOAC, SSLOAC and AUOAC data and enrollment trend studies. ([Doc. 131](#), [Doc. 132](#), [Doc. 133](#), [Doc. 134](#), [Doc. 135](#), [Doc. 136](#), [Doc. 137](#), [Doc. 138](#), [Doc. 139](#))

The budget crises of the previous years have demanded an institution-wide focus on the essential elements of Instructional programs and departments and Student Services areas that must be preserved to continue to meet the needs of De Anza College students. The PBTs and College Council have worked tirelessly with the senior administration to develop objective criteria and processes to review student achievement data, Program Review criteria and documents before making budget reductions.

In making planning processes transparent, the college has regularly utilized principles of shared governance by ensuring broad-based participation in college processes and concerns about student learning issues. These efforts have taken the forms of campuswide e-mails, town hall meetings, and presentations to various governance committees and constituency group meetings of administrators, Academic Senate, Classified Senate, College Council, and student government

(DASB). In the Faculty and Staff Accreditation Survey November 2010, 81% agreed or strongly agreed that the college maintains an ongoing, collegial, self-reflective improvement of student learning and institutional effectiveness. Moreover, 76% agreed or strongly agreed that the institutional planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness. ([Doc. 4](#))

Improving the transparency of data that underlies much of the Annual Program Review report was also accomplished since the last accreditation visit. With the direction of Institutional Research, the college has established a district website that houses all of the college's Program Reviews and Program Review data sheets, centralizing their availability. ([Doc. 140](#)) In addition, working with the SLO Team, the college institutional researcher developed a Student Learning Outcomes website, which will house a newsletter publicizing best assessment practices in use and research taking place across the campus. Sharing assessment results and practices is becoming an integral part of the campus culture. This site also includes a listing of the various committee memberships and meeting minutes as well as resources to assist faculty in developing and assessing course, department and division level SLOs. ([Doc. 2](#)) The research office also created a website containing information about De Anza research projects. ([Doc. 96](#))

The development of the new TracDat™ system will help faculty keep accurate records across the campus due to its ease of use, data storage and manipulation functions. The linking of the annual Program Review process to the SLO processes through TracDat™ will also prove to be invaluable in tracking resource requests and student need assessments. This will greatly support regular review and integration of all data relative to institutional planning.

In May 2011, College Council approved a College Planning Committee (CPC) charged with publishing the annual planning calendar through coordination with the Planning and Budget Teams; assessing institutional goals and outcomes through an annual report; reviewing and proposing revisions to the mission statement and Educational Master Plan; evaluating the Six-Year Planning and Assessment Cycle; and evaluating governance and decision-making structures and processes. This new committee, led by the college researcher, will provide institutional leadership for the ongoing review of planning processes. ([Doc. 146](#))

The college has completed the work related to the 2005 Planning Agendas. An SLO website has been created that includes best practices. In addition, an SLO team has been created which includes division and department liaisons that provide an avenue for communication and information about planning and SLOs. Finally, the Office of Institutional Research provides county demographic information annually in the state of the college report and has periodically provided information on employment trends (Bureau of Labor Statistics

employment projections were rendered larger irrelevant in the most recent economic downturn). The research office routinely reports information from the Silicon Valley Joint Ventures Annual Index and coordinates on the development of the state Perkins report, which track outcomes in vocational programs. In addition, Institutional Research presented county population projections to the board of trustees in winter 2011 and worked with an external firm to develop an Economic Impact analysis that included labor market information.

Planning Agenda

No recommendations at this time.

Standard I.B.7

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

Assessment data is used in program planning and the evaluation process is constantly reviewed to derive data to best answer questions driven by institutional goals. The Program Review process has been evaluated over the course of the last several years with changes made on the questions asked of departments. While the questions have been guided by institutional goals, each year the process begins with a discussion on how the process can be improved to meet institutional goals, or what is referred to in the Educational Master Plan 2010-2015 as the “Focus and Alignment Lens.” ([Doc. 3](#), Figure 6)

An example of program evaluation can be found in the 2010 reorganization of the Student Success areas such as Readiness, including the requirement for co-curricular courses. The re-organization was guided by the question “is this improving the success of our students?” In this case the Developmental and Readiness Task Force (DARE), composed of faculty, staff and administrators throughout the college, worked for months to put together a proposal that was then widely discussed. The Educational Master Plan 2010-2015 describes the role of DARE, which “continues to engage in deliberate and comprehensive study of current practices, empirical research, and resource allocation in the areas of learning communities, assessment, early alert strategies, orientations and success skills.” The arc of DARE is to assess program and courses outcomes; evaluate what is assessed and how; and how the institution applies generated data to resource allocation in a manner that best serves the students in developmental, basic skills education.

The Student Success discussion was centered on assessment data that showed very little improvement in student success despite significant monetary resources as well as significant expenditures of student time in the co-curricular classes.

As a result, these classes were dropped and the Student Success areas were reorganized to better focus resources to improve student success.

This work is consistent with the president's over-arching questions for De Anza Institutional Research:

- 1) What impact has De Anza's changing demographics had on student success and transfer rates? Specifically, are proportionately more African Ancestry, Latina/o and Filipino students transferring to CSU and UC? Has student preparedness changed over the period?
- 2) What interventions have worked to increase student success? What were the primary components that had an impact?
- 3) What is the need for certificate and 2-year degree holders in Santa Clara County versus 4-year degree holders? What types of skills would be most useful for the future?

These questions are at the heart of an evaluation process that flows from the strategic initiatives and seeks, at its core, the improvement of student success and learning.

Self-Evaluation

The college meets this standard. It has established a vision for student success through its strategic initiatives and Institutional Core Competencies. They serve as the criteria for continued, cyclic assessment through institutional research efforts within the Six-Year Planning and Assessment Cycle, which fulfills the 2005 Planning Agenda to create a process that ensures integration of planning and resource allocation. The annual Program Review update process in which faculty, staff and administrators take time to consider the results of these assessments as well as assessment results that are found through the student learning outcomes assessment processes, ensures that ground level evidence of student learning is incorporated into the college's efforts to assess its effectiveness. The formation of the DARE Task Force and the new Student Success Center (SSC) are evidence that the college is effectively using outcomes based assessment processes.

The revision process for both the Student and Faculty and Staff accreditation surveys in the summer and fall of 2010 was a good example of a review that started with the question "What do we need to know?" about student and employee perceptions of the college. Changes were made to the survey to reflect the update mission statement and to more closely align with the standards. By including the exact text from the Standards, the evaluation was used also as a teaching tool by informing employees of Standards content. The revision process occurred over a period of months and ended with feedback from the various shared governance groups. ([Doc. 141](#))

Institutional Research conducts periodic surveys at the program and institutional level. These surveys have included a community survey assessing satisfaction with the district and college conducted prior to the board's placement of a parcel tax ballot initiative. In the past the college has conducted the Community College Survey of Student Engagement (CCSSE) and diversity surveys. In fall 2010, the district engaged a firm to conduct an economic impact study. In winter 2011 an analysis of Santa Clara County population trends was presented to the board of trustees as preparation for its consideration of a new center facility. The office has periodically surveyed students that did not re-enroll to assess their needs. The DARE Task Force undertook an assessment of placement testing via a student survey and student focus groups in 2010. ([Doc. 142](#), [Doc. 143](#))

Institutional Research also conducts periodic surveys of programs to assess student needs. The office has performed a number of analyses to evaluate the impact of programs and specific interventions. Data has been used to evaluate the long-term impact of academic student success programs resulting in their re-organization in 2009-10. ([Doc. 125](#))

In addition, the office conducts an annual survey of graduates to assess transfer and job placement. The office has assisted individual faculty and programs with a number of assessments. These have included a pre- and post-test in Speech, an annual Child Development program survey, quarterly Nursing surveys of clinical and theory sections, LinC, tutoring, First Year Experience, Cross Cultural Partners Pre- and Post Survey, CCSSE, Financial Aid, EnableMath, and a Noel Levitz retention analysis (fall 2005). The office worked with the English Department as it moved from a Writing Assessment Test (WAT) to portfolios and provided an analysis on the long-term success of departmental courses used to plan new interventions after the reorganization of the Readiness program. The college researcher has written an article for faculty on how the office can assist them in their assessment efforts.

The office has assisted the Library with analysis of the students visiting the library. The work has looked at descriptive statistics of student demographics as well a comparison to non-library users on course-taking patterns. ([Doc. 144](#), [Doc. 145](#))

In 2010, district Educational Technology Services (ETS) conducted a survey of employees that included two questions on institutional research asking whether resources should be decreased or increased. Eighty-nine percent of respondents indicated that more or the same resources should be directed toward Institutional Research and Planning efforts. In 2011, as part of an ETS Quick Survey, Institutional Research will routinely send clients a short survey asking respondents to assess the office's services and productions. This survey is being used as one of the metrics for Administrative Unit Outcomes (AUOs) for the office.

Planning Agenda

No recommendations at this time.

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STANDARD II

STUDENT LEARNING PROGRAMS AND SERVICES

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic and personal development for all of its students.

Standard II.A: Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Standard II.A.1

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

Together, the college mission and a commitment to high academic standards drive the development, approval, implementation and evaluation of all instructional programs. ([Doc. 1](#)) Course content review overseen by the Curriculum Committee, faculty rights and responsibilities that are articulated by the Academic Senate and the Faculty Association, and evaluation tasks required of academic administrators are consistently enacted for courses/programs, whether they are on campus, off campus or delivered through mediated learning. Numerous resources available from the California Community Colleges Chancellor's Office ([Doc. 2](#)) are used, including the Program and Course Approval Handbook, 3rd Edition, March 2009. ([Doc. 3](#)) The Academic Senate for California Community Colleges ([Doc. 4](#)) also provides resources to help institutions maintain high academic standards within the constantly changing delivery technology, such as podcasts and video streaming.

The Curriculum Committee reviews each new course proposal and course revision on a five-year review cycle. Courses are reviewed not only for appropriate discipline content, but also for college-level rigor and scope in terms of the mission and core competencies of the institution. The committee requires that any curriculum with other than face-to-face delivery methods be reviewed in detail by a Distance Learning expert, approved by the Distance Learning supervisor, and

then approved by the full committee. The Curriculum Committee approves these methods of delivery as part of the voting process. ([Doc. 5](#))

Instructional programs are assessed using the Program Review process, which was developed by the Instructional Planning and Budget Team (IPBT). The charge of the IPBT is to forward recommendations to the College Council in the following areas:

- Program mix objectives
- Program initiation, expansion, consolidation and discontinuance
- Full-time faculty positions
- Instructional equipment funding
- Facilities utilization
- Significant budgetary augmentation or reduction

([Doc. 6](#))

The district's Institutional Research Office provides each college, department, division and program with "Program Data Sheets." These reports detail information and changes to enrollment, success rates, persistence rates and demographics in a three-year period. Past years are available in an archive so that multiple years can be reviewed and used to support an in-depth program evaluation. ([Doc. 7](#))

In the past a comprehensive Program Review was conducted every three years. A "pilot" Annual Update Program Review form was developed and submitted by Instructional programs in spring 2010. As adopted by the college in spring 2010, each instructional division is now expected to analyze and evaluate its programs in a comprehensive Six-Year Planning and Assessment Cycle, with annual updates. ([Doc. 8](#))

The Annual Program Review Update process integrates the Student Learning Outcomes (SLOs) and assessment being conducted across instructional programs. The annual updates have the ultimate goals of aligning Program Level Outcomes to the mission and strategic initiatives, and linking program assessment to budget and resource allocation. The Annual Program Review Update process is an integral part of the planning and assessment cycle. ([Doc. 9](#), pg. 23; [Doc. 10](#))

In November 2010, the IPBT reviewed the 2008 Comprehensive Program Review document. One of the significant outcomes was to provide an avenue for Program Level Outcome Assessment Cycles (PLOACs) to be incorporated into the program evaluation process, as well as to provide a place for relationships between resource allocation and PLOACs to be identified. The Annual Program Review Updates were then restructured to parallel this work in January and February 2011. It is expected that the Comprehensive Program Review document will

evolve as the IPBT works with the Annual Program Review Update process up to 2013-14, which will be the next scheduled Comprehensive Program Review. However, in its current form key pieces of data will be collected and reviewed regularly to evaluate program ties to the college's mission, ICCs and strategic initiatives. ([Doc. 11](#), Nov. 30, 2010, and January-February, 2011; [Doc. 12](#))

The academic and career technical programs at the college have been developed to prepare students to succeed in their educational goals and also in the workplace. Any new certificates and degrees that are proposed are reviewed and approved by the Curriculum Committee. Revisions to existing certificates and degree programs must also be reviewed and approved through the Curriculum Committee. In fall 2010, Instructional programs began to develop concrete outcomes for certificates and degrees in their areas. In winter 2011, the Curriculum Committee reviewed every certificate and degree offering at the college to ensure that the outcome statements were concrete, content appropriate and measurable. These outcome statements will be published in the 2011-2012 De Anza College Catalog.

Programs are also in the process of developing and “mapping” program outcomes to institutional outcomes, thereby demonstrating how academic programs clearly support institutional learning outcomes. On April 15, 2011, almost 200 faculty members engaged in an all-college Convocation Day. On this day, many departments completed and revised their program-level student learning outcome statements and mapped them to the institutional core competencies, detailed in the college mission statement. ([Doc. 13](#)) These reports will eventually be housed on the IPBT website with links from the SLO Curriculum websites.

Self-Evaluation

The college meets this standard. A rigorous, transparent five-year curriculum review process ensures that course content meets college standards and state mandates, and links strongly to the stated program outcomes. Since the previous Self-Study, the college has implemented a number of policies and guidelines such as course outline format, course numbering, course cross-listing, and the policy for not meeting the five-year review deadline. These policies and guidelines serve to increase the rigor of course-level revision processes. ([Doc. 14](#), [Doc. 15](#), [Doc. 16](#), [Doc. 17](#))

Further assessment of programs and evaluation of their alignment with the college mission takes place in IPBT. The college has always had a strong Program Review process that encourages faculty to critically review their program relative to its link to the college mission and strategic initiatives. The process has now evolved to integrate Program Review, student learning outcomes and resource allocation. ([Doc. 9](#), pgs. 19-27; [Doc. 18](#); [Doc. 19](#); [Doc. 20](#)) This, together with the research component more fully described below, fulfills the planning agenda from the previous Self-Study also identified in Standards II.A.1, II.A.1.c, II.A.2.e, II.A.2.f and II.A.2.i.

Planning Agenda

- Working with other Planning and Budgeting Teams and College Council, the Instructional Planning and Budget Team (IPBT) will review and modify the Annual Program Review Update and Comprehensive Program Review processes on a regular basis.

Standard II.A.1.a

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

The college has a broadly diverse student body that is 41% Asian/Pacific Islander/Filipino; 23% White; 12% Hispanic; 7% multi-ethnic and 3% African American. Forty-four percent are full time; 63% are 24 or younger. Educational goals are equally diverse. The college strives to meet diverse and changing student learning needs by offering a variety of curricular options: transfer, A.A./A.S. degrees, Career Technical Education (CTE), Basic Skills and Community Education. De Anza offers 63 associate degrees and 106 certificates, with more than 2,000 active courses, as stated in the 2010-2011 catalog. ([Doc. 21](#))

The college's transfer and general education programs offer students the opportunity to take lower-division courses to meet the requirements of CSU and UC and/or earn an A.A./A.S. degree (90 units). There are six general areas of study: English Communication, Mathematical Concepts and Quantitative Reasoning, Arts and Humanities, Social and Behavioral Sciences, Physical and Biological Sciences, and Language other than English, as well as courses offered to meet specific major requirements and general breadth requirements. ([Doc. 22](#))

CTE programs and courses are important to students as well as the local economy. Students can obtain Certificates of Achievement (18-26 units, noted on transcripts); Certificates of Achievement – Advanced (27 or more units, noted on transcripts); and Skills Certificates (fewer than 18 units, not noted on transcripts and offered by individual departments) for occupations in the community as well as continuing education opportunities. De Anza has a highly regarded reputation for excellence by local employers in many programs, including Nursing and Automotive Technology. ([Doc. 23](#))

In 2008 the college research officer conducted an in-depth study of student success relative to ethnicity and economic status. The impetus of this study, along with the Basic Skills Initiative and a Title III grant, led to the creation of the Developmental And Readiness Education (DARE) Task Force. The institution

responded to the findings of the DARE Task Force with a reorganization of tutoring and other student academic support programs. ([Doc. 24](#))

Through the Office of Outreach and Relations with Schools, De Anza collaborates with the Fremont Union High School District to support Middle College. This program is based on the research from the Foundation for California Community Colleges (FCCC). According to FCCC, early college students across the state have demonstrated high attendance rates (an average of over 93%) and have outperformed students in their districts on state mandated math and English language arts exams. Their data show that approximately 20% of early college students earned more than one year of credit, and more than 80% enrolled in postsecondary education, exceeding national rates for similar populations. ([Doc. 25](#))

The IMPACT AAPI program targets Filipino, Southeast Asian and Pacific Islander students through an Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) grant from the U.S. Department of Education. Grant activities – such as student services, curriculum and pedagogy – are designed based on extensive college data and national educational research pertaining to the identified needs of AAPI students. Results showed that IMPACT AAPI students exceeded the college average persistence rate, 96% for IMPACT AAPI students compared to 76% college average. ([Doc. 26](#), [Doc. 27](#))

The college serves 1,600 disabled students through the Disability Support Programs and Services (DSPS) Division, whose mission is to provide educational access to students with disabilities. The division includes four on- and off-campus programs offering a comprehensive array of accommodations, special classes and support services:

- Educational Diagnostic Center (EDC)
- Adaptive Physical Education (APE)
- Disability Support Services (DSS)
- HOPE-De Anza

([Doc. 28](#))

Offerings in De Anza's Community Education program reflect trends and interests in the local community. These fee-based courses serve adults who

- Need a quick refresher class to retrain, retool or upgrade specific skills
- Desire specific skills/certification to begin an entrepreneurial enterprise
- Seek personal enrichment classes
- Must learn new skills or material to further educational/business goals
- Want to connect with other students with similar interests

The division also supports the Fujitsu Planetarium at De Anza College and the Euphrat Museum of Art. More than 25,000 visitors and 2,500 students utilize the planetarium annually, and more than 1,800 local youth visit the Euphrat to learn and experience art. ([Doc. 29](#))

Self-Evaluation

The college meets this standard. The Institutional Research Office routinely monitors the demographics of De Anza students. Year-to-year enrollment reports run each quarter track students by enrollment status (new, continuing, returning), ethnicity and zip code. In addition, a demographic fact sheet with a number of variables is published each quarter. The State of the College report, published annually, contains more than 15 metrics, including high school enrollments and ethnicity data. The Program Review data sheets published each year track student success by ethnicity, age, and gender. In 2009-10, several optional questions were added to the CCCApply application for admission pertaining to English language, income level and parental education. ([Doc. 30](#), [Doc. 31](#), [Doc. 32](#))

Institutional Research projects include surveys at the institutional level, such as the faculty and staff accreditation surveys in fall 2010 in preparation for the Self-Study, as well as the Community College Student Engagement (CCSSE) and diversity surveys. The office also conducts period surveys of programs, such as Learning in Communities (LinC), Nursing, Speech, Math, Child Development and Financial Aid, to assess student needs. The office has conducted a number of analyses to evaluate the impact of programs and specific interventions, such as Math Performance Success (MPS). Data has been used to evaluate the long-term impact of academic student success programs, resulting in the 2009-10 reorganization. Other assessments have been conducted for Title III and AANAPISI grant interventions as well as the tutoring program. ([Doc. 33](#)) This ongoing collaboration with Instruction in the use of data addresses the planning agenda item from 2005.

The Institutional Research Office regularly assesses changes in Santa Clara County demography, ethnicity and economy. In January 2011, an analysis of Santa Clara County population trends was presented to the Foothill-De Anza Board of Trustees to inform its consideration of a new center location. ([Doc. 34](#)) Analysis of local demographics provides information for programs to use as they participate in the Program Review process. The IPBT regularly evaluates these reports and provides recommendations to College Council for program continuance, improvement, reduction, consolidation or elimination. All of these activities fulfill the planning agenda from 2005 regarding working with the college researcher and other key staff in research planning.

Planning Agenda

No recommendations at this time.

Standard II.A.1.b

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

Classroom, hybrid and distance learning modalities are used to meet diverse student needs. The Distance Learning Center (“Distance Learning”), with the leadership of the associate vice president of Instruction, works closely with the Technology Resources Group (TRG) and other services on campus to manage the operation of technology-mediated courses, as well as oversees the operation of the campus online course management system, Catalyst (Moodle). A classified supervisor and three classified professionals comprise Distance Learning.

([Doc. 35](#))

As part of the De Anza curriculum process, a Distance Learning Addendum approval is required for any new hybrid or Distance Learning course as well as all five-year reviews. The process is initiated by the faculty and department who wish to offer the course and involves Distance Learning, other faculty and the division dean, after which the addendum form is presented to the Curriculum Committee for approval. In compliance with state and federal guidelines and requirements, the curriculum documents (course outline and addendum form) clearly specify what delivery methods will be used for the course and how the goals and objectives are met through technology-mediated facilitation and other alternative delivery modes. The Curriculum Committee is composed of faculty representatives from each Academic Division, the matriculation officer, the articulation officer, curriculum coordinator, student body representative, Faculty Association representative, and the vice president of Instruction, with two co-chairs and two secretaries. It meets regularly to discuss and approve new course initiations and reviews. ([Doc. 36](#)) Distance Learning staff offer consultations on the appropriate and effective use of technology and instructional design, and provides student service and support. A list of approved Distance Learning and hybrid courses is available on the Curriculum website. ([Doc. 37](#))

Self-Evaluation

The college meets this standard. As student expectations have evolved, faculty have sought more technology training, resources and support in response to those expectations. Many instructors now provide teaching resources via faculty websites, and most use e-mail as their primary and regular means of communication with students and colleagues.

According to the De Anza College Faculty and Staff Accreditation Survey November 2010, 92% of respondents agreed or strongly agreed that, “Instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.” ([Doc. 38](#))

The campus community, working through the Technology Task Force and other shared governance bodies, developed the De Anza College Information Technology Strategic Plan, a comprehensive plan on the use of information technology to enhance access, learning, retention and success. ([Doc. 39](#)) In 2006, local voters approved Measure C, a \$491 million bond measure that included instructional technology and other required IT infrastructure. ([Doc. 40](#), [Doc. 41](#)) Both actions fulfilled planning agendas from the 2005 Self-Study.

The Distance Learning Advisory Committee is composed of Distance Learning Center staff, faculty members experienced in using technology in teaching, and administrators. The committee meets regularly to provide guidance and feedback on policies and practices developed and implemented in the services provided by Distance Learning Center. In 2006, faced with budget reductions and challenges with course management systems WebCT and Etudes, the committee conducted comparative research on several systems. After careful consideration, Catalyst (Moodle) was selected based on its compliance with accessibility requirements, ease of use, cost and other factors. The committee continues to meet to discuss important issues in technology-mediated teaching and learning. ([Doc. 42](#), [Doc. 43](#))

The instructional designer in Distance Learning offers regular training workshops on how to develop and teach using the Catalyst system. Staff also offer individual consultations on instructional design, the effective use of technology, accessibility and other issues related to technology-mediated teaching and learning. ([Doc. 44](#))

According to the fall 2007 Distance Learning Student Survey when Catalyst had been deployed for just over one year, 53% responded that they preferred Catalyst to other delivery methods. In the same survey, the majority of students responded positively about the system and said they were satisfied with their experiences; 40% of the respondents said they would like to see a fully online degree offered at De Anza. ([Doc. 45](#)) According to the Fall 2010 Distance Learning Student Survey, the majority of respondents rated their experience with Catalyst positively. ([Doc. 46](#))

Faculty use a variety of applications to supplement or conduct their courses, including Catalyst, faculty websites, video streaming produced by the Technology Resources Group, and third-party resources such as publishers' websites. They can use any or a combination of resources to enhance or teach online, hybrid and campus courses. ([Doc. 47](#), [Doc. 48](#))

As student and faculty demand for technology grows, the college has continued to add, refresh and expand smart classrooms, network capacity, wireless services and other resources. However, the development of such classrooms has not kept pace with the demand, and keeping equipment up to date and dealing with theft have proven challenging. The Technology Task Force, working with college communities, has developed a campuswide Information Technology Strategic Plan approved by College Council. ([Doc. 39](#))

The Distance Learning website provides course syllabi, an orientation and technology requirements that help students prepare themselves to be more successful in Distance Learning courses. The Fall 2010 Student Survey shows that most respondents thought the website was helpful. ([Doc. 46](#), [Doc. 49](#))

Distance Learning continues to work with faculty and student services departments on campus to improve the quality of services and support for students. During 2008-2010, the majority of the telecourses that had relied on commercial video series were converted to a more interactive online format. This format improves the regular, effective contact between faculty and students in these courses. ([Doc. 50](#))

Planning Agendas

- Develop a Distance Learning course student evaluation, based on the Foothill-De Anza Faculty Agreement Article 6 and Appendix J2W. ([Doc. 51](#))
- Develop faculty training on effective online teaching strategies to improve student success and retention.

Standard II.A.1.c

The institution identifies student learning outcomes for courses, programs, certificates and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

The identification, assessment and use of Student Learning Outcomes for improvement of student learning has been a key focus of the college in fulfilling both of its Planning Agendas from 2005 and in response to the recommendation by the Commission and the Evaluation Team in 2005. The commitment and steady progress was detailed in the college's Focused Midterm and Follow-Up reports. In January 2011, with the acceptance of its October 2010 Follow-Up Report, the college received an acknowledgement from the Commission that the recommendation had been met and direction to move quickly to complete its work on student outcomes and assessment.

The focused work toward proficiency continues. The college has committed to a faculty-driven Student Learning Outcomes process and the development of an efficient, effective and enduring Six-Year Planning and Assessment Cycle as central to its Educational Master Plan, adopted in spring 2010. ([Doc. 9](#), pp. 19-27)

In the college's Student Learning/Student Services Learning/Administrative Unit Outcomes Assessment Cycle model, faculty – or in non-instructional areas, another assessor – in the three assessment units (Instruction, Student Services and Administrative) identifies a learning outcome, selects and conducts an assessment,

evaluates results, and incorporates any needed changes. ([Doc. 52](#)) The assessor may identify a resource need that could support, for example:

- Student needs in the classroom
- Further assessment efforts
- Staff development
- Program growth

These assessment cycles are the foundation for an outcomes-based Program Review process in which a summary of the assessment results and the evaluations are incorporated into the institution's Program Review process. ([Doc. 53](#), [Doc. 54](#), [Doc. 55](#))

The Program Review documents are considered by the college's Instructional, Student Services, and Financial and Educational Resources Planning and Budget Teams (PBTs), which in turn make recommendations to the College Council with regard to resources. Course level assessment results lie at the foundation of college assessment and planning.

With the support of the Academic Senate, the Curriculum Committee now requires all course submissions to include Student Learning Outcomes (SLOs). The integration of outcomes statements into the course outline of record began in spring 2010, corresponding with the Electronic Curriculum Management System (ECMS 6.0) subsystem going live. The Curriculum Committee will only review courses for acceptance/approval if they state the associated SLOs.

In fall 2010, Opening Day activities at the college focused on having Instructional and Student Services departments, programs and divisions identify and develop program outcomes. Instructional groups specifically developed SLOs for certificates, degrees and programs. Drafts of these outcomes were submitted by Sept. 17, 2010. ([Doc. 56](#), Opening Day Planning Workshop and Student Services Learning Outcomes Assessment Workshop Presentation)

In winter 2011, Curriculum Committee members reviewed the drafts of the certificate/degree outcomes and provided feedback to the departments/divisions. Revised and finalized certificate/degree outcomes statements were submitted along with certificate requirement revisions for approval by the Curriculum Committee prior to inclusion in the college catalog for 2011-2012. SLO coordinators also conducted workshops on program assessment outcomes, development of program assessment techniques and assessment planning calendars in preparation for the Convocation Day. ([Doc. 57](#), "Closing the Loop: Outcomes-Based Assessment Leading to Program Review" and "Assessing Program-Level SLOs Workshop")

The Convocation Day was sponsored by the Academic Senate and supported by the administration in response to faculty concerns that there was not enough “planned time” to gather to discuss teaching and learning. The faculty participated in department gatherings to complete and document course SLOs, calendar course level assessments and create program level outcomes. ([Doc. 58](#))

Self-Evaluation

The college meets this standard. The college has responded to Commission and team recommendations on SLOs and to its own Planning Agenda from 2005.

The college continues its efforts to assist faculty in developing assessment techniques for their courses through enlisting the assistance of Institutional Research and Planning, whose goal is “to support a culture of evidence for inquiry, analysis, decision making and continuous improvement.” When the college researcher was promoted to executive director of district Institutional Research in summer 2010, after having served as interim, the college moved quickly to fill the vacancy, and hired a new researcher in the fall. The executive director, who had continued working closely with the college during the transition, collaborated with SLO leaders and other faculty to inform faculty and staff that the college researcher is available to assist them. The new researcher visited the various shared governance committees to offer research assistance in assessing SLOs. She also worked to enhance the website, which encourages faculty and staff to request research. “Suggestions on How to Use Surveys for Student Learning Outcomes” is also posted on the website. Recent Institutional Research projects have included the analysis of success rates in basic skills courses and in cohort programs such as First Year Experience (FYE) and LEAD (Latina/o Empowerment at De Anza). ([Doc. 59](#), [Doc. 33](#))

In summer 2009, De Anza hired a director of Staff and Organizational Development to fill a vacancy resulting from retirement. The director is an active member of the SLO Steering Committee and has participated in creating the structure of the SLO process. The director also is a key member of the team, leading Staff Development activities in support of building assessment techniques into the college’s student learning activities. ([Doc. 60](#), [Doc. 61](#), [Doc. 62](#), [Doc. 63](#), [Doc. 64](#))

A “culture of inquiry” has begun to take hold in various forms across campus. At the program level, the college’s strongest student learning assessment tools have previously been the scores of certifying agencies for the CTE programs. Faculty members in other programs often note with enthusiasm that they are excited about their interaction with their colleagues in discussing their student learning assessment results. There are examples of faculty developing meaningful assessment techniques at the course level. The faculty of the Geology department are utilizing Parscore ([Doc. 65](#)), and Manufacturing and Computer Numerical Control (MCNC) faculty are utilizing Catalyst, two of the newest SLO result

evaluation tools available to instructors. The Speech department is using a survey. These groups are using their data for improving their classroom approach, assessment techniques or as baseline data in their Program Review reports.

Planning Agendas

- Institutional Research will continue its commitment to assisting faculty and staff in their assessment efforts in the course and program levels.
- The Planning and Budget Teams (PBTs) will reflect on and enhance Program Review processes and criteria to more fully develop effective assessment methods for Student Learning Outcomes Assessment Cycle (SLOAC) and Program Level Outcome Assessment Cycle (PLOAC) results.

Standard II.A.2

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode or location.

Descriptive Summary

All courses offered by De Anza College, regardless of type of credit awarded, delivery mode or location, maintain a high quality and undergo periodic review that assures continuous, sustainable, improvement to standard and quality. The college offers a wide variety of courses that enable two-year transfer and career programs leading to an Associate in Arts or Associate in Science degree, as well as courses that lead to various Certificates of Achievement. The college also offers many outstanding services and programs to community members of all ages and interests. The Foothill-De Anza Short Courses program provides a variety of non-credit courses in educational, recreational, cultural and community development. In partnership with the Cupertino Union School District and the Euphrat Museum of Art, the college offers the Extended Year Summer Enrichment program for students in first through tenth grades. ([Doc. 29](#))

The college engages in ongoing, purposeful assessment of programs as to quality, effectiveness, relevance and other outcomes measures. Data from Institutional Research and other sources are used to compare and evaluate programs and to assess trends. Programs respond to community needs and to developing trends. The Curriculum Committee engages in a systematic review of courses. These processes are described in detail in section II.A.2.a below. Periodic review also ensures high quality instruction in all courses offered by the college; these procedures are described in detail in section II.A.2.c. Career Technical Education programs undergo additional review processes by an advisory committee

comprised of business and industry leaders, as well as college faculty and administrators. This is detailed in II.A.2.c and II.A.2.e.

Self-Evaluation

The college meets this standard. Course and program quality begins with the creation of appropriate, high-quality programs and courses. De Anza is responsive to student and community needs. For example, work to maintain articulation with transfer institutions is continuous; advisory boards guide certificate programs; and Continuing Education/Short Course programs respond to community needs. Program Review is conducted collegewide, from individual programs through departments and divisions. In particular, the Instructional Planning and Budget Team (IPBT) serves to bring a central focus to the assessment of all instructional programs and to provide a framework for evaluating their effectiveness. The Institutional Research Office provides a range of data that help the college assess the quality and effectiveness of its programs, and these data are used at all levels of planning and review. ([Doc. 30](#))

Planning Agenda

No recommendations at this time.

Standard II.A.2.a

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

Development and revision of curriculum is a shared, multi-step process involving development, review and approval by discipline faculty, division and college faculty, curriculum specialists and deans. ([Doc. 66](#)) Final approval and evaluation of the curriculum is the responsibility of the Curriculum Committee as a subcommittee of the Academic Senate. To implement curricula and programs, college faculty, staff and administrators participate in shared governance decision-making bodies that make recommendations to the Planning and Budget Teams (PBTs) and then to College Council. ([Doc. 67](#)) The council provides shared governance oversight of institutional planning, budgetary priorities and allocations to implement programs. The Curriculum Committee provides faculty guidelines for developing course outlines based on mandates of Title 5 requirements from the Chancellor's Office of the California Community College system. ([Doc. 36](#))

New faculty-developed course outlines as well as five-year revisions for existing outlines are submitted to the Curriculum Committee through the Electronic Curriculum Management System (ECMS), an application developed by the college webmaster. The faculty initiators who generate the course outlines

remain primarily responsible for the content of the courses. The Curriculum Committee is composed of faculty representatives from each Academic Division, the matriculation officer, the articulation officer, curriculum coordinator, student body representative, Faculty Association representative, and the vice president of Instruction, with two co-chairs and two secretaries. Members of the Curriculum Committee review courses at weekly meetings at which the course outlines are evaluated for quality and compliance with Title 5 regulations in aspects such as credits/hours, transferability, GE requirements, objectives, methods of instruction, course assignments, methods of evaluations and textbooks. ([Doc. 36](#))

A significant recent addition to the process is the mandatory incorporation of the Student Learning Outcomes (SLOs) within the course outlines. The Curriculum Committee will only approve courses that meet the highest standards described above and that include SLOs. Documentation of assessment of SLOs for each course is managed via ECMS. In a multi-step process, which provides for continuous evaluation and updating of the assessment cycles, teams of faculty teaching a particular course have generated SLOs for that course. A list of the faculty team members and the team leader for a course can be found on ECMS. The SLO Assessment Cycle (SLOAC) management system in ECMS provides an opportunity to create the assessment cycle for each of the listed outcomes. Information such as the specific term the assessment will be conducted, the faculty member who will conduct the assessment and the assessment tool is available in ECMS. In the final phase, following the assessment itself, faculty are expected to record their reflections on the data obtained from the assessment and then evaluate and plan changes based on their reflections. ([Doc. 68](#))

Since 2008, there have been five SLO coordinators recruited by the joint efforts of the Academic Senate and the Office of Instruction. The coordinators have worked with the Academic Senate, Instructional faculty, Student Services and staff to implement the SLOAC process across the institution. ([Doc. 69](#)) These individuals along with the division liaisons have worked to bring about a comprehensive and sustainable Six-Year Planning and Assessment Cycle. ([Doc. 70](#))

Self-Evaluation

The college meets this standard. The Curriculum Committee, a subcommittee of the Academic Senate, encourages faculty to create and revise their processes to ensure that the matriculation needs of students are met. While faculty are solely responsible for the content of their course outlines, the Curriculum Committee provides essential checks and balances to ensure that they are written in accordance with the mandates of Title 5 and has established clear guidelines for developing the outlines. The Curriculum Committee extensively reviews each new course as well as existing courses submitted for revisions. Timelines for revisions of existing courses are clearly indicated in the Curriculum Committee website ([Doc. 36](#)); prior to revision, faculty initiators are provided training on

ECMS. This system is user-friendly and provides greater opportunities for faculty to reflect on their course objectives, methods of instruction and methods of evaluation.

Course outline revisions are led by one faculty member from the discipline designated as the principle initiator of the course. The course initiator is determined within the department on a voluntary or vote-based system, and is then responsible for making the necessary revisions in ECMS following a discussion within the department. The initiator presents the course to the Curriculum Committee during its weekly meetings and responds to questions. The revised courses are examined for both for quality and consistency across disciplines. The committee provides the initiator with feedback, makes recommendations for improvements to the course outlines and requests alterations if necessary. Upon incorporation of the required changes, the course is ready for publication in the college catalog. All courses are reviewed on a five-year cycle.

During the course outline review, the Curriculum Committee verifies that the SLOs for the courses are in line with the course objectives in the outline. The committee also ensures that the SLOs and course objectives are aligned with the assignments and methods of evaluation listed in the course outlines. This review ensures a smooth progression from the SLOs to the assessment cycles.

Significant progress has been achieved in establishing the Student Learning Outcomes and Assessment Cycle (SLOAC) process since De Anza's last Self-Study. All certificates and degree programs have SLOs. In spring 2011, 98% of all courses now include SLOs, and 58% are being assessed, as reported by the college in its Annual Report to the Commission. ([Doc. 71](#), [Doc. 72](#)) Much work is pending to bring all courses and programs into the assessment cycle, and the college is invested in a meaningful and sustainable model that will aid in a continuous and ongoing assessment of learning outcomes at all levels that will be key to Outcomes-Based Program Reviews.

Planning Agendas

- The SLO team will continue to refine its processes to assist faculty in efficiently and effectively documenting and assessing Student Learning Outcomes.
- The college will continue to encourage professional growth in the area of assessment through the Office of Staff and Organizational Development. Staff Development activities related to the development, interpretation and analysis of course and program assessments will continue.
- Complete assessment of Program Level Outcomes (PLOs) by the end of the 2013-14 academic year.
- Workshops will be conducted in order to introduce Program Level Outcomes Assessment (PLOACs).

Standard II.A.2.b

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.

Descriptive Summary

The development of curriculum at De Anza is the primary responsibility of faculty. Through the Curriculum Committee, a subcommittee of the Academic Senate, they determine curriculum processes, development and approval of courses. Faculty, based on their discipline expertise, work with their colleagues to develop course content, perform course revisions, and incorporate the student learning outcome assessment process (SLOAC) at the course and program levels. Course content is evaluated and shaped, such as the case with vocational programs, through recommendations made by advisory committees whose membership includes experts in the community. ([Doc. 36](#))

The college's Career Technical Education (CTE) programs have historically incorporated an outcomes-based assessment process. External agencies establish standards for student learning, and programs have worked with advisory committees to develop measurable outcomes. ([Doc. 73](#), p. 36)

All of De Anza's courses, programs and degrees are integral parts of the college's commitment to its mission, institutional core competencies and strategic initiatives. ([Doc. 1](#)) The college researcher and district Institutional Research staff perform ongoing data collection and analysis that guide the college in assessing the success of academic and other programs individually, as a whole, and in planning resource allocations. The college conducts annual assessment of its programs through the Program Review process, which informs the Educational Master Plan revision process. ([Doc. 7](#))

Self-Evaluation

The college meets this standard. De Anza's Program Review process is central to assessing the success of academic and other programs. Until spring 2010, Program Review was implemented every three years through the Instructional Planning and Budget Team (IPBT). Each Instructional division of the college was expected to analyze and evaluate its achievements in relation to the Educational Master Plan. ([Doc. 9](#)) The charge of the IPBT is to forward recommendations to the College Council in the following areas:

- Program mix objectives
- Program initiation, expansion, consolidation and discontinuance
- Full-time faculty positions
- Instructional equipment funding

- Facilities utilization
- Significant budgetary augmentation or reduction

([Doc. 74](#))

The composition of the IPBT is as follows:

- Co-Chair, Vice President of Instruction
- Co-Chair, Academic Senate officer
- 5 faculty
- 3 classified
- 5 administrators

([Doc. 75](#))

During the Program Review process, IPBT solicits further information and feedback from Instructional divisions and collegewide task forces such as the Developmental and Readiness Education (DARE) Task Force. ([Doc. 24](#)) Proposals suggested by collegewide taskforces are data driven, resulting from research projects conducted by De Anza's Institutional Research officer, a position established in 2002. ([Doc. 59](#))

In the spring 2010, IPBT adopted an Annual Program Review Update process, which seeks to integrate the SLOs and assessment work being done across instructional programs. The Annual Program Review Update process also introduced the concept of conducting a Comprehensive Program Review every six years rather than every three years. The Annual Program Review Update process will occur with the ultimate goal of aligning program level outcomes and assessment to budget and other resource allocation. ([Doc. 10](#))

The Program Review process has effectively resulted in recommendations for resource allocation, program reduction or even discontinuance. Program Review has promoted accountability by requiring Instructional divisions to identify how they will strengthen their programs and/or services in order to meet the college's goals for an increase in student access, success and retention. Institutional data has been used to justify the elimination or continuance of several programs. For example, the limited data on Student Success Center programs such as College Readiness resulted in the elimination of the program and a recommendation to reorganize the services to improve student access, success and retention. ([Doc. 76](#))

The development of measurable criteria of student learning is evidenced at the institutional level through Program Review. Faculty are intimately involved in this process as is evidenced by their membership on the Instructional Planning and Budget Team.

The Student Learning Outcomes Assessment Cycle (SLOAC) process is evolving. The Academic Senate has encouraged course, program and institutional assessment through this process. The Academic Senate, through

the SLO team, has established the philosophy that arbitrary “bench marks” should not be set in advance of any assessment process. Establishment of student achievement will evolve out of the assessment processes and it is the faculty’s primary responsibility to discuss and determine their own definitions of levels of achievement. The process also encourages a “culture of inquiry” and experimentation relative to assessment. What techniques in the classroom promote increased student learning? What techniques can be developed to improve faculty effectiveness? What do students say about what helped them get to the “Ah ha!” moment of “Yes, I understand the concepts”? De Anza’s Academic Senate is completely committed to the development of a meaningful, reasonable, systematic SLOAC process. This will take time as the faculty and staff of the college embrace the concepts and develop their practices of assessment. This is the only way that this process will become sustainable. ([Doc. 52](#), [Doc. 68](#))

Planning Agendas

- Develop an assessment plan for Program Level Outcomes (PLOs).
- The Academic Senate, through the SLO Steering Committee and team, will continue to encourage faculty to develop reasonable program level assessment techniques.
- The SLO Steering Committee will continue to refine SLOACs in all areas of the college in order to achieve meaningful use of data into practice.

Standard II.A.2.c

High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion and synthesis of learning characterize all programs.

Descriptive Summary

An extensive hiring process, a thorough four-year Tenure Review process, and subsequent periodic evaluations by students, peers and administrators ensure high quality instruction. All tenured faculty and contract faculty are evaluated once every three academic years. Temporary faculty and part-time faculty are evaluated once during a period of three quarters of employment (if employed in successive quarters or otherwise). Details of the procedures for evaluations and the guidelines and criteria used for evaluation are available in the Faculty Association agreement. Evaluations of faculty include three essential steps: 1) administrative evaluation, 2) peer evaluation, and 3) student evaluations. Policies and procedures for part-time faculty hiring and evaluation have been designed to extend these standards to the adjunct faculty. Classified professionals contribute to effective instruction as instructional associates and lab assistants. ([Doc. 77](#), [Doc. 78](#))

Evaluation of probationary faculty employees for tenure follow guidelines that are separate from those discussed above. Tenure-track faculty are evaluated during the four-year tenure-review process, divided into three phases. Each tenure-track faculty member is evaluated by her/his respective tenure review committee through a rigorous process and schedule outlined in the Faculty Association Agreement. ([Doc. 78](#))

All faculty – tenured, tenure-track and part-time – are provided extensive support for continued professional development by the Office of Staff and Organizational Development. ([Doc. 79](#)) The various services of this office include new diversity and student equity training, new employee orientation, instructional skills workshops, peer evaluation training, classified leadership training, and conference and travel funds allocation. Individual Staff Development classes, seminars and common interest groups are available, including on Professional Growth and Development Awards and leaves, personal health and safety issues in the workplace, and teaching and learning topics. All services help ensure a high quality of instruction.

Degree and certificate programs at De Anza conform to California Education Code requirements and support the mission of the college. Degree programs in transfer, vocational and career certificate programs are designed by departmental faculty who, in many cases, receive input from community industry advisers appropriate to each field of study. The breadth and depth of college programs are demonstrated by offering 63 associate degrees, 106 certificates and more than 2,000 active courses ([Doc. 73](#), p. 37) as well as through a comprehensive articulation process. The college has extensive articulation agreements including majors and lower division courses, general education patterns and course-to-course agreements with 20 California State Universities, 10 University of California campuses, and 26 private or out-of-state four-year institutions.

The curriculum development process ensures rigor and sequencing of courses. The procedure for initiating new or revised course outlines of record is structured and outlined on the Curriculum Committee website under “Curriculum Processes,” developed in accordance with the criteria in the “Program and Course Approval Handbook” (March 2009 edition) published by the State Chancellor’s Office and the spring 2008 publication by the Academic Senate for California Community Colleges “The Course Outline of Record: A Curriculum Reference Guide.” ([Doc. 80](#), [Doc. 81](#), [Doc. 82](#))

These courses require consultation with and approval by the appropriate department faculty members, chair(s) and division dean(s). The Curriculum Committee ensures appropriate breadth, depth, rigor and adherence to college and state guidelines in course outlines in its review and approval process. ([Doc. 80](#)) Faculty are solely responsible for content of courses.

The De Anza College course numbering system is an indicator of the breadth and depth of course offerings. Courses are assigned numbers according to a systematic numbering system. Courses numbered 1-199 are De Anza A.A./A.S. degree applicable. Courses numbered 1-99 are transferable to campuses of the California State University, and courses numbered 1-49 are transferable to campuses of the University of California. Courses numbered 200 and above are non-degree applicable. ([Doc. 73](#), p. 38) Depth in degree-granting programs is ensured

through a variety of requirements: proficiency in reading, written expression and mathematics, and general education (GE) requirements to be chosen from five areas: A) language and rationality; B) natural sciences; C) arts and humanities; D) social and behavioral sciences; and E) physical education, development and performance. ([Doc. 73](#), p. 43)

In several disciplines, faculty develop courses taught in sequence with each succeeding course progressing and building on content and rigor from the previous course. Such courses generally require a minimum performance standard of grade C or higher for a student to enroll in the next course in the sequence. As a result, course outlines for such courses are developed with pre-requisites and/or co-requisites that are also evaluated by the Curriculum Committee. In such cases, faculty initiators are required to submit content review matrices adhering to one of two levels of scrutiny. Level 1 scrutiny is for pre-requisites within the discipline of the target course, and Level 2 scrutiny is for pre-requisites outside the discipline for a transferable course. The content review matrices examine the appropriateness of the pre-requisites, and comparisons are drawn to equivalent courses at CSUs and UCs for their pre-requisite requirements. ([Doc. 80](#))

High-quality instruction in Career Technical Education (CTE) programs is ensured through the oversight of advisory committees comprised of business and industry leaders, as well as college faculty and administrators. These committees, during their annual meetings, make certain that course offerings in their programs are aligned with the current trends in regional and global economies. ([Doc. 73](#), p. 36)

Self-Evaluation

The college meets this standard. High-quality instruction begins with high-quality instructors. All instructors are encouraged to advance themselves professionally by enrolling in credit coursework at an accredited college or university, participation in conferences or workshops, and engaging in appropriate professional activities or projects. ([Doc. 59](#)) Faculty are provided support for professional growth activities by the Office of Staff and Organizational Development. ([Doc. 83](#)) The hiring process of new faculty has been improved to ensure that the best candidate from a vast pool of applicants is hired. The college's rigorous hiring and Tenure Review processes have produced a qualified, engaged and highly effective faculty, helping to ensure instructional quality, breadth and depth, rigor, sequencing, progress to completion and synthesis for students. Staff Development and Tenure Review Faculty Training has been refined to include scenario-based exercises. Cultural Competence training is infused in Tenure Review. ([Doc. 77](#))

Breadth, depth and rigor in course content delivered by high-quality instructors are guaranteed through a comprehensive course curriculum review process under the purview of the Curriculum Committee. The review process focuses on course

rigor and sequencing, and the development of courses that meet appropriate standards and reflect advice from community advisors. ([Doc. 84](#))

De Anza takes steps to ensure that complete course sequences are available and that a comprehensive curriculum continues to be offered even when budget challenges and enrollment patterns affect course and program offerings. For example, some courses that cannot be offered every term may be offered once each year instead. When considering the question of whether to continue offering low-enrollment courses, multiple factors are considered. A compelling reason for offering a low-enrolled course is its role in the completion of a course sequence, certificate or degree. Such courses might continue in the schedule despite lower enrollment so that students have the opportunity to take the courses at least once each year.

The issue of “time to completion” can be complex in the community college. While moving efficiently and expeditiously through the lower division program is a goal for many students, De Anza also serves many students for whom such an approach is not ideal or even possible. The college recognizes that appropriate time to completion for such students may be significantly longer than two years.

Planning Agenda

No recommendations at this time.

Standard II.A.2.d

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

Face-to-face classes continue to be the most common mode of instruction at De Anza, and many faculty members have developed pedagogical practices to increase student learning and success. Faculty use interactive and collaborative learning pedagogies that include various group activities, team-taught learning communities, computer lab assignments, online research, and online discussions through use of Catalyst and Banner Course Studio online management systems. With student access and success an institutional priority as stated in the college’s Strategic Planning Initiatives, faculty aim to make course content accessible to students from a wide variety of cultural and ethnic backgrounds, and to use the latest research in the field as it applies to classroom practice. ([Doc. 9](#))

Cohort programs provide support for students. The Learning in Communities Program (LinC), an innovative approach to learning designed for student success, is in its 14th year at the college. The program, open to all students, links two or more classes with a common theme, content and materials, includes a group of students and faculty working collaboratively in a friendly, supportive atmosphere. ([Doc. 85](#))

Student Success and Retention Services (SSRS) expanded its programs in 2006 through funding for the college's Strategic Planning Initiatives. SSRS provides academic enrichment and support services for students with historically low retention and transfer rates and first-generation college students. There are several programs under the SSRS umbrella including Summer Bridge, First Year Experience (FYE), Sankofa Scholars and the Puente Project. Each of these programs provides a supportive community of peer mentors, tutors, faculty, counselors and program staff to assist students in defining their educational goal and developing a plan of action to achieve them. ([Doc. 86](#)) SSRS has partnered with the IMPACT AAPI initiative to integrate other historically underrepresented students in their programs. ([Doc. 87](#)) SSRS has also partnered with the Basic Skills Initiative to increase student access, retention and success in English and math. ([Doc. 88](#)) Increasingly, learning communities are expanding into the area of developmental education, spearheaded by the Developmental and Readiness Education (DARE) Task Force. ([Doc. 24](#))

Summer Bridge is a program designed to ease students' transition from high school to college in which students take two courses, Human Development (HUMA) 20, "Life Skills for Higher Education," and Counseling 100, "Orientation to College," to help students adjust to college life and introduce them to college services. ([Doc. 89](#))

First Year Experience (FYE) integrates multiple fields of study and participation in community engagement through its yearlong program. Students attend reading and writing classes that will take them at least through the first college-level courses; they are also offered additional college-level classes such as sociology, arts, economics, psychology and biology. ([Doc. 90](#))

The Sankofa Scholars Program is an affiliate of the statewide Umoja Program, which incorporates principles and strategies that have been proven to be effective in advancing and supporting the achievements of African ancestry students. The De Anza program enables students to see themselves within a positive historical and cultural context that values the traditions, wisdom, accomplishments, suffering and perseverance from the past to positively impact their lives and community. This includes seeing other people and ideas with the respect due to all cultures. ([Doc. 91](#))

Puente, which means "bridge" in Spanish, focuses on transitioning students from high school to higher education. Puente Project is an award-winning statewide program that has helped thousands of students to reach their dreams of college success through its innovative combination of accelerated writing instruction, intensive academic counseling and mentoring. Puente is co-sponsored by California Community Colleges and the University of California. ([Doc. 92](#))

Distance Learning courses offer students an alternative to traditional classroom studies. Courses are designed to accommodate both students who prefer classes that do not require on-campus meetings and those who would like to have a level of face-to-face contact with instructors and classmates. ([Doc. 35](#)) There are numerous courses offered online or through hybrid delivery. ([Doc. 37](#)) To ensure Distance Learning faculty have the necessary tools for course and student success, a policy change was implemented to require faculty to complete training for the online course management system for approved courses. ([Doc. 93](#), [Doc. 94](#)) Catalyst training and support is provided by the Distance Learning Center and the Technology Resources Group (TRG).

The Office of Staff and Organizational Development continues to offer training workshops for full- and part-time faculty. These workshops include a range of topics: assessing and teaching to various learning styles, infusing cultural competence into the classroom, designing lesson plans focused on collaborative learning assignments, designing community service learning projects, and using technology to enhance instruction. ([Doc. 79](#)) During the 2009-10 academic year, Staff Development conducted ergonomics training, the First Year Experience Workshop Series for faculty in their first year of tenure, the adjunct faculty workshop series. Staff Development also co-sponsored the Partners in Learning Conference, formerly known as the Teaching and Learning Conference.

One of the new responsibilities for the faculty director for the Office of Staff and Organizational Development, hired in 2009 to fill a vacancy, is to support the creation and assessment of SLOs. As a result of added responsibilities written into the new job description (SLO development and assessment, working with the DARE Task Force committee and teaching), Staff Development has increased its faculty workshop offerings by adding a series of workshops for mid-career faculty titled “It’s Just Good Pedagogy,” which focuses on content and processes pertinent to underprepared college students in conjunction with increased cultural competence. The office has reached out across campus in an effort to develop closer ties with DARE, IMPACT AAPI, the Partners in Learning Conference Committee, and the Academic Senate, which in turn, informs program and workshop design and development. The office has revamped its De Anza webpage, started a Facebook Fan page, published a quarterly Faculty Development Newsletter, and started publishing a Teaching Tips book mark series. ([Doc. 79](#), [Doc. 95](#))

Overall, the office designed, developed, implemented, hosted and /or facilitated 272 events during 2009-10 with a total of 2,061 attendees. Workshops have been grouped into the following strands, with diversity and cultural competence training continuing to be infused throughout.

- Diversity and Civic Engagement (2)
- Health and Safety (106)
- Orientation and Mentoring (18)
- Personal Development (14)
- Professional Development (60)
- Teaching and Learning (8)
- Technology Training (57)
- Tenure Training (7)

[\(Doc. 96\)](#)

Self-Evaluation

The college meets this standard. It has also addressed planning agendas from the 2005 Self-Study. De Anza uses a variety of delivery modes and instructional methodologies. Instructors are increasingly utilizing multimedia pedagogical approaches in addition to collaborative learning. Courses are offered in the classroom, online and through hybrid delivery. There is also an expansion of learning communities and cohort programs to improve student success in developmental and transfer-level courses. Full- and part-time faculty are supported by the Office of Staff and Organizational Development, which offers a range of workshops that address the teaching needs of faculty. [\(Doc. 79\)](#)

While there is training for the Catalyst online course management system, faculty continue to need additional training in that area. Faculty also need technology training in a variety of areas including developing a basic website and listserv to use of the Catalyst online management system. Currently, there is limited staffing for such faculty technology education.

The college has long held a deep commitment to achieve educational equity across racial and ethnic groups, as detailed in the college's Focused Midterm Report 2008 and stated in its Educational Master Plan 2010-2015. The Office of Diversity has been critical to achieving that goal and is responsible for developing the college equity plan. In addition, the office is responsible for several areas of work that are key to the college's strategic initiative of cultural competence developed in 2006-07. The office trains Equal Employment Opportunity representatives for hiring committees, places those representatives on committees and monitors all hiring committees for equity.

The office also is responsible for mentoring faculty in cultural competence in pedagogy as well as in curriculum, and for promoting an inclusive campus atmosphere. In 2009, Program Reviews began to include a focus on historically underrepresented student populations, and resource allocation discussions included an analysis of data by ethnicity, gender and other barriers to success. [\(Doc. 97\)](#)

Planning Agendas

- Develop a centralized technology training plan that addresses faculty training.
- Develop additional faculty training for Distance Education.
- Increase staff development in the institutional Strategic Initiatives: Outreach, Student Retention and Success, Cultural Competence, and Community Collaborations.

