

## **Standard I: Institutional Mission and Effectiveness**

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

### **Standard I.A: Mission**

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

#### **Descriptive Summary**

De Anza College's current mission statement was developed in 1994 after a yearlong discussion and revision process, which followed the 1992-1993 Accreditation Self-Study recommendations. The college's mission statement was reaffirmed in the 1999 Educational Master Plan, and reaffirmed again in the 2004-2005 "update" of the Educational Master Plan. The mission statement (Doc. 1) reads as follows:

"Building on its tradition of excellence, De Anza College challenges students of every background to:

- develop their intellect, character, and abilities;
- achieve their educational goals; and,
- serve their community in a diverse and changing world."

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

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

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

- knowledgeable and self-directed members of the workplace,
- appreciative of the aesthetic expressions of humankind,
- vital participants in the diverse cultures of our community,

- informed and active citizens of the world, and
- lifelong learners.”

The college is committed to serving and encouraging excellence among students from diverse physical and learning abilities and cultural backgrounds. As stated in the college catalog, “De Anza believes each person has dignity and worth and is entitled to an equal right to develop his or her potential for a full and meaningful life. Men and women of all ages, interests and ethnic backgrounds are welcomed here to exchange ideas, to gain understanding of their own and others’ motivations, to question and to learn.” (Doc. 2, pg. 6)

The college’s Educational Master Plan, “DE ANZA 2005 Pathways to Excellence,” identifies the mission as the guiding tool to be used throughout the college when developing plans, programs, and processes: “Through the mission and values statements, we focus on the quality of the students’ educational experience and consider what we must do to enrich the learning environment to make the most of our time together. The faculty and staff repeatedly return to these guiding statements as the foundation for building both short-range and long-range institutional goals and objectives. These statements frame the fundamental questions we ask ourselves about the improvement of teaching and learning, as we attempt to integrate mission, values and goals in constructing our shared vision for De Anza and an agenda of work to achieve that vision.” (Doc. 1, pg. 3) For example, the college’s mission (Doc. 3) was a key factor in the creation of the new Student Success and Retention Services Center (SS&RSC).

### **Self-Evaluation**

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

The mission statement drives the principles found in the college’s Educational Master Plan, which was approved by the Board of Trustees in 1999. (Doc. 4) The Educational Master Plan outlines specific goals that reflect the college’s commitment to student learning and success including campus environment and climate, quality of programs and instruction, fiscal soundness, and reputation.

The college's commitment to student learning is inherent in our values, consistently demonstrated by faculty, staff, and administrators, and our mission statement reflects that commitment by an explicit focus on the students' capacity to develop their "intellect, character, and abilities."

### **Planning Agenda**

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

## **Standard I.A.1**

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

### **Descriptive Summary**

De Anza provides a broad range of learning programs to meet the needs of our diverse student population. In the 2004-2005 academic year De Anza is offering about 2,400 courses in 122 areas of study. Students can choose from 55 associate degrees and 135 certificates. To help accommodate students who have less-than-flexible schedules, we offer approximately 100 Distance Learning courses. (Doc. 5) Classes are available on a quarterly basis on and off campus, during the day and evening, online and on television. (Doc. 5)

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

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

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

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

- Counseling and Advising
- College Readiness Program
- EOPS (Extended Opportunity Program and Services)
- Honors Program
- LinC (Learning in Communities)
- MPS (Math Performance Success Program)
- Outreach and Orientation
- Puente
- RENEW Re-entry Services
- SS&RSC (Student Success and Retention Services Center)
- Transfer Center
- Tutorial and Academic Skills Center

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

- Financial Aid and Scholarships
- Health Services

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

- Library/Learning Center
- OML (Open Media Lab)

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

- DSS (Disability Support Services)

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

### **Self-Evaluation**

In the “2003-2004 State of the College Annual Report to the Board of Trustees,” (Doc. 6) the Fall Headcount Percentage Distribution by Ethnicity reported percentage increases since 1997 in every ethnic category except Native American (which stayed relatively the same) and White (which decreased). With this changing demographic, the college needs to continue reviewing its program offerings and make improvements relative to the changing ethnic demographics.

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

De Anza periodically conducts student surveys to assess whether it is addressing the needs of the student population. (Doc.7) The surveys suggest that although institutionalized programs are formally established to serve a wide variety of students, the campus climate inside and outside the classroom needs more sensitivity and exposure to multicultural issues and curriculum. A substantial proportion of students indicated that they had limited exposure to material that helped them understand the issues relevant to other groups and that there were “differences among [ethnic] groups in student perceptions of [the college] as an encouraging and supportive environment in which to study.” (Doc. 8) Thus, while students in general felt that they were developing “their intellect, character and abilities” and achieving “their educational goals” as noted in the mission statement (Doc. 3), the college needs to foster a learning environment in which the students are able to become “vital participants in the diverse cultures of our community” as the Education Master Plan states and as the mission implies.

