



DE ANZA COLLEGE



**Follow-Up Report to the
Institutional Self-Evaluation Report
in Support of Reaffirmation of
Accreditation
2017**

March 6, 2018



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**De Anza College
Follow-Up Report**

Submitted by:
De Anza College
21250 Stevens Creek Blvd.
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Submitted to Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
March 6, 2018

Certification Page

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

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

I certify that there was broad participation by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:



Brian Murphy, President, De Anza College March 6, 2018



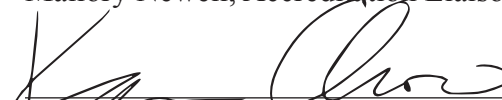
Bruce Swenson, President, Board of Trustees March 6, 2018



Judy Miner, Chancellor, Foothill-De Anza Community College District March 6, 2018



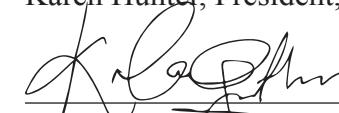
Mallory Newell, Accreditation Liaison Officer March 6, 2018



Karen Chow, President, Academic Senate March 6, 2018



Karen Hunter, President, Classified Senate March 6, 2018



Kalani Hettige, President, De Anza Associated Student Body March 6, 2018



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Statement of Report Preparation

We are proud to present to you De Anza College's Follow-Up Report to the Commission in response to the Reaffirmation of Accreditation letter in January. We are eagerly awaiting the Evaluation Team visit in late April, as well as the Commission meeting in June.

De Anza College strives for excellence in all that we do, and we encourage our students to do the same. The result is a college that – year after year – is one of the top two colleges in transfers to the University of California and California State University. We are also at the top in statewide metrics such as the Student Success Score Card's basic skills, transfer and degree completion. We consistently set standards and metrics for ourselves that demand continuous improvement. More than a decade ago, as a college strategic initiative, we set out to increase enrollment of students historically underrepresented in higher education. Students from these geographic regions now constitute almost half of our enrollment, and we have been able to more than double our Latina/o student population, from 12 percent to 26 percent in the past 10 years. While serving students underserved in their previous educational experiences, we have maintained success and transfer rates. As another example: De Anza College committed to increasing online success rates while at the same time growing online enrollment. We were able to increase success rates by 6 percent in the past five years.

The college views the accreditation process as an opportunity to showcase our commitment to quality, excellence and student success. Following what we had understood to be a successful evaluation team visit – with in fact five commendations mentioned in the exit report and the reaffirmation letter – we were surprised, and disappointed, to receive the letter reaffirming the college's accreditation for 18 months rather than seven years. The Commission's letter was discussed immediately upon receipt by college senior leadership and the accreditation liaison officer.

There was no debate or disagreement at the college as to whether we should immediately produce a Follow-Up Report and seek the full seven years of accreditation. Rather, we sprang into action, believing that either the stated issues can be quickly resolved or the facts clearly explained. Policies and practices are in place to fully meet the recommendations. We were confident in January – as we are today – that we can present information to the Evaluation Team and the Commission that addresses the recommendations.

The college mobilized over the past six weeks, with faculty, deans and classified professionals working quickly and diligently to ensure – and double-check, and triple-check – that all SLOs on syllabi match those on the course outlines of record, and creating a documentation system for syllabi. The Curriculum Committee developed a signatory form to ensure, as another check, that any changes to SLOs on the course outline are approved by the SLO Committee. The SLO Core Team identified the few outstanding assessments and worked individually with faculty members and departments to ensure that all SLOs, PLOs, SSLOs and AUOs are being actively assessed.

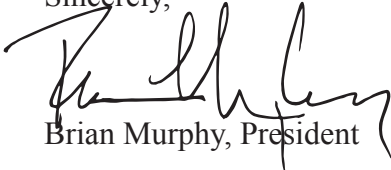
Recommendation 1 was promptly discussed by shared governance groups at the Instructional Planning and Budget Team meeting on Jan. 26 (IPBT Meeting Notes: <http://link.deanza.edu/recs-i>) and the Student Services Planning and Budget Team meeting on Feb. 1 (SSPBT Meeting Notes: <http://link.deanza.edu/recs-ii>). It was also discussed by the Student Learning Outcomes Core Team on Jan. 30 (SLO Core Team Meeting Notes: <http://link.deanza.edu/recs-iii>); the Academic Senate on Feb. 5 (Senate Presentation: <http://link.deanza.edu/recs66>); the Enrollment Advisory Team meeting on Feb. 6; and the College Planning Committee on Feb. 8 (CPC Meeting Notes: <http://link.deanza.edu/recs-iv>).

Improvements were made to the TracDat system (now known as Nuventive Improve) and the website to more clearly showcase all SLO statements and their assessments. Lastly, online faculty whose classes the evaluation team reviewed in early fall were asked to document their substantive interaction with student in their online courses. A robust, informative and pedagogically compelling chart of examples was the result.

The college as a whole rallied around the opportunity to once again showcase our ongoing work to ensure all practices and processes are high quality and continuously improving. The Follow-Up Report was discussed by the Academic Senate on Feb. 26 and Classified Senate on Feb. 27. It was approved by College Council on March 1, and submitted for approval by the Foothill-De Anza Community College District board of trustees at its meeting on March 5 (Board Minutes: <http://link.deanza.edu/recs-v>).

We are excited for the opportunity for the Evaluation Team to review the report, and visit our campus so we can accompany them through a review of the work the campus has always engaged in and presented in the Institutional Self-Evaluation Report; processes that have been developed or improved since the visit in the fall; and improvements that are always and continuously in the works. We look forward to seeing you soon.

Sincerely,



Brian Murphy, President





Recommendations and Responses

Recommendation 1: Student Learning Outcomes Assessments

In order to meet the Standard, the College should regularly assess all course, program, and institutional-level SLOs and report the findings of articulated learning outcomes and ensure the College documents the use of the assessment of these outcomes for improvement and planning (Standards I.B.1, I.B.2, I.B.4, I.B.5, I.C.1-33, II.A.1, II.B.3, II.C.2).

Response to Recommendation 1

In order to provide a complete response, the college will address several items raised in the Evaluation Team Report

- Evidence of SLO Assessments
- Systematic Storage of Outcomes
- College SLO Proficiency
- Disaggregation of SLOs by Modality
- Posting of Outcomes

Evidence of SLO Assessments – Excerpts from the Evaluation Team Report

The College is not systematically including evidence of SLO outcomes assessment to be used for improvement. Evidence reviewed by the team includes Educational Master Plan, program review data, integrated planning and budget team notes, and online education. (I.B.5)

Many courses have stated SLOs but are missing assessment data and documentation for the use of results. In numerous interviews, it was confirmed that the College is not systematically including evidence of SLO outcomes assessments to be used for improvement. (I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.C.3, I.C.14, II.A.2)

Complete documentation of student learning outcomes and evaluation of those outcomes are not apparent on the College website or in TracDat. Some SLOs are missing from TracDat, and there are entire programs that contain no information. The College states its PLOs in the catalog, but the results of the assessment are not accessible or regularly updated. Prospective students and the public do not have easy access to outcome assessment or the results to communicate matters of academic quality. The College does not actively use outcome assessment to communicate academic quality internally or externally. The College does use achievement data and established matrices to communicate quality and efficiency. (I.C.3)

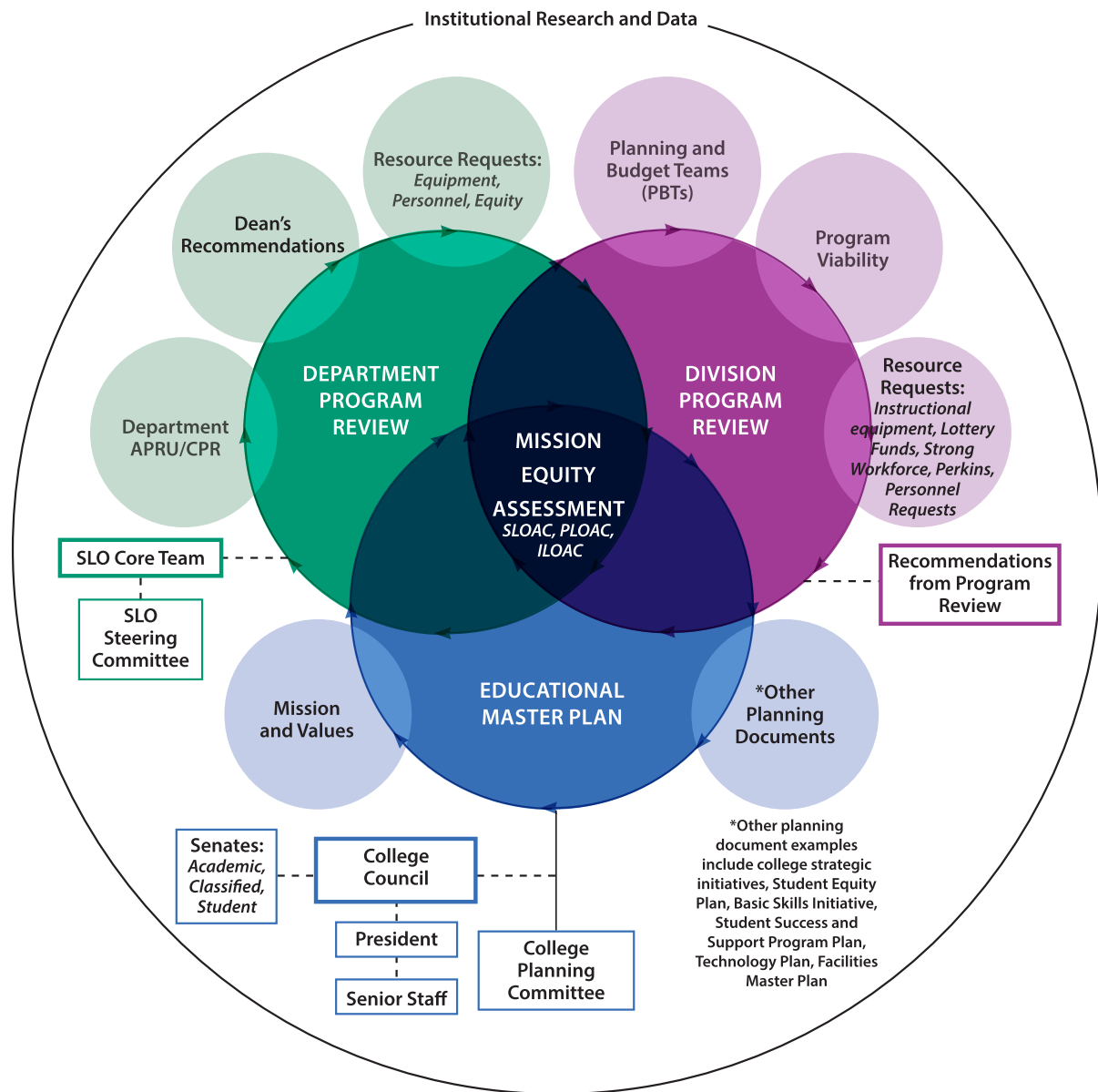
Course outlines used for active courses may not be consistent with the course outlines available to the public. Additionally, the student learning outcomes and goals for each outcome are cataloged on the College website, but there are many courses that do not have active assessments. Additionally, the results of these assessments are not clear. Further, it is also not clear how the learning outcomes for courses and programs inform planning and institutional improvement. The Program Review sections in the publicly viewed TracDat are empty for many programs. (I.C.14)

The College demonstrates a substantive and collegial dialogue about institutional level student outcomes, such as the SLO Convocation and student equity. Program and course level outcome dialogue is less evident. (I.B.1)

Evidence of SLO Assessments – Response

The college uses assessment data and organizes its institutional processes to support learning and student achievement (Standard I.B.4). Figure 1 below depicts the college’s institutional effectiveness process with the mission, equity and outcomes assessment at the heart of the process.

Figure 1: Institutional Effectiveness Process



The Educational Master Plan (EMP) includes the college mission with embedded Institutional Core Competencies and values, as well as four strategic initiatives, all within an equity framework. Supporting documents such as the Technology Plan and Facilities Master Plan demonstrably used an equity framework (Technology Plan: <http://link.deanza.edu/recs1>; Facilities Master Plan: <http://link.deanza.edu/recs2>).

The EMP also includes Institutional Metrics ranging from basic skills completion to student equity. The EMP is key to the Program Review process, as each planning and budget team requires departments and programs in its area to link resource requests to an Institutional Metric, strategic initiative, or the overarching goal of equity. Learning outcomes and their assessments as well as program data, including success rates and equity gaps, constitute the Program Review. Departments are required to report on their Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs) and corresponding assessments within the Program Review each year.

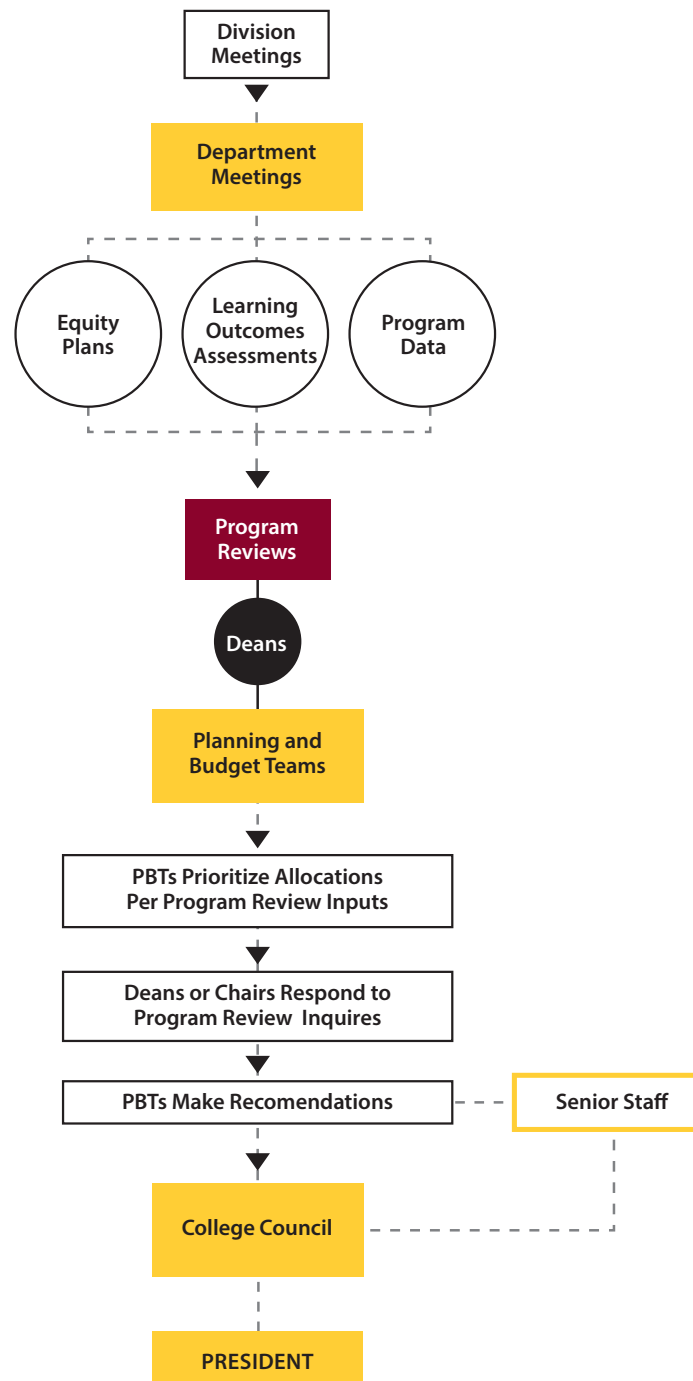
All instructional areas have entered Program Reviews into the TracDat system, which is now known as Nuventive Improve (Program Review Completion: <http://link.deanza.edu/recs3>).

