

ACCREDITATION EVALUATION REPORT

DE ANZA COLLEGE

21250 Stevens Creek Blvd
Cupertino, California 95014

A Confidential Report Prepared for the
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited
De Anza College on October 24-27, 2011

Raúl Rodríguez, Ph.D., Team Chair

DE ANZA COLLEGE
Roster of Site Visit Evaluation Team
October 24-27, 2011

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Rancho Santiago Community College District

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Rancho Santiago CCD

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Mr. Daniel Sanidad
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Summary of the Evaluation Report

INSTITUTION: De Anza College

DATE OF VISIT: October 24-27, 2011

TEAM CHAIR: Dr. Raúl Rodríguez, Chancellor
Rancho Santiago Community College District

An eleven-member accreditation evaluation team visited De Anza College from October 24 through October 27, 2011 to accomplish several tasks. Foremost among these was to determine whether the institution is meeting the Commission's Eligibility Requirements and the 2002 Accreditation Standards. Other major purposes of the visit were to evaluate how well the college is achieving its stated purposes as delineated in the college mission statement, to provide recommendations for quality assurance and institutional improvement, and to make a confidential recommendation to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the college. The accreditation evaluation team originally consisted of twelve members, but one team member withdrew prior to the site visit.

In preparation for the site visit, the team chair attended a training session for team chairs on August 30, 2011. All of the team members, including the team chair, attended a one-day training orientation and study session on September 7, 2011 at the Oakland Airport Hilton. The team chair and team assistant conducted a pre-visit to De Anza College in Cupertino on September 8, 2011 and to the Foothill-De Anza Community College District Office in Los Altos Hills on September 9, 2011.

Prior to the visit, the team reviewed the De Anza College Institutional Self Study Report (2011), the evaluation report of the team that visited De Anza College in 2005, the Focused Midterm Report submitted by the college in 2008, the Follow-Up Report submitted by the college in 2009, the Follow-Up Report submitted by the college in 2010, and the correspondence over the last six years between the college and the ACCJC. The team also reviewed college documents, such as the 2010-2011 College Catalog and the 2011 Fall Class Listing, as well as evidence cited in the self study that could be accessed through the college website.

Based on responses to a questionnaire sent out by the team chair, the members of the visiting team were assigned to one of the four accreditation standards. Further, four individuals from the team were assigned the duty of serving as a lead team member for each one of the four standards. Lead team members made work assignments to each member of the work team for their particular standard. As part of the overall duties of serving on the visiting team, each team member completed two written assignments prior to the visit. These team assignments assessed the college self study, the responses to the recommendations of the previous evaluation team, and the college planning agendas.

Commendations

The visiting team identified six areas for commendation:

- The team commends the Board of Trustees for its clear understanding of its role as trustees, as exemplified by the Board Philosophy and Mission Statement, and for its commitment to student-centered leadership and decision making.
- The team commends the college for its stellar environmental stewardship. Specifically, the Environmental Studies program is a cutting-edge learning program with world class facilities. The Kirsch Center for Environmental Studies facility reflects the purpose of the program with its energy efficient and sustainable design along with the Cheeseman Environmental Study Area, which provides a working model and living catalogue of California's diverse plant life.
- The team commends the De Anza Student Body (DASB) for its high level of commitment to the college as shown by its active and widespread participation in college governance and its considerable financial contributions to learning resources and a variety of other college programs and activities that support student learning.
- The team commends the De Anza administration, faculty, staff, and student leadership for their passionate pursuit of fostering and supporting diverse ethnic, cultural, religious, economic and other life experiences that constitute the fabric of the college community. Similarly, the college is to be commended for infusing cultural competence as a core value into all aspects of teaching, learning and learning support services.
- The team commends the Office of Staff and Organizational Development for providing college personnel with a rich and robust professional development program. A range of evidence convinced the team that the professional development program implemented at De Anza College provides numerous benefits to college personnel.
- The team commends the college for its efficient management of the major facilities construction over the past six years and for the resultant inviting and impressive physical environment of the campus.

Recommendations

After carefully considering the evidence and discussing the position of the college in relation to the accreditation standards, the team formed three recommendations to the college.

Recommendation 1

To meet the Standard, the team recommends that the college mission statement clearly identify the intended student population for whom the college will provide programs and services (Standards I.A, I.A.1).

Recommendation 2

In order to fully meet Standards, the team recommends that the college systematically evaluate the newly implemented integrated planning, assessment and resource allocation model. The model should also be evaluated for its effectiveness in improving programs, services and student learning. At the appropriate point in the cycle, the college should then assess its evaluation processes (Standards I.B.3, I.B.4, I.B.6, I.B.7, III.A.6, III.B.2.b, III.C.2, and III.D.1.a).

Recommendation 3

To meet the standard at the level of proficiency by 2012, the team recommends that the college accelerate the implementation of the SLO, SSLO, and AUO assessment cycles at the course, program and institutional levels. The college should assess the effectiveness of these processes aimed at improving programs, services, and student learning. Additionally, the college is reminded that the standard requires accredited institutions to include “effectiveness in producing learning outcomes” in the evaluation of faculty and others directly responsible for student progress toward achieving stated student learning outcomes (Standard II.A.1.a, II.A.1.c, II.A.2.b, II.A.2.f, II.A.2.h, II.A.2.i, and III.A.1.c).

ACCREDITATION EVALUATION REPORT FOR DE ANZA COLLEGE

**Evaluation Site Visit
October 24-27, 2011**

Introduction

De Anza College, founded in 1967, is one of two colleges in the Foothill-De Anza Community College District. The college is situated on a 112-acre campus in Cupertino, California and consists of several historical buildings relating to the prior use of the site as a private estate that also served as a winery. Many additional buildings and specialized facilities have been erected on the campus during the intervening years. The physical environment of the campus is well-maintained and it has been greatly enhanced by the proceeds of general obligation bond measures that were passed by local voters in 1999 and 2006, respectively, to renovate already existing facilities and to construct new facilities. The passage of these bond measures is one example of the strong support that De Anza College receives from its local community.

The college draws approximately 80% of its students from outside of its defined service area boundary. Recently, De Anza College experienced a slight enrollment decline, particularly in the full-time equivalent student enrollment. However, the college still serves a headcount of approximately 23,000 credit students per fall term. The college attracts a large number of international students and, unlike most community colleges that typically have a higher percentage of female students, has a roughly equivalent number of male and female students. The distribution of the student body by ethnicity is interesting in that the largest single group consists of students of Asian/Filipino/Pacific Islander background. They comprise over 40% of the student body. The next largest group is white students (23%) and the third largest group is students in the other/unknown category (14%).

De Anza College is a comprehensive community college offering a variety of degree and certificate programs in Career Technical Education (CTE) and in transfer disciplines as well as a robust general education program. In addition, the college maintains programs in basic skills instruction, ESL, community education, and other areas. It also features a number of specialized programs and facilities, including the Fujitsu Planetarium, the Kirsch Center for Environmental Studies, and the Middle College program, among others.

At the heart of De Anza College is a longstanding commitment to issues of equity, social justice, and multiculturalism. Pinned to these foundational values is an equally lengthy focus on excellence in teaching and learning and a campus culture that prizes innovation. The Institutional Core Competencies that were affirmed by the college in 2008 focus on ensuring that students increase their working knowledge and awareness of global, cultural, social and environmental issues.

Recent Accreditation History of De Anza College

In October of 2005, an accreditation evaluation team visited De Anza College. The visit culminated in an Evaluation Report with four recommendations. The Commission acted to reaffirm the accreditation for De Anza College, but added a Commission recommendation to the

four recommendations identified by the visiting team. The Commission further instructed De Anza College to submit a Focused Midterm Report by October 15, 2008. The Focused Midterm Report was required to address all of the recommendations in the evaluation report with special emphasis on Recommendation 1 and 2 and to the Commission recommendation. The recommendations that were the main subject of the Focused Midterm Report are listed below:

Recommendation 1 (2005)

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, including the establishment of timelines and the identification of responsible parties. This process should result in:

- The identification of student learning outcomes 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)

Recommendation 2 (2005)

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 students; and that the campus climate is inclusive and welcoming to all students and members of the community (Standards II.A.1.a, II.A.2.d, II.B.3.d).

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).

The college submitted a Focused Midterm Report on October 6, 2008. The Commission accepted the Focused Midterm Report with the requirement that the college complete a Follow-Up Report by October 15, 2009. The subject of the Follow-Up Report was Recommendation 1 (see above) of the 2005 Evaluation Report. De Anza College submitted the Follow-Up Report to the Commission on October 14, 2009. The Commission took action to accept the Follow-Up Report with the proviso that the college submit to the Commission a second Follow-Up Report by October 15, 2010. The focus of the Follow-Up Report was to further document progress on Recommendation 1 of the 2005 Evaluation Report. The college submitted the second Follow-Up Report on October 11, 2010. The Commission took action to accept the Follow-Up Report. The acceptance letter from ACCJC President Barbara Beno, dated January 29, 2010, contained a Commission Reminder to the college as noted below:

Commission Reminder: The Commission expects that the institution meet standards that require the identification and assessment of student learning outcomes, and the use of

assessment data to plan and implement improvements to educational quality, by fall 2012. The Commission reminds De Anza College that it must be prepared to demonstrate that it meets these standards by fall 2012 (Standards I.B.1, II.A.2.e, II.A.2.f, II.B.4, II.C.2 and III.A.1.c).

De Anza College Self Study

The institutional Self Study submitted by De Anza College in 2011 is an attractive and professional document that is well-written and well organized. The students selected for photographs in the Self Study represent a variety of backgrounds and reflect the diverse nature of the student body. The Self Study includes sections on the history of the college, the educational master plan along with an update and a summary of progress on the self-identified 2005 planning agendas, among others.