Standard II.A.2.e

The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

The major responsibility for evaluation of courses and programs rests with the faculty; approving and evaluating the curricula are responsibilities of the Curriculum Committee, which is a subcommittee of the Academic Senate. During 2004-05, the Academic Senate Executive Council and the Curriculum Committee collaborated on enforcement of policies and procedures that call for course outlines and degree and certificate requirements to be updated every five years. During the cycle of five-year course outline review, faculty evaluate the courses for relevance and appropriateness and incorporate necessary changes in the course outlines, which are then reviewed by the Curriculum Committee. ([Doc. 37](#))

In order to evaluate the achievement of the Student Learning Outcomes (SLOs), several new steps have been incorporated in the process. First, SLOs for all courses are now published in the course outlines through the Electronic Curriculum Management System (ECMS). Second, each outcome statement is electronically linked to an assessment cycle that includes information such as the specific term when the assessment will be conducted, the particular faculty member who will conduct the assessment, and the assessment tool. Finally, following the assessment itself, faculty are expected to reflect on the data obtained from the assessment and record their reflections. ([Doc. 68](#))

All programs are expected to conduct Program Review with the purpose of striving for continuous improvement and planning for the future. The new Six-Year Planning and Assessment Cycle involves a comprehensive Program Review every six years and an annual update. The reviews and updates are submitted to the Instructional Planning and Budget Team (IPBT). The evaluation process of the reviews and updates by IPBT is continuously evolving and can be restructured to incorporate the changing needs of the college. One criteria that IPBT uses to evaluate the reviews and updates is examination of the Program Level Outcomes Assessment Cycle (PLOAC) in each program. ([Doc. 68](#), [Doc. 54](#), [Doc. 98](#))

Self-Evaluation

The college meets this standard. All courses offered at De Anza College and all programs in the college are rigorously evaluated. The appropriate administrators, faculty and staff review Career Technical Education (CTE) programs annually, as per California Code of Regulations, Title 5 (Section 51022), Education Code (Section 78016), and this Standard. The regular evaluation of CTE programs is also required by the Carl D. Perkins Career Technical Education Act of 2006, Title IC, Section 135 (b) 6.

Courses are evaluated by review of course outlines every five years. Programs will now be reviewed via a Comprehensive Program Review process every six years with additional updates each year. ([Doc. 70](#)) Both of the review cycles indicated above (courses and programs) are critically examined for SLOs and the assessment of SLOs. All course outlines now incorporate SLOs, and the Curriculum Committee evaluates the course outlines for appropriate alignment of the course objectives with the SLOs. Data for assessment of SLOs is electronically documented in ECMS, which provides information regarding the results of the assessments of each learning outcome, the tools used for assessment, and the reflections on the results conducted by the department faculty at the origin of the course. ([Doc. 71](#))

The Program Review process also incorporates evaluations of the SLOs and assessments conducted by individual departments and programs. Programs are asked to reflect on specific changes incorporated in each program and the relevance of these changes to data obtained from assessment of SLOs. IPBT also obtains information from each program regarding the number of courses for which SLOs have been documented and the specific plans for assessments of the SLOs. In order to request resources, programs are expected to detail how the assessment from a particular SLO justifies the resource need; programs are also expected to explain how these resources will improve SLOs and achievements. ([Doc. 99](#)) This work addresses the planning agendas for the 2005 Self-Study.

In March 2011, the college purchased TracDat™, an online assessment management software that will be used to increase the efficiency of systematic data collection and analysis. TracDat™, will provide an easily accessible and secure system that faculty and staff can access and store long-term studies of SLOAC and PLOAC results. They will be able to keep records of their program/course assessment techniques, and track the enhancements they have made over time. This product will assist the college in moving toward a sustainable SLOAC process.

Planning Agenda

No recommendations at this time.

Standard II.A.2.f

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

As described in sections II.A.2.a and II.A.2.e, De Anza College engages in ongoing evaluation of and planning for future improvements of all its courses and programs by using learning outcomes (SLOs and PLOs) and their assessment cycles, which are fully integrated into the Program Review process. Career technical education programs typically undergo review of currency and achievement with support from industry and related advisory councils. Selected programs in academics, notably ESL, writing and reading, employ discipline-based skills evaluation systems to assess student learning. The IPBT uses Program Learning Outcomes as integral parts of the Program Review process. IPBT requires programs to utilize data obtained from the Institutional Research Office to reflect on, assess and identify courses that need improvements, issues that become evident from the data analysis. ([Doc. 99](#))

Self-Evaluation

The college meets this standard. There is ongoing, systematic evaluation of courses, certificates, general and career programs, and degrees as well as planning for the future. The assessment process for achievement of learning outcomes in courses, programs, certificates and degrees is in transition from planning to implementation phase. Programs will develop their Program Review documents using data from the assessment cycles and the reflection statements that follow them.

The Program Review cycle is divided into two parts: a comprehensive Program Review conducted every six years and Program Review updates annually. This document already uses data obtained from the Office of Institutional Research that has been analyzed and discussed by programs to identify specific areas requiring improvement. Following the study of a Program Review document, the IPBT and related faculty and administrators provide feedback on planning, all accomplishing the 2005 planning agenda. This process leads to allocation of division budgets, and additional requests are appropriately prioritized and dealt with through the assessment data. ([Doc. 54](#), [Doc. 55](#) IPBT Notes for November 2010)

Planning Agenda

No recommendations at this time.

Standard II.A.2.g

If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

De Anza's 2005 Self-Study identified two programs that had standardized exit exams: English Readiness and ESL Readiness. In the 2005-06 academic year, the English Readiness staff worked in collaboration with the English Department to eliminate the Writing Assessment Test (WAT). A portfolio system, along with scoring criteria, was adopted by the English Department. In 2006-07, the ESL Department, in collaboration with ESL Readiness staff, also adopted a portfolio system to replace the ESL Readiness 4-point scoring guide approved by the department prior to the 2005 Self-Study. ([Doc. 100](#), [Doc. 101](#))

Self-Evaluation

The college meets this standard. English Department and the English Readiness staff adopted the EWRT 211 Portfolio after a one-year pilot in which several members of the English Department participated. ([Doc. 100](#)) The pilot showed that portfolio evaluation has multiple benefits.

- Motivates students to revise
- Develops awareness of audience
- Fosters pride in producing a public document
- Encourages self-awareness in the writing process
- Encourages students to take responsibility for their growth as writers
- Gives students the opportunity to reflect on their work and improve.
- Makes students aware that there are department standards of readiness for EWRT1A and that instructor's evaluations are not arbitrary
- Evaluates several pieces of writing produced over the quarter
- Helps students perceive the portfolio evaluation as a reasonable measure of their readiness for EWRT1A

The EWRT 211 pilot also identified benefits for instructors.

- Allows instructors to keep refining their understanding of readiness for EWRT1A
- Fosters collaboration in sharing what instructors are doing in EWRT 200/LARTS (linked basic skills reading and writing courses)

The ESL 273 portfolio was adopted by the ESL department after it was determined that a high-stakes exit exam impacts ESL students negatively and is not always a true measure of proficiency. However, the ESL department maintained that ESL students must demonstrate proficiency before being allowed to continue to a higher level of composition. ([Doc. 101](#))

The ESL portfolio is not an easier test of adequacy, but a truer measurement of proficiency and potential. As current research shows, second language proficiency is best measured by a series of multiple assessment devices rather than a single high-stakes exam. Therefore an alternative method of assessment seemed reasonable: a portfolio of student work, compiled from analytical writing done in the 5-unit departmental ESL composition class, ESL 273.

The portfolio will enhance rigor because students in ESL 273 must achieve a set standard to have the “right” to submit a portfolio for review. The ESL 273 instructor in individual classes sets this standard. This conversion also enhances the relationship between the lab and the department, with complete freedom for ESL 273 faculty, but with coordinated standards of assessment. The portfolio assessment will aid in faculty collaboration and enhanced instruction, and students will benefit from coordinated lab and parent-class curricula, resulting in more effective learning.

Planning Agenda

- Create an inventory of areas that have departmental exit exams and encourage appropriate alignment with SLO assessments.

Standard II.A.2.h

The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

The grading policies and the criteria for awarding credit for courses are stated clearly in the college catalog. ([Doc. 73](#), p. 27) Course outlines of record, for new or revised curricula submitted to the Curriculum Committee, must establish behavioral objectives and a record of the methods of evaluating those objectives, including a document establishing which pre-requisites and/or advisories and other conditions of enrollment address the adequacy of preparation of students. Curriculum Committee review of courses ensures that units of credit are awarded according to the Carnegie unit standard in compliance with Title 5. At De Anza College, one unit of course work corresponds to one hour of classroom work in lecture classes and one unit of course work corresponds to three hours of classroom work for laboratory classes. ([Doc. 73](#), p. 34)

Self-Evaluation

The college meets this standard. Course outlines, which are developed by the faculty and reviewed by the Curriculum Committee, provide detailed information regarding number of hours of instruction for a particular course per week and per quarter. The Curriculum Committee evaluates this information for consistency across courses, based on course objectives, content, methods of evaluation and

compliance with Title 5. Course outlines currently are required to align course SLOs with objectives, methods of evaluation and indicate detailed criteria for evaluation of each course assignment. This information is transferred to students through the course syllabi, which each instructor makes available to the students. Syllabi are reviewed during faculty evaluations and during the Tenure Review process to ensure that they are in line with campus policies and that they accurately reflect the content, activities and assessment methods of the courses. ([Doc. 80](#))

Planning Agenda

No recommendations at this time.

Standard II.A.2.i

The institution awards degrees and certificated based on student achievement of a program's stated learning outcomes.

Descriptive Summary

The criteria for receiving degrees from De Anza College are stated in the college catalog. An A.A. or A.S. degree is conferred on a student who completes 90 units with a "C" or better in major courses and a minimum GPA of 2.0. ([Doc. 73](#), p. 7) The Curriculum Committee, a subcommittee of the Academic Senate, through a comprehensive review process that is in compliance with Title 5, approves individual courses and their respective learning outcomes as well as degree programs in transfer and general education, vocational and career certificate programs. In its review process, the Curriculum Committee carefully examines the SLOs in courses, degrees and certificates and ensures their alignment with objectives, assignments and methods of evaluation that clearly specify the necessary criteria for success. ([Doc. 73](#)) Students who successfully progress through the required sequence of courses and demonstrate appropriate competencies are awarded degrees and certificates.

Self-Evaluation

The college meets this standard. De Anza students are only advanced for degrees or certificates upon successful demonstration of competencies as defined by each course they complete. Every student who successfully completes a program of study has demonstrated mastery of learning objectives and met the performance standards in those courses he or she has completed. Learning outcomes for every certificate and degree were developed by faculty and reviewed and approved by the Curriculum Committee in winter 2011. This accomplishes the planning agenda from 2005. Publication of these outcomes, along with certificate and degree descriptions and requirements, will be available for students beginning with the publication of the 2011-2012 college catalog.

Planning Agenda

- Faculty will develop and conduct a comprehensive approach to meaningful assessment of certificate and degree programs.

Standard II.A.3

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Standard II.A.3.a

An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences and the social sciences.

Descriptive Summary

The full scope of all academic and career technical education degree programs is provided in the college catalog. The college requires all students who earn an A.A. or A.S. degree to successfully complete a general education (GE) course pattern of 31-42 quarter units that cover courses in language and rationality; natural sciences; arts and humanities; social and behavioral sciences; physical education, development, and performance; and intercultural studies. In every general knowledge area, students are offered a wide range of courses. As part of the General Education philosophy and criteria approved by faculty, a course must include an overview of the basic content of the discipline and its general methodologies and approaches, among other criteria, in order to ensure its inclusion into the general education course offerings. This is ensured through the Curriculum Committee review process. The general education philosophy, along with course lists and descriptions, is published in the college catalog. ([Doc. 102](#), [Doc. 73](#))

Discipline faculty propose courses to meet general education requirements, and the Curriculum Committee approves their inclusion after determining that the rigor and breadth satisfy the GE criteria. To ensure that an individual course meets the GE requirements for a particular area, the Curriculum Committee reviews course content, objectives, SLOs, assignments, methods of evaluating objectives, and the inclusion of multicultural perspectives within the course outline of record. ([Doc. 103](#)) Standards and descriptions for each area of general education are based on requirements stated in Title 5 of the California Education Code and described on the Curriculum Committee website. ([Doc. 104](#))

Review of the current General Education Philosophy and requirements by a committee of faculty from disciplines across the college began in 2007. The committee proposed recommendations to the Academic Senate in late spring and early fall 2009. All-faculty engagement and discussion with the new proposed recommendations began in winter 2010 with an anticipated vote on the

recommendations in spring 2011. Recommendations approved by the faculty will be included in the 2013-2014 college catalog. The emphasis in the GE curriculum remains the same: to provide students with a range of skills and knowledge. The principles are reflected in the GE Statement of Philosophy and the Area Descriptors. ([Doc. 73](#), p. 7; [Doc. 102](#))

Self-Evaluation

The college meets this standard. De Anza College provides substantial breadth and depth of learning through its general education requirements. The philosophy of general education, as well as its course offerings and requirements, are clearly stated in the catalog. Appropriateness of courses designated as general education is reviewed critically through the college's curriculum review process. ([Doc. 102](#))

Planning Agendas

- Develop a plan to assess General Education (GE) outcomes.
- Implement revised General Education (GE) Philosophy and Area Descriptors for inclusion in the 2013-2014 catalog.

Standard II.A.3.b

A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy scientific and quantitative reasoning, critical analysis/logical thinking and the ability to acquire knowledge through a variety of means.

Standard II.A.3.c

A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political and social responsibilities locally, nationally and globally.

Descriptive Summary

The college's mission statement, Institutional Core Competencies (ICCs) and general education requirements affirm the college's goal of serving and developing students in becoming lifelong learners. The general education requirements and ICCs focus on and encompass the skills of oral and written communication, information and computer literacy, critical thinking and analysis, and the ability to acquire knowledge through a variety of means.

In late spring 2007, a GE Steering Committee was established to review and provide recommendations for suggested changes to the GE Philosophy Statement, as well as the GE area descriptors. The Academic Senate charged a group of faculty who represented disciplines from across the college to review the general education pattern and propose changes to the faculty for consideration. ([Doc. 105](#)) In fall 2007, while reviewing the current general education requirements in place

at the college, the committee turned its focus to developing Institutional Core Competences (ICCs) to identify the fundamental abilities and learning outcomes expected of students. It was determined that these ICCs would provide the overarching framework for understanding the college's GE requirements. ([Doc. 106](#))

The core competencies address all areas of general education and also inform the mission statement. ([Doc. 1](#)) In spring 2010, the college updated its mission statement as part of its revision to the Educational Master Plan. ([Doc. 9](#)) The mission statement reflects what the college expects to fulfill through its teaching and learning endeavors. The updated mission statement is as follows:

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world.

De Anza College fulfills its mission by engaging students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies:

- Communication and expression
- Information literacy
- Physical/mental wellness and personal responsibility
- Global, cultural, social and environmental awareness
- Critical thinking

Of these five institutional core competencies, four most directly address the capability of students to be productive individual and lifelong learners. These include:

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

well-being, 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.

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.

As the college offers breadth and depth in its general education courses, these skills are practiced in a variety of courses within the general education program. Students can choose from a variety of general education offerings among disciplines such as creative arts, speech, computer information systems or political science that emphasize a particular skill or set of skills. Students must also demonstrate proficiency in reading, writing and mathematics. ([Doc 73](#), p. 35) English proficiency is demonstrated by passing English 1A or ESL 5, while mathematics proficiency is achieved by completing Math 104 or 114 with a passing grade. Both are required for completion of the college's GE pattern.

The college's mission and ICCs also address what it means to be an ethical human being and effective citizen. Another of the ICCs is "Global, cultural, social and environmental awareness." ([Doc. 107](#))

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.

Community and civic engagement is a focus of the college. A Task Force on Community and Civic Engagement was created in 2005 ([Doc. 108](#)) Chaired by two faculty members and broadly representative of all college constituencies, the task force was charged with focusing on ways to further engage De Anza students in preparation for civic life and in 2006 delivered a plan to the college president, accomplishing the Planning Agenda from the 2005 Self-Study. ([Doc. 109](#)) The recommendations led to the creation of the Institute of Community and Civic Engagement (ICCE) in fall 2006. The work of ICCE contributes to student success and student retention by focusing on community and civic involvement. ([Doc. 110](#)) The institute provides a variety of programs and opportunities for students, from youth leadership programs to classes designated with a community service-learning component to a newly developed

community and civic engagement certificate. ([Doc. 111](#)) The college identified “Community Collaborations” as a strategic initiative in 2006-07. In winter 2011, the college joined several other colleges around the nation to create “The Democracy Commitment,” a national initiative to provide a platform for the development and of programs and projects aiming at engaging community college students in civic learning and democratic practice. ([Doc. 112](#))

The college also has instruction in courses across disciplines that addresses ethical issues and personal and civic responsibility. Students demonstrate knowledge of such matters in courses such as Philosophy 1, Humanities 1, and Political Science 5 or 15. The comprehensive Environmental Studies program provide students with an environmental stewardship foundation, knowledge of ecological, social and economic concepts, and an awareness of their roles within a sustainable society.

Self-Evaluation

The college meets this standard. The Institutional Core Competencies have been incorporated into the college’s mission statement and are closely tied to the general education requirements. Discussions have begun in the SLO Steering Committee on how to develop a comprehensive assessment plan for general education outcomes.

Planning Agenda

- Assess student achievement of the General Education (GE) outcomes and Institutional Core Competencies (ICCs).

Standard II.A.4

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

All degree programs offered at De Anza College require students to declare a major or concentrate in at least one area of focused study or interdisciplinary core, such as science or humanities, and students must follow the requirements of the respective majors outlined in the college catalog. ([Doc. 73](#), p. 52) Recipients of a degree from De Anza are required to complete all General Education (GE) requirements (31-42 quarter units) and complete all the requirements of the major with a grade of “C” or better; in total a minimum of 90 degree-applicable quarter units must be completed by the students to obtain a degree. A complete list of the focused areas of study is available in the catalog. ([Doc. 73](#), pp. 52-96)

Self-Evaluation

The college meets this standard. De Anza College offers 63 associate degrees and prides itself on the rich array of options for students. Transfer degree majors prepare students for upper division work in a particular subject matter and

range from narrow specialty majors (e.g., Biological Sciences) to broad course patterns that also satisfy university GE requirements (e.g., University Transfer Studies). Career degree majors prepare students for immediate employment and/or upgrading of their employment skills and include specialized occupational courses. Career degree majors may also prepare students for upper division work in a particular subject matter (e.g., Business Administration).

The college is working to comply with SB1440, the Student Transfer Achievement Reform (STAR) Act, approved in 2010. The Academic Senate officers and senators have engaged colleagues from all divisions about the potential effects of this new law. At this time, Psychology, Physical Education, Communication Studies, Political Science and Mathematics departments are developing new degrees in line with the Transfer Model Curriculum.

Planning Agenda

No recommendations at this time.

Standard II.A.5

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

De Anza College offers career technical education (CTE), formerly known as vocational programs, in 31 fields. ([Doc. 23](#), [Doc. 113](#)) Programs are offered in a broad range of disciplines and prepare students for the full spectrum of employment opportunities in the greater Bay Area and throughout California. Program offerings can be broadly divided into nine major areas:

- Applied Technology (Automotive Technology and Manufacturing)
- Arts and Multimedia (Animation and Film/TV Production)
- Business and Accounting (Administrative Assisting and Software Applications)
- Child Development and Education
- Computer Information Systems (Programming and Systems Administration)
- Environmental Studies (Energy Management and Environmental Stewardship)
- Health Careers (Health Technologies, Medical Laboratory Technician and Nursing)
- Justice and Legal (Administration of Justice and Paralegal Studies)
- Language Arts (Journalism and Technical Writing)

CTE programs are administered under the auspices of academic divisions, ensuring that academic standards in English, mathematics, social sciences, sciences, arts and humanities are infused into the curricula.

De Anza College awards multiple levels of certificates and associate degrees in arts and sciences. The certificate programs are divided into three categories: Skills Certificates (fewer than 18 units – not noted on college transcripts), Certificates of Achievement (18-26 units – noted on transcripts), and Certificates of Achievement-Advanced (27 or more units – also noted on transcripts). Associate in Arts and Sciences degrees require 27 or more units in specialization plus General Education for a minimum of 90 units. All certificate and degree programs have been reviewed and approved by the Curriculum Committee, Academic Senate and the board of trustees. In addition, all Certificates of Achievement, Certificates of Achievement-Advanced, and Associate in Arts and Sciences degrees have been reviewed and approved by the Academic Affairs Division of the California Community Colleges. These approved programs are inventoried with the California Community Colleges Curriculum Inventory. This inventory will be available in the future at the newly established website for the State Chancellor's Office. Once completed, the website will allow comparison of data from similar programs at other community colleges around California. ([Doc. 114](#))

Self-Evaluation

The college meets this standard. The goal of De Anza's CTE programs is to prepare students to enter the professions of their choice. All of the college's CTE programs reflect the input of their respective industry advisory committees. CTE programs meet the requirements of outside accrediting and licensing agencies. CTE certificate and degree programs can be broadly divided into three categories: those whose curriculum meets locally-established standards; those accredited by professional organizations or licensing agencies; and those aligned with state or national licensure and/or certification exam requirements. Based on their structure, programs can fall into all three categories simultaneously.

In accordance with Perkins Title IC (VTEA), Title 5 and Education Code requirements, all De Anza CTE programs meet regularly with their advisory committee members to review certificate and degree offerings and discuss relevant national, state and local labor market projections. ([Doc. 115](#)) Based on the committee's recommendations, programs revise existing certificates and degrees, create new certificate and degree options, and remove obsolete offerings. The recommendations of the advisory committees are used to gauge the relevancy of program curriculum and ensure that it is preparing graduates with the technical knowledge and skills required to enter the profession. For programs that do not have external licensure or certification requirements, the recommendations and input from advisory committees are particularly crucial to keep program

curriculum relevant. As an example, De Anza's Film/Television Production program recently created a new A.A. degree program in Screenwriting based upon recommendations from their advisory committee. The program will be submitted to the CCC System Office for approval in 2011. ([Doc. 73](#), p. 37)

In addition to aligning with local industry requirements, several of De Anza College's CTE programs are accredited by external agencies:

- Automotive Technology, certified by the National Automotive Technicians Education Foundation (NATEF)
- Child Development A.A. degree program, accredited by the National Association for the Education of Young Children (NAEYC)
- Massage Therapy, accredited by the American Massage Therapy Association (AMTA)
- Medical Laboratory Technology, accredited by the National Accrediting Agency for Clinical Laboratory Science (NAACLS)
- Registered Nursing, accredited by the Board of Registered Nursing (BRN)
- Paralegal Studies, approved by the American Bar Association (ABA)

Among the certificate and degree programs that are aligned with state or national licensure and/or certification requirements are Automotive Technology, Health Technologies (Certified Phlebotomy Technician I), Massage Therapy, Medical Laboratory Technology and Nursing. Data below is for 2009-10.

- Graduates of De Anza College's Automotive Technology program regularly sit for the Automotive Service Excellence (ASE) national certification exams. The most recent data available showed a 73% pass rate for De Anza graduates.
- The Certified Phlebotomy Technician 1 program, part of Health Technologies, is aligned with the licensure requirements of the California Department of Public Health – Laboratory Field Services. Program graduates can sit for one of several approved exams; the most popular is the National Center for Competency Testing (NCCT). The most recent data for De Anza graduates show a pass rate of 95%.
- De Anza College's Massage Therapy program graduates sit for the National Certification Board for Therapeutic Massage and Bodywork (NCMTMB) exam. The pass rate for De Anza graduates was 100%. California has recently enacted state certification for massage therapists. To date 67 program graduates have been certified.
- The Medical Laboratory Technology (MLT) program graduates sit for the American Society for Clinical Pathology (ASCP) national Medical Laboratory Technician exam, with a 100% pass rate for graduates to date.
- Graduates from De Anza College's Registered Nursing A.S. degree program sit for the National Council Licensure Examination for Registered Nurses (NCLEX), with an 86% pass rate.

- Although the Child Development and Education program graduates do not need to sit for a licensure or certification exam, those who wish to work as early childhood educators must apply for a permit from the California Commission on Teacher Credentialing (CTC). The college's Child Development course curriculum is approved by this commission.

Pass rates are included in Figure 1 on the following page, along with placement rates. Placement rates for the college's CTE programs are calculated based upon California Community Colleges Core Indicator Information for 2011-12 cross-referenced with California Employment Development Department Unemployment Insurance wage data based upon 2008-09 enrollments. The collection and use of outcomes data addresses the Planning Agenda in the 2005 Self-Study.

Figure 1

CTE Program	Licensure Y/N?	Pass Rate	Placement Rate ¹
Accounting	N		74%
Administration of Justice	N		87%
Administrative Assistant	N		86%
Automotive Technology	Y ² -ASE cert.	73%	88%
Business Administration	N		73%
Business Software Applications (CAOS)	N		70%
Child Development	N ³ - permit		73%
Computer Aided Design (CAD)	N		79%
CIS: Computer Systems Security	N		75%
CIS: Database Design	N		Not Available
CIS: Network Administration	N		75%
CIS: Programming	N		69%
CIS: Technical/Systems Support	N		Not Available
Environmental Studies: Energy Management	N		Not Available
Environmental Studies: Environmental Compliance	N		86%
Environmental Studies: Environmental Stewardship	N		100%
Film Production	N		90%
Film/TV Production: Animation	N		82%
Film/TV Production: Television Emphasis	N		65%
Graphic and Interactive Design	N		88%
Health Technologies: Medical Assisting	N		79%
Health Technologies: Phlebotomy	Y - CPT 1 ⁴	95%	73%
Journalism	N		100%
Management	N		71%
Manufacturing and CNC	N		56%
Marketing Management	N		73%
Massage Therapy	Y NCBTMB ⁵	100%	63%
Medical Laboratory Technology	Y – ASCP/MLT ⁶	100%	95%
Nursing (RN)	Y - NCLEX ⁷	86%	91%
Paralegal Studies	N ⁸		81%
Professional Photography	N		70%
Real Estate	N		70%
Technical Writing	N		67%

1 California Community Colleges Core Indicator Information for 2011-12 based on 2008-09 enrollments. These are cross-referenced with CA EDD UI Wage Data.
 2 De Anza's Automotive Technologies program is certified by the National Automotive Technicians Education Foundation (NATEF). De Anza's courses and certificate/degree programs are linked to the Automotive Service Excellence (ASE) national certification exam requirements.
 3 Child Development – CTC-issued permits are linked to submittal of applications and proof of completion of early childhood education coursework.
 4 Certified Phlebotomy Technician 1 – CDPH – Laboratory Field Services - Most graduates sit for the National Center for Competency Testing (NCCT) exam.
 5 De Anza's Massage Therapy program is accredited by the American Massage Therapy Association (AMTA). Many graduates sit for the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB) exam. Since state certification for massage therapists was implemented in September 2009, 67 recent graduates have been certified.
 6 American Society for Clinical Pathology – National MLT exam
 7 National Council Licensure Examination for Registered Nurses
 8 De Anza's Paralegal Studies Program is an ABA-Approved program. Successful completion of the program (Certificate/A.A. degree) indicates that an individual possesses the required body of knowledge and skills to work as a paralegal.

Planning Agendas

No recommendations at this time.

Standard II.A.6

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution’s officially approved course outline.

Descriptive Summary

De Anza College recognizes the importance of providing students with accurate, accessible and up-to-date information that will help them understand and meet requirements for degrees, certificates and transfers. The college provides extensive information through a variety of methods and media, including the catalog and the website. Course syllabi describe course methods and objectives and provide a contract between students and their instructors. ([Doc. 73](#), [Doc. 116](#))

Self-Evaluation

The college meets this standard. Students are most concerned with obtaining clear, accurate and understandable information about programs that will enable them to plan and complete course sequences leading to degrees, certificates and transfer. After a year-long development process and dialogue among faculty, beginning with the publication of the 2011-2012 college catalog, all certificate and degree programs that appear in the catalog will include a clear description and state expected student learning outcomes along with the course requirements. This information is primarily presented in the form of program requirement descriptions such as those found in the “Career and Curriculum Certificates and Degrees” section in the catalog. ([Doc. 73](#), p. 35) More concise versions of these lists are provided in other formats as well, and counselors assist students in preparing course sequences that will lead to completion of their objectives.

When creating degree and certificate programs, De Anza College focuses on compatibility with similar programs and on articulation with programs into which students will transfer. Course sequences are designed to ensure that students obtain not only the required courses, but also the knowledge and skills necessary for success. Program and course descriptions are the core of this effort. During the past few years the college has improved the process for approving new and revised course outlines. The new model focuses on linking defined learning outcomes with specific course content, knowledge and skills to appropriate and measurable student outcomes ([Doc. 37](#)). This process is described in greater detail in section II.A.2.a.

Learning objectives and learning outcomes are both officially approved sections of the institution’s course outlines. Students can access this information through the Public Course Outline Search in the Electronic Curriculum Management

System. ([Doc. 71](#)) Syllabi contain the course outlines in a practical form describing the operational details of each course and function as a contract between students and their instructors. Most of the syllabi across the college include course objectives as stated in the course outline of record. Many departments have their faculty include SLOs in their course syllabi (green sheets). In winter 2011, the Academic Senate proposed convening a working group, including the Academic Senate president and faculty Curriculum Committee co-chair, to examine and develop best practices in preparing syllabi as a guide for faculty use. The group prepared a document for discussion to begin in spring quarter 2011.

Planning Agenda

- Divisions will periodically review syllabi for consistency with appropriate standards, including content, methods and college policies.

Standard II.A.6.a

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

The Transfer Center, Articulation/Transfer Services, and the Counseling and Advising Center at De Anza College provide students with various services to assist them in the transfer-of-credit process. These services include information about articulation agreements, assortment of college catalogs from various academic institutions, campus visits by representatives from a variety of academic institutions, workshops and drop-in advising. Each division initiating potential transfer curricula and the articulation officer at De Anza ensure that course offerings correspond with coursework at other institutions.

As part of its transfer services mission, De Anza has established formal articulation agreements with 20 CSU campuses, 10 UC campuses, and 26 private and/or out-of-state four-year institutions. De Anza also participates in a regional GE reciprocity agreement with nine other community colleges, including sister college Foothill. ([Doc. 117](#), [Doc. 118](#))

A student may receive credit for lower-division coursework previously completed at a college accredited by one of the six regional accrediting associations. Students must have official transcripts sent to the Admissions and Records Office; to be official, transcripts must be sent from the original institution to De Anza or hand-carried in a sealed, unopened college envelope. To receive credit, students must request an evaluation by making an appointment with a counselor after all

official transcripts are available. ([Doc. 73](#), p. 34) A student may receive up to 18 quarter-units of elective credit for coursework completed at a college accredited by other associations recognized by the Council of Postsecondary Accreditation (COPA). Credit awarded is nontransferable toward a bachelor's degree. Official transcripts are required, and students must initiate a request for an evaluation. This credit will be added, if needed, prior to graduation.

De Anza students who wish to transfer to a four-year college or university can find detailed information regarding the transfer process, course numbering system, and articulation agreements in the college catalog. ([Doc. 73](#), p. 38) Additional information and resources are available to students on the transfer planning website. Actual agreements for CSU and UC, including statistics, are posted on ASSIST, the online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another. Transfer agreements with independent and out-of-state institutions are posted on the Transfer Planning website. The college also posts unofficial equivalencies as an additional resource for students. ([Doc. 119](#))

In accordance with Title II of the Carl D. Perkins Career Technical Education Act of 2006, De Anza College researches and develops articulation agreements with secondary CTE programs at local high schools and occupational centers. Faculty from each segment meet and jointly review course curriculum to determine if content and program objectives align. Once this is established, a 2+2 Articulation Agreement is developed. The mechanism for awarding this advanced standing is "Credit by Exam" according to the policies established in CCR Title 5, Section 55050 and the De Anza College Catalog 2010-2011. ([Doc. 73](#), pp. 24-25) De Anza has established 2+2 Articulation Agreements with five secondary partners: Central County Occupational Center (CCOC), Fremont Union High School District, Mountain View-Los Altos Union High School District, Palo Alto Unified School District and Santa Clara Unified School District. A master file of these agreements is kept in the workforce coordinator's office. The coordinator provides a copy of the relevant agreement, along with the necessary student petition forms, to Admissions and Records for students who are taking the "Challenge Exam." The future of this program is in doubt due to federal decreases in funding of the Carl D. Perkins Career Technical Education Act of 2006. The college expects that the phase-out of this program will begin with the 2011-12 academic year.

To receive official transfer credit at De Anza for foreign coursework, a student must provide a foreign transcript evaluation report. ([Doc. 120](#)) Students must order these from a third-party agency. The agency requires the student's official transcript from their home institution, and for a fee the agency prepares a transcript report that is evaluated by the college's Admissions and Records Office. The college will accept foreign transcript reports from any current member agency of the National Association of Credential Evaluation Services. ([Doc. 121](#))

Veterans may receive up to 9 units of credit for military service by seeing a counselor or the Evaluations Officer in Admissions and Records. ([Doc. 73](#), p. 31)

Self-Evaluation

The college meets this standard. It has effective procedures for establishing transfer of credit from accredited institutions and communicating this to students. De Anza is committed to facilitate student transfers to CSU, UC, California independent colleges and universities, and out-of-state institutions. Students have multiple resources available to them that will aid in a smooth transfer process and provide the most current information. These include:

- The college catalog ([Doc. 73](#))
- The Counseling and Advising Center ([Doc. 122](#))
- The Transfer Planning Center and website ([Doc. 117](#))
- TAA/TAG program with select colleges and universities ([Doc. 123](#))
- ASSIST, a statewide network of articulated courses of which De Anza is a member ([Doc. 118](#))

The college relies on both the accreditation status and articulation agreements to ensure comparability of learning outcomes between courses accepted in transfer and those offered at De Anza.

Evaluators in the Admissions and Records office review transcripts through a process with built-in equivalencies. Through periodic re-evaluation (such as when other schools change their course identifiers or content) the office ensures that students' transcripts are evaluated for college credit in a reliable and efficient manner.

In support of increasing the number of students who have earned degrees and/or certificates but may not have applied for them, the college is in the process of purchasing and implementing Degree Works, a degree audit system. This program will be able to easily identify students who have:

- Completed degrees
- Completed transfer GE courses
- Completed certificates
- Requirements remaining to complete a degree or certificate

Planning Agenda

No recommendations at this time.

Standard II.A.6.b

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

De Anza College is committed to providing programs that address the needs of students and that align with the college's mission and Educational Master Plan. The college is also committed to ensuring program quality irrespective of budget reductions. In the event that a college program undergoes a change that would affect students already in the program, students are notified of these changes or closures in advance. The college will offer required courses so that continuing students will be allowed to finish the program according to the catalog description existing at the time of their initial enrollment as long as they have been continuously enrolled and working toward an objective of transfer, degree, or certificate within the program. In some cases, students could be offered alternatives such as course waivers and substitutions.

In light of potentially serious effects of budget reductions, De Anza Academic Senate officers met in April 2011 with their counterparts from Foothill College as well as the chancellor, both college presidents, and both vice presidents of Instruction to review and clarify understanding of college and district program discontinuance policy. This group agreed to draft a shared and updated policy that will be taken back through respective Academic Senates.

Past Academic Senate meetings addressed the issue of program review and program discontinuance, an issue identified as a Planning Agenda item in the 2005 Self-Study. ([Doc. 124](#), [Doc. 125](#))

Self-Evaluation

The college meets this standard. It recognizes and adheres to the catalog rights students have in ongoing programs. Catalog rights indicate that students are eligible to graduate under the requirements in the catalog that was in effect at the time of their initial enrollment, as long as he or she has maintained continuous enrollment and has been working toward an objective of transfer degree, or certificate within the program. Students also are eligible to use the requirements that are in effect at the time they graduate, whether or not they maintain continuous enrollment. These rights are published in the college catalog. ([Doc. 73](#), pp. 21-22)

Since the last Self-Study, De Anza has significantly reduced or altered offerings in two areas: the Student Success Center, with the elimination of Readiness, and Workforce, with the elimination of Cooperative Education Work Experience (Co-op).

In the process of reorganizing the Student Success Center (SSC), the Readiness programs, composed of co-requisites to developmental-level English, ESL and Reading courses, were eliminated effective summer 2010. A major factor in the SSC reorganization and the elimination of Readiness programs was to ensure compliance with state regulations (Title 5 Section 58050), which require immediate oversight of classes by employees with qualifications in the appropriate discipline. This would have required staffing the program with employees who possess English, ESL and reading minimum qualifications at all times the classes were offered. Such staffing changes were deemed to be too costly given budget realities.

The Developmental and Readiness Education (DARE) Task Force, in collaboration with Student Success Center faculty and staff, led a collegewide process to identify ways to reorganize the SSC and provide more direct services to students while reducing administrative costs. The resulting reorganization increases direct delivery of tutoring services to students in developmental-level math, English, ESL, and reading courses. The reorganization was presented to the Instructional Planning and Budget Team (IPBT) and College Council as part of Learning Resources budget cuts in 2009-10. ([Doc. 126](#), [Doc. 127](#))

The changes to the program did not affect program requirements leading to a certificate, degree or transfer. However, effects on students taking the courses will be assessed after the 2010-11 academic year, the first full year in which changes have been implemented. Students were notified of the change through the Counseling Division, Admissions and Records, the college catalog and class schedules (as co-requisite language was removed), and the new Banner Educational Information registration system. Students were no longer notified at the time of registration that they needed to also enroll in the co-requisite.

The proposal to eliminate Co-op was also made through the Workforce and IPBT budget reduction process for discussion and action at College Council. Like the Readiness program, Co-op did not lead to a certificate, degree or transfer, but its elimination was thoroughly reviewed. It was determined throughout the process that some of the skills acquired and services offered through the program could be obtained through similar programs on campus. Students were also referred to De Anza's sister college, Foothill, which maintains its Co-op program. ([Doc. 128](#), [Doc. 129](#), [Doc. 130](#), [Doc. 131](#))

Planning Agendas

- Working with Foothill College, draft a joint policy on program discontinuance for discussion at both colleges.
- Assess effect of elimination of Readiness co-requisites on student success and retention in developmental and freshman transfer-level English.

Standard II.A.6.c

The institution represents itself clearly, accurately and consistently to prospective and current students, the public and its personnel through its catalogs, statements and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures and publications to assure integrity in all representations about its mission, programs and services.

Descriptive Summary

De Anza College represents itself clearly, accurately and consistently in all materials, both print and online. Knowledgeable personnel annually review institutional policies and procedures prior to publication of the college catalog, which is updated in its entirety and published annually during the summer recess. A print version is available for purchase in the Bookstore. The catalog is posted online as a searchable PDF for download and printing. Beginning with the 2010-2011 edition, the catalog is also published in flipbook format with a variety of features including hyperlinks as well as search, full screen and zoom features, a linked table of contents, and print options. There is also a completely online searchable catalog. ([Doc. 73](#), [Doc. 132](#))

The online searchable schedule of classes developed by the Technology Resources Group (TRG), together with staff from the Curriculum and Scheduling offices, has greatly improved the ease with which students can identify and select classes. All additions, cancellations or other changes made to course sections are immediately updated in real time on the searchable schedule. In fall 2010, the online listings were enhanced with an option to search department listings in a print-friendly view. ([Doc. 133](#))

The college has transitioned from a printed schedule of classes. Budget reductions in 2009 resulted in the elimination of the graphic design technician position responsible for formatting the schedule. The number of quarterly schedules being printed had decreased steadily over time. In the year 2000, a high of 62,000 combined summer/fall schedules were printed for on- and off-campus distribution and mailed to continuing students. In 2005, 15,000 fall schedules were printed for on-campus and limited off-campus distribution. In 2009, 8,500 fall schedules were printed and distributed on campus only, with significant remainders. The college's commitment to environmental sustainability was also a serious consideration in the elimination of the printed schedule for distribution on campus beginning in fall 2010. A limited number of black and white versions were made available to divisions and departments during the transition. Flyers were developed and made available to division offices and for campuswide distribution to students on the first few days of classes with information on lab space, existing and augmented for that week, where students could search for open classes. The flyers also included clear instructions for searching. Great care was taken to ensure that all supplemental information previously found in the printed class

schedule, such as the academic calendar and final exam schedule, among other topics, is available on the schedule webpage under “Key Information.”

An online version of the schedule, including a flipbook, remained through winter quarter 2011. A PDF of class listings captures the schedule at a period in time and is now posted on the schedule webpage.

The college’s visual identity is established through its publications, including the catalog, program brochures and other collateral, which have had a consistent look and feel since 2007. The presentation continues to be updated and evolve. Messaging was developed with the assistance of the college’s first-ever marketing forums for faculty, staff and students. ([Doc. 134](#)) In fall 2010, the design of the front page of the college website was refreshed to provide easier access to information and resources for students, faculty, staff and the community and to cohere with branding identity.

Self-Evaluation

The college meets this standard. The college ensures that it represents itself accurately through all publications and that they are useful for students and other audiences. The refreshed front page of the college website is an improvement over the previous website and addresses some previous concerns related to organization and searchability features.

After discussion in the Curriculum Committee on whether to move to a two-year, online-only college catalog, the decision was made to continue to update the catalog annually to ensure reliable and accurate information for students regarding policies, procedures, course descriptions, degrees and certificates, special programs and support services. The discussion about whether to publish hard copies or move to an online format only is ongoing. One concern is the ability of an online only version to be user-friendly and compatible with the usage needs of both faculty and staff.

Students, faculty and staff rely on the online searchable schedule of classes for the most up-to-date listings. For budgetary and environmental reasons, printing of the class schedule was discontinued in fall 2010. All supplemental information previously available in the printed version is compiled on the schedule webpage, and a PDF listing of classes, captured at a point in time, is also online.

Planning Agenda

- Continue to evaluate the effectiveness of overall college website through student focus groups and faculty and staff input.
- Continue to improve and enhance the online searchable schedule of classes.

Standard II.A.7

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary

Governing board policies and administrative procedures addressing issues of academic freedom and responsibility, including student academic honesty, are developed with shared governance participation, most importantly by the Academic Senate. Board policies and related administrative procedures are published on the Foothill-De Anza website. Examples include:

- BP 4190, Academic Freedom
- BP 5500, Student Rights and Responsibilities
- BP 6000, Philosophy of Education
- BP 6125, Grading

- AP 5052, Academic Standards
- AP 5500, Students Rights and Responsibilities
- AP 5510, Student Code of Conduct AP5510
- AP 5520, Student Due Process and Discipline
- AP 5530, Student Grievances

([Doc. 135](#))

Policies are provided to students in the catalog, Student Handbook and on De Anza's policies webpage. ([Doc. 136](#), [Doc. 137](#))

De Anza College's mission statement is the best expression of De Anza's institutional belief and worldviews:

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world.

De Anza College fulfills its mission by engaging students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies:

- Communication and expression
- Information literacy
- Physical/mental wellness and personal responsibility
- Global, cultural, social and environmental awareness
- Critical thinking

([Doc. 107](#))

Self-Evaluation

The college meets this standard. Policies regarding academic freedom and responsibility and student academic honesty are established and thoroughly reviewed. The subject of academic integrity is one of ongoing discussion among faculty leaders. The need to centralize and simplify materials led to the development of a comprehensive resource through the Academic Senate website. ([Doc. 138](#))

Planning Agenda

No recommendations at this time.

Standard II.A.7.a

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

Foothill-De Anza Board Policy 4190 addresses academic freedom. It was most recently approved by the board in January 2010, following confirmation by the Academic Senate in June 2009. The policy notes that academic freedom is a “bedrock principle” that “encompasses the freedom to study, teach and express ideas and viewpoints, including unpopular and controversial ones, without censorship, political restraint or retribution.” Issues of academic freedom and professional ethics are included in the Tenure Review Handbook. ([Doc. 139](#))

Self-Evaluation

The college meets this standard. An ongoing commitment to the principle of academic freedom is found in the Statement of Professional Ethics adopted by the faculty in 1991 and used as the basis for reminding faculty of their obligations. It is available on the Academic Senate website and is introduced to new full-time faculty during orientation. It is also used as appropriate by the Professional Relations Committee in confidential sessions with individual faculty members.

In 2008, the Professional Relations Committee was charged with proposing improvements to the Professional Relations Process. Three issues were:

- 1) Changing formal engagement of the committee from a complaint-response structure (analogous to plaintiff-defendant) to a description of a problem structure.
- 2) Changing from a structure of colleagues modestly trained in mediation who might go from a failed mediation attempt to a finding of fault, to a structure of formally trained and certified colleagues (or outside resource) providing mediation with a separate group issuing a finding and possibly recommending sanctions against either or both parties involved.

- 3) Changing from a structure where a finding of unethical or unprofessional behavior would be made based on a single complaint to a structure where progressive steps toward meaningful sanction are based on multiple findings of problems.

Multiple references to Professional Relations procedure deliberations can be found in the Academic Senate meeting notes of spring 2009. ([Doc. 222](#), notes for spring 2009) Documents on the relationship between academic departments and division deans and on the selection of department chairs were produced by the Professional Relations Committee and reviewed and adopted by the Academic Senate Executive Committee without objection in spring 2010.

Planning Agenda

No recommendations at this time.

Standard II.A.7.b

The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

Academic honesty is an ongoing topic of discussion among faculty members. Faculty, classified professionals and administrators met during 2008-09 and produced a policy and procedures document on academic integrity, which was then slightly modified to become a Foothill-De Anza document. It is available on the Academic Senate website. ([Doc. 138](#))

Policies on academic integrity are published for students in the college catalog, as part of the Student Handbook and in the “Policies” section of the website. They are also available in the office of Student Development and EOPS. ([Doc. 73](#), p.18, [Doc. 136](#), [Doc. 137](#))

Self-Evaluation

The college meets this standard. Clear expectations regarding academic honesty are established, reviewed and published. Recent considerations of academic honesty have focused on the use and misuse of online materials. The college now makes Turnitin plagiarism software available to instructors. ([Doc. 136](#), [Doc. 140](#))

In January 2010, the dean of Student Development and EOPS worked in concert with the Academic Senate to develop and gain approval for an online systematic approach to issues of academic honesty. This entailed developing more streamlined reporting forms to allow faculty members to report incidents of academic dishonesty or other violations of the Student Code of Conduct. A similar form is available to report concerns about student behavior that may require counseling assistance for the student and/or help for the faculty member in managing the issue.

Planning Agendas

- Improve Student Development-related websites in the content and presentation of information, including as it relates to academic honesty.
- Revamp the Student Handbook for content and presentation and increase visibility of the handbook on the college website.

Standard II.A.7.c

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

De Anza strives to instill an appreciation of all perspectives and points of view. The board of trustees has established policies regarding key issues of conduct in areas such as antidiscrimination, drugs and alcohol, sexual harassment, and smoking on campus, published on the district website. The policies are also represented on the college website and published in the college catalog. ([Doc. 141](#), [Doc. 137](#))

There are mandatory training requirements for faculty and staff, which can be met through in-person or online training. Much information is provided and training offered by district Human Resources and Equal Opportunity. ([Doc. 142](#), [Doc. 143](#)) Students are provided information through the catalog, website, Student Handbook and the Office of Student Development on harassment and discrimination and the procedure to file a complaint.

Self-Evaluation

The college meets this standard. De Anza is a public non-sectarian institution and therefore promotes the acceptance and exploration of a wide variety of perspectives and points of view. In areas in which legal and other factors are relevant, such as sexual harassment, numerous policies, procedures and training programs have been developed and are provided by the district and the college. Policies are distributed widely, new faculty and staff receive thorough orientation to those policies and procedures, and the Staff and Organizational Development Office provides ongoing training for faculty and staff. ([Doc. 144](#))

Planning Agenda

No recommendations at this time.

Standard II.B: Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Descriptive Summary

De Anza College recruits diverse groups of students through its Office of Outreach and Relations with Schools, which was established as a result of the Strategic Planning Initiatives in 2006-07: “The establishing of an Office of Outreach and Relations with Schools, staffing and budget requests, and the engaging of broad numbers of faculty and students in these outreach programs focus on a singular goal: sustained involvement with schools and communities, in which De Anza acts as a full partner in the success of potential students.” The Educational Master Plan 2010-2015 reaffirms a commitment to outreach in the local high school districts. ([Doc. 9](#), p. 13)

In accordance with Title 5 California Code of Regulations and Board Policy, De Anza College ensures student access to college through open access admission. ([Doc. 145](#), [Doc.146](#)) As listed in the college catalog and on the college website, De Anza admits any applicant (subject to residency requirements) who meets one of the following requirements:

- Has a high school diploma
- Has a General Education Diploma
- Has a proficiency certificate
- Is at least 18 years old and shows evidence of being able to benefit from the instruction offered by the college

([Doc. 73](#), [Doc. 147](#))

A complete explanation of residency requirements is available on the college website. ([Doc. 148](#)) Potential students who do not have a high school diploma or the equivalent and wish to receive federal financial aid may take the Ability-to-Benefit Test (ATB). ([Doc. 149](#))

High school students who have completed their sophomore year and the concurrent enrollment form may apply to register as special part-time students in a maximum of 11 units per quarter. High school students may enroll in classes that are for enrichment, are vocational or are not offered at their high schools. They may not enroll in ESL, Basic Skills, Guidance, Skills, 200-level (non-degree applicable) or other restricted courses. Assessment tests are required

for high school students who wish to enroll in English, math or science classes that have prerequisites. High school students are exempt from the orientation and counseling components of the matriculation process. These policies also apply to Middle College and College Now students. Middle College allows high school students to enroll in college level courses that count toward high school graduation, while College Now allows high school students to enroll in college level courses and earn college units that count toward a certificate program, an associate degree and/or accrue transferable college credits for a four-year university.

International students must provide proof that they have completed high school in their home countries and proof of English language proficiency as minimum requirements for admission to the college.

All De Anza students contribute to the academically rich and multicultural learning environment described in the college's mission statement. ([Doc. 1](#)) De Anza students represent various ethnicities, age groups and languages. There is also diversity in socio-economic backgrounds, as reflected in the fact that 24% of the student population received financial aid during the 2009-10 academic year. ([Doc. 150](#)) The college is committed to serving students who cannot afford to attend college without assistance, and the Financial Aid and Scholarships Office is a vital resource.

Throughout the years, De Anza has demonstrated a commitment to student support services that address students' needs and enhance a supportive learning environment. From the application process through graduation and transfer, Student Services help students to achieve their educational and career goals. Programs that serve as entry points to and pathways through the college are listed below and described throughout this section.

- Admissions and Records
- Assessment/Placement Testing
- Career and Employment Services
- College Life
- Counseling and Advising
- Disability Support Programs and Services (DSPS)
- Extended Opportunity Programs and Services (EOPS)
- Financial Aid and Scholarships
- Health Services
- International Student Programs
- Outreach and Relations with Schools
- Transfer Planning

The De Anza College Educational Master Plan 2010-2015 reaffirms its commitment to Student Services programs that meet students' needs and achieve academic success. For example, the Summer Bridge, Puente Project and First-Year Experience are programs that promote access to college, academic success and support student retention. ([Doc. 151](#))

The Student Accreditation Survey November 2010 shows that more than 90% of respondents agreed or strongly agreed that the college “met their needs in the areas of access for students with disabilities” and health services. In addition, 69% of respondents agreed or strongly agreed that their needs were met in obtaining financial aid and help in registering for classes. ([Doc. 152](#)) In the Faculty and Staff Accreditation Survey November 2010, 34% of the respondents agreed or strongly agreed that De Anza’s “student services are adequately staffed to meet student needs.” ([Doc. 38](#)) This suggests that employees are keenly aware of the toll that recent budget reductions have taken on overall staffing.

The matriculation process – admission, assessment, orientation, counseling and advisement, and follow-up – delineates a clear pathway through the college and toward the accomplishment of students' goals. Student Services and Instructional departments are intricately connected in several of these areas, including through the Developmental and Readiness Education (DARE) Task Force, a coordinated approach to helping students succeed in basic skills courses. Collaboration among faculty and staff from both areas ensures that committee members analyze programs and services holistically and work toward ensuring the implementation and sustainability of efforts that promote student success in basic skills. ([Doc. 24](#))

The college and Student Services are dedicated to continuous quality improvement by enhancing and fine-tuning the Program Review process so that it is meaningful, useful, and informs planning, budget decisions and service delivery to students. To inform Program Reviews, Student Services departments have established Student Services Learning Outcomes (SSLOs) and assessment cycles are developing Program Level Outcomes (PLOs). In spring 2011, 100% of student services support activities are engaged in SSLOACs. The entire college is involved in coordinating and synchronizing the Program Review process, Outcomes Assessment, Curriculum, Strategic Planning and Self-Study and Accreditation through the Six-Year Planning and Assessment Cycle, which was established in the Educational Master Plan 2010-2015. ([Doc. 9](#)) Students, faculty and staff are involved in all of these processes. The college has made significant progress in these areas since the previous 2005 Self-Study. ([Doc. 68](#))

In the Faculty and Staff Accreditation Survey November 2010, 75% of the participants responded that “the institutional planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources and leads to improvement of institutional effectiveness.”

Self-Evaluation

The college meets this standard. It follows the matriculation steps that create access, progress and a pathway into and through the college. Evaluation of programs and services occurs through the quality improvement process, which begins with Program Reviews and Student Services Learning Outcomes (SSLOs).

As planned in 2005, the college has created a transfer agreement with National Hispanic University (which recently was incorporated into Laureate International Universities). While relationships exist between NHU and De Anza, recruitment efforts were not combined. ([Doc. 153](#))

As established in the Planning Agenda from 2005 and the Strategic Initiatives developed that year, dedicated outreach efforts focused on Spanish-speaking students from East San Jose. Outreach collaborated closely with Marketing/ Communications in developing a coordinated advertising campaign utilizing print, radio, bus, transit shelter and shopping mall screens, elements of which were bilingual. The enrollment of first-time to college of Latina/o students increased by 77% from fall 2006 to fall 2008. ([Doc. 134](#), [Doc. 154](#), Project 142)

Planning Agenda

No recommendations at this time.

Standard II.B.1

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

De Anza College offers a wide array of high quality support services that enhance student learning and achievement. Students may obtain support services information both in person and on the college's website. In collaboration with the vice president of Student Services, administrators of the respective Student Services areas are responsible for ensuring the quality of services and, in so doing, connecting program goals to the college's mission and Strategic Initiatives. Coordination of services occurs in regular administrators' meetings and committees such as the Student Services Planning and Budget Team (SSPBT). For example, in early 2011, in response to the proposed "all-cuts" state budget, SSPBT identified essential, core functions to support the college mission.

Admissions and Records

The mission of De Anza's Admissions and Records Office is to provide comprehensive, client-sensitive and technologically innovative services that support student retention and success for approximately 24,000 diverse students

and staff. The office is committed to providing friendly and helpful service to students to address their potential anxiety in a new environment or when navigating complex processes. The office employs a diverse staff, including student workers, who are bilingual and bicultural, creating an environment that reflects the diversity of the student population and promotes mutually respectful exchanges. The office offers “hands-on” admissions and registration assistance for special populations, including attendees of the annual Foster Youth Summer Bridge program, those registering for Child Development classes taught in Spanish, concurrently enrolled high school students and homeschooled students. They also assist students who may be less comfortable working online, including recent immigrants; non-native English speakers; undocumented students; students with personal and health-related challenges; and those affected by the economic downturn. Detailed information about services offered through Admissions and Records is available online. ([Doc. 155](#))

Admissions and Records also supports a diverse veterans population, which continues to grow as increasing numbers of service members return to civilian life. In spring 2011, 500 student veterans attend the college, including 300 who are certified for benefits. In 2006, the college served only 35 certified student veterans. The Veterans Services Office is staffed by a coordinator dedicated to creating a welcoming environment and providing additional referral resources for veterans who might otherwise feel awkward about seeking assistance or access to other support services. The coordinator also trains student veterans, who are participants in the Veterans Administration (VA) work-study program, to assist other student veterans. They also provide much-needed clerical support for certification, paperwork and file review as well as creating linkages to other departments and services. The needs of returning veterans for educational, disability and psychological diagnostic services encouraged a closer collaboration with the Veterans Administration and college Disability Support Programs and Services (DSPS) staff who are already working with veterans. The office has also expanded relations with the newly created student Veterans Club and its faculty sponsor. To reach returning vets, the Veterans Services Office developed a website, a handbook available both in hard copy and online, and a listserv to better convey processes, resources and important deadlines. ([Doc. 156](#))

Admissions and Records identifies student needs through questions posed in person at the front counter, over the phone, through its WebReg (pronounced “web rej”) e-mail assistance form ([Doc. 157](#)), and via feedback from faculty and staff. The increased sensitivity of the CCCApply application to determining residency has magnified the need to communicate residency requirements to those who wish to appeal their initial nonresident status. Providing reasonable response time for those seeking a reclassification is also a challenge.

