

D E A N Z A
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C O L L E G E

**Where We've Been,
Where We're Going:**

De Anza College
Educational Master Plan
2010-2015

Winter 2005

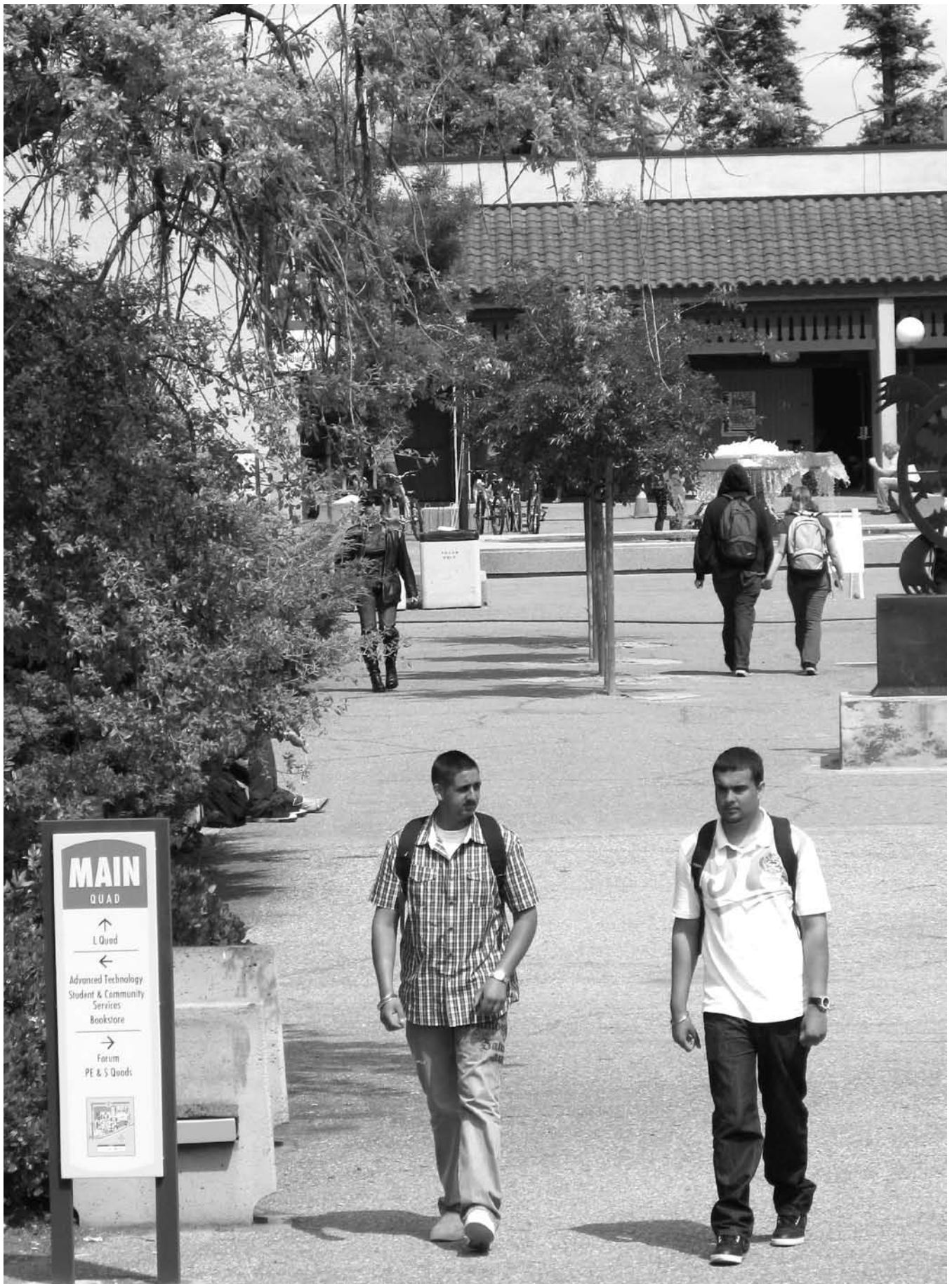
E d u c a t i o n a l M a s t e r p l a n

Spring 2010



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Preface

Who We Are

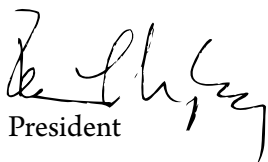
De Anza College enters the second decade of the 21st century with a shared vision for our future, a deep commitment to the success of our students, and a profound sadness for the failure of the state of California to honor its historic commitment to universal access to higher education. Caught between the call of our values and the refusal of the state to fund our dreams, we have crafted nonetheless an institution of strength and passion, one we care deeply about and one whose students we serve proudly.

We are a college devoted to innovation and creativity and community. We have tremendous standing and respect in our local region, earned through more than five decades of tireless service. We have a faculty and staff of uncommon intelligence and spirit, and a student body any teacher would appreciate. Our students are incredibly smart, diverse, committed to each other, hard working, capable. Many of them are poor, are the first in their family to go to college, have attended chronically underfunded schools. Many are learning English as a second — or third — language; many are recent immigrants; many have limited academic skills. At the same time we have many other students fully prepared for a university, or already fully degreed or long employed, but now looking for another career.

These students together craft a sprawling community, share classes and meals and sports contests and guest poets and street demonstrations. They are a constant rebuke to prejudice and preconceived notions about skill and preparation. They are learning English while reading poetry in the original Persian, learning math and writing and study skills while also able to compose original music and perform spoken word. They speak more languages than most of us who work here, may have lived through more violence or poverty or ethnic hatreds than those who teach them. They balance the demands of studying with family and work and community action.

Our challenge is this: How do we engage these incredibly diverse and talented students, meet their many and different needs, offer a curriculum of unparalleled breadth, organize the services they need, support their autonomous governance of a robust campus student life — and also have the time and energy and capacity to stop every once in a while to reflect on what we're doing, challenge ourselves, interrogate the evidence, and change? And how do we do this while also managing budget cuts, staff reductions, program elimination, and the onslaught of legislative imperatives?

This document reflects the dedicated work of an institution capable of thinking about the future even while managing its way through a crisis, able to reflect and analyze and argue and rewrite its purposes and its processes even when under extreme pressure to retreat. De Anza has not retreated; we are, instead, looking to the future, to where we're going.



President



Introduction

“Where We’ve Been, Where We’re Going: De Anza College Educational Master Plan 2010-2015” is based on nearly five years of planning activities that began in September 2005. The activities began with a broad-based strategic planning process conducted in 2006-2007 that resulted in the development of four Institutional Initiatives. Departments created Commitments to Action (CTAs) in fall 2007 in support of those initiatives, and the college funded several activities aimed at supporting them. These included Summer Bridge and First-Year Experience programs; a refocused and renamed Office of Outreach and Relations with Schools; and commitments to cultural competence and community engagement. After about 18 months of targeted funding that began in fall 2006, state budget cuts forced a reduction in expenditures for these activities by spring 2008. By that time, however, the initiatives had been woven into the fabric of the college, animating program review, planning and budgeting.

Since the original strategic planning dialogues, there have been ongoing discussions of environmental sustainability as well as the importance of physical space to our students. These discussions are captured in our sustainability and facilities plans as well as Measure C resource allocations. In addition, there have been intensive campuswide discussions regarding Institutional Core Competencies (ICCs), Student Learning Outcomes (SLOs), Student Services Learning Outcomes (SSLOs), and Administrative Unit Outcomes (AUOs).

This document captures planning activities occurring over several years that continue to guide the college’s decision-making, as well as highlights new proposals aimed at guiding the college over the next five years. This plan is being written in a time of rapid change in social demography and state budget allocations. It celebrates and relies on past work, and outlines a new mission statement and an integrated planning model, guided by these themes: “Where We’ve Been” and “Where We’re Going.”



Where We've Been

Planning Activities 2003-2010

- 2003-2004 – Mission review
- Fall 2004 – President Brian Murphy appointed
- Spring 2005 – Master Plan update
- Fall 2004-Spring 2005 – Accreditation Self-Study compiled
- Spring 2005 – Strategic Planning process begun
- Fall 2005 – Accreditation Team Visit
- Winter 2006 – Accreditation Reaffirmed
- Fall 2006 – Departmental Commitments to Action created
- Fall 2006-Spring 2008 – Institutional Initiatives funded
- Spring 2009 – Institutional Core Competencies approved
- 2006-2010 – Student Learning Outcomes and Assessment process developed
- Fall 2009 – New decision-making/resource allocation process proposed
- Fall 2009-Spring 2010 – Educational Master Plan Committee meets
- Spring 2010 – New mission statement proposed and Educational Master Plan created

The current planning process began in the fall of 2009 with the establishment of the Educational Master Plan (EMP) Committee composed of faculty, staff and administrators. The draft EMP was shared with the campus governance committees for review and input. The Academic and Classified Senates, Instructional Deans, Planning and Budget Teams (PBTs), Student Services Council, Senior Staff and finally College Council deliberated and came to consensus on “Where We’ve Been, Where We’re Going: De Anza College Educational Master Plan 2010-2015.”

Where We're Going

The EMP reaffirms the four Institutional Initiatives agreed to in 2006 as part of the strategic planning process. While line item funding is no longer available, the college remains committed to the initiatives and continues to use them as a lens for decision-making and resource allocation. The document introduces a new mission statement that focuses on student learning and community engagement. In addition, the document outlines an integrated planning model to guide planning and decision-making over the next decade.



The De Anza College Mission

Where We've Been

The spring 1999 Educational Master Plan, “De Anza 2005: Pathways to Excellence,” reaffirmed the college mission statement developed in 1994. In 2003-2004, a yearlong discussion of a new mission statement that included the introduction of Institutional Core Competencies (ICCs) for students did not result in consensus, and the college reaffirmed the 1994 mission statement in the “Educational Master Plan 2005-2015.” The strategic planning process in 2005-2006 began by reaffirming the mission statement as a basis for planning discussions. In spring 2009, the Academic Senate proposed language that would have incorporated the ICCs; consensus was not reached at that time. In fall 2009, the EMP committee met on several occasions to discuss revisions to the mission statement and proposed the following.

Where We're Going

New Mission Statement

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world.

De Anza College fulfills its mission by engaging students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies:

- *Communication and expression*
- *Information literacy*
- *Physical/mental wellness and personal responsibility*
- *Global, cultural, social and environmental awareness*
- *Critical thinking*

– Adopted spring 2010

The extensive conversations about revising the mission statement included a review of the appropriate rhetorical form and function of a mission statement, and the degree to which it explicitly addresses student learning, the ICCs, and the degree of De Anza's uniqueness compared to selected other colleges and universities.