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

Campus committees continually return to the Educational Master Plan ideals for guidance. As a result, during robust budget years new programs were added and during lean budget years resources were reallocated, using data and analyses that were shared with the college community and guided by the values articulated in the Mission, Purpose and Outcomes statements. The planning process outlined in the Educational Master Plan, which seeks to base decisions on solid data and indicators of quality, has been integral to campus discussions. (Doc. 1)

While the spirit of the De Anza mission statement is to prepare students to be “vital participants in the diverse cultures of our community” and “informed and active citizens of the world,” a more formalized structure is needed to articulate ways in which student civic engagement activities can further enhance their participation in our diverse community.

### **Planning Agenda**

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

## **Standard I.A.2**

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

### **Descriptive Summary**

The Board of Trustees approved the mission statement as part of the Educational Master Plan adoption in 1999. (Doc. 4) The board then reaffirmed the mission statement when it approved the 2005 Updated Educational Master Plan. The mission statement is published in the college’s primary printed and electronic publications, including the schedule of classes, college catalog, the State of the College Annual Report to the Board of Trustees, and on the college Web site.

### **Self-Evaluation**

De Anza’s mission statement is published in media that are highly visible and easily accessible to prospective and current students and employees. These methods of disseminating the mission statement have proven to be adequate. In the 2004 De Anza Faculty and Staff Accreditation Survey, 92%

of those responding to the survey agreed or strongly agreed that the college has a clear and publicized mission that identifies its educational objectives. (Doc. 9)

### **Planning Agenda**

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

## **Standard 1.A.3**

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

### **Descriptive Summary**

In the 2003-2004 academic year, the college set forth to update the 1994 mission statement with an aim for the new mission statement to reflect the college's current learning environment, vision, and goals. The mission statement has been discussed in the College Council, Planning and Budget Teams, and participatory governance committees and remains in development. (Doc. 10)

A question articulated in the Educational Master Plan, "Do students learn?" has been central to campus dialogue concerning revision of the mission statement. De Anza is committed to fostering a student-learning environment that results in successful students. This commitment is apparent in discussions held during the 2003-2004 review of the college mission statement, annual updates to the Educational Master Plan's internal/external assessment (presented to the Board of Trustees as the State of the College Report), as well as the Student Equity Plan.

The numerous participatory governance groups as well as departments and programs all develop individual mission statements to guide their strategic planning. The individual mission statements of these groups are linked and consistent with the ultimate mission of the college. (Doc. 11)

### **Self-Evaluation**

The college has undertaken the task to update its mission statement to reflect the changing social and economic climate of the community. In the various shared governance groups, mission statement discussions and the process of revision have occurred throughout the 2003-2004 academic year and continue in the current academic year. (Doc. 10)



Part 1 of the Educational Master Plan establishes that “in every class we plan, in every program we develop, in every standard we set, in every process we devise, we must think about our mission and ask ourselves:

Do students learn?

Do students achieve?

Do students transfer?

Do students find satisfying work?

Do students contribute to improving our community and our world?”

The April 22, 2004 College Council meeting minutes embody the rigor and deliberation that the college embraces in updating its mission statement as evidenced in the vice president of Instruction’s meeting with the major governing structures – Academic, Classified, and Student Senates – to acquire feedback and suggestions on the proposed mission statement. Also, the 2003-2004 Annual Report presents the revision of the mission statement as a primary planning effort for the 2004-2005 academic year.

The efforts to update the mission statement are also found in the meeting agendas and minutes of various governance structures across the campus, including the College Council and the Academic Senate. (Doc. 10) As noted above, the revision of the mission statement should be an initial step in the development of a new strategic plan.

### **Planning Agenda**

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

## **Standard 1.A.4**

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

### **Descriptive Summary**

The Educational Master Plan emphasizes, “In every class we plan, in every program we develop, in every standard we set, in every process we devise, we must think about our mission.” Chart 1-1 of the document, titled “De Anza College Planning Process,” demonstrates a strategic, procedural, and operational flowchart with the college mission, purpose, and outcomes lying central to the college planning process.

In the 1999 “De Anza College Accreditation Self-Study,” the planning summary (page 157) indicates that the implementation of the Planning and



Budget Teams reporting to the College Council provides the college with a unique opportunity to focus on its decision-making more clearly based upon its mission and goals. The College Council annually develops institutional goals consistent with the mission statement. (Doc. 12)

De Anza utilizes its existing strategic plans and adopts new plans for institutional strategic planning. (Doc. 13) Among the college core plans are the Multicultural Plan, Technology Plan, Matriculation Plan, College Readiness Plan, Staff Development Plan, College Annual Goals and Work Plan, Americans with Disabilities Act Self-Study, and the Facilities Plan. The various plans used by the college are directly linked to the college Educational Master Plan. (Doc. 1) The college's Educational Master Plan identifies critical issues relative to the college's mission as well as data collected and analyzed through the Institutional Research Office. This action plan is linked directly to the institution's mission, goals, and vision.