Admissions and Records is responsible for providing information to students about the learning environment, such as curriculum requirements to meet transfer,

course substitution, or graduation requirements that support the counseling function. Admissions and Records also supports the learning environment by providing services to improve student success and retention: maintaining repeatability requirements, performing academic renewal, creating and maintaining articulation, and performing degree audit. Partnering with transfer institutions, Admissions and Records staff also support learning environments by successfully graduating and transferring students, providing transcripts, upholding articulation and supporting curriculum changes in registration and graduation/transfer areas. ([Doc. 158](#))

Admissions assesses its services in a variety of ways, including faculty and staff feedback, student e-mail responses and self-review. The Admissions lead team meets weekly to review workload and processes; results of these meetings may include new workflow, training, and collaboration with other service areas. For example, with the Assessment Center's recent reorganization to report to the Admissions dean, the team is developing a new intake process for transfer transcripts. A learning outcomes survey was distributed to students seeking in-person services in 2010. Additional outcomes instruments will be developed in conjunction with the graduation/transfer process, and to assess the transition to the Banner Educational Information System.

In the last year, the conversion to Banner provided a wealth of immediate feedback as students, faculty and staff began to use the new system. The conversion also offered many instances to evaluate and modify processes, question past practices, work with other departments and across the district on successful integration, and streamline and standardize functionality to best serve students.

Counseling and Matriculation

The mission of the Counseling and Matriculation Division is to facilitate student success by offering a comprehensive range of quality services that promote educational, career and personal development. The division offers a full spectrum of counseling and advising services in the Counseling Center including appointment scheduling, walk-in counseling and advising, financial aid extensions, and veterans educational plans. The division supports diversity of cultures and learning by providing services that enhance the learning environment and address the unique needs of all students through its programs. The division follows the goals for matriculation outlined by the California Community Colleges Chancellor's Office in assisting students in their persistence in completing coursework. ([Doc. 159](#)) The Counseling and Advising Center provides the following programs and services.

- General counseling and advising (walk-in or by appointment)
- Student educational plan development
- Transfer services

- Career services
- Psychological Services (working with Student Health Services)
- Student Success and Retention Services (SSRS), including First Year Experience, Puente Project, Sankofa Scholars and Summer Bridge (working with Instruction)
- Math Performance Success (MPS) (working with the Math Department)
- IMPACT AAPI Initiative (working with Instruction)
- Unofficial transcript evaluations
- Placement test interpretation
- Certificate and degree applications
- Probation/disqualified student petitions and follow-up
- Exceeding maximum unit petitions
- Personal counseling
- Online advising
- Other specialized counseling services such as university and job application preparation, and veterans educational plans
- Time management and study skills workshops
- Petitions to the Academic Council
- Liaison support to instructional divisions
- Bilingual services in Spanish, Vietnamese, Mandarin, Tagalog and Cantonese

([Doc. 122](#))

The Counseling Center provided services to 28,348 students for the 2010-11 academic year, according to the SARS appointment and walk-in system used by the Counseling Division. The largest number of students requested help with course selection, educational planning, A.A./A.S. degrees, certificates, general education requirements, transfer and major requirements.

The Counseling and Advising Center continues to develop partnerships with local high schools for outreach, recruitment and access for first-time students through orientation to college courses, as well as through New Student and Parent Open Houses, coordinated by the Office of Outreach and Relations with Schools. Counseling collaborates with instructional divisions to assist students with special educational needs and to increase retention through programs such as MPS, Sankofa Scholars, First Year Experience, Summer Bridge, Puente, IMPACT AAPI and Learning in Communities (LinC). The college offers counseling-related and human development courses for students.

Counselors are available to see students who are in crisis or who have mental health- or stress-related concerns. The increasing number of these students is attributable at least in part to the downturn in the economy and the associated housing crisis, and some students require assistance in finding temporary housing. One counselor, whose training is in psychiatric nursing, is assigned 50% of the time to personal counseling. Another counselor is a licensed clinical social worker. Both are available for crisis intervention.

The Counseling and Advising Center also collaborates with Student Health Services in the newly formed Psychological Services, which was created in fall 2010 to address student needs and assist with retention. Psychological Services offers six to 10 free sessions to help students:

- Identify and accomplish their academic and career goals
- Enhance personal development
- Meet life's challenges
- Improve interpersonal relationships
- Obtain crisis counseling or intervention

The program, which is still in development, is staffed 15 hours per week by a counselor with a doctorate in psychology and a counselor with master's degree in family therapy.

A focus of the Counseling Center is to help Latina/o, African American and Filipino students achieve their educational, vocational and personal goals. The Counseling and Advising staff are aware of the unique factors affecting the achievement of students from historically underrepresented populations. Counselors make frequent referrals to Financial Aid, as well as to the Student Success and Retention Services (SSRS) program. SSRS provides academic enrichment and support services for students with historically low retention and transfer rates and first-generation college students. The program places an emphasis on building a student community based on student-to-student relationships to assist them in achieving educational goals, developing abilities and self-confidence, and navigating personal and academic obstacles. ([Doc. 86](#))

Financial Aid

The office of Financial Aid and Scholarships processes applications and monitors a broad array of federal, state, and local financial aid programs including grants, loans, the work-study program and scholarships. The office provides extensive information through its website. Financial Aid conducts ongoing assessment of its operations, including through occasional surveys, with one of the most valuable tools being immediate daily feedback from students in person and through e-mail. ([Doc. 160](#))

The office works closely with programs and services including Admissions and Records, CalWORKs, CARE, Cashiering, Counseling, Disability Support Programs and Services (DSPS), Extended Opportunities Programs and Services (EOPS), Student Success and Retention Services (SSRS), and the Foothill-De Anza Foundation. Because most Financial Aid processes are electronic, the office also works very closely with Foothill-De Anza's Educational Technology Services (ETS).

The aim of Financial Aid is to spend most of its time on historically underserved students. The office works in close partnership with the Office of Outreach and Relations with Schools, whose activities center on targeted populations. Demographic data indicates that in the last academic year, 32% of the African American student population, 22% of the Latina/o student population and 20% of the Filipino student population received financial aid. African American students represent 4% of the overall population and are 8% of the financial aid recipients; Latina/o students represent 15% of the overall population and are 17% of the financial aid recipients; Filipino students represent 5% of the overall student population and 5% of the financial aid recipients.

One of the challenges for Financial Aid is serving students who are not U.S. citizens or permanent residents and therefore have no federal or state aid programs available to them. Many De Anza students in this category have compelling stories to tell, participate actively in community service, have strong academic records and plan to transfer to four-year institutions, all of which are used as selection criteria for the college's broad range of scholarships.

The California Community College Board of Governor's Financial Assistance Program (BFAP) funding for financial aid outreach fluctuates each year based on De Anza's overall percentage of BOG fee waivers statewide. No cost of living allowance has been applied to that funding stream since 2003. Operating expenses for the office are chiefly paid for by BFAP and administrative allowances from federal aid programs, which affects staffing. The office recently completed a desk audit of all staff to find ways to increase efficiency, which resulted in cost- and time-reduction measures.

The office annually collects quantitative data, maintaining a high level of integrity in complying with governmental regulations. It monitors student loan default rates, which vary with the economy and were 10.1% in 2005; 8.1% in 2006; 12.7% in 2007 and 2008; and estimated as 12.1% for 2009, as reported through the U.S. Department of Education's National Student Loan Database System (NSLDS). ([Doc. 161](#), OPE-ID 004480)

For 2010, \$26,376,900 in total aid was provided to 10,075 students, a substantial increase over the \$19,298,204 in total aid to 8,463 students in 2009. The dollar figure for 2010 is almost double that for 2007. This trend clearly reflects the economy. See Figure 2 on the next page for longitudinal data.

Extended Opportunities Programs and Services (EOPS)

EOPS and Cooperative Agencies Resources for Education (CARE) assist more than 700 students annually who are economically and academically disadvantaged. Support services include early registration, personal and academic counseling, transfer assistance and financial aid services. ([Doc. 162](#))

As part of the EOPS program, CARE offers additional services to students who are single parents receiving Temporary Assistance to Needy Families (TANF). CARE provides assistance by coordinating referrals with community resources to assist with housing, health care, child care or legal concerns. In addition, students in the CARE program may receive funds for books, supplies, parking, transportation and registration. De Anza now has 81 students enrolled in the CARE program. ([Doc. 163](#))

EOPS/CARE assesses student support services to improve effectiveness within the program in an ongoing systematic cycle. During 2009-10, EOPS/CARE participated in creating Student Services Learning Outcomes (SSLOs). The program assessed students' understanding of EOPS/CARE program requirements, policies and procedures. For 2010-11, the EOPS/CARE program goal is to assess its students in skills necessary to attain academic goals, and student understanding and application of basic principles of financial management.

Disability Support Programs and Services (DSPS)

DSPS ensures that students with disabilities have full access to the college's curriculum, facilities and programs to promote their success in realizing individual educational and vocational goals. The division serves 1,600 students annually. ([Doc. 164](#))

DSPS also coordinates the High Tech Center Training Unit (HTCTU) of the California Community Colleges, which is funded by a grant from the State Chancellor's Office. The center trains and supports faculty and staff who work with students with disabilities and wish to "acquire or improve teaching skills, methodologies, and pedagogy in Assistive Computer Technology, Alternate Media and Web Accessibility." HTCTU supports High Tech Center programs at 114 community colleges and satellite centers. More than 10,000 students with disabilities are enrolled in High Tech Center programs statewide. ([Doc. 165](#))

DSPS assesses student support services to improve effectiveness in an ongoing and systematic cycle. During 2009-10, DSPS participated in creating Student Services Learning Outcomes (SSLOs).

DSPS is in compliance with the Americans with Disabilities Act, Sections 504 and 508 of the Vocational Rehabilitation Act, and California Education Code. ([Doc. 166](#)) DSPS includes:

- Adapted Physical Education (APE)
- Deaf and Hard of Hearing Services (DHHS)
- Disability Support Services (DSS)
- Educational Diagnostic Center (EDC)
- HOPE Services

Adapted Physical Education: APE provides both courses and accommodations for approximately 500 students with disabilities. The APE program offers 22 sections of courses each quarter and the summer session. The APE curriculum satisfies the De Anza College General Education requirements. The basic services provided for students with disabilities are accessible facilities and exercise equipment, individual exercise assistance as needed, a safe exercise environment and a uniquely qualified faculty and staff.

The stated outcomes of the curriculum is that within the context of a student's disability, a student will be able to demonstrate that his or her physical and psychosocial well-being has been positively affected through participation in the Adapted Physical Education courses. The outcomes of the most common accommodations are that the students will be able to successfully register for APE courses using the APE priority registration process and the students assigned a trained exercise assistant will be able to successfully participate in their APE courses. Outcomes for courses and accommodations are assessed annually and strategies to make program improvements are determined through an analysis the assessment results and through dialogue between the APE faculty and staff. Learning outcomes were written in 2009 and analysis of the assessment began the next year.

Deaf and Hard of Hearing Services: DHHS facilitates classroom communication and provides De Anza's Deaf and hard of hearing students access to campus activities. The program provides the services of American Sign Language interpreters, real-time captioners, remote captioning, post-production video captioning and live broadcast captioning. Deaf Services assesses student support services to improve effectiveness in an ongoing systematic cycle. During 2009-10, Deaf Services participated in creating Student Services Learning Outcomes (SSLOs). The program evaluated services provided to the Deaf and hard of hearing students with a series of questions and is using responses to better meet student needs. ([Doc. 167](#))

Disability Support Services: DSS assists students who have physical, psychological or other disabilities, vision or hearing impairments, or ADD/ADHD. DSS provides a Computer Access Lab and Alternate Media Services, textbooks and classroom materials in accessible format for students with print

impairment. Examples include e-books, audio, large print and Braille. Disability Support Services has an online handbook, the “Disability Information Student Handbook” (DISH), for its students. ([Doc. 168](#)) In addition, the “Students with Disabilities Faculty and Staff Resource Guide” is available to all DSS faculty and staff. ([Doc. 169](#)) DSS assesses student support services in order to improve effectiveness through Student Services Learning Outcomes (SSLOs) in an ongoing systematic cycle. At the end of spring 2009, DSS had completed two assessments for the first cycle of its SSLO that addressed communication and access to disability services. In fall 2010, DSS revised the initial assessment, which coincided with the recommendations and input of the DSS faculty and staff. ([Doc. 170](#))

Educational Diagnostic Center: The EDC ensures that students with learning disabilities have an equal opportunity to reach their educational potential. ([Doc. 171](#)) EDC is in compliance with the Americans with Disabilities Act, Sections 504 and 508 of the Vocational Rehabilitation Act, and California Education Code in its implementing regulations. ([Doc. 166](#))

The EDC serves more than 300 students with learning disabilities. The center has actively supported collegewide efforts to increase access, growth and retention by participating in programs designed to attract and retain students, such as the Basic Skills Initiative. The EDC assesses student support services to improve effectiveness within the program in an ongoing systematic cycle. During 2009-10, EDC participated in creating Student Services Learning Outcomes (SSLOs), and is in the process of finalizing one SSLO cycle. In spring 2011, EDC is evaluating assessment results, determining the need for modifications or changes, and planning to implement the changes accordingly.

HOPE-De Anza: In partnership with HOPE since 1975, De Anza has worked with underserved adults who have developmental disabilities, including Down syndrome and autism spectrum. Employment preparation training takes place in two off-campus HOPE work center locations. ([Doc. 173](#))

Health Services

Student Health Services is committed to enhancing the educational process by modifying or removing health-related barriers to learning, promoting optimal wellness, enabling individuals to make informed decisions about health-related concerns, and empowering clients to be self-directed and well informed consumers of health care services. Health Services is also a first responder to on-campus emergencies to triage emergencies and help reduce unnecessary 911 calls. Literature and services are open and inclusive. Health Services provides confidential free and low-cost services, including:

- First aid
- Blood pressure checks
- TB testing

- Flu shots
- Over-the-counter medicines
- Smoking cessation assistance
- Birth control, including condoms, and emergency contraception
- Pregnancy testing
- Reproductive health education information
- Well-woman exams
- Physical exams
- Diagnosis and treatment of medical conditions
- Immunizations

Maintaining access to Health Services can assist in student retention. For example, providing low-cost, convenient family planning services and birth control, including free condoms, decreases the chance of an unwanted pregnancy and dropping out of school. Similarly, offering low-cost examinations with a physician or nurse practitioner for the diagnosis, treatment and management of various physical and mental illnesses helps keep students in college.

Health Services has a cooperative relationship with many of the on-campus programs that support targeted populations, participating in events sponsored by Latina/o Empowerment at De Anza (LEAD), Foster Youth Summer Bridge program, Asian Pacific American Leadership Institute (APALI), Institute for Community and Civic Engagement (ICCE) and the Occupational Training Institute (OTI). During winter quarter 2009, Health Services became a community agency for the ICCE's Serve and Learn Project.

Health Services has collected student input through its Student Services Learning Outcomes (SSLOs) surveys. In fall 2009, Health Services surveyed 400 students, asking them to identify the office's location, list three available services, and state whether they had visited the office. Results showed 85% knew of Health Services and 46% had gone to the office. In response to the first survey, two additional surveys were implemented. In response, Health Services developed an information flyer for all instructors of Counseling 100 classes about services available through Health Services. ([Doc. 172](#))

International Student Programs (ISP)

De Anza's International Student Programs partners with the program at Foothill College. Recruitment is a joint project. The mission of the De Anza ISP is to provide an environment in which international students on F-1 visa status can receive a rewarding educational and personal experience on campus. Local students also benefit by having learning experiences with diverse students from the global community. ISP also serves as a resource to the campus community regarding international education and activities, and monitors governmental

policies and regulations concerning international students. ([Doc. 174](#)) ISP offers a comprehensive range of services to international students, including:

- Recruitment and outreach
- Application processing and admissions
- Housing assistance
- Health insurance enrollment and processing
- Orientation
- Immigration advising
- Student assessment
- Counseling 100
- Development of education plans
- Course registration
- Career counseling
- Personal counseling
- Transfer services
- Degree filing
- Graduation

Foothill and De Anza College recruiters provide prospective students with information about academic programs and support services. Prospective students also rely heavily on information available on the ISP and college webpages. Prior to arrival in the United States, via e-mail, mail and fax, students apply for admissions, identify potential majors, send English language proficiency scores, schedule orientation attendance, arrange housing and provide other pertinent documents.

Career and Employment Services

As a core component of counseling, De Anza College counselors discuss with students their career interests and choices. These discussions take place in the Career Life Planning course (CLP70, both on campus and online), as well as in meetings with students. Counselors also offer major and career workshops that teach students about career planning and decision-making. ([Doc. 221](#))

Providing career counseling is a core responsibility of counselors, a factor in the elimination of the Career Center coordinator and secretary positions during the budget reductions in 2009-10. Employment services such as job fairs and employment boards are currently not available to students. During the 2011-12 academic year, with the leadership of the recently-hired dean of Counseling and Matriculation, the Counseling Division will determine how to offer these services to students. A collaborative process that includes the Counseling Division and Instruction will influence the development of a comprehensive plan for career services.

Transfer Center

De Anza College is widely recognized for high transfer rates to four-year colleges and universities, with 2,098 students transferring for 2009-10. The college is ranked second in the state, according to the State Chancellor's Office Velocity Data Mart. ([Doc. 175](#))

The Transfer Center, Articulation/Transfer Services, and the Counseling and Advising Center, provide transfer services and resources to help students understand the higher education system and complex transfer processes. ([Doc. 117](#))

The Transfer Center provides in-person services to students on both a drop-in and appointment basis. Transfer Center counselors and advisers design and conduct workshops, including CSU and UC application workshops, organize Transfer Day events, and host visits by university and college representatives. They also conduct workshops on ASSIST, the online information system that shows how course credits earned at one public institution can be applied when transferred to another. ([Doc. 118](#))

Articulation/Transfer Services establishes and maintains formal articulation agreements and a transfer agreement/guarantee program (TAA/TAG) with select colleges and universities. ([Doc. 123](#))

The department also works to help faculty understand articulation guidelines for developing curriculum appropriate for UC transfer, CSU General Education (CSUGE), and/or Intersegmental General Educational Transfer Curriculum (IGETC). For the 2010-11 academic year, 23 new courses were approved for CSUGE, and four new courses were approved for IGETC.

The Articulation and Transfer Services Department maintains a comprehensive website with quick links to important transfer planning sites, articulation agreements, applications, news and announcements, calendar of events and deadlines. An analysis of website usage in fall 2009 resulted in the launch of an improved website in spring 2010. The effectiveness of the new website, including page hits and navigation trends, is being studied in 2010-11 to determine future enhancements to better serve students interested in transfer.

The Transfer Center assessed the effectiveness of its fall 2010 application workshops by contacting participants by e-mail or phone to determine the number of students who completed and submitted transfer applications. The Transfer Center will also assess Assist Information workshops for 2010-11 by administering a quiz at the end of each session to determine if students have gained the required knowledge and skills to use the ASSIST website.

Self-Evaluation

The college meets this standard. Through a comprehensive range of in-person and online services responding directly to the college mission and its Strategic Planning Initiatives on outreach and student retention, and through assessment of these services, De Anza ensures that quality support is available for its students.

Since the 2005 Self-Study, Admissions and Records, Assessment, Counseling and Disability Support Services have been moved to the Student and Community Services Building (SCS). This combination gives students better access to services that will support their educational goals. Initial building plans provided for all of Student Services to be located in SCS; however, a funding shortfall prevented completion of the second floor. Some services are located in other buildings: EOPS/CARE in the Campus Center; the Adaptive Computer Lab and DSPS office in the Advanced Technology (AT) Center; and EDC and ISP in Learning Center West (LCW). The two smaller offices of Financial Aid were recently combined and moved to the remodeled Baldwin Winery Building. Outreach and Relations with Schools is now located in the remodeled Seminar Building.

As indicated in the 2007 Facilities Master Plan, new buildings at De Anza are designed to face and welcome the community, as does the SCS. A new transit stop has been established outside the building, also as had been outlined in the plan. In addition, there are numerous free 30-minute parking spots outside the SCS for visitors to the building. ([Doc. 176](#), [Doc. 177](#))

The college accomplished its Planning Agenda from the 2005 Self-Study relating to veterans by expanding and enhancing services, including assigning a coordinator role to an Admissions and Records staff member, and partnering with the Veterans Administration on work-study opportunities. Veteran students in 2010 formed a sub-chapter of the Veteran Students of America Club, which provides a supportive environment and eases transition from military to civilian life. A website has been developed to both provide information and serve as a recruitment tool. As the returning veteran population increases, De Anza has experienced increased veterans enrollment. ([Doc. 156](#))

Planning Agenda

No recommendations at this time.

Standard II.B.2.a

The institution provides a catalog for its constituencies with precise, accurate and current information concerning the following:

a. General Information

- Official Name, Address(es), Telephone Number(s), and Website
- Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

b. Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

c. Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

d. Locations or publications where other policies may be found

Descriptive Summary

The college ensures that clear, comprehensive and accurate information is published in its annual catalog, including general material, requirements, policies and website links for extensive additional information. The catalog is published during summer recess for the upcoming academic year.

With the leadership of Curriculum Committee members and the Instructional office, subject area experts carefully review and update all catalog information prior to production. A print version is available for purchase in the Bookstore. The catalog is posted online as a searchable PDF for download and complete or selective printing. Beginning with the 2010-11 edition, the catalog is also published in a digital flipbook format with a variety of features including hyperlinks as well as search, full screen and zoom features, a linked table of contents, and print options. Catalogs are archived online. ([Doc. 73](#))

Self-Evaluation

The college meets this standard. Its catalog contains current, extensive information for students and is published in a variety of formats. It includes the college mission.

In addition, the Institutional Core Competencies (ICCs), approved by faculty in 2009, are published in the catalog. Learning outcomes for every certificate and degree were developed by faculty and reviewed and approved by the Curriculum Committee in winter 2011. This accomplishes a Planning Agenda from 2005. Publication of these outcomes, along with certificate and degree descriptions and requirements, will be available for students beginning with the 2011-2012 edition of the college catalog.

After discussion in the Curriculum Committee on whether to move to a two-year, online-only college catalog, the decision was made to continue to update the catalog annually to ensure reliable and accurate information for students regarding policies, procedures, course descriptions, degrees and certificates, special programs and support services. The discussion about whether to publish hard copies or move to an online format only is ongoing. One concern is the ability of an online only version to be user-friendly and compatible with the usage needs of both faculty and staff.

With regard to communication with students, this section in the 2005 Self-Study cited a plan to develop an online student portal for online communication and to “complete the development and linking of support services technologies and integrate them into the portal environment to make students’ access to support services seamless and user-friendly.” This Planning Agenda has been accomplished through the implementation in 2010 of MyPortal, the Luminis platform of the new Banner Educational Information System. MyPortal serves as students’ secure online gateway to numerous support services, beginning with registration. Students can obtain their date to register, search and sign up for courses, add and drop courses, add their name to waitlists, and view their class schedule. They can also access placement test results and financial aid records, as well as order transcripts. Grades are provided to students through MyPortal, on which they can view their academic records. Through the portal, students can receive personalized information such as the status of their Financial Aid award as well as general announcements from the college.

Planning Agenda

No recommendations at this time.

Standard II.B.3

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

De Anza College is committed to the learning support needs of students as they matriculate: from application, assessment, registration, and orientation through graduation or the earning of a degree or certificate. Student needs are analyzed through comprehensive Program Reviews, Annual Program Review Updates (APRUs), research, and departmental and Student Services meetings, all of which provide insight into what is needed to promote and continue support to students. Each Program Review includes student success data provided by the Office of Institutional Research. Program Reviews also inform college planning and resource allocation through the Student Services Planning and Budget Team (SSPBT) and integrated planning through College Council. ([Doc. 7](#))

Self-Evaluation

The college meets this standard. Through Program Review data, research and ongoing informal meetings and discussions, the college identifies and provides services to support students as they matriculate. Coordination of outreach, application, registration, placement testing, orientation and counseling exemplify ways in which the college purposefully works to ensure student success.

The college evaluates how students progress through the matriculation process. For example, the population of student veterans has increased, and the college is working to meet the needs of these students by learning more about them and how to help them succeed. With the implementation of a new student information system through Banner, Admissions and Records can readily extract quantitative data about students who identify as veterans, including age, gender and placement scores. A partnership with the local Veterans Administration connects veterans with off-campus staff who can assist them with questions related to benefits. The college has also partnered with VA to provide psychological counseling for veterans following a winter 2011 training program that identified this as another way to improve services. As a result, four counselors are designated as resources for student veterans. In spring quarter 2011, the college followed up on student comments and conducted a qualitative study that will further inform how De Anza can improve counseling to students. ([Doc. 156](#))

Assessment (placement testing) is another example of an area where service delivery was researched and changes were made to improve service to students following a study conducted by the Developmental and Readiness Education (DARE) Task Force. In collaboration with Assessment Center staff, the committee will make recommendations on prioritizing and implementing service improvements. ([Doc. 178](#))

Disabled Students Programs and Services (DSPS), EOPS/CARE, International Student Programs, Math Performance Success (MPS), the Puente Project, and Student Success and Retention Services (SSRS) are examples of programs that have identified and met the needs of students in specific population groups, typically with the assistance of the Office of Institutional Research. These programs increasingly assess their service to students and make improvements as needed. This will continue to be enhanced by the Student Services Learning Outcomes Assessment Cycles (SLOACs) now under way, fulfilling the college's Planning Agenda from 2005.

Planning Agenda

No recommendation at this time.

Standard II.B.3.a

The institution assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method.

Descriptive Summary

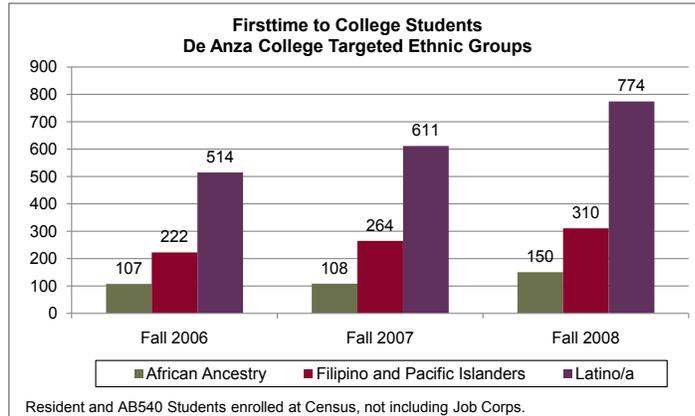
The mission of the Office of Outreach and Relations with Schools is to recruit and attract students from diverse backgrounds to De Anza College, support prospective students in their transition from high school to college, and work in collaboration with college programs and services, local high schools and communities to promote college access and success. ([Doc. 179](#))

Printed materials, including booklets, brochures, flyers and bilingual information are used to inform and educate prospective students and parents. Students learn about the enrollment and matriculation process, academic programs, transfer process, support services, financial aid, and a wide range of options and opportunities available to them at De Anza College. Services are delivered through outreach activities at local high schools and on the De Anza campus including college fairs, career and college nights, presentations, information tables, application workshops, placement testing, student ambassadors, campus tours, and an annual New Student and Parent Open House. Needs are identified through one-on-one and group interactions with students, parents and high school counselors.

Outreach was identified as one of the four Institutional Initiatives through the college's Strategic Planning process in 2006, resulting in the creation of the Office of Outreach and Relations with Schools with a broader mandate of providing leadership for the implementation of institutional outreach and enrollment goals. Outreach services expanded to more than 70 high schools in the area, reaching more than 30,000 students and directly serving more than 3,000 students annually. Strategic Planning also established an institutional direction to target specific student populations, primarily those in the Latina/o, African American, Filipino

and Pacific Islander communities. This resulted in successful enrollment in these areas. According to Institutional Research, from fall 2006 to fall 2008 enrollment of “first-time-to-college” Latina/os, African American and Filipino/Pacific Islander students increased by 77%, 30% and 29% respectively. See Figure 3 below.

Figure 3



Ethnic Group	2005F		2006F		2007F		2008F		Growth 2005 to 2008
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
African Ancestry	115	5%	107	4%	108	4%	150	5%	30%
Filipino and Pacific Islanders	241	10%	222	8%	264	9%	310	9%	29%
Latino/a	438	17%	514	19%	611	22%	774	24%	77%
Other	1,731	69%	1,833	68%	1,840	65%	2,048	62%	18%
Total	2,525	100%	2,676	100%	2,823	100%	3,282	100%	30%

Notes:

Fall enrollment of new graduates from East Side High School District increased from 574 to 813 (239 or 42%), and the percent of graduates attending De Anza College increased from 11.6% to 16.7% from fall 2005 to fall 2008.

In fall 2008, Firsttime Latino/a Students made up 25% of all Latino/a students enrolled (3,138) compared with 13% for firsttime students grouped as "Other".

In fall 2008 total Latino/a student enrollment accounted for 15% of total college enrollment, this was up from 13% in fall 2005

Andrew LaManque, Ph.D., De Anza Research, May 20, 2009

The Outreach website was enhanced during this period to target more specific populations – prospective, current and high school students – including important steps in the matriculation process. A listserv was also implemented for e-mailing prospects information about the New Student and Parent Night, orientation, registration, admissions requirements, financial aid eligibility and key deadlines. An interactive, online college tour aimed at improving access to the college was also created. ([Doc. 180](#))

As a result of the Student Services realignment in fall 2010, the Middle College and College Now (formerly known as College Advantage) programs were brought under the umbrella of the Office of Outreach and Relations with Schools to create better program alignment and efficiency. These two programs serve high school juniors and seniors from the local feeder school district. ([Doc. 181](#))

Self-Evaluation

The college meets this standard. The Office of Outreach and Relations with Schools collaborates with departments campuswide help ensure access to students, particularly from historically underrepresented populations.

As part of the Planning Agenda in 2005, the offices of Outreach and Relations with Schools and Marketing/Communications developed an especially close partnership, working to increase the effectiveness of communication with potential students. Following the college’s first-ever marketing forums in 2007, a recruitment campaign was developed that utilized nontraditional advertising vehicles – including bus sides, backs, and shelters (the latter in Spanish), and shopping mall plasma screens – for maximum impact. The coordinated recruitment campaign was designed, with input from the college’s first-ever marketing forums in 2007, to promote the college to students as “Just What You Need.” This was conceptually presented in some advertisements, with models declaring “I need a college degree” (in both English and Spanish); “I need a better job” (emphasizing workforce preparation) and “I need a college that works for me” (to underscore personalized attention and special programs). The branding of “Just What You Need” continues through advertising, as well as on the website and in college marketing materials. ([Doc. 134](#))

As also established in the Planning Agenda from 2005, the Office of Institutional Research and Planning conducted quantitative research to determine results from combined Outreach and Marketing efforts, revealing significant gains in the enrollment of targeted populations. The Office of Outreach and Relations with Schools has also completed a full Student Services Learning Outcome Assessment Cycle in 2008-09 and 2009-10, assessing a total of 306 students.

Planning Agenda

No recommendations at this time.

Standard II.B.3.b

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students.

Descriptive Summary

The Office of College Life is a key information and resource center for students, staff and community members. The office supports the De Anza Associated Student Body (DASB), student clubs and a range of student initiatives and advocacy efforts. The office also provides services including a housing board, book exchange, referrals for free legal advice, approval for posting of informational flyers, and discount cards. ([Doc. 182](#)) DASB is composed of 30 senators who represent De Anza students at the college, district and state levels. Students actively engage in statewide advocacy efforts for community colleges, including organizing participation in demonstrations and marches. They are also leaders in the Student Senate of California Community Colleges (SSCCC). ([Doc. 183](#))

The DASB constitution, bylaws, and senate and committee codes are available online. The internal committees are

- Administration
- Finance
- Student Rights and Services
- Marketing
- Diversity and Events
- Environmental Sustainability
- Executive Advisory

There are more than 60 student clubs representing interests such as fields of study, culture, politics, religion, sports and support groups. In addition to social interaction, the clubs provide educational forums and fundraising and volunteer opportunities. The Inter Club Council (ICC) coordinates the clubs and consists of a representative from each club, four ICC officers and an adviser who meet weekly during fall, winter and spring. Quarterly events include Club Day and the Welcome Week information booth; annual events are the fall dance, club expo and spring carnival. ([Doc. 184](#))

College efforts in fostering community and civic engagement among students, faculty and staff expanded after completion of the 2005 Self-Study. The Institute of Community and Civic Engagement (ICCE) was founded in fall 2006 and continues to develop, with a full-time faculty director, a 25% time service learning coordinator, and three student staff members. ICCE's mission is "to empower students to become agents of change in their communities and beyond; to foster education that meets the needs of the communities we serve; and to help develop pathways to meaningful participation in local, state and federal government decision making processes." ([Doc. 110](#))

Part of the college's 2007 strategic plan was an initiative on "Community Collaborations." The goals set forward in that part of the plan were to "engage in work at De Anza College that builds bridges between our college and the internal and external communities it serves." The college plans to do this by instilling an ethos of community engagement and civic responsibility in its students, staff, faculty and administration. This plan outlines specific institutional strategies:

1. Developing in people the necessary skills to make positive impacts locally, nationally, and globally
2. Strengthening the college's presence in the community and development of community partnerships
3. Improving the coordination and effective use of internal and external community resources in relation to the development of relevant forms of knowledge for students

ICCE has created a certificate in Leadership and Social Change. That certificate is being developed in collaboration with Community Learning Partners (CLP), a national organization that is building pipelines for low-income people of color to move into and flourish in careers in the nonprofit sector. CLP has given the ICCE a one-year grant to hire a community organizer to help with that work. De Anza is working to secure ongoing funding for that position. ICCE also received a grant from the Rappaport Family Foundation to mentor student leaders in their work in supporting the community college system. Eight students each receive a \$500-a-month stipend as well as intensive mentoring to do the organizing work in which they choose to be involved.

ICCE is working with the nonprofit IGNITE, as well as DASB to offer a one-day training for young women of color who are interested in going into electoral politics. ICCE has also worked with the college president and DASB to develop an annual leadership award for approximately 30 students who have taken leadership roles on campus, as well a president's leadership award for three students. In addressing the second point, ICCE maintains active relationships with more than 25 community partners that work with students in their service learning placements.

In addition, ICCE is working with the college president to promote a national initiative, The Democracy Commitment, to refocus community colleges nationwide on the project of educating students to be active, empowered members of a democratic society. ([Doc. 112](#))

ICCE facilitates service learning for more than 500 students annually. ICCE also sponsors an annual "Youth Voices United For Change" conference at which De Anza hosts hundreds of historically underrepresented high school students in learning about college and becoming active in community empowerment. ([Doc. 111](#)) ICCE has worked with a local food bank and the Office of College

Life to develop the De Anza College Cupboard, a student food bank, which began providing food to students in need in May 2011. ICCE Community Scholars in Residence bring practical knowledge to De Anza students and work with them by giving lectures and workshops while they are visiting.

Self-Evaluation

The college meets this standard. De Anza recognizes the value of an environment that develops all aspects of students and the importance of activities to student education. Joining student organizations and clubs, participating in extracurricular activities and creating opportunities for greater student-to-faculty interaction outside of the classroom enhance student success and are also part of the college's Community Collaborations Strategic Initiative.

Through its budget, based upon DASB membership fees and the revenue generated by the De Anza Flea Market, the student government provides funds to support programs and services across campus, further enhancing the campus environment:

- Athletics
- Campus publicity services
- Clubs and the Inter Club Council
- Creative Arts productions
- Entertainment
- Guest speakers
- Legal aid
- Seminars
- Student Success Center

[\(Doc. 185\)](#)

The Office of College Life systematically assesses student support services to improve its effectiveness. During 2009-10, the program participated in creating Student Services Learning Outcomes (SSLOs).

The Institute for Community and Civic Engagement (ICCE), created in fall 2006 from the plan presented by the Task Force on Civic and Community Engagement in spring 2006, has been a critical engine in the implementation of the college's Strategic Planning Initiative on Community Collaborations. [\(Doc. 9\)](#) In the last few years, the leadership skills of De Anza students have increased dramatically. Through the ICCE's work, students come to see college as meaningful to themselves and their communities; extensive national research has demonstrated that student engagement leads to student success. The creation and ongoing work of ICCE accomplishes the college's Planning Agenda established in the 2005 Self-Study.

Planning Agenda

No recommendations at this time.

Standard II.B.3.c

The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

In order to better serve students through a variety of programs, counseling and advising are offered not only in Counseling but throughout the college: Athletics, DSPS, EOPS, FYE, IMPACT AAPI, MPS, International Student Program, Puente Project and Sankofa Scholars. In collaboration with the vice president of Student Services, deans in their respective program areas provide leadership for and coordination of counseling and advising services. This approach to counseling and advising reflects efforts to reach students in the many places where they seek assistance. Through the updated Comprehensive Program Preview and Annual Program Review Update (APRU) processes, counseling and advising services will continue to be regularly evaluated. Counseling and advising services contribute to student development through academic, transfer, career and personal counseling.

Self-Evaluation

The college meets this standard. Counseling faculty and staff understand the important connection in delivering counseling and advising services to traditional, nontraditional and special populations of students. As the student population changes and its need for services change, adjustments are made in counseling and advising services to accommodate those needs. For example, counseling for populations targeted by the college's Strategic Planning Initiatives now include First Year Experience, the Puente Project and the IMPACT AAPI grant. Counseling services have also expanded to address the needs of veterans and students who seek psychological counseling.

In particular, the alignment of Psychological Services with Health Services while maintaining collaboration of referral services with the Counseling and Matriculation Division has provided a network of mental health support for college students in need of temporary crises attention and brief therapy.

The college's overall strategic intent and commitment to support and improve the academic success of historically underserved and underrepresented populations has resulted in:

- The Counseling and Matriculation Division's outreach assignment of a counselor to the Language Arts and Mathematics Departments, the intent of which is to increase the retention and success of at-risk and/or underrepresented students in these divisions. An example of this successful outreach effort is the Math Performance Success (MPS) program. The major program components include increased instruction time, specialized counseling and additional tutoring. Math faculty members deliver course

content primarily through lectures and demonstrations; students then participate in small group activities that reinforce the material. A counselor attends each class session to provide direct, context-based counseling and provides intervention strategies as needed to students. The MPS program has proven successful in helping students move through the math sequence from pre-algebra through university transfer-level statistics. ([Doc. 186](#)) These collaborative efforts led to the college's advancing and promoting a grant-funded program, DARE, which expanded the outreach concept to add four academic advisers to support relationships among math and Language Arts faculty and the Counseling and Matriculation Division. ([Doc. 24](#))

- The college merged two former Student Services programs and created a Student Success and Retention Services Center (SSRS). The intent of the program is to help first-generation college students with low retention and transfer rates achieve their educational goals. ([Doc. 86](#))
- The Counseling and Matriculation Division is in the process of redesigning the delivery and integration of services at the Transfer Center. All support staff now assist in the daily operations and delivery of services of the division to all students. During the first weeks of each new quarter, faculty and support staff operate a "triage" center to help all students requesting information from a counselor. This model continues to be user-friendly to students during high-demand periods of the quarter.

The 2005 Planning Agenda of expanding on the theories and practices garnered from the MPS program were met by identifying key strategies that were successful and include the following:

- In-class counselor presence: Counselors establish a closer rapport and relationship with students through frequent and regular contact. This close relationship can make needed interventions easier and more effective. In-class counseling presence is an essential part of the MPS program and is at the core of the program's early alert system. The MPS Program has expanded the counselor's role from 80% to 100%. In addition, MPS classes were increased in the schedule for spring 2011 to meet basic skills needs.
- The use of technology in Web-based educational plans to increase the number of students being served was reliant on the creation and implementation of the online STARSU student database that would host the "e-Ed Plans." Though the college funded the initial start-up, the implementation became unworkable. Online student educational plans are not currently being developed.

- The use of Early Alert to increase the number of students served has been temporarily placed on hold as the college moves to fully implement the new Banner system. Within the deployment of this new system, the faculty and staff representatives from the Counseling and Matriculation Division, Admissions and Records, and the college's Educational Technology Services (ETS) are moving to design and implement the Academic Standards monitoring and tracking system. The Early Alert Program can be a feature tool within this academic network.

Continuing professional development is crucial at De Anza. Counselors participate in a variety of professional development activities both on- and off-campus. Weekly and bi-weekly meetings provide opportunities for in-service training on topics that range from career counseling, implementation of Banner and screens related to counselor functions, transfer and articulation changes, as well as college and policy changes. Also, counselors are evaluated as a part of the faculty tenure review and evaluation processes. Tenure-track counselors are regularly evaluated according to a detailed process that includes student evaluations. Tenured faculty are evaluated every three years after they receive tenure. Over the years, many faculty and staff of the Counseling and Matriculation Division have applied for and been awarded opportunities for Staff Development leave and professional growth, resulting in the improvement of counseling.

The challenge at De Anza College and other community colleges throughout the state are related to delivering services with fewer funds. Fortunately, the college has a process for working through the challenge. The Student Services Planning and Budget Team (SSPBT), Student Services program members and managers are working strategically to maintain services given the financial constraints.

Planning Agenda

- With the leadership of the vice president of Student Services, the dean of Counseling and Matriculation, and the Counseling Department chair, Counseling and Advising will evaluate through surveys, focus groups and ongoing discussions how to improve services.

Standard II.B.3.d

The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

De Anza College has a long-standing commitment to diversity, as evident in the college's mission statement and Institutional Core Competencies (ICCs) and Educational Master Plan. College programs and activities for students reflect a vibrant atmosphere that is attentive to diversity. The Office of College Life

assists students in establishing clubs, and faculty advisers are integral part of club development and growth. The Inter Club Council (ICC) is led by students whose clubs sponsor or co-sponsor annual events, such as Heritage Months celebrations for Asian/Pacific Islander, Black History, Women's History, Latino, and LGBT. Political activities include raising awareness about education legislation and immigration, including AB540 and the Dream Act. Activities are sponsored by students involved with religious groups, and there is also an affiliate of the Secular Student Alliance.

Student engagement in the rich diversity of the college is also supported by the Office of Diversity. Since 1989, De Anza College has had an Office of Diversity. ([Doc. 97](#)) Its mission is to promote "an academic, cultural and social environment that provides equity and success for all members of the De Anza College campus community, including students, faculty, and staff. It supports the District and College mission that considers diversity an essential component of student education in the 21st century." The Office of Diversity fosters a climate of healthy diversity that values individual and group differences and respects the perspectives of others. As an integral member of the campus community, the Office of Diversity has worked with various shared governance bodies (the PBTs, Academic and Classified Senates, Instructional deans, Senior Staff, College Council and Outreach) to foster the campus' effort to achieve equity.

Self-Evaluation

The college meets this standard. Diversity is a central, core focus at De Anza. Student Services often begin with Outreach and Relations with Schools; the college purposefully seeks to enroll students from historically underrepresented groups. DSPP, EOPS/CARE, First Year Experience, the Puente Project and Sankofa Scholars are examples of Student Services that are dedicated to assisting a wide range of students. International Student Programs (ISP) contributes a global dimension to diversity. The college also supports study abroad trips to Vietnam, China and Belize.

As stated in De Anza's Educational Master Plan 2010-2015, "Student equity is an institution-wide priority with a long history at De Anza," and the Office of Diversity has been one of the most important vehicles for achieving that goal. ([Doc. 9](#), [Doc. 187](#)) The office has been responsible for several areas of work that are key to the college's strategic goal of cultural competence and ensures equal opportunity in hiring. The office trains Equal Employment Opportunity representatives for hiring committees, places those representatives on committees and monitors all hiring committees for equity. ([Doc. 188](#)) The office also is responsible for developing the college's equity plan, mentoring faculty in cultural competence in pedagogy as well as in curriculum, and for promoting an inclusive campus atmosphere. The Office of Diversity also participates in Staff Development activities and works with other vital student programs to help students from all walks of life enrich their learning experience. ([Doc. 189](#)) This

consistent, ongoing work addresses the Planning Agendas included in the 2005 Self-Study.

The Office of Diversity can be credited with helping the college shift its focus from students who came to De Anza ready to do well in college to a campuswide engagement to serve the needs of its most underserved students. Faculty who are experts in serving at-risk students have been hired and mentored, and programs that support students have been created. Curriculum has been transformed to meet the needs of historically underserved students. The culture of the college welcomes all students.

Planning Agendas

- With the leadership of the associate vice president of Instruction, the college will hire a director for the redefined Office of Equity, Social Justice and Multicultural Education.
- With the leadership of the associate vice president of Instruction, the director of ICCE, the director of Equity, Social Justice and Multicultural Education, and the director of Staff and Organizational Development will collaborate with DASB to establish updated strategic plans focused on student access and engagement for their departments.

Standard II.B.3.e

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

De Anza College regularly evaluates its admissions instruments and practices to make certain they are effective and to minimize bias. Toward those goals, both De Anza and Foothill Colleges in 2010 implemented CCCApply as the electronic admission application platform for the district. This statewide admission application for community colleges provides greater access for students. Student information is stored in CCCApply, which enables them to apply to other community colleges without completing a new and separate application. International students apply for admission by completing the college's admission application for international students.

The Assessment Center at De Anza regularly evaluates its placement instruments to ensure they are in compliance with state requirements. The California Community College Chancellor's Office considers ACCUPLACER tests as valid instruments for assessment.

The center systematically assesses services to improve effectiveness within the program and support student success. During 2009-10, the Assessment Center staff and supervisor participated in the Student Services Learning Outcome Assessment Cycle (SSLOAC) trainings and meetings.

Between January and September 2010, the Assessment Center conducted a student survey, asking students to respond to a series of questions at the end of their test session. After reviewing the results of the initial survey, a follow-up survey was initiated in October 2010. The results of the surveys will assist the Assessment Center in determining how to encourage and help students to be better prepared to use the center for accurate skills assessment.

In fall 2010, the DARE Task Force issued an “Assessment Practices Report” that evaluated De Anza College’s assessment practices and compared those practices to other community colleges. Seven themes emerged that could inform and shape Assessment Center improvements. ([Doc. 178](#))

Assessment is one of the major components of college’s matriculation process. ([Doc. 190](#)) Non-matriculating students are also offered access and the option to participate in the assessment process. By special admission, the Assessment Center offers services to high school students in accordance with state and Foothill-De Anza Board of Trustees policies. ([Doc. 147](#)) Placement instruments are used to assist in determining students’ proficiency so they may select appropriate courses and are prepared to succeed in those courses. Placement tests are not used for college admission. The Assessment Center also administers the Ability-to-Benefit (ATB) test for students who do not possess either a high school diploma or GED and want to receive federal financial aid. The Assessment Center remains current on regulatory guidelines so ATB students can be easily assessed.

Self-Evaluation

The college meets this standard. As of fall 2010, the Assessment Center reports to the dean of Admissions and Records. This change of reporting from the dean of Counseling and Matriculation to the dean of Admissions and Records allows for closer coordination and improved service delivery. Admissions and Records and the Assessment Center complete Program Reviews and conduct Student Services Learning Outcomes Assessment Cycles (SSLOACs) that evaluate and inform practices. Based on these evaluations, improvements are implemented. For example, changes were made with the implementation of the Banner Educational Information System to assist with improving admissions practices and standards.

Evaluation of Assessment Center services focuses on validation of placement tests, review of multiple measure assessment criteria, and evaluation of course placements. Ongoing evaluation of assessment policies and services ensures De Anza College’s compliance with state regulations with the goal of providing valid, appropriate and unbiased assessment of students’ skills.

The Assessment Center supervisor oversees the process of gathering data to analyze assessment content, scores, placements, multiple measure criteria and course grades. In addition, the supervisor works with chairs of the academic departments to survey teachers and students to determine their perceptions about

the accuracy of assessment results and course placements. The supervisor also analyzes placement data in terms of ethnicity, age and gender to determine any disproportionate impact. As of the end of the academic year 2009-10, all placement tests and other assessment measures had been evaluated and aligned with state standards and best practice guidelines of the California Community College Assessment Association (CCCCAA). ([Doc. 191](#))

In responding to the Planning Agenda from 2005, a formal relationship between the Assessment Office and the Office of Institutional Research has been established. The Assessment Office supervisor works closely with the college and district Institutional Research staff to identify important data sets and processes for tracking and evaluating assessment levels, enrollment history, persistence and completion rates. This data further informs work in counseling, enrollment management, and in special task force work, such as that accomplished by DARE. The Matriculation Advisory Board has not yet been established as planned in 2005.

Planning Agendas

- Assessment, in conjunction with the DARE Task Force, will determine, prioritize and implement best practices to improve Assessment Center service to students, including in the placement of students in developmental education courses.
- The new dean of Counseling and Matriculation will work with the Matriculation coordinator to establish a Matriculation Advisory Board.

Standard II.B.3.f

The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

In 2010, the district implemented Banner, which included the transition from the legacy student information system (SIS). Student records from 2000 through 2010 were migrated from the SIS Legacy system to into Banner. Student records are maintained by the Admissions and Records Office and in electronic format in the Banner operating system. The college adheres to Title 5 regulations, Board Policy 5045 ([Doc. 192](#)), and The Family Educational Rights and Privacy Act (FERPA) regulations that define student records and how they are maintained.

The dean of Admissions and Records is the official point of contact for student records. FERPA requirements are strictly followed regarding the release of student records. Students may access their own records electronically via MyPortal, the gateway to students' own directory and academic records. Students must provide written consent to release non-directory information to third parties not listed. ([Doc. 193](#))

Self-Evaluation

The college meets this standard. Secure electronic systems are consistently backed up. Banner program development and training are ongoing. Staff are aware of the confidentiality of records and ensure that records are secure. They are trained to be conscientious about appropriate release of student records and compliance with FERPA guidelines.

Planning Agenda

No recommendations at this time.

Standard II.B.4

The institution evaluates Student Support Services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Student Services has an established practice of completing Program Reviews that inform planning and decision-making. The Program Review process is initiated and coordinated by the Student Services Planning and Budget Team (SSPBT). After SSPBT discusses the Program Reviews, it takes that information to College Council, which College Council in turn considers when making program and resource allocation recommendations to the college president. ([Doc. 7](#))

Each Student Services program area completes Program Reviews and annual updates that address these areas:

- Description and mission of the program
- Retention and growth
- Student equity
- Strategic Planning Initiatives
- Budget limitations
- Assessment of the program
- Additional comments
- Relationships with other programs
- State and federal mandates
- Trends
- Comparable programs at other institutions
- Program strengths and areas for improvement
- Suggestions for campuswide change

Quantitative measures are included to provide insight on how the program is aligned with its mission and is achieving retention and growth goals. Program Reviews allow Student Services to evaluate, plan and allocate resources based on

these reviews. Evaluation of programs also enables Student Services to identify ways in which to improve services to students, which is essential in planning and service delivery.

Self-Evaluation

The college meets this standard. Through Program Reviews, division meetings, SSPBT meetings, and feedback from students and other college constituents, program improvements are made to better serve students.

The SSPBT is in the process of enhancing the Program Review template, data collection and analysis that will assist with better planning, program improvements and resource allocation.

After several years of dedicated work by Student Services faculty and staff, led by faculty coordinators, 100% of all Student Services activities have defined Student Services Learning Outcomes (SSLOs) and are actively engaged in the ongoing Assessment Cycle (SSLOACs) for continuous quality improvement.

The college is collectively involved in coordinating and synchronizing the Program Review process, Outcomes Assessment, Curriculum, Strategic Planning and Self-Study and Accreditation through the Six-Year Planning and Assessment Cycle, which was established in the Educational Master Plan 2010-2015. The college has made significant progress in these areas since the previous 2005 Self-Study. ([Doc. 9](#), [Doc. 68](#))

Planning Agendas

- The Student Services Planning and Budget Team (SSPBT) will continue to refine Student Services Learning Outcomes Assessment Cycles (SLOACs) to assist in planning, program evaluation and decision-making.
- Working with other PBTs and College Council, SSPBT will review and modify the Annual Program Review Update and Comprehensive Program Review processes on a regular basis.
- Develop an assessment plan for Program Level Outcomes (PLOs).

Standard II.C: Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input and other appropriate measures in order to improve the effectiveness of the services.

Standard II.C.1

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary

In 2009-10, the Library, Student Success Center (SSC) and Distance Learning areas were reorganized into the Learning Resources Division. The Library's former dean retired in 2006-07, and an interim dean served through 2007-08; the new dean of Learning Resources position replaces the former Library dean's position. The Learning Resources Division was created to integrate programs that support learning campuswide and a dean was hired in March 2011. Early efforts at collaboration among the three departments include sharing ideas for promoting information literacy and facilitating marketing and outreach. The Library's instructional and service area programs are closely aligned with the information literacy Institutional Core Competency. ([Doc. 107](#)) Challenges include staffing shortages and lack of consistent funding for each of the division's departments.

Library and Library Computer Labs

The A. Robert De Hart Library and Learning Center West (LCW) comprise the Library's 48,000 square feet of space. The Library can accommodate approximately 1,200 students at individual study carrels and small group tables. In addition, there are four small-group study rooms available for student use. Shelving for the Library's collection is adequate but requires frequent weeding to avoid running out of space.

The Library's computer lab contains 20 computers for Library orientations. When not in use for instructional sessions, the lab becomes an "open lab" for personal computing. Students can print materials to a laser printer located in the lab. In addition, there are 22 workstations in the Reference/Information Desk area for accessing the online catalog of Library holdings and the research databases to which the Library subscribes. Students can print materials to a laser printer located adjacent to the Reference/Information Desk.

The Library West Computer Lab (LWCL), formerly the Open Media Lab, contains 99 computers with which students conduct online research, access Library resources, complete class assignments, use multimedia applications assigned for classes, prepare written reports and do personal computing. Ten workstations are designated for group work and are very popular. Students can print to two pay stations located in the lab. Course materials for the Distance Learning Program are circulated from the LCWL Lab. Peer and staff assistance in using the hardware and software is available. Improvements to the lab were made through the Measure C bond.

The Library and the Learning Center West Lab each have a workstation with hardware and software dedicated to students with special needs. There is also an Assistive Technology Room within the Library that contains workstations with specialized software and hardware to accommodate students with special needs in a private setting.

Library and LCW Lab Staffing

Staffing in the Library and LCW Lab include the following positions. ([Doc. 194](#))

- 5 FTE Library faculty
- 7 FTE senior Library technicians
- 2 FTE computer lab operations coordinators
- 1 FTE administrative assistant for the division
- 20,880 student assistant hours per year (2009-10)

([Doc. 195](#))

The Library's foot traffic has increased dramatically in the last five years. The gate count confirms nearly one million users per year. Gate count is high and has jumped even without Saturday and Sunday hours, 150,000 higher than 2007-08 when there were weekend hours of operation. ([Doc. 196](#), Question #76) The Library is open 200 days per year and averages more than 4,000 visits per day. There are about 10,000 patrons who check out materials each quarter. Two out of three students will check out a book, computer or another item from the library each quarter. Circulation numbers have increased significantly, in part due to the popularity of an improved reserves collection. ([Doc. 196](#), Question #57) For the past two years, the Library has been able to purchase textbooks as reserves material using funds of \$10,000 per year granted by the De Anza Associated Student Body (DASB).

The five librarians play indispensable roles as part of the librarian team and in the process they all wear several hats. Each librarian has lead responsibility for more than one major component of the library:

- Library Coordinator, Technical Services, Collection Development
- Automated Systems and Technology

- Reference, Bibliographic Instruction and Multicultural Resources
- Instruction, Periodicals and the Library webpage
- Access Services (Circulation and Reserves) and Computer Labs

Shared duties for all librarians include scheduled hours providing one-on-one instruction at the Reference Desk each week, collection development and conducting Library orientations. Library faculty participate in shared governance and other campus committees.

