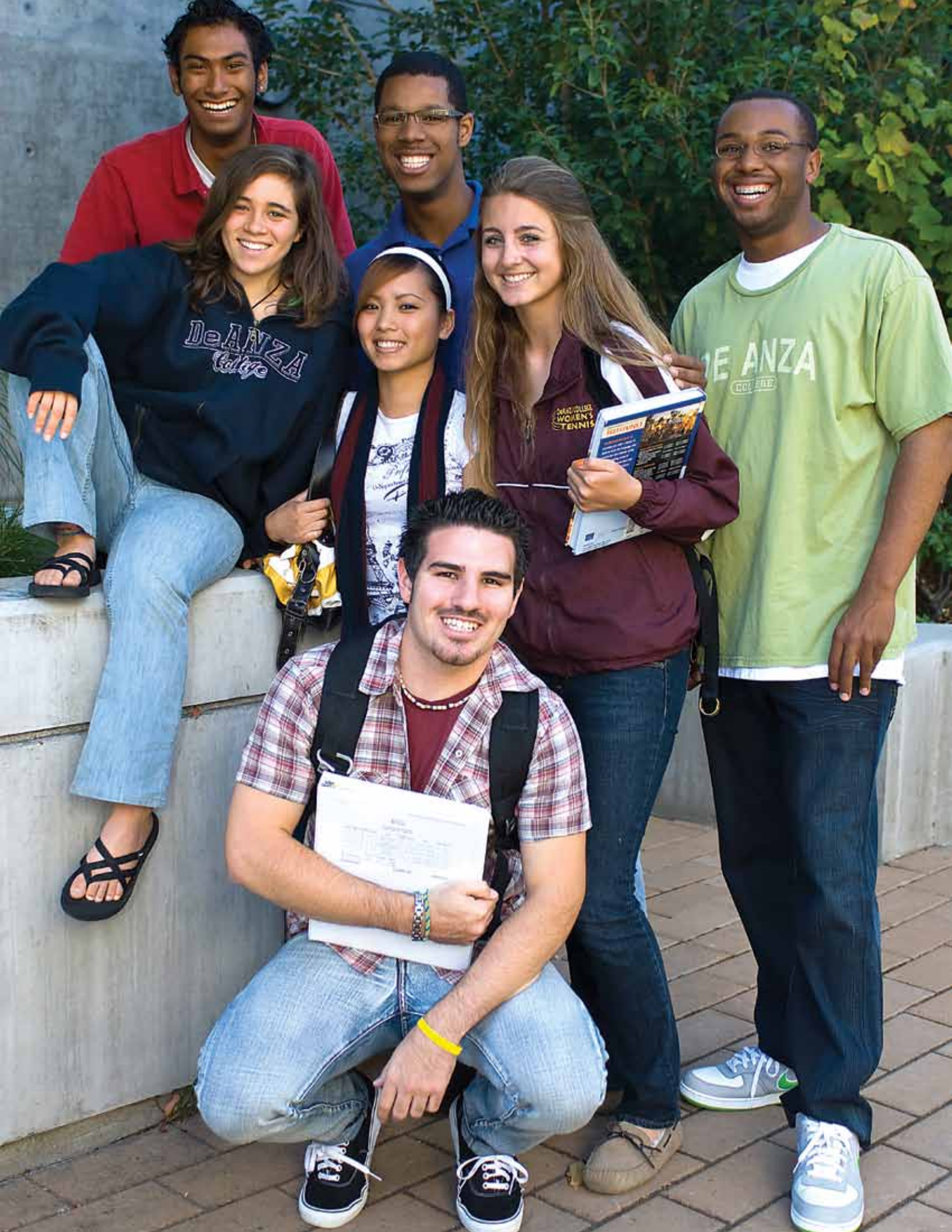# UPDATE

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

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4. Santa Clara County Adult Population Participation Rate
5. Santa Clara County Adult Population and De Anza Students by Ethnicity
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9. Transfers to Four-Year Institutions
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11. Course Success Rates by Ethnicity *
12. Vocational Course Success Rates *
13. Basic Skills Course Success Rates *
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16. Fall-to-Winter Persistence of First-Time Students
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* 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
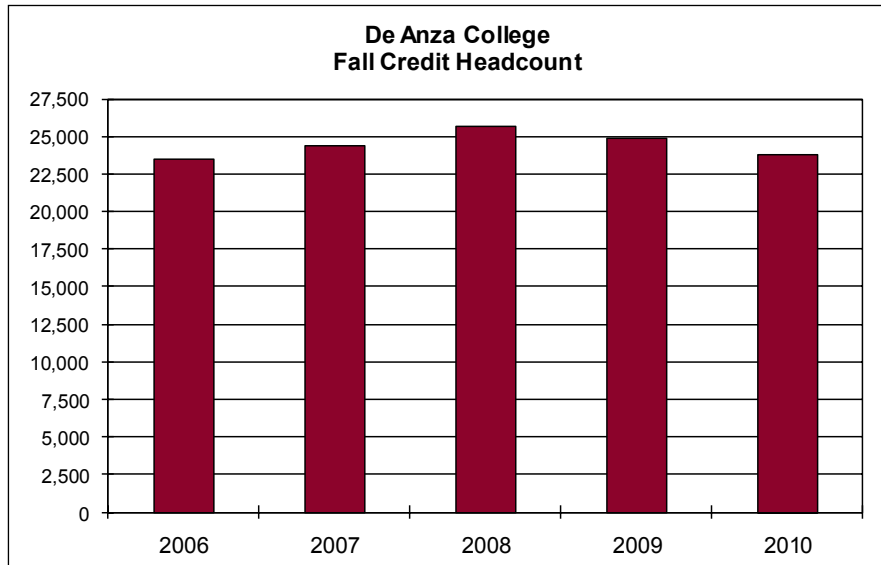
Source: FHDA IR&P