The SLO coordinators are the central members of the SLO Core Team. As of winter 2018, there are two faculty instructional coordinators and one student services/administrative coordinator, who is also a faculty member and assists with Student Services Learning Outcomes (SSLOs) and Administrative Unit Outcomes (AUOs). Additional members of the SLO Core team are the faculty director of Professional Development, vice president of the Academic Senate, the college researcher and a division dean. SLO coordinators are members of many shared governance groups, including Academic Senate, Curriculum Committee, Instructional Planning and Budget Team (IPBT), Student Services Planning and Budget Team (SSPBT), and the Technology Committee. The SLO Core Team works closely with each planning and budget team to ensure that all institutional processes include assessment of learning outcomes. As an example of this collaboration, the IPBT has included outcomes assessment in a document that it created to use during the winter 2018 budget reduction process. One of the criteria listed in the document is whether a program has completed its SLO assessments (Budget Reductions Criteria: <http://link.deanza.edu/recs4>).



Outcomes and their assessments are central to the process for both program improvement and resource allocations, as displayed in Figure 2 below.

Figure 2: Program Review Process



The college assesses accomplishment of its mission through Program Review and evaluation of goals and objectives, Student Learning Outcomes and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery (Standard I.B.5).

As displayed in Figure 2, the Program Review process demonstrates how the college engages in institutional dialogue pertaining to ongoing measures of quality and institutional effectiveness, particularly in the area of SLOs and PLOs and their assessments. All programs and units – Instructional, Student Services and administrative – participate in Annual Program Review Updates and a Comprehensive Program Review in the sixth year of the planning cycle. Collegial discussions occur during the Program Review process, which requires programs and departments to report on their SLO and assessment processes, and to justify all resource requests – including personnel and materials – by using results from their Program Learning Outcomes Assessment Cycle (PLOAC) assessments.

Many departmental discussions about student learning assessments are cited on the SLO webpage (SLO Documents List: <http://link.deanza.edu/recs5>). The individual planning and budget teams review every Program Review annually and follow up with targeted questions for clarification prior to allocating any resources based on the outcomes assessment justifications (IPBT Reviews: <http://link.deanza.edu/recs6>). Questions within the Annual Program Review Update (APRU) form require departments to demonstrate that they have completed a PLO cycle and have discussed the results and link the outcomes to the resource requests. See Figure 3 below.

Figure 3: Instructional Planning and Budget Team – Links to Student Learning Outcomes, Program Learning Outcomes, Student Learning Outcomes and Assessment Cycles

	Program Mission Statement	What are your Program Learning Outcomes? How do your Program Learning Outcomes relate to the mission of De Anza College and our Institutional Core Competencies? (http://link.deanza.edu/recs82)
IV.A	Cycle 2 PLOAC Summary (since June 30, 2014)	Give the percentage of Program Level Outcome statements assessed since June 30, 2014. Run Ad Hoc report entitled “Cycle 2 ____ PLOAC Work” and scroll to the bottom of the report for count. Then calculate #Reflections & Analysis/#PLO statements times 100. All program level outcomes are to be assessed at least once between fall 2014 and end of winter 2019.
IV.B	Cycle 2 SLOAC Summary (since June 30, 2014)	Give the percentage of Student Learning Outcome statements assessed since June 30, 2014. Run Ad Hoc report titled “Cycle 2 ____ SLOAC work- Active Only” and scroll to the bottom of the report for count. Then calculate #Reflections & Analysis /#SLO statements times 100. All Student Learning Outcome statements are to be assessed at least once between fall 2014 and end of winter 2019.
V.C.2	Justification for Faculty Position(s)	Briefly, how will this position support student needs? Do you have assessment data available to justify this request for a faculty position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.

V.D.2	Justification for Staff Position(s)	Briefly, how will this position support student needs? Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.
V.E.1	Equipment Requests	Description should identify if the item(s) are new or replacement, furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warranties etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (e.g., wireless access, hardwire access, electric, water or heat sources)?
V.E.3	Equipment Justification	Do you have assessment data available to justify this request for equipment? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or Advisory Board input to support this need. If not, provide other data to support this need. Who will use this equipment? What would be the impact on the program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? Refer to mission (http://link.deanza.edu/recs82) and strategic goals (http://link.deanza.edu/recs83 , page 15).
V.F.2	Faculty Justification	Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. Who will use this facility? What would be the impact on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals?
V.H.2	Other Needed Resources Justification	Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection and enhancement that support this need. If not, provide other data to support this need.
V.K.2	Staff Development Needs Justification	Do you have assessment data available to justify this request for staff development? If so, provide the SLO/PLO assessment data, reflection and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.
V.I	Closing the Loop	How do you plan to reassess the outcomes after receiving each of the additional resources requested above? NB, for the Comprehensive Program Review the question becomes, “What were the assessments showing the results of receiving the requested resources over the last five years?”

With regard to the cited Standard II.B.3, it should be noted that the Library and other Learning Resources are part of the Instructional Planning and Budget Team's Program Review process, which assesses how well these support areas are meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of Student Learning Outcomes. The institution actively uses the results of these evaluations as the basis for improvement.

For example, the Library reviews circulation reports and database usage reports, and assesses at least one SLO each year, in addition to the regular Program Review (Library Program Review: <http://link.deanza.edu/recs7>). Similarly, the Student Success Center assesses its tutoring services and SLOs through online surveys and Program Review data on the success rates of students who use the services compared to those who do not (Student Success Center Program Review: <http://link.deanza.edu/recs8>). The center also collects and analyzes usage data. The Online Education Center also uses surveys of students, faculty and staff, in addition to being assessed as part of the Program Review cycle (Online Program Review: <http://link.deanza.edu/recs9>). Further, the institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes.

The college demonstrably uses assessment data to continuously improve student support programs and services (Standard II.C.2). For example, as demand for online courses has grown, the college has improved and expanded its support services for students enrolled in those courses. This includes online tutoring and advising (Online Tutoring: <http://link.deanza.edu/recs10>; Online Advising: <http://link.deanza.edu/recs11>). De Anza is also working with the California Community Colleges system on the statewide Online Education Initiative (OEI) to improve access to online support services. De Anza identified student needs for online education and outlined plans to meet them in its Substantive Change Proposal (Substantive Change Proposal: <http://link.deanza.edu/recs12>).

As demonstrated in Figure 3, programs are not only required to clearly outline the linkage between resource requests and their assessment outcomes, but they are also required to show they are working toward closing the achievement gap, which is measured as an Institutional Metric and is aligned with the college's Strategic Initiatives. See Figure 4 below for an example of how the APRU questions are linked to equity.



Figure 4: Instructional Planning and Budget Team – Links Between Institutional Metrics and Strategic Initiatives

III.A	Growth and Decline of Targeted Student Populations	Briefly address student enrollment data relative to your program’s growth or decline in targeted populations: African Americans, Latinos, Filipinos. (Refer to http://link.deanza.edu/recs17 .)
III.B	Closing the Student Equity Gap	What progress or achievement has the program made relative to the plans stated in your program’s 2013-14 Comprehensive Program Review, Section II.A.3, towards decreasing the student equity gap? (See IPBT website for past program review documentation: http://link.deanza.edu/recs6 .)
III.C	Plan if Success Rate of Targeted Group(s) is Below 60%	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60 percent. Are success rates of targeted groups at or above 60 percent? If not, what are the department’s plans to bring the success rates up to this level? This applies to African American, Latino/a and Filipino students.
III.D	Departmental Equity Planning and Progress	What progress or achievement has the program made relative to the plans stated in your departmental 2014-15 Equity Plan?

Prior to any resources being allocated, program leaders must complete a departmental Equity Plan and, in addition, clearly demonstrate that they are mindfully engaging in dialogue around assessment of student learning and equity on an annual basis. The Instructional Planning and Budget Team (IPBT), which has developed criteria for available faculty position ranking and resource allocations, spends a significant amount of time reviewing data prior to allocating resources. The criteria requires that a program requesting funds state whether 50 percent of its learning outcomes have been assessed; if these have not yet been completed during the cycle, an explanation is mandatory (IPBT Checklist: <http://link.deanza.edu/recs13>). See Figure 5 below for an example of the form.

Figure 5: Instructional Planning and Budget Team – Criteria for Resources Linked to Assessments

Dept /Division: _____

Date: _____

TOTAL REQUESTED: _____

Priority	Item	Quantity	Est. Cost / Item	Total	Grand Total (Estimate with tax shipping and installation)	Stated in Program Review Y/N	50%SSLOAC/AUOAC SLOACs complete? IF no, please attach explanation on separate sheet. Y/ See attachmt.
1							
2							
3							
4							



The annual Governance Reflection Survey confirms that this is a process of continuous improvement, with governance groups making improvements each year for the following year (2017 Governance Reflections: <http://link.deanza.edu/recs14>).

The Student Services Planning and Budget Team (SSPBT) uses a similar process in which programs are required to report on outcomes statements as well as corresponding assessments, provide a summary of the assessment findings and enhancements made based on the findings, outline plans for the future, and link requests to the college mission, equity and the Institutional Learning Outcome of “civic capacity.” Like the IPBT, the SSPBT uses the Program Review form for planning, program improvement and resource allocations. SSLOs and their assessments are thus embedded within the Program Review process and used for institutional improvement. See Figure 6 below.

Figure 6: Student Services Planning and Budget Team – Links to Student Learning Outcomes, Program Learning Outcomes and Student Learning Outcomes Assessment Cycles

SS 14a	What are the current/active program outcome statements?
SS 14b	How many SSLO/SLO statements have been assessed since the last CPR?
SS 14c	Summarize the outcomes assessment findings and resulting program enhancements since the last CPR.
SS 14d	What are the program outcome assessment plans for the next five years?
SS 2c	In what ways and to what extent does the program demonstrate that its services support student learning and enhances the achievement of the college mission?
SS 3a	In what ways and to what extent does the program assure equitable access for all students?
SS 3b	In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility?

The Finance and College Operations Planning and Budget Team (FCOBT) has a similar process in that departments and programs are required to link their initiatives to one of the college’s Strategic Initiatives as well as respond to student equity. See Figure 7 below.

Figure 7: Finance and College Operations Planning and Budget Team – Links to Strategic Initiatives and Student Equity

2	Which initiatives does your service respond to and in what ways can the response be measured or evaluated? (De Anza’s institutional initiatives are Outreach, Individualized Attention to Student Retention and Success, Equity, and Community and Civic Engagement.)
3	How does the work of your service respond to increase access, growth and retention and/or student equity?
4	What other programs/services are you working with to accomplish your proposed goal/outcome?

The college has ensured that all Program Reviews have been entered into the Nuventive Improve (formerly TracDat) system. All Program Review forms are also now available for download in the repository. In the occasional instances in which Program Reviews are not completed online, a process has been established to ensure the final document is uploaded.

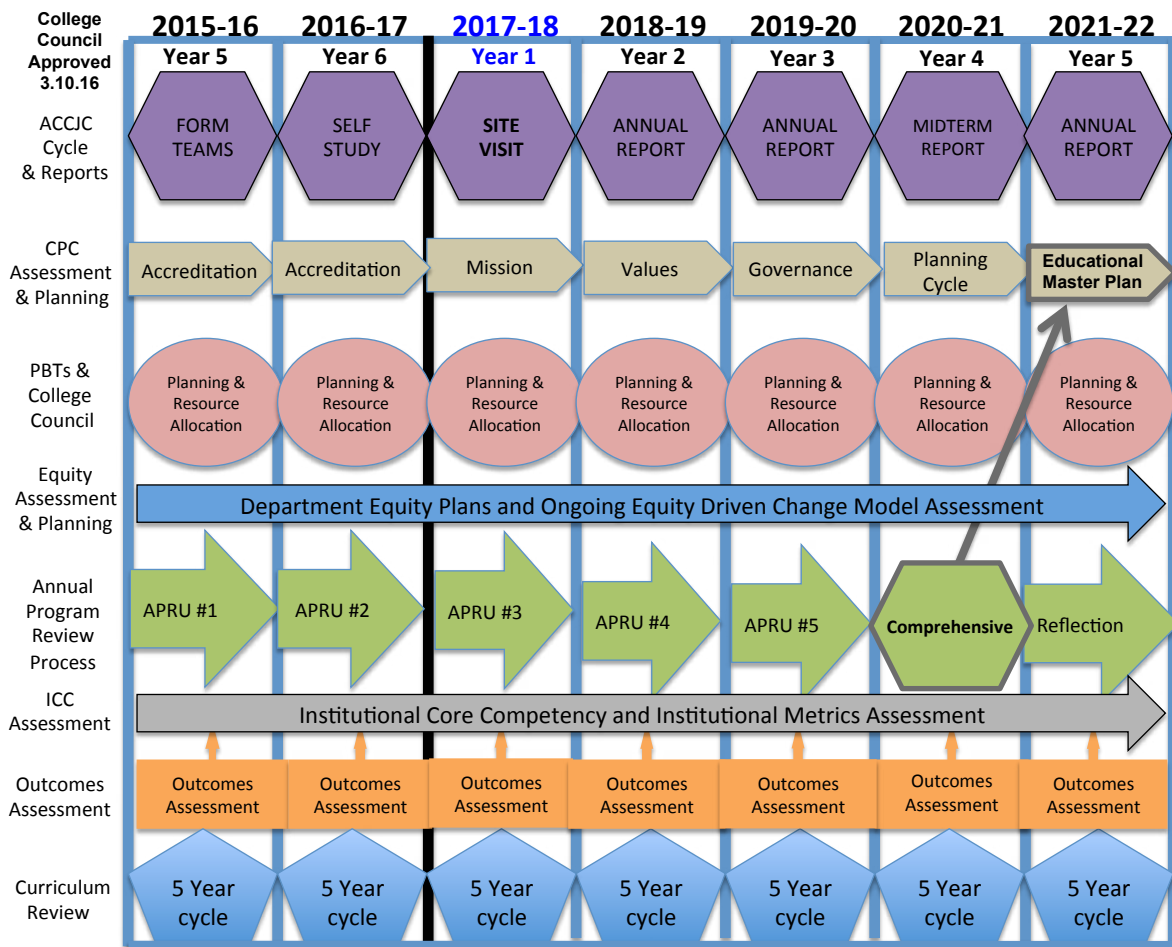
All three planning and budget teams post their Annual Program Review Updates and Comprehensive Program Reviews on their webpages for public viewing

- IPBT (IPBT Reviews: <http://link.deanza.edu/recs6>)
- SSPBT (SSPBT Reviews: <http://link.deanza.edu/recs15>)
- FCOPBT (FCOPBT Reviews: <http://link.deanza.edu/recs16>)

In addition, all data used to inform the decisions of IPBT are also made public. This includes the Program Review data sheets and spreadsheets showing success rates, productivity, fill rates and FTES (2016-17 Data Sheets: <http://link.deanza.edu/recs17>; IPBT Data: <http://link.deanza.edu/recs18> and <http://link.deanza.edu/recs19>).