Likewise, the classified professionals work in various areas of the library, including

- Library Circulation
- Library Reserves
- Interlibrary Loans
- Information Desk Assistance
- Computer Lab Circulation Desks
- Cataloging and Physical Processing of Materials
- Acquisitions of Library Materials
- Library Systems and Technology

The Library is committed to providing professional staffing at the Reference Desk. Adjunct faculty work the evening hours but funding for the adjunct librarians is inconsistent. The Library has recognized the need to have a professional librarian on duty for specified hours in the LCW lab but has been too short-staffed to provide this service. There are also the information needs of the college's Distance Learning students that must be addressed. Creating an interactive online tutorial is another method for instruction delivery that the Library would like to implement. There has not been a newly funded Library faculty position in 25 years. At the maximum, there were six librarians. Currently, the Library has five full-time librarians, one of whom serves as library coordinator.

In summer 2010, a librarian worked with the Developmental and Readiness Education (DARE) Task Force to brainstorm ways in which DARE could align its program with the Library. Potential areas include targeted outreach from the Library to the Student Success Center (SSC), Library instruction of basic information competency skills, and the reinstatement of appropriate electronic resources such as Learning Express, used for test preparation. This work, which will be ongoing, speaks to a Planning Agenda item from 2005.

There is clearly increased demand for all library services. This is reflected in such areas as gate count, high computer lab usage, reserves and A/V circulation. ([Doc. 196](#), Questions #57 and #76; [Doc. 197](#))

Learning Support Services: Student Success Center Tutoring Programs

Instructional support and tutoring programs at De Anza have undergone major changes since the 2005 Self-Study report. As a result of research and input from campuswide discussions, the college has implemented changes in administrative reporting structure and organization, physical locations, content of offerings, and staffing.

In 2005, the Language Arts Division created the Student Success Center (SSC) as an umbrella organization to integrate various programs that support instruction. The SSC encompassed:

- Three Readiness programs that provided co-requisite small-group support for ESL, English writing and reading
- Tutorial centers that provided peer tutoring in all subjects
- The Writing and Reading Center (WRC), which provided professional tutoring in reading and writing
- The Academic Skills Center, which provided self-paced and adjunct study skills courses
- The Listening and Speaking Lab
- The Language Arts Computer Lab

The Student Success Center (SSC) operated in this form from 2005 to July 2010, when a major reorganization was implemented. During this time period, the reporting structure for SSC, with the exception of the Language Arts computer lab, changed from Language Arts to the new Learning Resources Division, which also includes the Library and Distance Learning. Created to integrate campuswide support programs with shared resources and leadership, the Learning Resources Division was part of a larger campus administrative reorganization that included the creation of the position of associate vice president of Instruction, which assumed leadership of campuswide services related to instruction. The dean of Learning Resources position search was begun but put on hold due to budget constraints in 2008-09. The position re-opened in 2010 with an unsuccessful search. An internal candidate was hired in March and will begin work in July 2011. ([Doc. 198](#))

In 2009-10, the Student Success Center (SSC) itself engaged in a major reorganization involving changes in content, format, staffing and space. Today, the reorganized Student Success Center includes some of the existing SSC programs (tutoring, Skills, the WRC and the Listening and Speaking Lab) with changes in location, staffing and format. The large Readiness co-requisite programs have been eliminated. ([Doc. 199](#))

The SSC reorganization was the result of thoughtful dialogue and discussion across shared-governance groups, guided by analysis of data as well as grant, budget and compliance considerations. Results of the collegewide Basic

Skills Initiative Self-Assessment ([Doc. 223](#)) called for a re-examination of developmental education structures overall, and greater coordination and integration of academic support across subject areas and student services. The Instructional Planning and Budget Team (IPBT) analyzed the SSC Program Review, and recommended that the SSC review its structure and offerings in order to provide more focused and efficient academic support, with adequate facilities and a stable budget. Work on a Title III grant, which focuses on improving the academic success of students at basic skills level, also informed the discussion.

These recommendations, and the need to coordinate grant funding and decision-making related to student success, led to a retreat in July 2009, funded by the Title III grant. The result was the formation of the Developmental and Readiness Education (DARE) Task Force. The long-term charge of the group was “to develop a campuswide plan to streamline and restructure the flow of students from the point of entry, through student support and academic courses, to their final objectives.” An initial charge was to examine the SSC and help guide planning. The result was a campuswide discussion and a proposal from the Language Arts and Physical Science, Math and Engineering divisions and the Student Success Center.

A major factor in the SSC reorganization and the elimination of Readiness programs was to ensure compliance with state regulations (Title 5 Section 58050), which require immediate oversight of classes by employees with qualifications in the appropriate discipline. Meeting state regulations would have required staffing the program with employees who possess English, ESL and reading minimum qualifications at all times the classes were offered. Such staffing changes were deemed to be too costly given the current budget realities.

The elimination of Readiness programs resulted in the loss of 36 part-time, permanent classified Readiness Teaching Assistants (RTAs), a program administrative assistant, three classified Instructional Associates, and faculty (2.475 FTEF of faculty release time total). In addition, the positions of SSC director (1.0 FTEF) and Writing and Reading Center directors (.500 FTEF) were eliminated.

Much of the SSC reorganization, including staffing changes and facilities space assignment, has been implemented. Programs formerly housed in L47, which was cramped and inadequate, moved in August 2010 to larger rooms on the third floor of the Advanced Technology Center (AT), increasing student access and facilitating the sharing of staff and resources. Funding for SSC programs is provided through a combination of Title III grants and college B-budget (discretionary) funds. The Student Success Center now has more integrated support for students in basic skills courses in both math and language arts. The

SSC provides free drop-in, weekly individual and/or group tutoring in several locations:

- Math, Science and Technology Resource Center (MSTRC), S-43
- Writing and Reading Center (WRC), AT 309
- General Subjects Tutoring, AT 305
- Academic Skills Center, AT 302
- Listening and Speaking Center, AT 304

Math, Science and Technology Resource Center: The Math, Science and Technology Resource Center provides free drop-in, individual and group tutoring in math and science by trained peer tutors (about 75) and instructional support specialists. ([Doc. 200](#))

Writing and Reading Center (WRC): The WRC provides free drop-in, individual and group tutoring, both within Language Arts and across the curriculum. Online tutoring in writing was offered from fall 2004 to spring 2008, when it was suspended due to budget cuts, though there are plans to offer it in the future. ([Doc. 201](#))

Academic Skills Center: The Academic Skills Center offers individualized, .5-unit self-paced courses in reading, writing, grammar, vocabulary, spelling study skills and basic math, and .5-unit adjunct study skills courses linked to GE courses such as biology, history, political science and economics. In self-paced classes, which enroll 200-250 students each quarter, students work on individualized modules at a pace that is appropriate to them. The linked adjunct study skills courses, which enroll 350-400 students each quarter, combine weekly small-group study and skills-development sessions with workshops and self-paced work in the Skills Lab. About 50 small-group workshops per quarter on a variety of topics are available to all De Anza students, with preference given to those enrolled in Skills courses. ([Doc. 202](#))

Listening and Speaking Center: The LSC provides a comfortable, safe environment for English language learners to practice their skills by attending workshops, using computer software, and meeting with tutors and conversation partners. LSC workshops are increasing in number and popularity each quarter. ([Doc. 203](#))

Tutor Training: Tutor training has developed significantly since 2005. Student tutors are required to take one of four tutor-training courses, LRNA 95 (math/science), LRNA/SPCH 96 (group), LRNA/EWRT 97 (writing and reading) and LRNA 98 (general subject). These are currently offered as hybrid courses. Plans are under way to implement online and non-credit alternatives for students who cannot enroll in or attend the classes, and to seek program certification by the College Reading and Learning Association (CRLA). ([Doc. 204](#))

Student Success Center Program Staffing:

- 1 faculty co-director (Language Arts, Social Science, Business, Languages)
- 1 classified co-director (math and science)
- 5 classified instructional support technicians (2 focus on math/science, 2 focus on Language Arts, and 1 focuses on general subject tutoring)
- 1 classified instructional support coordinator
- 1 classified program secretary
- 1 classified Skills coordinator
- 4 academic advisers (Learning Resources division-wide)
- 150-170 student tutors, working in various SSC areas

([Doc. 205](#))

Distance Learning Center

Distance learning courses offer students an alternative to traditional classroom studies and are designed to accommodate students who prefer classes that do not require on-campus meetings and those who want some face-to-face contact with instructors and classmates through hybrid courses. The Distance Learning Center provides services to students to prepare them as much as possible to be successful in the courses they take. The website contains links to all of the support services itemized below. ([Doc. 35](#))

- Course information
- Information about the online course management system (Moodle, referred to as Catalyst), including log-on instructions
- Information about how to access video-streamed courses, including instructions on how to download RealPlayer, and a test video clip
- Distance course orientations
- A list of services and resources of value to students and links to the appropriate sites, including the Student Success Center, Bookstore, Counseling, Financial Aid, diagnostic testing and Disability Support Programs and Services (DSPS)
- Resources of particular help to new distance learners, including strategies for success, a self-assessment (“Are Distance Learning Courses for You?”) and FAQs
- Faculty resources, including Catalyst training schedules and an online tutorial
- “About Us” link providing contact information, by telephone and e-mail, hours of operation, FAQs and maps

The instructional designer and other staff members work with instructors to encourage sound pedagogical practices to promote overall student success in their courses. As part of this effort, 18 former telecourses have been converted to a more interactive online format as of fall 2010. The online format offers more frequent student/instructor contact than the former telecourse format, which was based on commercially produced video and a textbook. ([Doc. 206](#))

Although technical help is available in a timely fashion Monday through Friday during business hours, it is not available evenings or weekends. Staff members in Distance Learning and the Technology Resources Group (TRG), who are available during regular business hours, provide technical assistance. In 2007-08, Distance Learning attempted to contract for technology help, but it proved to be ineffective because company staff were unfamiliar with De Anza's distance learning courses and their various formats.

The number of distance courses meeting General Education (GE) requirements is at least 50 each quarter. De Anza College does not have any fully online degrees or certificates, although some students have requested them. Some courses unavailable for a complete degree include biology and science lab, speech and Physical Education activity courses. Designing and facilitating these courses at a distance is a challenge. ([Doc. 46](#), [Doc. 207](#))

Self-Evaluation

The college meets this standard. Given their small numbers, the librarians and the classified professionals of the Library and LCW labs are resourceful in serving a population of 24,000 students and more than 500 faculty and staff. Work to expand the capacity and functionality of the former Open Media Lab as described above was accomplished through the Measure C bond and addresses a Planning Agenda from 2005; Library faculty were central to that planning. The availability of wireless connections in the Library, described elsewhere in the document, supersedes the previous Planning Agenda for the installation of additional ports. A final Planning Agenda item related to the English Writing Assessment Test (WAT) portfolio, described in Standard IIA.2.g, pertained more directly to Language Arts.

Distance Learning provides services to students to prepare them as much as possible to be successful in the courses they take. Staff provide pedagogical and technical training to faculty. This, together with other Distance Learning work elaborated throughout this section, addresses a Planning Agenda from 2005.

Academic support for students in the Student Success Center after the reorganization, which began in fall 2010, shows great promise. The new staff has collaborated to assess and improve programs and increase access through improved outreach and marketing. More faculty now list SSC services in their syllabi (green sheets), and academic advisers visit all basic skills classes to publicize tutoring and workshops. Online presence has been intensified with a revision of the website and consistent links with departments and student services. Title III faculty teams from Math and Language Arts have provided valuable input, program development and integration with department curriculum. In the Language Arts area, with the elimination of co-requisite academic support, it remains a challenge to reach students enrolled in basic skills courses at rates and frequency that will impact their success toward their goals.

Title III teams and department faculty are currently working with SSC staff to design supplemental instruction and online support options for students in developmental level classes, and skills modules for those who are preparing for assessment tests or unable to enroll in basic skills courses. Plans include increased outreach among faculty and students, coordination with assessment office to offer on-site assessment and academic advising. ([Doc. 178](#))

Student surveys evaluating SSC services are overwhelmingly positive: 89-96% of respondents to the various surveys agree or strongly agree that they would recommend using the Writing and Reading Center and Math/Science Tutoring Center. ([Doc. 208](#), #32, 33, 34)

Eight-five percent of students agreed or strongly agreed that De Anza provides tutoring resources to meet their needs, a slight increase from 2004. The number strongly agreeing increased from 27% to 37%. ([Doc. 152](#), Table 7, Item 14) Among staff and faculty, 84% agreed or strongly agreed that the college provides adequate access to the Library and other learning support services, including tutoring. ([Doc. 38](#), Table 4B)

The De Anza Associated Student Body continues to devote about 10% of its annual budget to student tutor salaries, demonstrating strong student support. ([Doc. 185](#))

Planning Agendas

- Facilitate an increase in fully online, partially online and hybrid course offerings through Distance Learning instructional design and training assistance.
- With the leadership of the new dean of Learning Resources, engage more faculty in the integration of Library services, including orientations as part of courses and Learning Communities.
- Redesign Library space or create a larger instructional lab to accommodate more students.
- Redesign circulation and reference/instruction desk areas to improve service.

Standard II.C.1.a

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

Library materials and resources include bound books, e-books, video recordings, audio recordings, periodical titles, microforms and electronic databases. The following information is taken from the “California Community Colleges Library/

Learning Resources Data Survey for 2007-08, 2008-09 and 2009-10” and represents 2009-10 totals. ([Doc. 196](#), #41, 43, 44, 46, 48)

- Books 90,714
- A/V Media 6,614
- Periodical Subscriptions 232
- Microform Units 132
- Electronic Databases 10
- Electronic Books 17,475

In the process of selecting Library materials and resources, the librarians consider:

- Materials/resources that support the college curriculum
- Research demands of students
- Requests from students, faculty, and staff
- Subject areas with high circulation
- Recommendations from faculty librarians

While one librarian has lead responsibility for overall collection development, all librarians participate in the process. Each librarian has liaison responsibilities to the instructional divisions. In addition, one librarian has specific responsibility for development of the Library’s multicultural resources, but all the librarians take an active role in expanding the multicultural materials.

Since 1996, the Library’s automation vendor has been the SIRSI Corporation. A production and a test server were both purchased since the last Self-Study. The online catalog is SIRSI’s iLINK. The Library’s catalog and all of the online databases to which the Library subscribes are available both on and off campus. With the installation of the EZProxy server in 2008, remote access to all subscription databases is streamlined so that registered students, faculty and staff can easily access any of the databases for full text articles at any time. Students log in with their student or Library identification numbers. Although the Library has acquired new servers within the last five years, newer equipment and up-to-date software, the network connection is not optimum because the Library’s node of the network has not been upgraded to the 100-gigabit standard available to other areas of campus. ([Doc. 209](#))

Self-Evaluation

The college meets this standard. The print collection has improved currency through extensive weeding and new purchases with depth in areas of highest utilization. ([Doc. 210](#), Average Age of Books 2005 and 2010) These areas include contemporary literature, multicultural studies, current events, and popular social and cultural issues. The print collection lacks depth in areas of lower utilization, such as the physical sciences and health and medicine. The print periodicals collection supplements the Library’s online databases and is now mostly

recreational. The Library relies on the subscription databases for access to full-text periodical literature.

The video collection has both the breadth and depth to support the curriculum. It has improved significantly within the last five years. The librarians have been collecting documentaries, including from PBS and Films for the Humanities, and domestic and international feature films. All new purchases are in DVD format with closed-captioning or subtitles for accessibility. The acquisitions have grown significantly; more importantly, the quality of films that support instruction has seen great improvement. This area of the collection sees high circulation numbers by both students and instructors. The audio book collection continues to grow and is used by students for class assignments as well as by the general campus population for personal enjoyment.

The Library's electronic database subscriptions meet the general research needs for almost all of the student population. The coverage expands across all the academic disciplines with large vendor packages from EbscoHost, Gale, Proquest and Lexis/Nexis. The Library also offers specialized databases such as Literature Resource Center, Artstor, Opposing Viewpoints and Historical New York Times.

The Library was able to expand its materials purchases in the areas of books, DVDs and databases, such as the Historical New York Times database, and subscribed to online resources such as Learning Express, which is especially beneficial for basic skills and vocational students. Learning Express offered access to practice tests for automotive technology and nursing students.

Through a community college consortium, the Library was able to acquire access to more than 17,000 academic e-book titles via NetLibrary. As with all the Library's database subscriptions, NetLibrary is available 24 hours a day, seven days a week. It is a popular resource for De Anza students.

In 2006-07 and 2008-09, the Library received an annual augmentation of \$180,000 to its base amount of \$100,000 from the state lottery fund for the purchase of library materials. With state funding allocated to libraries through the Telecommunications and Technology Infrastructure Project (TTIP), the library was able to augment database subscriptions by \$36,000 per year. In 2009-10, the lottery monies returned to the \$100,000 base amount and TTIP funding for libraries was no longer available. After expanding both general and specialized database subscriptions, the Library was forced to cut specialized databases such as Learning Express, Environmental Studies Complete and Auto Reference Center.

Even with the augmentations, the Library was still challenged in supporting the needs of more than 20,000 students. The Library was totally dependent on lottery allocations for instructional materials with some augmentation for B-budget when it was available. Library personnel were stretched to the maximum in terms of selection of materials and the ordering, processing and cataloging work

of classified professionals. Major acquisitions during this time expanded the collection of art books, documentary films, atlases, dictionaries, encyclopedias and other reference materials.

All the librarians are committed to ensuring that the collection continues to expand and meet the needs of the college's diverse student population. Over the past 10 years, the collection has established a strong multicultural emphasis. In 2009-10, the Library received a generous gift from the IMPACT AAPI grant. With the gift of \$15,000, the Library was able to order new titles for the Asian American Pacific Islander collection. ([Doc. 211](#)) The De Cillis Vietnam Conflict Collection in the Library's Special Collections area continues to receive new donations of books and videos, as does a second collection that focuses on Current Conflicts.

The Library would benefit from a consistent and stable materials budget. The allocations even during the best years still do not meet all student needs. A larger and more reliable budget would enhance the collection in strong areas, as well as to bring other areas up to date.

Planning Agenda

No recommendations at this time.

Standard II.C.1.b

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

In 2009, the Library successfully advocated for the inclusion of information literacy as part of the revised Institutional Core Competencies (ICCs). This ICC states that, "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." ([Doc. 107](#))

The Library provides ongoing instruction for students to develop skills in information literacy in three ways:

- Individualized assistance at the Reference/Information Desk
- Library orientations for classes
- Library Instruction Program

The Reference/Information Desk is staffed at least 54 hours per week by librarians who work individually with students and other users. Questions range from simple requests for directions to substantive inquiries associated with classroom

research projects. Students may also contact librarians online via the Library's website. ([Doc. 212](#))

Instructors may request Library orientations for their classes. All instructional sessions are tailored to the specific needs of the discipline and particular course. Most classes that attend orientations have a research component to the coursework. Subject-specific orientations focus on assisting students with topics relevant to their classes. Instruction is conducted in one of two areas: the Library's Computer Lab or the Library classroom. The lab is beneficial for students to perform hands-on work. The Library was able to upgrade the lab with new computers and a new projector from Measure C bond funding. When the lab is not used for instruction it serves as one of two open labs maintained by the Library.

In the 2005 Self-Study, it was reported that the Library conducted 68 orientations, or about 23 sessions per quarter, during a typical academic year. For the last three years, the Library has conducted about 100 sessions each year or about 30 a quarter. ([Doc. 213](#)) Of these, about one-third are from English writing classes with a research component. Most of these are EWRT 1B classes with a few EWRT 1A, EWRT 2 and ESL 5 (about 10%) classes added to the mix. Other classes that regularly visit the Library for instruction include political science, psychology, history, reading, speech, nutrition, environmental science and counseling.

The Library also offers online courses to help students acquire information literacy skills. These are 1-unit, self-paced courses offered through the Distance Learning Program. The four courses are Introduction to Online Research, LCEN 50; Business Resources on the World Wide Web, LCEN 51; Advanced Internet Search Techniques, LCEN 53 and Emerging Internet Technologies, LCEN 55. The Library averages 20 or more students every quarter for each class that is offered.

Self-Evaluation

The college meets this standard. The Library added a fourth 1-unit course, Emerging Internet Technologies, LCEN 55, since the last self-study to reflect current trends in information research.

Course-related orientations have become more in demand in the last five years. Offering tailored rather than general instructional session orientations require more intensive preparation time for the librarians but are more effective. Students respond more positively and are more engaged when the content of a session is relevant to their specific research assignments.

The 20 new workstations in the computer lab are an excellent asset for hands-on instruction. However, with some classes numbering from 30 to more than 50 students, the space is inadequate for most groups of students.

The Library receives positive and often enthusiastic responses from both faculty and students who participate in its instructional program. At the time of the previous Self-Study, the librarians recognized the need to begin creating and administering assessment cycles for measuring Student Learning Outcomes (SLOs) in course-related instruction. One of the LCEN classes will complete an entire Student Learning Assessment Cycle (SLOAC) by spring 2011 and the others are in progress.

In June 2009, the GE Steering Committee made several recommendations for changes to De Anza's GE pattern. These recommendations are still to be approved by the De Anza faculty and include the requirement that there be "One course completed that meets the Information Literacy requirement." In addition, there is a separate recommendation that "Courses that certify/qualify as meeting the information literacy requirement include a research assignment with a library orientation." ([Doc. 73](#), [Doc. 214](#))

With the approval of this recommendation by De Anza faculty, the Library foresees an increase in instructional sessions. The librarians also want to expand the instructional program in other capacities. For example, in summer 2010 one of the librarians worked with the DARE Task Force to identify ways in which the library could collaborate with the Basic Skills program. One recommendation is to offer library instruction to all students in the program.

Planning Agendas

- Explore creative ways to utilize existing faculty and technologies to fully develop an enhanced information literacy program.

Standard II.C.1.c

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

Library hours have fluctuated over the past 10 years. Currently the library is open Monday-Thursday 8 a.m. to 9 p.m., and Fridays from 8 a.m. to 4 p.m. with extended service through Library Express until 7 p.m. There is no weekend service.

The Library's collections include non-circulating reference materials, the circulating general collection (print and non-print), and reserve materials related to specific courses with limited circulation. The LWCL provides a circulating collection of telecourse materials in support of the Distance Learning Program and supporting media materials for on-campus ESL classes. Loan periods for materials vary according to material type and intended use.

While the Library's print collections are only available to patrons who can visit the campus during the week, all Library online resources are available via the Internet. From the Library's webpage, patrons can access many valuable resources including the online catalog, newspaper and magazine databases, selected non-subscription Internet sites, search engines and Library courses, as well as general information. Instructions for logging on using the student's campuswide ID number or the student's 16-digit library number are also available on the webpage. ([Doc. 215](#))

Several online resources have been added since 2005. The entire Library now has wireless access, and there are now 13 laptop computers available to check out for use anywhere in the Library. ([Doc. 216](#)) Students can access and read e-books online. Online databases that are available are listed below; resources acquired within the last five years are designated as "new."

- Academic Search Premier (Ebscohost)
- Academic Onefile (Gale)
- Lexis Nexis Academic (new)
- Historical New York Times (new)
- Proquest Newspaper Database
- Literature Resource Center
- Opposing Viewpoints in Context (new)
- Artstor (new)
- Encyclopedia Britannica Online
- Countrywatch
- CQ Researcher

The Library also has subscription packages through Ebscohost and Gale that provide access to a variety of specialized resources. Students are also able to access nearly 20,000 electronic books via NetLibrary, an e-book service.

The Library provides four coin-operated photocopy machines for students to use for personal copying.

Self-Evaluation

The college meets this standard. In spite of limited staffing levels and budgets, the Library provides students with the resources and services they need to complete their coursework. With the addition of wireless and online databases including those cited above, the Library has expanded access and stayed current with technological resources. The Library has also created an informative and engaging Facebook page. ([Doc. 217](#))

Students enrolled in the college's Distance Learning Program in 2010-11 have considerably more online resources today than five years ago. Students can remotely access the Library's online catalog and all of the Library's databases by logging on with their campuswide ID number. They can receive telephone and

online help from a librarian during regular library hours. They can also complete the self-paced 1-unit online courses in Internet search techniques and emerging Internet technologies offered by library faculty. This enhanced access to Library services accomplishes the Planning Agenda established in the 2005 Self-Study.

On-campus support services are designed for students who are on campus on a regular basis. Among the areas where distance learners who are non-traditional students do not always receive appropriate support are Admissions and Records, the Assessment Center, the Tutoring Centers, and Counseling and Matriculation, Disability Support Programs and Services. Working with these departments, the Distance Learning Center could explore the possibility of integrating more services into the online learning experiences for students. In addition, Distance Learning could take steps to establish greater dialogue between itself and other services so that each department has a better understanding of how the other department works, thus preventing students from being referred to the wrong department for help.

Planning Agenda

No recommendations at this time.

Standard II.C.1.d

The institution provides updates and maintains maintenance and security for its library and other learning support services.

Descriptive Summary

Building security in both the Library and the LWCL is maintained with electronic key access. The electronic keys are assigned to specific employees and can be reprogrammed to allow access to prescribed areas and at prescribed times on an as-needed basis. To provide an additional level of security, both buildings are equipped with sensitive motion detectors that trigger the alarm system when activated. To protect the Library's collections, 3M brand security strips in conjunction with 3M brand security gates provide the staff with an alert if items that are not properly checked out are removed from the Library.

Database subscriptions come with licensing agreements. In the past, security was maintained by password access. The EZProxy server was established in 2008, which ensures that only currently registered students have access to subscription databases in accordance with licensing agreements.

All computer and information system security is maintained by the district's Education Technology Services (ETS). ETS is responsible for maintaining computer security of the Library's automated system, computer information systems, application and operating system software, and Internet access. The library server is in a secured server room, and access is limited to authorized faculty and staff.

Self-Evaluation

The college meets this standard. Security is maintained for the Library and its collections through staff oversight and a variety of electronic safeguards, including locking systems, sensors and passwords.

Planning Agenda

No recommendations at this time.

Standard II.C.1.e

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

The De Anza College Library participates in the Community College League of California (CCLC) buying consortium for subscriptions to Library databases and for other discount purchasing. The Library has a formal contractual agreement with the SIRSI Dynix Corporation for the integrated library system (the online catalog). It is also a member of the worldwide library cooperative, Online Computer Library Center, Inc. (OCLC), for shared cataloging and interlibrary loans. ([Doc. 218](#))

Self-Evaluation

The college meets this standard. All contractual agreements are functioning well and are adequate for the Library's needs.

Planning Agenda

No recommendations at this time.

Standard II.C.2

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The Library and other Learning Resources evaluate their services, including through the assessment of Student Learning Outcomes (SLOs).

Library

The Library has four credit classes with SLOs as well as Student Services Learning Outcomes (SSLOs). The Library submitted SLOs for all LCEN courses by winter 2010 and completed an assessment cycle for one of the courses, Emerging Internet Technologies, LCEN 55, in spring 2011. SLO assessment cycles (SLOACs) were completed for the remaining courses in spring 2011.

In spring 2010, the Library conducted a general survey to assess an initial SSLO, "Identify and utilize the broad range of resources and services (e.g.: database, reference, technology, reserves, e-books) available through the library in support of class assignments and course instructional objectives." Many of the questions on the survey were the same as those used in a 2000 survey. Some questions were repeated in the new survey to collect some longitudinal results. The survey, a mix of online and paper formats, was distributed to 335 participants, predominantly students. About 40% came from surveys completed by students during orientations. ([Doc. 219](#), [Doc. 220](#)) Some major findings included:

- Students visit the library to use the wireless network.
- When using computers, the main activities are checking e-mail and browsing the Internet.
- Students who say they use reference and reserves are more than 90% satisfied or completely satisfied with those services; approximately one-third of respondents say they have never used either service.
- Most of the problem areas cited relate to printing and wireless access.
- In the 2000 survey, the biggest issues in the comments section concerned lack of sufficient computers and the outdated collection. Neither problem was mentioned in the latest survey.
- Air quality and noise were repeat issues from the previous survey.
- Directions (signage) to the collection and other areas need to be clearer.

The top five positive aspects were:

- The physical building
- The wireless network
- Off-campus access to subscription databases
- Borrowing library books
- Full-text articles online

The Library has analyzed the results and determined that:

- It should survey students in library orientations separately, using a pre- and post-test method.
- The suggested list of problems that students might face did not give enough useful information, resulting in the need to drill down further in subsequent SSLO assessments.
- The Library needs to improve signage.
- Continue to work on noise issues and air quality. Both are tough challenges that need structural building changes.
- The Library needs more efficient marketing.

The Library faculty and classified professionals met in fall 2010 to address the action items as part of the reflection and enhancement process for the initial SSLO. Three subsequent SSLOs were planned as a result of the larger survey. The second was completed during fall 2010 and focused on assessing the Reserves and Circulation areas. The third may focus on technology issues in the Library West Computer Lab. Library orientations will be assessed separately by fall quarter 2011 using a pre- and post-test method.

Distance Learning Center

The Distance Learning Program Review from 2008 and the 2010 Update show an enrollment growth of 11% for 2008-09 and an estimated growth of 6% for 2009-10, despite having staffing shortages most of that time. The total number of users supported in Catalyst, the De Anza online course management system, ranges from 3,000-5,000 each quarter. ([Doc. 206](#))

Student survey results from 2007 and November 2010 indicate that 78% of respondents reported a Good or Excellent experience with taking distance learning courses at De Anza, and 73% rated their overall experience with the Distance Learning Center as Satisfied or Very Satisfied. The 2007 survey showed that 85% of students who were taking distance learning courses cited the ability to take a course from home or work, flexibility to fit their schedule, or preferring not to have to come to campus as reasons for enrolling in distance courses. ([Doc. 207](#))

The Distance Learning Center uses individual student feedback and specific survey feedback to ensure the support and services being provided to students adequately respond to student needs. For example, Distance Learning discovered that the use of RealPlayer® streaming media caused an unacceptable number of issues for students. A respondent wrote, “Can we get rid of using RealPlayer as a means to watch lecture videos on Catalyst? Skips a LOT and restarts the video way too often.” Distance Learning is now working with the Technology Resources Group (TRG) on the final stages of a pilot project for a new Searchable Internet Video (SIV) system.

Student Success Center (SSC)

Prior to the reorganization of the SSC, individual academic support programs collected data and assessed their services in various ways. Through a series of staff meetings and retreats, beginning spring 2008, Tutorial and Academic Skills developed both program outcomes and SLOs for the credit courses offered through Skills and Learning Assistance. These outcomes were examined with the Title III Language Arts faculty team after the SSC reorganization. In addition, data was collected to assess a pilot program of class-assigned tutors in Language Arts courses. Since the reorganization, the SSC has embarked on systematic, program-wide assessment and usage data collection, with the goal of establishing a baseline from which to plan and measure changes and improvements.

Tutorial Programs: After using the SSC programs for an appropriate amount of time, and within the context of each individual's needs, students will:

- Express a more positive attitude toward the subject they are studying
- Use effective learning skills
- Improve their academic performance

Prior to the SSC reorganization, usage statistics and end-of-quarter student surveys were collected and results used to measure student satisfaction, but these were not tied to the evolving learning outcomes, which were more clearly defined after the reorganization. In winter 2011, the SSC conducted a General Subject Tutoring Survey with the assistance of Institutional Research. ([Doc. 208](#), #32) Eight-two percent of students responding to a winter 2011 Writing and Reading Center survey agreed or strongly agreed that their attitude toward the subject improved after working with a tutor, and 76% reported that their tutors helped them develop effective study skills. When asked to predict their grade before tutoring compared to their grade after tutoring, 37% of respondents in the Math and Science tutoring center said they expected D, F or drop before tutoring, while 81% expected an A, B, or C after tutoring. ([Doc. 208](#), #33)

Given the recent reorganization and new assessment efforts, plans will evolve as more data is collected. Title III efforts as described in II.C.1.c will continue, with adjustments as data becomes available. Usage data suggests that more outreach to part-time and evening faculty is needed.

Self-Evaluation

The college meets this standard. The Library is progressing with its assessment of course-level SLOs and service area SSLOs. For its initial SSLO, the Library started with the model of a comprehensive survey that reflected one of its program-level SSLOs. From there, the Library is continuing to “drill down” further with a circulation/reserves assessment conducted in fall 2010 and a computer lab survey for spring 2011. The addition of four credit classes has allowed the institution to identify and utilize a broad range of resources and services to support its learners. This has yielded positive SLO and SSLO assessments during the prior year. The Distance Learning Center has provided technical help for students, faculty and staff, which improved access for learners as demonstrated by the increased numbers of students enrolled and successfully completing online learning at the institution. In addition, other learning support services, which included the Student Services Center reorganization, have shown systematic improvement also contributing to positive Student Learning Outcomes. This reorganization has increased access to students through improved outreach and marketing.

Planning Agenda

No recommendations at this time.

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- Doc. 203 Listening and Speaking Lab, www.deanza.edu/studentsuccess/listening-speaking-lab/index.html
- Doc. 204 Tutor Trainings, www.deanza.edu/studentsuccess/tutorial/tutorialcenter/tutortrainings.html
- Doc. 205 Student Success Center Staff, Hours and Locations, <http://www.deanza.edu/studentsuccess/tutorial/visitcontact.html>
- Doc. 206 Distance Learning Program Review 2011, http://www.deanza.edu/gov/IPBT/Program_Reviews_2011.html#lr
- Doc. 207 About Distance Learning, <http://www.deanza.edu/distance/about.html>
- Doc. 208 Institutional Research Projects and Surveys 2002 to Present, #32, 34, 34, <http://deanza.edu/ir/deanza-research-projects/surveys2002-current.html>
- Doc. 209 Library Databases, www.deanza.edu/library/index.html
- Doc. 210 Average Age of Library Books 2005 and 2010, <http://www.deanza.edu/library/documents.html>
- Doc. 211 IMPACT AAPI Library Collection, <http://www.deanza.edu/impact-aapi/library.html>
- Doc. 212 Online Library Suggestion Box, <http://www.deanza.edu/library/suggestion.html>
- Doc. 213 Library Orientations Tally 2007-2010, <http://www.deanza.edu/library/library.orientations.pdf>
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- Doc. 214 Recommendation to Academic Senate, <http://www.deanza.edu/gov/academicssenate/ge.html#recommendation2>
- Doc. 215 Locating Articles from Magazines, Journals and Newspapers, <http://www.deanza.edu/library/articledata.html>
- Doc. 216 Library Laptop Loan Program, <http://www.deanza.edu/library/laptop.html>
- Doc. 217 Library Facebook Page, <http://www.facebook.com/pages/De-Anza-College-Library/117060828327466>
- Doc. 218 Community College League of California (CCLC) Buying Consortium, <http://www.ccleague.org/i4a/pages/index.cfm?pageid=3313>
- Doc. 219 Library Survey Spring 2010, <http://www.deanza.edu/library/spring2010.survey.pdf>
- Doc. 220 Library Survey Spring 2010 Comments, <http://www.deanza.edu/library/spring2010.survey.comments.pdf>
- Doc. 221 Counseling and Advising Center Events, <http://www.deanza.edu/counseling/newsandevents.html>
- Doc. 222 Academic Senate Notes for Spring 2009, <http://www.deanza.edu/gov/academicssenate/notes/index.html>
- Doc. 223 Basic Skills Initiative Self-Assessment, <http://www.deanza.edu/dare/bsi/self-assessment.html>



STANDARD III

RESOURCES

Standard III: Resources

The institution effectively uses its human, physical, technology and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Standard III.A.1

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training and experience to provide and support these programs and services.

Standard III.A.1.a

Criteria, qualifications and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly and potential to contribute to the mission of the institution. Institutional acuity plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

All full-time positions at De Anza College have detailed job descriptions. Each hiring committee reviews the job description and develops appropriate position announcements prior to posting and conducting recruitment and hiring activities. Job descriptions are in a format consistent throughout the Foothill-De Anza Community College District. ([Doc.1](#))

Jobs are advertised for a minimum of eight weeks, although in unusual circumstances, the time frame may be reduced to not fewer than six weeks. Position announcements are distributed to colleges, universities and organizations committed to providing equal employment opportunity to a wide range of applicants. Positions are advertised locally and in professional publications,

the Chronicle of Higher Education and online, as recommended by the search committee, department faculty and the college president.

Screening criteria and interview questions are developed and approved by a trained Equal Employment Opportunity (EO) representative before the search committee reviews applications. The criteria are developed from the position description and the qualifications and requirements listed in the announcement. Committee members also consider special needs of the program and the student population it serves. Screening criteria are listed on an approved screening form used by all committee members. ([Doc. 2](#))

The state of California establishes minimum qualifications for every faculty discipline area. Applicants must possess these minimum qualifications in order to be considered for a position. Every faculty job description emphasizes the importance of instructors being grounded in their subject, knowledgeable of the best pedagogies in their field, committed to student learning, and sensitive to the differences among students in a richly diverse campus environment. Faculty must meet minimum qualifications, or the equivalent, as established by the Statewide Academic Senate for California Community Colleges. These minimum qualifications serve as a statewide benchmark for promoting professionalism and rigor within the academic disciplines and as a guide to determine suitability for employment.

The importance of effective teaching is made clear in job announcements. The candidates must demonstrate success in effective teaching by including a special, separate statement in their cover letter or resume. In many cases there are additional supplemental questions that the candidates must answer regarding effective teaching. In the interview session, candidates are required to demonstrate their ability to meet the needs of a diverse student population.

Procedures are also articulated for hiring new part-time faculty and include full-time faculty input. Although these procedures are not as intensive as the hiring procedures for full-time faculty, efforts aimed at recruiting and hiring part-time faculty are expected to be similar to those undertaken when hiring full-time faculty.

Faculty serve on hiring committees in the search committee process and on the final selection committee with the college president. The college's hiring procedure details search committee membership, level of contribution, and decision-making roles. Faculty participate in developing the job announcement, reviewing applications, selecting candidates for interview, determining the interview and assessment process, interviewing and assessing candidates, conducting reference checks and making recommendations for further consideration to the president.

Faculty also serve on selection committees and assist the president in interviewing and evaluating the finalists. As many faculty members from the search committee as possible, but at least one, participate on the selection committee.

The hiring procedures for full-time employees are rigorous and thorough. All positions follow the same process of initial screening of written applications, interviews with the hiring committee, reference checking, final interview and selection. Issues of diversity are included in the training of each search and selection committee for all positions and are an integral part of the job description and interviewing and selection procedures.

Self-Evaluation

The college meets this standard. De Anza's hiring process for full-time employees in all categories is thorough and consistent. The hiring practices adhere to the criteria, policies and procedures that govern the selection and employment of all employees. EEO representatives, trained to serve on search and selection committees, ensure that the hiring process is equitable and follows the Hiring Process Manual. ([Doc. 2](#))

A hiring process has also been developed for all part-time employees. There are procedures for part-time faculty employment, guidelines for temporary replacements, and short-term and temporary employment.

Planning Agenda

No recommendations at this time.

Standard III.A.1.b

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

Performance evaluations are designed to encourage employee growth and development, and to encourage open and productive communication among supervisors and employees. With improved relationships, employees and supervisors can identify and establish training needs. Effective performance evaluations can lead to:

- Improved performance by motivated employees
- Established goals and objectives with a cooperative plan to achieve them
- Increased skill/performance through additional training

- More cohesive work units
- Job enrichment

The Foothill-De Anza Community College District believes that an effective performance evaluation program contributes significantly to its mission of improving student access and success. The focus of all evaluation is how to improve performance to better serve students. The positive focus of this process adds value to employees' work, improves their performance, develops their talents and unites them in a common goal. ([Doc. 3](#))

Full-time Faculty

The contract between the district and the Foothill-De Anza Faculty Association (FA) includes negotiated performance evaluation forms and language stating that an official administrative evaluation of faculty is to

- Recognize outstanding performance
- Improve satisfactory performance and further the growth of employees who are performing satisfactorily
- Identify areas that might need improvement
- Identify and document unsatisfactory performance and offer assistance in achieving the required improvement

Administrative evaluations of faculty include performance in the classroom and in all areas of their contractual obligations. ([Doc. 4](#))

In accordance with the Faculty Agreement, during the four-year tenure review period probationer full-time faculty are evaluated by a four-member committee, typically including the division dean, members of the department and division, and an at-large faculty member from outside the division. New faculty are also evaluated by students on a quarterly basis and are required to write a self-evaluation at the end of the first, second and fourth years of the tenure process. The administrative/peer evaluation form and the student evaluation form contain a set of statements used to evaluate faculty performance, as well as a written narrative to describe areas of satisfactory or better performance and areas for improvement. The contract includes a detailed Tenure Review Handbook that specifies timelines, steps, roles and responsibilities. All faculty in the tenure review period are evaluated in accordance with the handbook. ([Doc. 5](#))

The Faculty Agreement also explains in detail the procedures for evaluating regular and contract faculty and stipulates that every regular faculty employee is to be evaluated at least once every three academic years. The agreement contains deadlines to assure that follow-up is done in a timely manner. The evaluation process includes administrative, peer and student evaluations to the extent practical based on the faculty employee's assignment. Official evaluation instruments for faculty are contained in the agreement.

Full-time faculty who have served at least one full year at the top step of the appropriate salary schedule and have completed at least four years of service within the district are eligible to apply for the Professional Achievement Award (PAA). The PAA is a mutually agreed upon contractual provision intended to reward excellence in the performance of the faculty member's principal duties and to promote continued professional growth and special service to the college or district. Detailed criteria for the granting of this award, which includes documentation over a four-year period of professional growth activities, special service to the district, as well as administrative, peer, student and self-evaluations, are also found in the Faculty Agreement. ([Doc. 6](#))

Part-time Faculty

Part-time faculty are also evaluated on a nine-quarter cycle, using the same evaluation instruments as for those for full-time faculty. Responsibility for conducting the evaluation lies with the division dean, although the dean may appoint one or more designees, often department coordinators, to conduct the evaluation. This practice is often the case in areas with large numbers of new and continuing part-time faculty. Part-time faculty must be evaluated at least once during their first three quarters of employment. ([Doc. 3](#))

Classified Professionals

Classified professional evaluations are monitored through the district Office of Human Resources and Equal Opportunity. Forms are sent to supervisors in a systematic and timely manner. Classified professionals receive two-month and six-month evaluations during a probationary period before being evaluated for permanent status by their supervisor. Thereafter, an annual evaluation is conducted to enhance employee-supervisor communication regarding job expectations and professional growth.

The classified evaluation process includes periodic financial incentives based upon merit and service through a system that includes step increases and longevity awards. Unsatisfactory performance is formally noted through the evaluation process, and the classified professional receives improvement plans and recommendations in order to maximize job performance. Classified negotiated agreements through the Association of Classified Employees (ACE) bargaining unit include mutually agreed upon language and application forms for the Professional Growth Award (PGA). The bargaining unit representatives educate personnel regarding opportunities to participate in this program. ([Doc. 3](#), [Doc. 7](#))

Administrators

Evaluation of administrators covers three areas: position responsibilities, annual goals and behavioral skills. The process also includes a self-evaluation with a development plan. New administrators receive a comprehensive evaluation each

year for the first two years of service. The supervisor evaluates the administrator in all three areas, and input for behavioral skills is solicited from a broad-based group of responders selected by both the administrator and his or her supervisor. Thereafter, administrators are evaluated annually by their supervisor and receive a comprehensive evaluation every three years. ([Doc. 3](#))

Self-Evaluation

The college meets this standard. The processes and procedures for evaluating faculty, classified professionals and administrators are clearly provided in the Performance Evaluation Manual. The Tenure Review process for evaluation of new faculty is also well established and detailed in the handbook. Evaluating part-time faculty on a regularly scheduled cycle can be challenging due to the large number of part-time faculty and the time limitations of the evaluating deans and/or their designee.

While workshops for administrators on professional growth activities were not held as outlined in the Planning Agenda from 2005, employees are informed of opportunities through their bargaining units and workshops are held on the topic by the Office of Staff and Organizational Development. ([Doc. 8](#), [Doc. 9](#), [Doc. 10](#)) The terms and conditions for receiving the PAA (faculty) and PGA (classified) awards are also clearly stated in the Faculty Agreement (Article 38) and ACE Agreement for classified professionals (Appendix B).

Planning Agenda

No recommendations at this time.

Standard III.A.1.c

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

The Academic Senate holds the belief that the assessments associated with Student Learning Outcomes are a part of the college's commitment to a culture of inquiry. The SLO process is dedicated to an ongoing exploration of when, why and how students learn. It is dedicated to an introspective teaching process that is continually changing and evolving to meet changing needs of students. The faculty-driven SLO project has successfully incorporated these values into a very simple assessment model.

The Academic Senate does not believe that individual faculty should be evaluated on their level of participation in the SLO Assessment Cycle (SLOAC) process. Neither should faculty be individually evaluated on SLOAC findings conducted in their specific course sections. To do so would compromise the best promises of

the SLOAC process in which colleagues in dialogue analyze assessment results and collectively decide how to improve learning outcomes of students taking the courses.

In addition, the Academic Senate believes that the value of SLOACs, in which assessment is used in a culture of inquiry to improve teaching and learning, is a part of every faculty member's professional contributions to the college. ([Doc. 11](#); [Doc. 4](#), Article 10.7.1)

Self-Evaluation

The college meets this standard. The college has adopted the Student Learning Outcomes process as a welcome additional tool for assessing effectiveness at every level of its organization. The value of SLO assessment lies in the culture of inquiry the process facilitates, with negative and positive assessment results holding equal value in their ability to guide the college toward improving student success, as evidenced through the course-level assessment cycles conducted by faculty, their extensive dialogue, and the success stories discussed in the SLO Newsletter. ([Doc. 12](#)) The college has responded in full to the 2005 Commission recommendation on Student Learning Outcomes and to its own Planning Agenda from the 2005 Self-Study on SLO definition and measurement.

Planning Agenda

No recommendations at this time.

Standard III.A.1.d

The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

Integrity has long been a foundation of the college. The Executive Committee of the De Anza Academic Senate in 1991 adopted a Statement of Professional Ethics, which is an adaptation of the American Association of University President's (AAUP) ethics statement. The resolution begins: "De Anza Community College faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them." It goes on to address scholarly competence, intellectual honesty, respect for students and faculty colleagues, and obligations as a citizen of the broader community. ([Doc. 13](#))

The Tenure Review Handbook, as mutually agreed upon between the Faculty Association and the District and used at both colleges, includes the Statement on Professional Ethics. That statement reads, in part:

“...Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities

placed upon them...They hold before them the best scholarly and ethical standards of their discipline...Professors make every reasonable effort to foster honest academic conduct...Professors accept their share of faculty responsibility...”

As teachers, faculty members promote the free pursuit of learning in their students. As colleagues, faculty members have the obligations that derive from membership in the community of scholars. As members of an academic institution, De Anza faculty seek above all to be effective teachers and scholars.

In 2002, the committee adopted an Academic Integrity statement, which recognizes the role of academic integrity as an essential part of any true educational experience, requiring integrity on the part of faculty, administrators, staff and students, and that we have expectations of integrity in each other. ([Doc. 14](#))

The Academic Senate resolutions and the Tenure Review Handbook serve as guidelines along with specific board policies related to harassment, mutual respect, discrimination and diversity. ([Doc. 15](#))

In 2008, the De Anza Classified Senate adopted a Code of Ethics stating that senate members are guided by a deep conviction of the value of services provided by classified professionals to support students and the advancement of De Anza College. The code is intended to represent and promote the highest standards of personal conduct and professional standards among its members. It continues on to address legal and ethical commitments, honor and integrity, collaboration and participation, and respect for the diverse cultures comprising the De Anza College community. ([Doc. 16](#))

The Foothill-De Anza Administrators Handbook includes the ethics statement of the Association of California Community College Administrators (ACCCA). ([Doc. 17](#))

On June 20, 2011, the board of trustees approved Board Policy 3121, Standards of Ethical Conduct for all employees. ([Doc. 156](#))

Self-Evaluation

The college meets this standard. Codes of ethics exist for all employees. The consideration and adoption of the Classified Senate Code of Ethics directly responds to the Planning Agenda in the 2005 Self-Study as well as recommendation number 3 in the 2005 Evaluation Report. ([Doc. 19](#)) The Office of Staff and Organizational Development holds workshops on topics such as “Meeting the Challenge of the Difficult Customer” and “Know Your Working Style” address ways to handle interpersonal challenges. ([Doc. 10](#))

In addition, the procedures to resolve complaints regarding harassment and discrimination for faculty and staff are well documented under District Administrative Policy 4640 (AP4640). The existing bargaining unit agreements also address processes for resolving grievances. In addition, faculty and staff may file an informal complaint at any time to their administrator addressing coworker conflicts or alleged violations of board policy. This process can also be found under AP4640 under Informal Complaint Procedure. ([Doc. 18](#))

The Foothill-De Anza Board of Trustees has had a policy on Cultural Diversity/Equal Opportunity Policy (BP4100) since 1962, updating it periodically and reaffirming it in 2003. Building upon this policy is a Mutual Respect Policy (BP4110, amended Aug. 28, 2006) and an Anti-Discrimination Policy (BP4105, also amended Aug. 28, 2006). The district does not currently have a policy to address formal grievances on interpersonal or ethical matters.

Planning Agenda

- Explore additional ways to educate employees about different working styles and interpersonal work relationships.

Standard III.A.2

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

The college consistently maintains its Faculty Obligation Number (FON) from the state. Ranking of faculty hires occurs through the Program Review process in the Instructional Planning and Budget Team (IPBT) with the approval of College Council. Staffing levels for Student Services programs, which include non-instructional faculty, are determined through the Program Review process and the Student Services Planning and Budget Team (SSPBT), together with IPBT and College Council.

The last several years of budget reductions have taken a toll on staffing levels. In early 2010 and 2011, De Anza made difficult human resources decisions through its planning and resource allocation process. The process was as transparent and as compassionate as possible. The planning process was followed and opportunities were made available so that all could participate in the process. ([Doc. 20](#), [Doc. 21](#), [Doc. 22](#), [Doc. 23](#), [Doc. 24](#), [Doc. 25](#))

For planning and budgeting, including for staffing, the college has adopted a Six-Year Planning and Assessment Cycle, building on the previous practice of annual Program Reviews. Each academic, Student Services and administrative

program will complete a comprehensive review every six years and provide an annual update. Deans and directors supplement the Program Reviews and updates with reports. Program Reviews and reports are submitted to the corresponding Planning and Budget Team (IPBT or SSPBT). Each PBT consists of faculty, administrator, academic senate, classified professionals and student representatives. ([Doc. 26](#))

Breakout teams of PBT members read each Program Review or update and report their findings to the entire PBT. Additional information about the individual programs is collected through a process of meetings with program faculty, administrators and classified professionals. This information also factors into the evaluation and planning process. Under the current guidelines, the PBTs will assess annually the effectiveness of the Program Review process and the requisite forms as evaluation tools useful to the college. ([Doc. 27](#))

The PBTs are developing the timelines, criteria and format for the comprehensive reviews. A program's comprehensive review documentation should include data provided by Institutional Research. The data details enrollment levels, full-time equivalent faculty (FTEF) numbers, equity gap figures, and student success and retention rates for targeted populations and the program's entire student population. The reviews and updates report the goals of the program, its alignment with the college's mission and strategic initiatives, Student Learning Outcome (SLO) assessment results, and plans for improving success, retention, equity and SLOs.

The compilation of Program Review information guides the resource allocation process. If requests for program resources cannot be funded through the division's existing budget or other resources, the request may be added to the list of considerations in the planning and budget process. In the fall the PBTs recommend resource needs to the College Council.

Self-Evaluation

The college meets this standard. With the implementation of the college-approved Six-Year Planning and Assessment Cycle, the college will have an increasingly better coordinated and more comprehensive approach to educational master planning and resource allocation in meeting stated institutional purposes and goals: integrated planning and budgeting. Program Review is an important component of this comprehensive approach, and is enhanced with the incorporation of regular and comprehensive Program Reviews and annual student learning and student services outcome assessments. Effective staffing and resource allocation decision-making at the PBT and College Council levels can occur based on timely and carefully structured program and outcome information. In a period of limited funding and an increased student demand for courses and services, the college has in place a system to evaluate and meet staffing needs.

Staffing levels have been reduced due to state budget shortfalls. Table 1, from the district's Office of Institutional Research and Planning, shows staffing levels from 2005 through 2010.

Table 1

De Anza Full-Time Employees Fall 2005-Fall 2010

	2005	2006	2007	2008	2009	2010
Administrators	27	27	29	29	29	26
Full-Time Faculty	305	301	311	303	300	304
Classified	325	333	342	338	328	285
TOTAL	657	661	661	682	657	615

Source: Fall Employee Demographics by Year, Institutional Research and Planning. ([Doc. 28](#))

Planning Agenda

- With the oversight of College Council and its College Planning Committee (CPC), continue to ensure that the Educational Master Plan goals and integrated planning drive staffing decisions.

Standard III.A.3

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary

The district Office of Human Resources and Equal Opportunity is responsible for initiating and recommending the development of or revision to district personnel policies. The district works in a shared governance process with representatives of both colleges and constituency groups including bargaining units and employee associations, to review policy language and to recommend to the chancellor, through the Chancellor's Advisory Council (CAC), policies and revisions for consideration by the board of trustees. The chancellor recommends action to the board, and adopted policies are included in the Board Policy Manual. In addition to being published online, the manual is available in printed format in the chancellor's office. The manual includes policies on harassment and discrimination, equivalency, cultural diversity and equal opportunity, mutual respect, hiring and academic freedom. ([Doc. 15](#))

On behalf of the board, Human Resources, the chancellor and her staff regularly review board policies and administrative procedures that provide guidance on implementing board policy. They are updated as needed to ensure they are current, relevant and appropriate. The District Human Resources Office is responsible for the administration of personnel policies.

In addition, districtwide collective bargaining units for faculty and staff negotiate agreements on wages, benefits and working conditions, and included in these agreements are provisions for filing formal and informal complaints. The district's meet-and-confer groups (for administrators and confidential staff) have similar language in their handbooks. The District Human Resources Office is responsible for negotiating the agreements and recommending adoption by the board of trustees. ([Doc. 4](#), [Doc. 30](#), [Doc. 31](#), [Doc. 32](#))

Self-Evaluation

The college meets this standard. All constituencies, including bargaining units and senates, provide input into developing and communicating personnel policies and procedures as part of shared governance. Involvement of the bargaining units in areas such as grievance and conciliation processes fosters equitable and consistent administration of policies.

Planning Agenda

No recommendations at this time.

Standard III.A.3.a

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

The District Hiring Process Manual prescribes the procedures for hiring employees. ([Doc. 2](#)) Personnel are required to adhere to those procedures as a condition of participating on a hiring committee. The process begins with a full review of the job description and the development of a job announcement, which identifies the required and preferred qualifications candidates need to meet the essential functions of the position. In addition, the district assigns a trained campus Equal Opportunity (EO) representative to ensure the procedures are followed and all applicants are treated equitably in the employment process. EO representatives are trained on the provisions of fair employment practices and how to intervene when issues arise. Committee members also receive training on fair employment practices prior to reviewing applications for the position.

Each new employee attends an orientation. District policies are reviewed as part of orientation, and employees are provided information regarding the availability and location of published board policies on the board website. In addition, all covered employees of the constituency groups receive a copy of their respective agreement or handbook and have an opportunity to meet with their designated representative either after the orientation or at a separately arranged time.

Self-Evaluation

The college meets this standard. The Office of Diversity, the Office of Staff and Organizational Development, and the district Office of Human Resources and

Equal Opportunity's Employment Services provide training and consultative support in this process. As of this writing, the position of director for the Office of Diversity, renamed the director for Equity, Social Justice and Multicultural Education is open. The college is maintaining EEO processes through the Office of Instruction, the Office of Staff and Organizational Development, and the district's Employment Services.

Planning Agenda

- With the leadership of the associate vice president of Instruction, the college will hire a director for the redefined Office of Equity, Social Justice and Multicultural Education.

Standard III.A.3.b

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

District and campus Human Resources staff are trained to maintain personnel records and the confidentiality of each employee's information. Hard copies of required personnel records regarding hiring, changes in employment, discipline, evaluations and health/medical information are kept in individual employee files. Administrator and classified professional files are maintained at the district Human Resources Office, and the hard copy faculty files are maintained at the college by a campus Human Resources coordinator. In both locations, records are kept in locked file cabinets and are only accessible by authorized staff. When accessed, these files do not leave the designated work area of Human Resources staff.

Electronic data pertaining to standard employment and personal data of all district employees are stored in the recently upgraded district Human Resources database system through the Banner Educational Information System, the recently implemented electronic information system, with legacy information remaining in the previous system (IAPlus). Only authorized Human Resources personnel have password permission to access and update the data in the systems. District Computer Systems and Networks staff ensure the security of the database system.

The vice chancellor or director of Human Resources and Equal Opportunity authorize initial access; passwords are generated automatically and administered by Educational Technology Services (ETS). The system establishes automated password expiration and change notifications.

