

DRAFT AS OF MARCH 1, 2005

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 analyses 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.

Summary of Standard I- Mission and Institutional Effectiveness

De Anza College's Mission, Purpose and Outcomes statement is resonant in the culture of the college community. A question articulated in the Master Plan, "Do students learn?" is central to campus dialogue which seeks to foster a student learning environment that results in successful students. This commitment was apparent in, for example, discussions during 2003-04 review of the mission statement

(<http://dilbert.deanza.fhda.edu/daresearch/mpint.htm>), annual updates to the Master Plan's Internal / External Assessment presented to the Board of Trustees as the State of the College Report (for example, <http://www.deanza.edu/president/sotc04.html>), as well as the Student Equity Plan (<http://faculty.deanza.edu/academicsenate/equityplan>).

Over the last 3 years a new organizational model for research has resulted in significant improvements in the quality and quantity of information and analyses available to the college community. Faculty members in such programs as Learning in Communities (LinC), Math Performance Success (MPS) program, Puente, and English / Writing are now utilizing data to assess the success of student course outcomes on a regular basis. The campus research model, with a De Anza researcher reporting to a district research office, has resulted in improved access to analyses that benefit from the experience of the 3 other researchers at the district. The De Anza researcher is an integral member of campus planning committees, including College Council, Instructional Planning and Budget Team, the Diversity Advisory Council, and the Instructional Deans Council. The De Anza campus researcher has made presentations to, for example, the College Council (<http://dilbert.deanza.fhda.edu/daresearch/comcc.pdf>) as well as the Board of Trustees (<http://fhdafiles.fhda.edu/downloads/aboutfhda/TransferGenEdNov03.ppt>)

Campus committees continually return to the Master Plan ideals for guidance. As a result, during robust budget years new programs were added and during lean budget years resources were re-allocated, using data and analyses that were shared with the college community and were guided by the values articulated in the Mission, Purpose and Outcomes statement and Master Plan. The planning process outlined in the Master Plan, which seeks to base decisions on solid data and indicators of quality, has been integral to campus discussions, see for example:

<http://www.deanza.fhda.edu/president/planningday.html>,
<http://dilbert.fhda.edu/daresearch/enrtownhall.pdf>,
<http://dilbert.fhda.edu/daresearch/reductionreport.pdf>.

While a planning process, grounded in the ideals of the De Anza Mission, Purpose and Outcomes, has seen wide participation and acceptance, there is more work to be done to align campus dialogue with a cycle of evaluation which is consistent with an explicit focus on student learning outcomes. Several important recommendations are outlined on the following sections of the Standard I Self Study. The Planning Agendas were developed after 13 meetings of a Standard I Self Study team made up of staff, faculty, and administrators. A summary of major recommendations in the Planning Agendas include:

- Revising the Mission, Purpose and Outcomes statement to explicitly account for the importance of student learning at De Anza.
 - This process should result in a campus consensus on what and which “student learning outcomes” are critical for measuring the achievement of a revised mission statement.
- Taking steps to increase student participation on campus governance committees. This might include the development of a curriculum that will result in the granting of academic credit for the learning that takes place with students that participate in college governance committees. A new student leadership course, which will include training on data analysis and group communication, along with an annual prioritization of student committee assignments made by the College Council, might help to increase student participation on campus committees.

- Development of a web site that will centralize the availability of “best practice” research taking place across the campus. The web site should also include a listing of committee memberships and minutes.
- The De Anza Research Office should develop a Research Agenda, based upon departmental requests, to be updated annually and reviewed by the College Council, which will include presentations to campus committees on research results.
- Criteria for making decisions on resource allocations should be prioritized in consultation with the Planning and Budget Teams. The criteria and their prioritization should be reviewed on an annual basis to assess the effectiveness of the previous year’s resource allocation decisions, against planning goals.
- Decisions affecting new human resource allocations should be guided by the criteria developed above. Major re-allocations of part-time faculty budgets, and the decisions regarding the hiring of new faculty, staff and administrators, should be included in Planning and Budget Team discussions.

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 student learning.

Descriptive Summary

De Anza College has the following mission statement:
Building on its tradition of excellence, De Anza College challenges students of every background to:

- Develop their intellect, character and abilities;
- Achieve their educational goals; and,
- Serve their community in a diverse and changing world.

The mission statement is further defined by identifying the college's purpose and anticipated results.

Purpose: To accomplish its mission, De Anza College provides a quality teaching and learning environment and sound educational programs and services, accessible and responsive to the needs and interests of the people of our community.

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

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

The college is committed to serving and encouraging excellence among students from diverse physical and learning abilities and cultural backgrounds. As stated in our College Catalog, "De Anza believes each person has dignity and worth and is entitled to an equal right to develop his or her potential for a full and meaningful life. Men and women of all ages, interests and ethnic backgrounds are welcomed here to exchange ideas, to gain understanding of their own and others' motivations, to question and to learn."

Our Educational Master Plan identifies the mission as the guiding tool to be used throughout the college when developing plans, programs and processes. “Through the mission and values statements, we focus on the quality of the students’ educational experience and consider what we must do to enrich the learning environment to make the most of our time together. The faculty and staff repeatedly return to these guiding statements as the foundation for building both short-range and long-range institutional goals and objectives. These statements frame the fundamental questions we ask ourselves about the improvement of teaching and learning, as we attempt to integrate mission, values and goals in constructing our shared vision for De Anza and an agenda of work to achieve that vision.” For example, the college’s mission was a key factor in the creation of the new Student Success and Retention Services Center (SSRSC).

Self-Evaluation

The principles that underlie the mission statement speak to a diverse body of students with a wide variety of educational goals including preparation for the workforce, transfer to a four-year institution, and/or personal enrichment. The mission focuses on learning both inside and outside the classroom by challenging students to “serve their community in a diverse and changing world.” Furthermore, the mission encourages students not only to “achieve their educational goals” but also to become life-long learners.

The mission statement drives the principles found in the college’s Educational Master Plan (De Anza 2005 Pathways to Excellence), which was approved by the Board of Trustees in 1999. The Educational Master Plan outlines specific goals that reflect the college’s commitment to student learning and success including campus environment and climate, quality of programs and instruction, fiscal soundness, and reputation.