Moreover, from an overarching institutional planning perspective, the college’s well-established Six-Year Planning and Resource Allocation Model provides six opportunities for institutional improvement using outcomes assessment data. See Figure 8 below.

Figure 8: The Six-Year Planning and Resource Allocation Model



During the curriculum review process, every course undergoes review as a new course and again every five years thereafter (Curriculum Committee: <http://link.deanza.edu/recs20>). As part of this process, faculty members are required to provide the student learning outcome statements for each course. These outcomes are included on the course outline of record and are then listed on the course syllabus every time the course is taught. The course outlines on public view are aligned with the official course outlines housed in the Electronic Curriculum Management System (ECMS). In addition, ECMS houses “New” and “Changed” outlines, which will become effective the next academic year.

De Anza is committed to making sure that students benefit from its academic programs irrespective of whether the instruction is face-to-face or online. The college uses both the curriculum review and Program Review processes to determine that all courses and programs meet the same standards for all students.

Given the cyclical nature of the SLO process, faculty, staff and administrators are asked to continually assess each course level, program level, student service and administrative unit outcome. For instructional areas, every course level outcome must be assessed once every five years. Significantly, course SLOs must now be assessed before a course revision can be approved by the Curriculum Committee. A related form has now been incorporated into the curriculum process (Curriculum Form: <http://link.deanza.edu/recs21>). This process will establish a means to ensure the quality of outcome statements, methods of assessment, and the assessment itself.

Assessment of outcomes has purposely been faculty-driven, with an emphasis on dialogue throughout the assessment process (SLO Process Guide: <http://link.deanza.edu/recs22>). Divisions, departments and individual faculty have expressed appreciation for the rich data and dialogue that stem from analyzing data within the Program Review Data Tool (Data Tool: <http://link.deanza.edu/recs23>). SLO leaders also encourage the posting of assessment discussions and dialogues to the Nuventive Improve (formerly TracDat) system (SLO Documents: <http://link.deanza.edu/recs5>).

Improving the quality of assessments has been a goal of the SLO Core Team. To address some initial hesitation about incorporating assessments into the curriculum revision process, the team in 2015 developed a rubric to assist faculty members in improving the quality and meaningfulness of assessment (Assessment Rubric: <http://link.deanza.edu/recs24>). The rubric was made available to departments and individual faculty during the 2015 Opening Day event (2015 Opening Day: <http://link.deanza.edu/recs25>).

Program Learning Outcomes are to be assessed during the period between two comprehensive Program Reviews. Summary reports of course level and program level outcomes are posted on the SLO Assessment webpage, as well as on the public view of the Nuventive system (SLO Assessment: <http://link.deanza.edu/recs26>; Nuventive: <http://link.deanza.edu/recs27> – user name [public], password [view]).

Every year the Office of Institutional Research and Planning reviews the Institutional Metrics and discusses De Anza’s progress with the College Planning Committee (CPC), which then presents the findings to College Council. Beginning in 2016, the CPC has followed a practice of notifying College Council if it appears De Anza may not attain a goal, or if the CPC concludes that the current rate of progress will not enable meeting the goal set for 2020. Based on such a notification, College Council will determine ways in which the college can address the Institutional Metric in order to meet the master plan goal by 2020 (Metrics Review: <http://link.deanza.edu/recs28>). The Institutional Metrics are part of the overall goals that each planning and budget team chooses to incorporate into its process, with particular

attention to student equity metrics. Equity is the overarching framework for the college and the backbone of its Educational Master Plan.

Further, the annual SLO Convocation works towards guiding the college in ways to assess an Institutional Core Competency. The Institutional Core Competencies (ICCs) are embedded within De Anza's mission and thus integral to the framework that drives the college's work. To assess the achievement of the ICCs, the college has employed multiple faculty-driven assessment processes. Each year, the SLO Core Team recommends an ICC to the Academic Senate for assessment. With support from the Senate, the team then hosts an Annual SLO Convocation at which various assessment tools are developed or explored by faculty and staff. In addition, the faculty, staff, administrators and students intensively examine the college's performance against that competency.

For example, the Convocation of 2012 focused on the competency of "critical thinking." Dialogue during that session led to formation of a committee that produced a rubric for assessing critical thinking development by students in any given course. The rubric proved applicable to evaluating these skills in all disciplines taught at De Anza College (Critical Thinking: <http://link.deanza.edu/recs29>).

With the opening of the newly remodeled library in January 2016, it was natural for the Convocation of 2016 to focus on information literacy (2016 Convocation: <http://link.deanza.edu/recs30>).

Significantly, the convocation is also a venue in which to showcase notable program improvements that stem from outcomes assessment, as well as providing faculty and staff with workshops and trainings on assessment and improvement (SLO Convocation: <http://link.deanza.edu/recs31>; Making it Meaningful: <http://link.deanza.edu/recs32>). As an example, the 2018 Convocation will feature the work of the Communication Studies program. This department conducted a programwide learning outcomes assessment in 2016-17, and in response to the findings is developing a robust Learning Resource Library to be integrated into all of its hybrid and online course offerings (Information Literacy Assessment: <http://link.deanza.edu/recs33>).

The Annual Program Review Update and the Comprehensive Program Review are also an opportunity for the college to engage in collegial dialogue at all levels. As displayed in Figures 3, 6 and 7, each planning and budget team has developed a method of assessing student learning and linking those assessments and improvements to resource allocations and institutional planning. The planning and budget teams review their processes annually through the annual governance survey, which also captures their planning and goals for the next year.

Each department is also required to complete an equity plan. In some cases, this is achieved via equity "core teams" that collaborate across disciplines to develop resources and foster discourse within instructional divisions, culminating in pedagogical interventions and assessment innovations aimed at equitable learning opportunities for all students (Social Sciences and Humanities Equity Initiatives: <http://link.deanza.edu/recs36>; "Student Voices": <http://link.deanza.edu/recs37>).

At the program level, the department chair and faculty members are responsible for collaborating on Program Review, department equity plans and assessment of Program Learning Outcomes (PLOs). Data is disaggregated by various measures to help identify opportunities for improvement and to learn from promising practices. All activities clearly

demonstrate that the college maintains a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness and continuous improvement of student learning and achievement (Standard I.B.1).

PLOs are being assessed and regularly updated at the college. A list of all active PLO statements and their assessments, as required through the Program Review process and entered into Nuventive Improve (formerly TracDat), is posted online (SLO Assessments: <http://link.deanza.edu/recs38>).

It should be noted that an ambiguity in the way the Commission refers to “instructional programs” in its standards has slowed PLO assessment efforts, as the college had until recently undertaken a much broader approach than is apparently necessary. In 2011, the De Anza SLO Steering Committee introduced a model of PLO assessment based on the college’s interpretation that instructional departments constitute “instructional programs.” To integrate Program Review with resource allocation, this seemed a logical model. In the absence of further clarification from the ACCJC, the college has until recently required all departments to record and assess PLOs. In an ACCJC-sponsored workshop in 2016, the featured speaker did not issue a clear Commission-approved definition of “instructional programs” – a point of confusion shared by attendees from campuses across the region. The speaker stated that “a program is more than a collection of courses” and seemed to take the position that in the realm of instruction, only certificate and degree programs are held accountable to PLO assessment (Suskie PLO Workshop: <http://link.deanza.edu/recs39>).

The SLO Steering Committee has begun revising its approach to PLOs and in fall 2018 will introduce a clearer, more streamlined model that distinguishes those instructional departments that will participate in PLO assessment from those that will not. The college is confident this will ensure a more uniform and efficient system of PLO assessment.

The college assures the clarity, accuracy and integrity of information provided to students and prospective students, personnel and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors (Standard I.C.1). Beginning with the 2012-13 college catalog, PLOs have been listed for every certificate and degree offered at the college. Students have access to this catalog online in both a downloadable PDF and an electronic “flipbook” format, as well as in printed form at the Bookstore (Catalog Webpage: <http://link.deanza.edu/recs40>). For a specific example of Student Learning Outcomes in the course catalog, please see page 55 of the 2017-18 catalog, which lists the Accounting SLOs for the Certificate of Achievement (Catalog PDF: <http://link.deanza.edu/recs41>).

The Institutional Core Competencies (ICCs) are also included in the college catalog and listed on the college website. All SLO statements are available on the course outlines of record on the curriculum committee webpage (Curriculum Committee: <http://link.deanza.edu/recs20>). SLO statements by division are also listed on the SLO webpage (Student Learning Outcomes: <http://link.deanza.edu/recs42>).

In addition, the catalog provides students and prospective students with precise, accurate and current information on all facts, requirements, policies and procedures listed under “Catalog Requirements” of Standard I.C.2.

The college uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies,

including current and prospective students and the public (Standard I.C.3). Learning outcomes are established for all courses, programs, certificates and degrees, including non-credit programs. These are published on the Student Learning Outcomes webpage (Student Learning Outcomes: <http://link.deanza.edu/recs42>). Assessment methods are also established for these learning outcomes, and are recorded in the Nuventive system (Nuventive: <http://link.deanza.edu/recs27> – user name [public], password [view]).

De Anza College publishes SLOs for every course in the college catalog, which may be accessed online in both downloadable PDF and electronic “flipbook” format, or in a print edition that can be purchased at the campus Bookstore (Catalog Webpage: <http://link.deanza.edu/recs40>). Student outcomes and results are integrated into the Annual Program Review Update form. Assessment results and improvements may be viewed online and are integrated into department plans and resource allocations (IPBT Reviews: <http://link.deanza.edu/recs6>).

SLO assessment data, reflections and enhancements are also publicly available via the Nuventive system (Nuventive: <http://link.deanza.edu/recs27> – user name [public], password [view]).

Systematic Storage of Outcomes – Excerpts from the Evaluation Team Report

Not all courses and programs have clear learning outcomes that are made public in TracDat. While Course Outlines with student learning outcomes are available on the website, they may not be the ones for the courses. Course Outlines may not be consistently updated and used with the ones identified on the website and may have different learning outcomes across classes.

There is a lack of documentation on how learning outcomes assessment is regular and effective. There is lack of documentation for student learning outcomes assessment for instructional programs and learning support services. Documentation on results of outcome assessment and how they lead to improvements is also sporadic. There is no single repository for results of outcome assessment. Faculty and other groups are encouraged but not required to enter results data into TracDat. In the interview with the Student Learning Outcomes Core Team, it was noted that several of the student services outcomes have not been entered into TracDat (I.B.2)

The team recommends that the College implement a process to document and store learning outcomes in all programs and courses and support systematic dialogue on continuous improvement of student learning and achievement, including reviewing their efforts on institutional effectiveness. (I.B.1, I.B.2, I.B.4, I.B.5, I.B.6, I.B.8, I.B.9)

Systematic Storage of Outcomes – Response

It appears that the visiting team did not locate some Student Learning Outcomes within the Nuventive Improve (formerly TracDat) system. This section of the response details where SLOs and their assessments are stored and accessible to the public.

The college stores results of all student learning, Student Services and administrative outcomes, their assessments and dialogue within the Nuventive system (Nuventive: <http://link.deanza.edu/recs27> – user name [public], password [view]). Learning outcomes are established for all courses, programs, certificates and degrees, including non-credit programs (Student Learning Outcomes: <http://link.deanza.edu/recs42>).

Assessment methods are also established for these learning outcomes, and are recorded in the Nuventive system (Nuventive: <http://link.deanza.edu/recs27> – user name [public], password [view]).

Student learning and support services are regularly assessed via the same outcomes assessment mechanisms applied to instruction. All service programs have developed outcome statements that are subject to an assessment cycle at least once every five years. Statements, assessment methods and results are recorded in the Nuventive system (Nuventive: <http://link.deanza.edu/recs27> – user name [public], password [view]).

Results are also incorporated into the Program Review process, in this case overseen by the Student Services Planning and Budget Team (SSPBT Reviews: <http://link.deanza.edu/recs15>). Results of program assessment may inform resource allocation decisions, along with growth or reduction plans.

All assessments and all Program Reviews are now housed in Nuventive Improve. A “single sign-in” feature was implemented in fall 2017, allowing faculty, staff and administrators to log in to the system from their MyPortal intranet account. The college moved to an upgraded version of the Nuventive system (version 5.5) in February 2018. This version provides the ability to tag courses rather than individual Student Learning Outcome statements. Courses can be given tags such as “Active,” “Not Currently Being Taught,” “General Education” and “Special Projects.” This clear differentiation will permit focus on the courses that need to be assessed.

