

Annual Reflection of Shared Governance – Spring 2016

Starting in spring 2016, each shared governance group is being asked to annually reflect on their processes through two targeted questions. The results of the reflections will be published in the annual Educational Master Plan Update and will inform the college's planning processes. The questions replace the Annual Governance Assessment Survey.

Question 1. Reflecting on the work of your governance group over the past year, how did this work help fulfill our [mission, Institutional Core Competencies](#), and commitment to equity?

College Council

The group reported their work over the past year helped fulfill the mission of the college by reviewing and making the final approvals on the resource allocation requests submitted through the Program Review Process. The Program Review and resource requests from all planning and budget teams are driven by the college mission and a commitment to equity, as outlined in the Educational Master Plan. The group also engages in discussions around student success and completion and the differences by student groups. The group recently approved the Facilities Master Plan which was written with equity and our values at its core.

Instructional Planning and Budget Team (IPBT)

IPBT strongly believes that equity is at the core of decision-making as exemplified as part of the criteria for faculty hiring and resource allocations. The committee also worked diligently to develop and integrate equity questions within the APRU form which departments must answer. APRU questions also require departments to respond to SLO questions which require that all SLOs are map to the program level outcomes and Institutional Core Competencies. Thus, assessment of SLOs and ICCs drive resource allocations in instructional areas.

Finance and College Operations Planning and Budget Team (FCOPBT)

The group underwent a review of program plans and a review of the needs and roles of different areas in Finance and College Services. They focused on the evaluation and support of student success in the various operational areas. They are committed to improved communication of information in a transparent and clear manner.

Student Services Planning and Budget Team (SSPBT)

Each year the SSPBT sets goals that support the college's mission, ICCs and commitment to equity. The 2015-16 SSPBT goals and priorities are: the Student Success & Support Program's (SSSP): Enrollment Priority, Enrollment Management, and Technology; the Student Equity plan's: Veterans, Foster Youth, African Ancestry/Latino Males; Title IX compliance; Comprehensive Program Reviews; the self-study report; online student services. Staff and counselors were hired to do the work that supports students within these areas, for example,

counselors were hired to serve veterans, foster youth and African Ancestry/Latino Males which directly supports equity and closing achievement gaps for the targeted student populations.

Campus Budget Team

The charge of the Campus Budget committee is to review current district and college fiscal allocations and make recommendations to the College Council. To advance their work they review and discuss resources and resource allocations with an equity lens and in alignment with the mission and core competencies. They are proud of the review and facilitation of budget information and understanding, while considering ongoing budget assumptions and campus needs. In addition, they have a robust web site and are improving their communication of budget and fiscal updates campuswide. The committee is also focused in communicating budget and fiscal information in a transparent and easy to understand manner.

College Planning Committee (CPC)

The committee made changes to the annual governance assessment process by implementing two reflection questions (as displayed here) to more closely reflect the college's mission and commitment to equity. The committee also proposed to College Council, and was approved, the monitoring of the college's Institutional Metrics annually. College Council will then take responsibility for a campus-wide approach to achieving the metrics by 2020. This past year, the committee was largely focused on working towards completion of the self-study report as the advisory committee for accreditation.

Technology Committee

In winter and spring, the Technology Task Force conducted a thorough review of the group's mission and role. Ultimately the group proposed a revised mission statement to more clearly define its role in advising on technology proposals. The group also proposed establishing designated, representative membership collegewide. In addition, the Technology Task Force proposed the renaming of the group as the Technology Committee to better represent its permanence on campus. College Council approved all proposals. In establishing representative collegewide membership, the committee reinforced its supporting role in the broad work and initiatives of the college: i.e. the mission. The committee also reaffirmed one of its major charges: the development the Technology Plan, which will cohere with the Educational Master Plan, the central focus of which is equity.

Classified Senate

Classified Senate supported the Service Excellence Project which included the following equity relevant events: the Six Success Factors, the Welcoming Environment, and Stop the Bounce. The project is integrated into our ICCs as well as our institutional values by encouraging dialogue and creating a culture around equity and open-mindedness. Further, the Professional Development Day helps fulfill the ICCs of personal responsibility, communication, critical thinking, and also supports our equity endeavors. Communications Officer/Plan is linked to

communication and expression and the Employee of the Month subcommittee recognizes professional responsibility and engagement within the campus community.