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.
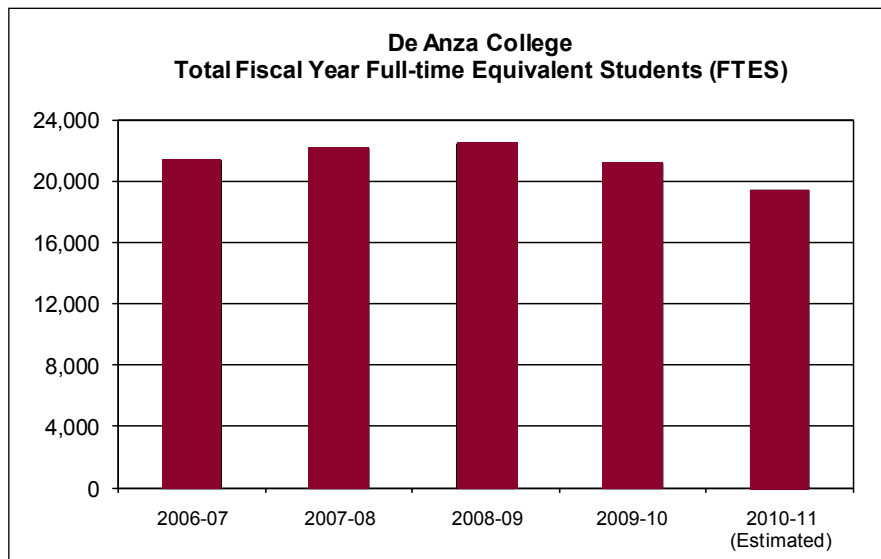
Figure 3

De Anza College
Santa Clara County Public High School June Graduates
Enrolled the Following Fall
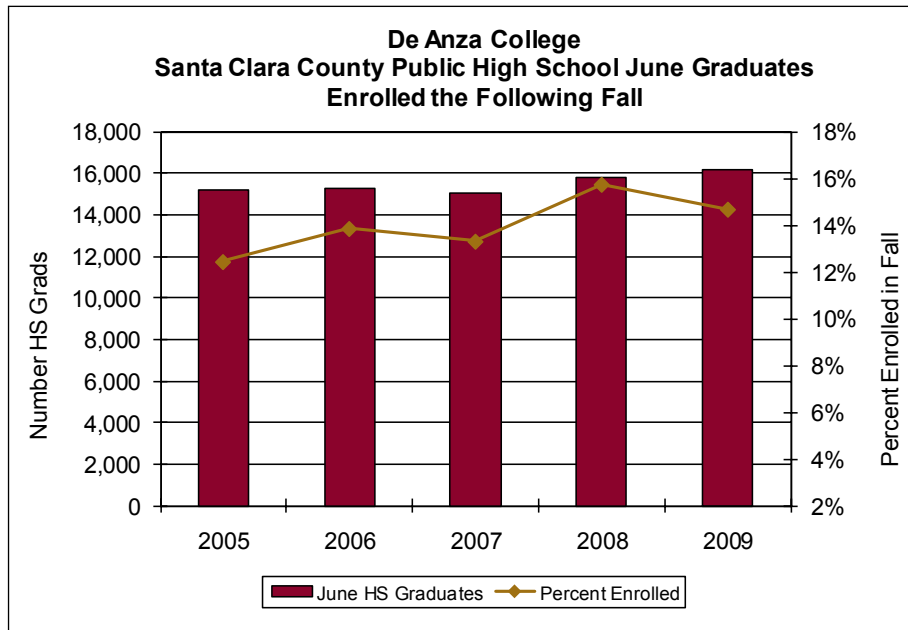
Source: FHDA IR&P and CA Department of Education

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

De Anza College
Santa Clara County Adult Population Compared to
De Anza Headcount as a Percent of Draw
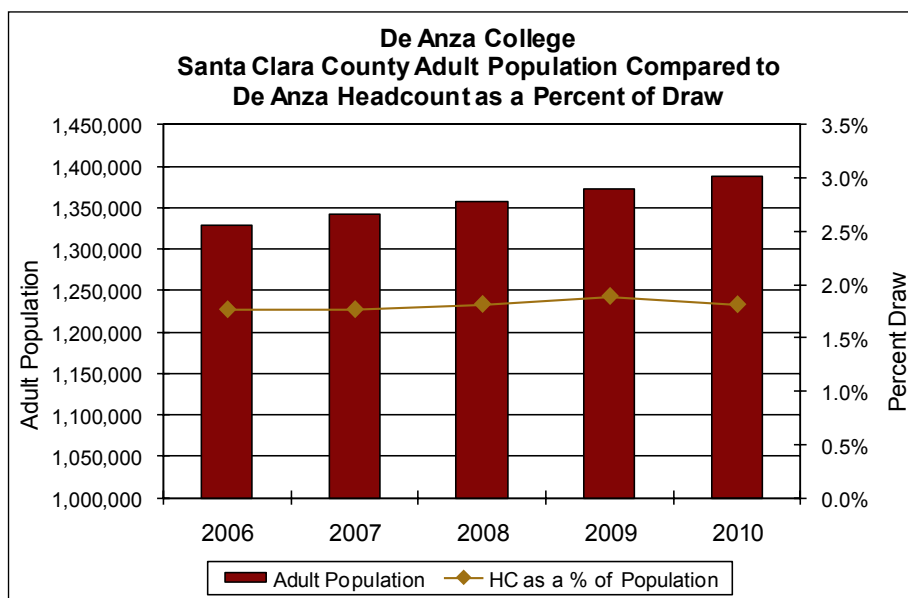
Source: FHDA IR&P and CA Department of Finance