All Annual Program Reviews and the Comprehensive Program Review for all three planning and budget teams are now housed within Nuventive Improve to help streamline the process and encourage coordination between SLO work and Program Review. This process has allowed individuals to run reports based on individual Program Review questions for all departments such as any question pertaining to student equity or assessment.

Within its Quality Focus Essay, the college cited two improvements that are needed in the Nuventive (formerly TracDat) system.

Action Item 3: Continue the college’s commitment to Student Learning Outcomes work at all levels: Student Learning Outcomes (SLOs), Student Services Learning Outcomes (SSLOs), Administrative Unit Outcomes (AUOs), Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs). (Standard I.B.2)

- Make the data submission process easier through steps such as encouraging use of the “Assignments” feature in the TracDat system.
- More closely align assessment requirements with the five-year curriculum review process, to ensure consistent and ongoing assessment work.
- Work with the TracDat developer to improve reports generated by the system.
- Promote the need for ongoing assessment cycles through regularly scheduled workshops in conjunction with the Office of Professional Development, as well as Opening Day activities and workshops, weekly “drop-in” office hours for faculty, and the annual Convocation.

In the course of completing the steps for this Action Item, it was determined through conversations with the makers of the Nuventive system that the repository no longer fit the college’s needs. As a result, the college has decided to move to a new course management system that can house and link the catalog, SLOs and assessments, curriculum and Program

Review. The associate vice president of Instruction is leading this effort in conjunction with the Scheduling Office, the Curriculum Committee and the SLO Core Team. There will be a retreat in summer 2018 to discuss the conversion, with the goal of having the system in place by spring 2019.

The Student Services Planning and Budget Team (SSPBT) requires each department or program to complete an assessment cycle and provide evidence of those assessments within their Program Review. All SSPBT Program Review documents are posted on the team’s webpage and are available to the public to view (SSPBT Reviews: <http://link.deanza.edu/recs15>).

Figure 9 below is an excerpt from the SSPBT Program Review document, which requires departments and programs to list their current outcome statements, indicate if they have been assessed, provide a summary of the assessment findings, include plans for improvements and linkages to the college mission, and indicate how the outcomes are contributing to student equity or encouraging civic capacity. The college therefore defines and assesses Student Learning Outcomes for all instruction programs and student and learning support services (Standard I.B.2).

Figure 9: Student Services Planning and Budget Team – Links to Student Learning Outcomes, Program Learning Outcomes and Student Learning Outcomes Assessment Cycles

SS 14a	What are the current/active program outcome statements?
SS 14b	How many SSLO/SLO statements have been assessed since the last CPR?
SS 14c	Summarize the outcomes assessment findings and resulting program enhancements since the last CPR.
SS 14d	What are the program outcome assessment plans for the next five years?
SS 2c	In what ways and to what extent does the program demonstrate that its services support student learning and enhances the achievement of the college mission?
SS 3a	In what ways and to what extent does the program assure equitable access for all students?
SS 3b	In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility?

College SLO Proficiency – Excerpt from the Evaluation Team Report

There is a lack of evidence related to student learning outcomes being systematically assessed and regularly reviewed. Visiting team members, through reviewing evidence and multiple campus interviews, could not confirm proficiency level implementation of learning outcomes assessment.

College SLO Proficiency – Response

It appears the visiting team was concerned with the college meeting a “proficiency level” for Student Learning Outcomes. After a review of the Standards, Commission policies, and Eligibility Requirements, the college could not find a definition or mention of “proficiency level.” The following section, however, details how the college is working toward meaningful, consistent and ongoing Student Learning Outcomes assessment.

Eligibility Requirement 19: The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of Student Learning Outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation (Standard I.B.9 and I.C.3).

The college strongly believes that it meets ER 19 and Standards I.B.9 and I.C.3, in addition to I.B.2, as the college defines and assesses Student Learning Outcomes for all instructional programs and student and learning support services (I.B.2.) Moreover, the Commission certified in its report that the college meets all Eligibility Requirements.

Student Learning Outcomes: There are 1,118 courses with active Student Learning Outcomes. Because every course is approved through the Curriculum Committee process, which mandates SLOs, fully 100 percent of our courses have Student Learning Outcomes.

For these 1,118 courses, there are 2,509 active SLO statements with 2,674 assessments noted as completed in Nuventive Improve (formerly TracDat) and 413 in the older ECMS system. The numbers include multiple assessments of single SLOs. All told, 100 percent of SLOs have been assessed.

Program Learning Outcomes: All departments have been encouraged, regardless of whether they offer a certificate or degree, to create Program Learning Outcomes (PLOs). There are 247 outcomes at the program level, with all but 45 having on-going assessments. Thus, 82 percent of Program Learning Outcomes outcomes have been assessed using the college’s previous understanding of what comprised a program.

The Commission more recently defined Program Learning Outcomes as only those outcomes connected to certificates or degrees. Defining “Program Learning Outcomes” in this manner means there are 36 programs, in which 34 – or 94 percent – have ongoing assessments.

Institutional Core Competencies: All PLOs are mapped to De Anza’s Institutional Core Competencies, which are the college’s defined equivalent of Institutional Learning Outcomes. All the core competencies have been assessed within the last Six-Year Planning and Resource Allocation Model, and the cycle has begun again.

The core competency of “civic capacity for global, cultural, social and environmental justice” will be assessed this year at the March 3 SLO Convocation. An earlier version of the competency, “global, cultural, social and environmental justice,” was assessed in April 2013 and the updated version was assessed in April 2014.

In addition

- “Communication and expression” was assessed in March 2017
- “Information literacy” was assessed in April 2016
- “Physical/mental wellness and personal responsibility” was assessed in April 2015
- “Critical thinking” was assessed in April 2012

Student Services Learning Outcomes/Administrative Unit Outcomes: All outcomes have been assessed, with some having multiple assessments. All SSLOs and their assessments are now entered into Nuventive. SSLO assessment is a required component of the SSPBT program review process. The SLO Core Team coordinator assigned to student services works closely with departments on a one-on-one basis and as a group to assist with SSLO assessment and integration into program review.

De Anza’s outcomes assessment process targets specific learning outcomes for instruction at the course level, program level and institutional level (Student Learning Outcomes: <http://link.deanza.edu/recs42>; SLOs Defined: <http://link.deanza.edu/recs43>; Sample PLO: <http://link.deanza.edu/recs44>; ICC Assessment: <http://link.deanza.edu/recs45>). Assessments of learning outcomes are incorporated into institutional decision-making through the ongoing program review process, with assessment results playing an explicit role (SLO Program Review: <http://link.deanza.edu/recs46>). Evaluation of courses also occurs through the curriculum review process, with the inclusion of learning outcomes in the development and revision of all course descriptions (Curriculum Committee: <http://link.deanza.edu/recs20>). All divisions and departments evaluate themselves regarding their role in contributing to student equity through mandatory equity plans (Equity Planning: <http://link.deanza.edu/recs47>).

At De Anza, the Student Learning Outcomes assessment processes are faculty-driven. The SLO Core Team of the Academic Senate has three faculty members who serve as SLO coordinators. They work in conjunction with such bodies as the Instructional Planning and Budget Team (IPBT), Academic Senate and Curriculum Committee – all composed of faculty members, by majority or entirety – to refine De Anza’s systemic evaluative methods (SLO Committee: <http://link.deanza.edu/recs48>). The SLO Convocation, attended by more than 100 faculty members annually, serves a key role in facilitating dialogue about pedagogy and assessment (SLO Convocation: <http://link.deanza.edu/recs31>). Convocation workshops and work groups are designed to facilitate the integration of assessment work into the preparation of Program Review documents, and to develop innovative techniques for evaluating the ICCs, or institutional learning outcomes. Professional development workshops ensure that all faculty members remain informed of campus standards and expectations for assessment work (Assessment Workshop: <http://link.deanza.edu/recs49>; Assessment Workshop2: <http://link.deanza.edu/recs50>; Assessment Workshop3: <http://link.deanza.edu/recs51>).

The Curriculum Committee evaluates courses at least once every five years (Curriculum Committee: <http://link.deanza.edu/recs20>). Programs, certificates and degrees are evaluated through the Program Review process in accordance with De Anza’s planning

and assessment cycle (IPBT Reviews: <http://link.deanza.edu/recs6>; SSPBT Reviews: <http://link.deanza.edu/recs15>; Planning Cycle: <http://link.deanza.edu/recs52>). All learning outcomes are assessed at least once every five years. Outcomes assessments at the course and program level are conducted by their respective program or departmental units, with methods and results recorded in the Nuventive Improve system (Nuventive: <http://link.deanza.edu/recs27> – user name [public], password [view]).

Student learning and support services are regularly assessed using the same outcomes assessment mechanisms applied to instruction. All service programs have outcome statements that are subject to an assessment cycle at least once every five years. Statements, assessment methods, and results are recorded in the Nuventive Improve system (Nuventive: <http://link.deanza.edu/recs27> – user name [public], password [view]). Results are also incorporated into the program review process, in this case overseen by the Student Services Planning and Budget Team (SSPBT Reviews: <http://link.deanza.edu/recs15>). Results of program assessment inform resource allocation decisions, along with growth or reduction plans.

Courses and programs offered in the online mode are subject to the same standards and policies for development and evaluation as their traditional face-to-face counterparts, although additional professional development training is required for faculty members who teach online. Learning outcomes are developed and assessed according to the same policies as those in place for standard-mode courses (Substantive Change Proposal: <http://link.deanza.edu/recs12>).

In each department, faculty members consult with peers when preparing a course for online delivery. They also consult peers while the course is being offered, and when it is being revised through the Curriculum Committee process. The Online/Hybrid Delivery Request Form specifically requires the submitting instructor to provide a response that explains how the faculty in the discipline or department were involved in designing the course. Instructional designers in the Online Education Center regularly consult with faculty members and offer training sessions with regard to effective online teaching.

Further, within the Quality Focus Essay, the college prescribed a plan to address ongoing Student Learning Outcomes work:

Action Item 3: Continue the college's commitment to Student Learning Outcomes work at all levels: Student Learning Outcomes (SLOs), Student Services Learning Outcomes (SSLOs), Administrative Unit Outcomes (AUOs), Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs). (Standard I.B.2)

- Make the data submission process easier through steps such as encouraging use of the “Assignments” feature in the TracDat system.
- More closely align assessment requirements with the five-year curriculum review process, to ensure consistent and ongoing assessment work.
- Work with the TracDat developer to improve reports generated by the system.
- Promote the need for ongoing assessment cycles through regularly scheduled workshops in conjunction with the Office of Professional Development, as well as Opening Day activities and workshops, weekly “drop-in” office hours for faculty, and the annual Convocation.

De Anza has already begun to address these items. With regard to the first and third bulleted items, the college is moving away from Nuventive Improve to a new course management system that can house and link the catalog, SLOs and assessments, curriculum and program review. The associate vice president of Instruction is leading the effort in conjunction with the Scheduling Office, the Curriculum Committee and the SLO Core Team. There will be a retreat in summer 2018 to discuss the conversion, with the goal of having the new system in place by spring 2019.

Regarding the second bulleted item, a member of the SLO Core Team now occupies a permanent position on the Curriculum Committee in order to increase communication and coordination between the two processes. This SLO Core Team representative worked with the Curriculum Committee to develop a signature form to accompany all course revision submissions (Curriculum Form: <http://link.deanza.edu/recs21>). The form requires approval from an SLO team representative, verifying that all SLOs on the course outline of record have been assessed at least once during the previous five-year revision cycle. If it is a new course, a method of assessment and a plan for assessment for each Student Learning Outcome is required. Each course will have a minimum of one learning outcome.

If the course is undergoing a five-year revision, then the faculty member must attach documentation for at least one assessment cycle that has been conducted during the last five years. Documentation should clearly indicate

- The SLO statement
- The assessment method used
- The quarter and year the assessment took place
- A summary of the data collected
- Any enhancements planned in view of the assessment

With regard to the fourth bulleted item in the Action Item, the SLO Core Team invited the newly hired faculty director of the Office of Professional Development to occupy a permanent spot on the committee in order to more closely align professional development and Student Learning Outcomes work. In spring 2018, the two largest professional development events – the annual SLO Convocation and the Partners in Learning conference – will be combined to encourage greater attendance at both events and to clearly connect SLOs and pedagogy.

A step within the college's action project regarding equity charges the campus to:

Encourage integration of program SLOs, SSLOs and AUOs with equity plan goals so more assessments are linked to an equity component, such as the Institutional Core Competency of Civic Capacity for Global, Cultural, Social and Environmental Justice.

The intention of this action step is to encourage departments and programs to make linkages between what they do in their classroom and the college's overall commitment to student equity. The Institutional Core Competency named in the action step is the theme for this year's Convocation. Attendees will begin to brainstorm ideas in which this integration can take place within their classrooms and program and the relevant Institutional Metric to continue to advance the colleges' equity goals.

The college has engaged in extensive SLO activities over the past year. Similar SLO activities are included annually in the Educational Master Plan Update (EMP Update: <http://link.deanza.edu/recs55>).

Instructional SLO Process: While the liaison model served the college through 2015-16, the model has evolved to a process in which SLO coordinators are assigned specific instructional areas.

Some of the ways the SLO process has been integrated throughout campus are listed below.

- SLO coordinators are consistently available to help faculty members with Student Learning Outcomes assessments. Special SLO office hours continue to be scheduled twice per week.
- Department chairs are encouraged to invite coordinators to department meetings.
- The Learning Outcomes Assessment Cycle (LOAC) award continued to be offered for 2017-18. The faculty of the Communication Studies department received the award and will report on their findings during the general session of the 2018 Convocation.
- The college continued to refine the Nuventive (formerly TracDat) data collection system for outcomes assessment with an aim toward
 - More easily integrating assessment data into program review documents
 - Making the data submission process easier, through measures such as increasing the use of the ‘Assignments’ feature in the Nuventive system (Nuventive Assignments: <http://link.deanza.edu/recs56>)
 - Working directly with the makers of Nuventive to improve reports generated by the system
 - Encouraging the use of the outcome data collection feature of Canvas (Canvas Outcomes: <http://link.deanza.edu/recs57>)
- The college has promoted ongoing cycles of assessment through a variety of channels including
 - The Office of Professional Development
 - Opening Day activities and workshops
 - The annual Convocation
- In spring 2017, the Curriculum Committee was asked to make public a list of courses due for revision for the next five years, and to require SLO assessment as part of the course revision process.