Academic Senate

Over the past year, the Academic Senate has fulfilled the college's mission, the Institutional Core Competencies, and our commitment to equity in multiple ways. The Senate has established the call-in culture practice through activities and the use of calling-in culture notes/cards. The senators have benefited from equity workshops with Veronica Neal and actively participated in the "Partners in Learning" conference. The Senate promotes student leadership participation at Senate meetings (DASB representation). The Senate has conducted the review and adoption of Canvas, a course management system (value of innovation), has addressed class registration procedure issues and enrollment management to strive for equity for full time and part time students. The General Education steering committee's work and reporting was transformative. The Academic Senate guides, rules, and establishes policies to advocate for student success. They foster the development of community and civic engagement by participating in shared governance groups. They engage in equity in shared governance by embodying it as the driving force of our campus. They guide the policy that supports student success which includes: encouraging academic diversity and a learning environment to foster student's character, the development of grit, persistence, and civic engagement. The Senate has established a tone of equity, strong community skills, and critical thinking. They support faculty and students' concerns in communication, information literacy, personal responsibility, civic capacity, critical thinking, and equity through dialogue, resolutions, and the call-in culture promoted at every meeting. Further, the initiative of Open Educational Resources for all students speaks to our information literacy competency and at creating more affordable solutions for students to acquire textbooks. The statistical evidence of their efforts to work with different identified groups helped to highlight the needs of each group and how far we need to go as a college. The Senate's emphasis on positive communication techniques are appreciated and seen as tools for the classroom and in working with students. There is also a view of the Senate working towards common goals. Nevertheless, some Senators see the work as focused on faculty issues, not student centered and that it replicates the "top-down" approach taken by administration. Some members commented that the work felt like it happened in isolation and focused on faculty issues brought forward by those with the loudest voices and privileges in the institution. By knowing the college's mission and the institutional core competencies and having had training in equity and social justice, they believe they are more aware and accountable in all Senate work.

Curriculum Committee

The curriculum committee works to ensure that the mission, Institutional Core Competencies, and commitment to equity are integrated into the curriculum review process in many ways. For instance, courses are reviewed for fair and equitable assessment and evaluation mechanisms. The committee works to ensure fair and equitable membership and uphold standards that are communicated to faculty initiators and expected of division representatives. The committee currently evaluates courses for their commitment and assessment of Information literacy, an Institutional Core Competency. The committee assisted in the creation and review of courses to meet the new Environmental Sustainability and Global Citizenship requirement for De Anza

General Education requirements. Through the process of reflecting on these questions, the committee identified areas where improvements can be made to their own process; the committee noted that in the past they examined outlines for multicultural content, and according to committee members, this has not been implemented as vigorously as in the past. The committee plans to reintegrate this focus moving forward.

Student Learning Outcomes (SLO) Committee

The committee reported that they are directly involved in the assessment of Institutional Core Competencies, and in the course of this work, raise campus awareness of the ICCs and of the different roles that faculty/staff play achieving the outcomes. This past year the ICC of Information Literacy was targeted at the annual Convocation. The Convocation workshops and conversations helped to focus participants' attention on their own contributions to students' Information Literacy. An institutional commitment to student equity informs the whole outcomes process, where the campus community is encouraged to conduct assessments with an eye toward data that may help to ensure that all students have the opportunity to succeed. Further, the SLO team's contributions to the Program Review questions for instruction, served as the basis for the newly created governance assessment questions.

Developmental and Readiness Taskforce (DARE)

DARE continually uses data for developmental courses to identify major objectives for the group to target. An inclusive, community building process led to the decision to support an all-in project for DARE, which will take place this summer. This process fulfills the mission by targeting underserved and underrepresented students and increasing their likelihood of progressing to transfer level courses from the basic skills sequence. Since this initiative will take place in summer 2016, we will not be able to share results until the following assessment.

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

College Council

Moving forward, College Council would like to hold deeper discussions around equity and the implications of equity rather than just ratifying the work of other groups. Next year the College Planning Committee will make recommendations regarding meeting our institutional goals within our Educational Master Plan and College Council will determine if a collegewide commitment is needed to meet the goals.

IPBT

The committee took a holistic approach to developing the APRU form which will lead into the Comprehensive form. They group developed the APRU form first to ensure that the APRUs were in-line with the CPRU moving forward. They had found that if departments didn't know

what to expect in the CPRU, that there was confusion and concern. Know the departments know what to expect as the CPR is similar to the APRU.

FCOPBT

The committee would like to better understand how to infuse equity into the day-to-day operations of the area. They would also like to continue to ensure that information is being shared between departments and increase the participation of committee members in planning and budget activities.