With the advent of the Program Review process at De Anza in 1994, programs, departments, and cost centers conducting Program Reviews were expected to adopt individual mission statements consistent with the mission statement of the college. Resource planning and funding requests as well as policy changes must be presented in the Program Review, the fundamental level of institutional inquiry. From the elemental level of data gathering and analyses to the college core plans, the mission statement is integral to the planning process. (Doc. 14)

### **Self-Evaluation**

The mission statement presented in the opening pages of every college catalog in years subsequent to the 1994 adoption as well as the publishing of the statement in the beginning of every class schedule serves as a resilient reminder of its prominence in our service to our students. The repetition of the mission statement in major campus publications (college catalog, class schedule, Web site) provides students with an indicator of its relevance and the immense importance the institution places on its commitment to provide a dynamic learning environment. In "DE ANZA 2005 Pathways to Excellence" (Doc. 1) and in the 2005 Updated Educational Master Plan, the mission statement is illustrated in the De Anza College Planning Process flowchart as the driving force in strategic decision-making regarding the students we serve, new and ongoing programs, program priorities, instructional and student services delivery systems, community development, and funding sources.

The "De Anza College Faculty and Staff Accreditation Survey" (Doc. 9) was administered electronically in October 2004 and the results were released in November 2004. The survey was developed to provide evidence of employ-

ee perceptions of the college for the Accreditation Self-Study process. The overwhelming majority of respondents (92%) agreed or strongly agreed that De Anza “has a clear and publicized mission that identifies its educational objective.” However, unlike the Self-Study Survey that preceded the 1999 Accreditation Self-Study, the present survey did not provide specific questions regarding institutional planning and its relation to the mission.

The mission statement makes the charge that the college challenges students of every background “to achieve their educational goal.” A related goal presented in the Educational Master Plan is to “provide effective pathways to learning for every student.” In support of these ideals, De Anza established a Puente program and the Math Performance Success (MPS) program on campus. We also moved the Honors program to the Office of Diversity to be more inclusive for underrepresented students and hired a full-time faculty member to manage the Assistive Technology Center, clearly showing that our institutional planning is consistent with the charges of the college mission statement to assist students in reaching their educational goal.

The De Anza mission statement also makes the charge of “developing the intellect, character, and abilities of students.” The college’s inclusion of students in governance discussions fosters leadership abilities and character. A leadership class, “Counseling 107: Special Projects in Student Leadership,” was established to develop the character and leadership abilities of students. It had been offered quarterly through spring 2004 and is under revision for fall 2005 to become a CSU transferable course. Additionally, student members of the College Council and related governance committees are assigned faculty or staff mentors. The vice president of Student Services meets with them on a regular basis to discuss the role of students in our college governance structure.

In support of our commitment to diversity (part of our mission), De Anza established an Office of Diversity, which works to decrease the disparities in learning outcomes across ethnic groups as well as individuals of diverse learning abilities. Institutional sensitivity and appreciation for various forms of diversity is witnessed in the tremendous allocation of resources and the multiple-departmental presence in the Special Education Division (DSS, EDC, Adapted Physical Education, Assistive Technology Lab, accessible computer workstations in the OML, Library and main Computer Applications and Office Systems lab). In the recent Self-Accreditation Survey, 92% agreed or strongly agreed that, “employees of the college of all abilities/disabilities are respected.”

The structure of the college’s annual Program Review requires departments, including departments serving students with disabilities, to assess “how the

program/services assist students in obtaining their goal.” (Doc. 14) The department heads are also asked in the annual Program Review process to evaluate “What role do you play in the retention/support/persistence of and impact on students?” in addition to “How have the students in your program performed related to their educational, career, or personal goal attainment?” The structure of Program Review is an institutional evaluation of department performance and progress specific to charges of the mission statement.

The college has institutional planning and decision-making mechanisms that articulate and evaluate our actions in reaching our mission: an Educational Master Plan, Annual Program Review, and a midterm assessment of progress and activities, which is then articulated in a Midterm Report. (Docs. 1, 14, 15)

### **Planning Agenda**

No recommendations at this time.