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
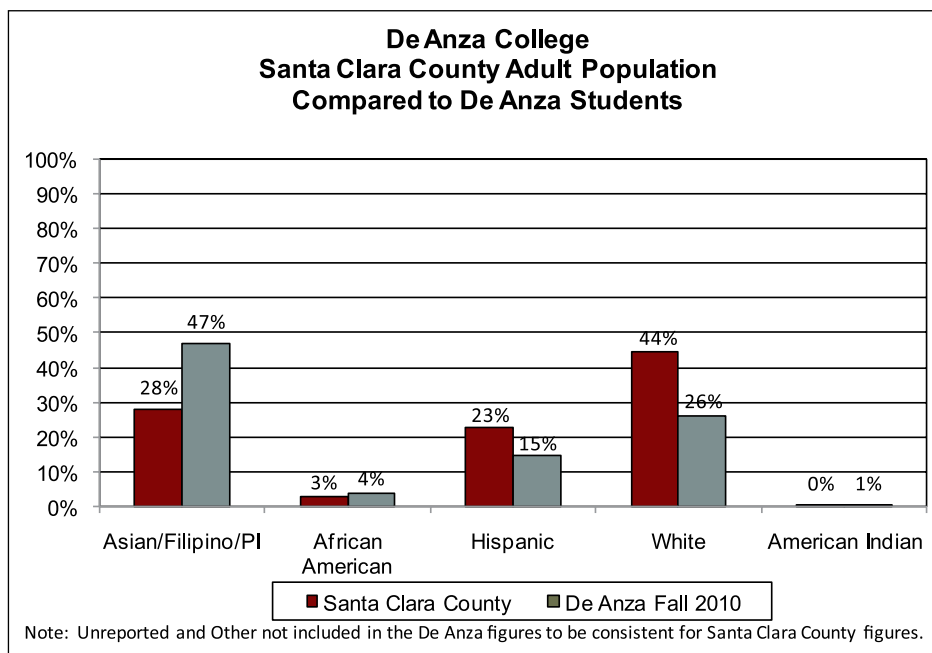
Source: FHDA IR&P and CA Department of Finance

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
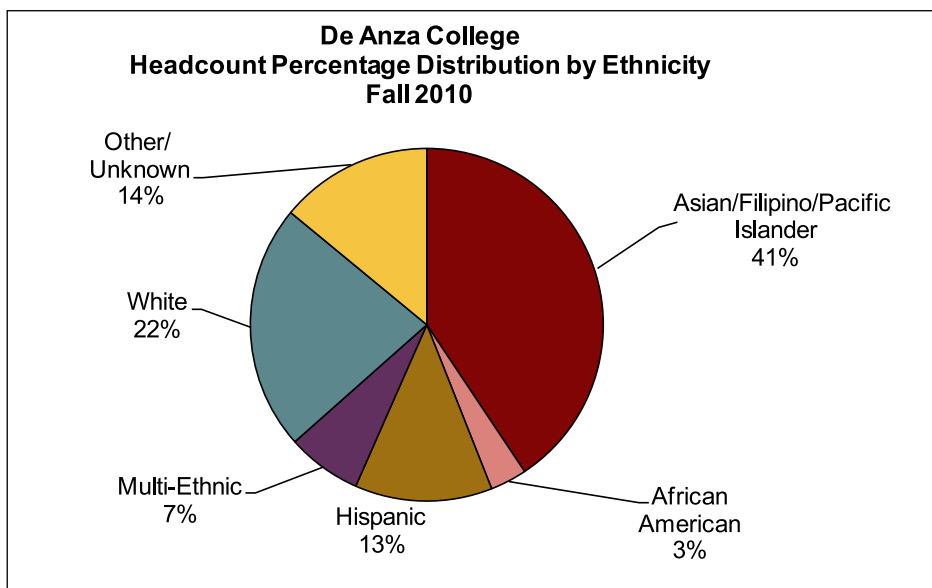
Source: FHDA IR&P

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

**De Anza College, Fall 2010
Percent of Students with a Goal of Transfer or
Degree that Enrolled in a Section with a
Community / Civic Engagement Component**

Enrolled Community / Civic Engagement Course, 415, 3%

Not Enrolled, 16,005, 97%

Includes students with an education goal of transfer with or without a degree enrolled in fall 2010.
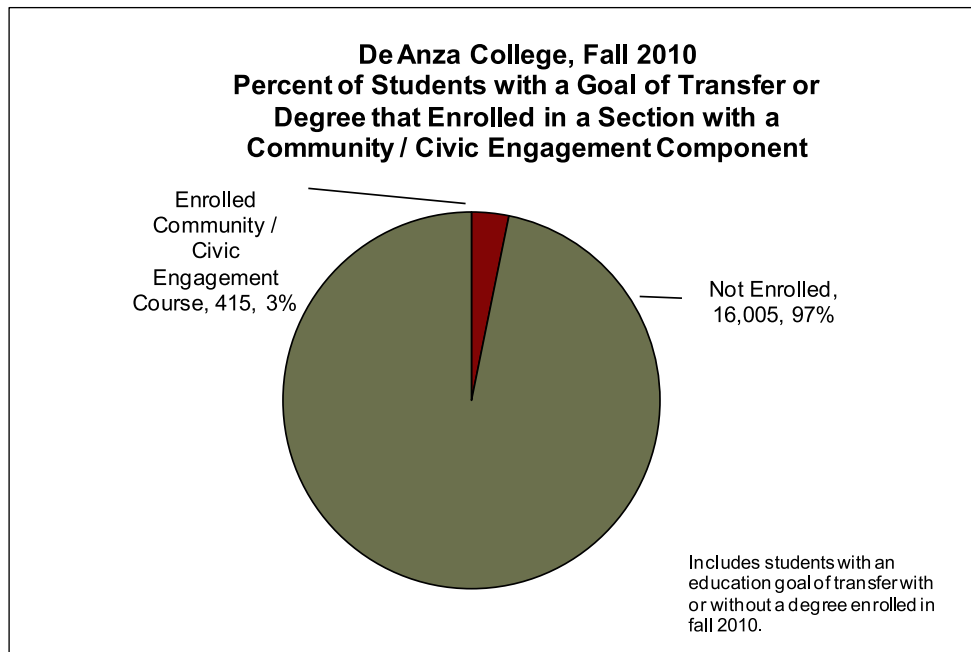
Source: FHDA IR&P