The Self Study included ample evidence to support the statements and evaluations made in the self study. Much of the evidence came in the form of links to information that was available through the college website. There was a small portion of evidence that was difficult for the team to access because of links that were dead (web pages not being functional) or because information on those links was out of date. With the exclusion of a few minor exceptions, the team was able to access the necessary supporting documentation and evidence. The files provided to the team in the team room were useful to the team.

The college cut by half the length of the planning agenda from the 2005 Self Study to the 2011 Self Study. This reduction is commendable and shows the great attention placed on completing these items by the college. However, in the view of the visiting team, the 2011 planning agenda is still too long. The planning agenda should not be a list of every action the college intends to take in relation to the Standards. Rather, it should focus only on the most meaningful and significant items. The team did not find every item listed in the planning agenda to be significant. Further, there was no indication of responsibility for these items. That is, a planning agenda should identify what position or group is responsible for the completion of the item and when that item is expected to be completed. Without some indication of responsibility, the planning agenda appears to be a list that was not constructed with careful consideration.

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ELIGIBILITY REQUIREMENTS

The team found evidence to support the assertion that De Anza College is in compliance with all of the eligibility requirements as established by the Accrediting Commission for Community and Junior Colleges.

1. Authority

De Anza College operates under public law of the State of California as a part of the California Community College system. It is authorized to award degrees and certificates by the Board of Governors of the California Community Colleges, by the Accrediting Commission for Community and Junior Colleges, and by the Board of Trustees of the Foothill-De Anza Community College District.

2. Mission

The team verified that the college has reviewed its mission statement and that it was approved by the Board of Trustees in 2010. However, the mission statement was not approved by the Board of Trustees as a separate document. That is, it was approved as a part of the Educational Master Plan. The mission statement is widely disseminated to the college community and to the public.

3. Governing Board

The Foothill-De Anza Board of Trustees is a five-member body that is elected at-large by the registered voters of the district. Two student trustees, one from each college in the district, are seated annually. As delineated in the Board of Trustees statement on its philosophy, mission, and roles and responsibilities, the board understands and adheres to its purpose as a policy-making body that is responsible for the quality, integrity and financial stability of the district. The board also has a separate policy on conflict of interest (BP 9200).

4. Chief Executive Officer

The Board of Trustees of the Foothill-De Anza Community College District appoints the college president based on the recommendation of the district chancellor. The full-time responsibility of the president is to De Anza College and he possesses the requisite authority to administer board policies under the supervision of the chancellor.

5. Administrative Capacity

The administrative staff employed by De Anza College has the appropriate preparation and experience to support the mission and purpose of the college. There are appropriate procedures in place to fill administrative positions when they become vacant.

6. Operational Status

The team verified that all divisions of the college are fully operational with students actively seeking degrees and certificates.

7. Degrees

De Anza College offers a wide variety of degree and certificate programs. The majority of students enrolled at the college are actively seeking degrees or certificates.

8. Educational Programs

The team verified that De Anza College's 63 degree and 106 certificate programs are congruent with the college mission, are of sufficient content and length, are conducted at the appropriate levels of quality and rigor, and culminate in identified student outcomes.

9. Academic Credit

The team verified, by examining course outlines, syllabi and other evidence, that De Anza College has appropriate policies and procedures in place to properly calculate clock hours to credit hours and to award academic credit based on accepted practices.

10. Student Learning and Achievement

De Anza College defines and publishes in the college catalog the expected student learning outcomes for each program. The college is in the process of completing the assessments of courses, student service programs, and degrees and certificates.

11. General Education

The team verified that the college complies with the general education requirements. The general education component at De Anza College requires demonstration of competence in writing and computational skills. It is designed so that all students in Associate Degree programs complete 31-42 quarter units that cover a range of areas ensuring breadth of knowledge and the fostering of intellectual inquiry. Comprehensive learning outcomes have been established and are reviewed by the college curriculum committee.

12. Academic Freedom

The team verified that there is a board policy (BP 4190) that defines and upholds academic freedom. The team found no evidence that academic freedom was inhibited in any way for either faculty or students.

13. Faculty

The team verified that the college has a highly qualified faculty consisting of approximately 304 full-time members. This core of faculty is of sufficient size to support the educational programs offered by the college. Faculty members are responsible for both curriculum review and learning assessment.

14. Student Services

The student services provided by De Anza College to its student population are appropriate to enable students to develop and learn. The range of student services is consistent with the college mission. The college has identified Student Services Learning Outcomes (SSLOs) for all student services programs and the assessment of the SSLOs is currently in progress.

15. Admissions

The requirements for admission to the college are clearly stated in the catalog and on the college web site. These requirements are reflective of the college mission and of its status as an open-admission institution. Foothill-De Anza Community College District Board Policy 5000 describes the admission requirements and it is consistent with California Education Code and Title 5 regulations.

16. Information and Learning Resources

De Anza College possesses appropriate and sufficient information and learning resources. These resources support the mission statement and the instructional programs of the college and they are readily available and accessible to students.

17. Financial Resources

The team verified that the college has a sufficient funding base, financial resources, and plans for financial development that support its programs and services at an adequate level as well as to improve institutional effectiveness and assure ongoing financial stability.

18. Financial Accountability

The team verified that the college undergoes a regular external audit by a qualified certified public accounting firm. The audit report is available for public scrutiny and it follows accepted practices of accounting. The college submitted a copy of the budget, the financial audits, and the corresponding management letters. There were no material findings by the auditor.

19. Institutional Planning and Evaluation

The college has recently (2010) implemented a new integrated planning and resource allocation process that will be overseen by the recently created College Planning Committee. This new planning process contains all of the elements of a systematic cycle of evaluation, integrated planning, resource allocation, Implementation, and re-evaluation. However, the college has not yet executed a full cycle of this new planning process.

20. Public Information

The college provides appropriate general information, information on requirements, and information about policies affecting students in the catalog and on the college web site.

21. Relations with the Accrediting Commission

The team verified that college has maintained positive relations with the Accrediting Commission in that, at least in the last six years, it has complied with all Commission requests, directives, decisions and policies. The Board of Trustees of the Foothill-De Anza Community College district, the district administration, and the college all adhere to the Eligibility Requirements, the Accreditation Standards, and to the Commission policies.

EVALUATION OF INSTITUTIONAL RESPONSES TO THE RECOMMENDATIONS CONTAINED IN THE 2005 EVALUATION REPORT

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, including the establishment of timelines and the identification of responsible parties. This process should result in:

- **the identification of student learning outcomes 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).

De Anza College fully addressed this recommendation in both their October 2010 Follow-Up report and the current institutional Self Study. A Student Learning Outcomes (SLO) coordinator position was established, and a coordinator was appointed in December 2008 to guide the college in increasing the number of courses and services with learning outcomes. The college then moved forward and began to assess the outcomes. Student Learning Outcomes Assessment Cycles (SLOACs), Student Services Learning Outcomes Assessment Cycles (SSLOACs), and Administrative Unit Outcomes Assessment Cycles (AUOACs) are processes that are components of the Six-year Planning and Assessment Cycle, which was adopted as part of the college's 2010 - 2015 Educational Master Plan. Updates and improvements to the Planning and Assessment Cycle have occurred once in December 2010 by College Council and again as part of the Educational Master Plan Update in the spring of 2011. Learning and service outcomes and outcomes assessment are now incorporated into the curriculum approval and program review processes. The college has purchased and installed a new data management system, TracDat, for the systematic collection and archiving of assessment data at all levels of outcomes planning and assessment. The college is just beginning to load data into this system and is in the process of training personnel on how to use the system.

The college should be recognized for its hard work in organizing, in particular, their Student Learning Outcomes Assessment Cycles (SLOACs) and for developing outcomes for courses, programs, certificates and degrees. Although the Commission accepted the De Anza 2010 Follow-Up Report asserting that De Anza College met this recommendation, the Commission was emphatic in restating its concern that proficiency, as defined in the rubric, must be achieved by the fall 2012 deadline. The team believes that De Anza College still has much work that needs to be accomplished in the area of assessment of SLOs to attain the proficiency level by the Commission deadline of 2012. (See Standard III.A.1.c, page 36 and 2011 Recommendation 3)

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 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.A.1.a, II.A.2.d, II.B.3.d).

De Anza College addressed this recommendation in its Midterm Report and the current Self Study. The college developed a campus-wide initiative to address diversity and equity. Through focused planning, the college reached out to the historically underserved students to ensure cultural competence and to build community collaborations. In addition, the college participated in the Equity for All Project run by the USC School of Education in 2005-06. The year-long process involved an extensive look at data from an equity scorecard framework. The performance data was presented for discussion at various shared governance groups leading to data driven decision-making in addressing diversity and equity issues.

In 2006-07, the college adopted a strategic initiative on improving faculty and staff cultural competence to address diversity and equity issues. The strategic initiative was a three-year project with an identified focus each year. Year 1 focused on awareness and self assessment, year 2 focused on pedagogies of engagement through culturally responsive teaching and service delivery; and year 3 focused on creating a culturally competent institution. Through the initiative, comprehensive training and staff development was provided for administrators, faculty, staff, and students in the areas that were critical to the development of cultural competence and working with the diverse backgrounds of student groups at the college.

The college recently made the decision to hire two faculty positions (ranked 1st and 3rd, respectively, in last year's faculty prioritization process for funding new faculty positions) that will enhance efforts in this area. The positions are Diversity Coordinator (to be filled by December 2011) and Civic Engagement Coordinator (in the process of being filled). After these positions are hired, the college will hold campus dialogues on diversity and equity topics before creating division level equity plans in conjunction with department-level plans and an overarching institutional plan.

The college extended its commitment to addressing the diversity and equity issues when cultural competence was identified as one of the nine institutional metrics contained in the 2010-2015 Educational Master Plan.

Recommendation 3

The team recommends a professional code of ethics be developed for classified employees (Standard III.C.1).

De Anza College fully addressed this recommendation on November 12, 2008, with the adoption of the De Anza College Classified Senate Code of Ethics.

