De Anza College

Focused Midterm Report
to the Accreditation Commission
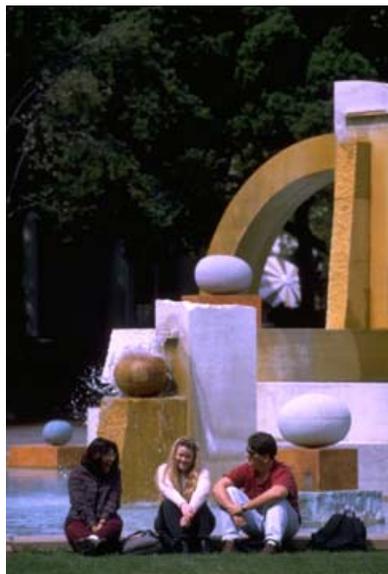
October 6, 2008
De Anza College
21250 Stevens Creek Blvd.
Cupertino CA 95014

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Statement on Report Preparation

Discussions for this report began in October 2007, following De Anza College's Opening Day meeting in late September 2007. The college senior management had previously shared the accreditation report findings with the entire college community, and there was widespread understanding of the college priorities addressing issues in that report.

The Accreditation Liaison Officer met with all governance and leadership groups and requested that they begin to include on their agendas the ways in which they would respond to the recommendations from the previous site visit. Governance and leadership groups (Academic Senate, Instructional Deans Council, Student Services Council, College Council, Classified Senate, etc.) were asked to ensure their engagement in the recommendations, and to ensure that their notes reflected conversations related to the recommendations, in an effort to have evidence of the work available for the next team's visit.

The Academic Senate, the Curriculum Committee, the General Education Committee and the Instructional Deans Council provided leadership in the discussion and work on Recommendation 1 (Student Learning Outcomes).

The Diversity Advisory Group, the Cultural Competence Team, senior staff and the Civic Engagement Team provided direction in the discussion and work on Recommendation 2 (Diversity).

The senior staff, the Student Learning Outcomes coordinator, the Diversity Office coordinator, the college researcher, the Marketing/Communications Office and selected members of the college community developed the Focused Midterm Report.

The college researcher, Academic Senate officers, college senior staff and district senior staff reviewed the report. The Governing Board of Trustees then approved the report at its October 6, 2008 meeting.

_____ Date: _____
Brian Murphy, De Anza College President

_____ Date: _____
Anne Argyriou, Academic Senate President

_____ Date: _____
Al Guevara, Classified Senate President

Response to team recommendations & commission action letter

Recommendation 1
The team recommends that the college engage in a broad-based dialogue that leads to the establishment of a process for the assessment of Student Learning Outcomes (SLOs), including the establishment of timelines and the identification of responsible parties. This process should result in:
- the identification of SLOs for courses, programs (instructional, student support services, learning support services) certificates and degrees;
- the assessment and evaluation of student progress toward achieving these outcomes; and
- the use of the results to improve student learning.

(Standards I.B, II.A, II.B, II.C, III.A.1.c; Eligibility Requirement 10; Eligibility Requirement 19)

Description of the Progress Made on Recommendation 1
December 2007
- Developed the SLO coordinator position and timelines for academic year
- Appointed SLO coordinator and began work

January 2008
- Discussions with divisions and departments on institutional competencies, quantitative assessments, diversity and Accreditation Recommendation 1
- Created calendar of events for the 2007-2008 and 2008-2009 academic years
- Curriculum committee and SLO coordinator began defining work on developing SLOs
- SLO coordinator met with Basic Skills Initiative (BSI) coordinator to discuss SLOs
- SLO coordinator attended Accreditation Institute
- SLO coordinator met with GE Committee to develop SLO committee
- Meetings with vice president of Instruction and vice president of Student Services

February 2008
- PowerPoint presentation to Academic Senate
- Presentation to Diversity Advisory Council
- SLO coordinator and GE Committee developed core competencies for SLOs
- Presented at De Anza College – Teaching and Learning Conference
- Presentation to Instructional Deans Council
- Meetings with vice president of Instruction and vice president of Student Services