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

**De Anza College
Associate Degrees and Certificates Awarded**

■ Associate Degree ■ Certificate
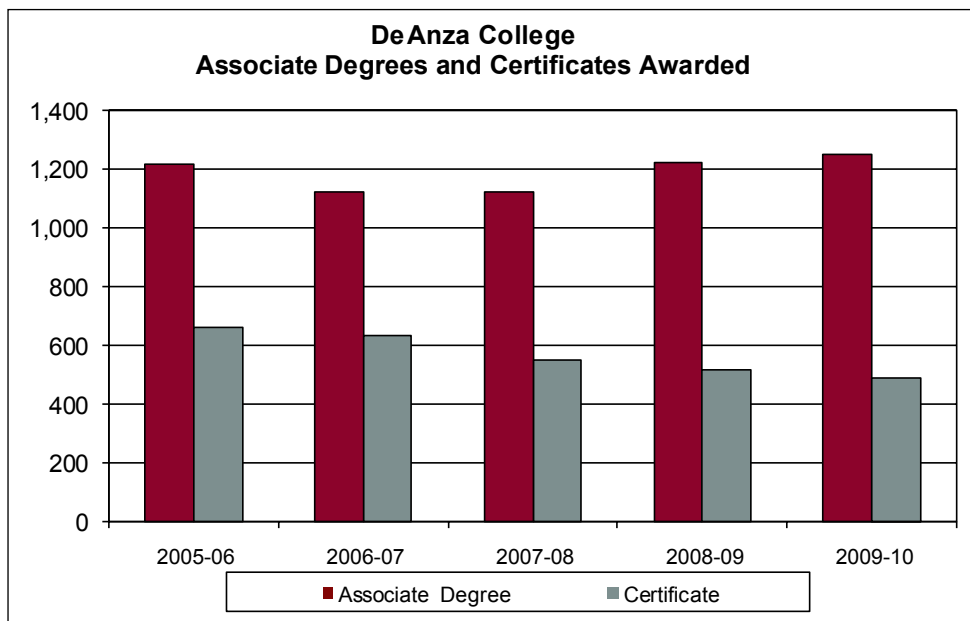
Source: FHDA IR&P

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

**De Anza College
Transfers to UC, CSU, Private and Out-of-State Colleges**

Private and Out of State (OoS) estimated for 2009-10.
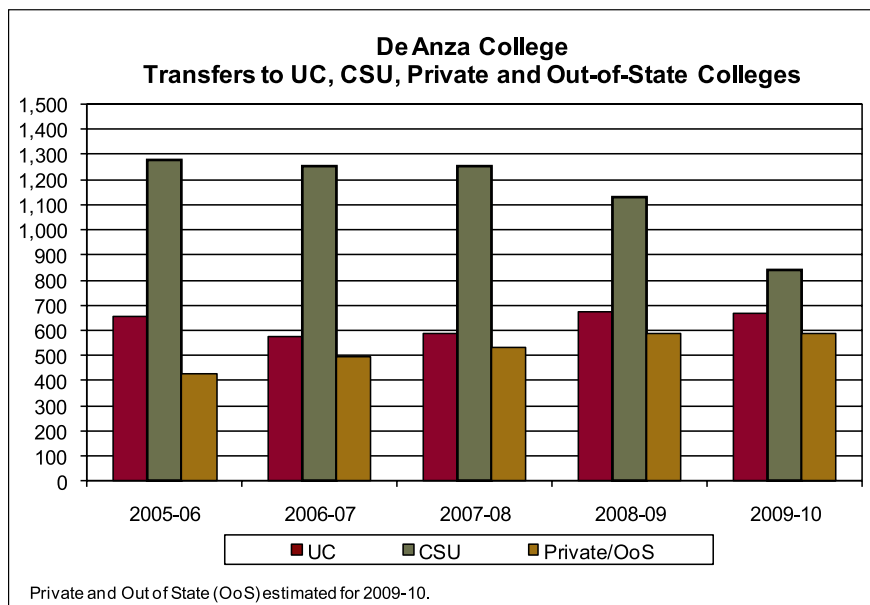
Source: CCCCO, CPEC, CSU

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

**De Anza College
Fall Course Success and Retention Rates
Compared to Statewide Average**

Fall 2010 statewide data not available. Fall 2009 used.
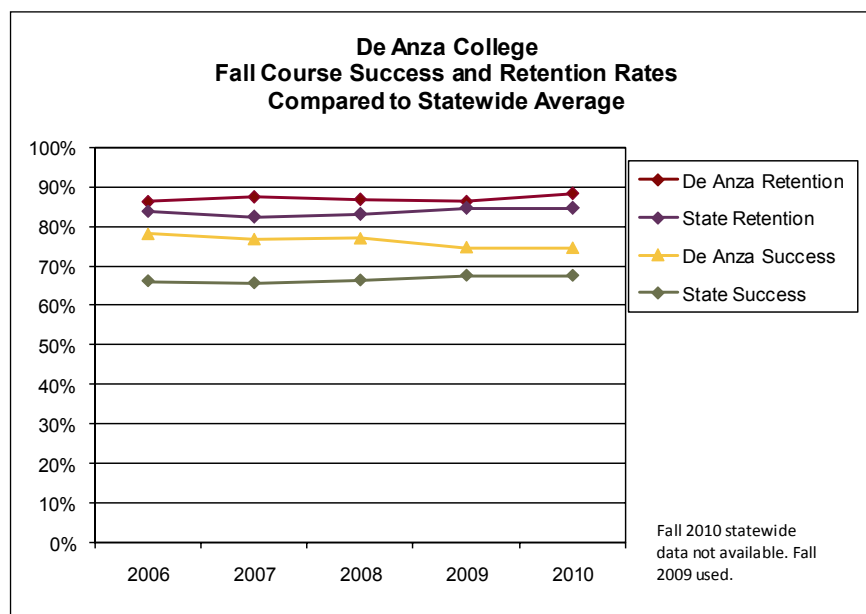
Source: FHDA IR&P and CCCCO Data Mart