SSLO/AUO Process: The SSLO/AUO coordinator meets one-on-one with each of the SSLO areas to ensure they are continuing with their assessment processes. The coordinator also conducts workshops to review the SSLO process, including SSLO statements, the SSLO cycle, different assessment methods, reflections and enhancements as stated on TracDat (Admissions SSLO Workshop: <http://link.deanza.edu/recs58>).

The SSLO/AUO coordinator reports that the individual areas are building a sense of community around this work. A 2017 Convocation workshop titled “Imaginatively Thinking about SSLOs and AUOs” was well-attended (SLO Minutes: <http://link.deanza.edu/recs59>).

Program Review: Starting in 2016-17, the planning and budget teams amended their APRU forms to add boxes that link learning outcomes assessment to resource requests and allocations (SLO Core Team Minutes: <http://link.deanza.edu/recs60>). The SLO Core team works closely with each planning and budget team to encourage and ensure that Student Learning Outcomes and their assessments are part of the program review process. This year a member of the core team sits on each of the planning and budget teams as a voting member. The SLO Core Team also placed the APRU form into the Nuventive system to ensure that all planning and budget teams are reporting and storing program reviews in the same location.

Convocations: The theme of the 2017 Convocation was “The Power of Imagination: Assessing Communication and Expression” (2017 Convocation: <http://link.deanza.edu/recs61>). The 2018 Convocation will focus on the Institutional Core Competency of “civic capacity for global, cultural, social and environmental justice,” with a program that includes best practices for promoting student equity (2018 Convocation: <http://link.deanza.edu/recs62>).

Workshops

SLO/PLO Process

- Dec 9, 2016
- April 20, 2017 (two)
- May 18, 2017 (two)
- June 7, 2017
- June 8, 2017 (two)
- Nov. 14, 2017
- Nov. 30, 2017

Program Review

- Dec. 1, 2016
- Dec 2, 2016
- Jan. 24, 2018
- Jan. 25, 2018

For new faculty, staff and administrators

- Feb. 28, 2017
- Sept. 13, 2017
- March 13, 2018

Division/Department Meetings and Departmental Retreats (Retreats: <http://link.deanza.edu/recs63>)

- Intercultural/International Studies Division meeting, April 21, 2017
- Physical Education coaches, June 2017
- Biological, Health and Environmental Sciences Division retreat, June 15, 2017
- Art, Communication Studies, Dance and English as a Second Language, November 2017

SSLO and AUO workshops

- Oct. 26, 2016
- Nov. 16, 2016
- Nov. 30, 2016
- One-on-one sessions to assist the following
 - Student Services, January 2017
 - Finance and College Operations, January 2017
 - Student Development, January 2017
 - Counseling, January 2017
 - Counseling Division, February 2017
 - Vasconcellos Institute for Democracy in Action (VIDA), October and November, 2017
 - Health Services, November 2017
 - Admissions and Records, December 2017
 - Learning in Communities (LinC), October 2017
 - College Operations, October 2017
 - Campus Facilities Rental Coordinator, November 2017
 - Postal Services Assistant, November 2017
 - Campus Center staff, November 2017

Newsletters: Newsletters are emailed to divisions, department chairs and area leads. A printable flyer format is also made available (SLO Newsletter: <http://link.deanza.edu/recs64>).

Nuventive Improve (formerly TracDat): A single sign-in system, introduced in fall 2017, allows faculty, staff and administrators to log in from their MyPortal intranet accounts. The college moved to an upgraded version of the Nuventive system (version 5.5) in February 2018. This version provides the ability to tag courses rather than individual student learning outcome statements. Courses can be given tags such as “Active,” “Not Currently Being Taught,” “General Education” and “Special Projects.”

To underscore the cyclical nature of the assessment process, the system now reminds faculty members about course and program level outcomes that need to be assessed at least one more time before June 30, 2019 (Nuventive: <http://link.deanza.edu/recs27> – user name [public], password [view]).

In keeping with the cyclical and ever-improving concept of Student Learning Outcome assessments, SLO coordinators have encouraged faculty members to archive any Student Learning Outcome that is no longer working for their department, and to replace it with one that is more assessable or that would serve as a better statement of the skills a student would possess after completing the course (Archiving Presentation: <http://link.deanza.edu/recs65>). This updating had led to some Student Learning Outcomes being out of sync with the course outline of record. In response to Recommendation 2 from the ACCJC, the college has

taken steps to ensure that the syllabus for each winter 2018 class contains the exact Student Learning Outcomes that appear on the official course outlines of record. These steps were taken with the support of the Academic Senate and the Deans (Senate Presentation: <http://link.deanza.edu/recs66>).

In addition, the Student Learning Outcomes in Nuventive Improve now have tags indicating the status of the outcome: that it is active as it appears on the course outline of record; active as it appears on the course outline of record but with intention to update in next curriculum revision; a new outcome not yet approved by Curriculum Committee; or archived and no longer on the course outline of record.

Summer 2017 Updates:

- Each department chair was emailed a status report of their area's assessments, along with an offer to meet with them and/or their department faculty.
- Course listings were updated in the Nuventive system to be consistent with the 2017-18 catalog. In addition, course titles, descriptions and SLO statements were updated to agree with those stated on revised outlines. The status of SLOs that are no longer on the ECMS revised course outlines was changed from "Active" to "Archived SLO Statement." This update flags those courses for which the SLO is different from the previous SLO, indicating that the new SLO is yet to be assessed.
- Reports were added to "All Instructional Divisions" including a new ad hoc report, "Summary at Course Level for All." The reports show the number of SLO statements that have not been assessed and the date of the last assessment, while indicating courses that have not been assessed within the last five years.
- The SLO website has been completely reorganized, allowing for easy navigation to important topics. In particular, the Institutional Core Competency (ICC) Assessment link now leads to multiple pages illustrating the work that has been done in the assessment of each.
- Mapping within such areas as First Year Experience (FYE) has been realigned.

(SLO Summer Update: <http://link.deanza.edu/recs67>)

Accreditation: The SLO Coordinators participated in the accreditation visit as members of the SLO Core Team and members of the Instructional Planning and Budget Team, Curriculum Committee, Academic Senate, and Technology Committee.

Disaggregation of SLOs by Modality – Excerpt from the Evaluation Team Report

Distance education is embedded into the College's overall planning; however, within TracDat, there is a lack of evidence in disaggregating student learning outcomes by modality.

Disaggregation of SLOs by Modality – Response

The Program Review Data Tool had always enabled faculty members to disaggregate their courses by modality – face-to-face, online or hybrid – and to determine differences in student outcomes by modality. In February 2018, a custom field for course modality was added to the Nuventive Improve (formerly TracDat) system. All course outlines of record state Student Learning Outcomes, which are irrespective of delivery modality.

Posting of Outcomes – Excerpt from the Evaluation Team Report

The College indicated that learning outcomes are provided in the catalog; however, there was no evidence on the website, documents, or through conversation with the SLO coordinators that these existed. (I.C.1)

Posting of Outcomes – Response

The college assures the clarity, accuracy and integrity of information provided to students and prospective students, personnel and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors (Standard I.C.1). Beginning with the 2012-13 college catalog, PLOs have been listed for every certificate and degree offered at the college. Students have access to this catalog online in both a downloadable PDF and an electronic “flipbook” format, as well as in printed form at the Bookstore (Catalog Webpage: <http://link.deanza.edu/recs40>). For a specific example of Student Learning Outcomes in the course catalog, please see page 55 of the 2017-18 catalog, which lists the Accounting SLOs for the Certificate of Achievement (Catalog PDF: <http://link.deanza.edu/recs41>).

The Institutional Core Competencies (ICCs) are also included in the college catalog and listed on the college website. All SLO statements are available on the course outlines of record on the curriculum committee webpage (Curriculum Committee: <http://link.deanza.edu/recs20>). SLO statements by division are also listed on the SLO webpage (Student Learning Outcomes: <http://link.deanza.edu/recs42>).

Summary regarding Recommendation 1

The above sections clearly address the concerns of the Evaluation Team as they relate to Standards I.B.1, I.B.2, I.B.4, I.B.5, I.C.1 – 3, II.A.1, II.B.3, II.C.2.

- Through multiple processes, primarily Program Review, the college demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness and continuous improvement of student learning and achievement (Standard I.B.1).
- All Instructional programs and student and learning support services have a defined learning outcome as well as an assessment (Standard I.B.2), as required by the Program Review process. The college uses assessment data and organizes its institutional processes to support student learning and achievement (Standard I.B.4), as demonstrated by the use of program data, equity plans and learning outcomes as part of the Program Review process. By ensuring that all resources must be requested through the Program Review process, the college assesses accomplishment of its mission through Program Review and evaluation of goals and objectives, Student Learning Outcomes, and student achievement (Standard 1.B.5).
- By posting all Program Reviews online, the college assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel and all persons or organizations related to its mission statement, learning outcomes, educational programs and student support services (Standard I.C.1). The college also provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (Standard I.C.2).

- Further, through the program review process and public posting of the updates and findings, the college uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public (Standard I.C.3).
- The Program Review process also takes into consideration not only Student Learning Outcomes but also degrees and certificates awarded, success rates, equity gaps, and employment outcomes for Career Technical Education (CTE) programs. Therefore, all instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, culminate in student attainment of identified Student Learning Outcomes, and achievement of degrees, certificates, employment or transfer to other higher education programs (Standard II.A.1).
- The Library and Learning Resources areas also submit a Program Review as part of the IPBT process; therefore, the college evaluates the Library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of Student Learning Outcomes. The institution uses the results of these evaluations as the basis for improvement (Standard II.B.3).
- Because Program Review is used as the primary means for both Instruction and Student Services to determine the need for additional student supports and services, and to ensure continuous improvement of programs and services, the college identifies and assesses learning support outcomes for its student population and provides appropriate student support services to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services (Standard II.C.2).



Recommendation 2

In order to meet the Standard, the College should ensure that in every class section students receive a course syllabus that includes learning outcomes from the institutions official approved course outline (Standards II.A.2, II.A.3).

Excerpts from Evaluation Team Report

SLOs in the syllabi are not the same as on the COR. There is a lack of evidence related to student learning outcomes being systematically recorded, stored, assessed and regularly reviewed.

A random review of course syllabi across divisions revealed syllabi with SLOs listed as “objectives”, or course objectives included in the syllabus but not the SLOS, or no SLOs or objectives included. (I.B.2, I.B.5, I.B.6, I.C.3, I.C.14, II.A.3)

Response to Recommendation 2

In order to address these concerns, immediately following the receipt of the reaffirmation letter from the Commission, the vice president of Instruction called an urgent meeting – held on Jan. 30, 2018 – with all Instructional and Student Services deans. She gave specific direction that deans work with their department chairs to ensure that all syllabi for winter quarter, as well as all syllabi moving forward, be updated to include the SLO statements from the official course outline of record.

The SLO Core team downloaded the SLO statements from our curriculum management system and sent them to each division dean. The deans then informed their department faculty via email and department meetings of the mandated change. The deans collected a copy of each winter quarter syllabus, and with the division assistant, checked all syllabi to ensure the SLO statement matched the course outline of record. The SLO Core Team then served as a double check, with each member being assigned to a different division and double-checking the syllabi.

Faculty members are well aware of the new requirement and understand it is mandatory for all syllabi. It is also understood that even if faculty members undergo an assessment of their SLOs and determine that the SLO needs to be updated or amended to better serve students, that they will not update the SLO until the five-year curriculum review to ensure that the SLO statements do not deviate from the official course outline of record.

In keeping with the cyclical and ever-improving concept of student learning outcome assessments, SLO coordinators have encouraged faculty members to archive any Student Learning Outcome that is no longer working for their department, and to replace it with one that is more assessable or that would serve as a better statement of the skills a student would possess after completing the course (Archiving Presentation: <http://link.deanza.edu/recs65>). This updating had led to some Student Learning Outcomes being out of sync with the course outline of record. In response to Recommendation 2 from the ACCJC, the college has taken steps to ensure that the syllabus for each winter 2018 class contains the exact Student Learning Outcomes that appear on the official course outlines of record. These steps were taken with the support of the Academic Senate and Deans (Senate Presentation: <http://link.deanza.edu/recs66>).

In addition, the Student Learning Outcomes in Nuventive Improve now have tags indicating the status of the outcome: that it is active as it appears on the course outline of record; active as it appears on the course outline of record but with intention to update in next curriculum revision; a new outcome not yet approved by Curriculum Committee; or archived and no longer on the course outline of record. The development of a syllabus repository, similar to that currently used for online courses, will assist in streamlining the syllabi comparison process.

The SLO Core Team representative who is a member of the Curriculum Committee worked with the Curriculum Committee to develop a signature form to accompany all course revision submissions. The form requires approval from an SLO team representative, verifying that all SLOs on the course outline of record have been assessed at least once during the previous five-year revision cycle (Curriculum Form: <http://link.deanza.edu/recs68>). If it is a new course, a method of assessment and a plan for assessment for each Student Learning Outcome is required. Each course will have a minimum of one learning outcome.

If the course is undergoing a five-year revision, then the faculty member must attach documentation for at least one assessment cycle that has been conducted during the last five years. Documentation should clearly indicate

- The SLO statement
- The assessment method used
- The quarter and year the assessment took place
- A summary of the data collected
- Any enhancements planned in view of the assessment

The college is moving to a new course management system that can house and link the catalog, SLOs and their assessments, curriculum and Program Review. The associate vice president of Instruction is leading the effort in conjunction with the Scheduling Office, the Curriculum Committee and the SLO Core Team. There will be a retreat in summer 2018 to discuss the conversion, with the goal of having the new system in place by spring 2019. This will help ensure that all syllabi have the same Student Learning Outcomes as those on the approved course outline of record and will assist in ensuring that SLOs and their assessments are publicly available.

The section above clearly demonstrates that the college meets the Standards in question.

- Faculty members, through the Program Review and curriculum processes, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations.
- Faculty members continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success (Standard II.A.2).
- Through Program Review, curriculum processes, SLO processes and the many professional development opportunities relating to SLOs, the college identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using well-established institutional procedures.
- Officially approved and current course outlines include SLOs. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline (Standard II.A.3).