While the college’s commitment to student learning is inherent to our values and consistently demonstrated by faculty, staff and administrators, it is not specifically identified in the mission statement itself. Our mission is alive and well, but it could be better translated into a clear, concise mission statement that expresses our purpose in a way that inspires support, continued commitment and innovation.

Planning Agenda

The college is in the process of revising the current mission statement. Several discussions (eg <http://dilbert.deanza.fhda.edu/daresearch/mpint.htm>) have reflected the desire to revise the language to reflect a more significant mention of the college's commitment to student learning rather than being focused entirely on the student's role and outcomes. The mission statement should be revised to better reflect what the college is doing to meet the needs of its students. Part of this process will need to include a discussion about learning outcomes at De Anza College.

Sources

2004-2005 College Catalog

2005 Winter Schedule of Classes

Web site (www.deanza.edu/about/mission.html)

Educational Master Plan: Pathways to Excellence

Workforce Education Career Program Guide

Need SSRSC meeting minutes

Need minutes from meetings regarding mission statement

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 provides a broad range of learning programs to meet the needs of our diverse student population. In the 2004-2005 academic year, De Anza is offering more than 2,300 courses in 122 areas of study. Students can choose from 57 associate degree programs and 65 certificate programs. To help accommodate students who have less-than-flexible schedules, we offer approximately 100 Distance Learning courses.

Classes are available on a quarterly basis on and off-campus, during the day and evening, online and on television.

The college provides student services and academic support programs designed to ensure student success. These programs support our mission in the following ways:

Our career development, enhancement and support programs provide students with the skills they need to be competitive in the workplace. These programs provide career exploration counseling, training, work study, internships and job placement services that are critical to the success of students who are attending De Anza to improve their competitiveness in the Bay Area job market.

- Career Center
- Cooperative Education/Work Study
- Employment Planning and Resource Center
- NASA-Ames Internship Program
- OTI (Occupational Training Institute)

De Anza's academic support programs help students achieve their educational goals. These programs are available to students that have a variety of needs, including adults who are re-entering college and students who are disadvantaged, want to transfer to a four-year college or university, have a high level of academic achievement, or want to conquer their learning challenges.

- Counseling and Advising

- College Readiness Program
- EOPS (Extended Opportunity Program and Services)
- Honors Program
- LinC (Learning in Communities)
- Math Program Success
- Outreach and Orientation
- Puente
- RENEW
- SSRSC (Student Success and Retention Services Center)
- Transfer Center
- Tutorial and Academic Skills Center

By providing resources for financial support as well as services to ensure the health and well being of students, the college enables students to focus on their education. Our Financial Aid Office provides online tools to assist students in completing their financial aid applications. Staff members who speak several foreign languages are available to help students whose native language is not English.

- Financial Aid
- Health Services

The college makes essential learning and technical resources available to all students. Computers with Internet access, audio and video viewing stations, printers and Distance Learning materials are available in the Open Media Lab.

- Library/Learning Center
- Open Media Lab

We offer services and programs that reflect our changing world, meet the needs of a diverse student population and provide opportunities for social interaction, civic involvement and development of leadership skills.

- Disability Support Services
- International Student Programs
- Student Activities Office
- Veterans Affairs
- Child Development Center (child care)

Self-Evaluation

In the 2003-2004 State of the College Annual Report to the Board of Trustees, the Fall Headcount Percentage Distribution by Ethnicity reported percentage increases since 1997 in every ethnic category except Native Americans (which stayed relatively the same) and Whites (which decreased). With this changing demographic, the college needs to continue reviewing its program offerings and to make improvements relative to the changing ethnic demographics.

During times of economic hardship, achieving a program mix may be more difficult due to budget constraints; however, assessing current trends in student interests and demands allows the college to adjust its course and program offerings, thereby ensuring that it continues to serve the needs of the students and surrounding community.

The mission predominantly focuses on student learning both in its highlighting of its mission principles and student outcomes. While the principles that underlie the mission are central to discussions among shared governance constituents, often discussions regarding the mission's relevance to student learning do not explicitly reference the mission statement; rather, the language of the mission statement is alluded to in such discussions.

The college periodically conducts student surveys to assess whether it is addressing the needs of the student population. The surveys suggest that although institutionalized programs are formally established to serve a wide variety of students, the campus climate itself both in the classroom and outside of it needs more sensitivity and exposure to multicultural issues and curriculum. A substantial minority of students indicated that they had limited exposure to material that helped them understand other groups and that there were "differences among [ethnic] groups in student perceptions of [the college] as an encouraging and supportive environment in which to study" (**Documentation: Student Diversity Survey Report, April 2004**). Thus, while students in general felt that they were developing "their intellect, character and abilities" and achieving "their educational goals" as noted in the Mission (**Documentation: Student Diversity Survey Report, April 2004; Student Accreditation Survey Summary, November 2004**), the College needs to foster a learning environment in which the students are able to become "vital participants in the diverse cultures of our community" as the 1999 Education Master Plan states and as the mission implies.

Planning Agenda

- In support of the College Mission, continue work on the 2005 Pathways Student Equity initiative, including the review of each division's and program's equity plans and the reporting of action and progress to key constituents at the college.

Sources

2004-2005 College Catalog

Schedule of Classes

Web site (www.deanza.edu)

Workforce Education Career Program Guide

2003-2004 Annual Report

Student Diversity Survey Report, April 2004

Student Accreditation Survey Summary, November 2004

Standard I.A.2

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

Descriptive Summary

The Board of Trustees approved the mission statement as part of the master plan adoption in 1999. The mission statement is published in the college's primary printed and electronic publications.

Self-Evaluation

De Anza's mission statement is published in media that are highly visible and easily accessible to prospective and current students and employees. These methods of disseminating the mission statement have proven to be adequate. In the 2004 De Anza Faculty/Staff Accreditation Survey, 92% of those responding to the survey agreed or strongly agreed that the college has a clear and publicized mission that identifies its educational objectives.

Planning Agenda

- Whenever feasible, include the mission statement in supporting publications, such as major reports and brochures that describe a college program or service.