The new mission statement includes much of the previous one (which was still considered relevant by committee members) as well as the articulation of student learning goals and outcomes and the importance of civic engagement to democracy. The new statement was designed to be true to the original while staking out new language that would uniquely define De Anza College. The college's commitment to student learning encompasses its work in transfer education, career and technical education, and lifelong learning for De Anza's community.

The new mission statement emphasizes success for every student in the multiple areas of intellectual development and competence; achievement of personal goals; and social engagement with communities and the world. Student success is also tied explicitly to the college's ICCs in the new mission statement. This linkage reflects the college's commitment to self-assessment regarding the mission statement and its translation through curriculum, courses and student outcomes.

De Anza believes that such student success is best facilitated by a “learning environment” that is “academically rich” and “multicultural.” Rigorous and imaginative learning – that takes place in settings in which students are able to develop affinities with people who are like and unlike them – reflects De Anza's commitment to cultivate students who have the ability and sensibility to be socially responsible community members.



The Planning Framework

Where We've Been

De Anza College enters the next decade with a reputation as an institution of exemplary instruction and support, offering a wide range of courses and programs to a diverse and exciting community of students. This is a reputation earned through the commitment and imagination of extraordinarily talented faculty and staff, working with limited resources and far too few amenities to meet the needs of our students.

How will De Anza maintain its excellence in the face of dramatic cutbacks in state support, a rapidly changing social, technological and economic environment, and the ever-changing demography of the region? What are the implications of changes in admissions and transfer policies at the UC and CSU, also victims of drastic cuts in state spending? How can faculty, staff and administrators sustain or redefine their identity in the face of new challenges in the region, commit to new initiatives in academic and support programs, and clarify the highest priorities for development and direction?

De Anza's current worldview is influenced by following trends that include fundamental and permanent changes to funding, the economy, enrollment and local demography.

Funding

In 2010, De Anza is experiencing another year of steep budget cuts from the state, following a decade in which the contradiction between resources and enrollment demand deepened. Even before the cuts of the last two years, the college's discretionary "B" Budget per full time equivalent student (FTES) had declined more than 60% from 2001 to 2006

(from \$255 per FTES to \$88); moreover, there were numerous cuts to staff, instructional technology and the support programs that sustain an engaged faculty and empower students. Over the past two years, the college endured an additional 10% reduction in state apportionment, deployed one-time savings to retain staff serving students, and watched enrollment grow even as courses were reduced by 5%. The state continues to experience a fiscal crisis not witnessed since the Great Depression, and the cuts experienced by the college are unlikely to be mitigated in the foreseeable future.

The Economy and Labor Market

The national collapse of the financial and housing markets precipitated a local recession of deep significance. Real unemployment approaches 20% in Silicon Valley, and the most recent recovery of the stock market is not yet accompanied by a rebound in employment. De Anza students must grapple with a permanent change in the local landscape, on which both employment and entrepreneurial opportunity will require ever-higher levels of education.

Independent of the most recent crisis, there have been multiple analyses of the local economy, including one commissioned three years ago by the Foothill-De Anza Community College District, in an effort to better understand the local job market. Every analysis concludes that the exodus of manufacturing jobs is a permanent feature of the economy, that job growth will be in high-skill fields – especially in business services, computing, biosciences and software development – and that high school equivalencies will be inadequate to gain employment

offering a living wage. More detailed analyses provide insight into the necessary and adaptable skill sets employers will require, and suggest that colleges must better prepare students for multiple career paths rather than for narrow technical competencies.

Enrollment and Demography

De Anza's overall enrollment trend for the last two years is flat, due entirely to the elimination of most of its off-campus Job Corps enrollment (Appendix, Figure 4). On-campus enrollment is up more than 4%, despite the elimination of courses and support programs.

While the enrollment of the college's local district high school graduates remains stable, this is a relatively small share of overall enrollment. Currently, four of the top five high schools from which De Anza enrolls its students are outside of the immediate service area, in San Jose or Milpitas. First-time-to-college enrollment among Latina/os in the last three years is up 77%, and up 30% for Filipinos and African Americans. De Anza has become the college of first choice for students across the region, especially for those most in need of developmental and basic skills instruction.



The fastest growing communities in the region are among those most in need of quality, low-cost educational opportunities, particularly in working class and immigrant communities. Latina/os are the fastest growing ethnic demographic in a region notable for its diversity, which also includes Chinese, Vietnamese, Indian, Filipino, other Asian, African American and European American students and families looking for opportunity.

To serve these students, the college makes plans based on the trends and assumptions outlined above and with the information presented in the Appendix. While these factors raise questions about De Anza's future, they do not direct the college explicitly to the answers. The answers come from the fundamental commitments the college makes both implicitly and explicitly to its students. These commitments guide decision-making and resource allocation and define the core of what De Anza stands for as an institution.

Where We're Going

Previous commitments to De Anza students appeared in "De Anza 2005: Pathways to Excellence" and were expressed through several core values:

- Institutional Integrity
- Community Relationships
- Diversity
- Quality of Student and Staff Life Learning
- Access and Quality in Concert
- Collegiality
- Self-assessment and innovation
- Student success
- A "Personal Best"

The college reaffirms these values and augments them through its commitment to student learning, diversity and equity, community and civic engagement, and sustainability.

Student Learning

De Anza College believes that all students can learn and is committed to providing “an academically rich, multicultural learning environment.” This commitment translates into support for a broad, liberal education providing students with the skills to learn throughout their lives and an understanding of the role they play in a democratic society. Employers have indicated that they desire employees who possess interpersonal and communication skills as well as an understanding of specific professional content.

The college's commitment to learning translates into maintaining high standards of excellence for both transfer and career programs, and supporting technologies that assist different learning styles and teaching approaches; this includes online and hybrid courses. In addition, the college is committed to supporting students in the achievement of the Institutional Core Competencies.

This commitment to learning also translates into support for basic skills education integrated across the disciplines, which provides opportunities for students who have been underserved by their previous educational experiences. A commitment to basic skills education is a key element of De Anza's commitment to equity.

Diversity and Equity

Campus diversity and student equity are core to De Anza's very identity. The fall 2005 Accreditation Visiting Team noted the college “has a commitment to ensuring that efforts are in place to provide a learning environment that is inclusive and welcoming to all students.”

For the past six years, the college has been engaged in a concerted effort to achieve educational equity across different racial and ethnic groups. In 2009, program reviews focused on targeted student populations outlined in the college's strategic planning initiatives. Program reviews were developed for Instructional, Student Services, and Finance and

Educational Resources areas and used to prioritize resource allocations. The discussions in the Academic and Classified Senates, Instructional Deans, Planning and Budget Teams (PBTs), Student Services Council, Senior Staff and College Council included data on student success and retention, disaggregated by ethnicity, as part of the college's effort to ensure that barriers do not impede the success of any student group.

This commitment translates into a curriculum that includes a focus on diversity and inclusion, and a hiring process dedicated to finding the most talented individuals to serve De Anza's students. The commitment ensures the prioritization of positions and resources dedicated to serving diverse communities. In addition, the commitment shows in an active outreach program aimed at historically underserved students in the region.

Community and Civic Engagement

An emphasis on community and civic engagement began formally with the report of the President's Task Force for Community and Civic Engagement in 2005-2006. It was later included as one of four Institutional Initiatives and given resource support through the Institute of Community and Civic Engagement (ICCE), established in fall 2006. Focusing on community and civic engagement means De Anza endeavors to empower students to be agents of change in the social, economic and political realities of their lives, their communities and beyond. It renders education a transformative and deeply relevant force in students' lives, and emphasizes teaching through community-based learning and collaboration.

Community and civic engagement is a far broader concept than service learning. While the latter typically involves students serving in community organizations, community and civic engagement aims to develop deep, reciprocal relationships with communities: to help transform the conditions of people's lives, and to help students reach their potential as active participants in the civic, political,

social and economic lives of their communities and the broader world, as well as benefit from the received wisdom and assets of those communities.

A collective commitment to civic engagement supports the commitments to learning and equity. If students see the college working in their communities, then they are less likely to see college as something separate from their everyday lives. If the college's curriculum is deeply related to things relevant to students' concerns, then students will stay in school and succeed at higher levels. If De Anza prepares students to be leaders in their communities, they will be able to address some of the serious problems that face their communities. If young people see De Anza as an important part of their communities, they are more likely to want to attend.

A commitment to civic engagement translates into support for curricular initiatives aimed at linking students with their communities, a broad curriculum of learning, and sustained outreach efforts to students and their communities. As an example, the ICCE formed a partnership with the City of Cupertino Block Leader and Leaders in Training programs, with the goal of providing service-learning opportunities for De Anza faculty and students in collaboration with those city programs. Faculty identified topics or issues they wanted their students to experience in a service-learning project, then worked with block leaders to develop and/or implement community projects.

Sustainability

De Anza continues to embrace and foster sustainability as a core value. For the college, sustainability encompasses making provisions and taking responsibility for ensuring that every college action and decision embodies and institutionalizes environmental stewardship, social equity and citizenship, and financial responsibility.

De Anza's educators have inspired a rich legacy of environmental activism. Founded in 1992, the College Environmental Advisory Group (CEAG) helps to set policy and in 2007 spearheaded the development of the college's comprehensive Sustainability Management Plan (SMP). The milestone 2005 opening of the Kirsch Center for Environmental Studies – the first demonstration building for energy innovation and sustainability in the California Community College system – served to further sustainability efforts on the campus.

A commitment to sustainability means promoting curricular innovations that support a broad understanding of how the college impacts the world. It translates into building and design decisions guided by a commitment to minimizing environmental risks. A commitment to sustainability also supports the commitments to learning, equity and civic engagement through activities that engage the college's diverse communities in learning about how their choices can help lead to a healthy and sustainable future.



Institutional Investments and Planning Processes

This section outlines the Institutional Initiatives developed during the 2006-2007 strategic planning process and related planning efforts. While the initiatives are no longer funded explicitly as stand-alone items, resources continue to be allocated toward achieving the initiative goals. In 2009-2010 the college reaffirmed its support for the four initiatives.

Where We've Been

Strategic Planning Institutional Initiatives

Beginning in spring 2006, through a process called "story-based" planning, faculty, staff and administrators developed long-range strategic initiatives. The process began with a review of the college's strategic environment and progressed to include extraordinarily broad participation from every department and program on campus. Four common themes emerged from planning and discussion:

- Increased participation of historically underrepresented students
- Increased and personalized attention to the needs of each student
- Enhanced cultural competence and capacity among all campus personnel to meet the needs of an ever more diverse student body
- Expanded engagement with the communities around De Anza

These themes form the basis of the four Institutional Initiatives:

1. Outreach
2. Individualized Attention to Student Retention and Success
3. Cultural Competence
4. Community Collaborations

These initiatives outline a broad agenda for institutional change focused on student success. The following Web sites include additional detail on the action plans associated with the initiatives.

www.deanza.edu/strategicplan/
www.deanza.edu/president/SOTC-07.pdf
www.deanza.edu/president/sotc08.pdf
www.deanza.fhda.edu/emp/stratplantemplate.ppt
www.deanza.fhda.edu/emp/pdf/strategicplans.pdf

Outreach

The aim of annual outreach planning is to establish a significant increase in De Anza's depth and frequency of engagement with local school districts and communities. The establishing of an Office of Outreach and Relations with Schools, staffing and budget requests, and the engaging of broad numbers of faculty and students in these outreach programs focus on a singular goal: sustained involvement with schools and communities, in which De Anza acts as a full partner in the success of potential students.