Recommendation 3

In order to meet the Standard and comply with federal regulations in distance education courses as defined in CFR 602.3, the College should implement processes and structures to ensure regular and substantive interaction with the instructor and initiated by the instructor. (Standard II.A.1, Commission Policy on Distance and Correspondence Education)

Response to Recommendation 3

In order to best address the Evaluation Team concern, the college reviewed the standards and found that Standard II.A.1 does not reference substantive interaction, nor do the cited eligibility requirements:

All instructional programs, regardless of location or means of delivery, including Distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs (ER 9 and ER 11).

When drafting the ISER, the college took great care to respond to every matrix question for Standard II.A.1 as indicated in the ACCJC Guide to Evaluating and Improving Institutions (version prior to May 2017). Only one question – number 8 – related to substantive interaction:

Is there a policy that defines “regular and substantive interaction” for DE courses? (34 C.F.R. § 602.3.)

The college responded to the question, including the link to the college's policy (Regular Contact: <http://link.deanza.edu/recs69>).

Per the ACCJC Checklist for Evaluating Compliance, the federal requirement in CFR § 602.3 states the following:

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

(ACCJC Checklist: <http://link.deanza.edu/recs70>)

More specifically, there are four broad elements to regular and substantive interaction

- Initiated by the instructor
- Regular and frequent
- “Substantive” – of an academic nature
- With an instructor who meets accrediting agency standards

(WCET Blog: <http://link.deanza.edu/recs71>)

Prior to the site visit in October, the college engaged in numerous improvements to its Online Education program, largely to increase student engagement and substantive interaction.

Most significantly, the college transitioned to the Canvas online system for all online, hybrid and supplemental courses (Canvas Transition: <http://link.deanza.edu/recs72>). The legacy course management system could no longer be supported, operationally or fiscally, and was limited in providing ways to effectively and consistently engage students. The planning and implementation process was inclusive and unanimously supported by the Academic Senate, and the transition was accomplished over the course of 15 months. Canvas certification training for faculty members began in fall 2016, with both Canvas and the Moodle “Catalyst” course management systems supported for winter and spring 2017. Sole use of Canvas began in the summer session of 2017, and fall 2017 was the first full quarter of faculty and students using the Canvas system. It is significant to note that the Evaluation Team visit occurred during only the third week of this first quarter of Canvas use.

The college’s Online Education Center developed and implemented required faculty training on Canvas, incorporating methodologies and tools to achieve interaction and engagement. As part of the conversion to Canvas and as articulated in the Faculty Association (FA) contract, completion of Canvas certification training is required if faculty members are scheduled to teach online or wish to be considered for an online course assignment. To date, more than 400 faculty members have completed the certification training and created or redeveloped their courses in Canvas.

A Canvas Certification training effort was developed by an instructional designer in collaboration with the Online Education faculty coordinator (Canvas Training: <http://link.deanza.edu/recs73>). The comprehensive training incorporates the use of Canvas tools and features in effective instructional design, including substantive interaction with students and accessibility, using hands-on and guided practice opportunities for faculty. The training includes the following modules.

- **Training Module 1: Online** (self-paced)
Faculty members explore the basics of Canvas navigation and preferences and learn about district policies, procedures and best practices for accessibility and substantive interaction.
- **Training Module 2: Face-to-face** (2 hours)
Faculty members learn the basics of creating content in Canvas. They explore and practice designing accessible pages and assignments, learn about effective ways to communicate with students, discover how to manage the grade book, and design modules for student success.
- **Training Module 3: Online** (self-paced)
Faculty members complete a task checklist that allows them to practice the tools used in Module 2, as well as encouraging them to learn how to search for resources in the Canvas Instructor Guides. Upon completion, they are required to complete a self-assessment of their Canvas skills and comfort level with creating content. It is recommended that faculty members attend open lab sessions while working through Module 3.
- **Training Module 4: Face-to-face** (one hour plus lab time as needed)
Faculty members focus on the course activation and migration process. They learn how to use Canvas Site Manager to make courses “live” with a real-time list of enrolled students, how to move content into their live course, and tips and tasks before publishing their course and inviting students to participate.

- **Open Lab:** Faculty members may also attend weekly open lab hours, during which instructional designers respond to questions and provide advice and feedback while attendees continue to learn to use the course management system and hone online pedagogy. Faculty members can also schedule one-on-one consultations via phone, video or in-person meeting with one of the instructional designers or the Online Education faculty coordinator.

As an additional professional development tool, the college has held Faculty Best Practices Showcases. In previous years, prior to the Canvas transition, faculty members were invited to share effective and innovative ways of engaging students in online courses. Faculty members are also encouraged to review guidelines and teaching resources available on the college website (Online Guidelines: <http://link.deanza.edu/recs74>; Online Resources: <http://link.deanza.edu/recs75>).

The Online Education Center redeveloped orientation materials for students taking an online class and incorporated the orientation into the Canvas Resource Library for Students (Canvas Resources: <http://link.deanza.edu/recs76>). This orientation, along with the Canvas Student Guide, Sample Canvas Course and on-campus student workshops, is designed to engage students before and during their enrollment in online courses, as one way to help them succeed. It is recommended that faculty members prompt students to review the orientation in the first week of the term and connect with an interactive activity such as a discussion, assignment or quiz.

In order to better prepare students for online courses, the general orientation available to all students entering De Anza College was created and is maintained in Canvas (Orientation: <http://link.deanza.edu/recs77>). This serves three key purposes.

- Students become familiar with the platform through use in the enrollment process.
- Progress is tracked and the student can be assisted by the facilitator.
- Students can return to the orientation as needed to for information and support.

Once the student completes orientation and has successfully passed the end-of-orientation quiz, confirmation is automatically recorded in the student information system.

To further ensure substantive interaction in online courses, the college has taken additional steps.

In fall 2017, the Online Education faculty coordinator drafted changes to the Online/Hybrid Curriculum Request form. While retaining and revising the prompts in the form regarding accessibility, Student Learning Outcomes, faculty contact, and student-to-student interaction, additional prompts were added to obtain information about how the course instructor would address the Six Student Success Factors identified by the nonprofit Research and Planning Group of California Community Colleges, as well as outlining instructional tools and additional resources (Six Factors: <http://link.deanza.edu/recs78>). The form is posted on the Curriculum website (Curriculum Committee: <http://link.deanza.edu/recs20>). Instructions and additional information are readily available for faculty members through the Online Education Center faculty coordinator and the associate vice president of Instruction.

The Online Education Center has enhanced the Online Training Modules as part of the required certification training for online faculty to include clear information about substantive interaction and how it can be achieved in Canvas (Training Presentation: <http://link.deanza.edu/recs79>).

The fall 2017 and winter 2018 advanced Canvas workshops, designed for certified faculty members who wish to increase and improve their teaching effectiveness, included a deeper review of student surveys, group projects in Canvas, HTML for Canvas and cheat-resistant quizzes and exams. New workshops as well as continued offerings are offered quarterly (Online Workshops: <http://link.deanza.edu/recs80>).

Following negotiations with the Faculty Association, faculty members can now receive a reimbursement for converting their course to Canvas or creating a new course or courses in Canvas. They must complete certification training, have a peer review their course, and review the Accessibility Checklist included in the form packet (Canvas Conversion: <http://link.deanza.edu/recs81>).

It is also important to note that using Canvas to foster meaningful student-instructor communication is an objective of the college's Technology Plan for 2017-2020 (Technology Plan: <http://link.deanza.edu/recs1>).

In December 2017, De Anza College submitted a letter of interest to the Online Education Initiative (OEI) for inclusion in the 2018 Consortium Cohort focusing on student equity. The self-assessment will be submitted by March 1, 2018. Specifically, the cohort will focus on six points.

- Culturally responsive teaching with a community of practice around online equity
- Name or gender identification for instruction and student support services, such as counseling, tutoring and health services
- Piloting additional online resources integrated into Canvas for community building, student engagement and collaboration
- Faculty engagement in collaborative course development using online educational resource (OER) materials in Canvas
- Support for the development of a local peer-faculty course review process to support equity and student success in online courses
- Programmatic and technical preparation for Course Exchange participation

De Anza College is well positioned to actively engage in the cohort given its success rates in online education, transition to Canvas, and visiting team commendations for a welcoming, student-centered online environment.

For the reasons stated above, the college believes it is in compliance with Standard II.A.1 and the Commission Policy on Distance Education, as well as Federal Policy 602.3. In addition, the following table provides extensive faculty responses regarding their substantive interaction with students in online courses.

Figure 10: Evidence of Substantive Interaction in Sample Online Courses

(The following are from instructors for all the courses offered for review by the Evaluation Team during their site visit in October 2017)

ACCT 1A – Financial Accounting, Letha Jeanpierre, 23871			
Canvas Tools Used for Substantive Interaction	Additional Tools Used for Substantive Interaction	Instructor’s Statement	Additional Examples if Applicable
<ul style="list-style-type: none"> • Announcements • Canvas Conversations • Discussions 	<ul style="list-style-type: none"> • CCC Confer (Zoom) video-conferencing • MyPortal/Active Roster • Email 	<p><i>CCC Confer (Zoom) is used as our “lecture hall” and location for office hours. It provides the opportunity for a weekly 1.5-hour lecture/office hour. Sessions are recorded and closed-captioned for later viewing. Students have the opportunity to create dialogue in the chat section of videoconference during the live class or later in the discussion/response area of Canvas. Weekly discussion threads in Canvas cover the assigned topic and provide feedback for further review in follow-up sessions. A three-week long ethics discussion requires a writing assignment and peer feedback. I actively participate in the discussion threads, commenting and directing all discussions. Pre-recorded, closed captioned exam reviews are also available to students. Students use the publisher’s interactive tool for pre/post assessments, homework, quizzes and tests. I use email to reach out to individual students and announcements to keep students up-to-date.</i></p>	

BIOL 45 – Introduction to Human Nutrition, Anna Miller, 21639			
Canvas Tools Used for Substantive Interaction	Additional Tools Used for Substantive Interaction	Instructor’s Statement	Additional Examples if Applicable
<ul style="list-style-type: none"> • Discussions • Submission Comments • Announcements (twice weekly) 		<p><i>In addition to my online office hours, my course included three to four discussions (students select one, or more if they wish) in Weeks 2-9. I participated in all discussions, to stimulate critical thinking. I sent individual students a private message (if they did not follow the prompts correctly, or their post did not meet the criteria for their post to earn participation points). When each week’s topics closed, I posted my comments on those topics the next day. In addition to general comments, this included the concepts and information that those discussion topics contributed towards the course content. Students submitted six worksheets in the quarter. I add my comments to every submission when graded. Students submitted three parts of a substantial Diet Assignment and I submitted my comments as part of grading with every student submission.</i></p>	



BUS 10 - Intro to Business, Byron Lilly, 00297, 24564			
Canvas Tools Used for Substantive Interaction	Additional Tools Used for Substantive Interaction	Instructor's Statement	Additional Examples if Applicable
<ul style="list-style-type: none"> • Discussions • Submission Comments 	<ul style="list-style-type: none"> • McGraw Hill "BookSmart" • McGraw Hill "LearnSmart" 	<p><i>To complete this course, students must complete 14 chapters, one midterm, and one final exam in 12 weeks. Each of the chapters follows a pattern. It begins with a custom-edited video, giving an overview of the key lessons and themes of the chapter. Students must then complete a quiz based on this video. Next, students engage with the two artificial intelligence (AI) tools in the Connect toolset, SmartBook. When students click on the first SmartBook lesson I have prepared for them, a masked version of the first chapter appears. When I say "masked," the entire content of the chapter is present, but some passages have been grayed-out and others have been highlighted in yellow. An avatar appears, speaks to the student and follows as the student scrolls through the material, and counts the number of seconds they look at each page. After an appropriate amount of time has passed, the avatar pops up again and says "It appears you have read enough to be ready to answer a few questions. Would you like to do that now?" At the same time, a button begins flashing on and off that says "Practice." If they click that button, the student is taken to the second AI system, LearnSmart. Using these tools, students get the pleasure and excitement of sensing the forward progression of their knowledge in real-time. Each student is guided through a unique and completed adaptive learning journey, and given academic feedback as they progress.</i></p> <p><i>In implementing this system, I have elected to "slice the material as thinly" as the tools allow, because I believe it pays big dividends in student success and persistence. Students spend an average of 2.5 hours per week in my class interacting with the material. For a class of 50 students, that's 125 hours of adaptive academic guidance per week.</i></p> <p><i>The last assignment in each chapter is to participate in one to two weekly discussions. In each discussion, students watch a video and then respond to prompts I have written. I actively participated in at least one of these discussions per week, commenting on the majority of student posts; I gave a summative response to the other discussions. I have attached a second document containing a sampling of my comments to the first week's two discussions. Finally, while midterm and final were 100 percent objective, each student got to see which questions they missed, what the right answer was, and why. I typed that feedback into the question bank in advance and then "revealed" it after the due date. I proactively reached out to students who were not progressing in the course with individual customized messages in email using various reports first so I could give the students who were not progressing detailed information about various aspects of their participation and performance.</i></p>	

BUS 56 – Human Relations in the Workplace, 21746 and BUS 60 – International Business Management, 00313 Lale Yurtseven			
Canvas Tools Used for Substantive Interaction	Additional Tools Used for Substantive Interaction	Instructor's Statement	Additional Examples if Applicable
<ul style="list-style-type: none"> Discussions (including a peer-to-peer forum) Submission Comments Message Students Who... 	<ul style="list-style-type: none"> Closed-caption videos created by instructor 	<p><i>In addition to online office hours, I am also available by appointment via phone or to meet in person.</i></p> <p><i>For BUS 56, I have one group project for which I provide a group discussion forum. Students discuss their project and use tools on Canvas as well as outside tools of their choice to create the project.</i></p> <p><i>I have eight graded discussion questions, during which students must post their own response, and then read other students' posts and comment on at least one other student. At the end of the discussion period, I provide my own feedback on the topic.</i></p> <p><i>I provide feedback to writing assignments from each student in the submission comments box.</i></p> <p><i>I keep the grades updated with submission comments so students can look to see how they are doing at any time and interact with me about how they are doing in the course.</i></p> <p><i>I send a weekly announcement to students reminding them of what is due. In addition, I send out at least one other announcement per week with general feedback and reminders.</i></p>	