Sources

Board of Trustees minutes, April 19, 1999

2004-2005 College Catalog, page 6

Quarterly Schedule of Classes

College Web site (www.deanza.edu/about/mission.html)

Educational Master Plan: Pathways to Excellence, Chart I-3

Workforce Education Career Program Guide, page 2

Faculty and Staff Accreditation Survey Summary, November 2004

Standard 1.A.3

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

Descriptive Summary

The college's current mission statement was developed in 1994 after a yearlong mission statement development and revision process, which followed the 1992-1993 Accreditation Self Study. In the 2003-04 academic year, the college set forth to update the 1994 mission statement with an aim for the new mission statement to reflect the college's current learning environment, vision, and goals. The mission statement has been discussed in the College Council, Planning and Budget Teams, and participatory governance committees and remains in development.

The college's primary governance structure is composed of three Planning and Budget Teams (PBTs): Instruction, Student Services, and Finance and College Services. The vice presidents of Student Services, Finance, and Instruction, and an Academic Senate or Classified Senate representative chair the PBTs. The PBTs are composed of participants from the major campus constituencies: classified staff, faculty, administrators, and senior management. The PBTs oversee program reviews, personnel and enrollment, budget and technology decisions in the respective planning areas. PBT recommendations and decisions regarding program review, budget, facilities, and instructional equipment and technology are forwarded to the College Council, which then forwards recommendations to the president of the college.

Additionally, the College Council and PBTs develop evaluation guidelines for program review, which are annually distributed to instructional and student services programs. Each program, service, cost center, and instructional department is required to complete a program review, which upon completion is forwarded to the appropriate administrator for review and response by the PBT. The PBT is responsible for making recommendations related to resource allocation as well as policy and/or program changes to the College Council. The College Council is chaired by the president of the college and co-chaired by the presidents of the participatory governance groups.

The current decision making model replaced the former model adopted in 2000, which was composed of four PBTs. The role and responsibilities of the Workforce, Economic, Development, and Community Education PBT were merged and adopted within the three existing PBTs in the 2003-04 academic year. Other college councils and committees include the following participatory groups: the Diversity Advisory Council, Curriculum Committee, Facilities, Campus Budget, and Student Equity Teams. These groups also provide direction to the PBTs and College Council. The numerous participatory groups as well as departments and programs all develop individual mission statements to guide their strategic planning. The independent mission statements of these groups are linked and consistent with the ultimate mission of the college.

Self-Evaluation

In the various shared governance structures, mission statement discussion and the process of revision has occurred throughout the 2003-2004 academic year; moreover, revision of the mission statement continues in the current academic year (2004-05). The current mission statement was approved and adopted in 1994; and, presently, the college has undertaken the task to update its mission statement to reflect the changing social and economic climate of the community.

In the Educational Master Plan, the mission statement is presented and this important document emphasizes that faculty and staff repeatedly return to the mission statement as the foundation for building both short-range and long-range institutional goals and objectives. Part 1 of the Educational Master Plan further establishes that “in every class we plan, in every program we develop, in every standard we set, in every process we devise, we must think about our mission and ask ourselves:

Do students learn?

Do student achieve?

Do students transfer?

Do students find satisfying work?

Do students contribute to improving our community and our work?

The Educational Master Plan assertively establishes the college’s implacable commitment in embracing the mission statement as being inextricable from its major aims and goals. The Educational Master Plan

affirms that the mission statement of the college is not a statement, periodically reviewed, but is a vibrant catalyst in the day-to-day strategic planning and decision-making at the college. Individual campus programs and instructional departments generally establish mission statements, and these individual mission statements are in synergy with the college's mission.

The April 22, 2004 College Council meeting minutes embodies the rigor and deliberation that the college embraces in updating its mission statement as evidenced in the Vice President of Instruction's meeting with the major governing structures--Academic, Classified, and Student Senate--to acquire feedback and suggestions on the proposed mission statement. Also, the 2003-04 State of the College Report presents the revision of the mission statement as a primary planning effort for the 2004-05 academic year.

The pervasive efforts and energy to revise (or update) the mission statement is also found on the meeting agendas and in the meeting records of various governance structures across the campus, including the College Council and the Academic Senate.

Planning Agenda

None.

Sources

2000-2001 De Anza College Annual Report: Excellence and Opportunity
Part I. Educational Master Plan Update: Internal and External Assessment
College Council Meeting Minutes 2003 -04
Section 4. Collegial Campus Climate and Shared Governance
Student Services PBT Meeting Agenda
Educational Master Plan "Pathways to Excellence," spring 1999-2005
Finance and College PBT
Program Review, Educational Diagnostic Center

Standard 1.A.4

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

Descriptive Summary

The current mission statement emphasis is on student success. The Educational Master Plan emphasizes, "In every class we plan, in every program we develop, in every standard we set, in every process we devise, we must think about our mission." Chart 1-1 titled "De Anza College Planning Process" in the 2005 Pathways to Excellence demonstrates a strategic, procedural, and operational flowchart with the college mission, purpose, and outcome lying central to the college planning process (and the flowchart illustration).

In the 1999 De Anza College Self-Study report, the planning summary (page 157) indicates that the implementation of the Planning and Budget Teams reporting to the College Council provides the college with a unique opportunity to focus on its decision-making more clearly based upon its mission and goals. The College Council annually develops institutional goals consistent with the mission statement.

De Anza College utilizes its existing strategic plans and adopts new plans for institutional strategic planning. Among the college core plans are the Multicultural Plan, Technology Plan, Matriculation Plan, College Readiness Plan, Staff Development Plan, College Annual Goals and Work Plan, Americans with Disabilities Act Self Study, and the Facilities Plan. The various plans used by the college are directly linked to the college Educational Master Plan. The college's Educational Master Plan identifies critical issues relative to the college's mission as well as its collected and analyzed data gathered through its institutional research. The Educational Master Plan is an action plan resonating the dynamism of the college's mission statement with a persistent focus directed to student outcomes. Specifically, the Educational Master Plan is linked directly to the institution's mission, goals, and vision.

At advent of the program review process at De Anza College in 1994, programs, departments, and cost centers, conducting program reviews, were expected to adopt individual mission statements, which are consistent with the mission statement of the college. Resource planning and funding

requests as well as policy changes must be presented in the program review: the fundamental level of institutional inquiry. From elemental level of data gathering and analyses to the college core plans, the mission statement is integral to the planning process.