## **Standard IB: Improving Institutional Effectiveness**

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

### **Standard 1.B.1**

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

### **Descriptive Summary**

De Anza fosters a continual self-reflective dialogue about the improvement of student learning and about institutional processes in numerous ways, in numerous places, and at many different levels of the college. (Doc. 10)

Underlying this dialogue are the college's mission statement and its 1999 Educational Master Plan, and its recent update: "Achieving the 1999 Master Plan Goals – Progress Report, Revised Jan. 27, 2005." (Doc. 33)

At the heart of this dialogue lies the Program Review process, which was revised in 2002 and may be revised and expanded once again according to minutes from the Instructional Planning and Budget Team meeting of Jan. 25, 2005. (Doc. 16) Program Review, implemented every three years, requires that each instructional and administrative unit of the college analyze and evaluate its progress toward enabling students to be successful, to reach those goals set out in the Educational Master Plan. Program Review documents incorporate the input of faculty, staff, and administrators. (Doc. 14) Much of this input grows out of smaller groups and committees within each unit (e.g. the LinC Program, the Developmental Task Force, the Student Success/Writing Center Committee).

In the last three years in particular, many of the conclusions and proposals suggested by these smaller groups stem from the results of research projects conducted by De Anza's Institutional Research officer, who was hired in 2002. The results of these research projects, as well as other pertinent information for the entire college community, now appear on the Web site maintained by the Institutional Research officer. (Doc. 17)

The Program Review process has effectively resulted in recommendations for additional resources or program changes and has promoted accountability by requiring units to identify how they will strengthen their programs and/or services in order to foster increased student success and retention. In addition to Program Reviews, the college produces an Annual Report (Doc. 6) at the end of each fiscal year in order to inform the public of De Anza's progress and plans for the future.

In 2002 Planning and Budget Teams (PBTs) for each major segment of the college were established. The Program Review documents are examined by the appropriate PBT. The College Council also examines Program Review plans and the Annual Report to ensure that the college is accomplishing its mission, goals, and objectives. The College Council uses the data related to outcomes to develop its next year's institutional goals.

### **Self-Evaluation**

Minutes of these various meetings and group findings as well as Program Reviews, the Annual Reports, and the Educational Master Plan can be found on De Anza's Web site (Doc. 34) and are thus available to the entire college community so that it can engage in ongoing, self-reflective dialogue about the improvement of student learning and institutional processes. Furthermore, more than 60% of faculty and staff responded positively to the 2004

Accreditation Survey questions regarding De Anza's "Mission and Institutional Effectiveness." (Doc. 9)

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

- 1) "White students generally had a more positive view of the classroom environment when compared to other ethnic groups."
- 2) "Students whose primary language was not English generally rated the classroom environment, including their perceptions of teacher understanding, less favorably than English speakers."

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

More dialogue is needed between the PBTs as well as between each team and the College Council. The college might consider reinstating a joint PBT to assist in this coordination.

Finally, although administration, faculty, and staff voices are heard via the current methods of implementing dialogue, student voices have not been easy to include but are greatly needed and desired.

### **Planning Agenda**

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

## Standard 1.B.2

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

### Descriptive Summary

In order to accomplish goals outlined in its mission statement, De Anza develops key documents that specify intended institutional outcomes: Program Reviews, planning and budgeting plans, a Matriculation Plan, Student Equity Plan, Multicultural Plan, Technology Plan, Facilities Master Plan, District Educational Master Plan, and District Diversity Plan. (Doc. 13) The chief document that focuses on the goals outlined in De Anza's mission statement is the 1999 Educational Master Plan, "DE ANZA 2005 Pathways to Excellence." (Doc. 1) These goals were reaffirmed in the 2005 Updated Educational Master Plan. De Anza's new president, who was selected in the spring of 2004, anticipates a college-wide discussion during the strategic planning process in 2005-2006 to create a new and revised Educational Master Plan. This new plan will rely heavily on the current 2004-2005 Accreditation Self-Study. (Doc. 18)

De Anza's Educational Master Plan set annual target percentage increases in connection with its four major goals:

- Achieve levels of excellence in a climate of learning for a diverse student body;
- Provide effective pathways to learning for every student;
- Improve student learning, student life, and the management of resources through the appropriate application of technology;
- Increase access through planned growth and fiscal soundness.

For example, the college aimed to increase transfer rates by 5% a year from 1999 through 2005-2006. Each year since the inception of "DE ANZA 2005 Pathways to Excellence," the college has monitored the goals outlined in this document on a regular basis and has tracked student success in each of the targeted areas. (Doc. 6) The results of these studies have been provided to all college constituencies and have been placed on the De Anza Web site for college-wide and community access. This research capacity has enabled instructors in vocational programs, in specific areas such as Math, English, and ESL, and in programs such as LinC and MPS, to increase student learning and thus course success and retention. (Doc. 17)



The task of monitoring and evaluating achievement of De Anza's goals to improve institutional effectiveness falls upon the College Council, which includes representation from all constituent groups on campus. All of its meetings are publicized and open to the college community. In addition, open forums that address planning agendas and assumptions are held to receive comments on preliminary and tentative drafts of institutional plans.