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

De Anza College
Course Success Rates by Ethnicity

Legend: 2005-06, 2006-07, 2007-08, 2008-09, 2009-10
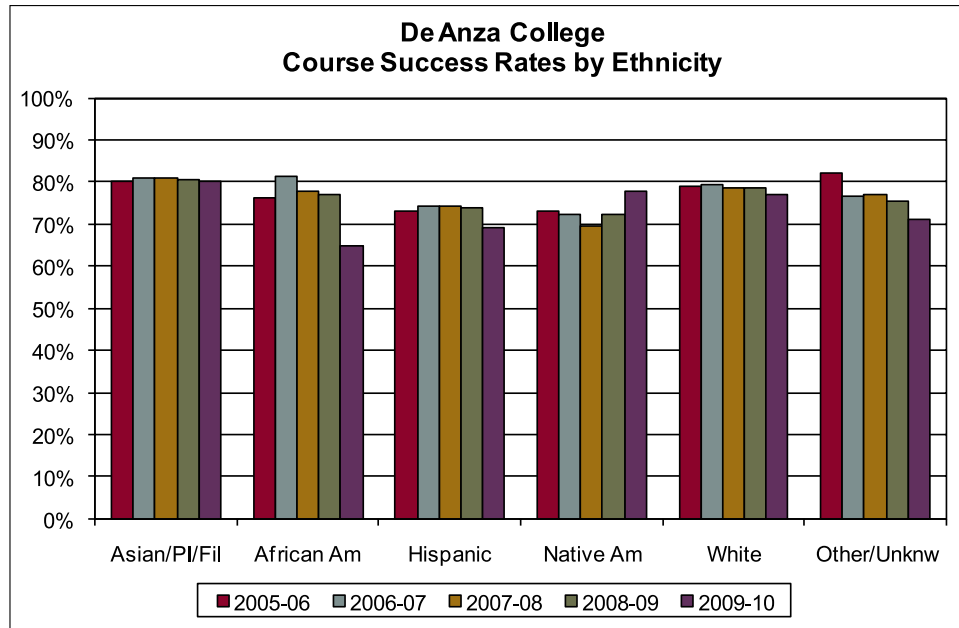
Source: FHDA IR&P

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

De Anza College
Percent Successful in Vocational Education Courses

2005-06	2006-07	2007-08	2008-09	2009-10
85%	85%	83%	82%	77%
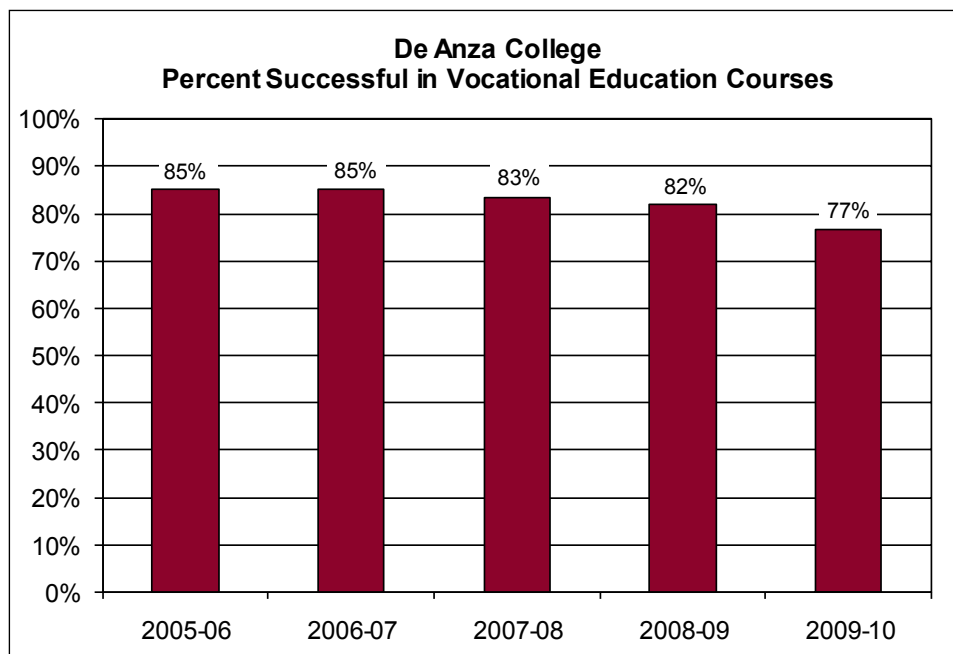
Source: ARCC 2011 Report

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

**De Anza College
Percent Successful in Basic Skills Courses**

Year	Percent
2005-06	81.6%
2006-07	82.4%
2007-08	78.6%
2008-09	77.8%
2009-10	77.2%
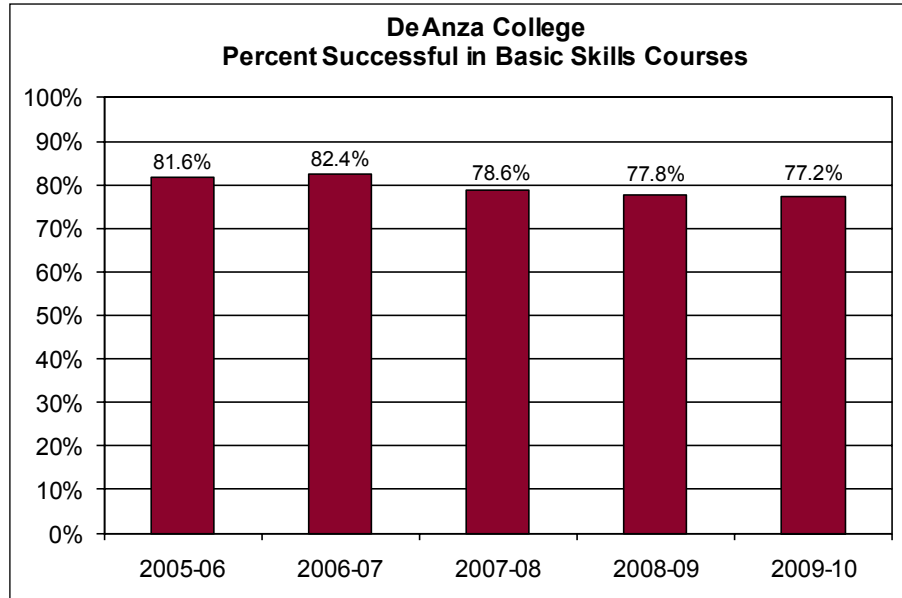
Source: 2011 ARCC Report