Student Success and Retention

With regard to retention, the core proposal is the deeper involvement of faculty and staff in meeting the individualized needs of students. The initiative aims to increase the speed with which the college identifies student needs, the competency with which it responds, the quality of support services, and the integration between instruction and support.

Cultural Competence and Community Collaborations

The initiatives in Cultural Competence and Community Collaborations combine to propose a significant cultural transformation at the college. The long-term goal is a college with deep and abiding ties to its surrounding communities, where staff and faculty reflect the linguistic, cultural, ethnic and national diversity of those communities, and where professional identities are framed by a pedagogical commitment to engage all students. During the next decade, De Anza will be known for deep involvement in its local communities and an enduring reputation for academic excellence that will include success for those who may have previously fared less well.

Supporting Plans

Outlined below are the major planning efforts undertaken by the college community. The plans combine to support the EMP and each other.

Facilities

De Anza's Facilities Master Plan is an outgrowth of the college's EMP. The 1999 Foothill-De Anza Community College District Educational and Facilities Master Plan for Foothill College and De Anza College was based on the need to meet the enrollment, pedagogical and social needs of the campus community. The plan provided the direction for the bond projects made possible by the Measure E construction bond. New construction projects

delivered under Measure E were the Kirsch Center for Environmental Studies, Science Center Complex, Stelling Parking Structure, Student and Community Services Building, and Visual and Performing Arts Center. Renovation projects included the Creative Arts, Language Arts, Physical Education and Science instructional quads.

The college's 2007 update of the Facilities Master Plan was driven by the desire to fulfill the unmet needs of the 1999 Facilities Master Plan, address the demands of future growth, respond to the analyses of instructional and student support program needs and address the expectations of a technologically savvy student community. The "De Anza College 2007 Facilities Master Plan" outlined four concepts that were identified as primary goals:

- Support student success and retention through the development and ongoing support of educational and public spaces that are attractive, comfortable and suitable for a variety of uses and to a diversity of users
- Develop safe and accessible vehicular, pedestrian and bicycle paths
- Exemplify environmental stewardship and leadership toward sustainability
- Provide space that will empower and support collegiality among faculty, staff and students

The 2007 Facilities Master Plan is a document that reflects the needs of the instructional and student support programs and student life. In view of this new EMP, the Facilities Master Plan will be reviewed and modified to address identified needs.

Sustainability

The "Foothill-De Anza 2005-2015 Educational Master Plan" includes promoting environmental sustainability as a core value. Studies link a healthy environment to improved student learning, and the college's actions impact this outcome, from facilities operations to student services to instruction.

De Anza embraces and fosters sustainability as a core value. Sustainability encompasses making

provision and taking responsibility for ensuring that every college action and decision embodies and institutionalizes environmental stewardship, social equity and citizenship, and financial responsibility as represented in our sustainability policy. The college supports these sustainability goals through implementation and continuous improvement of the college Sustainability Management Plan (SMP), originated through CEAG and adopted by all levels of campus governance in fall 2007. The SMP provides the means for all members of the college community to achieve the highest possible sustainability performance through education, operations and planning, administration and engagement, with a focus on the following:

- Identifying and cataloging environmental risks and opportunities (not merely those regulated by law)
- Setting a framework for prioritizing those risks and opportunities
- Systematically applying greater management to the risks and impacts deemed most important, with the goal of reducing risks to the minimum extent practical

The college fully embraces the inclusion of sustainability within the EMP, which adds strength to its commitment to ensure that each member of the college community becomes an active agent in making choices and taking action for a healthy and sustainable future – for students, the college and beyond. De Anza College is a green campus for a green community.

Technology

The De Anza College Information Technology Strategic Plan was developed and approved through the campus governance process in 2007. Activities of the Technology Task Force (TTF), which is advisory to the College Council, include the following:

- Determining criteria for developing proposals
- Prioritizing and coordinating campus technology initiatives in accordance with the Technology Master Plan
- Presenting technology overview to College

Council

- Reviewing technology proposals from a technical perspective and make recommendations to College Council
- Developing and/or modifying technology policies and making recommendations to College Council
- Coordinating with governance groups when appropriate
- Communicating with constituency groups
- Collaborating with the district's Educational Technology Services (ETS) on design, implementation and maintenance of technology that affects instruction and administration services
- Defining process for identifying college-based technology standards (e.g., course management systems, content management systems, iTunes, etc.)

Currently the TTF is working on integrating the technology plan with other campus and district strategic planning efforts, prioritizing the technology plan goals, and making recommendations to College Council and other campus governance groups.

Basic Skills

Developmental education at De Anza is an institutional effort. Instruction in basic skills occurs primarily in four departments: English, ESL, Reading (all part of the Language Arts Division) and Math (within the Physical Sciences, Math and Engineering Division). At the same time, many students who have basic skills needs are served in every division across the college and supported extensively by the Learning Resources Division as well as Student Services areas, especially Counseling and Extended Opportunities Programs and Services (EOPS).

Recognizing the need to better integrate Instruction with Student Services and better support students enrolled throughout the college, the Basic Skills Initiative engaged De Anza in a collegewide self-assessment, and showed the need for reorganizing and refocusing the college's efforts. Through the

Developmental and Readiness Task Force (DARE), De Anza continues to engage in deliberate and comprehensive study of current practices, empirical research and resource allocation in the areas of learning communities, assessment, early alert strategies, orientations and success skills.

Equity

Student equity is an institution-wide priority with a long history at De Anza. In 2005, using as a tool the California Community College Chancellor's Office report "Student Equity, Guidelines for Developing a Plan" (2004), the college created "De Anza 2005 Pathways to Student Equity," a plan that outlined closing the 5% achievement gap in success indicators as a goal for student equity. Since 2005, the college has worked to narrow the gap in access, retention, and persistence, degrees, certificates and transfer rates.

The Diversity Advisory Council (DAC) facilitates De Anza's equity initiative as an advisory to the president of the college and in conjunction with the Educational Master Plan, the Student Equity Plan, the Strategic Planning Initiatives, the Staff Development Plan and the campus climate surveys. The DAC also works directly with the Foothill-De Anza Diversity Advisory Committee representing students, faculty, staff and administrators. The DAC took the lead in establishing equity collaboration teams in each division charged with developing one- and five-year plans for reducing the achievement gap in their disciplines. Each area shared best practices and pedagogy. Equity collaboration teams discussed discipline-specific indicators, and instructors, classified professionals and administrators attended workshops.

Through these discussions the student equity agenda became even more focused, with target populations (Latina/o, African American and Filipino) identified with the same goal of closing the gap of success indicators to within 5% applied. Each campus initiative supports student equity through cultural competence training, ethno-pedagogy, new classes and programs for new populations, evaluation of current programs,

and campuswide discussion of the importance and challenges of retention and persistence of the targeted populations.

Civic Engagement

De Anza's Institute for Community and Civic Engagement (ICCE) is working toward campuswide involvement in institutionalizing and supporting work that builds bridges between De Anza and the communities it serves. ICCE does this by promoting in students an ethic of civic responsibility; by helping them acquire the skills they need to make positive impacts in the world; by putting the college in the service of its surrounding communities; and by using communities as resources for the development of relevant forms of knowledge for students. The mission of the ICCE includes:

- Empowering students to be agents of change in the social, economic, political realities of their lives, their communities and beyond
- Making education a transformative and deeply relevant force in students' lives
- Emphasizing the teaching and practicing of democracy for advocacy and change through community-based learning and collaboration
- Embracing the cultural and social contexts of students as learners representing different ways of knowing, understanding and experiencing
- Fostering a democratic environment in our interactions with each other and in our efforts for institutional change

Where We're Going

Support for the Initiatives

In spite of significant budget reductions, the college continues to allocate resources to the four initiatives outlined previously. The initiatives form the lens through which decision making and resources allocations are made. For example, the 2009 program reviews included a number of questions asking faculty and staff to review data on student achievement by the targeted groups outlined in the initiatives.

The college continues to fund positions with responsibilities that include diversity and equity as well as civic engagement. In addition, the college supports expanded outreach efforts through the Office of Outreach and Relations with Schools, and Distance Learning and classroom technical support from the Technology Resources Group (TRG).