March 2008
- Presentation to Student Services Council
- Held training for Student Services managers
- Presentation to college senior leadership – included team leaders for BSI and Title III

- Meetings with vice president of Instruction and vice president of Student Services

April 2008
- SLO coordinator attended regional SLO coordinators meeting
- Met with Academic Senate to discuss relationship between SLOs and Cultural Competence
- Presented and discussed Institutional Core Competencies with Academic Senate
- Met with Student Services managers regarding student support SLOs
- Developed worksheet on Bloom's Taxonomy to present to Academic Senate
- Met with BSI and Title III coordinators to discuss alignment with SLOs
- Met with Curriculum Committee to discuss Bloom's Taxonomy and SLOs
- Meetings with vice president of Instruction and vice president of Student Services

May 2008
- SLO coordinator began series of meetings with academic and student services departments and divisions
- Meetings with Curriculum Committee, Academic Senate, BSI Committee and Title III Committee
- Meetings with vice president of Instruction and vice president of Student Services

June 2008
- Town Hall held to present information and work on Institutional Core Competencies and SLOs; meeting was open to the entire college, although key members of all constituent groups were sent special request to attend
- Met with Disability Support Services (DSS) and Educational Diagnostic Center (EDC) staff to discuss SLOs and targeted populations
- Meetings with vice president of Instruction and vice president of Student Services

<u>Analysis of the Results Achieved to Date</u>
As a result of the work by the SLO coordinator, the entire college is fully engaged in the conversation and creation of SLOs. The conversations around creating SLOs have included meeting with programs and offices that work with students with learning disabilities, students from low-income communities, students from diverse cultural backgrounds and students who are transfer destined. It is the intent of the college to have the faculty and staff responsible for writing SLOs to have a broader understanding of the opportunities and responsibilities associated with SLOs.

The work has been successful and there has not been any resistance to the conversations. There is a clear plan in place that takes the college through the next two academic years. As of this date, De Anza College has 19.5% of its courses using assessment results that have improved SLOs (Automotive Technology, Nursing, Manufacturing and Computer Numerical Control, High Tech Center Training Unit, Medical Lab Technician, Paralegal, Accounting, Cad and Digital Imaging, Film/TV, Photography).

Evidence of the Results
Evidence is available in the form of memos, minutes and training materials (PowerPoint presentations, handouts, etc.)

Additional Plans in Response to Recommendation 1
1. Create a staff workbook for instructional and student services to demonstrate:
   - Objectives vs. outcomes
   - Writing course objectives
   - Embedded assessments including formative and summative
   - Writing rubrics that reflect SLOs
   - Assessment instruments/models
2. Develop relationships among SLOs and the following:
   - Course outlines
   - Title V
   - Title III
   - BSI
   - Models for "closing the achievement gap"
   - CSU and UC alignment
3. Create format for:
   - Training models and instruments for instruction and student services
   - Processes for faculty and staff; SLOs, rubrics, assessment, evaluating data, modifying instruction
   - Tiered training for core team, deans, Curriculum Committee, Academic Senate, general faculty and staff
4. Develop Opening Day Presentation on Institutional Core Competencies and SLOs:
   - Integrate discussion of Institutional Core Competencies into Strategic Planning process, Educational Master Plan and Facilities Master Plan

Forecast of Where the College Will Be at its Next Visit
Although the college had a late start on developing SLOs, it has fully embraced the topic and is committed to successfully developing Institutional Core Competencies and SLOs that will serve as a model for other institutions. De Anza fully expects Institutional Core Competencies and SLOs to be integrated into the work and fiber of the college. The college intends to have comprehensive SLOs written for all programs and services that address issues of diversity and learning needs.