All employee bargaining agreements and meet-and-confer handbooks include language addressing maintenance of personnel file contents and access to them. These files are maintained in accordance with the provisions outlined in

Article 8 of the FA Agreement, Article 7 of the ACE Agreement, Article 4 of the CSEA Agreement, Article 5 of the Supervisor’s Agreement, Chapter V of the Administrators Handbook, and in accordance with applicable law. ([Doc. 4](#), [Doc. 30](#), [Doc. 31](#), [Doc. 32](#))

Employees are informed via their agreement or handbook of their right to receive a copy of all information to be placed into their hard copy personnel file. Employees have a right to review and respond to any disputed evaluation or information prior to the inclusion of any such material. Employees are informed of their right to inspect and respond to any materials in their personnel file. Online personal information under the Banner system is accessible by employees via self-service.

Self-Evaluation

The college meets this standard. District and campus Human Resources practices effectively secure and keep confidential hard copy personnel records and database information. The provisions of the bargaining agreements in relation to personnel records are strictly adhered to.

Planning Agenda

No recommendations at this time.

Standard III.A.4

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary

The mission of the Office of Diversity is to promote “an academic, cultural and social environment that provides equity and success for all members of the De Anza College campus community, including students, faculty, and staff. It supports the District and College mission that considers diversity an essential component of student education in the 21st century.” The Office of Diversity fosters a climate of diversity that values individual and group differences and respects the perspectives of others. As an integral member of the campus community, the Office of Diversity has worked with various constituency groups and shared governance bodies, including the Planning and Budget Teams (PBTs), Academic and Classified Senates, Instructional deans, Senior Staff, College Council and others, to foster the campus’ effort to achieve equity. ([Doc. 33](#))

As stated in the De Anza Educational Master Plan 2010-2015, “Student equity is an institution-wide priority with a long history at De Anza,” and the Office of Diversity has been one of the most important vehicles to achieve that goal. ([Doc. 34](#)) In addition, the office is responsible for several areas of work that are

key to the college's strategic goal of cultural competence, as well as compliance with state mandated equal opportunity in hiring. ([Doc. 35](#)) The office trains equal opportunity representatives for hiring committees, places those representatives on committees and monitors all hiring committees for equity.

The office is responsible for developing the college's equity plan, mentoring faculty in cultural competence in pedagogy as well as in curriculum, and for promoting an inclusive campus atmosphere. The Office of Diversity also participates in Staff Development activities ([Doc. 36](#)) and works with other vital student programs to help students from all walks of life enrich their learning experience. ([Doc. 37](#))

Self-Evaluation

The college meets this standard. The Office of Diversity can be credited with helping the college shift its focus from students who came to De Anza ready to do well in college to a campuswide engagement to serve the needs of its most underserved students. Faculty who are experts in serving at-risk students have been hired and mentored, and programs that support students have been created. Curriculum has been transformed to meet the needs of historically underserved students. The culture of the college welcomes all students.

In 2008-09, budget reductions and the retirement of the faculty coordinator for the Office of Diversity led to the reorganization of the Institute of Community and Civic Engagement (ICCE) and Diversity into a single office with a full-time faculty director and limited staff support. When the new director was hired in 2009, further budget reductions led to reduced funding resources.

Despite the limited staffing, extensive work continues. The director participated in the district's Diversity and Equity Advisory Committee and chaired the campus' Diversity Advisory Committee. The director tracked diversity issues and brought intentional diversity and equity to campus work by participating in Academic Senate meetings, the Developmental and Readiness Education (DARE) Task Force, and the Multicultural Staff Association (MSA) meetings. In collaboration with the Office of Staff and Organizational Development, the Office of Diversity participated in events on "Guidelines for Compassionate Communication: Nonviolent Communication in Times of Stress and Struggle," "Working with Our LGBT Students" and the campuswide Teaching and Learning Conference, renamed the Partners in Learning Conference in 2011. The office also delivered a presentation for the Title III grant math team on the topic of "Creating a Culturally Competent Context for Connection," participated in Women's History Month planning, conducted two part-time faculty workshops on diversity and communication, and presented a half-day institute for the classified professionals in the Counseling and Matriculation division on "Understanding Our Roles and Responsibilities in the Dynamics of Power." ([Doc. 38](#))

In 2010, the new director was promoted to dean of Intercultural/International Studies. The resulting vacancy and re-assessment allowed the college to reorganize the office of ICCE/Diversity. The college has determined that it requires two separate offices and directors in order to meet campuswide goals for diversity and civic engagement. De Anza is in the process of hiring a new director for Equity, Social Justice and Multicultural Education. The Office of Staff and Organizational Development has continued to infuse cultural competence and social justice values and concerns into as many of its workshops and other staff projects as possible. ([Doc. 36](#)) All work described directly responds to the college's Planning Agenda from 2005 and Recommendation 2 of the 2005 Evaluation Report.

Planning Agendas

- With the leadership of the associate vice president of Instruction, the college will hire a director for the redefined Office of Equity, Social Justice and Multicultural Education.
- With the leadership of the associate vice president of Instruction, the director of ICCE, the director of Equity, Social Justice and Multicultural Education, and the director of Staff and Organizational Development will collaborate with the De Anza Associated Student Body (DASB) to establish updated plans focused on student access and engagement.

Standard III.A.4.a

The institution creates and maintains appropriate programs, practices and services that support its diverse personnel.

Descriptive Summary

De Anza's Educational Master Plan, updated in 2010, clearly shows that diversity is a core value of the institution and permeates every aspect of college life. This commitment is further solidified in the institution's updated mission statement, which retains the original statement:

“De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities.”

The institutional mission and goals, curriculum and pedagogy, student services and the student life programs speak to the institution's commitment to the understanding of and concern for equity and diversity. Staff development activities offer some additional training for personnel. The Multicultural Staff Association (MSA) ensures that diverse perspectives of a multicultural campus are represented in the governance process. The campus also strongly supports informal groups such as the Asian Pacific American Staff Association (APASA) and the African Ancestry Faculty, Staff and Student Association, in an effort to provide forums for issues to be addressed. ([Doc. 34](#))

Self-Evaluation

The college meets this standard. Diversity is a central, core value of the institution. Support is provided both formally and informally, although decreased funding for staff development limits the number of training opportunities. Loss of conference funds and a decrease in diversity workshops related to multicultural curriculum and pedagogy has had an impact on the type and frequency of support provided to faculty and staff.

Planning Agenda

- Explore opportunities to increase funding for diversity programs on campus.

Standard III.A.4.b

The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

Descriptive Summary

The Office of Human Resources and Equal Opportunity regularly assesses information on employment equity and diversity for all personnel at the district level. Statistical data, which indicates gender and ethnicity of employees, is available on the district's Institutional Research website. Tables 2 and 3 summarize information on ethnicity and gender of De Anza employees provided by Human Resources and Institutional Research.

Table 2

Number of Employees by Gender

	2003		2005		2007		2009		2010	
	M	F	M	F	M	F	M	F	M	F
Full-Time Faculty	138	168	139	166	142	169	138	162	142	162
Classified Professionals	93	185	110	215	114	228	113	215	104	181
Administrators	15	16	12	15	12	17	12	17	9	17

Source: De Anza College Institutional Research and Planning

Table 3

Employees by Job Category and Ethnicity – Fall 2010

	Native American	Asian/Pacific Islander	Black	Filipino	Hispanic	White	Other
Full-Time Faculty	2	46	18	3	32	178	25
Classified Professionals	1	68	8	11	47	115	35
Administrators	0	2	6	1	4	13	0
Total	3	116	32	15	83	306	60

Source: De Anza College Institutional Research and Planning

Self-Evaluation

The college meets this standard. Employees of color comprise 41% of the total full-time workforce, up from 37.7% in 2005. Faculty-to-student ethnic distribution is within 1 to 4 percentage points for Native American, African

American, Filipino, and Hispanic ethnic groups. While White faculty comprise over half of the full-time teaching faculty and White students comprise less than a quarter of the student population, the percent of non-White faculty groups have been increasing, which results in a faculty ethnic distribution closer to that of the student population.

Planning Agenda

No recommendations at this time.

Standard III.A.4.c

The institution subscribes to, advocates and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

Board policies guide and support the actions of the college and the district. Such policies include: Anti-Discrimination (BP4105), Mutual Respect (BP4110), Personnel Files (BP4105), Academic Freedom (BP4190), Prevention of Workplace Violence (BP4515), Sexual Assault Policy Including Rape (BP4630), Harassment and Discrimination (BP4640), and Requesting and Receiving Accommodation(s) Under the Americans With Disabilities Act (BP4670). Students are also addressed in some of these policies in addition to the Student Rights and Responsibility Policy, which is published in the college catalog. Students are provided with a student grievance policy that outlines the steps for filing a grievance in instances where they feel that their rights have been violated. A grievance officer is available to students and a hearing process can be implemented when needed. ([Doc. 39](#), [Doc. 40](#))

The shared governance structure that is adhered to throughout the college offers numerous opportunities for constituent groups to advocate, including through the Academic and Classified Senates.

Bargaining units provide advocacy opportunities: the Faculty Association for faculty, and the Association of Classified Employees (ACE), California School Employees Association (CSEA), Operating Engineers (OE3) and Teamsters for staff.

An important change in staff representation occurred in 2008-09. The decertification of SEIU as the bargaining representative for district classified professionals began in November 2008 and concluded with the certification by the Public Employment Relations Board (PERB) of the Association of Classified Employees (ACE) in March 2009. Members approved the change due to the need for local choices in negotiations and stewarding, lower membership dues and improved representation of classified employees. ([Doc. 41](#))

Self-Evaluation

The college meets this standard. Board policies establish principles for treating faculty, staff and students with integrity. Constituency groups and bargaining units provide avenues for advocacy.

As established in the Planning Agenda from 2005, research is regularly conducted with students, particularly in cohort groups such as LinC (Learning in Communities) and First Year Experience. Surveys consistently ask for responses to questions regarding students' overall educational experiences, relationships with teachers and classmates, and their improved use of students services such as counseling. In addition, focus groups were conducted and student stories obtained as part of the IMPACT AAPI grant. ([Doc. 42](#))

Planning Agenda

No recommendations at this time.

Standard III.A.5

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Descriptive Summary

Contractual professional development leaves (sabbaticals), professional achievement awards (PAA) for faculty and professional growth awards (PGA) for classified professionals provide opportunities for professional renewal and salary incentives. District programs provide for continuing education on addressing harassment/discrimination, ethics, communications, crisis management, technology and discipline.

The Office of Staff and Organizational Development (Staff Development) serves a leadership role in promoting the professional development of all members of the De Anza College community through the exchange of innovative ideas, individual expertise and common interests. To provide appropriate opportunities for meaningful personal and professional development, the office supervises allocation of Staff Development resources and coordinates a comprehensive program of individual and institutional professional growth, with responsibility for planning, promotion, dissemination of information and program evaluation. The Program Level Outcome goal for Staff Development is for staff, faculty and administrators to appropriately utilize information, resources and trainings to meet their professional development needs. ([Doc. 43](#))

A full-time faculty director and a full-time classified program coordinator staff the office, with part-time assistance when funds are available. Professional development opportunities for faculty, classified professionals and administrators include:

- Attending professional conferences, workshops, classes, seminars and other revitalization activities
- Participating in a district-maintained program of professional development leaves (sabbaticals)
- Training/retraining stipends for faculty and staff
- Discipline-specific in-services and conferences provided through the Instructional and Student Services divisions

Self-Evaluation

The college meets this standard. Staff Development continues to provide a comprehensive, well-communicated program that advocates for the needs of faculty and staff even in the most difficult financial times. The program engages and aligns new employees with the mission and structure of the institution through new employee orientations for faculty and staff. Staff Development also supports key college initiatives by providing office resources, marketing, and registration support for other departments and committees working on the strategic initiatives of outreach, student retention and success, cultural competence and community collaborations. The office also supports technology training, providing coordination of the Staff Development computer lab and promotion and registration for certain segments of training, including that for the recent districtwide Banner Educational Information System implementation. Staff Development was also instrumental in the districtwide organizational transition program for classified reassignments, including workload evaluation exercises for departments, and change management workshops for individuals, departments and management staff. ([Doc. 43](#))

With the loss of the district Educational Technology Services' (ETS) Learning Technologies department in 2003, responsibility for equipment and supplies purchases, program coordination and development of technology training fell to Staff Development, without staff or budget to do so. This has had an impact on the institution on all levels, according to the Staff Development 2008-11 Program Review. ([Doc. 44](#)) De Anza students are entering the classroom with the expectation that college faculty and staff use and understand the same technologies that they are using, and with many employees that is not the case. Technology training is distributed with no centralized coordination other than what the Staff Development office can provide.

Planning Agenda

- Work toward a centralized technology training plan, based on wide-ranging input from faculty, staff and students, as well as all staff involved

in delivering training, both at the campus and district level. The plan should address the questions of how training needs are assessed and how training will be assessed and evaluated, in addition to guiding users toward the appropriate location to receive the training.

Standard III.A.5.a

The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

Staff Development programs include New Employee Orientation and First Year Experience Programs for both part-time and tenure-track faculty and staff, Instructional Skills Workshops, Peer Evaluation Training, Classified Leadership Training, Teaching and Learning Seminar Series for Adjunct Faculty, Tenure Review Training, and Professional Conference and Travel Funds allocation. Individual Staff Development classes, seminars and common interest groups are offered, including Professional Growth and Development Awards/Leaves, personal health and safety issues in the workplace, classified professional skill building, and teaching and learning topics. Staff Development also locates and delivers available technology training resources and activities, identifies ongoing technology needs, and develops programs and materials to meet those needs. ([Doc. 9](#), [Doc. 10](#))

Staff Development works closely with the Academic Senate and Classified Senate in the planning and implementation of professional development activities directly related to respective interests.

Self-Evaluation

The college meets this standard. Loss of funding due to budget reductions continues to impact the ability of Staff Development to offer long-established professional development activities. However, the office is successful in adapting its programming for alignment with institutional goals and trends and needs of faculty and staff. As an example, the office supported workshops surrounding the college's Cultural Competence strategic initiative in 2007-08. Workshops are developed as needed, and basic technology training occurs at orientations four times annually. In 2008-09, Staff Development took the lead in the development and implementation of a Basic Technology Training program for adjunct faculty, as faculty were required to conduct more business online.

With a reduction in discretionary B budget of more than 50% in recent years, and the loss of the Technology Trainer and the Staff Development secretary positions, the office has relied on remaining B budget funding to provide student office assistance and limited technology training coordination and support. The program has struggled to maintain productivity at the full-staffing level since 2002-03. ([Doc. 44](#)) Despite these issues, 81% of respondents to the Faculty and Staff

Accreditation Survey November 2010 agree that the college plans professional development activities that meet the needs of its personnel. ([Doc. 45](#)) Collectively, the efforts meet the Planning Agenda from the 2005 Self-Study.

Planning Agenda

- Explore opportunities to maximize staff development during times of constrained budget.

Standard III.A.5.b

With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The Staff Development Office monitors and assesses both professional and institutional needs on an ongoing programmatic basis through a variety of assessment tools, including expressed needs of faculty, classified and administrative constituencies, periodic surveys, and formal institutional plans, including strategic initiatives and the Educational Master Plan. Engagement by both the Staff Development director and program coordinator with college committees provides links to key campus organizations, such as Academic and Classified senates, Office of Diversity, Institute of Community and Civic Engagement (ICCE), Student Learning Outcome (SLO) Steering Committee, Instructional Planning and Budget Team (IPBT), and Multicultural Staff Association (MSA).

Staff Development routinely collects participant evaluations for every training, workshop and class that is offered and uses these evaluations to undertake analyses and evaluations of activities and programs. These analyses include measures of user satisfaction, program effectiveness and vitality, and relation to identified institutional goals and strategic initiatives. Based on the results of these analyses, program activities and allocations for the coming year are determined. The evaluations are passed on to the presenter for feedback.

Both the district and college share responsibility for ensuring that staff development is gauged by meaningful evaluation, based on the type of activity. The district facilitates the review and evaluation of all professional development leave (PDL) requests against a set of criteria mutually agreed upon between the district and the respective faculty and staff bargaining units. ([Doc. 4](#), [Doc. 30](#), [Doc. 31](#)) Employees who are determined not to have satisfied the terms of their leave may be required to compensate the district for the expense of the leave. Staff Development maintains clear guidelines and instructions for staff and faculty applications for Professional Conference and Travel Funds. This funding provides

opportunities for permanent classified and classified hourly professionals to attend seminars, workshops and conferences. Staff Revitalization and Professional Conference Funds are related to teaching and learning, job enhancement and professional development. ([Doc. 43](#))

Self-Evaluation

The college meets this standard. Staff Development maintains a database of program information, including workshop/event description, time, place, categories and number of participants. This affords reporting mechanisms to review and evaluate participation as well as help employees track PGA/PAA units. Staff Development personnel continually work with groups identified to serve the college mission and strategic initiatives, such as the Developmental and Readiness Education (DARE) Task Force. For example, by supporting office resources and program development for the annual Academic Senate-sponsored Partners in Learning Conference, the Staff Development office was able to create additional training sessions on developmental education.

The Staff Development Office and computer lab serve as important locations for faculty and staff to interact informally. Data from the Foothill-De Anza College District Teaching and Learning Project, a two-year survey of faculty, confirmed that in order for faculty to learn, they need personnel and an office devoted to professional learning opportunities for faculty. Staff Development maintains a welcoming environment to support activities such as small group instructional feedback, instructional department retreats, and focus group activities for students, faculty and staff. This also provides a space for important immediate feedback about Staff Development programs. Periodic surveys are used to capture more comprehensive data about the use and perception of the program. ([Doc. 36](#))

To ensure a successful program of workshops and classes through a variety of channels, Staff Development communicates with a diverse population with different needs. Participants provide feedback on individual workshops using evaluation forms provided and reviewed by Staff Development. These are then copied and forwarded to the presenter. Staff Development provides direct feedback about the results if necessary. The office also serves as a focal point for the campus community and a key resource for new faculty and staff orientation. The Staff Development Office door has an “Open, Come In” sign inviting faculty and staff to enter and interact.

Planning Agenda

No recommendations at this time.

Standard III.A.6

Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

De Anza assesses the use of its human resources through its planning and resource allocation process, described in the Educational Master Plan ([Doc. 34](#), p. 19) At the heart of the process are periodic comprehensive department Program Reviews and annual updates and subsequent review of these by the Planning and Budget Teams (PBTs). The three PBTs (Finance and Educational Resources, Instruction, and Student Services) provide advice to the vice presidents and president on major resource allocation decisions. The teams utilize information from various sources, but rely most heavily on Program Reviews as a means to continuously improve each program and to help each program achieve its goals and the goals of the college mission, educational master plan and strategic initiatives.

Recommendations of the three PBTs are forwarded to College Council, which advises the president. The Campus Budget Committee presents the overall budget picture to College Council, sets the budget calendar, reviews all fund balances and revenues, establishes and communicates budget assumptions, and reviews and analyzes all programs that have income from a self-sustaining fund or grant. The Instructional Deans and Student Services councils provide avenues for additional input on resource allocation and decision-making. ([Doc. 46](#))

Program Reviews serve as the means for departments to annually assess budgets and how goals are met through human and other resource requirements. With an approach of continuous improvement, through department Program Reviews and subsequent review and assessment at the broader campuswide level, the college is assured that program and service area needs are met effectively based on the college mission and strategic initiatives. ([Doc. 47](#), [Doc. 48](#), [Doc. 158](#))

Self-Evaluation

The college meets this standard. Program Reviews systematically assess how departments are meeting the goals of the college's strategic initiatives through its human resources and are relied upon to make human resource decisions. The college will continue to ensure that human resource decisions emanate from institutional needs and plans for improvement by using its recently adopted Six-Year Planning and Assessment Cycle, included in the Educational Master Plan 2010-2015. The cycle establishes a systematic approach to the planning and resource allocation process through shared governance. Program Reviews are posted on the PBT websites, and human resource decisions are shared with the campus community through the college's budget website, as well as public town hall meetings. ([Doc. 47](#))

In January 2010, De Anza made difficult human resources decisions through its planning and resource allocation process. The process was as transparent and as compassionate as possible. The planning process was followed and opportunities were made available so that all could participate in the process. ([Doc. 20](#), [Doc. 21](#), [Doc. 22](#), [Doc. 23](#), [Doc. 24](#), [Doc. 25](#))

The college has accomplished its Planning Agenda from the 2005 Self-Study. With the college's established Strategic Initiatives and updated Educational Master Plan in place, and with the inclusion of SLO, SSLO and AUO methods to be reported in the outcomes-based Program Reviews, De Anza is on track to even more effectively manage its human resources planning. Annual reviews based on the Six-Year Planning and Assessment Cycle will ensure that student learning and achievement is the established and visible goal of how the college uses its human resources.

While 72% of those answering the question on the Faculty and Staff Accreditation Survey 2010 agreed or strongly agreed that human resources planning is integrated with institutional planning, the question drew an unusually large number of "Do Not Know" or "Does Not Apply" responses (111 out of 251). ([Doc. 45](#))

Planning Agenda

- Increase communication throughout shared governance about the integration of human resources planning with institutional planning.

Standard III.B: Physical Resources

Physical resources, which include facilities, equipment, land and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Standard III.B.1

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary

De Anza College provides safe and sufficient physical resources for its programs and services. The district's executive director of Facilities, Operations and Construction Management oversees the overall maintenance and safety of De Anza's physical facilities through the department of Plant Services. Plant Services has a staff of approximately 70 people, including four managers and three supervisors. They are responsible for scheduled and recurring maintenance of 66 buildings on the De Anza campus, 63 buildings on the Foothill campus,

9 buildings at the Middlefield Center and 15 buildings at the Central Services site. The director of Facilities and Operations is the Plant Services representative on the De Anza campus. The director oversees a staff of 15 tradespersons dedicated to De Anza maintenance, and also oversees Foothill College's maintenance staff. De Anza's associate vice president of Finance and Educational Resources oversees the operation of the grounds and custodial departments. Four grounds staff and a grounds supervisor provide services for the 112-acre campus, and 23 custodians and a manager are responsible for 616,741 square feet of assignable space and roughly 282,304 square feet of circulation, restrooms and common areas. ([Doc. 48](#))

Specialized facilities include the A. Robert De Hart Library, Advanced Technology Center (AT), Fujitsu Planetarium, Flint Center for the Performing Arts, California History Center (CHC), Broadcast Media Center, Science Center, Environmental Studies Area (ESA), the Kirsch Center for Environmental Studies, the Student and Community Services Building (SCS) and a state-of-the-art Visual and Performing Arts Center (VPAC), which opened in fall 2009 and includes the Euphrat Museum of Art. In fall 2012 the college will open a 67,000-square-foot Mediated Learning Center (MLC). The MLC, which will anchor the west side of campus and create a new "quad" area, is designed as an educational technology building with:

- Six 40-seat classrooms
- Two 50-seat classrooms
- Two 100-seat classrooms
- Distance learning classroom
- Staff-training classroom
- Conference room
- TV studio
- Student lounge

The college also has an extensive Physical Education and Athletics facility that includes a 400,000-gallon Olympic-sized racing pool, 450,000-gallon diving pool, two gymnasiums, track, stadium, Lifetime Fitness and Wellness Center, baseball and softball fields, soccer field, tennis courts and archery range. The design development process for the renovation of the stadium and athletics fields will begin in winter 2011, with construction slated for spring 2012.

Resource 25, the college's online class scheduling program, is used to assign classrooms and evaluate room utilization. It is also used in conjunction with the energy management system to ensure that the heating, ventilation and air conditioning system provides a healthy and energy-efficient learning environment. De Anza's physical structures are in compliance with state mandated seismic safety through the Division of the State Architect (DSA).

The college supports students at select off-campus locations. ([Doc. 49](#)) It is through these important outreach efforts that the college is able to bring educational services to those students who cannot come to the main campus. Classes are assigned to an off-site location during evening hours when:

- There are no available classrooms on campus during the required time offering.
- The dean of the division and the vice president of Instruction have determined that students would be better served through instruction at an off-site location.

De Anza provides classes at local high schools and two hospital locations. These facilities must comply with building regulations issued by the DSA and federally mandated health and safety requirements, ensuring ADA access. To ensure off-site facilities have the resources that aid in the delivery of De Anza's educational programs, either the college's facilities rental coordinator or the coordinator of the relevant academic area works with staff at the off-site location to ensure that audiovisual and other equipment needs are met.

Distance Learning resources are provided by the Distance Learning Center, several academic departments, the Technology Resources Group and Educational Technology Services.

De Anza has always been a leader in recruiting and supporting the learning outcomes of students with disabilities. Disability Support Programs and Services (DSPS) maintains close relationships with the Facilities Department to ensure there are no physical barriers that prevent students from achieving their educational goals. The college is in compliance with state and federal mandated Americans with Disabilities Act (ADA) standards ([Doc. 50](#)) and consistently makes improvements to the college's physical plant to ensure accessibility. ADA and other safety issues are addressed through the campus' Facilities Committee on an ongoing basis. Student, faculty, staff and administrator representatives comprise the Facilities Committee. ([Doc. 51](#)) A representative from DSPS is a member of this committee and brings accessibility issues to the committee via the Barrier Report Form for discussion and/or correction. ([Doc. 52](#)) The Facilities Committee reviews and recommends policies governing the college's physical plant and physical plant improvements to the college's ultimate shared governance committee, the College Council. To ensure De Anza remains in the forefront of providing accessible facilities for disabled students, the college earmarked \$90,000 for the design of ADA walkway improvements through Measure E construction bond funds and \$1,108,325 for the removal of architectural barriers in the later Measure C construction bond. In addition, both Measure E and Measure C classroom and building renovations have included identified ADA improvements. ([Doc. 53](#), # 01-104212, 01-106052, 01-106610, 105141, 01-107887, 01-107808, 01-106144)

The safety of students on campus is a major priority. The Foothill-De Anza District Safety and Security Office is a Peace Officers Standards and Training (POST)-certified agency providing law enforcement, security, crime prevention, traffic control, parking supervision and emergency services. The department has 11 sworn peace officers (one chief, a vacant position of assistant chief, one sergeant, and eight police officers) and nine non-sworn support personnel. The department also has 15-20 student aides who provide a variety of services including Live Scan fingerprinting, traffic control, security escorts, assistance with vehicle lockouts, jump-starts and issue of parking citations. The chief of District Safety and Security reports that the following services were provided to the De Anza community in 2010:

- 114 battery assists
- 34 lockouts
- 10 safety escorts
- 11 sick person reports
- 67 lost and found property
- 132 responses to accidents

District Safety and Security Crime Statistics indicate types and numbers of crimes reported during the 2003-10 period. Overall reports for assaults, burglary, sex crimes, stolen vehicles, theft, drug violations and traffic collisions have declined or remained roughly the same during the period. Vandalism and hit and run collisions have increased to some extent, including a one-time spike in vandalism during 2010. ([Doc. 54](#))

In the Student Accreditation Survey November 2010, 91% percent of the student respondents felt safe and secure on campus. Both lighting and signage have been provided through the Measure E construction bond. Under the Measure C bond, additional lighting and signage improvements will be implemented. ([Doc. 55](#))

According to the Faculty and Staff Accreditation Survey November 2010, both students and staff believe there is insufficient campus parking. This perception persists even with the addition of the 1,035-space Stelling Parking Structure, which opened in winter 2005. In fall 2001 the campus had approximately 5,054 parking spaces; in 2011, there are 5,762 spaces, an increase of 708. The goal is to have a ratio of one parking space for every five students. This ratio usually accommodates the campus community with the exception of the first two weeks of each quarter when the parking does not turn over as often. During other times of the quarter there are generally empty spaces on the top floors of both the Flint and Stelling structures as well as in outlying areas of Parking Lots C and E. ([Doc. 45](#), [Doc. 55](#))

Since 2001, Educational Resources, in conjunction with District Safety and Security, has frequently augmented and tested an emergency response plan.

([Doc. 56](#)) The plan is reviewed annually and updated as needed. For academic year 2009-10, one tabletop drill was conducted with the Crisis Action Team. Building monitors have been identified for most buildings on campus. Building monitors attend at least one training or training refresh session annually. This year's training was videotaped and is available on the campus emergency preparedness website for review. ([Doc. 57](#)) Building monitors in the S-Quad participated in an evacuation drill, and each of the campus quads will participate in evacuation drills during 2011. The quad drills will provide training for the campuswide evacuation drill planned for 2012. ([Doc. 58](#)) Emergency plans are posted in classrooms and emergency procedures are distributed to off-site faculty at the beginning of each term. Because the college provides educational and program services to a large number of disabled students, emergency procedures specific to this population have been developed and are distributed by Disabled Students Programs and Services (DSPS) to all disabled students. ([Doc. 59](#))

De Anza's Hazardous Materials Management Plan (HMMP) was certified by the Foothill-De Anza Environmental Health and Safety Office and filed with Santa Clara County. ([Doc. 60](#)) The HMMP outlines procedures for emergency response and contingency in case of chemical spills, fumes, injury, and/or containment, treatment, evacuation and training. The district's director of Environmental Health and Safety oversees the districtwide Hazmat program. The position is also responsible for tracking and reporting on all hazardous materials that are used and or present on the De Anza campus.

Self-Evaluation

The college meets this standard. The Student Accreditation Survey November 2010 results indicate that students agreed or strongly agreed that the college has provided resources to meet their needs. ([Doc. 55](#))

- 89% indicated the college had met their needs for laboratory equipment and computers.
- 78% also indicated that resources had been provided to meet their needs for online services and instruction.
- 88% indicated that their need for study space had been met.
- 91% indicated the campus was safe and secure.

The Faculty and Staff Accreditation Survey November 2010 assessed faculty and staff views on facilities issues including the following: ([Doc. 45](#))

- 66% indicated "physical resources (e.g., layout, lighting, temperature control, furnishings) meet and enhance learning needs."
- 65% indicated that "campus facilities are well maintained and problems are corrected promptly."
- 78% indicated that "the college assures that physical resources at all locations where it offers courses, programs and services are constructed and maintained to assure access, safety, security and a healthful learning and working environment."

The Planning Agenda from 2005 regarding ensuring safety and ADA compliance at off-site facilities has been met, as all such facilities must adhere to federal mandates as well as those from the Division of the State Architect (DSA). The distribution of emergency procedures to off-site faculty assists in promoting safety.

Planning Agenda

No recommendation at this time.

Standard III.B.1.a

The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

Finance and Educational Resources, in coordination with the district Plant Services Office, manages the maintenance and operation of its physical resources. Plant Services maintains an office on campus with the director of Facilities and Operations providing direction for skilled craftspersons (carpenter, plumber, mechanic, electrician, locksmith, pool and HVAC) assigned to the college. All service and work orders are processed through an automated work order system, prioritized and attended to in order of precedence and urgency. The associate vice president of Finance and Educational Resources is the campus representative working directly with the district's Plant Services Office on all facilities maintenance and renovations. The district Plant Services Office also provides oversight of all on-campus capital outlay construction projects and renovations.

An assessment of the De Anza facilities was completed in spring 1999 as a part of the Facilities Master Plan, "2005 Planning for the New Millennium" ([Doc. 61](#)) and was the companion document to the Educational Master Plan, "2005 Pathways to Excellence." ([Doc. 62](#)) The need to update and expand facilities to provide adequate instructional space to meet the goals of the Educational Master Plan was a critical recommendation in the 1999 Facilities Master Plan. To ensure financial resources were available to support the renovation and construction necessary to support the Educational Master Plan, the board of trustees made the decision to place a bond measure on the ballot in fall 1999. The Measure E bond was approved by 72% of the vote. Based on the educational goals and projected student enrollment identified in the Educational Master Plan, the Facilities Master Plan identified four areas in need of improvement:

1. Adding space for instruction and student support services
2. Facilitating pedestrian flow
3. Improving accessibility to campus
4. Easing parking congestion

In 2007 the Facilities Master Plan was updated to inform the direction of the Measure C bond. ([Doc. 63](#)) Approved by voters in 2006, the Measure C bond was developed to provide additional funding to finish the instructional and infrastructure needs that were identified in the Facilities Master Plans of 1999 and 2007, and those projects that could not be completed with the available funding under Measure E.

The 2007 Facilities Master Plan addresses the following primary goals identified during the planning process:

1. Support student success and retention through the development and ongoing support of educational and public spaces that are attractive, comfortable and suitable for a variety of uses and to a diversity of users.
2. Develop safe and accessible vehicular, pedestrian and bicycle paths.
3. Exemplify environmental stewardship and leadership toward sustainability.
4. Provide space that will empower and support collegiality among faculty, staff and students.
5. Ease parking congestion.

Along with the areas identified for improvement in the 1999 Facilities Master Plan, the college made the decision in 1999, established in Board Policy and Administrative Procedure 3214 ([Doc. 64](#)), to design new buildings to standards developed by Leadership in Energy & Environmental Design (LEED). As a result, under Measures E and C the college has built:

- One LEED platinum building (Kirsch Center for Environmental Studies-2005)
- One LEED silver building (Visual and Performing Arts Center-2009)
- Two LEED certified buildings (Science Center-2004, Student and Community Services Building-2005)
- Currently under construction: Mediated Learning Center, the college's second LEED platinum building

The college's commitment to LEED design standards is just one component of the school's sustainability efforts, which are established in the Sustainability Master Plan. ([Doc. 65](#))

The Educational Master Plan drives the Facilities Master Plan and institutional decisions to build, upgrade or replace physical resources. Information for the Facilities Master Plan comes from a number of sources. Demographic data on population and educational needs in the college's service area is assessed at both the college and district levels. ([Doc. 66](#)) Assessments of growth and program needs are analyzed at the division level and evaluations of the capacity, load and efficiency of academic space are conducted at the district level.

The 1999 educational and facilities master plans, “2005 Pathways to Excellence” and “2005 Planning for the New Millennium,” established the vision and direction for the development of the physical plant of the college. The Educational Master Plan 2005-2015 ([Doc. 34](#)) and the 2007 Facilities Master Plan ([Doc. 63](#)) reaffirmed this vision and direction. The college Educational Master Plan 2010-2015 was completed in spring 2010. Work to update the supporting Facilities Master Plan began in March 2011. One of the foundation documents for work on the 2010-2015 Facilities Master Plan will be the District’s 2009-2013 Five-Year Construction Plan, presented to the board of trustees in fall 2010. ([Doc. 67](#))

The college is completing several small projects that remain under Measure E and moving forward with the projects indentified under Measure C. During the last nine years Measure E and Measure C have impacted facilities for Instruction, Student Services and administration through the renovation of current spaces:

- A, L, S and E Quads
- Forum Building
- Physical Education
- Campus Center
- Faculty offices
- Administration Building
- California History Center
- Kirsch Center for Environmental Studies
- Science Center
- Student and Community Services Building
- Visual and Performing Arts Center (VPAC)

([Doc. 68](#), [Doc. 69](#), [Doc. 70](#))

The 1999 Facilities Master Plan proposed a new instructional space on the west side of campus. The location of the proposed building also included the realignment of the loop road (West Campus Drive). Though this building was not listed in the projects under Measure E, it was identified in the 2007 Facilities Master Plan as the Mediated Learning Center (MLC) and included in the project list for Measure C. Design and bidding for this building have been completed. Construction began in late December 2010 with scheduled completion in fall 2012. The 2007 Master Plan outlined that the MLC would provide several flexible classrooms/labs and student and staff support space. As designed, the building will house 10 general-purpose multimedia classrooms, a Distance Learning classroom, a Staff Development training room and the TV station/studio. The building will also have a student café/lounge and a multimedia conference room. ([Doc. 61](#), [Doc. 63](#))

The Measure C bond program has enabled Plant Services to develop a scheduled maintenance program even while state dollars for this effort have almost evaporated. A Utilities Master Plan has also been developed, and Phase I of the plan was realized in the S2/S6 Measure C project. ([Doc. 71](#), [Doc. 74](#), [Doc. 75](#))

Non-Measure C-related requests for minor facility improvements for instructional and non-instructional space are reviewed by the De Anza Facilities Committee. If the Facilities Committee approves the request and funds are available, either in the requesting department's budget or the Plant Services or Finance and Educational Resources budget, the improvement is implemented. If no funds are available, the request is then forwarded to the College Council for action and identification of funding.

Measure C has also provided the college with a funding source to replace furniture, fixtures and equipment (FF&E) over the next 15 years. To ensure that program and service needs determine equipment replacement and maintenance, instructional deans submit requests to the vice president of Instruction. For the allocation of Measure C FF&E dollars, generally the process is that:

1. Instructional deans request input and suggestions regarding instructional equipment needs from division faculty and department chairs.
2. Based on this information, each instructional division develops a prioritized list of equipment needs submitted to the vice president of Instruction during fall quarter.
3. Once each division has submitted its request, a complete list of all division requests is compiled by the Office of Instruction and distributed to the Deans Council and the Instructional Planning and Budget Team (IPBT) for input and recommendations.
4. The groups meet to discuss the requests from each division and develop a recommendation list for funding to the vice president of Instruction.

Under Measure C, classroom furniture and equipment are replaced as classrooms are renovated or new buildings opened. Where there was no funding to purchase new classroom furniture for classrooms renovated under Measure E (primarily the L Quad), the furniture was provided by Measure C. Renovated classrooms and labs are outfitted with new multimedia and computer equipment, and a plan has been developed for the replacement of furniture and equipment in existing multimedia classrooms and labs. ([Doc. 76](#), [Doc. 77](#))

The replacement of computer equipment for faculty and staff is being implemented based on a replacement plan and priority system developed for Measure C FF&E Funds. Computers and audiovisual equipment are repaired and maintained by either division lab assistants or by Educational Technology Services (ETS). ETS operates a Call Center to provide assistance and respond to maintenance and repair issues. ETS is also responsible for the campus telephone system. Telephones are provided for every classroom. The system also provides emergency notification to classrooms through an area-paging feature, and in select areas auxiliary power is provided through battery backup. The phone system will be replaced by ETS under Measure C.

The effectiveness of facilities and equipment in meeting the needs of programs and services is evaluated for instructional programs by departmental scheduling staff in conjunction with the Scheduling Office under the direction of the associate vice president of Instruction. The Scheduling Office, in conjunction with academic department personnel assigned the responsibility for scheduling classes, identifies appropriate classrooms and educational equipment. Departments are designated specific classrooms for their use, and the departmental schedulers assign classes to these classrooms. If additional equipment is needed for the room or the instructor requires a multimedia classroom, it is coordinated with the Scheduling Office.

The college has updated the equipment in 131 classrooms that are outfitted with multimedia equipment. As part of the Measure E renovation projects, the infrastructure for future multimedia capability was included in classroom renovations. Money for the multimedia equipment was provided through instructional equipment funding or Measure C FF&E.

Effective utilization of the facilities is ensured through the use of the Scheduling and Resource 25 software programs. Reports on academic and non-academic use of classrooms provide timely data to ensure rooms are scheduled efficiently on a quarterly basis. Academic meeting areas and conference rooms are also scheduled and managed through the district's network on Resource 25. ([Doc. 78](#)) Scheduling access is limited to key personnel. Conference rooms and meeting areas in the Campus Center are scheduled through its director, and the dean of Physical Education and Athletics manages the scheduling of sports facilities. There is limited use of the Flint Center for the Performing Arts for classes coordinated through the Flint Center director. Non-instructional and community uses of all facilities are coordinated through the facilities rental coordinator.

The 23-member Custodial crew handles routine cleaning of De Anza facilities to provide a safe and sanitary environment for students, faculty, staff and the public. The custodial team also provides for small intra-campus furniture moves. ([Doc. 48](#)) Five of the 23 custodians provide cleaning services solely for the Campus Center. The crew is divided into five shifts: day, swing, early night, early night/weekend and night. The custodial staff provides cleaning and recycling services for 616,741 of assigned square footage and 282,304 square feet for restroom, circulation and common areas, for a total of 899,045 square feet. The average square footage per custodial workload is 39,088 square feet. With the completion of the Mediated Learning Center in fall 2012, this number will increase to 41,452 square feet. Given state revenue shortfalls and layoffs that the college has had to implement over the last two years, additional staffing to reduce the square footage per custodian is unlikely. Cleaning efforts are focused on instructional and student services areas and restroom facilities. Faculty and administrative offices are currently cleaned twice weekly.

Routine upkeep and maintenance of the campus's 81.9 acres of landscaping, athletic fields, parking areas and circulation roadway are the responsibility of the Grounds Department. The department is also responsible for the college's recycling and waste management efforts. The number of grounds personnel has been reduced from eight employees to four following the 2009-10 staff reductions; with only four staff members, the maintenance of the grounds and landscaped areas are a daily challenge. Some mitigation of workload occurred when artificial turf replaced grass for the soccer and football fields. Throughout both Measure E and Measure C bond construction, drought-tolerant and low-maintenance landscaping was installed insofar as possible, chiefly for environmental sustainability; once the plantings are mature, maintenance requirements will be reduced. Also to assist with maintenance, the college has included a minimum of 12 months of external contracted maintenance service in all Measure C projects with landscape elements.

The manager of the Custodial department and the Grounds supervisor assess equipment needs annually. Funds for replacements and upgrades of equipment come from one of three sources: ongoing operating budgets, Measure C FF&E dollars, or if available, year-end fund balances. Measure C equipment funding is requested through Program Reviews. Funding from those year-end balances is requested through the Finance and Educational Resources Planning and Budget Team (FERPBT). ([Doc. 48](#))

District Safety and Security manages the 5,762 parking spaces. Parking Lots A and B on the east side of campus were reconfigured and a new parking structure and surface parking were provided in Parking Lot C through Measure E.

Self-Evaluation

The college meets this standard. To ensure Measure C maintenance funding and state scheduled maintenance funding are used in the most effective manner, Plant Services has developed maintenance schedules for various systems and equipment related to the campus' infrastructure. Custodians provide for routine cleaning and maintenance for the health and safety of students, faculty and staff.

The development of the process to plan for Measure C facilities, furniture and equipment provision accomplishes the Planning Agenda from 2005.

Planning Agenda

- Complete the update of the Facilities Master Plan.

Standard III.B.1.b

The institution assures that physical resources at all locations where it offers courses, programs and services are constructed and maintained to assure access, safety, security and a healthful learning and working environment.

Description Summary

The institution assures that physical resources are accessible, safe, secure and provide a healthful environment by complying with federally mandated Americans with Disabilities Act (ADA), seismic safety, and Division of the State Architect (DSA) regulations.

District Plant Services conducts periodic inspections of campus facilities to ensure that all heating, ventilation and air conditioning (HVAC) and electrical systems that support the academic and administrative facilities are functioning properly. These periodic inspections are part of a routine preventive maintenance program for the campus and include, for example, the annual inspection of boilers and chillers. Plant Service receives maintenance funding through three sources. One is the major maintenance program, which addresses specific items such as pathway replacement or major tree trimming. The second is the state's scheduled maintenance categorical program, which is developed as a five-year plan updated annually and sent to the state for first-year funding. The scheduled maintenance program covers exterior repairs, HVAC, roofing, utilities and related items, and requires matching funds from the district. The third funding source, Measure C, has allowed the district to develop a maintenance plan and schedule for the five areas listed above until 2021. The spending plan for the maintenance schedule is in five-year increments and leverages state scheduled maintenance funding with Measure C funding. ([Doc. 74](#), [Doc. 75](#))

Through Plant Services, the campus participated in the State Chancellor's Office facilities assessment program in 2009. The assessment allowed Plant Services to determine the life cycle of physical resources, such as carpeting and window coverings, and develop replacement programs. The output of the assessment was uploaded into the State Chancellor's Office Facility Utilization Space Inventory Option Net (FUSION) system, which assists that office in assessing the college's capital outlay needs. The district's Five-Year Construction Plan and Five-Year Scheduled Maintenance Plan are also uploaded into FUSION. The district's 2012-2016 Five-Year Construction Plan was completed in early fall 2010. This document, together with the 2011-2015 Five-Year Scheduled Maintenance Plan, will provide data for the development of the 2010-2015 Facilities Master Plan. ([Doc. 67](#))

On a daily basis, Plant Services has instituted a work order system that allows users to request maintenance and repair projects online. Requestors are notified

that a request has been accepted, approved and completed. Information on the work request can also be accessed. The director of Facilities and Operations and the associate vice president of Finance and Educational Resources meet on a weekly basis to review, discuss and prioritize requests submitted to Plant Services through the work order request system. ([Doc. 79](#))

De Anza is a leader among community colleges in providing access to persons with disabilities and is committed to providing access to instruction and services regardless of a person's physical abilities. Toward this end, De Anza has over the years made improvements to its physical plant to ensure accessibility. Combined funding of \$1,108,325 from Measure E and Measure C was earmarked for accessibility improvements. This figure does not include improvements that were incorporated into renovation and new construction projects. ([Doc. 68](#), [Doc. 69](#))

Self-Evaluation

The college meets this standard. The Faculty and Staff Accreditation Survey November 2010 showed that 66% of the faculty and staff agreed or strongly agreed with the statement that physical facilities, such as layout, lighting, temperature control and furnishings, met or enhanced learning needs. This is essentially a reversal of the results of the previous self-evaluation survey in which 61% of faculty/staff respondents disagreed or strongly disagreed that this was the case. The improvement is directly attributable to the upgrades to the physical facilities and furnishings through Measure E and C.

Eighty-five percent of student respondents agreed or strongly agreed the campus is clean. Although the campus has experienced staff cutbacks due to state funding shortfalls, the college has prioritized cleaning and maintenance efforts. Priority has been given to instructional and student services areas, restrooms and public spaces serving students. Staff and faculty areas are given a lower priority.

Completion of Measure E renovation projects addressed most accessibility issues identified by Plant Services and Disabled Students Programs and Services (DSPS). Input and review by DSPS continues to inform planning and work in this area. Potential access issues caused by renovation and construction projects are discussed with DSPS and alternative access routes are identified and communicated to students, faculty and staff. Ninety-four percent of student respondents indicated in the Student Accreditation Survey November 2010 that classroom and non-classroom facilities provided access for students with disabilities. ([Doc. 45](#), [Doc. 55](#))

Planning Agenda

No recommendations at this time.

Standard III.B.2

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, Plant Services conducts annual space inventories. The space inventories help to determine the capacity-load ratio of all space on campus. The capacity-load ratios assist the college in identifying where more space is needed on campus and suggests in which areas additional facilities may be needed. Both the space inventory and capacity-load ratio are essential to the development of the District's Five-Year Construction Plan.

The 2012-2016 Five-Year Construction Plan submitted to the board of trustees in fall 2010 shows the capacity use ratio for laboratories and lecture space was 100% and 90%, respectively. ([Doc. 67](#)) Data on the effective utilization of academic and non-academic space is also provided through Resource 25, the campus' scheduling software program. Quarterly data from Resource 25 allows the campus to determine whether rooms are efficiently scheduled. Resource 25 reports are generated almost daily during scheduling periods to identify time slots and rooms that are available for scheduling.

Audio-visual equipment is evaluated quarterly for maintenance by District Educational Technology Services (ETS) and performs necessary repairs, although instructional divisions may still generate some requests for upgrades to classroom equipment. Acquisition and replacement of equipment is handled primarily with Measure C funds. The AV department maintains repair and maintenance records for classroom equipment and will alert department deans and/or the vice president of Instruction when equipment is in need of repair or replacement. ETS and college representatives meet regularly to prioritize classrooms for multimedia installation and upgrades as well as computer replacement.

The Educational Master Plan ([Doc. 34](#)) identifies the college's educational mission and overall direction. The companion Facilities Master Plan ([Doc. 63](#)) assesses data such as space utilization and capacity use ratios to ensure that the physical facilities can support the educational mission and goals of the college. The college began work in March 2011 to update the Facilities Master Plan to reflect the needs identified in the 2010-2015 Educational Master Plan.

Self-Evaluation

The college meets this standard, with joint processes in place with district departments for the evaluation of both facilities and equipment to assure the feasibility and effectiveness of physical resources in supporting institutional programs and services. Plans that result from the evaluations are available in the Five-Year Construction Plan and Facilities Master Plan.

Planning Agenda

No recommendations at this time.

Standard III.B.2.a

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

The Foothill-De Anza Community College District developed its 2012-2016 Five-Year Construction Plan based on an in-depth analysis of cumulative capacities and load ratios appropriate to a community college environment. ([Doc. 67](#)) This plan will assist in the development of the 2010-2015 Facilities Master Plan effort that began in March 2011. The Facilities Master Plan is being developed to support the college's Educational Master Plan for 2010-2015. The Facilities Master Plan will drill down to the department level and identify growth in particular programs and services.

Total cost of ownership (TCO) is analyzed by the college and district to assess long-term fiscal implications in the maintenance and support of facilities development, as well as purchases of major technology and instructional equipment, and durable goods such as vehicles.

Self-Evaluation

The college meets this standard. Total cost of ownership was a factor in the district's 2102-2016 Five-Year Construction Plan for both colleges and will be considered in the Facilities Master Plan Update currently under way at the college. District needs and standards prevail in the acquisition of technology purchases as outlined in the Foothill-De Anza Information Technology Strategic Plan 2005-2010, which was used in the development of the Measure C facilities, equipment and technology bond. ([Doc. 80](#)) Measure C ballot language addressed the total cost of ownership. ([Doc. 81](#))

Planning Agenda

No recommendations at this time.

Standard III.B.2.b

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

De Anza works to ensure physical resource planning is integrated with institutional planning through the development and updating of the Facilities Master Plan ([Doc. 63](#)) and the Five-Year Construction Plan ([Doc. 67](#)). Both the Facilities Master Plan and Five-Year Construction Plan are driven by the Educational Master Plan ([Doc. 34](#)), which outlines the college mission, goals and quality indicators that guide planning and budgeting. The Facilities Master Plan is the enactment of the Educational Master Plan in terms of physical resources and addresses the educational, site and facilities needs of the college. The Five-Year Construction Plan is a document submitted to the state requesting funding for capital projects. It provides for long-range capital planning and is updated annually by the district executive director of Facilities, Operations and Construction Management. The document identifies current data on capacity use ratios, demographics and student enrollment.

The development of these documents integrates physical resource planning with institutional planning. During the development and updating of the Educational Master Plan 2010-2015, all segments of the college community – faculty, classified professionals, administrators and students – worked together to clearly articulate the mission and goals of the college. ([Doc. 34](#)) Program initiatives outlined in the three- to five-year plans developed by each division are reviewed along with program and departmental Program Reviews, which provide formal documentation of the work of each department and include proposals for change and improvement. These proposals become a basis for prioritizing human and physical resource needs. Growth areas identified by the various divisions are also factored into the prioritization. ([Doc. 47](#), [Doc. 48](#), [Doc. 158](#))

In the past, consultants familiar with state standards have facilitated development of the Facilities Master Plan. The consultants involve the college community through open forums, steering committees and shared governance meetings. The process for the development of the college's 2010-2015 Facilities Master Plan began in March 2011 and is being facilitated by consultants from HMC Architects. ([Doc. 72](#), [Doc. 73](#))

The Facilities Master Plan reflects an assessment of current facilities and plans for future facilities to meet college educational objectives. De Anza's Measure E and C construction programs were the result of areas identified by the 1999 and 2007 Facilities Master Plans as needing improvement to meet the educational goals and projected student enrollment identified in the Educational Master Plan. The areas in the 1999 plan were space for instruction and student support services,

facilitating pedestrian flow, improving accessibility to campus and easing parking congestion. ([Doc. 62](#), [Doc. 63](#))

In the 2007 plan the primary goals were to:

- Support student success and retention through the development and ongoing support of educational and public spaces that are attractive, comfortable and suitable for a variety of uses and to a diversity of users.
- Develop safe and accessible vehicular, pedestrian and bicycle paths.
- Exemplify environmental stewardship and leadership toward sustainability.
- Provide space that will empower and support collegiality among faculty, staff and students.

Those primary goals translated into seven project concepts:

- Construction of the Mediated Learning Center (MLC) providing several flexible classrooms/labs and student and staff support opportunities.
- Renovation of an existing building for the new Multicultural Center (MCC).
- Development of a “Historical Corridor” to include the California History Center, the East Cottage and Baldwin Estate Winery Building (“Baldwin Winery”).
- Renovation of existing facilities.
- Pathways, landscape, lighting and signage improvements.
- Campuswide Americans with Disabilities Act (ADA) improvements.
- Development of a new public transit center to support alternative modes of transportation. ([Doc. 63](#))

The LEED Silver Student and Community Services Building opened in fall 2005. The Campus Entry project facilitated both pedestrian and vehicular flow on the west side of campus, and Phase I Signage, constructed under Measure E, has improved both way finding and pedestrian flow. Phase I of the Combined Site Improvement Project, scheduled to begin in summer 2011, will facilitate pedestrian flow with the addition of sidewalks, improvements to ADA pathways and additional lighting. This project will also include development of the Historical Corridor, with upgrades to the Sunken Garden. The completion of the Valley Transit Authority (VTA) transit stop on the north side of campus, near the Student and Community Services Building, and the addition of a 100-stall bicycle storage area with lockers for helmets and riding gear supports alternative modes of transportations. ([Doc. 68](#), [Doc. 69](#), [Doc. 70](#)) The construction of the LEED Platinum Mediated Learning Center (MLC), which began in December 2010, will provide flexible general-purpose classrooms, two anthropology classroom/labs, a distance learning classroom and a staff/faculty development/training classroom. The building, slated to open in fall 2012, will also include a café. ([Doc. 82](#))

The renovated Multicultural Center re-opened in fall 2010 and is expected to receive at least LEED certified status. The renovation created a building with classrooms and lecture halls; a flexible meeting and conference room that can be used for instruction, group learning sessions and community events; and an outdoor patio/gathering space and classroom. The building houses the division office for Intercultural/International Studies (IIS) and office space for full- and part-time faculty. The Multicultural Center is located on the east side of the campus south of the Visual and Performing Arts Center (VPAC). The location affords easy access for community members and facilitates collaborative programs with Creative Arts faculty and the Euphrat Museum of Art, located in the VPAC.

Senior college administrators, along with division deans, will meet with consultants from HMC Architects in spring 2011 to review space inventory reports, efficiency measures, demographic projections and research data developed by the district's Instructional Research and Planning Office for use in the updated Facilities Master Plan. This data, along with the 2010-2015 Educational Master Plan, information on growth trends, education and educational delivery trends, provided a basis for identifying the impacts of facility needs. The 2010-2015 Facilities Master Plan will reflect the facility needs indicated in 2010-2015 Education Master Plan, and reference what has been accomplished through the implementation of the plans that were established in the 1999 and 2007 Facility Master Plans. Questions regarding the future growth and expansion of the college will be addressed.

Self-Evaluation

The college meets this standard. In addition to the development of the Educational and Facilities Master Plans, several college committees work to ensure physical resource planning is integrated with institutional planning. The Facilities Planning Team, Campus Center Advisory Board, Campus Environmental Advisory Group (CEAG), Technology Task Force and the Campus Budget Team (CBT) all work in conjunction with their district counterparts to ensure the institutional goals of access and growth are met with appropriate facilities, equipment and technology plans.

The goal of the Facilities Planning Team is to identify facility requirements, ensure that all modifications are performed in accordance with district and college guidelines, and forward these projects to College Council for approval. The Facilities Planning Team is comprised of campus staff, faculty, student members and district facility representatives. The Campus Center Advisory Board is composed of a student majority and includes faculty and staff. The group ensures that student issues and concerns involving the facility are addressed. The Technology Task Force (Tech Task Force) is responsible for ensuring that all technology hardware and software needs of the campus are met, with a focus on instructional technology.

The College Environmental Advisory Group (CEAG), composed of faculty, staff and students, is committed to environmentally sound practices and continuous improvement in environmental performance in all operations of the college. In November 2007, CEAG, with the assistance of an environmental management consultant, developed a Sustainability Management Plan (SMP). The relevant college and district units are working to integrate the six focus areas identified in the SMP into operational policies and procedures. The three Planning and Budget Teams (PBTs) along with the Campus Budget Committee address the fiscal requirements of the college and provide for the allocation of resources for the college to meet its institutional goal of access and growth. ([Doc. 83](#), [Doc. 84](#))

Clearly integrated facilities planning with the planning processes of the college, based on the Educational Master plan, accomplishes a Planning Agenda from 2005, as does the creation of the college's SMP. According to the Faculty and Staff Accreditation Survey 2010, 72% percent of faculty and staff agree or strongly agree that physical resource planning is integrated with institutional planning. ([Doc. 45](#))

Planning Agenda

- Complete the update of the Facilities Master Plan.