Progress toward identified goals as well as achievement of outcomes is frequently and regularly documented in planning progress reports made to the Foothill-De Anza Board of Trustees and to the State Chancellor's Office on matriculation, financial aid, EOPS, Vocational and Applied Technology Education Act (VATEA) and MIS. (Doc. 19) De Anza's Institutional Research and Planning supervisor and the District Institutional Research Office generate a number of these kinds of reports. Key data from these reports is also posted on the campus and district Web sites.

### **Self-Evaluation**

Faculty in all areas of the college continually discuss and devise ways to foster student success and hence achieve the goals set out in De Anza's Educational Master Plan. Two exemplary groups, for instance, are the Math Performance Success (MPS) program and the Developmental Task Force (DTF), both of which have received national awards.

MPS was honored with a statewide Exemplary Award from the State Academic Senate and the Board of Governors. Among other criteria, the award recognizes programs that have a direct and demonstrated effect on student access, retention, completion or transfer, and that show particular promise for being replicated across the state. (Doc. 31) Tracking of students in the MPS program reveals that they succeed at a higher rate than those comparable students enrolled in a regular math class, thus providing the Math Department with evidence of possible ways to increase success rates for all students. (Doc. 17)

FHDA honored the DTF as its winner for the Innovation of the Year Award for 2003-2004. (Doc. 32) The DTF leadership team, comprised of members from the English, Reading, ESL, and Speech disciplines, organized a series of one-day retreats for full- and part-time faculty and staff from the full range of the college's student support programs (EOPS, DSS, EDC, Counseling, Financial Aid, OTI, etc.). These retreats led to the creation of a series of focus groups, each of them acting on an initiative identified through the collaborative work of staff committed to student success. The DTF is designing a Writing and Reading Center within the Language Arts Student Success Center that will offer face-to-face and online writing assistance to students and faculty.



Both the Math Department and the Language Arts Department are in the process of modifying and changing curriculum so as to incorporate successful practices and increase student success. (Doc. 20)

De Anza has made considerable progress toward achieving the goals set out in the Educational Master Plan. In particular, in 2003-2004 De Anza surpassed its goal in numbers of UC transfers and came within one point of achieving its goal for All College Average Course Success Rate. However, in other areas, the college must continue work toward making its goals a reality: fewer students are transferring to the CSU system than hoped; fewer students are earning A.A. degrees, and fewer are getting certificates than envisioned. Although student retention is within three points of the targeted 90%, there is still a large course success rate gap between underrepresented ethnic groups and those groups identifying themselves as Asian and White. (Doc. 6) Equity plans and Program Reviews developed in each instructional and support area, as well as other strategies for achieving our Educational Master Plan goals, have been overshadowed in the last two years by budget crisis concerns. In addition, the college needs to expand its methods of assessing learning outcomes to include more direct measure of student competencies.

### **Planning Agenda**

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

## **Standard I.B.3**

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

### **Descriptive Summary**

De Anza engages in systematic and integrated educational, financial, physical, and human resource planning and implements changes to improve its programs and services. In De Anza's administrative structure, the College Council is charged with overseeing the development and integration of the Educational Master Plan. This plan – derived from the college mission, the PBTs, and feedback from the divisions – drives the planning and budgeting

process for the college's work units. The college's work units assess their annual progress toward stated goals and objectives through the Program Review process. A Program Review is required to analyze the program and its effectiveness with a comprehensive review every three years and a shorter update due annually. (Doc. 14)

The College Council analyzes institutional research on a periodic basis. (Doc. 10) PBTs and the divisions are charged with the responsibility to analyze data and evaluate the needs and efforts of each area. Divisional goals and objectives are set in a collaborative effort by faculty, staff, and the deans, integrating the overall objectives of the Educational Master Plan, the PBTs, and the needs and priorities of the department or work unit. Additional priorities such as the Student Equity Initiative also become part of divisional objectives.

### **Self-Evaluation**

The systematic cycle of evaluation, planning, allocation, implementation, and re-evaluation used at the college is often challenged by the lack of resources, budget, and people. It was noted in self-study committee discussions that when there are resources to allocate, the bottom up approach percolates ideas and needs at the work-unit level. When budgets and/or programs are to be reduced, top down directives are needed, based on input and estimates of impact at the work-unit level.

Some of the strongest negative responses to the Accreditation Survey lie in the areas of planning and allocation: (Doc. 9)

- 62% of the respondents disagreed or strongly disagreed that the "resource allocation process was fair."
- 53% of the respondents disagreed or strongly disagreed that "human resource planning was integrated with institutional planning."