Recommendation 2
The team recommends that the college develop and move into action a set of strategies designed to identify, assess and address diversity and equity issues in an effort to ensure that barriers do not impede the success of any student group; that instructional methods and materials are informed by awareness of, and appreciation for, the diversity of the college's students; and that the campus climate is inclusive and welcoming to all students and members of the community. (Standards II.A1.a, II.A.2.d, II.B3.d)

Description of the Progress Made on Recommendation 2

2007
- Classified employees Cultural Competence workshop
- Cross Cultural Communication workshop (classified staff)
- Student Cultural Competence workshop (DASB and student employees)
- Presentation by Geneva Gay to faculty and staff: "Introduction to Cultural Competence"
- Two-day staff development workshop by Geneva Gay to train staff to understand and apply strategies identified as culturally relevant in working with students within the classroom and throughout the campus community

2008
- Thomas Parham's "Awareness and Self-Assessment" workshop to train Student Services faculty and staff on culturally relevant service delivery
- C.A.R. Administrator's Training to introduce principles of Cultural Competence as they relate to the role of administration
- Practicum: to align institutional policies and practices with the standards of Cultural Competence
- Two-day "Equity Conference: Equity = Excellence" to train faculty and staff to understand and apply strategies identified as culturally relevant in working with students within the classroom and throughout the campus community
- "Moving Toward Cultural Competence" staff development workshops for part-time faculty

Analysis of the Results Achieved to Date

Comprehensive training and staff development was provided for administrators, faculty, staff and students in the areas that are critical to the development of Cultural Competence and working with the diverse student population of our college.

Multiple discussions were held with key constituent group leaders to understand the importance of aligning institutional policies and practices with the standards of cultural competence.

Approximately 466 people (administrators, faculty, staff and students) participated in at least one of the Cultural Competence staff development or training activities during the academic year.

Faculty, staff and administrators from each instructional and student services division have participated in one or more Cultural Competence staff development or training activity.

As of fall 2007, Cultural Competence training has been incorporated in the orientation and training booklet, used for training all Tenure Review Committee members.

The feedback from all members of the college community who participated in staff development and training activities has been positive. The general response is that it has been useful in their work with students, as well as their work with colleagues.

Evidence of the Results
Evidence is available in the form of memos, minutes and training materials (PowerPoint presentations, handouts, etc.)

Additional Plans in Response to Recommendation 2
    1. Activities 2008-2009
    Culturally Responsive Teaching and Service Delivery; Pedagogies of Engagement
- **Two workshops: Constructivist Views of Learning** (For faculty) – Assessing the learner's attributes that can be used as building blocks for learning new content. Creating learning environments that motivate students toward optimizing their achievement by making cultural connections with curriculum and other pedagogical strategies (focus on Basic Skills and SLOs). Possible trainers: to be identified.
- **Two workshops: Students Are Our Customers/Culturally Competent Service Delivery** (For administration, faculty, staff and students) – Focus on communication with diverse student populations including language and ethnic groups, older adults and disabled students. Possible trainers: Glen De Guzman (consultant), Intercultural International Studies (IIS) faculty, EDC/DSS, Equity Collaboration Team (ECT), Puente counselors, selected De Anza College staff and faculty.
- **Three workshops: Pedagogies of Engagement/Culturally Responsive Teaching Practices** – Collaborative learning, project-based learning, community and civic engagement, ethno-pedagogy, student equity. Possible trainers: Dr. Glenn Singleton (consultant), Dr. Adrianne King (consultant), De Anza College faculty.
- **Cultural Competence Practicum:** (For administration, faculty, staff and students) – Campus wide small discussion groups for topics generated by readings, research, events and trainings. These small groups will meet three to four times per quarter.
- **Conduct Campus Research** to measure the impact of culturally relevant strategies and interventions used in the classroom and other areas of the campus upon specific student populations at De Anza College. (By the Action Research Team: student researchers, Sociology Instructor Jen Myhre, Campus Researcher Andrew LaManque).
- **Two workshops: Classroom Assessment/Curriculum Development** – Focus on methods of assessment that evaluate the progression of students in their attainment of knowledge and skills rather than evaluative methods that assess outcome only. Development of culturally responsive curriculum. Note: Some smaller discipline-specific training will be provided. Possible trainers: IIS faculty, other De Anza College faculty, Jen Myhre, Andrew LaManque.
- **Three workshops: Cultural Competence Training for Administrators –** Possible trainers: Mercedes Martin (consultant) and Hugh Vasquez (consultant).