Standard III.C: Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Standard III.C.1

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary

The college's Technology Task Force identifies and assesses technology needs. The task force is co-chaired by one faculty member, one staff member and the vice president of Finance and Educational Resources, who oversees technology deployment for the college. The Tech Task Force works with the district's Educational Technology Services (ETS) on the full scope of technology needs and issues. ETS conducts surveys, elicits input from the districtwide Educational Technology Advisory Committee (ETAC), and develops analyses of system performance to understand the needs of the colleges.

Technology Task Force

The college identifies, communicates and articulates its needs and requirements for technology services through the Tech Task Force. This group is also the campus body responsible for maintaining the Information Technology Strategic

Plan, developed in 2007 and updated in 2010. The task force identifies technology needs by examining the college's Educational Master Plan, through analysis of Instructional, Student Services and administrative Program Reviews, and by soliciting input from its members in committee discussions. The charge is to:

1. Determine criteria for developing proposals.
2. Prioritize and coordinate campus technology initiatives in accordance with the Technology Master Plan.
3. Present technology overview to College Council.
4. Review technology proposals from a technical perspective and make recommendations to College Council.
5. Develop and/or modify technology policies and make recommendations to College Council.
6. Coordinate with governance groups when appropriate.
7. Communicate with constituency groups.
8. Collaborate with ETS on design, implementation and maintenance of technology that affects instruction and administration services.
9. Define process for identifying college-based technology standards (e.g., course management systems, content managements systems, iTunes, etc.).
10. Creation and maintenance of the Information Technology Strategic Plan. ([Doc. 34](#), [Doc. 85](#))

The Tech Task Force communicates needs for ETS services to ETS, which then works with representatives of the college to define requirements and develop solutions.

District Educational Technology Advisory Committee (ETAC)

Technology needs are also brought forward to ETAC. This committee has primary responsibility for developing a district strategic plan for technology and monitoring the ongoing implementation effort aimed at achieving goals outlined in the plan. ETAC is a shared governance committee at the district level designed to be as inclusive as possible of all constituency groups (administration, faculty, staff and students) from both college campuses and district Central Services.

ETAC is responsible for:

- Making specific recommendations to the Chancellor's Advisory Council (CAC) on the use of technology throughout the district with regard to both ongoing activities and future direction.
- Keeping informed about the current activities and future plans in each of the technology areas: Infrastructure, Information Systems and Client Services through the appropriate ETS managers and its own subcommittees.
- Monitoring the operations, special projects and overall budget of the ETS staff in an ongoing effort to have a comprehensive overview of the entire technological effort in the district.

- Assessing policy on matters such as intellectual property rights, appropriate use of technology and standards.

([Doc. 86](#))

Student and Staff Surveys

As part of technology planning, ETS conducts a periodic survey of students and of staff to elicit their perception of technology strengths, weaknesses and future needs. ([Doc. 87](#))

Architectural Studies

To provide a stable and reliable technology infrastructure, ETS periodically commissions architectural studies to assist staff in building and maintaining supportable systems. Such studies include:

- Telecommunications and Multimedia Design Standards – P2S with modifications by FHDA (ongoing) ([Doc. 88](#))
- Network Infrastructure Status – Salas O’Brien Engineers (June 23, 2010)
- Banner Implementation Review – Perry Smith Auditors (Jan. 26, 2010)
- Banner Security Assessment – Strata Information Group (May 15, 2009)
- Network/Security Architecture – Burton Group (Aug. 11, 2008)

In addition, ETS conducts internal studies and research to assess system readiness and has recently completed the following studies:

- Technology Infrastructure Status (July 29, 2010) ([Doc. 89](#))
- Measure C Computer Refresh Program Analysis (Sept. 1, 2009) ([Doc. 90](#))

The results of these studies are used to identify issues to be addressed. Most of the college’s technology assets and services are managed by ETS, while some are managed internally or outsourced.

College-Managed Systems:

- Course management (Catalyst – Moodle)
- Content management (OmniUpdate)
- Curriculum management (ECMS)
- Department/division internal IT systems
- Video production and delivery
- Listservs

College-Outsourced Systems:

- Community education program administration (Augusoft Lumens®)
- OmniUpdate administration
- Constant Contact® (mail marketing tool)
- Turnitin (anti-plagiarism software)
- Textbook vendor websites (such as PageOut®)
- iTunes U (Apple’s free media download service)

Technology Resources Group (TRG)

In addition to the district personnel who support infrastructure, the campus employs a limited number of technical staff who directly support the instructional use of technology. In 2005 the college identified instructional technology services that the district ETS group was unable to provide. To address these needs, technical personnel were consolidated from Distance Learning, Marketing and the Broadcast Media Group into a new department called the Technology Resources Group (TRG). The mission for TRG is:

- To produce, deliver and support the highest quality content for accessible and timely instruction using appropriate technology.
- To identify, recommend and implement new technologies for instruction and support.

TRG also offers advice and consultation regarding unsupported technologies, but does not assume responsibility for those such as YouTube, Yahoo Groups, Facebook, MySpace, Google Sites, Flickr and Twitter. In addition to training, troubleshooting and maintenance, TRG supports:

- De Anza College website – the primary external face of the college and the entry point for registration, student support services, academic divisions, departments and faculty websites. Three staff members comprising the De Anza Web Team ensure ease of navigation and compliance with the Americans with Disabilities Act (ADA). The team also provides technical and content management system support to faculty and staff. Marketing/Communications is responsible for website design and content oversight. ([Doc. 91](#))
- OmniUpdate – the Web content management tool for staff and faculty to easily update websites. De Anza’s current contract with Omni includes 250 user accounts. As of this writing, 230 users accounts have been assigned and are used regularly. Ten to 20 accounts are typically held in reserve in order for TRG to quickly support the addition of, or changes to, faculty and staff.
- Catalyst – the De Anza-branded version of Moodle, an open source Course Management System (CMS, sometimes called a Learning Management System, or LMS). Catalyst has received very positive user reviews and has generated online enrollment growth of 10-20% during each of the four years that the system has been in operation. In fall 2010, Catalyst carried about 7,000 student accounts. Catalyst training for faculty is provided by the Distance Learning Center, also the first point of contact for students or faculty who are having technical difficulties. If the Distance Learning Center cannot resolve the technical issue, the student or faculty member is referred to TRG for advanced technical support. The Distance Learning

Center uses informal student feedback and periodic surveys to ensure the support and services being provided to students adequately reflect student need. ([Doc. 92](#))

- iTunes U – the Apple-supplied technology that allows faculty to post audio or video files and distribute them directly to their students. The course-related videos are password protected, but there is also significant content that is made available to the general public. The De Anza Web Team provides iTunes U support for faculty and students. As one of the college’s contributions to the Open Educational Resources initiative, De Anza is distributing four complete video courses for free use by any legitimate educational institution as part of this initiative. The courses include:
 - Math 10 (Statistics)
 - EWRT 100 (Basic Writing and Composition)
 - HTEC 60A (Medical Terminology)
 - Remembering WWII (WWII vets interviewed; used in U.S. history courses)([Doc. 93](#))
- Various computer technologies – Training, troubleshooting and maintenance are included for the Video on Demand playback systems in the Kirsch Center for Environmental Studies and use of donated Fujitsu Tablet computers. ([Doc. 94](#))

Self-Evaluation

The college meets this standard. It has accomplished all Planning Agendas from the previous Self-Study, establishing a senior leadership position for oversight of technology in the vice president of Finance and Educational Resources. The college has also developed an Information Technology Strategic Plan in direct response to Recommendation number 4 made by the 2005 Visiting Team in its Evaluation Report.

One major charge of the Tech Task Force, an advisory group reporting to College Council, is the creation and maintenance of the college Information Technology Strategic Plan. College Council approved the most recent version of the technology plan, based on the college mission and Educational Master Plan, on Oct. 28, 2010. The plan is comprehensive and included input from all major campus groups. ([Doc. 95](#), [Doc. 96](#), [Doc. 97](#))

The Information Technology Strategic Plan 2010-2015 helps guide campuswide projects to ensure that college work compatible and coordinated with technologies offered and supported by ETS. The document’s Vision Statement provides the TRG with a simple four-point criterion for success. Each of TRG’s projects must accomplish at least one of the following: “Enhance access, learning, retention and success” of De Anza’s students.

The Faculty and Staff Accreditation Survey November 2010 indicated that:

- 92% of faculty and staff agree or strongly agree that instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.
- 77% of faculty and staff agree or strongly agree that the college assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research and operational systems. ([Doc. 45](#))

Planning Agenda

No recommendations at this time.

Standard III.C.1.a

Technology services, professional support, facilities, hardware and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

The college makes decisions about the use and distribution of technology through the Tech Task Force in consultation with district Educational Technology Services (ETS). The Tech Task Force is co-chaired by one faculty member, one staff member and the vice president of Finance and Educational Resources, who oversees technology deployment for the college. Recommendations of the Tech Task Force are modified by College Council, if appropriate, and ratified by that body. After college priorities are determined and vetted to ensure consistency with district priorities, the Tech Task Force coordinates with ETS to plan for project implementation and service delivery. ([Doc. 98](#), [Doc. 99](#))

Scheduling computer and smart classroom refurbishment and installation occurs through the Prioritization Team, composed of the vice president of Finance and Educational Resources, the associate vice president of Instruction, the Furniture, Fixtures and Equipment (FF&E) coordinator, the ETS director of Networks Communications and Computer Services, three ETS supervisors and other key ETS staff.

Establishing Priorities for Districtwide Projects

Setting priorities for the implementation of major technology projects affecting multiple areas of the district is a function of district technology planning. Priorities for technology projects are recommended by ETS staff, ETAC and a committee of senior leaders from both colleges (Senior Staff members at De Anza College and President's Cabinet members at Foothill College). These recommendations are reviewed and submitted by the vice chancellor of Technology and adopted or modified by the chancellor and chancellor's staff (college presidents, vice chancellors and the executive director of Facilities).

De Anza College Senior Staff representatives on this committee provide input into this process using the recommendations of the Tech Task Force as adopted or modified by College Council. Senior Staff members are also informed by ETS regarding the status of systems.

Studies

To provide a stable and reliable technology infrastructure, ETS periodically commissions architectural studies, as noted in the previous section. These include Banner Implementation Review and Security Assessment, Network Infrastructure Status, Network/Security Architecture, and Telecommunications and Multimedia Design Standards - P2S with modifications by FHDA (ongoing). ([Doc. 88](#))

In addition, ETS conducts internal studies to assess system readiness and has recently completed the Technology Infrastructure Status (July 29, 2010) ([Doc. 89](#)) and the Measure C Computer Refresh Program Analysis (Sept. 1, 2009). ([Doc. 90](#))

Plans

College priorities for technology are reflected in various plans including the:

- De Anza College Information Technology Strategic Plan 2010-2013 ([Doc. 85](#))
- Foothill-De Anza Information Technology Strategic Plan 2005-2010 ([Doc. 80](#))
- Measure C Bond Project Plan ([Doc. 70](#))

Refresh

The college works closely with ETS to ensure that technology infrastructure is modernized and refurbished to meet student needs. The development and coordination of most policies and procedures dealing with technology are managed through ETS and ETAC. The results of an analysis completed in 2010 by ETS established a standard for replacing desktop and laptop computers every five years. A five-year replacement cycle extends the available funding in Measure C Bond funds to refresh computers.

Standardized Computer Configurations

The Hardware and Software Standards Committee, a subcommittee of ETAC, is responsible for establishing computer hardware and software standards. These standards cover computers, printers and portable projectors. The committee meets six times annually to review the needs of the colleges and the product offerings of vendors and makes changes to standards. Departments may purchase computers from this standards list or request an exception based on need. ([Doc. 100](#))

IT Design and Construction Standards

Facilities construction and renovation has been extensive since the approval of the Measure E construction bond in 1999 and Measure C in 2006. ETS supports the facilities construction process by establishing construction standards for IT and monitoring the design and construction of buildings. To support this, ETS produced a Telecommunications and Multimedia Design Standards document, which is updated every three to four years or more often as necessary to reflect the needs of the college as well as advances in technology. ([Doc. 101](#))

Measure C Bond Project Plan

In addition to building construction and renovation, Measure C provides for equipment and technology modernization, including:

- Computer replacement
- Printer replacement
- Server replacement
- Smart classroom refurbishment and installation
- Telephone PBX replacement
- ERP (administrative system) replacement
- Data Center refurbishment and replacement
- Network and Security refurbishment and replacement

While the intention was for the Measure C bond to provide technology refresh funding for the 15-year life of the bond (through 2021), the funds are not likely to be sufficient to do so. Alternative revenue options may be explored over time.

Web Design Standards

Web design standards provide the structure to ensure that information on the college's website is kept current and the display of information is accessible and in compliance with regulations. ([Doc. 102](#))

System Backups and Monitoring

System reliability and disaster recovery are provided both by ETS through its systems operations team and by the college through TRG.

ETS maintains a data center located at De Anza College to support both De Anza and Foothill colleges and, through bond funding, is building a new data center to be located next to district offices on the Foothill College campus. The data center operations team provides full backup and recovery services for systems hosted in the data center through a tape system for servers and applications. The district's Banner Educational Information System is backed up to a storage area network (SAN). In addition, the district maintains a "hot site" in Carlsbad, Calif., for Banner with full redundancy and near real-time replication for disaster recovery. Systems operations are monitored seven days a week.

TRG maintains an automated backup system developed in house, which ensures all data from locally hosted systems is securely backed up according to need. Data from Catalyst (De Anza's local deployment of the Moodle Course Management System) is backed up daily, and a "hot-spare" system is on constant standby to facilitate redeployment in the event of catastrophic system failure. An off-line archive system of all instructional data and is easily made available to faculty when required (for example, in the event a student challenges a grade from a previous quarter). Monitoring of locally deployed systems is performed both manually and automatically. Each quarter, TRG personnel go through a scheduled checklist that includes steps for analyzing collected data for capacity and scalability planning. ([Doc. 154](#), [Doc. 155](#))

Security

The board approved a technology security policy in 2009 (Board Policy 3260) articulating the extent to which information has to be secured and addressing the privacy rights of employees and students. ([Doc. 103](#), [Doc. 104](#))

In addition, ETS developed a protocol for managing IT security incidents and also commissioned three security related audits/studies to assess the security posture of the institution. ETS is working on measures identified in audits to improve security.

- Incident Response Procedures (continually being revised)
- Banner Implementation Review - Perry Smith Auditors (Jan. 26, 2010)
- Banner Security Assessment - Strata Information Group (May 15, 2009)
- Network/Security Architecture - Burton Group (Aug. 11, 2008)

At the college level, TRG is a strong advocate for enhancing security to protect user data and system integrity. When the campus moved the Course Management System hosting responsibilities in-house, the project plan for deploying the new system established security as the top priority. ([Doc. 105](#)) TRG's website provides extensive information for users. ([Doc. 106](#))

To ensure sufficient personnel skills were available to guarantee adequate security, the instructional multimedia Web administrator position was replaced with a learning management systems administrator, with an emphasis on security and data integrity. Sample responsibilities of this position include capacity planning, system monitoring, developing security standards, participation in campus technology discussions and planning, technical liaison to ETS, and research of emerging threats and technologies.

To help effectively communicate security issues to the campus, TRG's website provides information for users on topics such as choosing good passwords and avoiding scams as well as an RSS feed for rapid notification of emerging threats and security information. ([Doc. 107](#), [Doc. 108](#))

Technical Support

The ETS Call Center provides technical support online or via e-mail or phone. The support website provides FAQs and instructions and information regarding use of district-supported technology, such as e-mail, phones, Banner, etc. Call Center staff are available from 7 a.m. to 3 p.m., Monday through Thursday. ([Doc. 109](#))

The campus provides additional support for various technologies. Some campus labs have on-site staff to handle support for provided technology. (See the Academic Labs section below.)

Catalyst system support for faculty is provided through Distance Learning by e-mail or phone. Students may review FAQs and request help using the online Catalyst Technical Support System (CTSS). The CTSS system will automatically notify several campus employees that a student needs assistance, and will track any correspondence between staff and students to ensure efficient communications occur (for example, the system will notify staff if someone else has already responded to a request). The FAQ system, developed in-house, allows students to immediately provide feedback. This feedback is used by the system to determine which questions are most appropriate at any given time, and the most likely data is pulled in real time to the main login page for the Catalyst system, automatically providing the students with the most relevant data. The Distance Learning Center also uses individual student feedback and periodic surveys to ensure the support and services being provided to students adequately respond to student needs. ([Doc. 92](#), [Doc. 110](#))

In response to student needs, TRG has developed a new Searchable Internet Video (SIV) system. Designed to leverage the closed captions already embedded in all videos produced by TRG, which assist students and comply with ADA regulations, this system allows users to perform Google-like searches across the videos for their classes. The results of the search allow users to click a link and instantly jump to the associated location within the video. Early anecdotal responses from student users have been extremely positive, particularly from English language learners who find that the associated closed captioning helps to increase understanding. To ensure equitable access for all students, multiple versions of each stream are created to allow users to view the content without paying for high-end Internet access.

Lab and Classroom Technologies

In the six years since the previous accreditation Self-Study, De Anza College has significantly enhanced faculty and student access to computing resources.

- Installed Wi-Fi access points in most classrooms and public gathering spaces on campus
- Updated each computer lab on campus

- Offered laptops for checkout by students from the Library Desk and other labs
- Provided, through a donation, more than 125 fully featured tablet PCs to faculty for classroom and distance learning use
- Acquired and installed Banner, accessible via a Web portal, containing modules for student information and enrollment, finance, purchasing, human resources and many other integrated functions.

Wireless Access

In 2005, De Anza students could access the Internet while on campus primarily by using one of the campus computing labs. Since that time, Internet access by De Anza students has become commonplace, facilitated by the installation of Wi-Fi access points across the campus. ETS has carefully planned the wireless network to comply with the Commission on Accreditation for Law Enforcement (CALEA) guidelines. However, the wireless network is unencrypted and is not recommended for campus business use that may involve sensitive, private student data. The Wi-Fi network was designed and installed with student use as the primary function. The rollout, still under way, is being completed in three phases:

Phase 1: Common/public spaces such as the Library and Campus Center Dining Room

Phase 2: Classrooms and conference rooms

Phase 3: Outdoor spaces

Phase 1 was completed in 2009, and Phase 2 is now complete. Phase 3 began in summer 2010. Following is a list of the campus locations with Wi-Fi access points as of Dec. 1, 2010.

- A Quad
- Broadcast Media Center (A8)
- E Quad
- Forum classrooms
- Hinson Campus Center Dining Room
- Student Government Conference Room
- Kirsch Center for Environmental Studies
- L Quad
- Library
- Learning Center West
- Fujitsu Planetarium at De Anza College
- S Quad
- Science Center
- Visual and Performing Arts Center
- Euphrat Museum of Art
- Administration Building

[\(Doc. 111\)](#)

Academic Computing Labs

The line between computer labs and classrooms is not as distinct as it once was. Many classrooms are equipped with special use computers for specific academic programs, while some labs are used for online testing and other group computing and class activities. The number of computing labs and the number of available computers has increased since 2005. At the same time, more De Anza students are bringing laptops and other portable computing devices to campus, resulting in increased access to online resources for thousands of students. Almost 80% of the college's computing labs have been refreshed with new computers since 2005. The remaining 20% are scheduled to be refreshed by summer 2012. The Measure C bond for construction, equipment and technology was designed to provide continued funding for computer refreshes over the next 15 years. It was hoped that the bond would allow a computer lab refresh every three years. When factoring in projected growth on campus as well as the many demands on the technology funds, it was determined that the bond would allow a refresh every five years. Realizing that this refresh rate may not be adequate to keep pace with current technologies, ETS is comparing computer use on campus with projected available funds to maximize efficiency with the hope that the refresh rate can be shortened to 3-4 years.

De Anza currently has 1,685 computers for student use and 53 computer labs. See Table 4 on the following page.

Table 4 Computers for Student Use

Lab Location	Installed Date	Mac or Windows	Qty of Computers
ATC203	08/21/03	Windows	35
L27	06/08/04	Macintosh	10
SC2206	02/23/05	Windows	30
SC3103	04/12/05	Macintosh	10
SC3103	04/12/05	Windows	10
L22	06/09/05	Windows	21
SC3103	07/25/05	Windows	28
Admissions	07/26/05	Windows	26
SCS Testing	08/18/05	Windows	42
KC217	10/04/05	Windows	48
Career Center	03/17/06	Windows	6
SC3101	07/17/06	Windows	25
A91	08/24/06	Macintosh	31
S1	09/14/06	Windows	20
ATC307 (A)	09/21/06	Windows	20
S44	09/28/06	Macintosh	40
L27	10/25/06	Windows	7
ATC307 (B)	01/25/07	Windows	10
ATC311 (A)	05/24/07	Windows	25
ATC311 (B)	05/30/07	Macintosh	16
Kirsch	06/08/07	Windows	21
L41	06/25/07	Macintosh	10
ATC101	06/27/07	Macintosh	31
E24	08/01/07	Windows	27
ATC301/303	08/20/07	Macintosh	72
S48	08/23/07	Macintosh	87
ATC106	10/01/07	Macintosh	20
LC101	10/02/07	Macintosh	8
LC Ref	10/12/07	Macintosh	20
S42	08/23/07	Macintosh	44
Physical Science	02/20/08	Macintosh	10
SC2206	03/26/08	Windows	25
ATC203, 204F, 205	08/20/08	Windows	336
LC237	10/24/08	Macintosh	21
A65	11/24/08	Macintosh	15
L41	01/06/09	Macintosh	9
LCWL	01/13/09	Macintosh	90
ATC102	03/19/09	Windows	41
ATC103	03/19/09	Windows	31
ATC304	03/19/09	Windows	20
A92	03/20/09	Macintosh	33
HOPE	05/11/09	Windows	10
S31(A)	05/19/09	Macintosh	15
HCC157	06/09/09	Macintosh	16
ATC111	06/25/09	Macintosh	8
S15	06/30/09	Macintosh	35
S42	06/30/09	Macintosh	35
S31(B)	07/01/09	Macintosh	71
ATC106	11/02/09	Macintosh	8
Auto Tech	11/10/09	Windows	25
E1(A)	11/25/09	Macintosh	6
E1(B)	12/02/09	Windows	4
ATC301	11/22/10	Windows	31

Classroom Technology

The use of technology in De Anza's classrooms has increased significantly since the last Accreditation Self-Study in 2005. The college has many classrooms with varying levels of technology. Built-in technology in 126 classrooms enables faculty to project images from a computer, access the Internet or play audio or video files.

- Tier 1 Classroom – offers, at minimum, access to a data projector and a network connection.
- Tier 2 Classroom – a standard “smart classroom” containing, at minimum, a data/video projector, computer, document camera and a simple switching system that allows faculty to easily change what is seen on the screen. Many Tier 2 classrooms also include a DVD player or other type of media player.
- Tier 3 Classroom – includes specialized technology designed to meet the needs of faculty who require resources such as lecture capture systems, multi-image projection systems, digital cinema projectors, or high-definition video recording equipment.

There are eight Tier 1 and 113 Tier 2 classrooms on campus. The Tier 3 classrooms account for nine rooms on campus and are invaluable to several Instructional divisions. The rooms are frequently booked from early morning to late night and include:

AT120 (Advanced Technology Center) – a Film/TV cinema screening room that includes a digital cinema projector, 16mm film projectors, 35mm slide projectors, DVD, Laserdisc and Blue-Ray players, U-Matic, S-VHS and MiniDV video playback. The classroom is used for film studies, film analysis and art history classes.

KC113 (Kirsch Center for Environmental Studies) – a sophisticated lecture capture room with three auto tracking cameras, remote wireless microphones for students and faculty, and full manual controls for planned recording sessions. The recordings can be placed online for students to view at home or can be recorded directly to DVD for high-quality local playback. The room is used primarily for environmental studies courses.

VPAC132 (Visual and Performing Arts Center) – a medium-sized classroom with two side-by-side data projectors. One of the projectors displays one, two or four images at once while the second projector can display a complementary or a contrasting image. Four computers and a tablet overlay allow faculty to display multiple images, to highlight or display notes directly on the image using the tablet, and to compare and contrast the images as the students review them. The room is used primarily for art history classes.

LCW26 (Learning Center West) – can be used as a traditional 32-seat smart classroom or a distance learning classroom that can create live webcasts or televised classes. It includes three remote-operated cameras, wireless and wired

microphones for faculty, and 16 automatically switching microphones to capture student questions and comments.

AT107, 108, 112 and 113 (Advanced Technology Center) – a suite of classrooms used as a high-definition, digital television teaching facility. Consisting of three rooms (a lecture/observation classroom, a control room and a sound stage), the facility is used to teach television production, lighting for television and film, and other core courses in the Film/TV discipline.

Fujitsu Planetarium – used as a classroom for numerous astronomy courses, in addition to being a community resource for school field trips, weekly star and laser light shows. The facility includes one of two Konica-Minolta Infinium S star projectors in the Western Hemisphere, two Sony 4K digital projectors and a 12,000 watt 6.1 Dolby Surround Sound system.

The Mediated Learning Center (MLC), funded through the Measure C construction bond, will open in fall 2012 and include 10 smart classrooms and one classroom/lab. It will also house Distance Learning, the Technology Resources Group and the Office of Staff and Organizational Development. ([Doc. 82](#))

As noted in this standard's Planning Agenda from the 2005 Self-Study, it was clear that the district should acquire a system that provides for real-time information, flexible reporting capabilities, and the integration of a comprehensive student and human resource management system. Approximately \$12 million of the 2006 Measure C construction bond was allocated for the acquisition of a new Enterprise Information System (EIS). After surveys and other information-gathering techniques yielded almost 5,000 user-specified system requirements, the district decided to acquire Banner Educational Information System. The system has been carefully implemented in phases so that each module could be fully tested before rolling out the next module.

The Banner system includes integrated modules that provide for student registration and record keeping, budget and finance information, and a human resources module that includes times sheets and performance reviews, all accessible through a portal with a single sign-on. A module called Course Studio was introduced to faculty in spring 2011 and will allow them to place course-related files, such as syllabi (green sheets), office hours or assignment information inside the portal in a directory automatically created for that course.

Self-Evaluation

The college meets this standard. Technology services, professional support, facilities, hardware and software are designed to enhance the operation and effectiveness of the institution.

De Anza College has completed the Planning Agenda items identified in the 2005 Self-Study. The district acquired an EIS system that provides for real-time information, flexible reporting capabilities and comprehensive integration of student and human resources.

According to the Winter 2010 ETS Student Survey, 52% of students reported that Catalyst, the online course management system, was easy to use. ([Doc. 112](#))

According to the Student Accreditation Survey November 2010:

- 91% of students surveyed either agreed or strongly agreed that De Anza had provided resources that met their needs in the area of computer access.
- 79% of students surveyed either agreed or strongly agreed that De Anza had improved their knowledge, skills and abilities in the area of basic computer skills, up from 71% in the last accreditation survey. ([Doc. 55](#))

According to the Faculty and Staff Accreditation Survey November 2010, 77% agreed or strongly agreed that “the college assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.”

Planning Agenda

No recommendations at this time.

Standard III.C.1.b

The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

The district’s Educational Technology Services (ETS) hired a training specialist in 2010 to assess needs, develop a training plan and deliver technology training to staff and student employees. Initially, the specialist focused on providing training to district employees on Banner. In addition, ETS provides information online that covers how to use various administrative systems used by the district including e-mail, calendaring, antivirus software and the district portal. ([Doc. 113](#))

The college’s 2005 Accreditation Self-Study identified lack of technology training as an issue and specified a Planning Agenda that would “integrate technology training for faculty and staff into campus-based staff development.” ([Doc. 114](#)) The ACCJC Evaluation Report 2005 included a recommendation that the college develop a Technology Plan that included training. ([Doc. 115](#))

In subsequent years the campus began to offer additional training through related departments. Upon the acquisition of the new course management system, Distance Learning hired an instructional designer to help train faculty and work with them to develop high-quality courses. The Distance Learning group now provides extensive training opportunities for faculty to learn Catalyst, the campus Course Management System. The training for this tool also provides insights into the differences between online and on-campus pedagogy, as well as

understanding of how distance learning can best serve students. The TRG video systems engineer provides training for specialized technology used in state-of-the-art classrooms, such as specialized planetarium, nursing, and video-on-demand systems, in addition to occasional hands-on training in the use of classroom display systems. The TRG Web content developer provides extensive training for faculty, staff and departments in updating their pages on the college website using the OmniUpdate Content Management System. FAQs, guides and manual have been developed to aid in the use of Omni Update.

In addition to such training, the Office of Staff and Organizational Development coordinates training on a wide variety of topics. New employee orientation provides training on webmail, MyPortal, Liquid Office and Meeting Maker. ([Doc. 116](#)) Ongoing and specialized training opportunities are provided by Staff Development. ([Doc. 117](#)) Training sessions are evaluated through evaluation forms completed immediately following the training, as well as later online surveys. The results are used to determine the quality of the training, accuracy of materials and need for follow-up. Training sessions are updated and modified accordingly.

Self-Evaluation

The college meets this standard. It provides quality training in the effective application of its information technology to students and personnel and has accomplished the Planning Agenda from the 2005 Self-Study. Technology training for faculty and staff has been integrated into campus-based staff development. The college has also addressed concerns in the previous Evaluation Report. Distance Learning now provides adequate training both in the use of sound pedagogy and the development of distance learning courses. TRG provides training in the development and maintenance of webpages.

Sixty-eight percent of respondents to the Faculty and Staff Accreditation Survey November 2010 agreed or strongly agreed that “The college provides quality training in the effective application of its information technology to students and personnel,” with 24% disagreeing and 8% strongly disagreeing. ([Doc. 45](#)) While Staff Development sends monthly e-mail notifications about technology training, the college could benefit from a central strategy for technology training.

Planning Agenda

- Work toward a centralized technology training plan, based on wide-ranging input from faculty, staff and students, as well as all staff involved in delivering training, both at the campus and district level. The plan should address the questions of how training needs are assessed and how training will be assessed and evaluated, in addition to guiding users toward the appropriate location to receive the training.

Standard III.C.1.c

The institution systematically plans, acquires, maintains and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

The college and the district, working together through staff and shared governance – the Technology Task Force, advisory to College Council, and the districtwide Educational Technology Advisory Committee (ETAC) – plan and prioritize the purchase and maintenance of technology infrastructure. Shared governance provides forums for broad participation in the assessment of needs requirements, development of policies and resolution of issues.

The management, maintenance and operation of the college’s technological infrastructure and equipment are primarily handled through the district’s central technology organization, Educational Technology Services (ETS). ETS is organized to support the development, improvement and support of IT systems including software applications, networks, instructional computer labs, smart classrooms, personal computing and telephones for the district’s two colleges. In addition to providing direct technical support through staff, ETS manages some of its systems through outsourcing contracts. ([Doc. 118](#))

Technology Resources Group (TRG) staff functions include Web, multimedia, production and engineering services. The college also outsources some of its IT support needs, including administration of the Community Education program and OmniUpdate, as well as mail marketing tools, anti-plagiarism software, textbook vendor websites and iTunes U.

The De Anza College network, supported by ETS at the district, has undergone numerous upgrades and enhancements since the 2005 Self-Study. ATM network switches have been replaced with Gigabit switches, increasing speed and reliability

The district performed a suitability study in 2009 on key De Anza services and software, including OmniUpdate and Catalyst. Both OmniUpdate and Catalyst were rated “Good” (the highest ranking) in future suitability. ([Doc. 119](#), pp. 50-51)

Funding is provided through general funds (Fund 14) and state categorical funding, when available, for instructional equipment, library materials and scheduled maintenance, which were unfunded for 2010-11. The state Technology and Telecommunications Infrastructure Program (TTIP) is also unfunded. The 1999 Measure E bond was for construction only, but the 2006 Measure C bond also provided for equipment and technology. Funding was provided for Banner

(the Educational Information System replacement), a Planning Agenda item from 2005. Funding is also being made available for the replacement of computers, printers, servers and telephones, as well as smart classroom, Data Center, and network and security refurbishment.

A \$1 million donation from Fujitsu in 2008 provided additional funds for computer refresh as well as opening new avenues for innovation in the classroom and online. One half of the \$1 million was invested in new technologies for the renamed Fujitsu Planetarium at De Anza College; the remaining funds were offered to De Anza as a credit toward Fujitsu computer orders. As of January 2011, De Anza had received 103 Fujitsu computers, billed against the \$500,000 grant. Most of the computers are Windows Tablet PCs, offering faculty the ability to use “digital ink” to create annotations and notes, as well as many other tablet-based features. ([Doc. 94](#), [Doc. 120](#))

Campus Initiatives

The 2005 Evaluation Report identified a need for coordination on the campus surrounding technology initiatives. To address this gap, the college created the Tech Task Force, charged with prioritizing and coordinating campus technology initiatives. ([Doc. 121](#))

Any of several subsequent campus technology initiatives can serve to demonstrate how De Anza College now systematically plans, acquires, maintains and upgrades or replaces technology infrastructure and equipment to meet institutional needs. A recent example would be the Catalyst (Moodle) Course Management System. ([Doc. 105](#))

The 2005 Evaluation Report also identified “coordinated course management” as a campus need. A needs assessment was performed by Distance Learning and it was determined that the best use of limited staff resources would be consolidating from multiple course management systems into a single CMS that the college would support. The needs assessment involved surveys and interviews with students, faculty and staff.

In October 2005 the Distance Learning coordinator approached the Tech Task Force seeking support for an evaluation of Learning Management Systems (LMS). De Anza created an LMS selection committee as a spinoff of the Tech Task Force. Members were initially recruited from the task force, but anyone interested in participating in the committee was encouraged to join. This information was shared in governance groups. Initially, the committee consisted of five faculty members and two classified professionals, with consultation from multiple sources, including Section 508 and Americans with Disabilities Act (ADA) compliance consultants from the High Tech Center Training Unit and Special Education faculty.

There were more than 200 learning management systems on the market at the time, making the task of choosing a campus standard challenging. Because many of these systems lacked major required functionality, the committee quickly narrowed the number of systems for an in-depth evaluation to just four. The campus had already licensed two of the systems, WebCT and ETUDES. The other two systems to be considered were ANGEL Learning[®], a commercial software that was gaining market share; and Moodle, an open source software that only recently had become a viable option for the campus.

A matrix was developed to evaluate the software, and in 2006 the committee recommended that the college deploy a modified version of Moodle due in part to Moodle's focus on equitable access for disabled students. A project plan was created ([Doc. 105](#)) and presented to the Tech Task Force in summer 2006. ([Doc. 122](#), [Doc. 123](#)) Careful evaluation and planning by Distance Learning and later TRG led to a laddered rollout, in which a system was built and tested, and then the various scattered courses were then migrated to the single system. Toward the end of 2007, all courses using WebCT and ETUDES had been converted.

Over the next four years, this single server evolved into a server cluster with six dedicated high-performance servers with distributed load balancing and multiple redundancies for high availability. Each upgrade provided additional security, stability and performance despite annual growth. At the beginning of the 2008-09 academic year, the instructional multimedia Web administrator position was replaced by a LMS administrator, a position dedicated to ensuring the availability, performance and security of the LMS. As a result, during the 2009-10 academic year the Catalyst system provided 100% uptime (functional time) for online classes.

To ensure high quality technical support, Distance Learning conducted a pilot project to outsource technical support of the system to an independent vendor, who could offer 24-hour seven-day-a-week support to faculty and students. After a few years, feedback from all user groups indicated that the value being provided by this company did not justify the expenditure of resources during tight budget times. In response, the campus returned support for the Catalyst system to the Distance Learning and Technology Resources Group, and a new Catalyst Technical Support system was created to handle management of this function.

Discussion is constantly taking place between the TRG and Distance Learning personnel regarding Catalyst ease of use, accessibility, capacity planning and performance scalability of the system. To ensure needs of all users are being met by these systems, periodic surveys are conducted and an advisory group for distance learning and Catalyst meets regularly with the TRG and Distance Learning personnel. ([Doc. 124](#))

Self-Evaluation

The college meets this standard. It systematically plans, acquires, maintains and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

De Anza College has accomplished the Planning Agenda from the 2005 Self-Study. A furniture, fixtures and equipment (FF&E) plan has been developed to outline the acquisition, maintenance, replacement and upgrading of equipment. The college's Measure C Prioritization Process provides the plan for replacement and new technology requests using 2006-10 funding, and replacement and new technology and equipment requests using 2010-15 funding. After being vetted through a shared governance process that included input from the Tech Task Force, the Campus Budget Team and the deans, the Measure C Prioritization Process in 2010-11 was approved by College Council on June 10, 2010.

In addition to meeting the specific Evaluation Report recommendation regarding the development of a technology plan, the college has also addressed related issues identified in the report. Wireless Internet access has been made available to students, and a plan is in place to further expand the rollout throughout the campus. The Tech Task Force has made progress in centralizing campus technology initiatives to promote more efficient use of campus technology resources.

Planning Agenda

No recommendations at this time.

Standard III.C.1.d

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

Establishing priorities for the implementation of major technology projects affecting multiple areas of the district is a function of district technology planning. Priorities for technology projects are recommended by ETS staff, ETAC and district senior staff with input from the TechTask Force and the college. These recommendations are reviewed and submitted by the vice chancellor of Technology and modified or accepted by the chancellor and her staff, which includes the chancellor, presidents, vice chancellors and the executive director of facilities. After college priorities are determined and assessed in relation to district priorities, the college coordinates with ETS to plan for project implementation and service delivery.

For scheduling computer and smart classroom refurbishment/installation, the college coordinates with ETS through the Prioritization Team, composed of the vice president of Finance and Educational Resources, the associate vice president of Instruction, the FF&E coordinator, the ETS director of Networks Communications and Computer Services, three ETS supervisors and other key ETS staff, and creates a priority list for scheduling replacements/installations.

As noted in III.C.1 and III.C.1.a, ETS conducts studies to identify, analyze and document weaknesses in systems and services that need to be addressed. Studies include the Measure C Computer Refresh Program Analysis (Sept. 1, 2009) and the Technology Infrastructure Status (July 29, 2010). ([Doc. 90](#), [Doc. 89](#))

Funding sources including district-level bonds, categorical funding from the State Chancellor's Office, grants from other sponsors and general revenue funds. The college and the district have secured capital funding from voter-approved bonds for technology maintenance and refresh projects. Since 1999, the district has raised \$739 million in funding through two bond measures referred to as Measure E and Measure C.

The work on Measure E is nearly completed and mainly involved facility construction projects, which ETS supported through IT design and construction monitoring. The Measure C bond contains approximately \$75 million in funding to support technology over a 15-year period beginning in 2007. Funding from the Measure C bond is set aside for each major category of technology infrastructure including computer replacement, printer replacement, server replacement, smart classroom refurbishment and installation, telephone PBX replacement, ERP (administrative system) replacement, Data Center refurbishment and replacement and Network and Security refurbishment and replacement.

The State Chancellor's Office provides technology support through grants and categorical funding to colleges including instructional equipment, library materials and a Scheduled Maintenance Grant, which is currently unfunded, and the Technology and Telecommunications Infrastructure Program (TTIP), which is a direct allocation to colleges and also currently unfunded.

College Staffing

Functions of the college Technology Resources Group (TRG) include: ([Doc. 125](#))

Web Services

- Hosting of the college website
- Web content development
- Content management through OmniUpdate
- Web application programming
- Distance learning online course management (Catalyst)

- iTunes U at De Anza
- Video/audio streaming and archiving

Multimedia Production and Distribution Services

- Multimedia production and distribution services
- Studio production
- Field production
- Editing, graphics and visual effects
- Educational programming on Comcast Cable
- CD and DVD mastering
- Webcast production
- Video conference production and support

Engineering and Design Services

- Creative engineering for advanced instructional systems
- Maintenance, repair and upgrades for audio and video production and distribution

A limited number of staff members, primarily with the title of Instructional Associate, directly assist with instruction in instructional divisions and computer labs. The vice president of Finance and Educational Resources provides technology leadership and oversight.

External staffing

The college outsources some of its IT support needs to outside vendors:

- Community education program administration (Augustsoft Lumens®)
- OmniUpdate administration
- Constant Contact® (mail marketing tool)
- Turnitin (anti-plagiarism software)
- Textbook vendor websites (such as PageOut®)
- iTunes U (Apple's free media download service)

Self-Evaluation

The college meets this standard. Working together, the college and district provide the staffing, organization, funding and shared governance structures necessary to ensure the effective management, maintenance and operation of its technological infrastructure and equipment.

De Anza College has also accomplished both the 2005 Planning Agenda and responded to concerns in the 2005 Evaluation Report. College priorities for technology are reflected in the college's Information Technology Strategic Plan 2010-2013 ([Doc. 85](#)), the District Technology Plan ([Doc. 119](#)) and the Measure C Prioritization Process.

The college's Measure C Prioritization Process provides the plan for replacement and new technology requests using 2006-10 funding, and replacement and new technology and equipment requests using 2010-15 funding. For scheduling computer and smart classroom refurbishment/installation, the college coordinates with ETS through the Prioritization Team, composed of the vice president of Finance and Educational Resources, the associate vice president of Instruction, the FF&E coordinator, the ETS director of Networks Communications and Computer Services, three ETS supervisors and other key ETS staff, and creates a priority list for scheduling replacements/installations. After being vetted through a shared governance process including input from the Tech Task Force and Campus Budget Committee, the Measure C Prioritization Process for 2010-11 was approved by College Council on June 10, 2010.

The college's Information Technology Strategic Plan 2010-2013 states that there is a need to

1. Integrate the Information Technology Strategic Plan into campus planning and budgeting initiatives.
2. Work toward a localized grant funding resource.

([Doc. 85](#))

With the implementation of the college-approved Six-Year Planning and Assessment Cycle, the college will have an increasingly better coordinated and more comprehensive approach to resource allocation. ([Doc. 126](#))

Planning Agenda

- Continue to integrate the Information Technology Strategic Plan into campus planning and budgeting initiatives.

Standard III.C.2

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

At the district level, ETS in conjunction with ETAC develops the District Technology Plan, which is based on needs identified in De Anza's Educational Master Plan ([Doc. 34](#)) and further defined in the college's Information Technology Strategic Plan 2010-2013 ([Doc. 85](#)) as well as in the several assessments of infrastructure strengths and weaknesses that ETS conducts. ([Doc. 127](#))

From February 2006 through October 2007, the Tech Task Force, with representation from across the campus, worked to create a strategy to align the allocation of technology resources at the college with the other Strategic Planning Initiatives. ([Doc. 128](#), Feb. 15, 2006; Oct. 17, 2007; July 14 and Oct. 20, 2010)

The resulting Information Technology Strategic Plan was assigned only a three-year life span, indicative of the rapidly changing nature of technology. From July through October 2010 the Tech Task Force updated the technology plan to ensure it was realigned with the updated Educational Master Plan 2010-2015. College Council approved the technology plan in October 2010. ([Doc. 129](#))

The mission statement of the Information Technology Strategic Plan is that, “In alignment with the college mission, De Anza will use information technology to enhance access, learning, retention and success.” It further states, “De Anza College is complex in both its organization and its technology, which requires competing information technology (IT) needs be carefully evaluated to ensure the optimal use of limited resources.”

In addition to developing the technology plan, Tech Task Force also serves as a point of convergence for technology initiatives across the campus. For end users, this committee can also serve to provide direction, guidance and assistance with needs assessment, planning, project management, as well as act as liaison to the district ETS group. As initiatives are proposed, the Tech Task Force can raise the questions that are sometimes lost in the excitement of the beginning phases of a project, such as, “How does this initiative assist your department in terms of SLOs, program evaluation, etc? Does this initiative address specific needs identified in your area?”

Self-Evaluation

The college meets this standard. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

With the implementation of the college-approved Six-Year Planning and Assessment Cycle, the college will have an increasingly better coordinated and more comprehensive approach to educational master planning and resource allocation, including for technology, in meeting stated institutional purposes and goals. Program Review is an important component of this comprehensive approach, and is enhanced with the incorporation of regular and comprehensive outcome assessments.

According to the Student Accreditation Survey November 2010:

- 79% of students agree or strongly agree that De Anza College had improved their knowledge and abilities in basic computer skills.
- 91% of students agree or strongly agree that De Anza College had provided resources that met their needs for computer access.
- 78% of students agree or strongly agree that De Anza College had met their needs in providing services and instruction online. ([Doc. 55](#))

According to the Faculty and Staff Accreditation Survey November 2010:

- 92% of respondents agree or strongly agree that instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity. ([Doc. 45](#))

Planning Agenda

No recommendations at this time.

Standard III.D: Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Standard III.D.1

The institution relies upon its mission and goals as the foundation for financial planning.

Descriptive Summary

De Anza College relies upon its mission and goals as a foundation for financial planning and embodies this in its Educational Master Plan 2010-2015. This guiding document describes the De Anza College decision-making process as it involves shared governance committees giving input at each level of the budget process. The document clearly identifies the campus mission and related goals for developing a governance and budget process that is inclusive, transparent and open. ([Doc. 34](#))

This process is outlined specifically in the section “Instructional Decision-Making and Resource Allocation Process Model” (pp. 19-21) of the Educational Master Plan and is supported by the Board Policy 3000, Principles of Sound Fiscal Management. The policy states that one of the district’s fiscal management goals is “to maintain fiscal planning processes that address short- and long-term educational missions, goals and objectives and include constituency input.” ([Doc. 15](#))

At De Anza, constituency input takes the form of a shared governance process that offers multiple avenues for participation. At the center of planning and decision-making are the Planning and Budget Teams (PBTs). The three PBTs represent the three vice presidential areas: Finance and Educational Resources (FERPBT), Instruction (IPBT), and Student Services (SSPBT). Each committee

is composed of representatives from all areas of the college including faculty, classified professionals, administrators and students. Due to state funding reductions, the college has made significant budget cuts during the past two fiscal years. The PBTs, being the closest to the functional areas, have been critical to the processes related to reductions and in providing the careful considerations needed to keep the college's resources focused on the core mission and goals. ([Doc. 46](#))

Self-Evaluation

The college meets this standard. When resources were available in 2006-07, college strategic initiatives emanating from the mission statement – on Outreach, Individualized Attention to Student Retention and Success, Cultural Competence, and Community Collaborations – were funded directly and became part of the fabric of the college. Since that time, the college has supported its mission more specifically through what it has protected and elected to continue as services rather than by allocating new funding, which does not exist. Despite the budget constraints and the need to reduce costs, the college continues to support, for example, faculty positions that have responsibilities for diversity and equity, as well as in community and civic engagement, which are key areas in the college's mission, Educational Master Plan and strategic initiatives.

Planning Agenda

No recommendations at this time.

Standard III.D.1.a

Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

Financial planning is integrated with and clearly supports institutional planning. With the support of Measure C (2006) and Measure E (1999), the college has been able to meet many of its long-term institutional planning goals. Several major capital projects were envisioned and reflected in institutional planning documents such as in the District's Educational Master Plan 2005-2015 ([Doc. 130](#)) and Foothill-De Anza Information Technology Strategic Plan 2005-2010 ([Doc. 80](#)), the De Anza Educational Master Plan 2010-2015 ([Doc. 34](#)), and the 2007 De Anza College Facilities Master Plan ([Doc. 63](#)). Many of the projects in these plans have been or are in the process of being successfully completed.

Over the past two years, much of the district's resources, both financial and human, have been focused on the implementation of the new \$12 million Banner Education Information System, funded through Measure C. The new system, in the final stages of implementation, provides greater fiscal capacities and efficiencies for the college and the district. It will provide real-time financial information to enhance the college's financial planning and its ability to prioritize and address current and long-term fiscal needs. The newly installed Banner

system has already undergone the test of an independent audit. The audit of Foothill-De Anza financial statements as of June 30, 2010 was executed without exceptions, using the financial reports and support issued by the Banner Finance Module.

The college has successfully completed or started a number of Measure C construction projects, such as the completion of the S2/S6 major utilities infrastructure project, the renovation of the Multicultural Center (MCC), creation of the Historical Corridor, and the Mediated Learning Center (MLC) construction project, which is scheduled to be completed in fall 2012, all driven by the Measure C construction plan. Current Measure C projects will be completed by 2014. Updating of the Facilities Master Plan began in March 2011. ([Doc. 69](#))

Ongoing short-term operational financial planning processes at De Anza College are integrated with institutional planning as described in the De Anza College Educational Master Plan 2010-2015. The Program Review process for each unit provides for a systematic and continuous improvement model that is tied to outcomes measurement and resource allocation.

In recent years of state budget cuts, the Program Review process has also provided the basis upon which program reductions have been made. These processes have been embedded in the program planning and budget teams and are documented in the minutes of the meetings and on the PBT websites.

Self-Evaluation

The college meets this standard. The Faculty Staff Accreditation Survey November 2010 reflects that 77% of respondents strongly agreed or agreed that the college's financial planning is linked to college Strategic Planning and supports the college's goals. Institutional Planning begins with the Educational Master Plan that feeds into the Facilities Master Plan and into the decision-making processes of the PBTs. During these past two years of budget reductions, faculty and staff have had the opportunity to participate in the process and see how operational planning is responsive to programmatic needs and supports Student Learning Outcomes as well as Student Services Learning Outcomes.

Planning Agenda

No recommendations at this time.

Standard III.D.1.b

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships and expenditure requirements.

Descriptive Summary

The district's annual budget is developed based on a realistic assessment of financial resources available. The process begins with the release of the governor's annual budget. Using this information, the district vice chancellor of Business Services develops budget assumptions that are clearly stated in the adopted budget document and in subsequent updates. Key assumptions applied include projected enrollment data, the faculty obligation number (FON), cost of living adjustments (COLA), growth factor, deficit factors applied to state apportionment, and other information deemed significant.

In accordance with Title 5 of the Education Code, Foothill-De Anza Board Policy 3100 requires that the budget development process for the next fiscal year begin early in the current year so that a tentative budget is available no later than July 1 of the new fiscal year. The annual budget is adopted on or before Sept. 15 of the academic year for which it applies. The board monitors the budget by requiring quarterly updates of the district's financial and budget conditions. ([Doc. 131](#)) This information is disseminated to the campus through the regular "Board Highlights" electronic newsletter and updated through the District Budget Committee meetings, which take place bi-weekly and are led by the vice chancellor of Business Services. ([Doc. 132](#))

At the college level, the budget planning process begins each year with the rollover of the current year's general fund budget adjusted for scheduled salary increases and updated benefits costs and reflects its share of the two prior years of budget reductions. ([Doc. 133](#))

After input from the department and division managers and the Planning and Budget Teams (PBTs), the vice presidents make requests for B-budget augmentation. The requests are compiled by the vice president of Finance and Educational Resources and presented to the Campus Budget Team for review. Recommendations are then made to College Council. Unexpended funds at the end of the year are rolled back into the carryover and reallocated in the subsequent year's budget.

The college has other sources of revenue that supplement state funding. In addition to self-sustaining services such as the Print Shop, Bookstore and Campus Center operations including Dining Services, the college receives approximately \$10 million annually in grants and other revenues restricted for specific projects and purposes. Measure C funding is expected to provide resources for furniture, fixture and equipment needs of the campus for the remaining 10 years of the 15-year bond.

The district continues to pursue the development of new financial resources. In an effort to augment state funding, the board of trustees in August 2010 approved a \$69 parcel tax measure to be placed on the November ballot. The measure, which was only the second attempted by a California community college, received 58% of the vote; two-thirds was required. The measure would have brought in approximately \$6.8 million annually over a six-year period. ([Doc. 159](#))

The Foothill-De Anza Foundation seeks gifts to the college. One such gift was \$1 million from Fujitsu Inc., \$500 million of which was a naming gift to the Planetarium for equipment. The other half is currently being spent on in-kind technology, chiefly tablet computers, for in-class innovation and computer refresh. The chancellor and the district senior staff have discussed the increased pursuit of partnerships and grants as potential funding sources. ([Doc. 94](#))

Self-Evaluation

The college meets this standard. The Foothill-De Anza Adopted Budget 2010-11 reflects the plan to generate a balanced operational budget and Financial Audit for the year ended June 30, 2010 and reflects reserves in excess of the state's required 5% minimum. The board of trustees has designated some of these reserves as a "stability fund." These resources help position the district well for the state budget shortfall by minimizing the need to borrow and allowing for a thoughtful process when it comes to reduction planning. ([Doc. 131](#))

Planning Agenda

- Develop clear policies and processes for writing and pursuing grants.

Standard III.D.1.c

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary

The institution always considers its long-range financial priorities when making short-range financial plans. The district and the college clearly identify and plan for payment of liabilities and future obligations.

The district provides post-employment health care benefits for retired employees hired before July 1, 1997. As a result of new accounting principles, Governmental Accounting Standards Board Statement 45 (GASB 45), the actuarial amount of any liability associated with this obligation must be reported in the notes of the audited financial statements. As a result, the district reflects an unfunded post-employment (actuarial) accrued liability of \$144.4 million in Note 10 of the June 30, 2010 annual audit report. As of November 2009, the most recent actuarial valuation date, the plan was 3.3 percent funded. The district's required annual contribution is \$8.3 million. ([Doc. 134](#))

Long-term debt and obligations are reported at the district level. The most significant debt obligations are associated with the 2006 General Obligation Bonds (Measure C) that were authorized through an election by registered voters. The bonds are being issued for the purpose of renovation, construction of facilities and the purchase of furniture, fixtures and equipment. The bond issuance will provide \$490 million to be used over a period of 15 years. As of June 30, 2010, the district had sold bonds totaling \$149,995,150 and \$99,996,686. Measure E, the 1999 General Obligation Bond, provided \$248,000,000 for construction and repairs. Measure E projects are generally complete for the campus. ([Doc. 135](#))

The district's Financing Corporation has issued a number of Certificates of Participation (COP) for the purpose of financing construction, repairs and improvements. For control purposes, the COPs are funded by a debt service fund through which resources are transferred from the fund or account that initiated the original debt or lease, such as parking and Campus Center use fees. This fund also accounts for the legally required reserves mandated by the various debt or lease issuances. A detailed debt service schedule is included in the 2010-11 adopted budget. ([Doc. 131](#))

Self-Evaluation

The college meets this standard. The board of trustees has the ultimate responsibility for assuring the long- and short-term stability of the district and the colleges. In accordance with Title 5 of the Education Code and Board Policy 3100, the district is required to have a balanced operational budget and sufficient reserves to cover unexpected shortages. Quarterly budget updates and oversight meetings by the Audit and Finance Committee and the Bond Oversight Committee further assure continuous monitoring of revenues, expenses, liabilities and reserves. A timely annual independent financial and operational audit is also required.

The district has responded to the Commission's recommendation to develop and implement a plan to address the unfunded post-retirement liability, as initially described in the college's Focused Midterm Report in 2008, accepted by the Commission in January 2009. ([Doc. 157](#))

Foothill-De Anza was an early implementer and an active participant in forming a statewide community college retiree benefits irrevocable trust through the Community College League of California (CCLC). The district joined the Joint Powers Authority (JPA) established by the CCLC and began making contributions in fiscal year 2006-07. Beginning in fiscal year 2009-10, Foothill-De Anza contracted with the CalPERS California Employers' Retiree Benefit Trust (CERBT) program and transferred the funds held in the JPA to CERBT.

The district has commissioned annual actuarial studies to refine its obligations. The most recent study, dated Aug. 5, 2010, identified the total actuarial

accrued liability as \$106,692,763. At its meeting of June 7, 2010, the board of trustees took action to transfer \$711,314 budgeted for fiscal year 2009-10 to the irrevocable trust in order to fully fund the Annual Required Contribution (ARC). Further action included direction that the budget for 2010-11 include a contribution of \$400,000 to fully fund the ARC for that fiscal year. The \$400,000 funding contribution is calculated using a three-year smoothing by averaging the funding obligations of fiscal year 2008-09 and 2009-10, and the unfunded obligation reported on the Actuarial Study of Retiree Health Liabilities dated Aug. 5, 2010. The district has made contributions totaling \$4,661,801 as of June 30, 2010. ([Doc. 134](#))

Planning Agenda

No recommendations at this time.

Standard III.D.1.d

The institution clearly defines and follows its guidelines and processes for financial planning and budget.

Descriptive Summary

The college has implemented guidelines and processes that bring together shared governance committees in a manner that offers multiple avenues for input. The decision-making process begins with the three Planning and Budgeting Teams (Financial and Educational Resources, Instruction, and Student Services). These Budget and Planning Teams (PBTs) are vital in ensuring the linkages between the desired outcomes and the allocation of financial resources. The three PBT teams provide advice to the president and vice presidents on important resource allocation decisions. The three PBTs are the forum for Program Review, upon which recommendations to College Council are based. College Council is the shared governance group advisory to the president.