In the various shared governance structures mission statement discussion and the process of revision has occurred throughout the 2003-2004 academic year; moreover, revision of the mission statement continues in the current academic year (2004-05). The current mission statement was approved and adopted in 1994; and, presently, the college has undertaken the task to update its mission statement to reflect the changing social and economic climate of the community.

Self-Evaluation

The mission statement presented in the opening pages of every college catalog in years subsequent to the 1994 adoption as well as the publishing of the statement in the beginning of every class schedule serves as resilient reminder of its prominence in our service to our students. The salience of the Mission statement in major campus publications used by students (college, catalog, class schedule, front page of the De Anza College) provides students with an indicator of its importance and the immense obligation the institution embraces to provide a dynamic learning environment. In the 2005 Pathways to Excellence the mission statement is illustrated in the De Anza College Planning Process flowchart as the driving force and seminal in the strategic decision-making, regarding the students to serve, new and ongoing programs, program priorities, instructional and student services delivery systems, community development, and funding sources. The Pathways to Excellence description of the institution's planning process also conveys the Educational Master Plan and the mission statement drives the operational plans of De Anza.

The De Anza College Faculty and Staff Accreditation Survey was administered electronically in October 2004, and the results were released in November 2004. The survey was developed to provide evidence of employee perceptions of the colleges for the self-accreditation self-study process. Classified represented 43% of the respondents, full-time represented 33% of the respondents (31% of the full-time faculty employed at De Anza College responded to the survey), with part-time faculty included among the total percentage of faculty respondents the number of

faculty respondents equals 52% of the total respondents. The majority of respondents (67%) who chose to respond have worked at the College for at least 6 years. The overwhelming majority of respondents (92% of the respondents) agree or strongly that De Anza College “has a clear and publicized mission that identifies its educational objective.” However, unlike the Self- Study Survey that preceded the 1999 Self Accreditation Study, the present survey results did not provide specific items on the survey, regarding the institutional planning and its relation to the mission.

Further, the De Anza mission statement makes the charge that the college challenges students of every background “to achieve their educational goal.” A goal presented in the 2005 Educational Master Plan is to “provide effective pathways to learning for every student.” The college’s Mid-term report (2002), a response to the planning agenda established in the Master Plan, which reviews the college’s progress and commitment to future activities, specifically, addresses the institution’s progress in regards “to providing effective pathways to learning for every student” in its assessment response. For example, establishing a Puente program and the Math Performance Success program on the De Anza campus along with moving the Honors program to the Office of Diversity (to be more inclusive for underrepresented students), and hiring a full-time faculty member to manage the Assistive Technology Center clearly exemplify institutional planning that is consistent with the charges of the college mission statement: of assisting students reach their educational goal.

The De Anza mission statement also makes the charge of “developing the intellect, character, and abilities of students.” The college’s inclusion of students in governance discussions fosters leadership abilities and character. A leadership class (Course Name) is offered quarterly and was established to develop the character and leadership abilities of students. Additionally, student members of the College Council and related governance committees are assigned a faculty or staff mentor. Moreover, the Vice President of Student Services meets on a regular basis to discuss the role of students in our college governance structure. The institutional nurturing of student inclusion in the governance process, builds character, and emanates the spirit of the mission statement.

The mission statement and the institution embraces diversity with the establishment of an Office of Diversity (and Equity Plan), which works to decrease the disparities in learning outcomes across ethnic groups as well as

individual of diverse learning abilities. Institutional sensitivity and appreciation for various forms of diversity, including diversity in one's learning ability, is witnessed in the tremendous allocation of resources and the multiple-departmental presence in the Special Education Division (DSS, EDC, APE, Assistive Technology Lab, as well as, accessible computer workstations in the open media lab, library, and main CAOS lab). The college embracement of diversity, unequivocally, extends to welcoming and retaining individuals with disabilities. Furthermore, in the Self-Accreditation Survey 92% agreed or strongly agreed that, "employees of the college of all abilities/ disabilities are respected." The structure of the college's annual Program Review requires departments, including departments serving students with disabilities (DSS, EDC, and APE) to assess "how the program/services assist students in obtaining their goal." The department heads are also asked in the annual Program Review process to evaluate "What role do you play in the retention/ support/ persistence of and impact of students?" in addition to "How have the students in your program performed related to their educational, career, or personal goal attainment?" The structure of program review is an institutional evaluation of department performance and progress specific to charges of the mission statement.

In closing, the college has institutional planning and decision-making mechanisms that articulate and evaluate its actions in reaching its mission: an Educational Master Plan, Annual Program Review, and a Mid-Term assessment of progress and activities, which is then articulated in an Mid Term Report.

Planning Agenda

None.

Sources

2000-2001 De Anza College Annual Report: Excellence and Opportunity
Part I. Educational Master Plan Update: Internal and External Assessment
College Council Meeting Minutes 2003-04
Section 4. Collegial Campus Climate and Shared Governance
Student Services PBT Meeting Agenda
Educational Master Plan: "2005 Pathways to Excellence," Spring 1999
Finance and College Services PBT
Program Review, Educational Diagnostic Center

Standard IB Improving Institutional Effectiveness

STANDARD 1.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 fosters a continual self-reflective dialogue about the improvement of student learning and about institutional processes in numerous ways, in numerous places, and at many different levels of the College. Underlying this dialogue are the College's Mission Statement and its 1999 Educational Master Plan, De Anza 2005 Pathways to Excellence and its recent update (Achieving the 1999 Master Plan Goals—Progress Report, Draft, Revised January 27, 2005. [Need URL](#))

At the heart of this dialogue lies the program review process which was revised in 2002 and may be revised and expanded once again according to minutes from the Instructional Planning and Budget Team meeting of January 25, 2005. Program review, implemented every three years, requires that each instructional and administrative unit of the College analyze and evaluate its progress toward enabling students to be successful, to reach those goals set out in the Master Plan. Program review documents incorporate the input of faculty, staff, and administrators. Much of this input grows out of smaller groups and committees within each unit (e.g. the Language Arts LINC Program, the Developmental Task Force, the Student Success/Writing Center Committee). In the last three years in particular, conclusions and proposals suggested by these smaller groups stem from the results of research projects conducted by De Anza's Institutional Research Officer who was hired in 2002. (e.g. <http://dilbert.deanza.fhda.edu/daresearch/projects0203> and 2004 website.) The results of these research projects, as well as other pertinent information for the entire College community, now appears on the De Anza website maintained by De Anza's Institutional Research Officer.