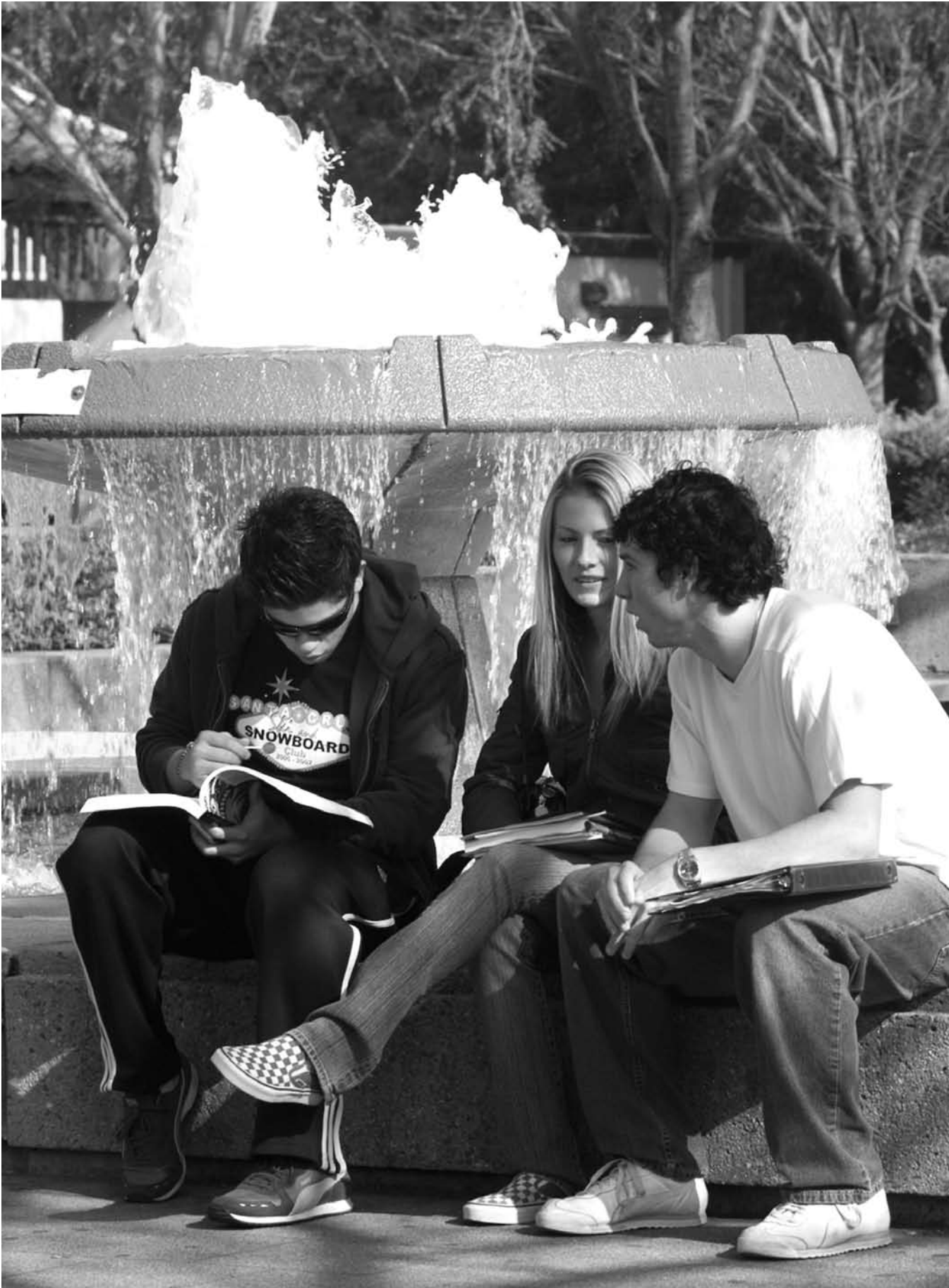
The college continues to support the Early Alert, Summer Bridge and First-Year Experience programs included under the Student Success and Retention initiative. Through funding from Title III and AAPI grants, the college assists a wide range of projects such as Math Performance Success (MPS), EnableMath, LinC and Tutoring. The proposed reorganization of the Student Success Center was conducted using the initiatives as the lens for review. The college continues to support released time for two Student Learning Outcomes (SLO) coordinators whose responsibilities include support for the broad goals outlined in the student success and retention initiative.

Institutional Metrics

The Institutional Initiative goals continue to be tracked by several institutional metrics. The metrics were identified based on their availability and connection to college goals. The list includes several indicators that are also part of the District Master Plan. Targets are set for achievement by fall 2015.

- On-campus FTES enrollment will increase 5 percentage points.
- The percentage of June Santa Clara County High School graduates attending De Anza will increase from 16% to 20%.
- The fall-to-fall persistence of full-time students (an ARCC indicator) will increase from 71% to 75%.
- Underserved groups will persist from fall to fall at a rate at least as high as all other groups (ARCC Cohort).
- The basic skills course success rate will achieve 85% or the highest score within the peer group.
- Ten percent of students with a goal of transfer or degree will have enrolled in at least one course having a community/civic engagement component.
- The college will achieve a rate of 75% or the highest score within the peer group on the ARCC Achievement Rate, which measures attainment of any of six different outcomes such as transfer.
- De Anza will have a 90% course success rate or the highest score within the peer group, for the Vocational Courses (ARCC).
- There will be a less than 5 percentage point difference between the annual Course Success Rate for historically under-served groups and all other groups.

These metrics will be reported each year in the State of the College Report (SOC). The SOC will also include additional data on student success. District metrics articulated at the college level will also be included in the SOC each year.



Institutional Decision-Making and Resource Allocation Processes

This section outlines the decision-making model in use, including the modification used in 2006-2008 as well as a new process that integrates the multiple planning activities taking place at the college.

Where We've Been

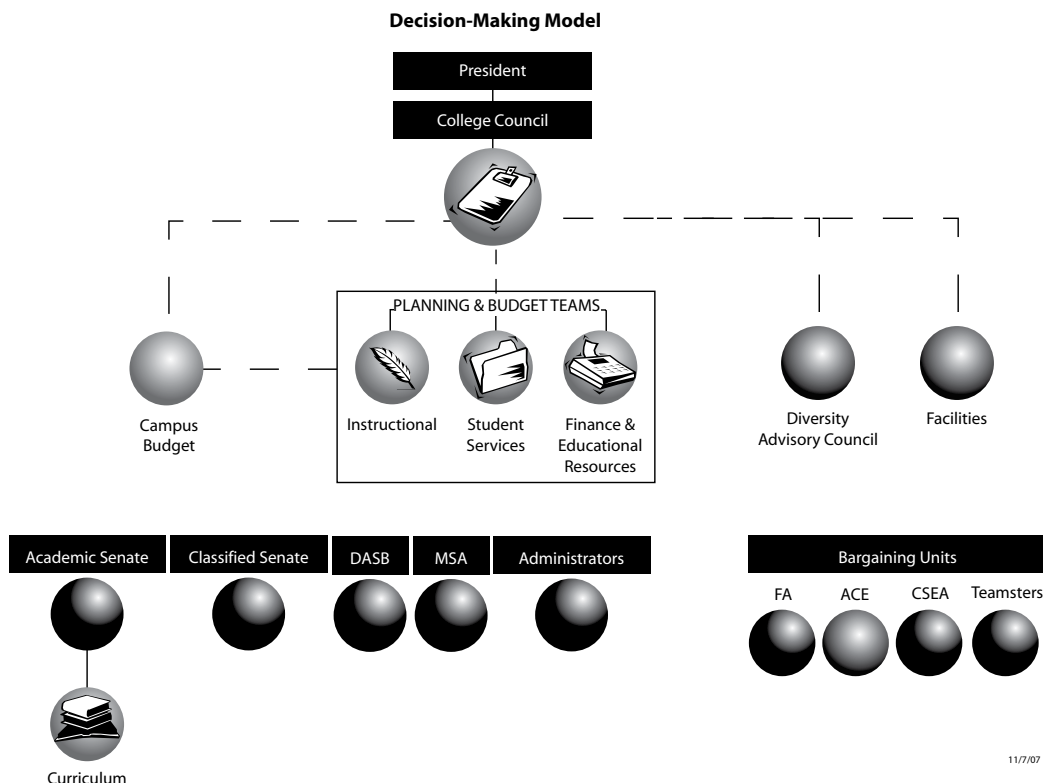
Campus Planning and Decision-Making Processes

The following section outlines the De Anza College planning and resource allocation process as it exists along with modifications aimed at providing a coordinating framework for future work. The current process involves shared governance committees that offer multiple avenues for input (Figure 1).

At the heart of the process are the Planning and Budget Teams (PBTs). The three PBTs (Finance and Educational Resources, Instruction, and Student Services) review and provide advice to the vice presidents and president on major resource allocation decisions. The teams utilize information from various sources, but rely most heavily on program reviews and program review annual updates as well as the EMP to guide resource allocations.

The PBTs are representative of the three vice presidential areas. The Finance and Educational Resources PBT is co-chaired by the vice president of that area and the president of the Classified Senate. The Instructional PBT is co-chaired by the vice president of that area and the vice president of the Academic Senate. The Student Services PBT is co-chaired by the vice president of that area and a faculty member.

Figure 1



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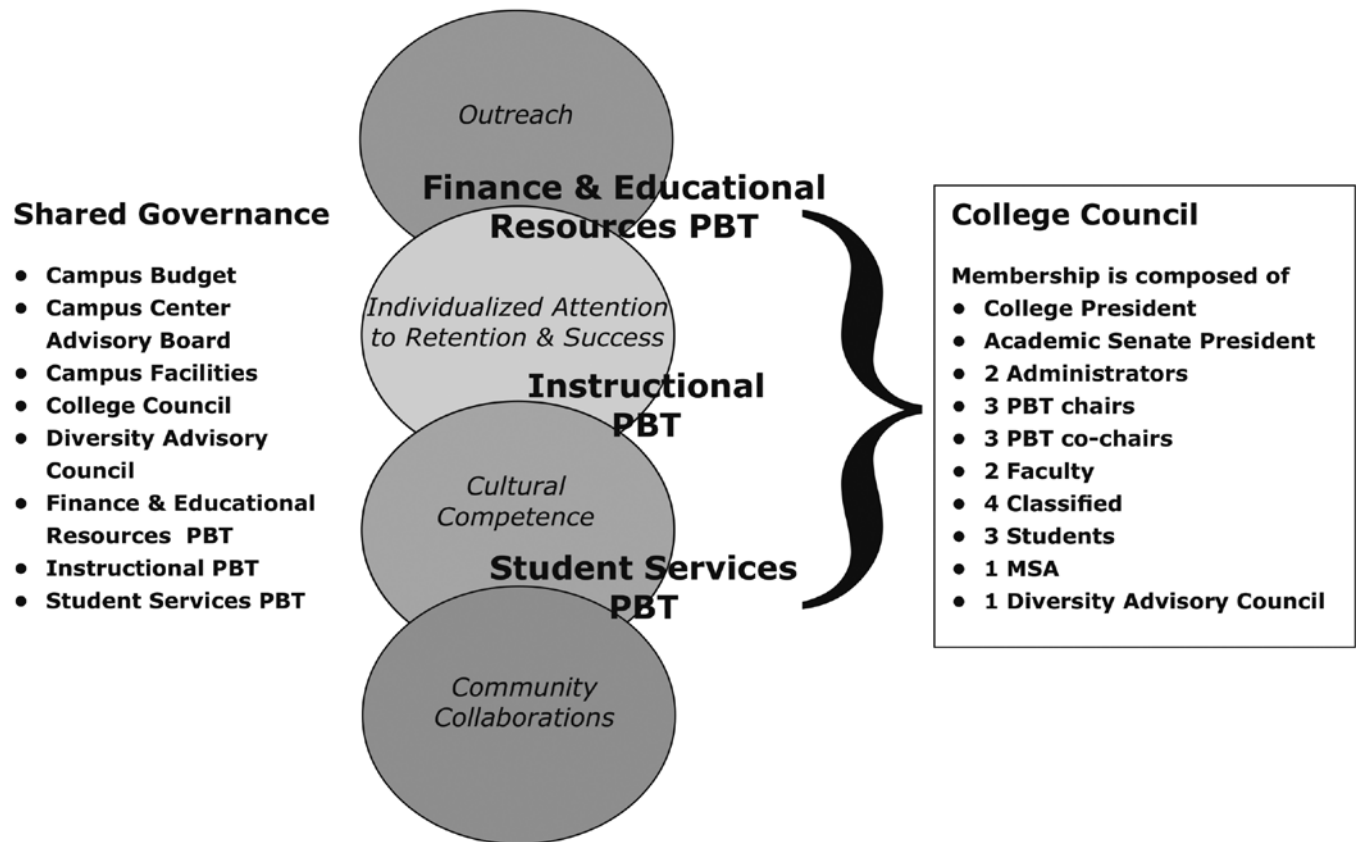
The recommendations of the three PBTs are forwarded to the College Council, which is composed of representation from the PBTs as well as constituent groups such as the bargaining units and administration. The College Council, as the name suggests, takes a collegewide perspective in providing advice to the president. Given the work done in the PBTs, the expectation is that the College Council will respect the advice of the PBTs and make suggestions for change as a way of reconciling the various perspectives using an institution-wide lens.