BUS 65 – Leadership, Michele Fritz, 21638			
Canvas Tools Used for Substantive Interaction	Additional Tools Used for Substantive Interaction	Instructor's Statement	Additional Examples if Applicable
<ul style="list-style-type: none"> Discussions Submission Comments Canvas Conversations 		<p><i>I have attached evidence of substantive interaction in the first two weeks for my fall Leadership class.</i></p> <p><i>I purposely turned off the Discussion button in the Menu choices in my course.</i> <i>This is because, when it is available, students will use that button to go directly to the discussion that is due, complete it without any understanding of the associated materials, and then leave the online course feeling good. Turning off the Discussion button forces the students to page through the Module for the week, where there are instructions, reading assignments, videos, a quiz and the discussion assignment for the week. If they page through quickly and then go to the discussion, then at least they know that they are purposely ignoring required preparatory material and may not do well on the assignment. This is good pedagogy for our students and leads to higher success rates.</i></p> <p><i>My class discussions are located in the weekly Module.</i> <i>My students found them. The most important attachment to look at is the screenshot entitled Number of Discussion Posts in the First Two Weeks. As you can see in this document:</i></p> <ul style="list-style-type: none"> <i>Week 1 discussion had 150 posts from my students and me.</i> <i>Week 2 provided students with a choice of three discussions, with a total of 123 posts for all three. I use discussion choices to allow students to participate in aspects of the course material that are most relevant to them.</i> <p><i>I reply to my students in the discussions.</i> <i>In week 1, my main goal is to welcome them to the course so that they feel that there is</i></p>	<p>Week 1 Discussion Responses by Instructor</p> <p>Week 2 Discussion Responses by Instructor</p> <p>Week 1 Discussion Responses by Instructor</p>

a live person paying attention, and to relieve some of the anxiety associated with online discussions. I read each student introduction and craft a reply that is based on some comment in their post. Each one is personalized; I do not cut and paste a standard greeting. This takes me hours and hours during the first week, but I feel that it is worthwhile in order to get students engaged in the course material. I have attached a printout of my customized responses to the students from week 1, entitled: **Topic_Wk 1 Discussion_ Introduce Yourself Forum M.Fritz.**

I also reply to students in the grade book. When I have criticism for a student, I usually post that here so that they aren't embarrassed by comments in the public discussion. For the week 1 discussion, I also reply to each and every student in the Canvas SpeedGrader, even if their post had no flaws, so that they know that I replied to them in the public discussion (above). I wanted to be certain that each student saw that I personally welcomed them.

The week 2 discussion choice was due Thursday Oct. 5, 2017 at 11:59 p.m. I can see student posts as early as Sept. 30, although most of the posts came in on Oct. 2-5. I purposely do not reply to students while they are working on the discussion. I have found that when I reply to students early with encouraging messages, the remaining students do not think about the questions, but simply assume that the student I replied to "had the right answer" – and all the remaining posts become paraphrases of that post. This defeats my ability to encourage alternative and diverse perspectives. I grade on the day after, which in this case was Oct. 6. I don't reply to everyone, but instead try to highlight some posts that provided important points. I do allow students to improve their posts, so it is important for me to guide students to the key concepts in their classmates posts. You can see **my replies** in the following attached files:

- **Topic_Wk 2 Discussion_ My Favorite Leader_M.Fritz** (16 replies from me)
- **Topic_Wk 2 Discussion_ Analyzing the Strengths of a Team_MFritz** (eight replies from me)
- **Topic_Wk 2 Discussion_ The Strengths of Introverts M Fritz** (three replies from me. I tend to hold back in this particular discussion topic because it requires students to share stories about how they have overcome obstacles to leadership as an introvert. These stories are very powerful and I don't want to overshadow them with my "extrovert" commentary, which is actually one of the challenges that introverts face.)

CIS 14A – Visual Basic Programming 1, Arthur Linn, 21790			
Canvas Tools Used for Substantive Interaction	Additional Tools Used for Substantive Interaction	Instructor’s Statement	Additional Examples if Applicable
<ul style="list-style-type: none"> • Discussions • Submission Comments • Canvas Conversations 	<ul style="list-style-type: none"> • CCC Confer (Zoom) videoconferencing 	<p><i>The videoconferencing sessions are each two hours long, from the first week until week 12. I present material and answer student questions during these sessions. The recordings are available to all students, especially those who didn't attend the actual online session. The fall 2017 quarter online sessions were from 5 p.m. to 7 p.m. each Tuesday and Thursday, followed by online office hour sessions that are not typically recorded. These sessions are viewable through the CCC Confer website or the 3CMedia website, and I paste the link to each recording on Canvas. In order to ensure students review the recordings, I ask one quiz question which I answer during the session. These are required to be answered by the Sunday of that week. They are worth 25 percent of the total grade in the class.</i></p> <p><i>For each of the 18 homework exercises, I provide brief comments. For the five large projects (the fifth one is optional), I provide detailed feedback to each student. And for each of the eight quizzes, I typically provide feedback to incorrect answers.</i></p> <p><i>Student questions are also answered via email.</i></p>	<p>Sample of Instructor-Led Interaction</p>



CIS 102 – Ethical Hacking, Len Fisk, 24252			
Canvas Tools Used for Substantive Interaction	Additional Tools Used for Substantive Interaction	Instructor’s Statement	Additional Examples if Applicable
<ul style="list-style-type: none"> • Discussion Forums • Submission Comments • Conferences • Conversations 	<ul style="list-style-type: none"> • 3CMedia Solutions for instructor-made videos and presentations • Jones and Bartlett Virtual Laboratories with individual feedback for each student. • Optional on-campus meetings at the beginning and end of each quarter. • Email 	<p><i>I make use of online discussions (a “bulletin board”) and students set the topics for discussion. Canvas notifies me via email when there are new posts, which allows me to respond almost immediately. This is a common event, and the tool is used by students to share pertinent information regarding the course content. I augment this tool by asking students to post “selfies,” as I have done. These “selfies” appear with the posted notes and personalize it in a nice way.</i></p> <p><i>In addition to my use of discussions, I pass graded laboratories and extra credits back to students at least once weekly, and the links to the marked and commented papers are accompanied by my comments and comments by student at the time of submission. This is a valuable line of communication, particularly regarding the student’s performance.</i></p> <p><i>Where I once used CCC Confer for office hours, I now use the Canvas Conferencing tool, “Big Blue Button,” for this purpose. I have discovered how to combine multiple classes into a single office session and run two Office Hour sessions per week in this fashion. Generally, students have found this format to be far less attractive than plain old email, largely because I generally respond to emails rather quickly, and respond to them on a 24/7 basis. Most of my email responses are via my iPhone, which I do hear at 3 a.m. because I hear the vibration, even when the sound is muted.</i></p> <p><i>In face-to-face classes, I made very frequent use of 10-minute student presentations to bolster the curriculum with current issues. I do this in the distance setting by asking students to complete audio recordings over PowerPoint presentations and uploading them to Canvas for extra credit. I upload them to 3CMedia and link them to Canvas so students can watch each other’s presentations.</i></p> <p><i>I make extremely heavy use of the structured virtual laboratories provided by Jones & Bartlett as a component of their ISSA Digital Security series. I estimate that students spend, individually, more than six hours per week working in the virtual laboratory setting. The virtual setting is essential because students are using tools that would be very dangerous for them to use over the Internet (Metasploit framework, Wireshark, Nmap, TCPdump, Aircrack-NG, and many more). Accessing these virtual laboratories from Canvas has required a good deal of extra labor to incorporate them in a natural way. The laboratories are protected and require authentication for students to be passed along from the Canvas server to the Virtual Laboratory servers.</i></p> <p><i>Laboratory reports are a central component in the curriculum, and I take approximately 20 minutes per student per report to score each student’s weekly report. I add a great deal of useful information, individual comments and corrections. I require students to submit the reports in MS Word format, using a report template that I provide. This format allows me to use colored text and in-line editing to give very thorough feedback. Canvas is useful in this exercise because it also enables me to send and receive text messages regarding each laboratory report via the comments feature.</i></p>	

COMM 9 – Argumentation & Analysis of Oral & Written Inquiry, Brandon Gainer, 24375			
Canvas Tools Used for Substantive Interaction	Additional Tools Used for Substantive Interaction	Instructor’s Statement	Additional Examples if Applicable
<ul style="list-style-type: none"> Announcements Discussions Submission Comments Message Students Who... 	<ul style="list-style-type: none"> CCC Confer (Zoom) videoconferencing 	<p><i>The following illustrates the substantive interaction in my COMM 9 course during Week 1 of the quarter:</i></p> <p>Weekly Discussions: <i>There were three discussion threads during the first week of the course: “Icebreaker Forum,” “Writing Rules: Myth or Not,” and “Defining Critical Thinking.” I was an active participant who responded to students in two of the three discussions. In addition, a summative post (see attached) was created for the “Writing Rules” and “Defining Critical Thinking” discussions, as these focused more heavily on class subject matter.</i></p> <p>Announcements: <i>Three announcements were posted during Week 1. Each of these posts included specific directives for the week, guidance in navigating Canvas, and an invitation for students to reach out and connect in regards to questions. (Some took this opportunity and carried forward a conversation via Canvas messaging and email). Another announcement, which addressed the entire class, was in response to questions that had come up within the same day. A final announcement was a way to close out the week and give a reminder of upcoming assignments (similar to a closing in class). Each of these announcements generated further conversation from the students that was often carried forward into email or messaging through Canvas.</i></p> <p>Student Information Form: <i>This is an assignment due on week 1, in which students fill out a form introducing themselves to the instructor. The last item on the list invites the student to ask any question they would like to know about the instructor – whether related to the class or not. Every student who asked a question of the instructor received a detailed response. Some of these served as clarification, while others were increasing disclosure between instructor and peer, further building rapport. These comments were located in the grade book.</i></p> <p>Submission Comments: <i>In addition to posting within the discussion itself, students also received individual feedback for their discussion responses. While expecting an individual posting and response to every single student is a large request, anywhere from a third to half of the students in each discussion received remarks.</i></p>	<p>Sample Summative Posts to Discussions</p>



COMM 16 – Interpersonal Communications, Anu Khanna, 24396			
Canvas Tools Used for Substantive Interaction	Additional Tools Used for Substantive Interaction	Instructor’s Statement	Additional Examples if Applicable
<ul style="list-style-type: none"> • Discussion Forums (9-10 a quarter) • Submission Comments • Message Students Who... • Canvas Conversations • Announcements 	<ul style="list-style-type: none"> • Closed-captioned videos created by instructor • PicMonkey graphics program to create graphics/quotes/images that accompany announcements or that are included in course content pages 	<p><i>I enable substantive interaction to occur in my class based on the following</i></p> <ul style="list-style-type: none"> • <i>Weekly announcements to students, which include motivational quotes, video overviews, reminders, and content overviews or summaries</i> • <i>Summative responses to student discussion posts or skills reports (see example C attached)</i> • <i>Skills reports or application papers: Students apply at least one key concept or theory as skill practice every week and write a reflection and analysis for these reports/papers. I respond regularly to their reports via submission comments in the grade book and the rubric used – and by commenting in their papers itself (see examples D and E)</i> • <i>I developed connection and engagement with students via the “Message Students Who ... “ feature, and through individual messages in Canvas messaging in order to assist students who needed additional reminders or help with class material (see example F).</i> • <i>Virtual Conferences/Chats (three scheduled during the quarter) to enable students to engage with me and ask any questions in a “live” format (See example G)</i> 	<p>Samples of Substantive Interaction</p>

ECON 2 – Microeconomics, Don Uy-Barreta, 22791			
Canvas Tools Used for Substantive Interaction	Additional Tools Used for Substantive Interaction	Instructor’s Statement	Additional Examples if Applicable
<ul style="list-style-type: none"> • Message Students Who... • Canvas Conversations • Announcements 	<ul style="list-style-type: none"> • Email • Self-created, closed-captioned videos • CCC Confer (Zoom) videoconferencing • Skype for individual conference calls 	<p><i>I provide the students my deanza.edu email address and my Skype information. I check my messages Monday through Thursday and reply within 24 to 48 hours. I also check on Fridays and weekends for emergencies and otherwise typically reply on Monday. If it is assignment-related then I reply immediately regardless of day or time.</i></p> <p><i>I initiate the contact through announcements of what I expect from all the students and provide reminders of upcoming assignments and studying techniques. In addition to posting announcements, I also reach out to the students via email, online discussions, real time chats and conference calls, quizzes with feedback, and telephone contacts. The announcements reiterate guidelines and outcomes, and also provide expectation on how much time students should expect to work on the class assignments. I also request feedback from students regarding their learning experience throughout the quarter. Furthermore, I message students regularly to see if they are understanding the course topic and if they need additional support.</i></p> <p><i>In addition to my online office hours, my course consists of weekly reading, video lecture, graded assignments and/or exams. I initiate weekly contact on academic work through the “Message Students Who...” feature on Canvas. I check on the grades weekly and send out encouraging and nurturing messages and reach out to students I felt needed additional support on the course content or assignments.</i></p> <p><i>In addition to email, text, and Skype, I’ve also held live videoconference calls, where students could ask questions, to ensure continued support and success. As an example, for one assignment (“Chair the Fed” simulation), I had students complete the simulation and email me a screenshot of their results. I would provide feedback on the student’s performance on the simulation via email.</i></p>	

ELIT 11 – Introduction to Poetry, Ken Weisner, 21184			
Canvas Tools Used for Substantive Interaction	Additional Tools Used for Substantive Interaction	Instructor’s Statement	Additional Examples if Applicable
<ul style="list-style-type: none"> • Discussions • Submission Comments 		<p><i>In addition to online office hours, my courses consist of weekly discussions and homework assignments as well as quizzes and papers. I also use “Announcements” and Canvas messaging, email and dedicated Q&A discussion forums to engage students and keep them informed. I do at times engage directly in discussion forums with students but most frequently reach students through SpeedGrader in Canvas. I encourage all accreditors and administrators and colleagues to observe my courses including the grade book (SpeedGrader) comments section where I make substantive comments to students about their essays and homework assignments. This quarter I’ve also begun using Canvas comment tools to mark directly on posted essays. This has been my first full year in Canvas, having transitioned from Catalyst beginning July 2017, so there has been a learning curve especially in terms of how to apply SpeedGrader to student work in discussion forums, how to set up and grade essays, discussions, and peer reviews (quite different in Catalyst). We have excellent trainers on campus.</i></p>	Sample of Submission Comments