The program review process has effectively resulted in recommendations for additional resources or program changes (Doc. 3.08) and has promoted accountability by requiring units to identify how they will

strengthen their programs and/or services in order to foster increased student success and retention.

In addition to program reviews, the College produces an annual report at the end of each fiscal year in order to inform the public of De Anza's progress and plans for the future. (See 2003-04 State of the College Annual Report, June 21, 2004).

In 2002 budget and planning teams for each major segment of the College were established (e.g. Instruction Planning and Budget Team, Student Services Planning and Budget Team). The program review documents are examined by the appropriate budget and planning team. The College Council also examines program review plans and the Annual Report to ensure that the College is accomplishing its mission, goals, and objectives. The College Council uses the data related to outcomes to develop its next year's institutional goals.

Self-Evaluation

Minutes of these various meetings and group findings as well as program reviews, the annual reports, the Master Plan, can be found on De Anza's website and are thus available to the entire College community so that it can engage in ongoing, self-reflective dialogue about the improvement of student learning and institutional processes. Furthermore, over 60% of faculty and staff responded positively to the 2004 De Anza Faculty/Staff Accreditation Survey questions regarding De Anza's "Mission and Institutional Effectiveness." (De Anza Faculty/Staff Accreditation Survey Results)

However, few faculty are aware of the kinds and amount of pertinent information now available on De Anza's website, especially that compiled by the IR&P. Such lack of knowledge does hamper effective dialogue about the improvement of student learning. For example, to date there has been very little discussion of the April 5, 2004 Student Diversity Climate Survey Results posted on the De Anza website. The results provide two statistically significant findings that should spark further dialogue amongst instructional faculty and administrators:

1) "White students generally had a more positive view of the classroom environment when compared to other ethnic groups."

2) “Students whose primary language was not English generally rated the classroom environment, including their perceptions of teacher understanding, less favorably than English speakers.”

In addition, there is some evidence that not all faculty believe the dialogue has resulted in improvements in the evaluation of student learning outcomes in support services. When asked on the employee accreditation survey whether “Learning support services (labs, tutoring, etc) consistently evaluate student learning outcomes and adjust strategies for maximum effectiveness,” only 63% either agreed or strongly agreed.

More dialogue is needed between the budget and planning teams as well as between each team and the College Council. The college might consider re-instating a joint planning and budget team to assist in this coordination.

Finally, although administration, faculty, and staff voices are heard via the current methods of implementing dialogue, student voices are seldom included but are certainly greatly needed.

Planning Agenda

The College must find more and better ways to make faculty, staff, and administrators aware of critical information available, especially on De Anza’s own website, regarding students, programs and instructional strategies that will improve student learning and produce student success. Having the College Research present a research plan to the College Council each year would help to raise the profile of some of the research available. This effort, coupled with the presentation of results at various committees might help to promote the system for ongoing dialogue centered on a culture of evidence.

STANDARD 1.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

In order to accomplish goals outlined in its mission statement, De Anza College develops key documents which specify intended institutional outcomes: program reviews, planning and budgeting plans, a Matriculation plan, Student Equity Plan, Multicultural Plan, Technology Plan, Facilities Master Plan, District Educational Master Plan, and District Diversity Plan. The chief document which focuses on the goals outlined in De Anza's mission statement is the 1999 De Anza Educational Master Plan, De Anza 2005: Pathways to Excellence. De Anza's new president, who was selected in the Spring of 2004, anticipates a college-wide discussion during the strategic planning process in 2005-06 to create a new and revised De Anza Master Plan. This new plan will rely heavily on the current 2004-05 Accreditation Self-Study. (See President Brian Murphy's letter, January 27, 2005, attached to 1999 Master Plan Goals—Progress Report.)

De Anza's Educational Master Plan, De Anza 2005: Pathways to Excellence, set annual target percentage increases in connection with its four major goals: 1) Achieve levels of excellence in a climate of learning for a diverse student body; 2) Provide effective pathways to learning for every student; 3) Improve student learning, student life, and the management of resources through the appropriate application of technology; 4) Increase access through planned growth and fiscal soundness. For example, the College aimed to increase transfer rates by 5% a year from 1999 through 2005-06. Each year since the inception of De Anza 2005: Pathways to Excellence, the College has monitored the goals outlined in this document on a regular basis and has tracked student success in each of the targeted areas. The results of these studies have been provided to all college constituencies and have been placed on the De Anza website for ready college-wide and community access. (De Anza College, 2002-03, State of the College Annual Report; De Anza College, 2003-04 State of the College Annual Report; Achieving the 1999 Master Plan Goals – Progress Report,

Draft, Revised January 27, 2005) This research capacity has enabled instructors in “vocational programs, in specific areas such as Math, English, and ESL and in programs such as Learning in Communities (LinC) and Math Performance Success, to increase student learning and thus course success and retention.” (Achieving the 1999 Master Plan Goals – Progress Report, Draft, Revised January 27, 2005)

The task of monitoring and evaluating achievement of De Anza’s goals to improve institutional effectiveness falls upon the 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, open forums that address planning agendas and assumptions (Agendas of Open Forums) are held to receive comments on preliminary and tentative drafts of institutional plans.