Recommendation 4

The team recommends that the college develop a Technology Plan, designed to support student learning programs and improve institutional effectiveness, which is linked to the other strategic plans in use at the college. This plan should include the methods by which faculty and staff will receive professional development training in the use of instructional and institutional technology (Standard III.C.1).

De Anza College addressed this recommendation by developing an Information Technology Strategic Plan in 2005, having approved a second draft on October 11, 2007. This plan has been incorporated into the college Educational Master Plan for 2010-2015 (approved October 28, 2010). The bullet points within the Educational Master Plan give a quick snapshot of the responsibilities of the Technology Task Force (TTF), which appears to be the governance body primarily responsible for overseeing the planning of technology resources.

Commission Recommendation to the District

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

The Foothill-De Anza Community College District has fully responded to this recommendation by previously addressing the unfunded post-retirement liability and by continuing to do so.

Note with regard to Recommendations 1 and 2 above:

Although the Commission accepted the De Anza Follow-Up Report asserting that the college met Recommendations 1 and 2, the Commission was emphatic in restating its concern that Proficiency, as defined in the Rubric, may not be met by the fall, 2012 deadline. The team finds that the college has substantially addressed 2005 Recommendations 1 and 2 and is poised to reach the Proficiency level for Standards on SLOs.

Standard I: Institutional Mission and Effectiveness

A. Mission

General Observations

The De Anza College mission statement is as follows:

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*

When the Board of Trustees approved the Educational Master Plan in spring 2010, an updated mission statement (printed above) was included in that document. The college's educational purpose is clearly discerned from the mission statement. However, the mission statement does not indicate the college's intended student population. By including the core competencies, the college does address the commitment to achieving student learning.

Findings and Evidence

In the previous 2005 Self Study Report, the college reported that it had difficulty in achieving college-wide consensus on the update of the mission statement. To readdress the need to affirm/update their mission statement, coinciding with the adoption of the Institutional Core Competencies, discussion resumed in spring 2009. A committee was formed to draft a new Educational Master Plan (EMP) and to review the mission statement. The EMP was finalized and approved by the Board on June 7, 2010. It makes sense for the college to review the mission statement as the starting point for the EMP. By conducting a mission statement review in that manner, the full range of issues included in an EMP are all considered from the starting point of the mission statement.

As currently composed, the college mission statement doesn't clearly identify its intended student population (Standard I.A). The mission statement describes what the college intends to do for students, but it doesn't define what students the college intends to serve. Although the Self Study describes the students attending the college, and there is a long history of the college seeking to serve a diverse student body with a purposeful outreach to traditionally underrepresented students, this history and intent is not reflected in the mission statement.

The college has revised the mission statement to "explicitly reflect the college's commitment to student learning" by adding its institutional core competencies. The college offers an impressive list of

instructional and student support programs. The Accountability Report for Community Colleges data, Data Mart information and surveys indicate the college is highly successful in meeting the needs of the students and improving their skills (Standard I.A.1).

The current mission statement was approved by the board in spring 2010 as part of the Educational Master Plan. In looking at the document “Board of Trustees minutes of June 7, 2010” it was not clear that the Board approved the Educational Master Plan (and mission statement) at that meeting. After meeting with the College Planning Committee it became clear that the college viewed the mission statement as the centerpiece of the Educational Master Plan and assumed that it was being approved explicitly. The board president verified that the mission statement was being approved along with the Educational Master Plan (Standard I.A.2).

De Anza has identified a planning agenda to integrate the review of the mission statement into its planning process, reviewing it as part of the six-year update to the EMP (Standard I.A.3). The only concern the team has with this process is that the mission statement should be reviewed more frequently than every six years and the college should do more frequent reviews even if they are less comprehensive than the six-year review.

De Anza College has been actively updating its strategic planning processes. Among the tasks that have been accomplished, the college has developed Institutional Core Competencies, defined Student Learning, Student Services Learning and Administrative Unit outcomes and processes, updated the mission statement, and developed a new version of the Educational Master Plan. To begin to create institutional planning and decision-making processes that remain centered around the college mission, the college has made efforts to increase awareness of its mission by including the mission statement on marketing materials and posters around campus.

The college also identified common themes that emerged from the mission statement discussion that took place as part of the affirmation process; these themes formed the basis for the college’s four Institutional Initiatives:

- Outreach
- Individualized Attention to Student Retention and Success
- Cultural Competence
- Community Collaborations

De Anza reports that “these initiatives have become a ‘lens through which decision making and resource allocations are made’ [*De Anza College Educational Master Plan 2010-2015*]. The mission statement gave rise to four themes which in turn led to the four institutional initiatives that serve as the primary goals for the institution. In the Faculty and Staff Accreditation Survey (November 2010), 91% of the respondents agreed or strongly agreed that the college has a “clear and publicized mission that identifies its educational objectives.” There have been efforts made to align planning processes with the goals, primarily through the program review process. There was clear evidence of this in the program reviews and in other college documents (Standard I.A.4).

Conclusions

The college mostly meets Standard I.A.

The college has accomplished much in the past couple of years. However, one area of lingering concern in Standard I.A is the lack of identifying the intended student population in the mission statement. The college seems to assume the intended student population is the group of students attending the college. Such an assumption is circular and begs the question of which populations the college is purposefully intending to serve (Standard I.A).

The other area addressed by a planning agenda is the regular review of the mission statement. This has been resolved with the new Six-Year Planning and Assessment Cycle although the team suggests that the college review the mission statement on a more frequent timeline (Standard I.A.3).

Recommendations

Recommendation 1

To meet the Standard, the team recommends that the college mission statement clearly identify the intended student population for whom the college will provide programs and services (Standards I.A, I.A.1).

B. Improving Institutional Effectiveness

General Observations

In general, the college has very impressive success rates compared to other community colleges and compared to other colleges in their Accountability Report for Community Colleges (ARCC) peer groups. The college also has institutional metrics in their Educational Master Plan that include targets which appear to be extremely optimistic, including one “to achieve a less than 5 percentage point difference between course success rates for underrepresented groups and all other groups”. The college should be commended for “setting the bar” so high.

In reviewing the achievement data contained in the Self Study, it appears there was an error in the success rate given for Filipino or Pacific Islander students on page 19. It was also troubling that the course success rates for African American students dropped by more than 10% between 2008-09 and 2009-10. This was explained by college personnel as being due to the termination of the college’s contract with the Los Angeles and Treasure Island Job Corps programs, which had very high success rates. Currently, the college provides limited instructional services to the San Jose Job Corps program.

Findings and Evidence

De Anza College has identified the five Institutional Core Competencies (ICCs) that are listed as part of the college mission as “a list of essential characteristics that [the college] feel[s] students should possess by the time they transfer, graduate or complete certificate programs.” These competencies were adopted by the Academic Senate (2009) and they were simultaneously adopted as the Student Learning Outcomes (SLOs) for general education and the institution. Also in 2009, the academic senate developed a position paper defining what SLOs should and should not be.

The college has also implemented a Student Learning Outcomes Assessment Cycle (SLOAC) model. “Faculty-driven and engineered to fit the college’s culture by a team of faculty and administrators, the process has and will continue to encourage dialogue about what the employees of the college believe students should be able to do as future leaders and productive citizens in their communities once they leave De Anza College” (Standard I.B.1). Evidence of this work is readily available on the college’s website. There are many documents pertaining to its SLO work on a portion of the website designated to archive this work.

It is clear that much self-reflective dialogue has taken place surrounding the development of these ICCs and SLOs. It is also clear that the college is well aware of its next steps, as they have identified a planning agenda to implement the integrated planning process that incorporates outcomes assessment results into institutional planning, and provides the time and space for broad-based dialogue aimed at improving student learning. There are no statements made about the impact on student learning.

Student access and success are at the heart of De Anza College’s institutional goals and metrics. Institutional goals are made operational in Planning and Budget Team discussions and Developmental and Readiness Education (DARE) Task Force discussions of basic skills funding. Other state mandated reports (such as ARCC and updates on matriculation service areas) are made available in various venues and presented to the board.

Under the purview of the College Council, the college’s institutional goals “guide the institutional planning processes.” The program review template asks specific questions of the various programs to draw out how they are meeting the goals of the institution. Also, the program review data sheets provide information on the success rates of targeted populations, in addition to success rates of all students in the programs.

It is reported in the Self Study that institutional goals are widely understood – although it is not clear how this understanding is assessed. It is apparent that these goals are discussed in venues such as opening day activities and through Planning and Budget Team discussions. Progress toward identified goals, as well as achievement of outcomes, is documented in the planning progress reports regularly provided to the Foothill-De Anza Board of Trustees and to the State Chancellor’s Office through mandated reports (Standard I.B.2).

The establishment of the new planning processes seems to indicate a focus on planning in general. The processes are in place although some are relatively new. There are Planning and Budget Teams (PBTs) that help to connect planning and budgeting. The PBTs make recommendations to the college council to inform planning-based decision-making. The planning model seems to be systematic and well-integrated. There were relatively strong survey results showing faculty and staff agreed with the extent to which the college met this standard. The college listed a planning agenda for this substandard, which seems odd given that it is supposed to be implemented. The team is assuming that some aspects of the planning model are new and as yet untested. There are plans to relate SLOs to the institution’s core competencies. The College Planning Committee has been charged with assessing the planning processes along with governance and decision making structures and processes (Standard I.B.3).

Participation in college planning is reflected in program review, the PBTs, and the College Council. The November 2010 survey showed that 76% of respondents agreed that “the institutional planning process

is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness”. However, also in November 2010, a governance task force was formed by the College Council in response to a resolution passed by the academic senate. The senate recognized the need to clarify shared governance processes in order to assure that such processes are transparent and to guarantee that decision making processes are recognized and understood by the college community. This task force was charged with the creation of a shared governance handbook, clarifying and documenting the shared governance processes. The Task Force has completed its work. The College Planning Committee is now developing evaluation metrics for shared governance processes and this is to be completed this year. The shared governance handbook (e-handbook) and the evaluation process is intended to go to College Council for approval (Standard I.B.4).