ESCI 1 – Environmental Science, Mary Poffenroth, 23135, 24226			
Canvas Tools Used for Substantive Interaction	Additional Tools Used for Substantive Interaction	Instructor’s Statement	Additional Examples if Applicable
<ul style="list-style-type: none"> • Discussions • Submission Comments • Message Students Who... 	<ul style="list-style-type: none"> • Turnitin Feedback Studio • Interactive embedded video • CCC Confer (Zoom) Videoconferencing • Google Hangouts 	<p><i>My online course, ESCI 1, is not self-paced and there are firm deadlines every week. Each week, students are required to watch two picture-in-picture lecture videos that I have created myself, where students can see me speaking to them straight to camera with an embedded slide deck. Then they have two to four graded assignments that must be completed by the Friday deadline. These assignments include individual work spanning written responses, student created video, and drawing modalities as well as instructor-led group discussions. Students are required to participate in a total of eight academic discussions during the term where interaction with fellow students and with me is required for a grade.</i></p> <p><i>Students receive feedback on assignments via Canvas comments, the Turnitin.com grading tool, the Canvas rubric, and private messaging or private video as needed.</i></p> <p><i>Every Monday morning a new updated video is published in Canvas to review what is happening in the course for that week. This includes a screencast to show students exactly where they need to go in order to access all content for the week. Video is also used to answer questions or provide academic feedback when a short message will not suffice.</i></p> <p><i>Videoconferencing and Google Hangouts are used to meet in real time via videoconference calls to discuss content, hold online office hours in my CCC Confer (Zoom) meeting room, and provide support for assignments such as our literature review paper or oral presentation project.</i></p>	

EWRT 1A – Composition & Reading, Deborah Garfinkle, 00878			
Canvas Tools Used for Substantive Interaction	Additional Tools Used for Substantive Interaction	Instructor’s Statement	Additional Examples if Applicable
<ul style="list-style-type: none"> Announcements Canvas Conversations Discussions Submission Comments Message Students Who... 	<ul style="list-style-type: none"> Turnitin Feedback Studio 	<p><i>In addition to my online office hours, each module consisted of three weekly assignments (Discussions, Group Discussions and Reflections) for which each student received individual comments from me on their work when the assignment was evaluated. I also interacted with groups in Discussions when I felt they needed more guidance as a whole. I also used “Message Students Who” to initiate a dialogue with students when they were not doing the work in order to provide additional help and strategize ways to overcome the problems. For the midterm and final, I created a virtual study hall where students collaborated in coming up with study guides and possible questions. I gave them feedback on these, using the SpeedGrader feature in Canvas. Students received copious feedback on their graded essays – both inline and global SpeedGrader comments in Canvas.</i></p>	<p>Sample of Submission Comments, Message Students Who and Discussion Responses within SpeedGrader</p>

EWRT 1A – Composition & Reading, Lydia Hearn, 22581			
Canvas Tools Used for Substantive Interaction	Additional Tools Used for Substantive Interaction	Instructor’s Statement	Additional Examples if Applicable
<ul style="list-style-type: none"> Announcements Discussions Message Students Who... 	<ul style="list-style-type: none"> YouTube Videos combined with discussion 	<p><i>Students participate in one to two discussions per week. Once every unit (each unit spanning approximately two weeks), I respond to each and every student, particularly when I give each student individual feedback on their thesis statements and outlines for upcoming papers that are due. Each of my responses averages between 125-150 words. For the other discussions, I often give summative comments. For quizzes, in addition to grading the quiz, I leave substantive comments if the student is not understanding the material. For any question that requires manual grading (i.e. fill-in-the-blank or written answers rather than multiple choice), I leave some type of comment, ranging from a brief “Terrific!” to an explanation of the correct answer. This goes beyond what I would do in a face-to-face class as I am able to cater my responses to individual students’ needs.</i></p> <p><i>I created YouTube videos (with captions) with my own voiceover so that students can get a human quality to their learning rather than just reading text, and all the videos then require a quiz or a response for student feedback.</i></p> <p><i>With each paper that is submitted, I not only provide marginal comments, but I also leave extensive end comments through SpeedGrader. The end comments average about 200 words. While this can be construed as “grading,” this goes far beyond what would occur in a face-to-face class since the end comments also substitute for individual student conferences about their papers and writing in general.</i></p> <p><i>In addition to two online office hours I hold a week, I also hold two face-to-face office hours a week during which I keep my email platform open so that I can answer any students’ questions immediately. In fact, I tend to keep my email platform open throughout the entire day so that I can respond quickly to students. Sometimes students email me at midnight on a Saturday night, and they get a response within five-10 minutes. I post in my syllabus that the turnaround time for other email correspondence is 24-48 hours, although I usually respond to students within 24 hours. My contact with students via email is regular and extensive. For example, in fall quarter for just one online section of 28 students, there were over 200 email messages between students and me, throughout the course. The nature of the emails included questions on how to navigate Canvas, questions of clarification, requests for assistance regarding grammar or MLA documentation, questions regarding content of the readings, and questions regarding ways to improve their writing.</i></p>	

ICS 5/ARTS 2F – History of Art, Nancy Olsen, 23695, 23694, 24014, 24017			
Canvas Tools Used for Substantive Interaction	Additional Tools Used for Substantive Interaction	Instructor’s Statement	Additional Examples if Applicable
<ul style="list-style-type: none"> • Discussions • Submission Comments • Canvas Conversations 		<p><i>Since this is an art history class, there is a lot of emphasis on visual learning and formulating one’s own thoughts about paintings and sculptures. To this end, I use textbook assignments, annotated presentations and video documentary, and worksheets and discussions to facilitate student learning. I respond regularly with brief comments to student participation in our reflective online discussions.</i></p> <p><i>Students have two larger assignments due during the quarter and there is much interaction between students and me. I try to find resources and museums for them to visit in their area since many of my students do not live near De Anza College.</i></p> <p><i>Students receive substantive comments on their assignments and I regularly reach out to student who may be struggling to point them in the right direction.</i></p>	

POLI 1 – American Government & Politics, Nicky Gonzalez Yuen, 24130, 24135			
Canvas Tools Used for Substantive Interaction	Additional Tools Used for Substantive Interaction	Instructor’s Statement	Additional Examples if Applicable
<ul style="list-style-type: none"> • Announcements • Discussions • Submission Comments • Message Students Who... 	<ul style="list-style-type: none"> • Turnitin Feedback Studio for 12 “Chat Dialogues” between students, student mentors and instructor. • CCC Confer (Zoom) videoconferencing • Optional class Facebook Group 	<p><i>In addition to my weekly in-person office hours, I am available to my students via phone and videoconference by appointment.</i></p> <p><i>My online class also includes numerous mandatory interactive assignments and forums. I assign 12 weekly “Chat Assignments” in which students engage in an extended dialogue covering both the assigned class material – video and written – and such topics as their learning processes, pace and challenges. My goal is for students to have an interactive partnership in real time via chat at a time they determine based on their schedules. The Weekly Chat Dialogues typically consist of about eight questions that I assign and two questions they must come up with on their own. As one can see, over the 12-week term, these chats help students develop a real partnership.</i></p> <p><i>Other interactive assignments include two discussion forum assignments, civic engagement field work assignments they can carry out through one of the 20-plus placements we have pre-screened from our community, an alternative placement they can propose, or an individualized assignment they carry out with their friends, family or co-workers. Students conclude the class with an interactive voter engagement project in which they must register eight voters and interview three non-voters on why they do not vote and then relate their experiences and what they learned to the assigned video assignments and written material.</i></p> <p><i>I regularly use the contact tool in the Canvas grade book to remind students who have not submitted work to get it in on time. I also use this tool to write to students who are doing especially well to encourage their posts on the common class online forum and I check in with students who either did not submit an assignment or who did not do well on an assignment. In these messages, I encourage them to be in touch with me and also to utilize their class peer mentor/ tutor as well as their partners and the online discussion forum. By offering multiple modes of help, I provide students with options that fit their comfort level asking for help from an instructor or a peer or a more advanced student tutor.</i></p>	

		<i>I also have numerous interactions with my students via the Canvas messaging/inbox tool. Often these begin with an announcement I initiate in the Canvas announcement tool. For example, in the first two weeks of the term I made 12 announcements and had 81 separate email strings that comprised a total of 309 emails between my students and me through Canvas. This was just the first two weeks, but this pace of exchanges is typical.</i>	
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PSYC 4 - Abnormal Psychology, Shannon Hassett, 20291			
Canvas Tools Used for Substantive Interaction	Additional Tools Used for Substantive Interaction	Instructor's Statement	Additional Examples if Applicable
<ul style="list-style-type: none"> • Discussions • Submission Comments • Announcements 	<ul style="list-style-type: none"> • CCC Confer (Zoom) video-conferencing for online office hours • Email 	<p><i>In addition to my online office hours (through videoconference), I had on-campus office hours four times a week (which a few online students used, in person or by phone), along with regular interaction via email and Canvas announcements. I had weekly discussions, in which I commented on a majority of students' posts. Each week, I also summarized what the different discussion groups discussed in their small groups. I regularly commented on individual student assignments (through submission comments), which included weekly logs and a final paper. Furthermore, I commented on exam essays, providing feedback and encouragement. If a student appeared to need additional help, I reached out to the student through email to provide assistance and appropriate resources (such as psychological services or tutoring).</i></p>	<p>Sample of Submission Comments and Discussion Interaction</p>



Appendix of Evidence

IPBT Meeting Notes	http://link.deanza.edu/recs-i
SSPBT Meeting Notes	http://link.deanza.edu/recs-ii
SLO Core Team Meeting Notes	http://link.deanza.edu/recs-iii
CPC Meeting Notes	http://link.deanza.edu/recs-iv
Board Minutes	http://link.deanza.edu/recs-v
Technology Plan	http://link.deanza.edu/recs1
Facilities Master Plan	http://link.deanza.edu/recs2
Program Review Completion	http://link.deanza.edu/recs3
Budget Reductions Criteria	http://link.deanza.edu/recs4
SLO Documents	http://link.deanza.edu/recs5
IPBT Reviews	http://link.deanza.edu/recs6
Library Program Review	http://link.deanza.edu/recs7
Student Success Center Program Review	http://link.deanza.edu/recs8
Online Program Review	http://link.deanza.edu/recs9
Online Tutoring	http://link.deanza.edu/recs10
Online Advising	http://link.deanza.edu/recs11
Substantive Change Proposal	http://link.deanza.edu/recs12
IPBT Checklist	http://link.deanza.edu/recs13
2017 Governance Reflections	http://link.deanza.edu/recs14
SSPBT Reviews	http://link.deanza.edu/recs15
FCOPBT Reviews	http://link.deanza.edu/recs16
2016-17 Data Sheets	http://link.deanza.edu/recs17
IPBT Data	http://link.deanza.edu/recs18
IPBT Data_2	http://link.deanza.edu/recs19
Curriculum Committee	http://link.deanza.edu/recs20
Curriculum Form	http://link.deanza.edu/recs21
SLO Process Guide	http://link.deanza.edu/recs22
Data Tool	http://link.deanza.edu/recs23
Assessment Rubric	http://link.deanza.edu/recs24
2015 Opening Day	http://link.deanza.edu/recs25
SLO Assessment	http://link.deanza.edu/recs26
Nuventive	http://link.deanza.edu/recs27
Metrics Review	http://link.deanza.edu/recs28
Critical Thinking	http://link.deanza.edu/recs29
2016 Convocation	http://link.deanza.edu/recs30
SLO Convocation	http://link.deanza.edu/recs31
Making it Meaningful	http://link.deanza.edu/recs32
Information Literacy Assessment	http://link.deanza.edu/recs33
2015 Convocation	http://link.deanza.edu/recs34
2015 SLO Assessments	http://link.deanza.edu/recs35
SSSH Equity Initiatives	http://link.deanza.edu/recs36
“Student Voices”	http://link.deanza.edu/recs37
SLO Assessment	http://link.deanza.edu/recs38

Suskie PLO Workshop	http://link.deanza.edu/recs39
Catalog Webpage	http://link.deanza.edu/recs40
Catalog PDF	http://link.deanza.edu/recs41
Student Learning Outcomes	http://link.deanza.edu/recs42
SLOs Defined	http://link.deanza.edu/recs43
Sample PLO	http://link.deanza.edu/recs44
ICC Assessment	http://link.deanza.edu/recs45
SLO Program Review	http://link.deanza.edu/recs46
Equity Planning	http://link.deanza.edu/recs47
SLO Committee	http://link.deanza.edu/recs48
Assessment Workshop	http://link.deanza.edu/recs49
Assessment Workshop2	http://link.deanza.edu/recs50
Assessment Workshop3	http://link.deanza.edu/recs51
Planning Cycle	http://link.deanza.edu/recs52
EMP Update	http://link.deanza.edu/recs55
Nuventive Assignments	http://link.deanza.edu/recs56
Canvas Outcomes	http://link.deanza.edu/recs57
Admissions SSLO Workshop	http://link.deanza.edu/recs58
SLO Minutes	http://link.deanza.edu/recs59
SLO Core Team Minutes	http://link.deanza.edu/recs60
2017 Convocation	http://link.deanza.edu/recs61
2018 Convocation	http://link.deanza.edu/recs62
Retreats	http://link.deanza.edu/recs63
SLO Newsletter	http://link.deanza.edu/recs64
Archiving Presentation	http://link.deanza.edu/recs65
Senate Presentation	http://link.deanza.edu/recs66
SLO Summer Update	http://link.deanza.edu/recs67
Curriculum Form	http://link.deanza.edu/recs68
Regular Contact	http://link.deanza.edu/recs69
ACCJC Checklist	http://link.deanza.edu/recs70
WCET Blog	http://link.deanza.edu/recs71
Canvas Transition	http://link.deanza.edu/recs72
Canvas Training	http://link.deanza.edu/recs73
Online Guidelines	http://link.deanza.edu/recs74
Online Resources	http://link.deanza.edu/recs75
Canvas Resources	http://link.deanza.edu/recs76
Orientation	http://link.deanza.edu/recs77
Six Factors	http://link.deanza.edu/recs78
Training Presentation	http://link.deanza.edu/recs79
Online Workshops	http://link.deanza.edu/recs80
Canvas Conversion	http://link.deanza.edu/recs81
Mission and Values	http://link.deanza.edu/recs82
Educational Master Plan	http://link.deanza.edu/recs83