2. Activities 2009-2010
Creating a Culturally Competent Institution: Assessment of Institutional Policies,
Practices and Procedures

- Divisions and departments will receive tools to assist them in assessing their curriculum utilizing criteria for Cultural Competence.
- Review of communication across the institution. Assess and learn most effective method for communication with students from diverse groups. Begin publication of materials in languages other than English both for internal and external use. Identify effective marketing strategies for diverse groups of potential students.
- Develop leadership training that is sensitive to the diversity of cultures that exist among our student population. Engage traditionally marginalized groups in leadership training. (Collaboration with the Office of Community and Civic Engagement, the Multicultural Center and Student Activities)
- Infuse Cultural Competence training into the Tenure Review training.
- Review faculty and staff evaluation processes. Engage the representative bargaining units in discussions concerning the inclusion of Cultural Competence standards in the evaluation process for all employees. Review PAA/PGA criteria. Begin discussions with the bargaining units concerning the inclusion of Cultural Competence workshops and trainings as activities that can earn points toward these awards.
- Assess the configuration of classrooms, meeting spaces and facilities for their appropriateness in creating an environment that is supportive and welcoming to the diverse De Anza College community members.
- Examine the selection and hiring process to ensure that it encompasses criteria, procedures and practices for hiring employees who are culturally competent. Make revisions where necessary.

Forecast of Where the College Will Be at its Next Visit

De Anza College plans to exceed the recommendation of the visiting team and demonstrate its overwhelming commitment to diversity. The college anticipates that the work being performed under the auspices of the Cultural Competence Strategic Planning initiative will result in the implementation of strategies that reflect institutional commitment to the success of the diverse students served by our college. Additionally, it is the intent of the college that its commitment to diversity and equity will be seen in the classroom, in the governance of the college, in its hiring practices and its evaluations of all faculty and staff.

Commission Recommendation

The Commission recommends that the district develop and implement a plan to address the unfunded post-retirement liability (Standard III.D.2.c).

Description of the Progress Made on Recommendation

The Governmental Accounting Standards Board (GASB), an independent, nonprofit organization formed in 1984 to establish standards for financial accounting and reporting

for local and state governmental entities, issued a new requirement recently involving post-employment benefits.

GASB 45 is an accounting statement that requires community college districts, beginning in 2007 for the largest districts, to treat the unfunded post-employment benefit obligations on an accrual basis rather than on a pay-as-you-go cash basis. These new rules became effective in 2007-2008 for districts with revenues of $100 million or more, in fiscal year 2008-2009 for districts with revenues between $10 million and $100 million, and in fiscal year 2009-2010 for those districts with revenues less than $10 million. GASB requires participating districts to recognize and disclose the liability and supplementary information.

The Foothill-De Anza Community College District (FHDA) has taken all the necessary steps to fully comply with this new requirement. FHDA has been an active participant in forming a statewide community college retiree benefits trust through the Community College League of California (CCLC). FHDA was also an early implementer of these standards. Based on the criteria noted above, FHDA was required to come into compliance with the GASB 45 requirements in fiscal year 2007-2008. FHDA joined the Joint Powers Authority (JPA) established by the CCLC and began making contributions in the 2006-2007 fiscal year.