The college collects data via surveys, program reviews, and assessment of student learning outcomes. The data are made available via board and college presentations, the college website, department and division meetings, governance committees, and research and planning websites. Although the Marketing/Communications Office serves to communicate “matters of quality assurance” to students, employees and the general public, there is no mention of assessing its effectiveness in doing this. The Marketing/Communications Office should consider implementing an assessment component to complete this task (Standard I.B.5).

In May 2011, a College Planning Committee was approved and charged with (among other things) “reviewing and proposing revisions to the mission statement and Educational Master Plan, evaluating the Six-Year Planning and Assessment Cycle and an ongoing review of planning processes” as stated in the shared governance handbook. As these processes are new, they have yet to be assessed. It is also too early to determine if any of these new processes have been effective in fostering improvement. The College Planning Committee has been charged with systematic evaluation of planning processes along with governance and decision making structures and processes (Standard I.B.6).

Program review is evaluated by asking departments how the process can be improved. Many programs were assessed using surveys. Accreditation surveys were conducted during fall 2010 that used text from the standards. The evaluation of academic success programs resulted in their reorganization in 2009/2010. This was the only clear statement regarding improvements in programs and services. It should be noted that programs were evaluated in the college’s response to this Standard subsection. It is now clear after discussions with the Standard I chairs that they were not clear about this standard. They now realize that the College Council should be the group that “assesses the assessment processes” completed by the planning committee and other groups reporting to them (Standard I.B.7).

Conclusions

The college mostly meets Standard I.B.

The college should be recognized for the development of a Six-year Planning and Assessment Cycle. However, it is a brand new plan and has just been implemented this year. While the college is well-organized and prepared for assessing institutional effectiveness, it has a ways to go in completing a cycle of evaluation, planning, resource allocation, implementation and re-evaluation. The college admits as much in the planning agenda for Standard I.B.1 and I.B.3. The assessment of program SLOs is also just getting underway. Out of over 90 programs, only 45 have assessment plans and we could find

no evidence of an assessment plan being carried out and improving student learning. The assessment plans were found in the IBPT program review site. The college has charged the College Planning Committee with overseeing the assessment of plans, planning processes, governance and decision making structures and processes. As these structures and processes are new, the college has to prove that they work and that they are sustainable over time.

Recommendations

Recommendation 2

In order to fully meet Standards, the team recommends that the college systematically evaluate the newly implemented integrated planning, assessment, and resource allocation model. The model should also be evaluated for its effectiveness in improving programs, services and student learning. At the appropriate point in the cycle, the college should then assess its evaluation processes (Standards I.B.3, I.B.4, I.B.6, I.B.7, III.A.6, III.B.2.b, III.C.2, and III.D.1.a.).

Standard II: Student Learning Programs and Services

A. Instructional Programs

General Observations

De Anza College identifies and meets the diverse educational needs of its student population by offering programs and academic services that lead to transfer, associate degrees, and various certificates of achievement. The curriculum process reflects the college's commitment to providing quality instruction and assurance that course content meets college and state requirements.

The curriculum process has effectively infused identification of Student Learning Outcomes (SLOs) for many courses and all programs, but there is no documented evidence that the assessment cycles have been completed for many courses. Faculty conversations indicate that faculty regularly assess courses and make improvements as a result of the assessments. The team could not find written evidence of the student learning outcomes that have completed an assessment cycle.

Curriculum is delivered in many ways using flexible scheduling on and off campus. Institutional metric targets have been identified and the college has effectively used data sources and processes such as, institutional research, student demographics, curriculum updating and approval, and a six-year program review cycle to determine student learning needs.

Findings and Evidence

A rigorous 5-year curriculum review process is part of an integrated planning model that reflects the institution's commitment to achieve its mission, the goals of its institutional strategic initiatives, and district's strategic plan. Programs are regularly reviewed ensuring that they meet the mission of the institution and uphold its integrity whether they are delivered online, hybrid, or in the traditional face-to-face format. Team members examined some of the college's online classes and confirm the quality of the courses. Faculty members must be trained before they teach online using the Catalyst system. Online courses are evaluated using a similar tool as face to face classes. The team verified that De Anza College is following appropriate procedures to validate the identity of online students (Standard II.A.1).

The institutional research office identifies and routinely monitors and tracks student demographics and enrollment patterns. Through the use of the faculty and staff accreditation survey, the Community College Student Engagement (CCSSE) and various diversity surveys the institution has been able to gather, analyze and make informed decisions regarding student learning needs (Standard II.A.1.a).

The college demonstrates that it effectively utilizes technology to provide instruction via distance learning. The Distance Learning Center is the hub for the college's online delivery of instruction, training of faculty, staff and students, and providing assurance of quality instruction regardless of the mode of delivery, including the validation of the identity of online students. Survey results support the college's use of a variety of modalities. The distance learning office offers an online orientation for students interested in enrolling in online classes. This fall the

center offered for the first time an on campus orientation for the Catalyst system (Moodle). An online help desk is available to students. The desk is staffed by learning center personnel. There is a comprehensive information technology plan. The college used local bond measure income to make technological upgrades (Standard II.A.1.b).

Since 2005 the college has shown tremendous efforts to get on track and demonstrate continuous dialogue about identifying the outcomes and assessment of student achievement and the implementation of improvements. Identifying SLOs and assessment has been a major campus effort and at the center of dialogue regarding institutional effectiveness. The college has worked towards proficiency by committing to a faculty-driven student learning outcomes process and a Six-year Planning and Assessment Cycle which is an essential part to its Educational Master Plan. Sixteen faculty members serve as division liaison contacts. Department liaisons work with faculty to write SLOs, provide guidance with assessment, and discuss results. Some divisions are further ahead in the development and assessment of SLOs, and for others more work needs to be done to complete assessment cycles. The team finds that the dialogue and campus consultation process to complete the SLO assessment cycle has been too slow. If the college is to meet the 2012 proficiency deadline, dialogue and consultation need to move at a faster pace (Standard II.A.1.c).

The college offers a wide variety of transfer and career courses leading to an Associate in Arts or an Associate in Science degree, as well as courses that lead to various Certificates of Achievement. There is an appropriate review process of all instructional courses and programs (Standard II.A.2).

The Curriculum Committee maintains a robust systematic review of courses. There is a five-year cycle in place to ensure the revision of existing course outlines. All courses must have student learning outcomes before final approval. Program Level SLOs are listed in the 2011-2012 Catalog. The planning agenda does not reflect the level of proficiency in the ACCJC rubric (Standard II.A.2.a).

De Anza's curriculum process and program review processes are fully faculty driven with strong support from the administration. Program reviews examined by the team report that student learning outcome assessment is "in progress," but there is no specific number of how many SLOs are in progress, or how many have completed an assessment cycle.

There is evidence of college-wide dialogue for improving student achievement, and commitment to creating and maintaining a culture of assessment. New faculty members participate in a three-day orientation that introduces them to SLOs and assessment as something that is part of the college culture. Faculty members are expected to report their involvement in SLO assessment as part of their self-evaluation, but SLOs are not part of their formal faculty evaluation (III.A.1.c). The college is in the process of implementing the use of TracDat as a depository of the SLOAC. The planning agenda indicates that there is considerable activity needed to fully meet this section of the standard (Standard II.A.2.b).

De Anza College's degrees and certificates conform to California Education Code requirements. The college offers transfer, vocational and certificate programs. In 2009-10, the college offered

1,254 associate degrees, and 490 Certificates. The majority of the associate degrees were awarded in the Liberal Arts, a total of 895, and 120 in the Biological, Health and Environmental Sciences. The majority of the certificates were awarded in Business/Computer Systems, 137, Biological and Health Sciences, 106, and Social Sciences and Humanities, 105.

The curriculum development process ensures rigor and sequencing of courses. Faculty members are solely responsible for content of courses. High quality instruction in Career and Technical Education programs is ensured through the oversight of advisory committees comprised of business and industry leaders, plus college faculty and administrators. Programs like Child Development and Nursing have their own accreditation organizations, and both have been audited recently for hours by arrangement (Standard II.A.2.c).

The college has delivery modes and pedagogies designed to meet the diverse learning styles and needs of students. Face-to-face classes are the most common mode of instruction at De Anza. Online and hybrid courses use the Catalyst system (Moodle). Some faculty members include web activities in their face to face courses, interactive and collaborative learning pedagogies, including group activities, online research, and online discussions. Faculty report students enjoy the infusion of web-activities in their regular classes. The Distance Learning Center and the technology resources group provide faculty training and support for the Catalyst system. An online orientation is available for students using the Catalyst system, and, for the first time, in fall 2011 the Center offered the orientation on campus (Standard II.A.2.d).

De Anza has developed a comprehensive and integrated 6-year Planning and Assessment Cycle that includes program review with annual updates. These faculty driven systems of review are endorsed by academic senate and the Curriculum Committee. The college requires that program reviews be submitted to the Instructional Planning and Budget Team to be considered for resource allocations which would facilitate program improvements. Courses are reviewed every five years for relevance and appropriateness and to incorporate necessary changes. Courses are then submitted to the Curriculum Committee for final review and approval (Standards II.A.2.e, II.A.2.f).

The ESL department adopted a portfolio as a measure of proficiency for students. The ESL instructors set the standard for the portfolios, and discuss results of their assessments. A planning agenda for this Standard is to create an inventory of areas that have departmental exit exams and encourage appropriate alignment of SLO assessments (Standard II.A.2.g).

Grading policies and criteria for awarding credit for courses are clearly stated in the college catalog, and included in course syllabi. Course outlines include outcomes and methods of evaluating those outcomes. Technical course review ensures that units of credit are awarded according to the Carnegie unit standard in compliance with Title 5 regulations. At De Anza College, one unit of lecture corresponds to one unit of credit, and three hours of laboratory work corresponds to one credit unit (Standard II.A.2.h). The Child Development and Nursing programs were audited recently. In addition to lecture hours those program have extensive hours by arrangement. Hours by arrangement are documented by time sheets.