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, Vocational and Applied Technology Education Act (VATEA) and MIS. (A number of such reports are generated by De Anza’s Institutional Research and Planning Supervisor and by the District Institutional Research Office). Key data from these reports is also posted on De Anza’s Research Office website:

<http://dilbert.deanza.fhda.edu/daresearch/> and on the District Research Office website: <http://research.fhda.edu/>

In addition, external agencies also document De Anza College achievements and/or proposed outcomes as a condition of receiving funds

Self-Evaluation

Faculty in all areas of the College continually discuss and devise ways to foster student success and hence achieve the goals set out in De Anza’s 1999 Master Plan. Two exemplary groups, for instance, are the Math Performance Success Team and the Developmental Task Force, both of which have received national awards for their work. (FIND SOURCE OF AWARDS: Innovator of the Year award for Developmental Task Force from the League for Innovation in 2003-04; MPS—Award????) Tracking of students in the MPS Program reveals that these students succeed at a higher rate than those comparable students enrolled in a regular math class, thus

providing the Math department with evidence of possible ways to increase success rates for all students. The Developmental Task Force, comprised of members from English, Reading, ESL, and Speech, has fostered innovative strategies for helping De Anza's particular population, and it is currently designing a Language Arts Writing/Success Center that will offer face-to-face and online writing assistance to students and faculty. (See Minutes, WAT-Ever Committee; Minutes, Writing Center Committee; Minutes, Developmental Task Force; Minutes, Language Arts Division Meetings.) Both the Math Department and the Language Arts Department are in the process of modifying and changing curriculum so as to incorporate successful practices and increase student success.

De Anza has made considerable progress toward achieving the goals set out in the 1999 Master Plan. In particular, in 2003-04 De Anza surpassed its goal in numbers of UC transfers and came within one point of achieving its goal for All College Average Course Success Rate. However, in other areas, the College must continue work toward making its goals a reality: fewer students are transferring to the CSU system than hoped; fewer students are earning AA degrees and fewer are getting certificates than envisioned. Although student retention is within three points of the targeted 90%, there is still a large course success rate gap between underrepresented ethnic groups and those groups identifying themselves as Asian and White. Equity plans and program reviews developed in each instructional and support area, as well as other strategies for achieving Master Plan goals, have been overshadowed in the last two years by budget crisis concerns. In addition, the College needs to expand its methods of assessing learning outcomes to include more direct measure of student competencies.

Planning Agenda

The College, in its shared governance capacity, needs to find a method of assuring that the results of studies pertaining to Master Plan goals and to student success, retention, and equity, are widely and effectively circulated and discussed.

Supporting Documentation

De Anza Educational Master Plan: De Anza 2005:Pathways to Excellence
De Anza College Self Study Accreditation, June 1999

Program Review Documents: <http://research.fhda.edu/>
Decision-Making Model – Planning and Budget Procedures
Doc. 3.10 Agendas – Open Forums – Planning

Doc. 3.14 Matriculation Plan
Doc. 3.15 Student Equity Plan
Doc. 3.16 November 2004 Faculty/Staff Accreditation Results
Doc. 3.17 De Anza Faculty Handbook
Doc. 3.19 De Anza Website: <http://dilbert.deanza.fhda.edu>
President Brian Murphy’s letter, January 27, 2005, attached to 1999 Master Plan Goals—Progress Report
De Anza College, 2002-03, State of the College Annual Report
De Anza College, 2003-04 State of the College Annual Report
Achieving the 1999 Master Plan Goals – Progress Report, Draft, Revised January 27, 2005
Minutes, WAT-Ever Committee
Minutes, Writing Center Committee
Minutes, Developmental Task Force
Minutes, Language Arts Division Meetings
Minutes, ESL Department
Minutes, English Department
Minutes, Reading Department
Andrew Lamanque’s Website, List of Research Projects
<http://dilbert.deanza.fhda.edu/daresearch/com-sst.html>
<http://dilbert.deanza.fhda.edu/daresearch/aslcommission.html>

B.3 Improving Institutional Effectiveness

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

De Anza College 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, the College Council is charged with overseeing the development and integration of the Educational Master Plan. The Educational Master Plan, derived from the college mission, the planning and budget teams and feedback from the divisions, drives the planning and budgeting process for the college's work units. The college's work units assess their annual progress toward stated goals and objectives through the program review process. A program review is required to analyze the program and its effectiveness with a comprehensive review every three years and a shorter update due annually.

Institutional research is analyzed on a periodic basis by the College Council. Planning and budget teams and the divisions are charged with the responsibility to analyze data and evaluate the needs and efforts of each area. Divisional goals and objectives are set in a collaborative effort by faculty, staff and the deans integrating the overall objectives of the Educational Master Plan, the planning and budget teams and the needs and priorities of the department or work unit. Additional priorities such as the Student Equity Initiative also become part of divisional objectives.

Self Evaluation

The systematic cycle of evaluation, planning, allocation, implementation and re-evaluation used at the college is often challenged by the lack of resources, budget and people. It was noted in self study committee discussions that when there are resources to allocate, the bottom up approach percolates ideas and needs at the work unit level. When

budgets and/or programs are to be reduced, top down directives are needed, based on input and estimates of impact .at the work unit level.

Some of the strongest negative responses to the accreditation survey lie in the areas of planning and allocation:

62% of the respondents Strongly Disagreed or Disagreed that the “resource allocation process was fair.”

53% of the respondents Strongly Disagreed or Disagreed that “Human resource planning was integrated with institutional planning.”

It is unclear whether some of this dissatisfaction is do to budget reductions in 2003-04, and 2004-05, with respondents vetting their frustrations; a lower percentage (42%) of respondents to the accreditation survey Strongly Disagreed or Disagreed that the program review process was effective. Whatever the source, the survey seems to indicate level of perceived dissatisfaction with the planning process.

While the planning and allocation cycle is constituent-based and representative, it has been difficult to solicit consistent, representative student input. Many committees have no effective student representation, even though students are invited to attend. This may be due to a combination of reasons such as the time commitment for community involvement, whether students feel comfortable speaking at communities, and whether they perceive the committee assignment as having an impact on students.

Planning Agenda

The same process and documents should be used in both the resource allocation model and the budget/program reduction models.

Efforts should be made to help students/DASB prioritize student input in the planning/governance process. It was noted that student representation was required at up to 42 different committees and work groups. Resource allocation should become an important part of the student input process.

Documents:

Educational Master Plan

Budget Committee minutes/documents
College Council minutes/documents
PBTs minutes and documents
College-wide program reviews
IR Docs/Accreditation survey
Multicultural Plan
Student Equity Initiative

B.4 Improving Institutional Effectiveness

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

The institutional planning process starts with the individual faculty or staff member and in a collaborative shared-governance process the individual's input is shared and collected with others in the work group. The work group then consolidates the plans into a work group program review. Program reviews are done in a comprehensive way every three years with an annual update in the off years. Program reviews are then assessed by the planning and budget teams from their area—e.g. Instructional Planning and Budget Team—and resource allocation,, program changes and improvements are discussed and implemented.