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

**De Anza College
% Students Starting in EWRT100B/211 Successful in EWRT 1A
Cohorts of New Entering Students Tracked 3 Years**

Group	Percent
African American	37%
Asian/Filipino/PI	61%
Hispanic	50%
White	57%

Cohort ending in 2007-08. Other and Decline to State ethnic categories not graphed. Student flow rates are tracked for 16 quarters, the 2007-08 cohort was tracked for 12 quarters, possibly resulting in lower sucess rates.

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

De Anza College
% Students Starting in MATH112 Successful in MATH114
Cohorts of New Entering Students Tracked 3 Years

Ethnicity	Success Rate
African-American	48%
Asian/Filipino/PI	61%
Hispanic	42%
White	50%

Cohort ending in 2007-08. Other and Decline to State ethnic categories not graphed. Student flow rates are tracked for 16 quarters, the 2007-08 cohort was tracked for 12 quarters, possibly resulting in lower sucess rates.

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

De Anza College
Fall to Winter Persistence, First-time to De Anza Students
With a Goal of Transfer, Award, or Undecided

Year	Persistence
2006	75.1%
2007	74.5%
2008	78.1%
2009	79.4%
2010	76.0%

Note: 1,484 students did not persist from Fall 2010 to Winter 2011.

Source: FHDA IR&P

11
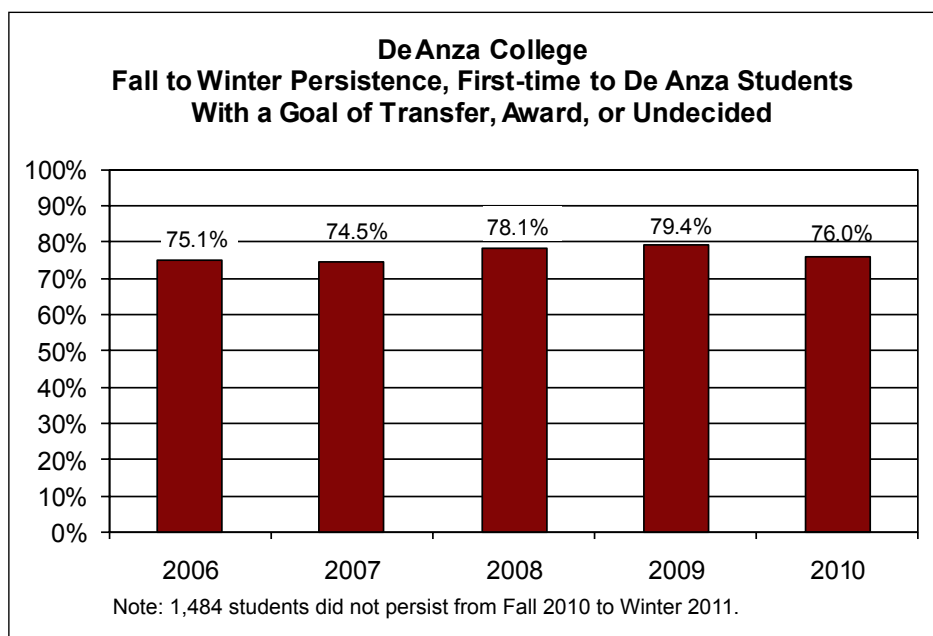
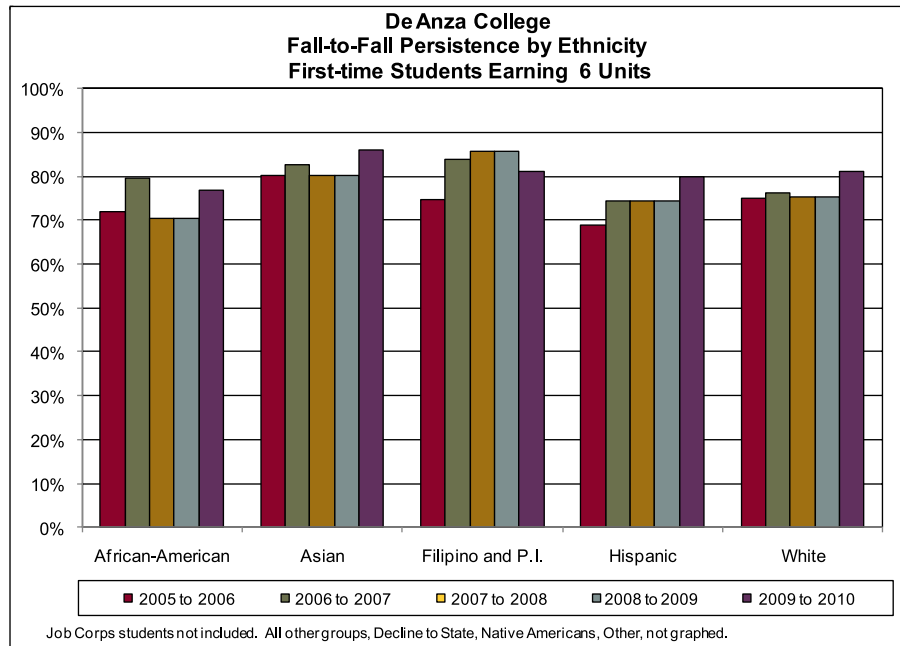## 17. Fall-to-Fall Persistence of First-Time Students by Ethnicity*

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

De Anza College
Fall-to-Fall Persistence by Ethnicity
First-time Students Earning 6 Units

Legend: 2005 to 2006 | 2006 to 2007 | 2007 to 2008 | 2008 to 2009 | 2009 to 2010

Job Corps students not included. All other groups, Decline to State, Native Americans, Other, not graphed.