Criteria for receiving degrees from De Anza College are stated in the college catalog. An A.A.

degree is conferred on a student who completes 90 quarter units with a C or better in major courses and a minimum GPA of 2.0 (Standard II.A.2.i).

The college requires all students who earn an A.A. or A.S. degree to successfully complete a general education (GE) course pattern of 31-42 quarter units that cover courses in language and rationality; natural sciences; arts and humanities; social and behavioral sciences; physical education, development, and performance; and intercultural studies. The general education requirements provide appropriate depth and breadth of learning. The institutional core competencies have been incorporated into the college's mission statement. The college has also shown its commitment to providing relevant instruction and quality service to a diverse student population through its cultural competence initiative (Standards II.A.3.a, II.A.3.b, II.A.3.c.).

All degree programs offered at De Anza require students to declare a major or concentrate in at least one area of focused study or interdisciplinary core, and students must follow the requirements of the respective major outlined in the college catalog. The college is working to comply with SB 1440, the Student Transfer Achievement Reform Act, approved in 2010. Several departments are developing new degrees in line with the Transfer Model Curriculum (Standard II.A.4).

All Career Technical programs at De Anza are designed to prepare students to meet state and national requirements. Those certificate programs aligned with state or national licensure / certification procedures show pass rates above 70%. Certificate programs also align institutional requirements with industry requirements (Standard II.A.5).

The college provides extensive information in its printed schedule of classes, catalogue, class syllabi, and on its website. Student learning outcomes for degree and certificate programs are now listed in the 2011 -2012 catalog. In efforts to ensure that faculty are providing course information and expected learning outcomes, divisions are planning to review syllabi for consistency (Standard II.A.6).

Current information is available to students through, the catalog, counseling and advising, Transfer Center activities, transfer alliances with universities, De Anza's membership in the ASSIST program, and De Anza College's website. Transfer of credit policies and articulation are other means through which the college ensures that its learning outcomes are comparable to those of all like courses accepted for transfer (Standard II.A.6.a).

A district-wide committee is engaged in discussions to develop a district-wide program discontinuance policy and procedures. The committee is composed of academic senate representatives from De Anza and Foothill, the two college presidents, and the two vice presidents for instruction. The college is committed to ensuring program quality irrespective of budget reductions. In instances where some courses are not offered, alternatives such as course waivers and substitutions are available to students (Standard II.A.6.b).

The college represents itself clearly, accurately and consistently to students and the public in all materials in print and online. Budget reductions in 2009, and the college's commitment to environmental sustainability, were serious considerations in the elimination of the printed

schedule of classes. A pdf file of class listings captures the schedule at a period in time and is now posted on the schedule webpage (Standard II.A.6.c).

De Anza is guided by its governing board's policies that establish administrative procedures of addressing academic freedom, student dishonesty, and establishing a code of conduct for faculty, staff, and students. Board policies and related administrative procedures are published on the Foothill-De Anza website (Standards II.A.7.a, II.A.7.b, II.A.7.c).

Standard II.A.8 does not apply to De Anza College.

Conclusions

The college partially meets Standards II.A.1.c , II.A.2.b., and II.A.2.f.

The team did not find evidence that the college is close to reaching the 2012 Proficiency Level for student learning outcome assessment cycles that are completed. The college has an SLO committee, SLO coordinators, and SLO department liaisons, all working on developing and implementing assessments of course level SLOs across departments. Program SLOs have been identified and are published in the 2011-2012 college catalog. The college provides resources to support work on student learning outcomes, and there is evidence of extensive discussions about the implementation and completion of the assessment cycle. However, the work will need to be accelerated in order to reach the Proficiency Level on the Commission Rubric by fall 2012.

The college represents itself clearly and accurately in its printed and online materials. A rigorous 5-year review process is part of an integrated planning model. Through a variety of surveys, the college community collects, analyzes, and makes informed decisions regarding student needs. The college offers high quality programs and services; advertises those programs and services accurately and comprehensively; provides support for a diverse student body; safeguards academic integrity across delivery modes; and awards course credit. The college offers a wide variety of transfer and career courses leading to Associate in Arts or Associate in Science degrees, as well as various certificates of achievement. The College requires all students who earn an associate degree to successfully complete general education requirements, and focus in at least one area of the interdisciplinary core. All Career Technical programs at De Anza are aligned with state or national licensure/certification requirements. The Curriculum Committee maintains a robust systematic review of courses. The curriculum review process is faculty driven. Student Learning Outcomes must be included in course outlines of record for courses to be formally approved.

The college has made improvements since the last accreditation visit. However, the college needs to complete the assessment cycle in all of its courses to achieve the Proficiency Level on the Commission's Rubric by 2012.

Recommendations

Recommendation 3

To meet the standard at the level of proficiency by 2012, the team recommends that the college accelerate the implementation of the SLO, SSLO, and AUO assessment cycles at the course,

program and institutional levels. The college should assess the effectiveness of these processes aimed at improving programs, services, and student learning. Additionally, the college is reminded that the standard requires accredited institutions to include “effectiveness in producing learning outcomes” in the evaluation of faculty and others directly responsible for student progress toward achieving stated student learning outcomes. (Standard II.A.1.a, II.A.1.c, II.A.2.b, II.A.2.f, II.A.2.h, II.A.2.i, and III.A.1.c)

B. Student Support Services

General Observations

De Anza College has demonstrated that it is committed to achieving its core mission, maintain its values, and be responsive to the needs and requests of the student population and its partnering community. The college has articulated strong linkages between planning, program review, and implementation of improvements and assessment cycles that are sustainable. Through its evaluative review process, the College has identified areas in which improvements are planned as part of its acknowledgement that continuous assessment, planning and improvement implementation are ongoing. However, the initiation and some of the planning and assessment cycles have not been evidenced at the time of the visit.

The institution has established clear expectations for student achievement and has governance practices that assure the integrity of the teaching and learning process by publishing achievement criteria and governing policies and procedures online and in printed material. Student support programs and services participate in regular program reviews ensuring that they meet the mission of the institution and uphold its integrity whether they are delivered online, hybrid, or in the traditional face-to-face format.

Student support services are provided mainly in the traditional face-to-face format resulting in limited opportunities for distance learning students to receive services online. The college does provide other support services online; counseling services require up to a 24-hour wait time for a response. Students have access to MyPortal, the Luminis platform of the Banner Educational Information System. This student information system provides secure online support services, beginning with registration. Students can obtain their date to register, search and sign up for courses, add and drop courses, add their name to waitlists, and view their class schedule. They can also access placement test results and Financial Aid records, as well as order transcripts. Grades are provided to students through MyPortal, on which they can view their academic records. Through the portal, students can also receive personalized information, such as the status of their Financial Aid award and general announcements from the college.

The Student Services operation is robust and demonstrates its commitment to providing ongoing high quality support for student learning by offering a wide array of student support services that enhance student learning and achievement. In addition to the traditional services provided by Admission and Records, Counseling and Matriculation, and Financial Aid, the college has dedicated sufficient resources to fund noteworthy services and programs that provide specialized services in response to the needs of veterans, international students, disabled students, and economically disadvantaged and underrepresented students.

There is no single location where evidence of the status of SSLO assessments is stored. However, it is widely reported that most units have completed SSLO Assessments. The SSLO Assessment Cycles Handbook, which maps the assessment cycle for SLOs, SSLOs and AUOs, was published in September 2011. The college is making documented progress towards meeting the 2012 ACCJC SLO Assessment requirement. However, at the current rate at which assessments are completed the college will not reach the ACCJC's required level of proficiency of SLO assessments by fall 2012.

Findings and Evidence

De Anza College's student population is comprised of individuals of diverse backgrounds and varying life experiences. The college actively recruits and supports all students through its comprehensive array of student support services. During continuing tight economic times, student services and the instructional programs share and leverage institutional resources to create activities and programs that emphasize access, outreach, retention, persistence and success. Exemplary practices designed to facilitate student success serve as entry points or pathways to traditional services and programs. Additionally, the college offers a variety of academic success programs such as: the Summer Bridge, Puente Project, First-Year Experience, Learning in Communities (LinC), and Sankofa Scholars.

The college has engaged in significant dialogue and focused planning for the SSLO assessment cycle as evidenced by the publication of the SSLO assessment cycle handbook in September 2012. However, considerable work is yet to be completed in order to show proficiency at sustainable levels by 2012 (Standard II.B).

The college offers comprehensive services to all student segment groups in person and, to a limited degree, online. Important student support services include: financial aid and scholarships, general and specialized counseling and advisement, Educational Diagnostic Center (EDC) testing, career and employment services, and transfer counseling. The online services include: WebReg, online registration and limited online advising and counseling. Two noteworthy programs that are working closely together to provide critical services are academic counseling and student health services. These programs work jointly with students who may be experiencing mental health or stress related concerns as well as the regular academic concerns. Quality assurance for student support services is attained through the program review process led by the Student Services Planning and Budget Team (SSPBT) (Standard II.B.1).

The college engaged in dialogue regarding the format mode of delivery of the college catalog and schedule of classes. The schedule is published quarterly and available online and the catalog is distributed electronically with a hard copy to select populations. Periodic assessment of the catalog publication and distribution process includes dialogue about whether the catalog should be published annually or every two years. The college catalog, which continues to be published annually, contains all of the required information. The annual updating of the catalog ensures that reliable and accurate information pertaining to degrees, course descriptions, certificates, and special program and support services are available to students. The 2011-2012 Catalog contains Institutional Core Competencies and program SLOs (Standards II.B.2.a, II.B.2.b).

Policies informing students of all academic regulations, grievance and complaint procedures, sexual harassment, and tuition refunds are found in the college catalog, on the college website, and on the district website (Standard II.B.2.c, II.B.2.d).