Planning and budget teams are represented at the College Council where final decisions are made and implemented. Meeting notes, summary papers, and the documents from department/division meetings, PBTs and the College Council are all evidence of the broad-based and collaborative process used by the college in its planning and assessment.

Self Evaluation

While the planning and allocation cycle is constituent-based and representative, it has been difficult to solicit consistent, representative student input. In addition, the employee accreditation survey had the following results:

75% of faculty and staff agree or strongly agree that “De Anza’s planning opportunities provide adequate opportunity for input.”

63% of faculty and staff agree or strongly agree that “collaborative decision-making procedures are respected and followed at De Anza.”

63% of respondents agree or strongly agree that “processes for establishing and evaluating educational and support programs are clearly defined.”

However, only 38% of the respondents agree or strongly agree that “the resource allocation process was fair.”

Planning Agenda

To increase student participation in governance and planning committees a number of suggestions can be investigated. Mandatory leadership classes, stipends for student participation, academic credit for participation on committees, and faculty and staff mentors for the student representative from each governance committee, are all ideas that can be tried and assessed.

Efforts should be made to help DASB prioritize student input in the planning and governance process. It was noted at a all college accreditation meeting that student representation was required at up to 42 different committees and work groups. Resource allocation should become an important part of the student input process.

The program review process should strive to be consistent across the institution and virtually transparent with all constituencies understanding the process and timeline. Final decisions should be made with an accounting of how the criteria and data used in the process were prioritized so that constituents feel that the process has been fair and transparent.

Documents:

- Educational Master Plan
- Budget Committee minutes/documents
- College Council minutes/documents
- PBTs minutes and documents
- College-wide program reviews
- IR Docs/Accreditation survey
- Multicultural Plan
- Student Equity Initiative

Standard 1.B.5

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

Description:

De Anza reports quality assurance matters to various groups using several different mechanisms. Annual reports assessing the Internal and External quality indicators of the Master Plan are presented to the Board of Trustees each year. Additional data on student demographics are posted to the district research web site. The Marketing and Communications office serves as the clearinghouse to communicate to the student, population, college employees and the general public. Data on significant accomplishments are included in the monthly Presidents Report (<http://www.deanza.edu/president/publications.html>) as well as in emails from the President each quarter.

Since 1999, the De Anza College web site, emails and intranet have been the main vehicles for informing both internal and external groups. Articles of "quality assurance" are posted on the Web site. An example of an article relates to De Anza College ranking 3rd in the state in transfer rates. The focus on the quality of education offerings is featured through press releases, community newsletters, information on cable TV station, and brochures (i.e. every quarter an alumni is featured in the schedule of classes). Institutional research data is incorporated in assessment and evaluation of program or services effectiveness.

The Marketing and Communication Office also posts the annual State of the College report on the President's Office web site. 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. In the last two years Marketing and Research have joined to survey students to determine how they view the institution and the criteria on which they made a decision to attend or not attend.

The Educational Technology Services division (to which De Anza research reports) includes an "Institutional Research Spotlight" in its electronic News Bytes posting (for example: <http://pixel.fhda.edu/newsbytes/nb031003/html/story7.html>). This email is sent to the entire District community and includes the results of significant

research efforts. In addition, the District Research website includes the results of major research papers and presentations. Finally, the Board of Trustees website includes links to board presentations, including ones with significant research findings.

Assessment:

While considerable strides have been made in making data and analyses available to the campus it is clear from discussions with individuals around the campus that many are not familiar with the information available. In addition, it is clear that the News Bytes email was not helping everyone stay informed. According to the 2004 survey results :

When asked to state their preference on the statement "I have found that reading News Bytes is an effective way to keep me informed about technology," 64% of the respondents agreed or strongly agreed, ... <http://pixel.fhda.edu/newsbytes/nb013105/html/story2.html>

On the employee accreditation survey, when asked "There is effective (clear, current, and widely available) communication at De Anza." 63% indicated that they agreed or strongly agreed. It seems that in both cases the communication vehicles are missing about 1/3 of the campus community.

Planning Agenda:

The De Anza Research Office should develop a major projects plan, to be updated annually and reviewed by the College Council, which will include presentations to campus committees on research results. This should help to raise the profile of the assessment data available. Like promoting a book or a TV show, these presentations should help to promote the culture of evidence on campus by giving employees and students tangible examples of how research can help in improving student learning.

Increased knowledge and training of faculty and staff on the data available is an important element in helping to communicate matters of quality assurance to internal and external audiences. New employees and employees who serve on decision making committees should be familiar with the availability and location of research data and program generated data. Committee chairs should be charged with making training available to committee members at the beginning of each year.

Annual student satisfaction surveys co-conducted by Marketing and Research should be conducted for evaluating student trends and satisfaction levels.

Supporting Documents

Annual Reports

Brochures

Schedule of Classes

Press releases

Web site

PBT minutes/agendas

Standard 1.B.6

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

Description:

The De Anza College Decision making model has been implemented in planning and resource allocation. It involves three Planning and Budgeting Teams representing instruction, student services, and college services. Each is co-chaired by an administrator and faculty representative. Membership conforms to shared governance requirements.

Planning and Budgeting Teams are charged with gathering information, reviewing programs, and evaluating the effectiveness of the program in meeting college goals. Coupled with this program review process is the responsibility to forward recommendations about resource allocations to the appropriate administrators and the College Council.

A spreadsheet, revised quarterly, on WSCH, Productivity and FTEF allocations is provided as a goalpost for the division deans by the vice president of instruction to use for program mix discussions within instruction. Additional data is provided to instructional divisions and the Instructional Planning and Budget Team for the program review process. This format is called the Program Review format and is provided during division dean meetings. (see minutes at <http://dilbert.deanza.fhda.edu/daresearch/ipbtmin.html>). The program review data is available by department and includes course success and retention rates by ethnicity and gender (<http://www.research.fhda.edu/programreview/programreview.htm>).

Assessment

Other data is collected in departments and divisions outside of research and used internally. Examples include the Math department, Massage Therapy, Marketing, Financial Aid, Career Services and others. These assessments may be of interest to others, but do not have a vehicle for communication. A formalize communication method would assist departments/divisions in sharing assessment results.