College Council acts as the final review. The expectation is that College Council respect advice from the PBTs as part of the integrated planning and budgeting process, making suggestions for change that benefit the college as a whole. In addition, the Campus Budget Team presents the overall budget plan to the College Council, which organizes the budget calendar and reviews all fund balances and revenues. ([Doc. 46](#))

Self-Evaluation

The college meets this standard. Appropriate financial information is provided throughout the district. There are many opportunities to obtain financial information and participate in the discussions about the fiscal issues related to the district. In the Faculty and Staff Accreditation Survey November 2010, 67% of respondents agreed and strongly agreed that administrators, faculty and staff

have appropriate opportunities to participate in and influence the development of college financial plans and budgets. This reflects a significant improvement over the 2006 survey in which only 57% agreed and strongly agreed. ([Doc. 45](#))

Planning Agenda

- Working with other Planning and Budget Teams and College Council, the Finance and Educational Resources Planning and Budget Team (FERPBT) will review and modify the Annual Program Review Update and Comprehensive Program Review processes on a regular basis.

Standard III.D.2

To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.

Descriptive Summary

At the time of the last Self-Study, the college and district were using an antiquated computer system that was extraordinarily labor intensive in terms of providing oversight. Not only was the system cumbersome and inefficient, it was not integrated with the other legacy systems, such as those used for Human Resources and student information. The college, working to mitigate these serious shortcomings, established a Planning Agenda in 2005 for the acquisition of a system providing for real-time information and flexible reporting capabilities. Similarly, the acquisition of such a system was key to the district Technology Plan developed that year. ([Doc. 136](#)) The planning for a construction, facilities and equipment bond, which became Measure C, incorporated the system into the proposal as a necessity. Measure C was approved by voters in 2006, and in July 2009, the \$12 million finance module of Banner was successfully implemented.

Self-Evaluation

The college meets this standard. Banner acquisition and implementation fulfills the college's 2005 Planning Agenda. The new financial management system helps to ensure control mechanisms and monitoring, as well as accurate and timely information for making decisions. New Banner purchasing procedures also provide better documentation and control of the purchasing and contractual agreement processes. The 2009-10 financial statements, the first generated by the new system, were audited by external auditors who issued the district an unqualified opinion with no management comments or exceptions. ([Doc. 134](#))

Planning Agenda

No recommendations at this time.

Standard III.D.2.a

Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely and communicated appropriately.

Descriptive Summary

To assure that financial reports reflect appropriate allocation and use of financial resources, the Audit and Finance Committee of the board of trustees oversees the district budget processes and engages an independent certified public accounting firm to perform annual audits of the district's financial statements. ([Doc. 135](#))

These annual audits include all district funds. Separate reports are issued for the Foothill-De Anza Community College District, the Foothill-De Anza Foundation and the California History Center Foundation. There is also a financial and performance audit of the Measure C General Obligation Bond Program. ([Doc. 134](#), [Doc. 137](#), [Doc. 138](#), [Doc. 135](#))

To assure appropriate institutional response, the annual audits are presented to all oversight committees including the board, the Audit and Finance Committee and the Citizen's Bond Oversight Committee. The final audit report is reviewed and accepted by the board of trustees.

Self-Evaluation

The college meets this standard. During the past fiscal year, the district successfully underwent the conversion from an antiquated finance system to the new Banner Finance system that provides even stronger mechanisms for effective oversight at all levels. The 2009-10 audit was performed on the financial statements as generated by the newly converted system. The auditors issued the district a clean, unqualified opinion and offered no management comments or exceptions. ([Doc. 134](#))

Planning Agenda

No recommendations at this time.

Standard III.D.2.b**Appropriate financial information is provided throughout the institution.****Descriptive Summary**

Financial information is readily available throughout the district and from a variety of sources. Faculty, staff, administrators and students have numerous opportunities to be informed. The following district forums are available to communicate financial information:

- The Foothill-De Anza Community College Board of Trustees meets monthly and at minimum, receives quarterly financial updates regarding state, district and campus budgets. The annual budget process for the next fiscal year begins early, and the board holds public hearings to review the proposed and adopted annual budgets. The chancellor's office distributes the "Board Highlights" electronic newsletter districtwide after each meeting. All board agendas are posted online in advance, in accordance with Brown Act regulations; meeting minutes are posted soon after approval. ([Doc. 132](#))
- The Foothill-De Anza Audit and Finance Committee is a subcommittee of the board of trustees augmented with community members. This committee holds regularly scheduled meetings open to the public. It monitors progress on bond expenditures and transfers, reviews all audit findings, meets with the district external auditors, and reviews other significant financial policies and recommendations of the district. ([Doc. 139](#))
- The Citizens' Bond Oversight Committee was appointed by the board of trustees when voters approved Measure C in June 2006, in compliance with Proposition 39 requirements. The committee is responsible for reviewing expenditures related to the district's \$490,800,000 general obligation bond. The committee meets quarterly, and all meetings are open to the public. ([Doc. 140](#))
- The District Budget Advisory Committee meets bi-weekly and is composed of representatives from each of the campus budget teams and Central Services personnel. Led by the vice chancellor of Business Services, the committee reviews budget parameters and progress on revenue and expense throughout the year. This committee also reviews major budget policy and procedures and addresses budget-related questions that may arise from the campus. Agendas and minutes of the committee are posted on the Business Services website and are available at the chancellor's office. ([Doc. 141](#))

College venues and shared governance team meetings are regularly scheduled, open to all and offer opportunities to become informed:

- De Anza's Planning and Budget Team (PBT) meetings are shared governance groups designed to review financial and planning issues in the three major areas of the college. There is a PBT for each vice presidential area – Finance and Educational Resources, Instruction and Student Services – that include Program Review and make recommendations on budget allocations within their respective areas. ([Doc. 46](#))
- De Anza's Campus Budget Team includes representatives from each of the PBTs and addresses collegewide budget issues. This team links to the District Budget Advisory Committee to ensure continuity in information and decisions and also makes recommendations to Senior Staff and the College Council. ([Doc. 142](#))
- De Anza College Council is the final step in the decision-making process. College Council takes a collegewide perspective in providing advice to the president. Given the level of work done in the PBTs, the expectation is that the College Council will respect the advice of the PBTs and make suggestions for change as a way of reconciling the various perspectives. ([Doc. 143](#))
- De Anza's budget website is updated consistently with all college and district budget information, as well as updates from the State Chancellor's Office, the Community College League of California (CCLC) and other state organizations, along with news articles. The page includes a glossary and numerous key links. ([Doc. 144](#))
- De Anza Town Hall meetings are conducted as needed by the college president and vice president of Finance and Educational Resources to provide information about budget issues and to gather feedback from faculty, staff and students. ([Doc. 145](#), [Doc. 146](#), [Doc. 147](#), [Doc. 148](#))
- The De Anza Associated Student Body (DASB) is very active and provides representation on all shared governance committees. Their input plays an important role in decision-making, and they keep their constituencies informed. ([Doc. 149](#))
- La Voz is the De Anza College student newspaper. It informs students about current budget situation and policies, among other campus issues and events. ([Doc. 150](#))

Self-Evaluation

The college meets this standard. Appropriate financial information is provided throughout the college and the district. There are many opportunities to obtain financial information and participate in the discussions about the fiscal issues related to the district. In the Faculty and Staff Accreditation Survey November 2010, 67% of respondents agreed or strongly agreed that administrators, faculty and staff have appropriate opportunities to participate in and influence the development of college financial plans and budgets. This reflects a significant improvement over the 2006 survey in which only 57% agreed or strongly agreed. ([Doc. 45](#))

In July 2009, Banner Finance was successfully implemented as the districtwide financial system. The new system replaces a legacy system that was cumbersome, not integrated and inefficient and provides for real-time information. It has flexible reporting capabilities and integrates with a comprehensive student and human resource management system. The improvement makes financial information readily available for monitoring budgets and making decisions. This implementation responds to the 2005 Planning Agenda item.

Planning Agenda

No recommendations at this time.

Standard III.D.2.c

The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

Through careful planning and fiscal management, the district has over the years maintained a healthy fund balance and sufficient cash reserves. The institution always seeks to ensure stability by developing a strategy that will result in a balanced operating budget. The board of trustees has a practice of maintaining a minimum reserve equal to 5% of the general fund budget. Continuous review of financial conditions and state funding levels by the Audit and Finance Committee and the board provides timely, ongoing assessments of the potential risks. Financial emergencies can therefore be minimized and unforeseen occurrences can be handled by adjusting priorities as needed.

As of June 30, 2010, the district's General Fund Balance was \$36,573,955 and consisted of the following components:

- \$9,989,000 District's budgeted 5% reserves
- \$12,777,756 College and Central Services carryover
- \$600,333 Carryover for encumbrances
- \$2,156,246 Districtwide carryover

- \$3,432,954 Fund Balance Reserves to carry personnel removed from budget
- \$7,716,666 Net stability fund to offset any last minute state revenue reductions

Of the district carryover funds, \$5,469,884 was designated to De Anza. The Campus Budget Committee and the College Council have reviewed and approved a two-year allocation plan. The plan anticipates collegewide needs critical to serving students. ([Doc. 151](#))

In the event of emergencies that cannot be handled with the current resources, the district participates in Tax Revenue Anticipation Notes (TRANS) available to local governments to provide for short-term financial and cash flow needs. While the board has authorized the use of TRANS, the district has not found it necessary to use this source for operational needs.

In addition to fiscal prudence, the district employs a director of Risk Management to protect and preserve the people and assets of the district. The district also maintains adequate levels of insurance. On an annual basis, the director prepares an assessment of insurance coverage and presents it to the board for review and input.

Self-Evaluation

The college meets this standard. The district is well positioned to weather the state fiscal and budget uncertainties for fiscal year 2011-12 using the net stability fund. In spring 2011, discussions are well under way to address severe state revenue shortfalls.

Planning Agenda

No recommendations at this time.

Standard III.D.2.d

The institution practices effective oversight of finances including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

The institution practices effective oversight of finances. All auxiliary programs are subject to these same effective policies, in addition to the appropriate prescriptive federal and state fiscal and program compliance guidelines.

Oversight and management of financial resources begins at the district level under the direction of the vice chancellor of Business Services and in cooperation with the vice president of Finance and Educational Resources at the campus. Effective

oversight begins with board policy. The Business Services Office is responsible for interpreting board policy by establishing and monitoring the internal control policies that protect the assets of the district and the colleges. An independent certified public accountant performs the annual audit of all financial records, including the auxiliary accounts.

The auditors express an opinion on the financial statements and the adequacy of the accounting procedures and internal control. Separate reports are issued for the Foothill De Anza Community College District, the Foothill De Anza Community College Foundation, the California History Center Foundation and the Measure C General Obligation Bond Program. The audit reports issued as of June 30, 2010 had unqualified opinions with no material weaknesses. ([Doc. 134](#), [Doc. 137](#), [Doc. 138](#), [Doc. 135](#))

In addition to the annual audit, a CPA firm is engaged annually to perform the internal audit function and looks at several key areas of fiscal operations in more detail. The board of trustees has two subcommittees that provide additional fiscal oversight. They are the Audit and Finance Committee and the Citizen's Bond Oversight Committee.

Self-Evaluation

The college meets this standard. De Anza and the district have multiple levels of oversight. The new Banner Finance system will provide even stronger mechanisms for effective oversight at all levels. There were no exceptions in the audit using information from the new system.

Planning Agenda

No recommendations at this time.

Standard III.D.2.e

All financial resources, including those from auxiliary activities, fundraising efforts and grants are used with integrity in a manner consistent with the mission and goals of the institution.

The Foothill-De Anza Foundation has five staff members. A 30-member board consisting of dedicated and influential members of the community governs the nonprofit corporation. The assets are \$28 million as of December 2010. ([Doc. 137](#))

For many years, the foundation, together with the De Anza Commission auxiliary community group and the Marketing/Communications Office, coordinated the college's annual "A Night of Magic" fundraiser. Proceeds from the 2010 event raised funds for community-based student internships.

The De Anza Associated Student Body (DASB) is a major supporter of campus activities. In 2008-09, DASB generated almost \$900,000 from activities such as

the membership card fees and the monthly Flea Market. A significant amount goes toward funding programs that support the mission of the college. ([Doc. 149](#))

The college's Bookstore, Campus Center, Dining Services and Printing Services are part of De Anza's Enterprise Fund as self-sustaining operations, paying expenses through the revenues generated. They support the college mission by delivering essential services to the college community. In addition, they provide employment, including for students. They are required to be self-sustaining and generated approximately \$11 million in 2009-10.

Other self-sustaining programs include the Child Development Center and the Occupational Training Institute (OTI). Both district programs are grant funded and are housed at De Anza.

Self-Evaluation

The college meets this standard. The Bookstore and Printing Services have continued to experience increased competition from outside vendors. Dining Services has also experienced reductions in requests for its catering services as a result of reductions in discretionary budgets of departments and divisions. There is close quarterly monitoring of financial statements and plans are being developed to market the services of both areas to students.

Planning Agenda

No recommendations at this time.

Standard III.D.2.f

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

All contractual agreements are handled in accordance with Board Policy 3140 and 3143. ([Doc. 64](#)) The policy is written to conform to Sections 81655 and 81656 of the State Education Code and the Public Contract Code, which regulates agreements with external entities. Purchasing procedures provide specific guidelines and levels of approval. Board policy requires that all contracts be in writing and approved by the chancellor or his or her designee. The procedures are clearly outlined in board policy and clearly exhibited in the approved "Purchasing Authority Grid." The new Banner purchasing procedures also provide better documentation and control of the purchasing and contractual agreement processes. ([Docs. 152](#))

All changes to or termination of contracts must be board approved. All major contracts are reviewed by legal counsel and are subject to audit of independent certified accountants. A separate financial and performance audit report is issued

on Measure C projects, giving a more focused review and verification of the integrity associated with contractual agreements of the district. ([Doc. 135](#))

Self-Evaluation

The college meets this standard. A review of processes and documentation indicate that guidelines and controls are in effect to assure the integrity of the contractual agreements. A significant number of major contractual agreements have been associated with the construction activity related to Measure C projects. These contractual agreements have direct relationship to the goals of the Facilities Master Plan, which reflects the Educational Master Plan and the college's mission. Each of these contracts has undergone review by the Citizens Bond Oversight Committee and is approved by the board of trustees. ([Doc. 140](#))

Planning Agenda

No recommendations at this time.

Standard III.D.2.g

The institution regularly evaluates its financial management process, and the results of the evaluation are used to improve financial management systems.

The evaluation of the institutions' financial management process is ongoing. The board of trustees and the Audit and Finance Committee establish the expectation of continuous improvement as they regularly evaluate financial management processes. The implementation of the \$12 million Banner Finance system, a significant milestone, is an example of the importance the board places on assuring that the fiscal and management systems are capable of providing the information needed to monitor and make decisions related to ensuring the institution's fiscal health. ([Doc. 139](#))

The board receives regular updates from district and college leadership. In addition to regular meetings, the board in January holds a comprehensive study session dedicated to issues critical to the district, particularly its fiscal health. An annual audit provides the board with verification that processes are sound. ([Doc. 134](#), [Doc. 153](#), Jan. 31, 2011 board agenda)

Self-Evaluation

The college meets this standard. The new Banner system promises to more than adequately meet reporting needs. The first-year financial statements generated by the new system have been audited, without exception, by outside external auditors. On a day-to-day basis, the new system will provide real-time budget-to-actual comparisons, allowing monitoring of operational spending and contractual obligations as well as quick response by managers in a challenging, ever-changing fiscal climate.

Planning Agenda

No recommendations at this time.

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STANDARD IV

LEADERSHIP AND GOVERNANCE

Standard IV. Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Standard IV.A Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Descriptive Summary

De Anza College has documented its commitment to ethical leadership in formal ethics statements throughout the governance structure: the Academic Senate Statement on Professional Ethics the De Anza Associated Student Body (DASB) Bylaws and Code of Conduct documents and the De Anza College Classified Senate Code of Ethics statement, developed and adopted in 2008. ([Doc. 1](#), [Doc. 2](#), [Doc. 3](#))

The Foothill-De Anza Administrators Handbook includes the ethics statement of the Association of California Community College Administrators (ACCCA) ([Doc. 4](#)) The Foothill-De Anza Board of Trustees Code of Ethics was incorporated as Board Policy 9210 in 2006 ([Doc. 5](#)). These formal statements serve as the foundation from which effective leadership is shaped throughout the college and the district. Effective leadership at the college builds upon the institutional values and goals developed with contributions from the governance, employee and student groups that share in making De Anza College an engaged and effective college community.

Self-Evaluation

The college meets this standard. Governance relies on strong ethical and effective campus leadership. Leadership and governance groups have expressed their commitment to ethical leadership through the development of ethics statements.

The college governance website was developed to facilitate teams and groups in maintaining communication with the campus and constituencies. ([Doc. 6](#)) Recommendations for “Improvement of College Shared Governance” were posted on the governance home page at the end of the 2006-07 academic year, and College Council formed a subcommittee and agreed to continue the discussion and review process. A resolution was brought forth to Academic Senate on Nov. 8, 2010 ([Doc. 7](#)) calling for a comprehensive review of the governance processes, clarification and modification of the decision-making chart and the production of a governance handbook. In response to the resolution, the 2007 recommendations

and to Planning Agenda items proposed by the current Standard IV Self-Study team, the subcommittee re-formed in fall 2010 as the Governance Task Force. The task force, with the underlying principles of assessment, reflection and improvement, is working to describe the governance process as it exists at De Anza and create a governance handbook. The Governance Task Force has reported back to College Council and to the Accreditation Steering Committee at each meeting since November 2010. ([Doc. 8](#), [Doc. 9](#)) The task force met throughout winter and spring quarters and drafted a Governance e-Handbook that will be presented for review to the governance groups and college campus in fall 2011, with the e-Handbook posted by fall quarter. Task force activities are documented on the De Anza College Governance website. ([Doc. 10](#))

All 2005 Planning Agenda items have been addressed. In fall 2010, Classified Senate conducted a governance survey ([Doc. 11](#)), in winter 2011 Academic Senate conducted a survey ([Doc. 12](#)), and on May 12, 2011, College Council created the College Planning Committee (CPC) housed in the Office of Institutional Research as a standing committee of College Council with among its charges the regular review of governance. ([Doc. 13](#)) Classified Senate adopted a Code of Ethics ([Doc. 3](#)) in 2008.

Planning Agenda

- Continue review of governance and decision-making models.

Standard IV.A.1

Institutional leaders create an environment for empowerment, innovation and institutional excellence. They encourage staff, faculty, administrators and students, no matter what their official titles, to take initiative in improving the practices, programs and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning and implementation.

Descriptive Summary

Institutional leaders create an environment for empowerment, innovation and institutional excellence communicated and reflected in the first paragraph of De Anza's mission statement, updated in 2010 with the Educational Master Plan:

“De Anza provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world.”
([Doc. 14](#), pg. 7)

The update to the mission statement included its amplification with the college's Institutional Core Competencies (ICCs):

- Communication and expression
- Information literacy
- Physical/mental wellness and personal responsibility
- Global, cultural, social and environmental awareness
- Critical thinking

The college's strategic initiatives – Outreach, Student Retention and Success, Cultural Competence and Community Collaborations – are outlined in the Educational Master Plan. Much innovative work emanated from these initiatives, including the expansion of the Office of Outreach to include Relations with Schools. ([Doc. 14](#))

The college encourages shared governance groups to engage in innovative approaches that strengthen the college and promote excellence. The groups include:

- De Anza Associated Student Body Senate (DASB) ([Doc. 15](#))
- Academic Senate ([Doc. 16](#))
- Classified Senate ([Doc. 17](#))
- Multicultural Staff Association (MSA) ([Doc. 50](#))
- College Council ([Doc. 18](#))
- Planning and Budget Teams ([Doc. 6](#))

The three Planning and Budget Teams (PBTs) are shared governance groups co-chaired by the vice president of Instruction, vice president of Student Services, vice president of Finance and Educational Resources, and a faculty or staff member. ([Doc. 19](#), [Doc. 20](#), [Doc. 21](#)) The recommendations of the PBTs are forwarded to the College Council, which is co-chaired by the college president and Academic Senate president. College Council includes representatives from all college constituency groups. ([Doc. 18](#)) In addition to the PBTs and College Council, there are a number of other college committees such as the Diversity Advisory Council ([Doc. 22](#)), Campus Budget Committee ([Doc. 23](#)), and Curriculum Committee. ([Doc. 24](#)) Additional task force groups and committees are created as needed. Committee representatives communicate with their governance groups who in turn communicate directly with their constituencies on a regular basis with the purpose of improving practices, services and programs. ([Doc. 6](#))

In addition to formal shared governance, there are many forums in which faculty and staff can initiate improvement to college practices, programs and services, including appointment through the shared governance groups to hiring committees, other committees depending on service area (such as tenure review

committees for faculty) or special committees such as the Educational Master Plan Committee. ([Doc. 25](#)) Opportunities also exist through bargaining or meet-and-confer groups, staff and department meetings, regularly scheduled staff meetings such as those for all deans and directors, retreats and collegewide Town Hall meetings.

The Office of Staff and Organizational Development Office (Staff Development) plays a particular role in supporting innovation through workshops, trainings, special initiatives, and travel and conference funding for faculty and staff. Staff Development collaborates with initiatives campuswide, including the Development And Readiness Education (DARE) Task Force, and the IMPACT AAPI program for Asian American and Pacific Islander students. Staff Development has also taken a lead in the assessment, development, training, implementation and integration of De Anza's campuswide Student Learning Outcomes and Assessment efforts.

Sustainability is an area of innovation across the campus. Through a collaborative effort that included student input from the college's environmental club WISE 37 ([Doc. 26](#)), Dining Services in the renovated Campus Center now features biodegradable paper products and utensils, and organic produce choices from local farmers. Dining Services also won the Gold award in the category of Retail Sales-Multiple in the 35th annual Loyal E. Horton Dining Awards contest in July 2008, sponsored by the National Association of College and University Food Services (NACUF). ([Doc. 27](#))

After a 17-year effort, the Kirsch Center for Environmental Studies opened to students in September 2005. The center is the lead demonstration building for energy innovation and sustainability in the California Community College system, rated as the first community college LEED platinum building in the nation. ([Doc. 28](#)) The Kirsch Center, which was named in honor of donors Steven and Michele Kirsch, was conceived as "a building that teaches about energy, resources and stewardship." In 2007, the Kirsch Center received an award from the Center for the Built Environment. ([Doc. 29](#))

Other examples of innovation at De Anza include the combined Summer Bridge Program that brings potential students into De Anza's Sankofa Scholars and First Year Experience Programs, under the umbrella of the Student Success and Retention Services (SSRC). ([Doc. 30](#)) The three programs, developed and administered by faculty, counselors and classified professionals within the last five years, work to meet the needs of a variety of students. Faculty and staff work has led to documented successes in the IMPACT AAPI, MPS and Puente programs. ([Doc. 31](#), [Doc. 32](#), [Doc. 33](#), [Doc. 34](#))

The many student, faculty, staff and collegewide accomplishments are collected and published annually in college reports ([Doc. 35](#), see list of report pages in Standard IV Source List).

Self-Evaluation

The college meets this standard. However, funding reductions have resulted in position and program reductions. Decreased funding challenges institutional leaders to create an environment of empowerment and innovation. The college has worked diligently to be creative and resourceful with alternative funding options such as grants.

Relating to the Planning Agenda from 2005 and as noted above, Staff Development continues to support empowerment, innovation and institutional excellence. Staff Development programs include New Employee Orientation and First Year Experience Programs for both part-time and tenure-track faculty and staff, Instructional Skills Workshops, Peer Evaluation Training, Classified Leadership Training, Teaching and Learning Seminar Series for Adjunct Faculty, Tenure Review Training, and Professional Conference and Travel Funds allocation. Individual Staff Development classes, seminars and common interest groups are offered, including Professional Growth and Development Awards/Leaves, personal health and safety issues in the workplace, classified professional skill building, and teaching and learning topics. Staff Development also locates and delivers available technology training resources and activities, identifies ongoing technology needs, and develops programs and materials to meet those needs. ([Doc. 36](#), [Doc. 37](#)) The new director of the Office of Staff and Organizational Development recently completed an assessment of the office and developed a five-year plan, which has been submitted to the associate vice president of Instruction. ([Doc. 38](#))

The Faculty and Staff Accreditation Survey November 2010 shows that 69% agree or strongly agree that collaborative decision-making procedures are followed and respected at the college, an increase over the 63% in the previous Self-Study. Moreover, the “strongly agree” response increased from 6% in 2004 to 21% in 2010. ([Doc. 39](#))

Also in the survey, 91% of the faculty and staff respondents agreed or strongly agreed with the statement, “The college has a clear and publicized mission that identifies its educational objectives.” Ninety-two percent of respondents agreed or strongly agreed with the statement “Instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.” These survey results indicate that faculty and staff understand the mission and have been active in achieving the goals of the mission.

Planning Agenda

- Encourage faculty, staff and administrators to improve communication by maintaining and updating websites.

Standard IV.A.2

The institution establishes and implements a written policy providing for faculty, staff, administrator and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning and special-purpose bodies.

Descriptive Summary

The decision-making structure at De Anza College relies on the shared governance process and the strong participation of faculty, staff and students. All governance groups are supported and encouraged to contribute in the process of problem solving, developing policies and creating solutions to improve student learning and enhance campus life at De Anza College. ([Doc. 6](#))

Self-Evaluation

The college meets this standard. Title 5 and related Board Policy provide for student (BP 2222), faculty (BP 2223), and staff (BP 2224) participation in shared governance. ([Doc. 40](#), [Doc. 41](#), [Doc. 42](#)) In addition, each shared governance body has bylaws specifying how individuals bring forward ideas and recommendations. The Governance Task Force is working on a description of decision-making processes at De Anza. It has produced a draft decision-making flow chart, which will be included in the governance e-Handbook. ([Doc. 43](#))

Planning Agenda

- Improve understanding of the college's shared governance process by standardizing the governance website in presenting the roles, charges and responsibilities of each shared governance group.

Standard IV.A.2.a

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

The college is dedicated to meaningful institutional governance roles for faculty, staff and students. The processes of participation are described on the De Anza College governance website ([Doc. 6](#)), and the shared governance organizational structure is outlined in the current Decision-Making Model. ([Doc. 14](#), p. 19) Title 5 provides for, and Foothill-De Anza Board Policies support, shared governance through BP222, the Student Role in Governance ([Doc. 40](#)); Role of the Academic Senate in Academic and Professional Matters ([Doc. 41](#)) and the Role of Classified Staff in Governance ([Doc. 42](#)). Participation of all constituencies is valued and encouraged to develop effective solutions and strategies for the college.

De Anza's Decision-Making Model and Participants illustrates the constituency groups that participate in shared governance ([Doc. 6](#)) College Council advises the president, senates, De Anza Associated Student Body (DASB) and other college groups on policy development matters pertaining to planning, budgeting and accountability, and makes recommendations to the president on the proposals from the three Planning and Budget Teams (PBTs). College Council is comprised of representatives from each of the college constituent organizations.

The Academic Senate is the primary body for faculty participation in the formation of college and district policies on academic and professional matters (Title 5, Subchapter 2, section 53201 and AB 1725; Academic Senate Constitution, Article II, Section 1). ([Doc. 16](#)) It is the responsibility of the Academic Senate to be concerned with and make recommendations to the appropriate college and district administrators and management teams, the board of trustees, and state educational agencies on local and statewide community college educational issues such as

- Curriculum, degree and certificate requirements
- Grading policies
- Educational program development
- Standards regarding student participation and success
- Governance structures of the college
- Accreditation
- Faculty professional development activities
- Policies for Program Review
- Processes for institutional planning and budget development
- Other academic and professional matters as mutually agreed upon between the Board and the Academic Senate (Senate Constitution, Article II, Section 2) ([Doc. 16](#))

As described by Board Policy 2223, Curriculum, general education and program specific degree and certificate requirement, grading policies, standards regarding student participation and success and policies for faculty professional development are considered primary reliance issues for the Academic Senate. Degree and certificate units, educational program development, governance structures, accreditation, policies for Program Review and processes for institutional planning and budget development are considered joint development items. ([Doc. 41](#))

The PBTs are representative of the three vice presidential areas. The Finance and Educational Resources PBT is co-chaired by the vice president along with the president of the Classified Senate. The Instructional PBT is co-chaired by the vice president and the vice president of the Academic Senate. The Student Services PBT is co-chaired by the vice president and a faculty member. In addition to the

PBTs and the Campus Budget committee, the Instructional Deans and Student Services councils provide avenues for additional input on resource allocation and decision-making. ([Doc. 14](#), p. 19) The Academic Senate President serves as co-chair of College Council.

De Anza's Classified Senate is organized to represent the needs, concerns, and viewpoints of the classified professionals and to participate in the college/district governance structure. The Classified Senate Constitution further defines the role of the senate as one that promotes the interests of classified professionals in the development and formulation of policy and practice related but not limited to the following:

- Selection, evaluation and retention of administrators
- In-service education
- Facilities and services
- Student/classified and faculty/classified relations
- Finance and budget

([Doc. 17](#))

Classified Senate confirms staff representatives to all PBTs, college committees and hiring committees. Because Classified Senate leaders and representatives do not receive any release time or stipends, attaining widespread participation on committees and leadership positions remains a problematic issue.

The decertification of SEIU as the bargaining representative for district classified professionals began Nov.1, 2008, and concluded with the certification by the Public Employment Relations Board (PERB) of the Association of Classified Employees (ACE) on March 23, 2009. Members approved the change due to the need for local choices in negotiations and stewarding, lower membership dues and improved representation of classified employees. ([Doc. 44](#)) ACE has representatives on each of the PBTs as well as the Campus Budget Committee and College Council.

The ACE vice president assigns classified representatives to the hiring committees for classified professionals. ([Doc. 45](#)) "A Comparison of Roles, A De Anza College Classified Senate Guideline" illustrates the scope of Classified Senate and ACE roles, and highlights the similarities and differences of the two groups. ([Doc. 46](#))

CSEA Chapter 96, Operating Engineers 3 (OE3), and Teamsters Local 287 are the other bargaining agents for classified employees. The units negotiate with the district on compensation, benefits and working conditions for the entire range of classified professionals employed in the college. More contract information for the bargaining units is available on the district website. ([Doc. 47](#))

The De Anza Associated Student Body (DASB) represents students' interests on college and district committees developing college policies. ([Doc. 15](#)) The DASB Senate is comprised of 10 executive officers, 10 committee chairs and up to 30 senators, all of whom are elected annually according to the DASB Election Code. ([Doc. 48](#))

According to its bylaws, the purpose of the DASB Senate is to represent and promote the general welfare of all the members of the DASB, to foster a spirit of democracy and unity on campus, to promote the growth and development of De Anza College and its student body, and to provide students with the opportunity to gain experience in leadership roles. The organization does this by representing its interests on shared governance committees, allocating its budget to advance the interests of the DASB, taking official stances on issues considered important to the DASB, undertaking projects and actions in advocacy of those stances, and holding events deemed to serve the best interest of the DASB. The DASB is represented on the following shared governance committees:

- College Council
- Chancellor's Advisory Council
- Campus Budget Team
- Instructional PBT
- Student Services PBT
- Finance and Educational Resources PBT
- Curriculum Committee
- Diversity Advisory Council
- Facilities Team
- Campus Environmental Advisory Group
- Campus Center Board
- Technology Task Force
- District Educational Technology Advisory Committee
- Student Senate for California Community Colleges
- Associated Students of Foothill College Campus Council
- Inter Club Council
- Academic Senate
- Classified Senate ([Doc. 49](#))

The three PBTs are at the center of the decision-making model, each focusing on specific areas of the college: Instruction, Student Services, and Finance and Educational Resources. Each team is co-chaired by the respective vice president and a faculty or classified professional. Three to five administrators, faculty members and classified professionals, and one to two students represent the constituency groups. Members forward recommendations from, as well as communicate information back to their respective constituent group. The IPBT and SSPBT utilize Program Review documents and feedback from constituency groups to inform the teams when making recommendations to forward to College Council.

Several campus committees are advisory in nature and have representatives from administrators, faculty, classified professionals and student groups. Campus Budget, the Diversity Advisory Council, Facilities Planning Team, Multicultural Staff Association (MSA), Technology Task Force (Tech Task Force) College Environmental Advisory Group (CEAG), Campus Center Advisory Board and the district Educational Technology Advisory Committee (ETAC) provide information and make recommendations to the College Council, the PBTs, all three Senates and the college president.

The Multicultural Staff Association (MSA) functions in an advocacy role for multicultural issues including equity in hiring, student equity, and campus and district diversity. Membership is open to all employees who support the goals of the organization, and voluntary dues and contributions support a scholarship program as well as activities and events throughout the year. MSA is the united, recognized representative voice for multicultural staff organizations and participates in college and district shared governance. In addition to College Council, MSA is represented on the De Anza Campus Budget Committee. At the district level, MSA has representatives on the District Diversity Committee, Human Resources Advisory Committee, and Chancellor's Advisory Committee (CAC). ([Doc. 50](#))

As a means of disseminating information in an effective and timely manner, the shared governance website includes links for each of the governance groups. Each group is responsible for maintaining the information on their respective pages, including posted agendas, notes, membership, and definition and charge of each committee. ([Doc. 6](#))

The Governance Task force has drafted an updated governance organization chart and decision-making flow chart for inclusion in the upcoming governance e-Handbook. ([Doc. 51](#))

Self-Evaluation

The college meets this standard. When asked in the Faculty and Staff Accreditation Survey November 2010 whether "Collaborative decision-making procedures are respected and followed at the college," 69% responded affirmatively. ([Doc. 39](#))

A Planning Agenda item from 2005 was to attempt to increase the number of responses to the Accreditation Survey. In fall 2010, the college president and the DASB president e-mailed students an invitation to participate, including a link to the online survey. The number of student responses was 1,316 in 2010 versus 1,200 in the 2004 survey.

The college president, in conjunction with the presidents of the Academic and Classified Senates, e-mailed a similar invitation to faculty and staff collegewide, also including the direct link to the survey. Both senates made verbal and

electronic announcements to their constituency groups as well. In 2010, 251 employees completed the survey; in 2004, 281 employees responded.

The September 2010 Classified Senate Governance Survey indicated that classified professionals in general have a good understanding of the role of Classified Senate at De Anza College (62.5%), and a large majority of those polled consider Classified Senate an important part of campus governance (86.1%). However, in response to whether they would be interested in serving on Classified Senate or other governance committees in the future, the majority responded in the negative (Classified Senate no-54%, other committees no-53.2%). The most cited reason for non-participation by respondents was due to a heavy workload (62.7%). This relates to a Planning Agenda item from 2005. ([Doc. 11](#))

Also relating to the Planning Agenda and reflected in Standard IV.A.3 as well, DASB bylaws list positions designated for student assignments and the director of College Life works closely with DASB to help ensure that committees have student representation.

Planning Agenda

- Explore release time and/or stipends for classified professional participation in leadership roles as a way of encouraging widespread participation in governance.

Standard IV.A.2.b

The institution relies on faculty, its Academic Senate or other appropriate faculty structures, the Curriculum Committee and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

In accordance with Title 5, De Anza College relies on its faculty through the Academic Senate for recommendations on student learning programs and services. Board Policy 2223 ([Doc. 41](#)) specifically agrees to rely primarily on the advice of the Academic Senate in matters of curriculum, general education requirements, grading policies, standards regarding student preparation and success, and non-contractual policies for faculty professional development. The board also agrees to work with the Academic Senate through the Academic and Professional Matters committee (APM) to jointly develop policies and procedures related to units for degrees, educational program development, governance structures as related to faculty roles, faculty involvement in accreditation, Program Review, and processes for college planning and budget development. The Academic Senate appoints the faculty co-chair of the Curriculum Committee and the Student Learning Outcome (SLO) coordinators. The faculty has assumed primary responsibility for writing and assessing SLOs. The Academic Senate has played a primary role in the development of the new Outcomes Based Program Review process.

The mission of the Curriculum Committee directly supports and reflects the mission of De Anza College and strives to ensure that “curriculum is academically sound, comprehensive, and responsive to the evolving needs and multiple perspectives of the community.” Membership for the Curriculum Committee is broad-based with faculty representatives from a majority of campus departments and divisions, the Curriculum Coordinator and staff from Academic Services. The co-chairs for the committee are selected from the Administrative and faculty units. As with other Academic Senate sub-committees, all meetings and agendas are posted. ([Doc. 24](#))

Self-Evaluation

The college meets this standard. De Anza relies on its faculty through the Academic Senate for recommendations about student learning programs and services as evidenced in the work of the Student Learning Outcome (SLO) coordinators and the Curriculum Committee. Board Policy 2223 ([Doc. 41](#)) is in alignment with Title 5 and the Academic Senate develops policies and procedures related to student learning programs and services.

Planning Agenda

No recommendations at this time.

Standard IV.A. 3

Through established governance structures, processes and practices, the governing board, administrators, faculty, staff and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

Descriptive Summary

De Anza College has a collaborative decision-making model in which all constituencies work together, share ideas and encourage a flow of communication that provides input for the betterment of the institution. De Anza continues to affirm its commitment to shared governance by assuring opportunities for all constituent groups to become involved in governance through committee participation. ([Doc. 6](#))

In accordance with Title 5 (§53200, Article 2 Academic Senates, §51023.5, Staff, and §51023.7, Students), the Foothill-De Anza Community College District established, developed and implemented Board Policies 2222, Student Role in Governance; 2223, Role of the Academic Senate in Academic and Professional Matters; and 2224, Role of Classified Staff in Governance. ([Doc. 40](#), [Doc. 41](#), [Doc. 42](#)) Constituencies appoint representatives to college and district governance committees. The Academic Senate solicits and confirms faculty to serve on committees, as does the Faculty Association (FA); the De Anza Associated Student Body (DASB) appoints students to committees, the Classified Senate and Association of Classified Employees (ACE) solicits and confirms classified professionals to serve

on committees, and administrators are appointed to committees by their respective supervisors. Each constituency has processes included in their bylaws and/or constitution by which they appoint their representatives to committees.

De Anza College has governance teams on which representatives from all constituencies may serve. Governance teams' webpages list committee membership, agendas and meeting notes as well as other pertinent information.

- Campus Budget
- Campus Center Advisory Board
- Campus Facilities
- College Council
- Diversity Advisory Council
- Finance & Educational Resources PBT
- Instructional PBT
- Student Services PBT
- Multicultural Staff Association (MSA)

[\(Doc. 6\)](#)

All governance teams meet regularly, analyze and discuss matters, and present recommendations to College Council. College Council makes recommendations to the De Anza College president, who has final decision-making authority. The current decision-making chart is found on the Governance website and is presently under revision. The Governance Task Force has drafted a revised organization chart and a decision-making flow chart, which is included in the e-Handbook and was presented to governance groups in fall 2011 as reported in College Council on May 12, 2011. [\(Doc. 51, Doc. 13\)](#)

Committee members have the responsibility of informing, generating dialogue and soliciting input from their respective constituencies about committee discussions and recommendations. Training for governance committee members by the office of Staff and Organizational Development began in fall 2010, and it highlights this responsibility with the Effective Shared Governance Committee Member Checklist [\(Doc. 52\)](#) presented as part of the Effective Shared Governance Committee Member workshops on Oct. 5 and 20, 2010. [\(Doc. 53\)](#)

The De Anza College president also informs the college community about college and district matters through campus-wide e-mail messages, the Campus Memo electronic newsletter and State of the College Annual Reports. [\(Doc. 54, Doc. 55\)](#) The chancellor's office distributes the electronic "Board Highlights" newsletter districtwide following board meetings. [\(Doc. 56\)](#)

Self-Evaluation

The college meets this standard. There is an established governance process that is inclusive of all constituents, governance committees that are transparent in

their decision-making, and a campus culture that supports continuous quality improvement. The Faculty and Staff Accreditation Survey November 2010 findings indicate that of the 239 survey respondents, 67% agree or strongly agree that “there is effective (clear, current and widely available) communication at the college.” ([Doc. 39](#))

The college directly addressed the 2005 Planning Agendas as follows:

- All governance groups annually update changes in committee membership on their websites. If changes occur during the year, they are reflected on the webpage soon after.
- The Follow Up Report to the ACCJC, Oct. 11, 2010, details how the college is addressing the effects of governance processes on SLOs. ([Doc. 57](#)) The recently adopted Six-Year Planning and Assessment Cycle incorporates and synchronizes the SLO assessment process into Program Review and the college planning, governance and resource allocation processes.
- The director of College Life works closely with DASB to help ensure that committees have student representation. The DASB bylaws list positions designated for student assignments. Consistent student representation due to changing student schedules remains a challenge.

Planning Agenda

No recommendations at this time.

Standard IV.A.4

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

De Anza College communicates with appropriate local, state and federal agencies and complies with agency policies and guidelines. De Anza develops and sustains relationships with external agencies with honesty and integrity. External agencies that provide accreditation for specific coursework and programs include:

- Veterans Administration ([Doc. 58](#))
- Council on Medical Education and Registration, the Board of Registered Nursing, Community Allied Health Education and Accreditation (Nursing program) ([Doc. 59](#))

- American Bar Association (Paralegal Studies Program) ([Doc. 60](#))
- National Accrediting Agency for Clinical Laboratory Science ([Doc. 61](#)) with approval by the California Department of Health Services/Laboratory Field Services (Medical Laboratory Technology (MLT)) ([Doc. 62](#))

The International Student Program adheres to U.S. Government rules and regulations for international students and provides links to U.S. Government websites. ([Doc. 63](#))

The integrity of reporting on expenditures related to the college's two grants from the U.S. Department of Education – Title III and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) – is ensured by the college and confirmed through the district's audit report with no exceptions or management comments. ([Doc. 64](#), [Doc. 65](#), [Doc. 66](#))

The college meets the Commission requirements for public disclosure as an accredited institution by publishing information about the Accrediting Commission on the college's accreditation website ([Doc. 67](#)) and in the De Anza College catalog. ([Doc. 68](#)) All reports to the Commission, including Annual, Focused Mid-term, and Follow-Up, are timely, responsive and have been accepted by the Commission.

The college appoints a designated Accreditation Liaison Officer (ALO) responsible for all communication with ACCJC and compliance with Commission standards. The ALO chairs the Accreditation Steering Committee composed of faculty, administrators, staff and students. Membership includes senior administrators, officers of the respective senates, the SLO Steering Committee and the tri-chairs for each Accreditation Self-Study Standard team. ([Doc. 69](#)) Re-assigned time is given to faculty serving as SLO coordinators for the development of course and program SLOs. ([Doc. 70](#)) The board of trustees receives regular reports on accreditation from the chancellor and college presidents. ([Doc. 71](#), [Doc. 72](#))

The 2005 Evaluation Team made four recommendations to De Anza College. The college has addressed each in full. The Commission made an additional recommendation to the Foothill-De Anza Community College District, which has also been addressed. As directed by the Commission, progress on Recommendations 1 and 2, as well as the Commission's recommendation to the district, was detailed in the college's 2008 Focused Midterm Report. An addendum described the colleges' meeting of Recommendations 3 and 4. Additional progress on Student Learning Outcomes was reported in the college's follow-up reports in 2009 and 2010. Responses to all recommendations are described below and addressed throughout the Self-Study.

Recommendation 1, 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 identification of responsible parties,” has been addressed, as acknowledged by the Commission in its response to the college’s October 2010 Follow-Up Report. Student Learning Outcomes Assessment Cycles (SLOACs) are in progress, as are all Student Services Learning Outcomes Assessment Cycles (SSLOACs). Administrative Unit Outcomes Assessment Cycles (AUOACs) are similarly on course. The outcomes-based decision-making established through the adoption of the Six-Year Planning and Assessment Cycle as part of the Educational Master Plan 2010-2015 ([Doc. 14](#)) has twice been evaluated and improved by the college, with updates approved by College Council in December 2010 and as part of the Educational Master Plan Update in spring 2011, included in the introduction to this Self-Study report.

Recommendation 2, 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,” has been addressed, as described in the Focused Midterm Report October 2008. Diversity has long been a core value of the college and student equity is an institution-wide priority, as noted in the Educational Master Plan 2010-2015, Diversity and equity issues were specifically addressed through the De Anza College Cultural Competence Strategic Initiative Summary. ([Doc. 73](#)) The college’s Office of Diversity is responsible for developing the college’s equity plan, mentoring faculty in cultural competence in pedagogy as well as in curriculum, and for promoting an inclusive campus atmosphere. The Office of Diversity also participates in Staff Development activities and works with other vital student programs to help students from all walks of life enrich their learning experience. The college will hire a new director for the office, now redefined as the Office of Equity, Social Justice and Multicultural Education. ([Doc. 74](#))

Recommendation 3, that “a professional code of ethics be developed for classified employees,” was addressed on Nov. 12, 2008, with the adoption of the De Anza College Classified Senate Code of Ethics. The code states that senate members are guided by a deep conviction of the value of services provided by classified professionals to support students and the advancement of De Anza College. It is intended to represent and promote the highest standards of personal conduct and professional standards among its members. The code also addresses legal and ethical commitments, honor and integrity, collaboration and participation, and respect for the diverse cultures comprising the De Anza College community. ([Doc. 3](#))

Recommendation 4, that “the college develop a Technology Plan, designed to support student learning programs and improve institutional effectiveness, which is linked to the other strategic plans in use at the college,” has been completed. Work on the Information Technology Strategic Plan began in 2005; on June 14, 2007, a representative of the Tech Task Force presented a first draft of the plan to College Council. ([Doc. 75](#)) After the Tech Task Force incorporated College Council recommendations on technology relating to Student Services, the second draft was approved by College Council on Oct. 11, 2007. ([Doc. 76](#)) The plan was incorporated into Educational Master Plan for 2010-2015. ([Doc. 14](#), p. 15) College Council approved an updated version of the Information Technology Strategic Plan 2010-2013 on Oct. 28, 2010. ([Doc. 77](#))

The Commission Recommendation to the District, to “develop a plan to address the unfunded post-retiree liability,” has been met. Foothill-De Anza was an early implementer and an active participant in forming a statewide community college retiree benefits irrevocable trust through the Community College League of California (CCLC). The district joined the Joint Powers Authority (JPA) established by the CCLC and began making contributions in fiscal year 2006-07. Beginning in fiscal year 2009-10, Foothill-De Anza contracted with the CalPERS California Employers’ Retiree Benefit Trust (CERBT) program and transferred the funds held in the JPA to CERBT.

The district has commissioned annual actuarial studies to refine its obligations. The most recent study, dated Aug. 5, 2010, identified the total actuarial accrued liability as \$106,692,763. At its meeting of June 7, 2010, the board of trustees took action to transfer \$711,314 budgeted for fiscal year 2009-10 to the irrevocable trust in order to fully fund the Annual Required Contribution (ARC). Further action included direction that the budget for 2010-11 include a contribution of \$400,000 to fully fund the ARC for that fiscal year. The \$400,000 funding contribution is calculated using a three-year smoothing by averaging the funding obligations of fiscal year 2008-09 and 2009-10, and the unfunded obligation reported on the Actuarial Study of Retiree Health Liabilities dated Aug. 5, 2010. The district has made contributions totaling \$4,661,801 as of June 30, 2010. ([Doc. 66](#))

Self-Evaluation

The college meets this standard. The college has established processes and identified individuals to address and ensure compliance with ACCJC standards. The college has met all Evaluation Report recommendations, and the district has met the Commission recommendation. The college has addressed its own Planning Agenda items for this standard as follows.

The college president regularly attends the meetings of the De Anza College Commission, the community auxiliary organization of the Foothill-De Anza

Foundation, as does the director of Marketing/Communications and Development. This body serves as an adviser and community resource to the president, who is also involved with a wide variety of other local, state and national organizations. ([Doc. 78](#)) Many career and technical programs have local advisory boards, and are accredited by external agencies as required. ([Doc. 79](#))

Programs that previously functioned as distinct units are unified into a district service. Educational Technology Services (ETS) is housed on both campuses, yet functions as one entity. ([Doc. 80](#)) The recruitments efforts for the International Student Programs for both campuses are combined to streamline services. ([Doc. 81](#)) Community Education is a district program located on the De Anza College campus serving both colleges. Short Courses, Online Classes, Fujitsu Planetarium and Extended Year College for Kids and Teens are all programs offered through Community Education to the public. ([Doc. 82](#)) Since 1975, the Occupational Training Institute (OTI) has provided high-quality, employment-focused skills training at either De Anza or the Foothill campuses. ([Doc. 83](#))

The Academic Senate is deeply involved in student equity issues and curriculum surrounding those issues, including through the Office of Diversity. The office is staffed by a faculty director, and a new director of Equity, Social Justice and Multicultural Education will be hired.

An extensive governance website was created in 2007. Each governance group has a link and is responsible for maintaining timely updates. Links on each site include meeting agendas, minutes, membership and copies of documents when available in electronic format. ([Doc. 6](#)) The current Governance Task Force is working to update, clarify and improve the website.

De Anza College has developed a website specifically to highlight accomplishments and professional excellence within the campus community. “Simply the Best,” a college tagline, describes the many award-winning students, faculty, staff and programs. ([Doc. 84](#)) Student and staff achievements are recognized in the annual State of the College Report produced by the president’s office ([Doc. 35](#)) and in the Campus Memo electronic newsletter, which also recognizes employees of the month. Campus Memo also list board personnel actions, including new hires, promotions, longevity awards, Professional Growth Awards (PGA), Professional Achievement Awards (PAA), and service recognition awards. ([Doc. 55](#)) The “Board Highlights” electronic newsletter, published following board meetings, also promotes that information. ([Doc. 56](#)) The Employee of the Month award honors outstanding classified professionals for their exceptional service and valuable contributions. ([Doc. 85](#))

Other community-building activities to celebrate faculty and staff achievements include the Academic Senate reception for faculty receiving tenure. ([Doc. 86](#)) The board of trustees hosts a reception each March for newly tenured faculty on

the evening the tenure is approved. All-campus Opening Day programs introduce new hires and note faculty and staff service anniversaries. Celebratory receptions are held for faculty and staff in spring and for the holiday season; recent holiday celebrations have benefited the local Second Harvest food bank and CalWORKs students. ([Doc. 87](#), [Doc. 88](#)) Each spring the Academic Senate sponsors an on-campus conference, in 2010 renamed the Partners in Learning Conference ([Doc. 89](#)). Also in the spring, Classified Senate holds a retreat for all classified professionals. ([Doc. 90](#))

Planning Agenda

No recommendations at this time.

Standard IV.A.5

The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

Previously, the college conducted a survey every six years to evaluate the role of leadership and governance decision-making structures and processes. The college has recently committed itself to regular reviews through the creation of the College Planning Committee (CPC), the charge of which includes the review of governance and processes. ([Doc. 13](#))

The contents of the Accreditation surveys were approved by College Council, which also discusses and analyzes the results. Results are published on the Accreditation website and discussed in governance groups. Results inform Planning Agendas for continuous improvement. ([Doc. 91](#), [Doc. 92](#))

In 2006-07, the Instructional Planning and Budget Team (IPBT) engaged in a systematic evaluation of the college's governance and decision-making structures and processes. ([Doc. 6](#)) Discussions began at the meeting of Nov. 7, 2006, and continued in subsequent meetings in winter and spring 2007, culminating with drafting recommendations for De Anza College governance at the June 12, 2007, IPBT meeting. ([Doc. 93](#)) The recommendations were presented to College Council on June 14, 2007. ([Doc. 75](#))

In November 2010, at the recommendation of the Accreditation Steering Committee, College Council established a governance working group charged with reviewing governance structures and processes for updating governance webpages and producing a governance e-Handbook. ([Doc. 94](#))

As part of the evaluation process, the district board annually reviews all of its policies. In fall 2010 and winter 2011, the board of trustees revised numerous policies:

- BP2212 - Acting Chancellor in Absence of Chancellor
- BP2213 - Acting College President in Absence of a President
- BP2510 - Preparation for Accreditation Visits
- BP4195 - Political Activity
- BP9120 - Officers of the Board
- BP9122 - Committees

The board also developed new policies based upon their review:

- BP2215 - Chancellor or President Selection
- BP3315 - Emergency Response Plan
- BP9126 - Special and Emergency Meetings
- BP9127 - Closed Session
- BP9128 - Public Participation
- BP9211 - Communication Among Board Members

([Doc. 95](#))

Self-Evaluation

The college meets this standard. As established in a Planning Agenda for 2005, the college regularly evaluates the role of leadership and governance and decision-making structures and processes for integrity and effectiveness. It widely communicates the results and uses them for improvement.

- Classified Senate governance survey ([Doc. 11](#))
- 2011 Academic Senate survey ([Doc. 12](#))
- De Anza Faculty and Staff Accreditation Survey November 2010 ([Doc. 39](#))
- De Anza College Student Accreditation Survey November 2010 ([Doc. 96](#))

Also relating to a Planning Agenda from 2005, each new employee attends an orientation. District policies are reviewed as part of orientation, and employees are provided information regarding the availability and location of published board policies on the board website. ([Doc. 97](#))

Planning Agenda

- Produce a governance e-Handbook describing governance groups and decision-making processes in a standardized online format.

Standard IV.B: Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Standard IV.B.1

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary

The governing body is a seven-member board of trustees, five elected at large from the local district, and two annually elected student trustees, one elected from the De Anza College student body and one elected from Foothill College student body. Student trustees are full participants in board meetings and cast advisory votes. ([Doc. 98](#)) One publicly elected trustee has served for eight years and two for six, with the remaining two elected in 2009; the experience on the board contributes to stability. It is the board's responsibility to appoint and assess annually the performance of the chancellor.

In accordance with its responsibilities, the board has established a mission statement ([Doc. 99](#)) and policies that guide educational programs and financial stability of the institution ([Doc. 95](#)). The district developed and the board approved an Educational Master Plan in 2005 ([Doc. 100](#)). The Foothill-De Anza Strategic Plan 2010-2016, approved by the board May 3, 2010, ([Doc. 101](#)) provides the colleges with a common framework for reviewing accomplishments, assessing initiatives, meeting challenges and taking the next steps toward realizing the district's vision: delivering educational opportunity and excellence for all. ([Doc. 102](#))

Self-Evaluation

The board meets this standard. It ensures that policies are accessible and available to the college and district communities by posting them to the district website. ([Doc. 95](#)) In response to the statement "the board of trustees establishes broad institutional policies and appropriately delegates responsibility to implement them" on the Faculty and Staff Accreditation Survey November 2010, 89% of respondents agreed or strongly agreed. However, 91 of the 235 respondents to the question selected "do not know/does not apply."

The 2005 Planning Agenda items in this standard have been addressed. The chancellor's office publishes the electronic newsletter "Board Highlights" following each board meeting. ([Doc. 56](#)) The board conveys information about the annual performance goals of the chancellor. ([Doc. 103](#)) The district disseminates regular information on the fiscal stability of the district through e-mail communication from the chancellor and by posting Audit and Finance Committee information on the district website. ([Doc. 104](#)) Links to budget updates are also posted on Foothill-De Anza webpages. ([Doc. 105](#), [Doc. 106](#))

Planning Agenda

No recommendations at this time.

Standard IV.B.1.a

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

The board of trustees serves as an independent policy-making body that reflects the public interest. Voters in communities of the Foothill-De Anza Community College District elect the trustees, and have a long history of electing professional, policy-oriented community members to the board. The working relationships among trustees, the administration and staff are cooperative and effective.

The board holds public meetings monthly, adding special meetings if necessary. The board also conducts study sessions on special topics twice yearly with notice posted on the board meeting calendar. ([Doc. 107](#), Jan. 31 and Aug. 1, 2011) In accordance with the California Brown Act, meetings are advertised in advance and are open to the public. The public, students and staff are all invited to comment on all items on the agenda and items not on the agenda. ([Doc. 108](#))

The board ensures that its decisions are well informed, in the best interest of the public, support the college's academic goals and maintain fiscal stability. Board policy exists that establishes a risk management program to address "the safety and health of students, faculty, and staff and the public and the protection of district property and assets." ([Doc. 109](#))

Other policies under "Article 9: Bylaws" address how the board operates and establishes policies to protect the district from undue influence or pressure:

- Conflict of Interest (BP 9200)
- Code of Ethics/Standard of Practice (BP 9210)
- Campaign Assistance to Board Candidates (BP 9550)
- Whistleblower Protection (BP 3600)

([Doc. 110](#))

A Foothill-De Anza trustee currently represents the district on the California Community Colleges Trustees League and was the CCLC Advisory Committee on Legislation Chair for 2010-11. ([Doc. 111](#)) Membership on the board and participation in the League activities provide advocacy for the district in state and legislative arenas. The board advocates on the district's behalf and develops a list of Legislative Goals each year. Legislative Advocacy is one of the Board Priorities for 2010-11. ([Doc. 112](#))

Self-Evaluation

The board meets this standard. It continues to serve as an independent policy-making body that works in the public interest and on behalf of the college. Trustees serve in statewide advocacy roles.