Student needs are analyzed through comprehensive program reviews, annual program review updates, research, surveys, student focus groups, and departmental and student services meetings, all of which provide insight into what is needed to promote and continue providing support to students. Every program review includes student “program review data” provided by the Office of Institutional Research. Program review outcomes are used to inform college planning and resource allocation through the Student Services Planning and Budget Team (SSPB) and other planning processes and then vetted through College Council (Standard II.B.3).

In its strategic planning initiatives on outreach and student retention, De Anza ensures equitable access to all students. The Office of Outreach and Relations with Schools actively works to attract a diverse student population to De Anza College through collaborative working relationship with high schools, school districts, and communities throughout Santa Clara County. The goal of outreach is to promote college access and success for all students, with emphasis on undeserved and underrepresented students. The office serves prospective students and parents through a wide range of outreach activities at high schools including college fairs, career and college nights, presentations, information tables, student ambassadors, application workshops, placement testing, and De Anza campus tours. Outreach provides information about De Anza programs and services and serves as a point of contact for schools, students and parents to support the successful transition of prospective students from high school to college.

To ensure equitable access to services, the support needs of all students are served through a variety of dynamic programs that have been relocated to the Student and Community Services Building (SCS). Though the initial plan was to have all services located in the SCS, a funding shortfall resulted in some services being located in other buildings, specifically: EOPS/CARE in the Campus Center; the Adaptive Computer Lab and DSPS office in the Advanced Technology (AT) Center; and EDC and ISP in Learning Center West (LCW). The offices of Financial Aid were combined and moved to the remodeled Baldwin Winery Building. Outreach and relations with schools is now located in the remodeled Seminar Building. Though some services are located in various locations throughout the campus, the Student Accreditation Survey of November 2010 shows a high level of student satisfaction with the access to services especially for DSPS, health services, financial aid, and the registration process for classes (Standard II.B.3.a).

De Anza’s Office of College Life supports the De Anza Associated Student Body (DASB), student clubs and other student initiatives. The DASB is comprised of a group of passionate students who come together to represent student interests on college and district committees that develop college policies. The Inter Club Council (ICC) represents over 60 student clubs and coordinates events such as club day, welcome week and cross-cultural partnership.

The Institute of Community and Civic Engagement (ICCE) was founded “to empower students to become involved in their communities and beyond; to foster education that meets the needs of the communities served; and to help develop pathways to meaningful participation in local, state

and federal government decision making processes.” De Anza fosters opportunities for students to be involved in community and civic engagement through programs such as Youth and Student Leadership designed to connect high school and college students to community-based youth and student organizations. Community Service Learning (CSL) and Internship Programs are among other programs that foster civic responsibility (Standard II.B.3.b).

Through the updated comprehensive program review and annual program review update processes, counseling and advising services continue to conduct regularly scheduled comprehensive evaluations in order to support student development and success. Embedded in the program review process are student support learning outcomes that, when assessed, should result in reflections and dialogue that lead to improvements in counseling services to students. Consistent with other areas that provide support for student learning, college counseling and advisement services must document the SSLO assessment cycles, which they have not yet done (II.B.4).

Counselors participate in a variety of professional development activities both on- and off-campus. Continuing professional development opportunities are provided for members of the counseling department by the Office of Professional and Staff Development. Weekly and bi-weekly meetings provide opportunities for in-service training on topics that range from career counseling, implementation of the Banner system and issues related to counselor functions, transfer and articulation changes, as well as college and policy changes (Standard II.B.3.c).

The Office of Diversity performs work critical to the college’s efforts to create a climate that is sensitive to diversity and maintains human resource equity statutes. At De Anza College, faculty, staff, and students have received training to minimize cultural barriers that inhibit student success. During student interviews, it was apparent that their understanding and appreciation of diversity is nurtured and enhanced by De Anza’s efforts to create an environment that values the diverse ethnic, cultural, religious, economic, and lifestyle experiences that make up the college community. The college’s appreciation for diversity is now embedded into its tradition, mission, core values and curriculum (Standards II.B.3.b, II.B.3.d).

The Director of Diversity position was vacant at the time of the visit although resources were allocated and the hiring process was underway. Partially due to that vacancy, no progress has been made in developing program, division, or unit equity plans. The team suggests that the college continue the embedded cultural competence training and practices among faculty and staff and support curriculum that encourages broad-based learning outcomes that include cultural understanding and awareness (Standard II.B.3.d).

To minimize bias within the admissions instruments used by De Anza and Foothill colleges, both colleges have implemented CCC Apply, a district admission application process. The college accepts the ACCUPLACER, which is endorsed by the California Community College Chancellor’s Office as a valid assessment tool. The Student Assessment Center is compliant in the validation of all areas of the assessment of students’ skills (Standard II.B.3.e).

De Anza College maintains student records permanently, securely, and confidentially. The Banner system performs regular backup of all files as required by regulation. There is

appropriate staff training in all protocols. My Portal is in place for student access to their account and records. The dean of admissions and records has been designated by the college to coordinate the request and review of student records as defined in the Family Educational Rights and Privacy Act (FERPA) (Standard II.B.3.f).

The Student Services Division participates in the college's 6-year comprehensive program review process. The institution uses the results of program review as the basis for allocating resources intended for program improvement. The Student Services Planning and Budget Team (SSPBT) is a shared governance committee charged with ensuring the strategic use of data in both the planning process and resource allocations for the student services programs. Dialogue continues across campus regarding the implementation of improvements that will enhance student-learning achievements (Standard II.B.4).

Conclusions

The college partially meets Standard II.B.4.

Evidence demonstrates that De Anza College is committed to making high quality instruction and integrated student services available to every student. The student support programs offer a range of traditional and special services for students. It is clear that the student support services area has demonstrated an ongoing attention to dialogue in achieving continuous improvement processes. Nonetheless, the team was not able to document the regular assessment of student learning outcomes in the student support services area at the time of the visit.

Recommendations

See 2011 Recommendation 3 regarding SLOs.

C. Library and Learning Support Services

General Observations

De Anza College provides an impressive array of library and learning support services. These are located in the A. Robert De Hart Library, Learning Center West (LCW), Student Success Center (SSC), and Distance Learning Center. The library is a large and spacious building that has been well-used and needs a renovation to reallocate space to accommodate information literacy instruction and expanded technology as well as create a more inviting learning environment. The Learning Center West houses a well-run computer lab. Distance Learning will move to a new building in fall 2012. The Student Success Centers are located in the Advanced Technology Center as well as in the mathematics and science building quadrangle.

Findings and Evidence

Library use and collection statistics support the quantity, quality, depth and variety of the library's collections, equipment, and their support of the educational program. The totals are at appropriate levels, although computation errors have resulted in inflated data (Standard II.C.1).

The library and learning center computer labs appear to be appropriate to the size of the student population. Wireless hot spots expand the level of computer access for research and other use.

The library has laptops to loan to students. The large number of discipline-specific computer labs in the Advanced Technology building and in the division centers provides computer access and assistance to support class-related assignments. This allows the library and its computer labs to be dedicated to library research and general computer use (Standards II.C.1, II.C.1.c).

The Distance Learning Center provides services, either online or with online links, to make the student as successful as possible in an online environment. Services to online students and remote users are reasonably commensurate to the variety and type provided to on campus students. However, the lack of technical assistance outside of college operating hours is an area of less than optimum support for all users who are dependent on remote access to resources. Online tutoring support for distance learning students is currently suspended, but options for reinitiating this service are under investigation. The core collection of online databases and a growing e-book collection provide support for remote users and distance learning students (Standards II.C.1.a, II.C.1.b, II.C.1.c).

There has been a recent reorganization and integration of programs. Under the leadership of a new Dean of the Learning Resources Division, learning support services, such as the Student Success Center, went through a reorganization that involved dialogue, data analysis, and appropriate compliance. The Basic Skills Initiative Self-Assessment recommendations and program review analysis resulted in the elimination of the readiness program and is intended to streamline and restructure the steps students take to meet their objectives. Two co-directors and two instructional support technicians are now in place in the Student Success Center (Standard II.C.1).

The Student Success Centers offer a variety of appropriate tutoring options in several locations. This is a well organized peer tutoring program. The peer tutors undergo an extensive and thorough training and evaluation process. They advance to higher levels with experience and their tutoring duties are appropriate to their skill level. The students value the tutoring program so highly that the De Anza Student Body allocates 10% of their annual budget to provide students with peer tutoring (Standard II.C.1).

Student evaluations of library and tutoring services are positive and they meet student needs. There is data from a faculty/staff survey to support adequate access to library and learning support service. The Distance Learning Program surveys students on their online experience to improve their services. The library uses their student survey to assess their student services learning outcomes (Standard II.C.1).

Student survey comments referred frequently to high noise levels in the library and labs. The team observed students engaged seriously in learning activities at all locations. There was no excessive noise and all areas were near capacity. The library has designated zones with correspondingly appropriate conversation levels. Librarians monitor the research and study areas and labs regularly (Standard II.C.2).

Librarians develop collections with appropriate consideration of the curriculum, and the research needs of students as well as increasing holdings to meet high demand. Recommendations and requests come from librarians, faculty, staff, and students. The role of the learning resources

staff in the selection process for educational equipment is not clear although it is assumed that they make the final decisions. Librarians actively encourage faculty and student input in the selection process. There is an online form for suggestions and recommendations. A realistic and sustainable materials budget is necessary for the librarians to continue this faculty and student outreach. Budget fluctuations are particularly disadvantageous for library and learning support services where students expect a stable and uniform level of materials, access, and services. The De Anza Student Body contributes \$10,000 per year to purchase textbooks for the reserve collection (Standard II.C.1.a).

A close alignment exists between the library's programs and the information literacy element in the institutional core competencies. The library has four online courses in information competency and research methods. One of these courses has completed an assessment cycle, and the others are in progress. The number of library orientation sessions has increased somewhat since 2005. Librarians design these sessions so that the content and information competency skills are relevant to specific assignments and course-level student learning outcomes. The area used for library orientations is not large enough to hold an average sized class of students; therefore, every student does not have a hands-on learning experience. The lab is also open for general student use between orientation sessions. Consequently, students frequently have their study session interrupted for this alternate use of the room (Standard II.C.1.b).