The decision process can differ with the various component issues surrounding the decision. The process is flexible enough to allow for some variances (e.g. when a decision regards human resources confidentiality) but inclusive enough to include input in a shared governance structure. However, the process does not always include the Planning and Budget Teams (e.g. the decision of which positions to fill or major re-allocations of part time faculty budgets) and data items and criteria used could be documented more clearly and made more transparent to faculty and staff not closely associated with the process. In addition, criteria for decision-making have not been prioritized which has sometimes made it difficult for committees to make recommendations between programs with differing strengths.

Data is used explicitly as well as informally when making critical decisions related to allocating or reallocating resources. Prioritization of core factors for decision-making would help ensure that divisions and departments are looking ahead with the available data and assessment information, both from the campus and the community.

Planning and recommendations:

While much of the data generated by Institutional Research is available online, there is more to be done in terms of including the work of departments around the campus. It is suggested that a learning outcomes assessment “Best Practices” web site be maintained by the De Anza Research Office

It is recommended that there be a stronger tie to the use of data and assessments in the long-term planning process. This could be a role for the Instruction Planning and Budget Team to brainstorm ways to prioritize and broaden the use of data assessments in their decision-making. The data elements should include external information on county demographics and employment trends. The strategic plan should include data elements, with associated numerical targets, that are monitored each year.

Supporting Documents
Decision –Making Model
Educational Master Plan

Divisions/Departments assessments
Program Review
Surveys from various departments
Faculty/Staff survey

Standard 1.B.7

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

Description:

Since the last accreditation, De Anza College has provided a new structure for the district and campus Institutional Research Offices. De Anza has a fulltime researcher who has worked closely with the district researcher to create a data warehouse to overcome many former problems with our older database. Much new data and assessment are available to faculty, staff and administrators on individual programs including LINC, MPS, Counseling 100, Counseling 100X, OTI, Financial Aid, International Students, EWRT/WAT, SARS, and program reviews. This data has been used to assess program performance and make decisions on future allocations.

The campus and district research offices both have websites with the results of program assessments available online to staff and the community. De Anza's Research Office maintains an intranet website available to only one campus user: <http://dilbert.deanza.fhda.edu/daresearch/>. The De Anza Research site focuses on De Anza College related projects. In addition, standard demographic data for both De Anza and Foothill Colleges is maintained on the District Research Office website: <http://research.fhda.edu/>. Data has been made available to assist planning groups and individuals, including the vice presidents and deans. Much of the data is about productivity, course success, persistence, and progress toward closing the achievement gap. In addition, other data has been requested and provided measuring other outcomes as well, such as unduplicated numbers of financial aid recipients.

The College Council as well as the Planning and Budget Teams served to review the college's progress towards Master Plan goals on an annual basis. These groups review progress toward student equity goals, planning goals, the status of annual goals, and progress toward enrollment planning.

An Enrollment Management group was formed in Fall 2004, to address current enrollment shortfalls, but also to start planning around the strategic goals affecting the make-up of our student population and their successful entry and retention in our institution.

Preliminary results from the Stanford University Good Works Survey conducted at via email to De Anza students in Fall 2004 revealed wide satisfaction with college learning opportunities. Selected findings include:

82% of respondents rated the entire educational experience at De Anza College as Good or Excellent.

81% responded either “Quite a Bit “or “Very Much” that De Anza contributed to their development in “Acquiring knowledge and skills in specific fields.”

82% responded either “Quite a Bit “or “Very Much” that De Anza provided “Help in achieving your educational/professional goals.”

<http://dilbert.deanza.fhda.edu/daresearch/gwsurvey.pdf>

Results from the student accreditation survey mimic the results of the Good Works Survey. Students were asked to rate their agreement to whether or not “De Anza College had improved their knowledge, skills, and abilities” in several areas. The top rating of Agree and Agree Strongly was chosen by 91% of respondents for “Knowledge in academic field” as we as for “Writing.”

<http://www.deanza.fhda.edu/about/accreditation/studentsurvey.pdf>

Results from the employee accreditation survey also support satisfaction with the learning taking place at De Anza: 92% of respondents agreed or strongly agreed that “Students who complete degrees or certificates at De Anza have received instruction and support services to assist them in mastering the competencies covering: Communication, Computation, Critical Thinking, and Citizenship.”

<http://www.deanza.fhda.edu/about/accreditation/employeesurvey.pdf>

Assessment

Assessment data has been used in justifying the continuance of several programs. For example, data on the LinC and MPS programs has been used to support their continuance even in tight budget years. Data on Counseling 100 students has been used to support program expansion and data on international student success has been used to support new recruiting efforts. Data on the WAT Portfolio project has contributed to the departments dialogue on the best way to measure student performance in writing.

In addition, the enrollment management group is using enrollment trend data as well as survey data, to make planning and allocation decisions. For example, based on data, decisions were made where to spend communications dollars. Enrollment data has also been used to target outreach efforts to the high schools.

The Faculty/staff survey cites some dissatisfaction with the integration of human resources planning with institutional planning (Table 5A. 2.), and some dissatisfaction with the program review process for instructional and student services (Table 4.8.) and some dissatisfaction with the resource allocation process (Table 4. 9.). The dissatisfaction may be heightened in recent years when more faculty/staff have been personally affected by resources reductions. This survey data indicates that more work needs to be done to communicate how decisions are made, especially during tight budget years.

Budgets from year to year tend to be rolled over rather than using a systemic review process to determine relative needs. The budget information for each area is not widely distributed and there is no systematic way for a budget to be reviewed for possible increases or decreases based upon annual goals.

There is a hole in the overall process to assure a healthy cross-relationship between student services, instruction, and college services as evidenced by the lack of a planning and budgeting team with all co-chairs of planning and budgeting teams present. As the structure stands now, each group brings their matters to the College Council without cross-deliberation.

Planning and recommendations:

As adjustments are made to our decision-making structure by our new president, consideration of cross-deliberation by co-chairs of Planning and Budgeting Teams should be addressed. In addition, consideration should be given to including information on new resource allocations such as new faculty positions and major re-allocation of part time faculty budgets.

Supporting Documents

College Council minutes
annual budget allocations
faculty/staff survey