De Anza's decision-making model provides a sound framework that has been tested over the last

several years to enable the college to make regular, systematic and timely decisions. Collaboration between and among these various teams is critical to the success of the college's decision-making so that recommendations can be made in the best interest of students, faculty, staff and the college as a whole.

The four strategic planning initiative teams provided suggestions to the PBTs (Figure 2). The PBTs met jointly on several occasions to attempt consensus before forwarding recommendations to College Council.

Figure 2



The Campus Budget Committee presents the overall budget picture to College Council, sets the budget calendar, reviews all fund balances and revenues, establishes and communicates budget assumptions, and reviews and analyzes all programs that have income from a self-sustaining Fund 15 or a grant.

In addition to the PBTs and the Campus Budget committee, the Instructional Deans and Student Services councils provide avenues for additional input on resource allocation and decision-making.

Where We're Going

With the development of SLO, SSLO and AUO processes, it is important to recognize the various components of planning taking place at De Anza College and articulate how the various pieces fit into place. The planning process at the college establishes the groundwork necessary to achieve the goals outlined for a large, dynamic learning institution.

Outcomes-Based Program Review: Student Learning Outcomes/Assessment Planning

It is essential that De Anza College demonstrate that its highest priority is to improve student learning and achievement through institutional planning. The foundation of that planning must be evidenced through Outcomes-Based Program Review (OBPR) that is well established, robust and pervasive throughout the college.

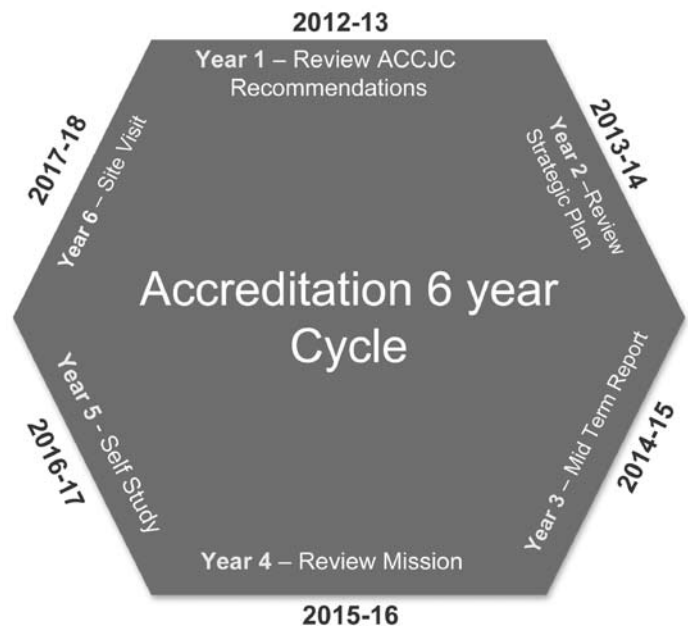
For an OBPR process to be effective, efficient and enduring, all six of the college's planning cycles and processes must be in alignment and synchronized to deliver accurate and timely information in a predictable, sustainable and understandable format.

This process should be based on the six-year accreditation cycle (Figure 3). Using the year of the accreditation visit as a reference point, almost all planning would culminate in the fifth year of the cycle with a Comprehensive Program Review Report. The



comprehensive review includes six years of Student Learning Outcomes/Assessment and Student Support Services Learning Outcomes/Assessment analyses; five years of annual update reports; five years of curriculum review updates; and updated versions of the college's Institutional Initiatives, EMP and mission statement. This information would be used in the sixth year to develop and write the college's Accreditation Self-Study. The study would be the foundation for a revised institutional plan created in conjunction with ACCJC recommendations following the site visit.

Figure 3

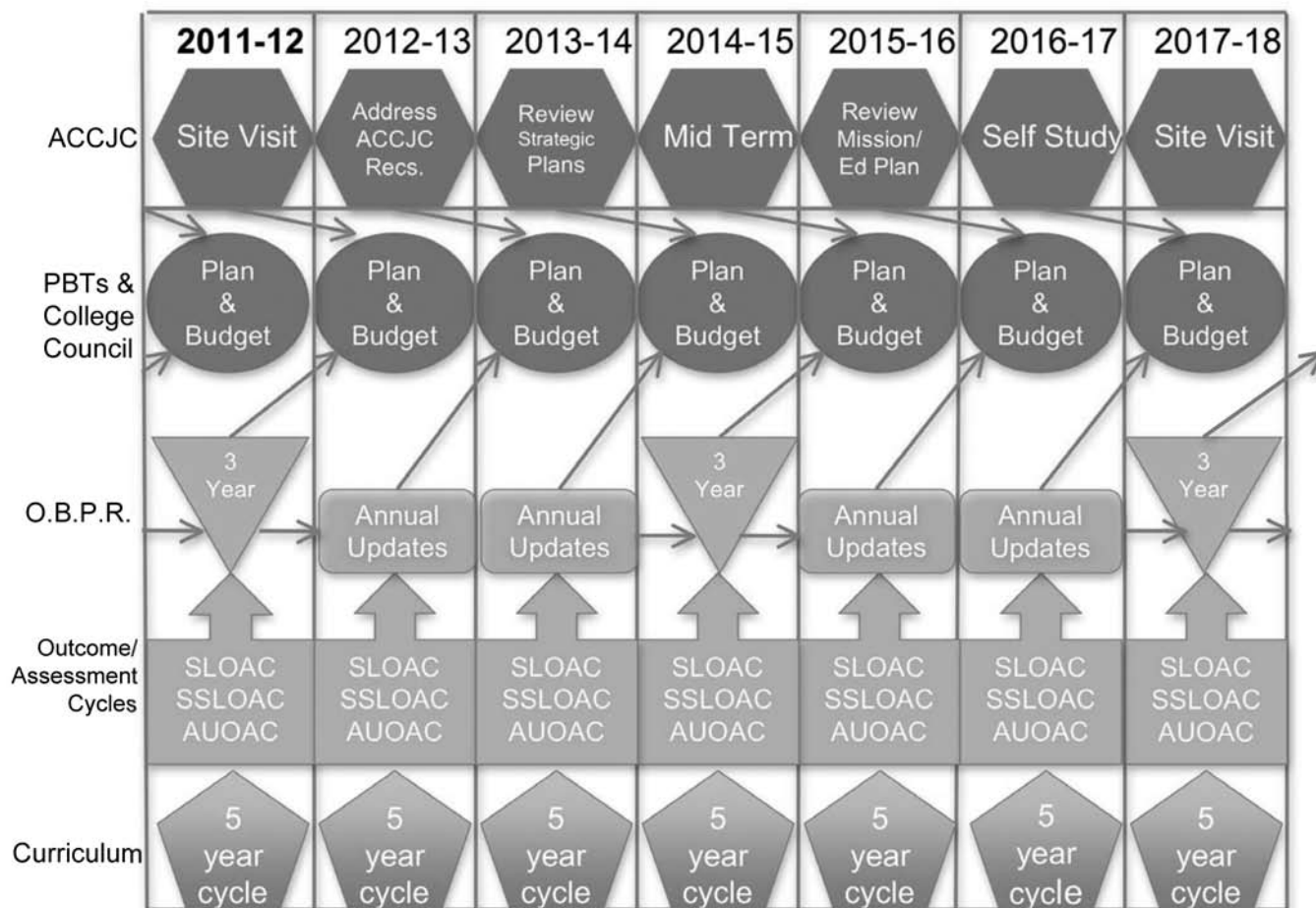


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An important aspect of this model is that the information provided for the Accreditation Self-Study and the annual resource allocation process will have its roots in up-to-date Student Learning Outcomes Assessment Cycles (SLOAC), Student Support Services Learning Outcomes Assessment Cycles (SSLOAC), and Administrative Unit

Outcomes Assessment Cycles (AUOAC) (Figure 4). This information will be readily accessible in an electronic database on a dedicated server that will contain the De Anza-originated Electronic Curriculum Management System (ECMS) and other databases in development.