Librarians provide reference services to help students and faculty evaluate sources of information, navigate online resources, and locate print and non-print material during posted library hours. Statistical data confirms librarians assist a large number of students annually and the number of questions increases each year. The team observed students waiting in moderate lines for this learning support. There is online access to a reference librarian, but this service is not available when the library is closed (Standard II.C.1.b).

Library and learning support services hours are clearly posted on buildings and online. There are no weekend hours. The print, audio visual, and text book reserve collections are not available online or when the library is closed. The online databases and e-books provide considerable resources to students when the library is closed (Standard II.C.1.c).

Buildings and collections have appropriate security. Databases have security in place consistent with licensing agreements. Computer and library system access and security protocols are in place (Standard II.C.1.d).

The De Anza College Library participates in a community college system supported consortium for purchasing databases and library materials. Agreements are in place for the library operating system and an online library cooperative for sharing bibliographic data and resources (Standard II.C.1.e).

There are several examples in the descriptive summary and the self-evaluation that demonstrate the program's evaluation of the adequacy of services to meet student needs. There is a strong link between the services and the achievement of student learning outcomes. The library has completed an assessment cycle using a survey as the assessment measure. Significant issues and aspects of service emerged from the initial survey. Staff analysis identified five major areas for

improvement. After applying the “reflection and enhancement process” to these action items, librarians and staff developed other student services learning outcomes (SSLOs) and initiated the assessment and evaluation process. It appears that the library has closed the circle. There is strong evidence of dialog and staff involvement at all levels and stages of the assessment process. The programs have used the results of these evaluations for improvement. It remains to be seen how the college will use the evaluation results as the basis for the allocation of resources and personnel (Standard II.C.2).

The Distance learning Center and the Student Success Center’s tutoring programs use student surveys and feedback, and use statistics to analyze the adequacy of their service. All of these areas have developed SSLOs and plan ongoing assessment of meeting student needs. More data will be available from new assessment measures (Standard II.C.2).

The Learning Resources Division demonstrates the positive value of SLO and SSLO assessment by substantiating significant and appropriate program improvements in meeting identified student needs and contributing to the achievement of SLOs (Standard II.C.2).

Conclusions

The college meets the Standard. The Learning Resources Division is approaching the Proficiency Level in student learning outcomes.

Recommendations

No recommendations.

Standard III: Resources

A. Human Resources

General Observations

In reviewing Standard III, it is apparent that the college and the district are both transparent in their processes. This is substantiated by the amount of detailed information found on each of their websites, both from links within the self-study as well as from additional information reviewed by the team. However, a few outdated, missing, and broken links were found, which was frustrating at times.

The college identified twelve planning agenda items within Standard III, the majority of which fall under human resources. The themes around human resource needs relate to different types of training and staff development, diversity, and integration of human resources with other institutional planning. Other agenda items point to the need to update and integrate other plans, including facilities and technology, developing processes for pursuing grants, and updating the program review process.

The college just moved to a new planning model, which moves the program review cycle to six years (versus the prior three-year model that was abandoned in 2010) and consists of three budget and planning a budget teams (the Finance and Educational Resources Team, the Instructional Planning Team, and the Student Services Planning and Budget Team). The new planning process has not gone through a full and complete cycle yet, and it's not clear if the college human resource planning is integrated with institutional planning.

Findings and Evidence

De Anza College has a clearly articulated process to hire qualified staff, faculty, and administrators which is reflected in the Foothill-De Anza Hiring Process Manual, which was written in September 2004. Job descriptions for faculty, as evidenced by accessing the Foothill-De Anza Job Descriptions website, illustrate the college mission, the academic discipline for which the college is attempting to recruit, the minimum educational qualifications, the required application materials, and the time period for which the position is open (Standard III.A.1, III.A.1.a) .

The De Anza College evaluation process is well documented and clearly articulated for faculty (in the Faculty Agreement), administrators (in the Administrators Agreement), and classified staff (as reflected in the Supervisors Agreement, the OE3 Agreement, the Confidential Employees Handbook, the ACE Agreement, and the CSEA Agreement). In separate discussions with the Foothill-De Anza Vice Chancellor of Human Resources and the De Anza Associate Vice President of Academic Affairs, it was noted that faculty, administrators, and classified staff were evaluated regularly, and that the evaluations were on file at both the campus and district levels. After a careful confidential review of a small sample of current evaluations for faculty, administrators, and classified staff, it appears that evaluations are occurring, for the most part, at stated intervals (Standard III.A.1.b).

At present, the faculty evaluation process at De Anza College does not include progress toward achieving stated student learning outcomes or the level of effectiveness in producing those learning outcomes as a component of that evaluation process (Standard III.A.1.c). The college leadership indicated that both the faculty bargaining unit and the academic senate have not supported the inclusion of these elements in the faculty evaluation process.

The college has a code of ethics established for the faculty, administrators, classified staff, and students (Standard III.A.1.d).

As described in the Self-Study document, the college has experienced a reduction in workforce based on budget shortfalls and state mandated workload reductions in the 2009-2010 and 2010-2011 fiscal years. The college appears to be addressing these reductions through the instructional planning process. According to the data provided in the Self-Study, the number of faculty increased from 2005 (657) to 2008 (682). In the last year, the number has been declining (657 faculty members were employed in 2009 and 615 members were employed in 2010). The planning budget teams are addressing the Faculty Obligation Number (FON) requirements to ensure that the college has the appropriate number of faculty to provide instructional programs to serve students (Standard III.A.2).

As noted in the Self-Study, the board develops personnel policies and procedures and the district human resources and the college human resources offices are responsible for enforcing these policies. Most of the policies for faculty and classified staff are located in the respective collective bargaining agreements. Additionally, there are board policies and administrative procedures in place to cover all employee groups, including faculty, administrators, and classified staff (Standard III.A.3). These policies ensure fairness in employment and the college adheres to them (Standard III.A.3.a).

The team verified that all employee records (whether at the District Office or at De Anza) are kept under lock and key. The confidentiality of the records is maintained and, in accordance with the bargaining agreements, college personnel have access to their personnel records at both locations (Standard III.A.3.b).

De Anza College has made a serious commitment to equity and diversity, as evidenced by a number of documents and actions, including the college's current Educational Master Plan, the Multicultural Staff Association (MSA), the promotion of diverse teaching pedagogies through the college's core competency of communication and expression, and the promotion of cultural competency and literacy. Further the college also has an Office of Diversity, which reports to the Associate Vice President of Instruction. The Associate Vice President of Instruction notes that the Diversity Director's position has been vacant for the past two years (due to the retirement of the past director in 2008) however the college is in the process of hiring a new Diversity Director as this is seen as an important position (Standard III.A.4).

The Foothill-De Anza Office of Human Resources ensures that the college's human resource programs, practices and services support diverse personnel (Standard III.a.4.a). It further assesses the employment and equity of the employees that are hired in the district (Standard

III.A.4.b). Students, faculty, administrators, and classified staff have rights as expressed in the Foothill-De Anza board policies and the collective bargaining agreements; and they have the right to due process and fairness and protection against harassment and discrimination (Standard III.A.4.c).

As documented from flyers, reports, surveys, and supporting documents available on the Staff and Organizational Development website and in the Office of Organizational Development, the college provides opportunities for professional development for personnel at the college that are consistent with the college mission, that support instructional teaching and learning needs, and that meet the needs of college personnel (Standards III.A.5.a, III.A.5.a). In addition, the college clearly uses the evaluation survey results from their professional development activities as a basis for improvement (III.A.5.b).

The new planning process has not gone through a full and complete cycle yet, and there is no concrete evidence that human resource planning is integrated with institutional planning, although 72% of the faculty who participated in the Faculty and Staff Accreditation Survey agreed or strongly agreed that human resource planning is integrated with institutional planning (Standard III.A.6).

Conclusions

The college partially meets Standards III.A.1.c and III.A.6.

As the faculty evaluation process currently stands, faculty at De Anza College are not evaluated on their progress toward achieving stated student learning outcomes or on their effectiveness in producing those outcomes. There does not appear to be any consistent effort to move toward including these elements in the faculty evaluations process. Similarly, there appears to be little interest on the part of the faculty at De Anza College in incorporating these aspects into their evaluation process.

Given the newly implemented status of the integrated institutional planning process, the team could find no clear evidence that there is a systematic assessment of the effective use of human resources planning with a resultant use of the findings for improvement.

Recommendations

See 2011 Recommendation 2 regarding planning.

See 2011 Recommendation 3 regarding faculty evaluations.

B. Physical Resources

General Observations

The college provided the team with at a campus tour that, due to time constraints, did not include every campus building or facility. However, during the visit, team members did do individual explorations of the existing facilities and buildings as well as the facilities under construction. The physical environment of the campus is pleasant, and it appears that appropriate efforts are

undertaken to ensure safety as the campus is well lighted, there are police on campus, and construction sites were closed off. The college has an Office of Campus Security, which has a website that explains the crime reporting procedures (along with the campus crime statistics), emergency telephone numbers, referral agency numbers, and other helpful information such as campus safety tips for walking around campus and outside of campus (Standard III.B.1). The only safety issue for which the team noted no viable solution would be the evacuation of the campus during an emergency. Although an increasing number of students are riding the bus system due to outreach efforts, there are still a high number of automobiles on campus. Evacuating the parking structures and parking lots would be a difficult task for which there doesn't appear to be any simple solution given the layout of the campus and the inherent limitations in entry and exit points.

The college just moved to a new planning model, which moves the program review cycle to six years (versus the prior three year model that was abandoned in 2010) and consists of three budget and planning a budget teams (the Finance and Educational Resources Team, the Instructional Planning Team, and the Student Services Planning and Budget Team). The new planning process has not gone through a full and complete cycle yet, and it's not clear if the college physical resource planning is integrated with institutional planning (Standard III.B.2.b).