It is unclear whether some of this dissatisfaction is due to budget reductions in 2003-2004 and 2004-2005, with respondents venting their frustrations; a lower percentage (42%) of respondents to the Accreditation Survey disagreed or strongly disagreed that the Program Review process was effective. Whatever the source, the survey seems to indicate a level of perceived dissatisfaction with the planning process.

While the planning and allocation cycle is constituent-based and representative, it has been difficult to solicit consistent, representative student input. Many committees have no effective student representation, even though students are invited to attend. (Doc. 21) This may be due to a combina-

tion of reasons such as the time commitment for committee involvement, whether students feel comfortable speaking at committees, and whether they perceive the committee assignment as having an impact on students. It was noted that student representation was required at up to 42 different committees and work groups.

### **Planning Agenda**

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

## **Standard I.B.4**

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

### **Descriptive Summary**

The institutional planning process starts with the individual faculty or staff member, and in a collaborative shared-governance process the individual's input is collected and shared with others in the work group. The work group then consolidates the plans into a work group Program Review. Program Reviews are done in a comprehensive way every three years with an annual update in the off years. PBTs in each area assess the Program Reviews, and then resource allocations, program changes and improvements are discussed and recommendations are made to the College Council. (Doc. 10)

PBTs are represented at the College Council where final decisions are made and implemented. (Doc. 35) Meeting notes, summary papers, and the documents from department and division meetings, PBTs and the College Council are all evidence of the broad-based and collaborative process used by the college in its planning and assessment.

### **Self-Evaluation**

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

- 75% of faculty and staff agreed or strongly agreed, "De Anza's planning opportunities provide adequate opportunity for input."

- 63% of faculty and staff agreed or strongly agreed, “collaborative decision-making procedures are respected and followed at De Anza.”
- 63% of respondents agreed or strongly agreed, “processes for establishing and evaluating educational and support programs are clearly defined.”
- Only 38% of the respondents agreed or strongly agreed, “the resource allocation process was fair.”

### **Planning Agenda**

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

## **Standard 1.B.5**

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

### **Descriptive Summary**

De Anza reports quality assurance matters to various groups using several different mechanisms. Annual Reports assessing the internal and external quality indicators of the Educational Master Plan are presented to the Board of Trustees each year. (Doc. 6) Additional data on student demographics are posted to the district’s Institutional Research and Planning Web site. (Doc. 36) The Marketing/Communications Office serves as the clearinghouse to communicate to the student population, college employees, and the general public. Data on significant accomplishments are included in the monthly President’s Report as well as in e-mails from the president each quarter. (Doc. 22)

Since 1999, the De Anza College Web site, e-mails, and the campus Intranet have been the main vehicles for informing both internal and external groups. Articles of quality assurance are posted on the Web site. An example of this is the President’s Report for July/August 2004 (Doc. 22) that mentions the ranking of the college among the 109 community colleges in California: De Anza ranked No. 1 in combined transfers to the UC and CSU systems in 2002-2003. The rankings were compiled by the university systems and released by the California Community Colleges State Chancellor’s Office.

De Anza has maintained this ranking for the majority of the last 10 years. This kind of focus on the quality of education offerings is also featured through press releases, community newsletters, a community cable television station, and program brochures. Also, every quarter a successful alumnus is profiled in the schedule of classes. (Doc. 5) Institutional Research data is incorporated in assessment and evaluation of program or services effectiveness.

The Marketing/Communication Office also posts the annual State of the College Report on the President's Office Web site. (Doc. 34) In addition to the report, presentation documents are included. Results from Town Hall meetings on enrollment and budget have also been included for the community. In the last two years Marketing and Research have joined to survey students to determine how they view the institution and why they made a decision to attend or not attend. (Doc. 23)

The Educational Technology Services Division (ETS) includes an Institutional Research Spotlight in its electronic "News Bytes" posting. This e-mail is sent to the entire district community and includes the results of significant research efforts. (Doc. 24) In addition, the District Research Web site includes the results of major research papers and presentations. Finally, the Board of Trustees Web site includes links to board presentations, including ones with significant research findings. (Doc. 37)

### **Self-Evaluation**

While considerable strides have been made in making data and analyses available to the campus, it is clear from discussions with individuals around the campus that many are not familiar with the information available. In addition, it is clear that the "News Bytes" e-mail was not helping everyone stay informed. According to the 2004 ETS Technology Survey (Doc. 25) results:

- When asked to give their opinion on the statement "I have found that reading News Bytes is an effective way to keep me informed about technology," only 64% of the respondents agreed or strongly agreed.
- Only 63% of De Anza's employees agreed or strongly agreed with the statement "There is effective (clear, current, and widely available) communication at De Anza."

It seems that in both cases the communication vehicles are not effective with about one-third of the campus community.