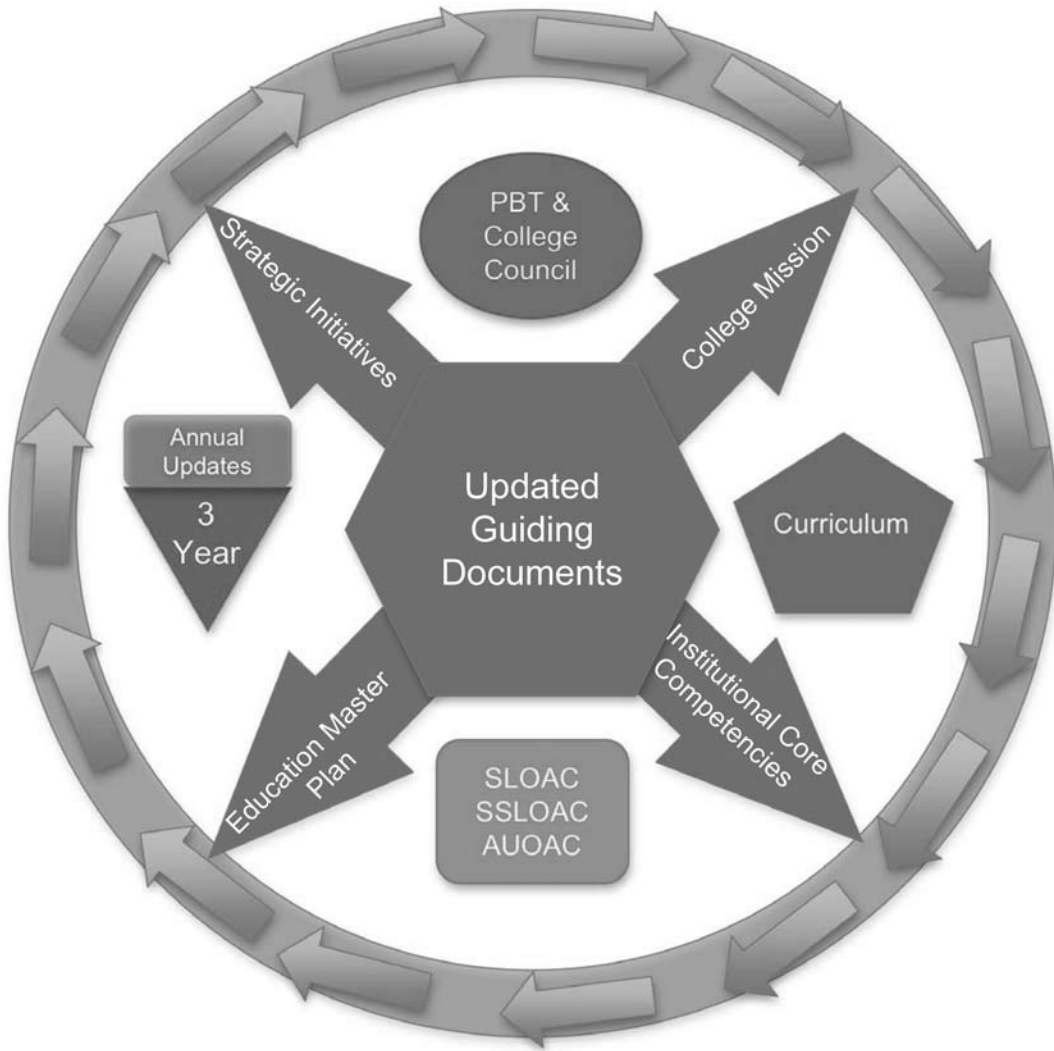
Figure 4



There are six primary institutional planning cycles or processes taking place at the college in addition to specialized planning such as found in the facilities, technology, equity and sustainability plans. The cycles are bracketed by the six-year accreditation

cycle and include Accreditation, Strategic Planning, Curriculum, Program Review, Assessment and Resource Allocation (Figure 5). Each of the six has its own cycles and processes, outlined below.

Figure 5



Key Components of the Planning Model

Outcomes-Based Program Review

- Accreditation is already on a six-year cycle. The site visit is in year one and begins the planning process leading up to the next site visit. Year four is the time for the midterm report to be written and submitted. In year six the Accreditation Standard Teams conduct research, collect evidence and write the Self-Study.
- Strategic planning takes place annually for the five years between Self-Study years. By year five all of the college's guiding documents will be reviewed and reaffirmed, with the Self-Study conducted in year six.
- Resource allocations are conducted annually. Resource allocation is guided by the work of strategic planning and will be informed by a six-year program review process that includes annual update reports. Resource allocation requests will be supported by evidence derived from the outcomes/assessment cycles.
- Program review will be placed in the six-year planning cycle. A comprehensive program review will be conducted once every six years, in the year prior to the Accreditation Self-Study. In the five years leading up to the comprehensive review, an annual update will be conducted that captures outcomes/assessment data.
- The annual update will include all assessment cycles that are completed prior to the end of April of any year (preceding the comprehensive program review) and will be reported via the annual update report. This document will provide a program overview of SLOAC, SSLOC or AUOAC work that has been completed, will be completed, or is in progress. A general summary that captures the trends found in samplings of

course and department Phase 3 assessments (Reflection and Enhancement) will also be included in the annual report. Groups utilizing reports from the ECMS and other databases will generate these reports. To the extent that there are resource requests supported by SLOAC, SSLOAC or AUOAC data, the annual report will be forwarded on to the college's PBTs.

- Curriculum, while being placed into the six-year planning cycle, will remain on its five-year cycle of review and approval for all courses. It is recommended that faculty align their courses' curriculum review(s) with their SLOACs and distribute the workload evenly starting in year one of the accreditation cycle and ending in year five. The curriculum work in year six (the Self-Study year) will only entail placing a few curriculum cycles back on track if necessary. This pattern will allow SLOAC results to inform the curriculum process.

Program Level Assessment

Program assessment will occur during the Comprehensive Program Review year. All information in ECMS and other databases will be reviewed; program related data, such as ICC mappings, will be assessed; and program SLOAC, SSLOAC and AUOAC will also be reviewed and assessed. Each unit or department will develop outcome(s) associated with that department or the degrees/certificates offered by that department.

Assessment Cycles — Course, Student Services and Educational Resources

Course level SLOACs will be conducted annually over a five-year cycle that is coordinated and integrated with the five-year curriculum cycle. It is recommended that faculty to divide their SLOAC work evenly over five years and in turn coordinate the work with a likewise evenly divided curriculum review cycle. The intent is to have SLOAC inform the curriculum review process. Assessment of Student

Services (SSLOAC) and Educational Resources (AUOAC) will be conducted annually over five years but on independent schedules.

Evaluation of assessment results is built into all assessment cycles in the third phase of SLOAC, SSLOAC and AUOAC (reflection and enhancement). Written summaries describing assessment tools, findings, and interpretations of what the findings mean, as well as plans to be implemented to enhance student learning and achievement, will be created as part of the process of documenting group discussion sessions at regularly scheduled division or department meetings. This information will be recorded in Phase 3 of the ECMS and on other documenting sites.

SLO statements will reside within course curriculum documents in the ECMS system to create transparency and easy access to updating or changing of statements. A historical record of all SLO changes will be monitored on the ECMS as well.

SSLO and AUO statements will reside within a database system to create transparency and easy

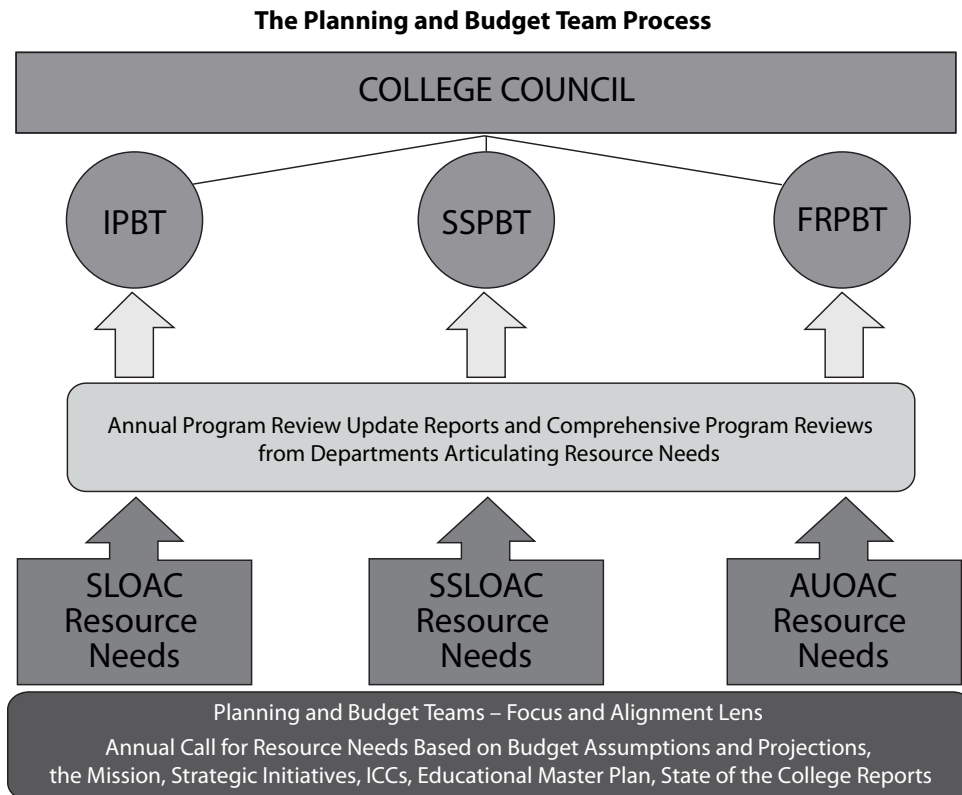
access to updating or changing of SSLO/AUO statements. A historical record of all SSLO and AUO changes will also be monitored on the system as well.

The Planning and Budget Team Process

This section outlines the process taken by the PBTs in recommending resource allocations annually. The current Decision-Making Model cited above is reaffirmed. The new Planning and Budget Team Process is a hybrid of the existing practice and is represented graphically below (Figure 6).

The chief addition to the PBT process is the inclusion of outcomes-based information. This addition will require each department to develop outcomes for the department and/or degrees/certificates offered by the department. As is the case under the current system, each department will be responsible for writing the Annual Update Report each year as well as the Comprehensive Program Review every six years. The new reports will include the results of the course and program level assessment cycles.

Figure 6



The PBT process will begin each year with a review of information on the budget, including budget assumptions and projections. Using strategic planning priorities as a lens, the PBTs will articulate their priorities for the year through the questions asked in the annual update report and the comprehensive program review. This will occur with input from the Academic and Classified Senates, Diversity Advisory Council, Instructional Deans, Student Services Council, Senior Staff and College Council. Departments will then be charged with articulating the resource needs, based on assessment results, in their areas. The reports will then be forwarded to the PBTs for review. If the PBTs require additional information they may request unit leaders to present detailed responses. If there is

a need for cross-PBT discussions, that can happen on an ad hoc basis. The PBTs will then forward their recommendations to College Council.

Conclusion

With its revised mission statement, detailed and extensive planning framework, Institutional Initiatives and updated planning processes in place, De Anza College continues to support student learning, provide up-to-date curriculum, connect students with their communities and prepare them to be engaged members of democracy and their communities. The faculty, staff and administrators are devoted to the work they do in support of students, despite dwindling resources and increasingly high demand for their services.



Appendix – Trends and Key Planning Indicators 2009-2010

The college's planning efforts rely on an understanding of key variables affecting De Anza and its ability to serve students. This section examines trends in student access, student success, equity, basic skills, and community/civic engagement. The Key Student Characteristics and Trends in Access and Success listed below include about 25 pieces of information from which to draw a picture of De Anza College. While only nine of these elements are included as metrics in which the college has set targets for achievement, taken together this data provides a snapshot of how the college is serving students. The data paints a picture of an institution showing improvements in student success and access. It also reveals the success achieved by some groups is still not shared by all. The goal to promote equity and achieve higher levels of success for all groups continues to guide our efforts. Important demographics of De Anza's student population include the following.

Key Student Characteristics, Fall 2009

(Source: <http://www.research.fhda.edu>)

- Students from our college's service area account for about 22% of the student population.
- 48% of the college's students reside in the city of San Jose, while about 12% reside in Sunnyvale, about 10% reside in Cupertino, and about 7% reside in Santa Clara.
- 84% of our students attend classes during the day.
- 43% of our students are considered full time, taking 12 or more units.
- 1,900 international students attend the college, making De Anza one of the largest community college programs for international students in the country.