FHDA has commissioned two actuarial studies to refine its obligations. The most recent study identified the total liability as $144,206,566. At the June 16, 2008 meeting of the Board of Trustees, action was taken to transfer $1,005,182 budgeted for fiscal year 2007-2008 to the irrevocable trust in order to fully fund the Annual Required Contribution (ARC). Further action directed that the budget for 2008-2009 include a contribution of $829,400 to fully fund the ARC for fiscal year 2008-2009. The $829,400 funding contribution is calculated using a three-year smoothing by averaging the funding obligation of fiscal year 2006-2007 ($975,905), 2007-2008 ($1,005,182), and the unfunded obligation reported on the Actuarial Study of Retiree Health Liabilities dated April 4, 2008 ($507,042). Lastly, FHDA has made contributions totaling $3,121,087 as of June 30, 2008.

Evidence of the Results
Evidence is available in the form of memos, minutes and training materials (JPA materials, Actuarial Study, Board of Trustees minutes, etc.)

Additional Plans in Response to Recommendation:
At the June 16, 2008 Board of Trustees Meeting, the board approved staff's recommendation that the Internal Retirement Board – which is comprised of the Audit and Finance Committee Chair, the Vice Chancellor of Business Services and the Controller – review and compare the Other Post Employment Benefit (OPEB) trust program offered by the Public Employees Retirement System (PERS) with the plan sponsored by the CCLC.

GASB 45 is relatively new, and a number of new benefit trust programs have been developed over the past few years to assist governmental agencies in addressing the OPEB requirements. At the August 2008 meeting of the district's Audit and Finance Committee, the committee approved staff's recommendation to work in concert with our actuary and legal counsel to analyze and evaluate the offerings from these various benefit trusts.

Consistent with prior direction from the Board of Trustees, staff will also evaluate the pros and cons of assessing a rate for employees funded in the categorical and enterprise programs that represent the future cost of their retiree benefits.

Forecast of Where the District Will Be at its Next Visit
Through the actions noted above, the district is in full compliance with GASB 43/45. Staff will continue to budget the actuarially determined amounts to address the District's liabilities associated with its retiree health benefits.

Response to Self-Identified Issues
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, integrating planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Description of the Progress Made on Self-Identified Issues
Representative Planning Agendas:
1. The college has a new president and will review and revise its mission statement in relationship to SLOs, as part of a Strategic Planning process in 2005-2006. **(Completed/no changes to mission statement – president and senior staff)**
2. The college will use the accreditation self-study process and document as a foundation for Strategic Planning. **(Completed – college community)**
3. The college will actively review each division and department's Student Equity Plan to ensure each addresses SLOs and is supported by data. **(Completed – Cultural Competence Team)**
4. The college will include its mission statement in publications such as major reports and brochures that describe a college program or service. **(Completed)**
5. The college will use a Strategic Planning process to identify additional ways to make faculty, staff and administrators aware of critical information related to SLOs and student success. **(Completed – college community)**
6. The campus researcher will present a research plan to the College Council each year to raise the profile of some of the research available. **(Under consideration)**
7. The college will identify ways of increasing student involvement in its governance process. **(Implemented – College Council)**

8. The college will expand the communication between Planning and Budget Teams related to decision-making and resource allocation. **(Completed – senior staff and College Council)**

Standard II: Student Learning Programs and Services
The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievements of stated SLOs. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic and personal development for all of its students.

<u>**Description of the Progress Made on Self-Identified Issues**</u>
Representative Planning Agendas:
1. The Instructional Planning and Budgeting Team will revise its Program Review process to more fully utilize institutional research in identifying student learning needs, offering responsive programs, assessing student achievement and using the assessment results as the basis for program development. **(Completed – vice president of Instruction and campus researcher)**
2. The college will improve the identification and satisfaction of student learning needs through the development of a research plan for instructional programs and services. **(Completed – vice president of Instruction and campus researcher)**
3. A task force co-chaired by the Academic Senate and administration representatives will convene in fall 2005 to identify and prioritize instructional technology needs. **(Completed)**
4. Learning outcomes will be a major theme of college-wide discussion and implementation with the first curricular revisions occurring in the 2006-2007 college catalog. **(In progress; will be in 2009-2010 college catalog – Academic Senate, college leadership)**
5. The Task Force on Civic Engagement will publish a white paper in January 2006 that describes the action plan for improving the preparation of students to participate fully in their communities. **(Completed)**
6. The college will expand the Workforce Education survey and tailor it to collect program-specific outcome data about career/technical program students. **(Under consideration)**
7. The college will expand outreach efforts into the Spanish-speaking communities of East San Jose. **(Completed as part of Strategic Planning)**
8. Complete the development and linking of support service technologies and integrate them into the portal environment to make student access to support services seamless and user-friendly. **(Completed – Technology Task Force)**
9. The Student Services Planning and Budgeting Team will work with Institutional Research to qualify and quantify the impact of services on student performance outcomes. **(Completed as part of Strategic Planning)**
10. The college will develop opportunities for increased retention of first-year students by connecting them to programs and services. **(Completed as part of Strategic Planning)**