SSPBT

Members reported that they feel comfortable participating in discussions and making recommendations and that the discussions are open and transparent. They feel that the committee typically achieves its goals each year and that members are dedicated to completing their work. Starting next year they plan to: track and report on the progress of the SSPBT goals and priorities each quarter; provide an orientation to new committee members; ensure they have a student member on the committee (either a DASB representative or student at-large); clarify for all members how SSPBT work connects with the big picture, relevance, and impact on the district; and ensure there is a greater connection to IPBT and Finance & College Operations PBT to integrate and coordinate planning.

Campus Budget Team

The group shared that discussions and review of the budget have helped clarify the processes and practices for campus budget allocations. Discussion and review of state and district budget impacts have assisted in making informed decisions about budget allocations. They are continuing to work on improving campuswide communications around the budget and resource allocations. Currently they are developing a campus resource allocation model which is tied to planning and program reviews.

College Planning Committee (CPC)

The committee plans to more closely monitoring the Institutional Metrics and continue to guide the college through the accreditation process.

Technology Committee

The committee reported that the revisions to the committee mission and their ability to clearly define its membership, key charges, and processes were all significant accomplishments this past year. In 2016-17, the committee will further implement and assess the changes, particularly with regard to technology proposals. The committee will also fulfill two major charges in the development of the Technology Plan and technology sections of the Accreditation Self-Study.

Classified Senate

The committee reported that they will continue to support the Service Excellence Project, and they will be seeking additional funding sources in order to expand and increase its reach. They would like to increase the availability of activities that support classified professionals', boost morale, and show that they are valued campus-wide, all which lead to better student service outcomes. The committee is also dedicated to fully developing and implementing their communication plan this coming year.

Academic Senate

The committee report the following as areas that they felt have worked for them over the past year: equity training workshops; enrollment priorities (FT/PT) adjustments; the multiple measures committee was formed to address equity issues in assessment and placement; a review of the previous week's minutes as a refresher; an open atmosphere was established so senators can fully share their concerns and questions; the Senate president has been helpful in communicating weekly with Senators; time management to accomplish more tasks has been excellent; strong leadership to maintain meeting management and professionalism; an active and engaged Senate body; the Senate remains engaged through hard budget times as well as easier time; weekly practice of calling-in, calling-in cards and activities and situational awareness; the call-in culture helped but it was minimal; it's hard to expect senators to "call-in" when they witness a microaggression and have no clue what a microaggression actually is; the calling-in practice at our meetings took a significant portion of time for reflection on what happens in the Senate, on often emotional issues; the enrollment management committee was formed which assessed the re-crosslisting process which felt like a more democratic process as administrators, faculty and staff were involved; there was a balance between time management and going more in-depth with salient issues; they informed the campus community of the proper etiquette when addressing Senate, as well as more "deep dives" into each topic rather than the quick fly-by approach; more passing of resolutions and less word-smithing.

They then reported improvements for the following year should include; ensuring that a student body representative is at the meetings on an ongoing basis; they would like to discuss more day-to-day issues that faculty face; refrain from the use of acronyms; engage Senators in further understanding microaggressions; remain engaged in both students' issues as well as the community needs as they evolve (Cupertino, Silicon Valley); remain engaged in the changing demographics of the campus and community and strive to engage students of every background; create more of a calling-in culture and an atmosphere of equity in classes.

Curriculum Committee

The Curriculum Committee continues to implement processes of evaluation for improvement. The Curriculum Advisory Committee continually meets with representation from the faculty, administration, and staff leaders to participate in discussions and share feedback on the procedures, policies, and concerns from faculty. This is an ongoing process that will continue through the next academic year. This process has allowed the committee to inform their choices,

some of which include logistics of curriculum meetings, assistance with initiators, and communication with faculty and administration.

SLO Committee

The committee reported that they believe the Convocation serves its purpose well and that it has successfully helped to integrate the program review process into TracDat. The committee hopes to increase their communication with the Planning and Budgeting Teams in the coming year (especially SSPBT) to ensure that outcomes assessment is meaningfully tied to decision making. They also aim to increase awareness across the campus regarding ongoing assessment. They have renewed their efforts to offer training workshops this spring and plan to continue them into the coming year.

DARE

DARE will review the success of the "All-In" project and look towards increasing these kinds of activities for students in developmental courses with the intention of increasing student's likelihood of placing in a higher level course after receiving critical support and focused instruction.