- Female and male students represent the student body equally.
- 12% of our students have already completed a bachelor's degree or higher.
- 63% of our students enrolled are 24 years old or younger.

Key Indicators – Trends in Access and Success

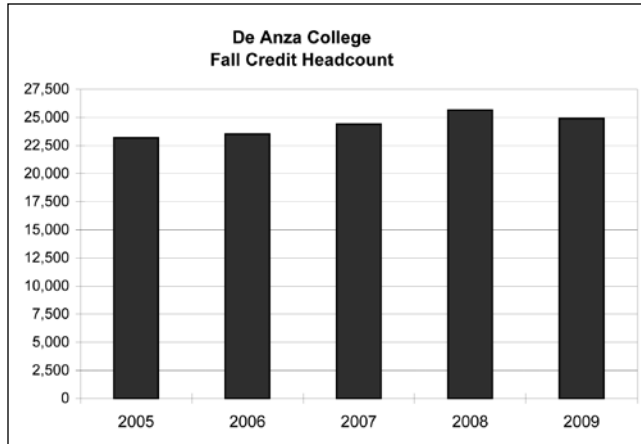
- Fall Headcount
- Santa Clara County Adult Population Participation Rate
- Santa Clara County High School Graduate Participation Rate *
- Total Full-time Equivalent Students enrolled (FTES) *
- Ethnic Distribution of Students
- Number of Associate Degrees and Certificates Awarded
- Transfers to Four Year Colleges
- Course Success and Retention Rates Compared to the State
- Course Success Rates by Ethnicity *
- Vocational Course Success Rates *
- Basic Skills Course Success Rates*
- Next Course Success Rates for Math and English Basic Skills Students
- Fall to Winter Persistence of First time Students *
- Fall to Winter Persistence of First time Students by Ethnicity *
- ARCC Student Progress and Achievement Rate *

* Included as Institutional Metrics

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Fall headcount enrollment decreased 3% from 2008 to 2009: from 25,655 to 24,906 (see Figure 1). This reduction stemmed from a reduction in the Job Corps program as on campus headcount was up slightly. Despite student demand, the state budget cuts have forced the reduction of the number of sections offered which will likely result in a decrease in enrollment in fall 2010.

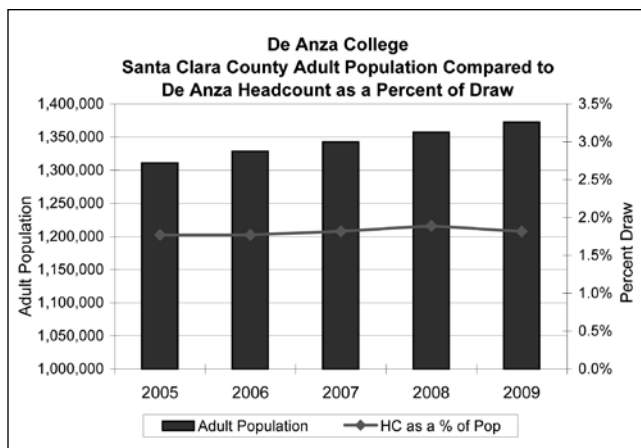
Figure 1



Source: FHDA Institutional Research & Planning

Between 2008 and 2009, the adult population (ages 18 and over) of Santa Clara County was projected to grow by 15 thousand, from 1.372 million to 1.387 million. In 2009, De Anza enrolled about 1.82% of this projected adult population during fall quarter, down from about 1.89% in 2008 (see Figure 2).

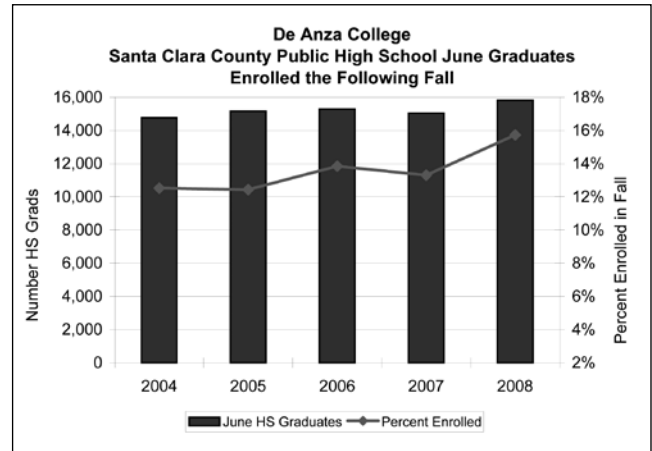
Figure 2



Source: FHDA Institutional Research & Planning

As depicted in Figure 3, De Anza attracted about 16% of all Santa Clara County students graduating from high school in 2008. The number of high school graduates attending De Anza increased 24% from 2,001 to 2,488 at a time when the number of graduates in the county increased by about 5%. The result was an increase of more than 2 percentage points in the participation rate between 2007 and 2008.

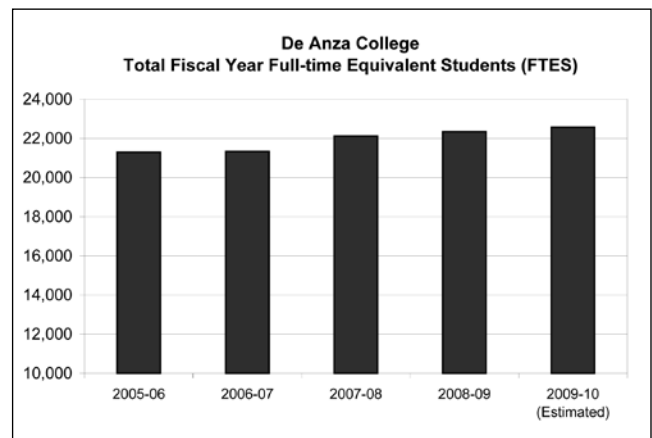
Figure 3



Source: FHDA Institutional Research & Planning

As depicted in Figure 4, full-time equivalent student (FTES) enrollment has increased an estimated 1% from 2008-2009 to 2009-2010. The increase was in spite the decision to reduce the Job Corps program.

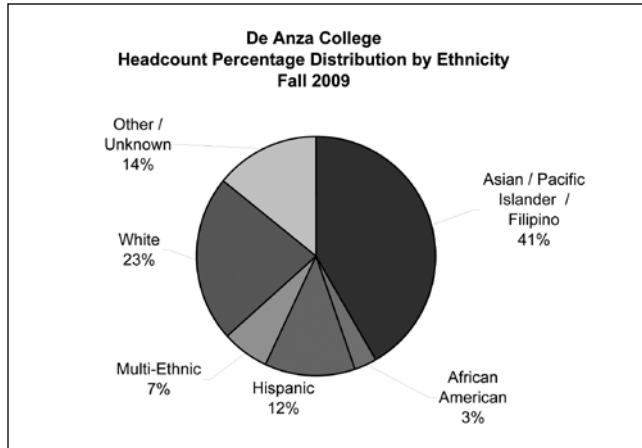
Figure 4



Source: FHDA Institutional Research & Planning

The De Anza student population includes a diverse array of ethnic groups. Students identifying themselves as Asian, Pacific Islander, and Filipino comprised about 41% of the headcount enrollment in fall 2009. The Unknown population decreased from 16% to 11% in fall 2009 (see Figure 5), likely in part to the new ethnic grouping called Multi-Ethnic, comprising 7% of the student population in fall 2009.

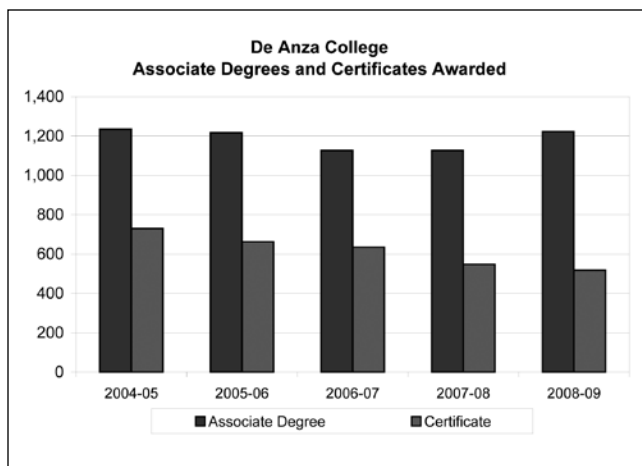
Figure 5



Source: FHDA Institutional Research & Planning

Another measurement of college outcomes is the number of degrees and certificates awarded (Figure 6). Between 2007-2008 and 2008-2009 the number of degrees awarded increased from 1,126 to 1,222 while the number of certificates awarded decreased from 548 to 518.

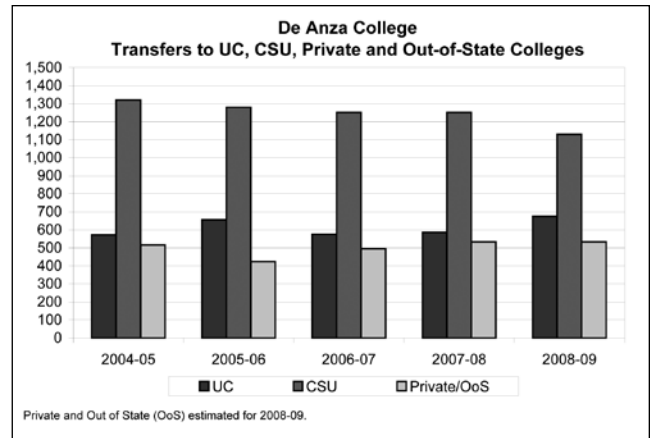
Figure 6



Source: FHDA Institutional Research & Planning

As depicted in Figure 7, about 2,300 De Anza students transfer to a 4-year college or university. From 2007-2008 to 2008-2009 the number of UC transfers increased from 586 to 675 while the number of CSU transfers decrease from 1,251 to 1,130. In 2008-2009, De Anza had the third largest number of combined UC and CSU transfers in the state.

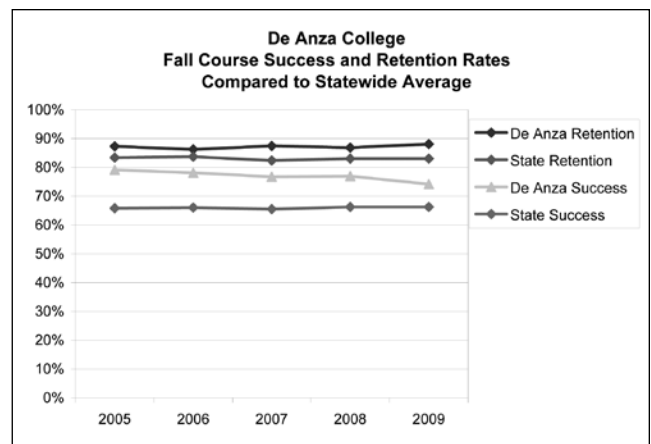
Figure 7



Source: FHDA Institutional Research & Planning

In 2009, the overall course success rate decreased from 77% to 74%, but still remains about 8-10 percentage points above the statewide average (Figure 8). The drop is likely due to a reduction in the Job Corps program, which had high success rates.