### **Planning Agenda**

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

## **Standard 1.B.6**

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

### **Descriptive Summary**

The PBTs are charged with gathering information, reviewing programs, and evaluating the effectiveness of each program in meeting college goals. Coupled with this Program Review process is the responsibility to forward recommendations about resource allocations to the appropriate administrators and the College Council.

A quarterly revised spreadsheet on WSCH, Productivity and FTEF allocations is provided by the vice president of Instruction as a goalpost for the division deans to use for program mix discussions within Instruction. Additional data is provided to Instructional divisions and the Instructional PBT for the Program Review process. (Doc. 26) The Program Review data is available by department and includes course success and retention rates by ethnicity and gender. (Doc. 38)

### **Self-Evaluation**

Other data is collected in departments and divisions outside of the Institutional Research Office and used internally. Examples include the Math Department, Massage Therapy, Marketing/Communications, Financial Aid and Scholarships, Career Center and others. (Doc. 27) These assessments may be of interest to others, but do not have a vehicle for communication. A formalized communication method would assist departments and divisions in sharing assessment results.

The decision process can differ with the various component issues surrounding the decision. The process is flexible enough to allow for some variances

(e.g. when a decision regards human resources confidentiality) but does not always include the PBTs (e.g. the decision of which positions to fill or major reallocations of part-time faculty budgets). Data items and criteria used could be documented more clearly and made more transparent to faculty and staff not closely associated with the process. In addition, criteria for decision-making have not been prioritized, which has sometimes made it difficult for committees to make recommendations between programs with differing strengths.

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

### **Planning Agenda**

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

## **Standard 1.B.7**

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

### **Descriptive Summary**

Since its last accreditation, De Anza has provided a new structure for the district and campus Institutional Research offices. The college has a full-time researcher who has worked closely with the district researcher to create a data warehouse to overcome many former problems with our older database. Much new data and assessments are available to faculty, staff, and administrators on individual programs including LinC, MPS, Counseling 100, Counseling 100X, OTI, Financial Aid and Scholarships, International Students, EWRT/WAT, SARS, and Program Reviews. This data has been



used to assess program performance and make decisions on future allocations.

The campus and district research offices both have Web sites with the results of program assessments available online to staff and the community. (Doc. 36) De Anza's Research Office maintains an Intranet Web site available only to on-campus users. (Doc. 17) In addition, standard demographic data for both De Anza and Foothill Colleges is maintained on the district's Institutional Research and Planning Web site. Data has been made available to assist planning groups and individuals, including the vice presidents and deans. Much of the data is about productivity, course success, persistence, and progress toward closing the achievement gap. In addition, other data has been requested and provided measuring other outcomes as well, such as unduplicated numbers of financial aid recipients.

The College Council and the PBTs review the college's progress toward our Educational Master Plan goals on an annual basis. These groups review progress toward student equity goals, planning goals, annual goals, and enrollment planning.

An Enrollment Management Task Force was formed in fall 2004 to address current enrollment shortfalls, but also to start planning around the strategic goals affecting the make-up of our student population and their successful entry and retention in our institution. (Docs. 28)

In addition to analyses and quantitative demographic data, the college uses satisfaction surveys to assess student attitudes and needs, as well as employee attitudes. Preliminary results from the Stanford University Good Works Survey conducted via e-mail to De Anza students in fall 2004 revealed wide satisfaction with college's learning opportunities. (Doc. 29) Selected findings include:

- 82% of respondents rated the entire educational experience at De Anza as good or excellent.
- 81% responded either "quite a bit" or "very much" that De Anza contributed to their development in "Acquiring knowledge and skills in specific fields."
- 82% responded either "quite a bit" or "very much" that De Anza provided "Help in achieving your educational/professional goals."

Results from the Student Accreditation Survey mimic the results of the Good Works Survey. Students were asked to rate their agreement to whether or not "De Anza College had improved their knowledge, skills, and abilities" in several areas. The top ratings of agree and agree strongly were chosen

by 91% of respondents for “Knowledge in academic field” as well as for “Writing.” (Doc. 7)

Results from the employee Accreditation Survey also support satisfaction with the learning taking place at De Anza: 92% of respondents agreed or strongly agreed that “Students who complete degrees or certificates at De Anza have received instruction and support services to assist them in mastering the competencies covering: Communication, Computation, Critical Thinking, and Citizenship.” (Doc. 9)

### **Self-Evaluation**

Assessment data has been used in justifying the continuance of several programs. For example, data on the LinC and MPS programs has been used to support their continuance even in tight budget years. (Doc. 17) Data on Counseling 100 students has been used to support program expansion and data on international student success has been used to support new recruiting efforts. Data on the Language Arts WAT Portfolio project has contributed to the departments dialogue on the best way to measure student performance in writing. (Doc. 30)

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

The employee Accreditation Survey cites some dissatisfaction with the integration of human resources planning with institutional planning (Table 5A. 2.), and some dissatisfaction with the Program Review process for instructional and student services (Table 4.8.), and some dissatisfaction with the resource allocation process (Table 4.9.). (Doc. 9) The dissatisfaction may be heightened in recent years when more faculty and staff have been personally affected by resources reductions. This survey data indicates that more work needs to be done to communicate how decisions are made, especially during tight budget years.