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

ARCC Student Progress and Achievement Rate
Cohorts Tracked for Six Years

2000-01 to 2005-06	2001-02 to 2006-07	2002-03 to 2007-08	2003-04 to 2008-09	2004-05 to 2009-10
67.5%	66.6%	70.4%	70.8%	72.8%

Students who showed intent to complete and achieved the following within 6 years: transferred to a four-year college; earned an AA/AS or certificate (18 or more units); or achieved "Transfer Directed" or "Transfer Prepared" status.

Source: ARCC 2011 Report

12
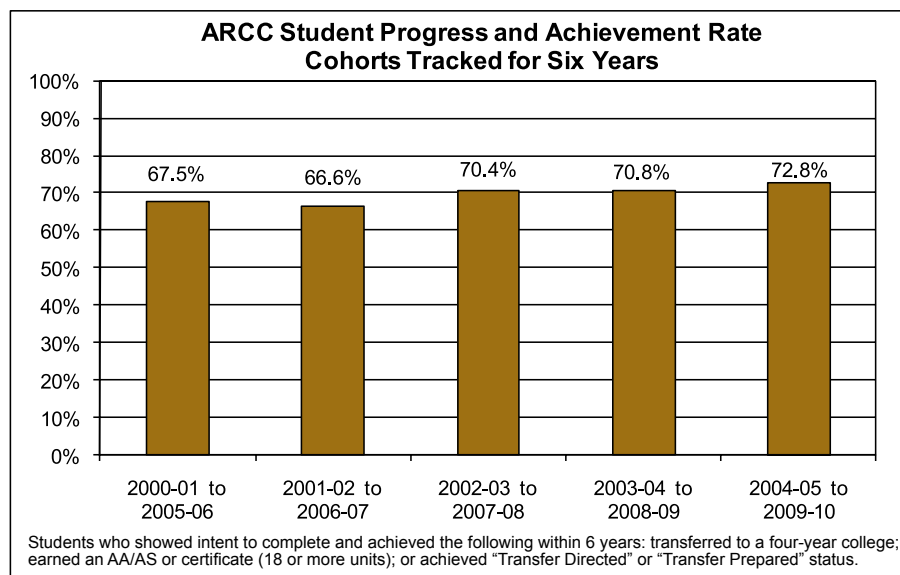
19. Faculty-to-Student Ethnic Distribution

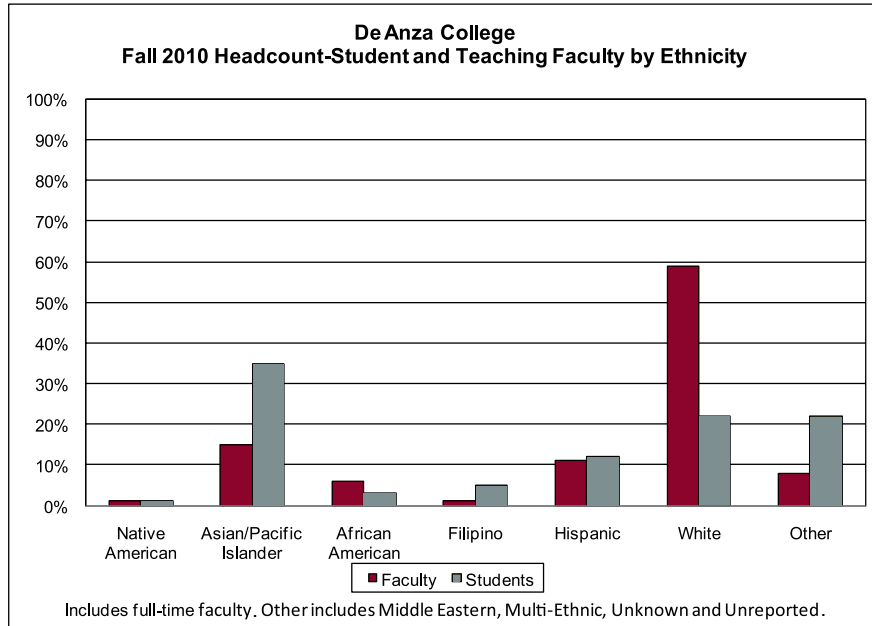Faculty-to-student ethnic distribution is within 1 to 4 percentage points for Native American, African American, Filipino and Hispanic ethnic groups. While White faculty comprise more than half of the full-time teaching faculty and White students comprise less than a quarter of the student population, 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

De Anza College
Fall 2010 Headcount-Student and Teaching Faculty by Ethnicity

Includes full-time faculty. Other includes Middle Eastern, Multi-Ethnic, Unknown and Unreported.

Source: FHDA IR&P
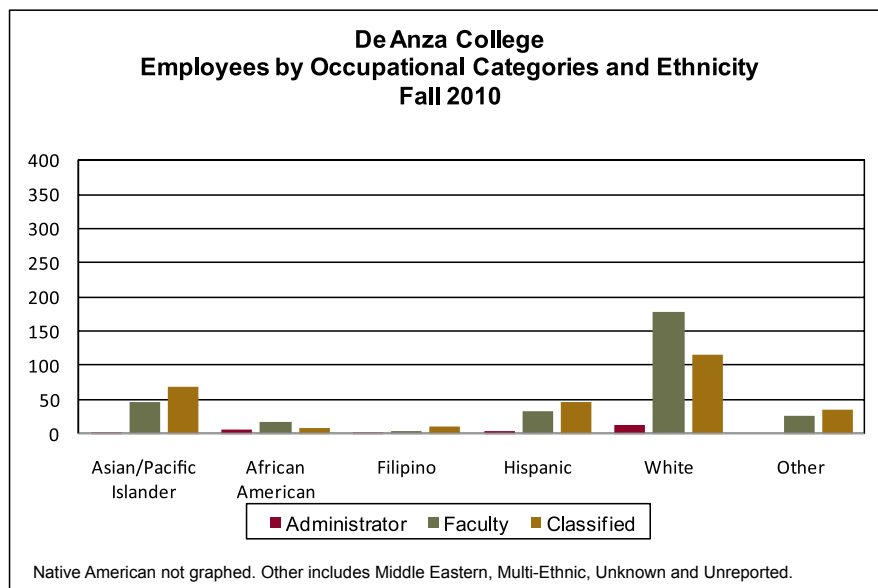
20. Employees by Job Group and Ethnicity

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

Figure 20

De Anza College
Employees by Occupational Categories and Ethnicity
Fall 2010

Native American not graphed. Other includes Middle Eastern, Multi-Ethnic, Unknown and Unreported.