11. The college will develop and implement a plan to expand capacity and functionality of the Open Media Lab. **(In process – dean of Library Services)**
12. The college will develop a plan for increased faculty involvement in all lab areas. **(Ongoing – result of Strategic Planning)**

Standard III: Resources
The institution effectively uses its human, physical, technology and financial resources to achieve its broad educational purposes, including stated SLOs, and to improve institutional effectiveness.

<u>**Description of the Progress Made on Self-Identified Issues**</u>
Representative Planning Agendas:
1. The college will review and revise evaluation instruments to add a component that addresses effectiveness in achieving stated SLOs. **(Completed – college leadership groups)**
2. The college will work with the Classified Senate to develop a professional code of ethics for classified staff. **(In process – Classified Senate)**
3. The college will work with the Planning and Budget Team process to ensure that staffing decisions are driven by student needs and Educational Master Plan goals. **(Completed – senior staff)**
4. The college will establish an institutional priority for the development and implementation of student equity initiatives that may include the allocation of fiscal, human and facilities resources. **(Completed as part of Strategic Planning)**
5. The college will examine possibilities for grants to advance the institutionalization of diversity, student equity and civic engagement initiatives. **(Ongoing – senior leadership and Strategic Planning teams)**
6. The college will work with campus leadership to develop an institutional vision for a comprehensive Professional and Organizational Development program. **(In process – dean of Academic Services)**
7. The college will use the strategic and educational master planning processes to establish institutional priorities for programs and services to use in determining human resource needs. **(Completed – college community)**
8. The college will develop a technology plan to provide input and direction to the district Technology Strategic Plan. **(Completed – Technology Task Force)**

Standard IV: Leadership and Governance
The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Description of the Progress Made on Self-Identified Issues
Representative Planning Agendas:

1. The college will develop survey and evaluation processes to measure effectiveness of organizational leaders and governance structures. **(Completed – campus researcher and senior staff)**
2. The college will create staff development plan based on needs of students and the college. **(In process – senior leadership)**
3. The college will develop forums and venues to widely disseminate and discuss information regarding the roles, responsibilities and membership of governance groups. **(Completed – college leadership)**
4. The college will develop a process for evaluating the effectiveness of its governance structure on SLOs. **(In process – college leadership)**
5. The college will seek additional ways to increase student participation in the governance process. **(Completed – dean of Student Development)**
6. The college will increase opportunities for new faculty, staff and managers to learn about decision-making at the college and district level. **(Completed – Academic Senate and senior staff)**
7. The college will support the District Board of Trustees in its efforts to identify additional resources necessary to support student success initiatives. **(Completed – college president and college leadership)**
8. The college will develop a process for ensuring that the work of the District Board Trustees is more visible to faculty, staff, students and managers at De Anza College. **(Completed – college president and college leadership)**
9. The college will develop a mechanism to increase the link between data derived through Institutional Research activities and Strategic Planning. **(Completed – campus researcher)**
10. The college will conduct broad-based community surveys related to institutional effectiveness as a part of its Strategic Planning process. **(Completed – City of Mountain View – campus researcher)**

Updates on Substantive Change Proposals In Progress, Pending or Planned
De Anza College does not have any substantive change proposals in progress, pending or planned.