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

There is a gap in the overall process to assure a healthy cross-relationship between Student Services, Instruction, and Finance and College Services as evidenced by the lack of a PBT with all co-chairs of planning and budgeting

teams present. As the structure stands now, each group brings its matters to the College Council without cross-deliberation.

**Planning Agenda**

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

## **Sources for Standard I**

- Doc. 1 DE ANZA 2005 Pathways to Excellence, spring 1999
- Doc. 2 2004-2005 and 2005-2006 College Catalogs
- Doc. 3 De Anza College Mission Statement  
[www.deanza.edu/about/mission.html](http://www.deanza.edu/about/mission.html)
- Doc. 4 Board of Trustees Minutes for April 19, 1999
- Doc. 5 2005 Fall Schedule of Classes
- Doc. 6 Annual State of the College Reports (binder)
- Doc. 7 Student Accreditation Survey  
[www.deanza.edu/about/accreditation/updates.html](http://www.deanza.edu/about/accreditation/updates.html)
- Doc. 8 Student Diversity Survey  
[www.deanza.edu/about/accreditation/updates.html](http://www.deanza.edu/about/accreditation/updates.html)
- Doc. 9 Faculty and Staff Accreditation Survey, November 2004  
[www.deanza.edu/about/accreditation/updates.html](http://www.deanza.edu/about/accreditation/updates.html)
- Doc. 10 College Council, Academic Senate, Classified Senate,  
Curriculum Committee Meeting Minutes binder
- Doc. 11 Program and Department Mission Statements binder
- Doc. 12 College Council Annual Goals documents
- Doc. 13 Strategic Plans binder (Multicultural Plan, Technology Plan,  
Matriculation Plan, College Readiness Plan, Staff Develop-  
ment Plan, College Annual Goals and Work Plan, Americans  
with Disabilities Act Self Study, Student Equity Plans, Facili-  
ties Master Plan, District Educational Master Plan, and District  
Diversity Plan)
- Doc. 14 Program Review Guidelines, Data Sheets, and Examples of  
Program Reviews
- Doc. 15 Midterm Report
- Doc. 16 Instructional Planning and Budget Team Meeting  
Minutes of Jan. 25, 2005
- Doc. 17 Intranet: <http://dilbert.fhda.edu/daresearch/>
- Doc. 18 2004-2005 Accreditation Self-Study
- Doc. 19 Progress Reports to District and State Chancellor's Office  
(binder)
- Doc. 20 Math and Language Arts Departments' Meeting Minutes  
(binder)
- Doc. 21 Committee Meeting Minutes and Membership Rosters  
(examples)
- Doc. 22 President's Reports (2000 – 2005) and Sample E-mails

- Doc. 23    Marketing and Research Surveys (examples)
- Doc. 24    News Bytes Examples
- Doc. 25    ETS Technology Survey  
              [www.deanza.edu/about/accreditation/updates.html](http://www.deanza.edu/about/accreditation/updates.html)
- Doc. 26    IPBT Minutes
- Doc. 27    Departmental Data Collection Efforts (examples)
- Doc. 28    Enrollment Management Task Force Meeting Agendas/Minutes
- Doc. 29    Stanford University Good Works Survey  
              [www.deanza.edu/about/accreditation/updates.html](http://www.deanza.edu/about/accreditation/updates.html)
- Doc. 30    Language Arts WAT Portfolio Meeting Minutes
- Doc. 31    President's Report for February 2003
- Doc. 32    [www.league.org/league/competitions/innovations/display\\_all.asp?year=2004](http://www.league.org/league/competitions/innovations/display_all.asp?year=2004)
- Doc. 33    Achieving the 1999 Master Plan Goals Progress Report,  
              Revised Jan. 27, 2005.
- Doc. 34    [www.deanza.edu/president/publications.html](http://www.deanza.edu/president/publications.html)
- Doc. 35    [www.deanza.edu/faculty/sharedgov/](http://www.deanza.edu/faculty/sharedgov/)
- Doc. 36    <http://research.fhda.edu/>
- Doc. 37    [www.fhda.edu/about\\_us/board/](http://www.fhda.edu/about_us/board/)
- Doc. 38    <http://research.fhda.edu/programreview/programreview.htm>