The 2010 Faculty and Staff Accreditation Survey findings indicate that of the 147 survey participants responding to "The board of trustees advocates for and defends the institution and protects it from undue influence or pressure," 88% agreed or strongly agreed. Ninety-two additional respondents chose "do not know/does not apply." Exploration of the "do not know/does not apply" responses is needed. ([Doc. 39](#))

Planning Agenda

- Work with the chancellor's office to increase the understanding and awareness of the campus community about trustee and district advocacy activities.

Standard IV.B.1.b

The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

The board of trustees adopts, revises and reaffirms policies that are consistent with its mission statement, which supports student learning programs and services. Board policies are accessible electronically and in hard copy version in the chancellor's office. The board regularly reviews these policies and considers recommendations for policy and procedure revisions. ([Doc. 99](#), [Doc. 110](#))

The board's mission directly "establishes and protects district wide a climate in which teaching and learning are deeply valued, where the worth and dignity of each individual is respected, and where cultural diversity is celebrated," and "acknowledges students, their opportunities, and their progress as the central purpose of our colleges and supports their academic pursuit through careful Program Review." Board policies in Article 6 directly pertain to Instruction and Curriculum and demonstrate support of both the philosophy and the mission of the board of trustees. These include BP 6000, 6010, 6020, 6030, 6060, 6120, 6124, 6125, 6130, 6140, 6141, 6160 and 6170. ([Doc. 113](#)) Board policies 4100,

4105 and 4190 support Cultural Diversity/Equal Opportunity, Anti-Discrimination and Academic Freedom. ([Doc. 114](#))

The district, chancellor and both colleges are committed to the continual improvement of student learning programs and to finding additional funding sources to support them. The board established a grants and resource development office in spring 2010 to coordinate and focus efforts of the two colleges and district to pursue grants and federal earmarks. ([Doc. 115](#), Aug. 2, 2010 minutes)

The board of trustees voted to place the \$491 million Proposition 39 Measure C bond on the June 6, 2006 ballot. Voters approved the measure by a 66% margin. The board also voted to place a measure on the Nov. 2, 2010 ballot asking district voters to approve a parcel tax of \$69 annually per property, for a period of six years. ([Doc. 115](#), Aug. 2, 2010 minutes) Although this measure was not approved, many community members and students were actively engaged in the campaign. The board publicly recognized the ongoing service to the district by one such community member. ([Doc. 115](#), Jan. 10, 2011 minutes)

In August 2007, De Anza College was awarded a five-year Title III grant from the U.S. Department of Education of \$400,000 per year to increase the access, retention, persistence and success of students at the developmental level. ([Doc. 64](#))

In September 2008, De Anza was awarded an Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) grant from the U.S. Department of Education. IMPACT AAPI is a two-year program funded by that grant. ([Doc. 65](#))

Self-Evaluation

The board meets this standard. De Anza's mission statement ([Doc. 116](#)) is aligned with the board of trustees' mission statement. ([Doc. 99](#)) Both are consistent in the dedication to student success through attention to quality, integrity and improvement of student learning programs. The board articulates this commitment in its Board Priorities for 2010-11. ([Doc. 112](#)) The board and college leadership have sought and received resources in support of student learning programs at De Anza. Work with committed community members toward a parcel tax measure has increased community participation with the district. The district has demonstrated its commitment to securing resources to support student learning with the establishment of a grants and resource development office for the two colleges.

The college has addressed the Planning Agenda items in this standard from the 2005 Accreditation Self-Study. The Educational Master Plan 2010-2015, approved after extensive discussion, includes a revised planning and resource allocation process that features a more systematic review of the mission statement as a core

part of the process. Based on the new Six-Year Planning and Assessment Cycle, this process makes reviewing the mission, as well as the educational master plan and strategic plan, central to the overall planning process and responsive to the results of comprehensive outcome-based Program Review. The Program Review now incorporates learning outcomes assessments. The process and plan is under way for fully incorporating Student Learning Outcomes, Student Services Learning Outcomes and Administrative Unit Outcomes assessments into resource allocation decisions. ([Doc. 14](#))

De Anza College leadership sought and received funding for two grants from the Department of Education (Title III and AANAPISI). The district and college supported the successful Measure C construction, facilities and technology bond in 2006, and the parcel tax measure in November 2010. Although the parcel tax was not successful, it was an opportunity to interact and engage with community members. The college will continue to coordinate and focus efforts of the two colleges and district to pursue grants and federal earmarks.

Planning Agenda

No recommendations at this time.

Standard IV.B.1.c

The governing board has ultimate responsibility for educational quality, legal matters and financial integrity.

Descriptive Summary

The board's roles and responsibilities specify that educational quality, legal matters and financial integrity are within the purview of the board and the board has the ultimate authority in these matters. Authority is found in Education Code and in board policies. ([Doc. 117](#), [Doc. 118](#), [Doc. 119](#), [Doc. 110](#)) Board Policy Article 3: Business, Operations, Systems and Facilities, includes numerous policies to guide the governing board. BP 3000, Principles of Sound Fiscal Management, lists guiding fiscal principles and practices to direct adherence by the chancellor and employees. ([Doc. 120](#)) The De Anza College president, faculty, administrators and students frequently report to the board about educational quality and financial matters. The board reviews quarterly financial reports and is represented on the Audit and Finance Committee ([Doc. 121](#)) and annually approves the district's budget. ([Doc. 122](#))

Self-Evaluation

The board meets this standard. Its mission statement clearly defines its charge and ultimate responsibility for the educational quality of student learning, fiscal health and stability of the district, legal matters, and advocacy for the district in the community and in legislative arenas. ([Doc. 99](#))

The board ensures the creation of oversight committees, including the Audit and Finance Committee on which experienced community members sit, along with two trustees. A Citizens Bond Oversight Committee was established to monitor the Measure C Proposition 39 bond. ([Doc. 123](#))

Planning Agenda

No recommendations at this time.

Standard IV.B.1.d

The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure and operating procedures.

Descriptive Summary

The board maintains a policy manual that includes policies directly related to board size, duties, responsibilities, structure and operating procedures. Students, faculty, staff and the public may view the board’s bylaws electronically and in hard copy by request. Administrative Procedures are posted on the district website. The website is continually updated to include archives of meetings, agendas, Strategic Planning documents including the Foothill-De Anza Strategic Plan 2010-2016, the District Hiring Manual, and State of the College documents for both De Anza and Foothill. ([Doc. 124](#), [Doc. 125](#), [Doc. 102](#), [Doc. 126](#), [Doc. 71](#))

Self-Evaluation

The board meets this standard. In consultation with the California Community College League of California (CCLC), the board uses the process outlined in the “Board Self-Evaluation Resource Guide” for systematically reviewing its policies and procedures. ([Doc. 127](#)) Board policies are available to the public through the district website.

Planning Agenda

No recommendations at this time.

Standard IV.B.1.e

The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

The board of trustees is consistent with how it conducts business and makes decisions in accordance with its bylaws. The board uses the process outlined in the “Board Self-Evaluation Resource Guide” ([Doc. 127](#)) systematically reviewing its policies and procedures developed by the California Community College League of California (CCLC). Board agendas and minutes document how the board acts in accordance with its policies and bylaws. ([Doc. 128](#))

The board evaluates and revises its policies and also updates two important documents on a regular basis: Legislative Goals and Board Priorities. These were addressed at the board meeting of July 12, 2010, and posted on the board website. ([Doc. 129](#)) A review and discussion of proposed policy takes place in the Chancellor's Advisory Council (CAC). For example, policies were reviewed at meetings on Jan. 12, 2010, Feb. 5, 2010, April 16, 2010, Dec. 10, 2010, Jan. 28, 2011 and April 8, 2011. ([Doc. 130](#)) Constituency representatives take the proposed policy back to their respective governance group for discussion. The policy is voted upon in the Chancellor's Advisory Council and forwarded to the board of trustees to be reviewed publicly and voted upon. Policies are developed on an as-needed basis, with the impetus for new policies coming from the board of trustees, a variety of governance groups, administrators, in response to changes in California Education Codes, and with changes to state and federal laws.

Self-Evaluation

The board meets this standard. It undertakes regular self-evaluations, most recently at the July 12, 2010 board meeting. Self-evaluations are on the board calendar, with the next session scheduled for July 11, 2011. ([Doc. 129](#)) ([Doc. 107](#))

Planning Agenda

No recommendations at this time.

Standard IV.B.1.f

The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

Orientation for new members is a critical part of board service, and new members participate in a district orientation. The district provides board members with the Orientation Handbook for New Trustees from the Community College League of California (CCLC). ([Doc. 131](#)) The Board Policies and Administrative Procedures are also references for all board members. ([Doc. 95](#), [Doc. 124](#)) Each January, the CCLC also provides an "Effective Trusteeship Workshop." ([Doc. 132](#)) In addition to the district orientation, student trustees attend the annual student trustee orientation given by the CCLC. ([Doc. 133](#))

Board Policy 9110 states that the term of each trustee will be for four years with staggered terms. One student trustee from each college is elected by the respective student body and hold one-year terms. Vacancies on the board are filled in accordance with the provisions of the Education Code and are addressed as expeditiously as possible. A trustee was appointed to the board in 2005 to fill the vacancy resulting from the death of a board member. That appointee was subsequently elected to the board. Another trustee was appointed to the board in 2008 to complete the term of a member who was elected to the California State

Assembly. Another vacancy occurred in 2009 when a trustee left his elected position to join the office of the newly appointed Under Secretary of Education, the former chancellor of Foothill-De Anza. The board appointed a new trustee. In all vacancies, the board established a process for determining and publicizing the qualifications for the position and timeline for the search. ([Doc. 134](#))

Self-Evaluation

The board meets this standard. It is effective in its orientation of new members and continuing education regarding board responsibilities, goals and operations, and provides for staggered terms of election. Vacancies are addressed in an expeditious and public manner.

Planning Agenda

No recommendations at this time.

Standard IV.B.1.g

The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

Board members take very seriously their responsibilities and ensure that a self-evaluation process is in place. The Board Handbook, which is updated annually, includes Board Roles and Responsibilities, a Code of Ethics, and a system for evaluating the performance of the board. The board observes all state and federal statutes and administrative regulations, including the California Education Code, the Government Code, the Labor Code and the open meeting requirement of the Brown Act. The board supports the Conflict of Interest regulations and the Fair Political Practices Act. The board also holds an annual retreat designated specifically to review its performance and its members' adherence to their roles and responsibilities. After the evaluation, the board reports the self-evaluation results at one of its public meetings. ([Doc. 135](#))

Self-Evaluation

The board meets this standard. It assesses itself annually and produces a summary of responses to its self-evaluation at a regularly scheduled open board meeting. At such a meeting, board members share their conclusions with other members. Board members rate their individual performances, their mission and their ethics at these open meetings. A board self-evaluation was discussed at the July 12, 2010. ([Doc. 135](#)) On Jan. 31, 2011, the board completed a closed session annual evaluation of the chancellor in accordance with board policy BP 9301. On Feb. 7, 2011, the board voted unanimously to extend the chancellor's contract by one year to 2013. ([Doc. 137](#))

Planning Agenda

No recommendations at this time.

Standard IV.B.1.h

The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

The Board Handbook outlines the code of ethics and the consequences for violations. Board members are aware of their ethical responsibilities and hold themselves and each other accountable to the code of ethics. The board also complies with the federal Fair Political Practices Act and Conflict of Interest regulations. Each year, all trustees complete and submit to the County of Santa Clara a Conflict of Interest Disclosure Statement. The board meets in retreat annually to conduct a review of its performance, reviewing its members' compliance with their roles and responsibilities and codes of ethics and conduct. ([Doc. 135](#)) BP 9210, Code of Ethics and Standards of Practice, outlines ethical practices of conduct for trustees. BP 9210 includes the process for addressing violations to the board's code of ethics that could lead to censure of the member. ([Doc. 5](#))

Self-Evaluation

The board meets this standard through Board Policy 9210 that thoroughly addresses the process for dealing with behavior that violates its Code of Ethics and Standards of Practice. The code was incorporated into board policy in April 2006, completing the Planning Agenda from 2005.

Planning Agenda

No recommendations at this time.

Standard IV.B.1.i

The governing board is informed about and involved in the accreditation process.

Descriptive Summary

In accordance with Board Policy 2510, the chancellor works closely with the board on accreditation processes. The college president ensures that the chancellor is informed about and involved in the college's accreditation process. The board provides input on Self-Study reports and approves the document, as well as Mid-term and Follow-up reports. Accreditation updates were presented to the board on April 5, 2010, and Oct. 4, 2010. ([Doc. 71](#), [Doc. 72](#))

Self-Evaluation

The board meets this standard by its involvement throughout the Self-Study, reporting and accreditation processes. A publicly elected trustee participated on the Standard IV committee for this Self-Study, as did a student trustee. ([Doc. 137](#)) Board certification of the Self-Study is scheduled for July 11, 2011.

Planning Agenda

No recommendations at this time.

Standard IV.B.1.j

The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference, and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

A national search for a new chancellor was conducted in 2009. The board led the search and followed an inclusive process that involved De Anza College students, faculty and staff. A search committee composed of employees from De Anza College, Foothill College and the district as well as community members recommended three final candidates to the board. The board considered recommendations, interviewed finalists and selected the chancellor. In February 2010, a new chancellor began serving as the chief administrative officer for the district. Upon hiring, the board delegated to the chancellor the full responsibility and authority to implement and administer board policies. In January 2011, the board completed a closed session annual evaluation of the chancellor in accordance with board policy BP 9301. ([Doc. 136](#), Jan. 31 and Feb. 7, 2011) As with the chancellor's position, the board has established policies regarding the selection and evaluation of the De Anza and Foothill College presidents. The chancellor has the authority to select and evaluate the college presidents. BP 2215 requires the chancellor to establish a search process to fill a college president vacancy and to inform the board of the process.

Self-Evaluation

The board meets this standard. The board mission includes the hiring and evaluation of the chancellor and it is inclusive in its hiring process as evidenced by the search committee for the new chancellor and its scheduling of open forums at the colleges and Central Services office. ([Doc. 36](#), Jan. 31 and Feb. 7) The board evaluates the chancellor in accordance with Board Policy 9301 and as established in her contract. The district develops a master plan, which includes its goals and is approved and published by the board. These actions speak to the Planning Agenda from 2005. ([Doc. 102](#))

Planning Agenda

No recommendations at this time.

Standard IV.B.2

The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Standard IV.B.2.a

The president plans, oversees and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The president is responsible for the oversight of the college and all operations. To assist in the performance of these duties, the president delegates duties as appropriate. Three vice presidents, two associate vice presidents and the director of Marketing/Communications and Development report directly to the college president and are members of Senior Staff. The vice president of Finance and Educational Resources is the chief finance and budget officer, responsible for budget and personnel, educational resources, emergency preparedness, Measures C and E, technology resources and sustainability. ([Doc. 138](#)) The associate vice president shares these duties. The vice president and associate vice president of Instruction are responsible for all instructional programs, curriculum, Learning Resources including Distance Learning, the Library and the Student Success Center and Community Education. ([Doc. 139](#)) The vice president of Student Services oversees Admissions and Records and its related functions, Financial Aid and Scholarships, Counseling and Matriculation, Student Development, College Life, EOPS, Special Education and Athletics. ([Doc. 140](#)) The director of Marketing/Communications and Development is responsible for internal and external communications, public information and media relations, publication and web design, content oversight for the college website, and advertising. ([Doc. 141](#))

The president has reorganized the administrative structure over the past six years when needed to reflect changes in the college. When a major adjustment in the administrative structure was necessary due to changes in personnel and/or programs, the president consulted with all of the shared governance bodies for feedback, and ultimately, College Council. In 2008 two positions were changed to the level of associate vice president after the president and College Council consulted governance groups and received feedback about the proposed change. The associate vice presidents, in Instruction and Finance and Educational Resources, report to the respective vice presidents and are also part of Senior Staff. ([Doc. 142](#))

Self-Evaluation

The college meets this standard. The president appropriately delegates college authority among his senior staff and reorganized the administrative structure when evaluated as necessary.

The Planning Agenda written for this section in the 2005 Self-Study is not entirely applicable, as the process for evaluating administrators is established by district Human Resources. Recruitment also resides in that office. Positions are advertised locally and in professional publications, the Chronicle of Higher Education and on the Internet, and as recommended by the search committee and department faculty when appropriate. The college can recommend potential avenues to expand pools to ensure diversity. In addition, the district assigns a trained campus Equal Employment Opportunity (EO) representative to ensure the procedures are followed and all applicants are treated equitably in the employment process. The college Office of Diversity provides training on the provisions of fair employment practices and how to intervene when issues arise. Committee members also receive training on fair employment practices prior to reviewing applications for the position. ([Doc. 126](#), [Doc. 143](#))

Planning Agenda

No recommendations at this time.

Standard IV.B.2.b

The president guides institutional improvement of the teaching and learning environment by the following:

- **establishing a collegial process that sets values, goals and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary

The president initiated and guided a Strategic Planning process that began in 2005 and has engaged the college community in shaping De Anza's future. Through a process called story-based planning, more than 80 faculty, staff and administrators worked on the development of a long-range strategic plan informed by the college mission and the basis of the Educational Master Plan 2010-2015. ([Doc. 14](#))

The Strategic Planning Initiatives were established from this process and approved by the College Council. There was widespread campus involvement to

propose activities or programs to meet those initiatives. ([Doc. 144](#)) They include:

1. Outreach
2. Student Retention and Success
3. Cultural Competence
4. Community Collaborations

In consultation with the president, the college adopted a comprehensive Six-Year Planning and Assessment Cycle including outcomes-based Program Review. ([Doc. 13](#)) This process was previously conducted once every three years, and has been changed to include a comprehensive Program Review once every six years, with annual updates the other five years. ([Doc. 145](#)) The Program Review process incorporates data compiled through Institutional Research, Student Learning Outcomes (SLOs), Student Services Learning Outcomes (SSLOs) and Administrative Unit Outcomes (AUOs) assessment reflections, Strategic Planning Initiatives analyses, and program needs assessments. Since the Program Review process includes annual updates, the content of the annual update forms are evaluated for the purpose of improving the process. ([Doc. 146](#))

The mission of the Foothill-De Anza Community College District Office of Institutional Research and Planning is to plan, organize, design, define, collect, analyze, maintain and disseminate research, information and data about the functioning and performance of the district, its colleges, its programs and its students. The office (which includes district researchers, as well as a researcher for each college in the district) provides reports, research and institutional data that enable administrators, faculty and staff to support the mission and achieve the goals of the district, thereby continually improving student learning and success and services to the community. The office provides leadership for integrating research and planning into college activities including enrollment management, Program Review, curriculum development, class offerings and resource allocation. The president works closely with district IR and the college researcher. ([Doc. 147](#), [Doc. 148](#))

The college's Educational Master Plan (EMP) is updated every five years. The president co-chaired, with the college researcher, the Educational Master Plan Committee to update the college EMP. ([Doc. 14](#))

Self-Evaluation

The college meets this standard. The president initiated and led the college in the Strategic Planning process and promoted widespread involvement. The resulting initiatives encouraged the development of new and enhanced programs. ([Doc. 144](#)) With the college's Six-Year Planning and Assessment Cycle and outcomes-based Program Review Process, the president has promoted continuous improvement of student learning.

The November 2010 Faculty and Staff Accreditation survey shows that 75% of faculty and staff agree or strongly agree that the president engages in collaborative decision-making with an emphasis on collegiality and open communication among all constituents. ([Doc. 39](#))

The Planning Agenda items from 2005 have been met, as the Institutional Research data and Strategic Planning Initiatives are integrated into the Program Reviews. ([Doc. 149](#))

Planning Agenda

No recommendations at this time.

Standard IV.B.2.c

The president assures the implementation of statutes, regulations and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The president attends the monthly Chancellor's Advisory Council (CAC) meeting of members from the district and both colleges of the district, at which board policies and district procedures are reviewed and amendments are discussed when applicable. ([Doc.150](#))

The president is informed about state statutes, regulations and board policies. He and his staff are in regular contact with the State Chancellor's Office. He is also active in the statewide Community College CEO organization, which provides access to information on pending changes or additions to state statutes or regulations that could potentially impact the college. The president ensures implementation by delegating the responsibility to the appropriate administrators and providing leadership and oversight. Specifically, the vice presidents and division deans are responsible for ensuring that practices in their assigned areas are consistent with statutes, regulations and policies.

Self-Evaluation

The college meets this standard. The president and his staff as delegated ensure that they are informed about state statutes, regulations and board policies, that they communicate these in staff meetings and shared governance groups, and that laws and policies are adhered to in practice. All college work is based upon the college mission and the Educational Master Plan, which also includes Strategic Planning Initiatives and college goals and metrics. Feedback is incorporated into the shared governance process on a regular basis. ([Doc. 14](#), [Doc. 151](#)) This work collectively addresses the Planning Agendas from 2005.

Planning Agenda

No recommendations at this time.

Standard IV.B.2.d

The president effectively controls budget and expenditures.

Descriptive Summary

De Anza College has three Planning and Budget Teams (PBTs), co-chaired by administrators and faculty or staff, with membership composed of faculty, staff, administrators and students. The PBTs use the Program Review documents and pertinent additional information when determining budget recommendations. These recommendations are brought to College Council, which is advisory to the president. After the College Council votes, the president has the final decision as to whether to implement the budget recommendations. ([Docs. 152](#), [Doc.153](#))

Self-Evaluation

The college meets this standard. The process is an effective and inclusive method of controlling the budget because a broad representation of faculty, staff, administrators and students extensively study and evaluate the programs that may be affected by the budget changes. This allows College Council and the president to make informed decisions. The president effectively controls budget and expenditures in presenting balanced budgets to the district.

There are numerous venues through which to become informed of the college budget, including through Planning and Budget Teams (PBTs), bargaining units, the College Budget Team, College Council, college and district budget websites, and board of trustees and Town Hall meetings. In the November 2010 Faculty and Staff Accreditation Survey, 67% either agreed or strongly agreed with the Accreditation Survey statement, “Administrators, faculty and staff have appropriate opportunities to participate in and influence the development of college financial plans and budgets.” ([Doc. 39](#))

At the same time, to the question of whether “Institutional guidelines and process for financial planning and budget development are clearly defined and followed,” 65% did not know or did not think the statement applied. The Six-Year Planning and Assessment Cycle approved in the Educational Master Plan 2010-2015 will provide an increasingly better coordinated and more comprehensive approach to planning and budgeting.

Planning Agenda

- Increase awareness and implementation of the Six-Year Planning and Assessment Cycle approved in the Educational Master Plan as it relates to the budget and resource allocation.

Standard IV.B.2.e

The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The president frequently attends community meetings, holds Town Hall Meetings and e-mails faculty and staff to communicate important information or discuss community college issues. The president was instrumental in forming the Institute of Community and Civic Engagement (ICCE) at De Anza College. In addition, the president delivers the annual State of the College report to the board on the work of the college. ([Doc. 154](#), [Doc. 71](#), [Doc. 54](#))

The president is deeply committed to keeping the local and global communities informed about De Anza College, as illustrated by his involvement with many state, national and international organizations: ([Doc. 155](#))

Local

- Cupertino Chamber of Commerce
- Rotary Club of Cupertino
- League of Women Voters of Cupertino, Los Altos, Mountain View & Palo Alto
- Silicon Valley Higher Education Roundtable (SILVHER)
- Silicon Valley Leadership Group

State

- California Campus Compact Executive Board
- Community College League of California (CCLC)
- CCCLC Commission On The Future
- John W. Gardner Center for Youth & Their Communities Board

National

- The Democracy Commitment
- American Association of Colleges & Universities (AAC&U)
- AAC&U President's Trust
- American Democracy Project
- Community Leadership Partnership (CLP)
- Council for Higher Education Accreditation

International

- International Consortium for Higher Education, Civic Responsibility and Democracy
- Talloires Network Steering Committee (Civic Roles & Social Responsibilities of Higher Education)

Self-Evaluation

The college meets this standard. The president communicates extensively with the college community. In the Faculty and Staff Accreditation Survey November 2010, 75% agreed or strongly agreed with the statement, “The college president engages in collaborative decision-making with an emphasis on collegiality and open communication between and among all constituents.” In addition, 67% agreed or strongly agreed with the statement, “There is effective (clear, current and widely available) communication at the college.” ([Doc. 39](#), Table 6, #1)

The president is also involved in a wide variety of local, statewide, national and international organizations. His longtime commitment to political engagement led to the establishment of the college’s Institute for Community and Civic Engagement. In early 2011, he spearheaded the creation of The Democracy Commitment, a national initiative to provide a platform for the development of programs and projects to engage community college students in civic learning and democratic practice. ([Doc. 156](#))

Planning Agenda

No recommendations at this time.

Standard IV.B.3

In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

Standard IV.B.3.a

The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary

The Foothill-De Anza Community College District (FHDA) clearly communicates the district’s mission and core values in the “Philosophy and Mission of the Board of Trustees.” The mission is comprehensive in its attention to communicating the board’s high expectations of educational excellence and integrity. The 10 points covered in the board mission addresses the board’s commitment to the delivery of quality education to students through determining policy and providing direction to the institution, ensuring continual evaluation and improvement, fiscal health and stability, establishing and protecting a respectful, diverse and innovative teaching and learning climate, and acts as a bridge to the diverse community. ([Doc. 99](#))

The “Philosophy, Mission, and Priorities” is the guiding document when reviewing and revising the district’s organizational structure. Senior administrators review the organizational structure on an ongoing basis. The organizational structure is also addressed at the campus level. ([Doc. 142](#)) The district Central Services organizational chart delineates specific functions at district offices. ([Doc. 157](#))

Clearly defined roles of authority and responsibility between the colleges are detailed in the “Map of Functional Responsibilities.” The map was first brought to the Chancellor’s Advisory Council (CAC), composed of districtwide shared governance leaders, on Feb. 11, 2011, and approved on April 8. ([Doc. 158](#), Feb. 11 and April 8, 2001, and see chart in Introduction of this Self-Study document)

Self-Evaluation

The college and district meet this standard. The board’s mission is comprehensive in its support of the district’s mission for student success and “providing access to a dynamic learning environment that fosters excellence, opportunity and innovation in meeting the diverse educational and career goals of our students and communities.” It complements the college mission. ([Doc. 105](#))

The delineation of the operational responsibilities and functions of the district is communicated to the colleges in practice and the structure is articulated in the district-approved functional map.

The Faculty and Staff Accreditation Survey November 2010 asked employees whether the district clearly delineates the responsibilities and functions of the district from those of the college, and if it consistently adheres to this delineation in practice. Seventy-seven percent of respondents agreed. ([Doc. 39](#))

Planning Agenda

No recommendations at this time.

Standard IV.B.3.b

The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary

The district’s Central Services provides the infrastructure and support to the campuses that allows effective teaching and learning services to students in the district. The chancellor has ultimate oversight for the district and at the same time provides leadership to the campuses and support to the board of trustees.

Three vice chancellors report to the chancellor and provide supervision and leadership to three major units at the Central Services level: Business Services, Human Resources and Equal Opportunity, and Technology. ([Doc. 157](#))

The vice chancellor of Technology oversees three areas under the umbrella of Educational Technology Services (ETS). Networks, Communication and Computer Services, Institutional Research and Planning, and Information Systems and Operations also receive direction from the vice chancellor of Technology. ([Doc. 80](#))

Institutional Research and Planning (IRP) plays an integral role in Student Learning Outcome (SLO) efforts by providing relevant institutional data to faculty and staff. Institutional Research also produce a comprehensive range of information for “integrating research and planning into college activities” with the goal of supporting and cultivating “a culture of evidence for decision-making and improvement.” There is a researcher at both colleges. ([Doc. 159](#), [Doc. 160](#), [Doc. 148](#))

Networks, Communication and Computer Services, and Information Systems and Operations are both Central Services functions, but staff members from these two areas are located on each campus. The Banner Educational Information System and the MyPortal interface were successfully implemented in 2009-10, led by Information Systems and Operations, and Networks, Communication and Computer Services. Both divisions support instruction on a daily basis by providing and maintaining classroom equipment and technology and offering technical assistance and expertise to the campus communities.

The vice chancellor of Human Resources and Equal Opportunity oversees the office of Human Resources and Equal Opportunity and facilitates the recruitment, selection, and evaluation of personnel as well as the implementation of board hiring and diversity policies, administrative procedures. This office also provides personnel data to the California Community Colleges Chancellor’s Office and other state and federal agencies. Employee records are maintained confidentially at the district offices by the HR staff. ([Doc. 161](#))

The vice chancellor of Human Resources and Equal Opportunity also serves as chief negotiator for the district. College and Central Services administrators serve on negotiation teams, along with teams from each of the employee unions (Faculty Association, ACE, CSEA, OE3 and Teamsters) to negotiate bargaining agreements. Confidential employees and the Administrative Management Association (AMA) follow a “meet and confer” process.

HR coordinates with the faculty and Staff Development efforts on each campus and augments training opportunities as provided in the collective bargaining contracts of each unit. The district HR supports staff development for district

administrators and supervisors groups by providing training in preventing sexual harassment and discrimination, and coordinates training on workplace violence with Risk Management. ([Doc. 162](#))

HR leads the district's diversity program in consultation with the District Diversity Advisory Committee and the college diversity committees. All hiring committees receive training from the district Employment and Classification Supervisor to ensure the hiring policies and practices are adhered to as outlined in the Hiring Process Manual. ([Doc. 126](#))

The vice chancellor of Business Services oversees eight areas in the Central Services office, including Accounting, Budget, Environmental Compliance, Finance, Grants, Payroll, Safety and Risk Management. ([Doc. 163](#)) The vice chancellor of Business Services works with the director of Budget Operations in consultation with the District Budget Advisory Committee and Chancellor's Staff in the development and allocation of the annual budget. The district Strategic Master Plan is the guiding document that outlines the goals and objectives of Central Services and the district as a whole. ([Doc. 102](#))

The District Budget Advisory Committee reports to the Chancellor's Advisory Committee (CAC) and ultimately to the chancellor. With advice from the chancellor, presidents, vice chancellors, District Budget Advisory Committee and CAC, the vice chancellor of Business Services allocates financial resources to each college. ([Doc. 164](#))

Business Services administers the purchasing and the competitive procurement of goods and services process. The purchasing process made the transition to Banner in 2009 and 2010. The Purchasing Services website offers an extensive listing of information to district staff as well as to the district community and prospective bidders and vendors. ([Doc. 165](#))

The executive director of Facilities, Operations and Construction Management is responsible for the leadership and oversight of the planning, development and management of all district facilities. Facilities and Operations provides maintenance, custodial and grounds services to the campuses. Construction Management oversees the many construction and renovation projects within the district and maintains oversight of Measure C. The Facilities Master Plan was developed in 2007 after the passage of the Measure C construction bond and in support of the FHDA Educational Master Plan 2005-2015. It outlines the long-term physical plans for the district and adheres to the district goals of "opportunity, quality, accountability and sustainability." ([Docs. 166, Doc. 167](#))

The Foothill-De Anza Foundation is a district function with a development officer located on each campus. The Foundation Board of Directors includes 18

influential community and college members. Each campus has a Commission to actively promote and represent the colleges in the community and to support fundraising endeavors. The Foothill and De Anza Commissions have helped to raise funds in the support of instruction, services, facilities, equipment and scholarships and special projects. ([Doc. 168](#))

Self-Evaluation

The district meets this standard. Its organizational structure is comprehensive and complementary to the work of the college. Long-term budget and funding strategies and options, building plans, multi-year equipment replacement plans, and multi-year staffing projections for faculty, administrative and classified positions are reviewed by college and district staff and approved by the board of trustees. ([Doc. 107](#))

Planning Agenda

No recommendations at this time.

Standard IV.B.3.c

The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary

The chancellor has responsibility for the oversight and allocation of resources to the colleges. The district budget website describes the budget process and how budget development is coordinated annually. Business Services works with the District Budget Committee, Chancellor's Advisory Council (CAC) and the Budget Office to prepare budgets based on state and district information. Budgets are developed at the campus level and then reviewed and approved by the chancellor and her cabinet. Annual budgets are posted as well as regular budget updates to keep the district community informed. ([Doc. 163](#), [Doc. 106](#), [Doc. 122](#))

Self-Evaluation

The district meets this standard. The district has a fair and established process for allocation of resources. The process is outlined on the district website. The website also includes several pages of valuable information and updates to assist in the budget development process. The Planning Agenda items from the 2005 Self-Study are collectively addressed through providing extensive budget information through shared governance, college- and districtwide communications and websites.

Planning Agenda

No recommendations at this time.

Standard IV.B.3.d

The district/system effectively controls its expenditures.

Descriptive Summary

The Audit and Finance Committee is a standing subcommittee of the board, composed of two trustees and four community members who have special interest and knowledge in organizational financial matters. The committee acts in an advisory role to the board in implementing its oversight and legislative responsibilities as they relate to the district's financial management. ([Doc. 104](#)) The responsibilities of the committee include:

- Review and monitor budget and financial material and reports related to financial matters, including bonds, certificates of participation and other funding instruments, to come before the board of trustees.
- Monitor the external audit selection and engagement process.
- Review independent audit reports and monitor follow-up activities.
- Assure availability of the Audit and Finance Committee members to meet with the board of trustees each year at the time of presentation of the external audit to the board.
- Consult with independent auditors regarding accounting, fiscal and related management issues.
- Monitor operational reviews, findings and recommendations and follow-up activities. ([Doc. 169](#))

The District Budget Committee is an advisory body to the Chancellor's Advisory Council. ([Doc. 170](#)) The responsibilities of the committee include:

- Make recommendations on the budget process
- Make recommendations on resource allocation policies
- Propose budget assumptions
- Review revenue sources
- Prepare budget scenarios
- Advise the CAC on the fiscal impact of districtwide initiatives
- Look outward/forward on strategic issues
- Communication

The De Anza Campus Budget Committee reviews district and college allocations and makes recommendations to the College Council. ([Doc. 23](#)) The College Council provides shared governance leadership for district Strategic Planning and district goals and objectives. ([Doc. 18](#))

The district annually publishes financial reports, including an Adopted Budget, an Annual Financial and Budget Report, and an Audited Financial Statement, on

the college website. An independent certified public accounting firm at the end of each fiscal year audits Foothill-De Anza Community College District's financial statements. ([Doc. 66](#))

Self-Evaluation

The district meets this standard through the work of the Audit and Finance Committee and college and district shared governance. Budgets are balanced and always include sufficient reserves. ([Doc. 122](#))

Planning Agenda

No recommendations at this time.

Standard IV.B.3.e

The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary

Board Policy 2210 (Chancellor as Executive Officer of the Board) states the chancellor has the "executive responsibility for administering the policies adopted by the Board." Further, "The Chancellor may delegate any powers and duties entrusted to him/her by the Board including the administration of each campus, but he/she will be specifically responsible to the Board for the execution of such delegated powers and duties." ([Doc. 171](#))

The current chancellor has been with the district since Feb. 16, 2010, and has worked closely and successfully with De Anza's president. The previous chancellor served for six years following her 10 years as the president of De Anza College and left the district in order to serve as the appointed U.S. Under Secretary of Education. During the transition, the former vice chancellor of Business Services, who also had previously served as vice president of Finance and College Services at De Anza, acted as interim chancellor.

Self-Evaluation

The district meets this standard. Roles and responsibilities, including those of the chancellor as they relate to the operational autonomy of the president, are illustrated in the functional map included in the introduction to this Self-Study and adhered to in practice.

Planning Agenda

No recommendations at this time.

Standard IV.B.3.f

The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

The Chancellor's Advisory Council (CAC) is the primary means through which the district acts as liaison between the board and the colleges. The district shared governance website includes an organizational chart that indicates CAC representation. The chancellor communicates CAC recommendations to the board. ([Doc. 172](#))

The chancellor and the vice chancellors attend campus meetings when appropriate to provide or gather input or information. Topics are generally discussed on the campus, then brought to CAC by representatives of their various constituencies for final approval before being forwarded to the board for consideration. Board actions are widely communicated to the district community.

Self-Evaluation

The district meets this standard. After each board meeting, the "Board Highlights" newsletter is e-mailed to all faculty and staff. These highlights and the official minutes are found on the board website. ([Doc. 56](#)) Both the chancellor and the president periodically e-mail important information to faculty and staff. The president's messages are located on his website and frequently reference districtwide issues, particularly as they relate to the budget. ([Doc. 173](#)) News items are posted on the college home page ([Doc. 174](#)), and with the advent of MyPortal, it is now possible to read updates each time users log in. The district and campus now use the website as the chief method for presenting and archive documents. Taken collectively, these actions fulfill the Planning Agendas from 2005.

The Faculty and Staff Accreditation Survey November 2010 asked employees if they felt that "The Chancellor fosters effective communication between the Board of Trustees, Administration, Faculty and Students." Eighty-nine percent strongly agreed or agreed. The fact that 86 of 154 respondents replied that they "Did not know" or "Does not apply" suggests that faculty and staff attention tends to be directed to matters more specifically associated with college operations. ([Doc. 39](#))

Planning Agenda

No recommendations at this time.

Standard IV.B.3.g

The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational

goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

Board Policies cover the roles and responsibilities of the governance groups: Student 2222, Academic Senate 2223 and Classified Staff 2224. ([Doc. 40](#), [Doc. 41](#), [Doc. 42](#))

The district maintains an organizational chart identifying the district decision-making processes and the coordination between Central Services and the colleges. ([Doc. 172](#)) The district most recently examined roles of the district and campuses in its draft district functions and responsibilities chart created in spring 2011. ([Doc. 158](#), Feb. 11 and April 8, 2001, and see chart in Introduction of this Self-Study document)

The district's Institutional Self-Evaluation 2004 in support of continued membership in the League for Innovation in the Community College reviews and outlines college and district shared governance operations. ([Doc. 175](#))

The Chancellor's Advisory Council (CAC) is the final step in district shared governance that advises the chancellor on institutional planning, budgeting, and governance policies and procedures. The District Diversity Advisory Committee, Budget Advisory Committee, Legislative Committee, Joint Development Group, Human Resources Advisory Committee, District Research Advisory Committee and Educational Technology Advisory Committee are also composed of a cross-section of constituency groups and are represented on CAC. The Planning and Resource Council (PaRC) at Foothill, College Council at De Anza, and faculty and staff senates from De Anza, Foothill and Central Services are also represented on the CAC.

Self-Evaluation

The district meets this standard. The evaluation of the district's structure is addressed in the its functional responsibilities document page 2: "The district strategic plan highlights macro measurements of Institutional Effectiveness that is elevated to the Trustee level and allocates resources to the colleges to improve. The district Institutional Research office provides critical research at the district level which informs development of the district goals and tracks progress on attaining those goals. The metrics used to track goals is consistent with the colleges by coordinating with the college assigned researchers." The creation, discussion, approval, publication and implementation of the district strategic plan, complete with assessment through its metrics, speaks to the Planning Agenda from 2005. ([Doc. 158](#), Feb. 11 and April 8, 2001, and see chart in Introduction of this Self-Study document; [Doc. 102](#))

Planning Agenda

No recommendations at this time.

Sources for Standard IV

- Doc. 1 Academic Senate Code of Ethics, www.deanza.edu/gov/academicsenate/prof_ethics.html
- Doc. 2 DASB Bylaws and Code of Conduct, www.deanza.fhda.edu/dasb/documents/codes/
- Doc. 3 Classified Senate Code of Ethics, http://www.deanza.edu/gov/classifiedsenate/docs_forms/cscodofethics.pdf
- Doc. 4 ACCCA Ethics Statement, <http://www.accca.org/i4a/pages/index.cfm?pageid=3338>
- Doc. 5 Foothill-De Anza Board of Trustees Code of Ethics, <http://fhdafiles.fhda.edu/downloads/aboutfhda/9210.pdf>
- Doc. 6 De Anza College Governance Website, www.deanza.edu/gov/
- Doc. 7 Academic Senate Resolution Nov. 8, 2010, <http://www.deanza.edu/gov/academicsenate/notes/index.html>
- Doc. 8 College Council Notes re: Governance Task Force, http://www.deanza.edu/gov/college_council/notes/
- Doc. 9 Accreditation Steering Committee Notes, <http://www.deanza.edu/accreditation/accreditationcommittee.html>
- Doc. 10 Governance Task Force Website, <http://www.deanza.edu/gov/govworkinggroup/index.html>
- Doc. 11 Classified Senate Governance Survey, <http://www.deanza.edu/gov/classifiedsenate/DAClassifiedSenateSurvey2010.pdf>
- Doc. 12 Academic Senate Governance Survey, http://www.deanza.edu/ir/deanza-research-projects/Faculty%20Shared%20Governance%20and%20Decision%20Making%20Survey_Winter_2011.pdf
- Doc. 13 College Council Notes May 12, 2011, http://www.deanza.edu/gov/college_council/notes/CCMins_05_12_11.html
- Doc. 14 De Anza College Educational Master Plan 2010-2015, www.deanza.edu/emp/EducationalMasterPlan2010-2015.pdf
- Doc. 15 De Anza Associated Student Body Senate Website, www.deanza.fhda.edu/dasb/index.html
- Doc. 16 De Anza Academic Senate Website, <http://www.deanza.edu/gov/academicsenate/index.html>
- Doc. 17 De Anza Classified Senate Website, <http://www.deanza.edu/gov/classifiedsenate/>

- Doc. 18 College Council, www.deanza.edu/gov/college_council/
- Doc. 19 Finance and Educational Resources PBT, www.deanza.edu/gov/ERCOPBT/
- Doc. 20 Instructional PBT, www.deanza.edu/gov/IPBT/
- Doc. 21 Student Services PBT, www.deanza.edu/gov/SSPBT/index.html
- Doc. 22 Diversity Advisory Council, <http://www.deanza.edu/gov/DAC/>
- Doc. 23 Campus Budget Committee, www.deanza.edu/gov/campus_budget/about.html
- Doc. 24 Curriculum Committee, <http://dilbert.fhda.edu/curriculum/>
- Doc. 25 Educational Master Plan Committee, <http://www.deanza.edu/emp/>
- Doc. 26 Sustainability Committees, www.deanza.edu/sustainability/committees.html
- Doc. 27 Dining Services, <http://www.deanza.edu/diningservices/>
- Doc. 28 Kirsch Center for Environmental Studies, www.deanza.edu/kirschcenter/leed.html
- Doc. 29 Kirsch Center Award, www.cbe.berkeley.edu/livablebuildings/2007kirsch.htm
- Doc. 30 Student Success and Retention Services, <http://www.deanza.edu/ssrsc/>
- Doc. 31 Impact AAPI Website, www.deanza.edu/impact-aapi/index.html
- Doc. 32 Impact AAPI Newsletter, www.deanza.edu/impact-aapi/pdf/newsletters/IMPACT-AAPI-newsletter2010-06.pdf
- Doc. 33 Math Performance Success, http://deanza.edu/ir/deanza-research-projects/2010_2011_projects/Mathinterventions2010F.pdf
- Doc. 34 Puente Program, <http://www.deanza.edu/puente/success.html>
- Doc. 35 Annual College Reports, www.deanza.edu/president/publications.html; 2005-2006, pp. 35-42; 2006-2007, pp. 23-34; 2007-2008, pp. 17-30; 2008-2009, pp. 17-34; 2009-2010, pp. 41-54.
- Doc. 36 Orientation for Faculty, <http://www.deanza.edu/staffdev/orientation/1styexpfaculty.html>
- Doc. 37 Orientation for Staff, <http://www.deanza.edu/staffdev/orientation/1styexpstaff.html>
- Doc. 38 Office of Staff and Organizational Development Draft Five-Year Plan, <http://www.deanza.edu/staffdev/reports.html>
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PLANNING AGENDAS 2011

Planning Agendas 2011

2011 Planning Agendas for Standard I

Standard I.A.3

- As a component of the new planning process, the mission statement will be reviewed and publicized on a regular basis. The review of the mission statement will be integrated into the planning process.

Standard I.B.1

- The college will implement the integrated planning process that incorporates outcomes assessment results into institutional planning, and provide the time and space for broad-based dialogue aimed at improving student learning.

Standard I.B.3

- The college will implement the integrated planning process that incorporates outcomes assessment results into institutional planning, and provide the time and space for broad-based dialogue aimed at improving student learning.

2011 Planning Agendas for Standard II

Standard II.A.1

- Working with other Planning and Budgeting Teams and College Council, the Instructional Planning and Budget Team (IPBT) will review and modify the Annual Program Review Update and Comprehensive Program Review processes on a regular basis.

Standard II.A.1.b

- Develop a Distance Learning course student evaluation, based on the Foothill-De Anza Faculty Agreement Article 6 and Appendix J2W.
- Develop faculty training on effective online teaching strategies to improve student success and retention.

Standard II.A.1.c

- Institutional Research will continue its commitment to assisting faculty and staff in their assessment efforts in the course and program levels.
- The Planning and Budget Teams (PBTs) will reflect on and enhance Program Review processes and criteria to more fully develop effective assessment methods for Student Learning Outcomes Assessment Cycle (SLOAC) and Program Level Outcome Assessment Cycle (PLOAC) results.

Standard II.A.2.a

- The SLO team will continue to refine its processes to assist faculty in efficiently and effectively documenting and assessing Student Learning Outcomes.
- The college will continue to encourage professional growth in the area of assessment through the Office of Staff and Organizational Development. Staff Development activities related to the development, interpretation and analysis of course and program assessments will continue.
- Complete assessment of Program Level Outcomes (PLOs) by the end of the 2013-14 academic year.
- Workshops will be conducted in order to introduce Program Level Outcomes Assessment (PLOACs).

Standard II.A.2.b

- Develop an assessment plan for Program Level Outcomes (PLOs).
- The Academic Senate, through the SLO Steering Committee and team, will continue to encourage faculty to develop reasonable program level assessment techniques.
- The SLO Steering Committee will continue to refine SLOACs in all areas of the college in order to achieve meaningful use of data into practice.

Standard II.A.2.d

- Develop a centralized technology training plan that addresses faculty training.
- Develop additional faculty training for Distance Education.
- Increase staff development in the institutional Strategic Initiatives: Outreach, Student Retention and Success, Cultural Competence, and Community Collaborations.

Standard II.A.2.g

- Create an inventory of areas that have departmental exit exams and encourage appropriate alignment with SLO assessments.

Standard II.A.2.i

- Faculty will develop and conduct a comprehensive approach to meaningful assessment of certificate and degree programs.

Standard II.A.3.a

- Develop a plan to assess General Education (GE) outcomes.
- Implement revised General Education (GE) Philosophy and Area Descriptors for inclusion in the 2013-2014 catalog.

Standard II.A.3.c

- Assess student achievement of the General Education (GE) outcomes and Institutional Core Competencies (ICCs).

Standard II.A.6

- Divisions will periodically review syllabi for consistency with appropriate standards, including content, methods and college policies.

Standard II.A.6.b

- Working with Foothill College, draft a joint policy on program discontinuance for discussion at both colleges.
- Assess effect of elimination of Readiness co-requisites on student success and retention in developmental and freshman transfer-level English.

Standard II.A.6.c

- Continue to evaluate the effectiveness of the overall college website through student focus groups and faculty and staff input.
- Continue to improve and enhance the online searchable schedule of classes.

Standard II.A.7.b

- Improve Student Development-related websites in the content and presentation of information, including as it relates to academic honesty.
- Revamp the Student Handbook for content and presentation and increase visibility of the handbook on the college website.

Standard II.B.3.c

- With the leadership of the vice president of Student Services, the dean of Counseling and Matriculation, and the Counseling Department chair, Counseling and Advising will evaluate through surveys, focus groups and ongoing discussions how to improve services.

Standard II.B.3.d

- With the leadership of the associate vice president of Instruction, the college will hire a director for the redefined Office of Equity, Social Justice and Multicultural Education.

- With the leadership of the associate vice president of Instruction, the director of ICCE, the director of Equity, Social Justice and Multicultural Education, and the director of Staff and Organizational Development will collaborate with DASB to establish updated strategic plans focused on student access and engagement for their departments.

Standard II.B.3.e

- Assessment, in conjunction with the DARE Task Force, will determine, prioritize and implement best practices to improve Assessment Center service to students, including in the placement of students in developmental education courses.
- The new dean of Counseling and Matriculation will work with the Matriculation coordinator to establish a Matriculation Advisory Board.

Standard II.B.4

- The Student Services Planning and Budget Team (SSPBT) will continue to refine Student Services Learning Outcomes Assessment Cycles (SLOACs) to assist in planning, program evaluation and decision-making.
- Working with other PBTs and College Council, SSPBT will review and modify the Annual Program Review Update and Comprehensive Program Review processes on a regular basis.
- Develop an assessment plan for Program Level Outcomes (PLOs).

Standard II.C.1

- Facilitate an increase in fully online, partially online and hybrid course offerings through Distance Learning instructional design and training assistance.
- With the leadership of the new dean of Learning Resources, engage more faculty in the integration of Library services, including orientations as part of courses and Learning Communities.
- Redesign Library space or create a larger instructional lab to accommodate more students.
- Redesign circulation and reference/instruction desk areas to improve service.

Standard II.C.1.b

- Explore creative ways to utilize existing faculty and technologies to fully develop an enhanced information literacy program.

Standard III Planning Agendas

Standard III.A.1.d

- Explore additional ways to educate employees about different working styles and interpersonal work relationships.

Standard III.A.2

- With the oversight of College Council and its College Planning Committee (CPC), continue to ensure that the Educational Master Plan goals and integrated planning drive staffing decisions.

Standard III.A.3.a

- With the leadership of the associate vice president of Instruction, the college will hire a director for the redefined Office of Equity, Social Justice and Multicultural Education.

Standard III.A.4

- With the leadership of the associate vice president of Instruction, the college will hire a director for the redefined Office of Equity, Social Justice and Multicultural Education.
- With the leadership of the associate vice president of Instruction, the director of ICCE, the director of Equity, Social Justice and Multicultural Education, and the director of Staff and Organizational Development will collaborate with the De Anza Associated Student Body (DASB) to establish updated plans focused on student access and engagement.

Standard III.A.4.a

- Explore opportunities to increase funding for diversity programs on campus.

Standard III.A.5

- Work toward a centralized technology training plan, based on wide-ranging input from faculty, staff and students, as well as all staff involved in delivering training, both at the campus and district level. The plan should address the questions of how training needs are assessed and how training will be assessed and evaluated, in addition to guiding users toward the appropriate location to receive the training.

Standard III.A.5.a

- Explore opportunities to maximize staff development during times of constrained budget.

Standard III.A.6

- Increase communication throughout shared governance about the integration of human resources planning with institutional planning.

Standard III.B.1.a

- Complete the update of the Facilities Master Plan.

Standard III.B.2.b

- Complete the update of the Facilities Master Plan.

Standard III.C.1.b

- Work toward a centralized technology training plan, based on wide-ranging input from faculty, staff and students, as well as all staff involved in delivering training, both at the campus and district level. The plan should address the questions of how training needs are assessed and how training will be assessed and evaluated, in addition to guiding users toward the appropriate location to receive the training.

Standard III.C.1.d

- Continue to integrate the Information Technology Strategic Plan into campus planning and budgeting initiatives.

Standard III.D.1.b

- Develop clear policies and processes for writing and pursuing grants.

Standard III.D.1.d

- Working with other Planning and Budget Teams and College Council, the Finance and Educational Resources Planning and Budget Team (FERPBT) will review and modify the Annual Program Review Update and Comprehensive Program Review processes on a regular basis.

2011 Planning Agendas for Standard IV

Standard IV.A

- Continue review of governance and decision-making models.

Standard IV.A.1

- Encourage faculty, staff and administrators to improve communication by maintaining and updating websites.

Standard IV.A.2

- Improve understanding of the college's shared governance process by standardizing the governance website in presenting the roles, charges and responsibilities of each shared governance group.

Standard IV.A.2.a

- Explore release time and/or stipends for classified professional participation in leadership roles as a way of encouraging widespread participation in governance.

Standard IV.A.5

- Produce a governance e-Handbook describing governance groups and decision-making processes in a standardized online format.

Standard IV.B.1.a

- Work with the chancellor's office to increase the understanding and awareness of the campus community about trustee and district advocacy activities.

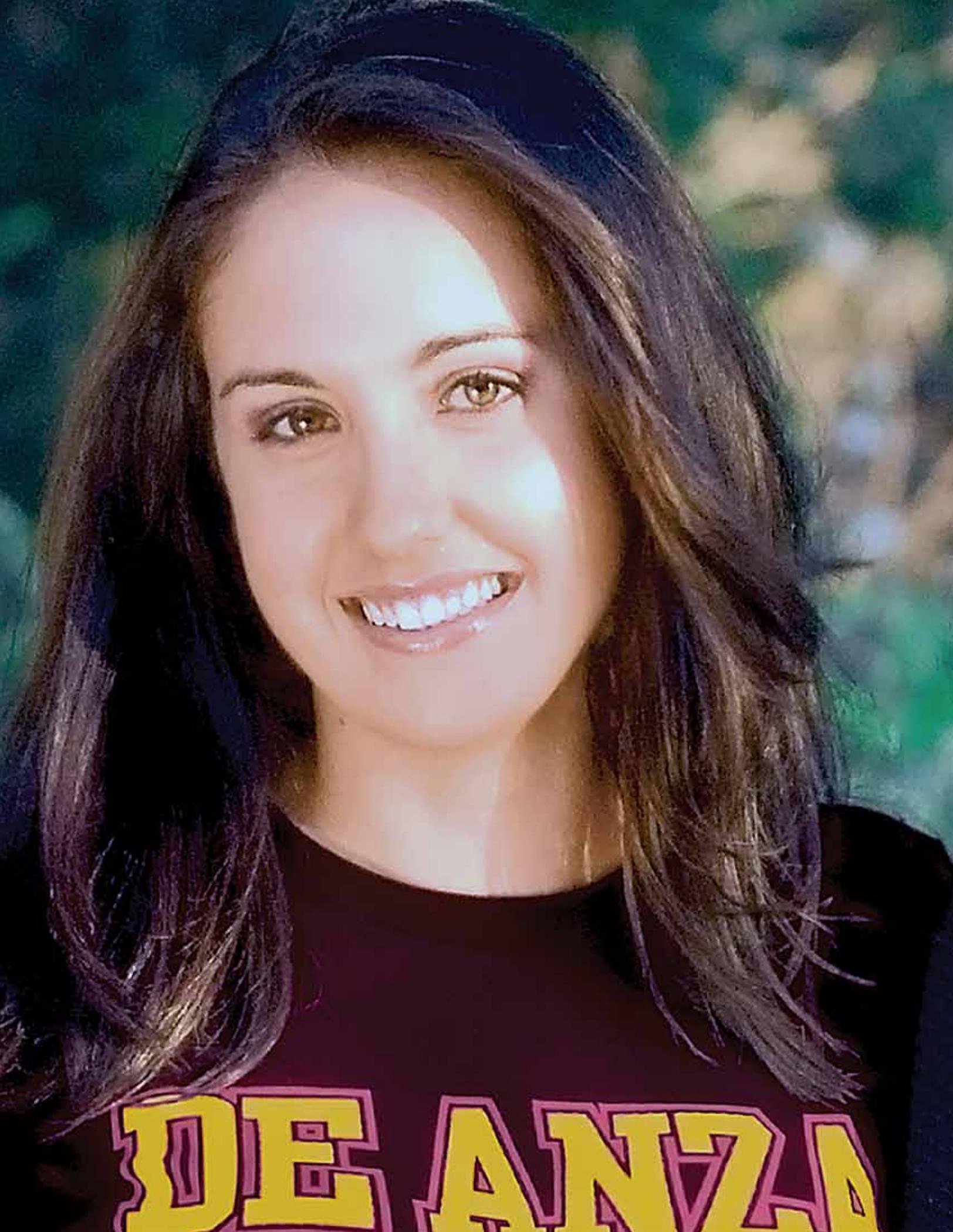
Standard IV.B.2.d

- Increase awareness and implementation of the Six-Year Planning and Assessment Cycle approved in the Educational Master Plan as it relates to the budget and resource allocation.

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