Figure 8

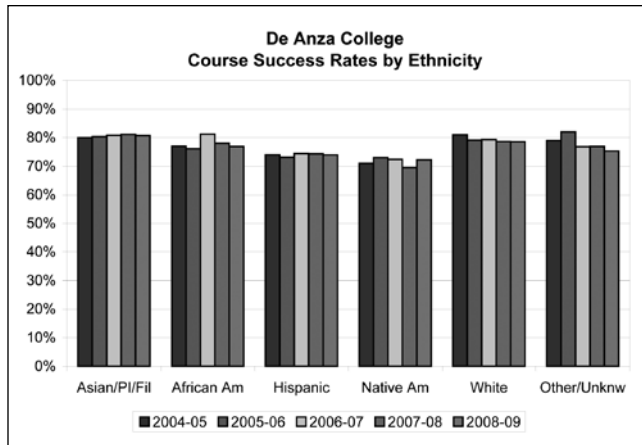


Source: FHDA Institutional Research & Planning

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As shown in Figure 9, students selecting Asian, Filipino or Pacific Islander ethnicities on the application had a course success rate of about 80%. Hispanic students had course success rates of about 74% in 2008-2009. The college goal is to have less than a 5-percentage point difference in course success rates between groups.

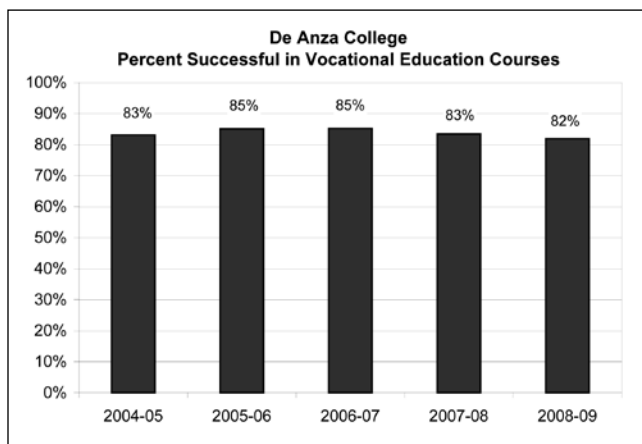
Figure 9



Source: State Chancellor's Office Data Mart

The vocational course success rate dropped one percentage point from 2007-2008 to 2008-2009 (Figure 10). This drop is likely the result of reductions in the Job Corps program that had high success rates.

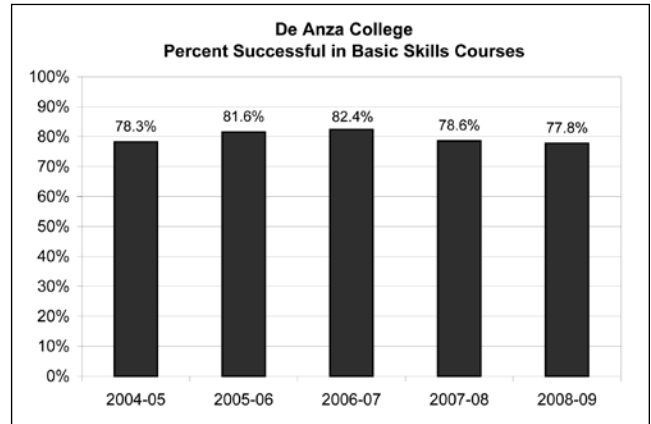
Figure 10



Source: FHDA Institutional Research & Planning

The basic skills course success rate dropped by less than 1 percentage point from 78.6% in 2007-2008 to 77.8% in 2008-2009 (Figure 11). The college is committed to providing opportunities for all students to succeed and will continue to examine the data in this area to pinpoint what works best for students.

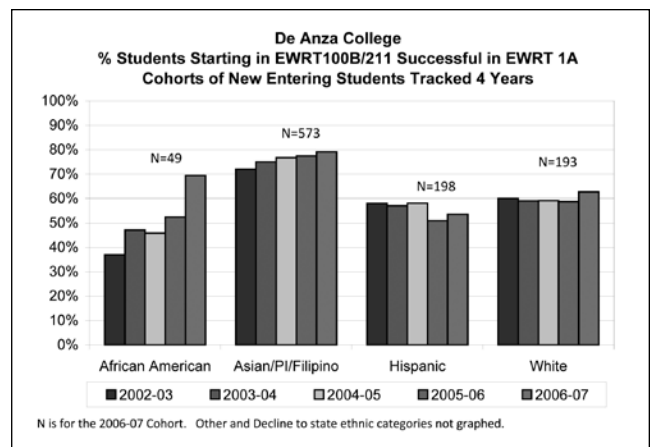
Figure 11



Source: ARCC 2010 report

Figures 12 and 13 show the percent of students starting in a basic skills course who are successful in the next course. For English writing (EWRT), considerable variation exists between Asian and non-Asian students. Of note, the African-American student cohorts have shown steady improvement in success rates, although the number of students involved is small.

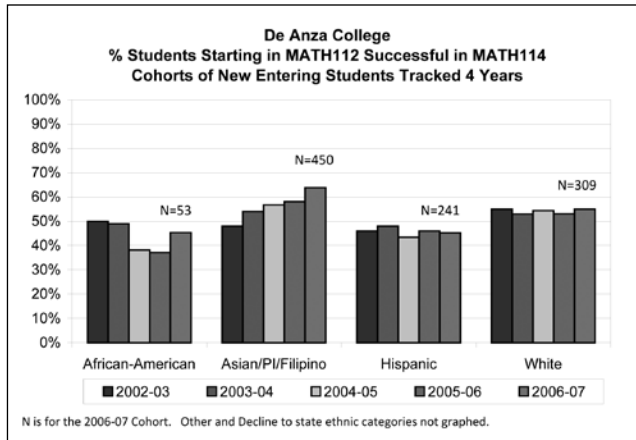
Figure 12



Source: 2010 ARCC Report

As noted in Figure 13, less variation existed between ethnic groups when progressing through the Math course sequence when compared to the EWRT course sequence in Figure 12. The overall success rates are much lower for Math than for EWRT.

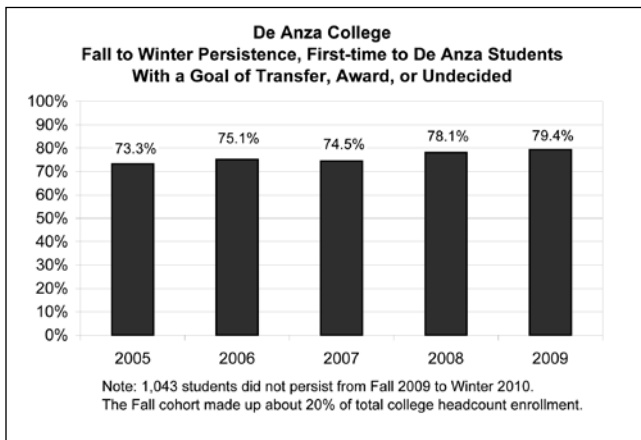
Figure 13



Source: FHDA Institutional Research & Planning

The fall-to-winter persistence rate of first-time De Anza students (new college students as well as students who may have previously attended another college) has increased by 1.3 percentage points from 2008 to 2009 (Figure 14).

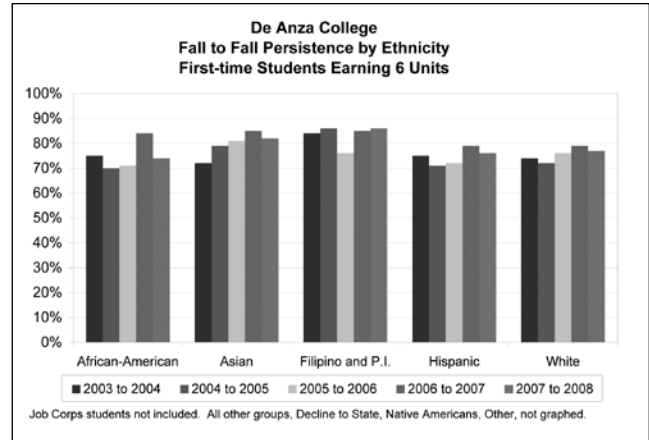
Figure 14



Source: FHDA Institutional Research & Planning

The fall-to-winter persistence rate of first-time De Anza students (new college students as well as students who may have previously attended another college) varies by ethnicity (Figure 15).

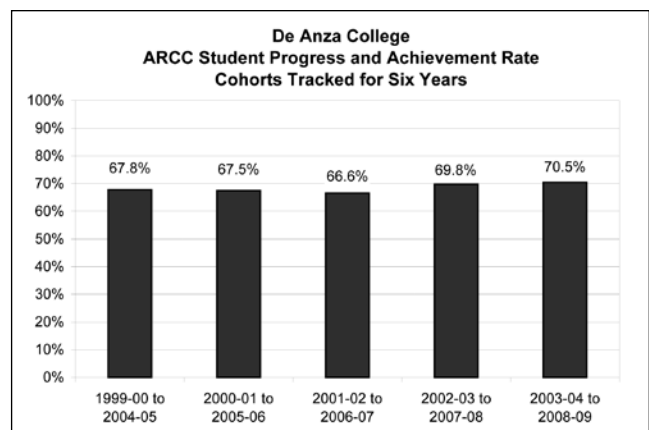
Figure 15



Source: FHDA Institutional Research & Planning

As depicted in Figure 16, the ARCC Student Progress and Achievement Rates increased for the cohort starting in 2003-2004. This rate measures the cohort of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status.

Figure 16



Source: 2010 ARCC Report

The data show high rates of success, especially compared to the state average. The college will continue to address gaps that still exist for basic skills students and historically underserved students.

Additional information can be found at:

State Chancellor's Office Data Mart
<http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx>

CalPASS
<http://www.cal-pass.org/>

CPEC
<http://www.cpec.ca.gov/>

College Insight
<http://college-insight.org/>

IPEDS
<http://nces.ed.gov/ipeds/>

Educational Master Plan Committee

Patricia Fifield, Supervisor

Lois Jenkins, Classified Professional

Alex Kramer, Faculty

Andrew LaManque, Administrator and Co-Chair

Mae Lee, Faculty

Brian Murphy, President and Chair

Marisa Spatafore, Administrator

Robert Stockwell, Faculty





DeAnza College

21250 Stevens Creek Boulevard, Cupertino, California 95014
www.deanza.edu

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