Source: FHDA IR&P

13

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.

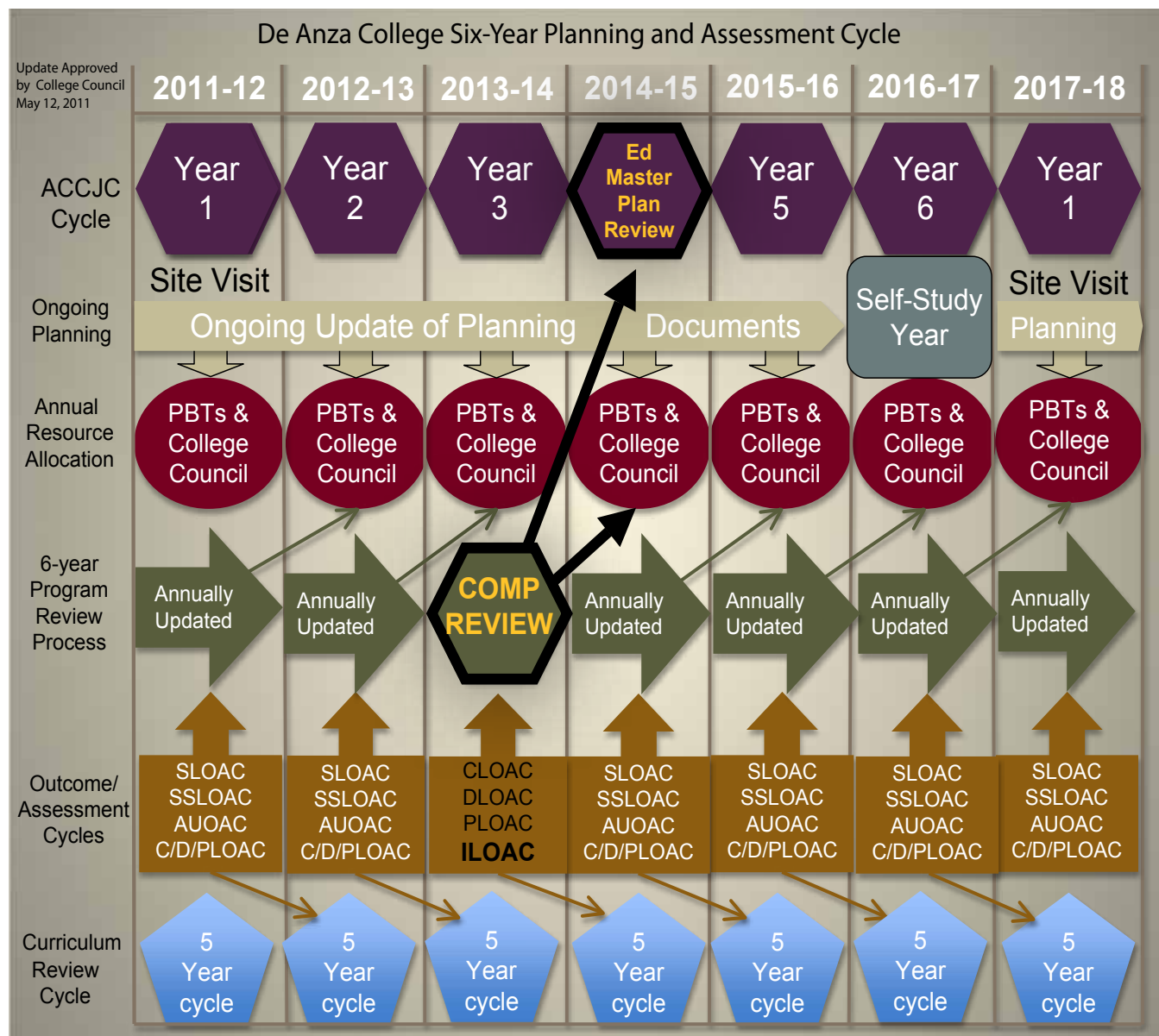# Program Review, Integrated College Planning and Resource Allocation

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.

De Anza College Six-Year Planning and Assessment Cycle

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
ACCJC Cycle	Year 1	Year 2	Year 3	Ed Master Plan Review	Year 5	Year 6	Year 1
Ongoing Planning	Site Visit — Ongoing Update of Planning			Documents		Self-Study Year	Site Visit — Planning
Annual Resource Allocation	PBTs & College Council	PBTs & College Council	PBTs & College Council	PBTs & College Council	PBTs & College Council	PBTs & College Council	PBTs & College Council
6-year Program Review Process	Annually Updated	Annually Updated	COMP REVIEW	Annually Updated	Annually Updated	Annually Updated	Annually Updated
Outcome/ Assessment Cycles	SLOAC SSLOAC AUOAC C/D/PLOAC	SLOAC SSLOAC AUOAC C/D/PLOAC	CLOAC DLOAC PLOAC ILOAC	SLOAC SSLOAC AUOAC C/D/PLOAC	SLOAC SSLOAC AUOAC C/D/PLOAC	SLOAC SSLOAC AUOAC C/D/PLOAC	SLOAC SSLOAC AUOAC C/D/PLOAC
Curriculum Review Cycle	5 Year cycle	5 Year cycle	5 Year cycle	5 Year cycle	5 Year cycle	5 Year cycle	5 Year cycle

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.