Findings and Evidence

The college is utilizing funds from two bonds measures (Measure E which was passed in 1999 and Measure C which was passed in 2006). Measure E provides for construction repairs and upgrades and Measure C provides for facilities and technology improvements (including equipment refreshment, repair of leaky roofs, improving disabled access, and repairing/expanding classrooms). As outlined on the Measure E and C campus web pages, which list the projects (projects in design, projects under construction, projects completed, and future projects) and other campus improvements, it is clear that these funds are being used to support the colleges programs and services (Standard III.B.1.a).

No off-site locations were visited because De Anza College does not have an outreach center and it does not offer more than 50% of a degree, program, or certificate at any off campus location. A campus tour of existing facilities and facilities under construction demonstrated that the campus is very well maintained. The custodial services director clarified that the maintenance shifts run regularly. The campus appeared to be a safe, helpful, and good working environment (Standard III.B.1.b).

The college conducts a space inventory annually to validate the capacity of its classrooms, labs, and other instructional and service venues to determine workload and student capacity. The 2012-2016 Five year Construction Plan, provides information that addresses the feasibility of five-year construction plans and some of the Measure E and C projects (Standard III.B.2). The 2012-2016 Five-Year Construction Plan, along with the 2010-2015 Facilities Master Plan and the 2010-2015 Educational Master Plan, address the long-range capital plans to support institutional goals for improvement and reflect the total cost of ownership of new facilities and equipment (Standard III.B.2.a).

The new planning process has not gone through a full and complete cycle yet, and there is no concrete evidence that physical resource planning is integrated with institutional planning, although 72% of the faculty who participated in the Faculty and Staff Accreditation Survey agreed or strongly agreed that fiscal resource planning is integrated with institutional planning (Standard III.B.2.b).

Conclusions

The college partially meets Standard III.B.2.b.

Given the newly implemented status of the integrated institutional planning process, the team could find no clear evidence that there is a systematic assessment of the effective use of physical resource planning with a resultant use of the findings for improvement.

Recommendations

See 2011 Recommendation 2 regarding planning.

C. Technology Resources

General Observations

De Anza College has prided itself on the implementation of new technology consistent with its location in Silicon Valley, one of the foremost cradles of technology in our country. Technology is apparent on the campus from the Advanced Technology Center to the many labs and specialized facilities across the campus that all use technology to enhance student learning.

The college just moved to a new planning model, which moves the program review cycle to six years (versus the prior three-year model that was abandoned in 2010) and consists of three budget and planning a budget teams (the Finance and Educational Resources Team, the Instructional Planning Team, and the Student Services Planning and Budget Team). The new planning process has not gone through a full and complete cycle yet, and it's not clear if technology planning is integrated with institutional planning (Standard III.C.2).

Findings and Evidence

The Tech Task Force (TTF) is the campus body responsible for assessing the campus technology needs and ensuring that technology support is provided for learning, teaching, college-wide communication, and operational systems. This group makes recommendations to the College Council. The TTF works closely with its district counterparts, the Educational Technology Services (ETS) and the District Educational Advisory Committee (ETACT), to ensure that the campus requests for equipment are prioritized and are sent to the Chancellors Advisory Council for action.

The Tech Task Force (TTF) and Educational Technology Services appear to be driven by the college's technology strategic plan, the district's informational technology strategic plan, the educational master plan, and the Measure C bond plan. The scope and level of technology services, professional support, and hardware and software systems in place at the college appear to augment both the operational capacity and effectiveness of the institution (Standard III.C.1.a).

The Office of Staff and Organizational Development is responsible for the majority of the training activities on the campus. The team reviewed staff revitalization and professional conference funds committee reports, program reviews, annual activity reports, the program surveys and assessment results, and special activity reports and interviewed faculty and staff to verify that the college provides appropriate training opportunities to ensure that college personnel know how to use information technology, such as the Banner and Catalyst systems (Standard III.C.1.b).

The planning for technology and equipment to meet instructional needs begins in the three planning and budget teams. It is then addressed through the Tech Task Force (TTF) and Educational Technology Services (Standard III.C.1.d). Much of the funding for technology improvements is provided from Measure C, the general obligation bond measure that earmarked funds for facilities and technology improvements, including new printers, servers, telephones, and the Banner and Catalyst software systems (Standard III.C.1.c).

The new planning process has not gone through a full and complete cycle yet, and there is no concrete evidence that technology planning is integrated with institutional planning (Standard III.C.2).

Conclusions

The college partially meets Standard III.C.2.

De Anza College has a robust technology program that can boast of many large computer labs and specialized technology applications. All of these technology resources and applications appear to support student learning. With the ample resources of bond funding, the college is able to refresh equipment and purchase major software applications that will support college operations for many years to come.

Given the newly implemented status of the integrated institutional planning process, the team could find no clear evidence that there is a systematic assessment of the effective use of technology planning with a resultant use of the findings for improvement.

Recommendations

See 2011 Recommendation 2 regarding planning.

D. Financial Resources

General Observations

The college and district have done an outstanding job in navigating through a harsh budget environment over the last several years. The college is financially stable and has sound financial practices that have contributed to the ability to withstand state budget cuts and workload reductions. The financial position of the college allows it to fulfill its mission and accomplish its goals.

The college just moved to a new planning model, which moves the program review cycle to six years (verse the prior three-year model that was abandoned in 2010) and consists of three budget and planning teams (the Finance and Educational Resources Team, the Instructional Planning Team, and the Student Services Planning and Budget Team). The new planning process has not gone through a full and complete cycle yet, and it's not clear if the college has integrated financial planning with institutional planning (Standards III.D.1.a., III.D.3).

Findings and Evidence

As documented in the 2010-2011 and 2011-2012 fiscal year reports and prior adopted budgets, FTES generation reports provided by the V.P. of Finance and Educational Resources, and the current Faculty Obligation Number (FON) that the college must meet (which is 503), the college has demonstrated institutional planning that reflects financial resource availability. In addition, the college has reached out to private donors such as Fujitsu, Inc, for which the college received 500 million as a naming gift for Planetarium equipment, which was verified on a campus tour. The college exceeds the 5% reserve requirements (Standard III.D.1.b).

Based on the evidence provided in the budget reports and the audited statements, the plans to meet the unfunded accrued liability for retired administrators, faculty, and classified staff (GASB 45), and the plans to meet future bond obligations and Certificates of Participation, the college is addressing long-term financial priorities when making long-term financial decisions (Standard III.D.1.c).

The college follows the principle of transparency in its financial planning and budget development and ensures that guidelines and processes for financial planning and budget development are followed (Standard III.D.1.d). All members of the college community have access to financial information, and the new planning and budget teams provide even greater opportunities for members of the college community to learn about and participate in financial decision making (Standard III.D.1)

The college has moved from the old Legacy system and migrated to Banner, which it has been using for one year. This change was made to update to a more comprehensive system. By doing this, the college and district assure the financial integrity of the institution and are able to create a better human resource and fiscal resource work flow that includes providing data in a timely manner to make informed decisions (Standard III.D.2).

As demonstrated in a variety of documents (including the annual Citizens' Bond Oversight Committee Reports, Independent Audit Reports, Independent Accountant Reports from fiscal years 2006-2007 through 2009-2010, the Foothill-De Anza Financial Audited Financial Statements for fiscal years 2004-2005 through 2009-2010, Foundation Financial Statements for the 2009-2010 fiscal year, and the 2011-2012 Foothill-De Anza Community College District adopted budget), the college responds in a comprehensive and timely manner and communicates budget information appropriately (Standard III.D.2.a).

The college has a webpage <http://www.DeAnza.edu/budgetinfo/> dedicated to the budget that reads, "The goal of this Web site is to share current budget information with faculty and staff."

In addition, there are three separate planning and budget teams that correspond to different divisions of the college (Finance and Educational Resources, Instruction, and Student Services) through which budget information is disseminated throughout the institution (Standard III.D.2.b).

The district's unrestricted fund balances have remained strong over the last several years, with \$39.4 million at June 30, 2009, \$42.9 million at June 30, 2010 and \$51.6 million at June 30, 2011. The 2011/2012 budget forecasts a deficit of \$7.6M to be covered from the reserves, plus additional calls could be made on the reserves if the state budget triggers are pulled. This institution is appropriately planning for additional cuts and is well-positioned to weather the budget storm. The college has published a budget calendar, and evidence was reviewed confirming that the district is currently planning for \$10.5 million in budget reductions for implementation in 2012/2013, \$4.6 million of which relates to De Anza College. The college is currently planning for these reductions. Both the district and college have sufficient cash flows and reserves to maintain financial stability (Standard III.D.2.c).

The team verified through review of a range of documents (e.g., Foothill-De Anza Financial Audited Financial Statements for fiscal years 2004-2005 through 2009-2010, annual Citizens' Bond Oversight Committee Reports, Independent Audit Reports, Independent Accountant Reports from fiscal years 2006-2007 through 2009-2010, Foundation Financial Statements for the 2009-2010 fiscal year, and Foothill-De Anza Community College District adopted budget for 2011-2012, etc), the college practices effective oversight of finances (Standard III.D.2.d). Further, as documented in the Foothill-De Anza Financial Audited Financial Statements for fiscal years 2004-2005 through 2009-2010, all financial resources have been used in a manner consistent with the mission and goals of the college (Standard III.D.2.e).

Board Policies and procedures that relate to contracts are clearly articulated in Board Policy 3143 on the Foothill-De Anza website (Standard III.D.2.f).

Although the college spent approximately \$12 million on the Banner Educational Information System and indicated in the Self Study that the system provides adequate data and integration, according to the District Fiscal Self-Assessment, the system provides inconsistent data in the student system and that less information is available from Banner than the previous system. The District indicated that they planned to resolve these issues by the end of 2010-2011. It was confirmed during the site visit with both college and district personnel that these issues have been resolved. Some of the issues related to the growing pains of learning and debugging a new system. Though the college does provide for training, the college has identified the need to work toward a centralized technology training plan. It appears there is a good working relationship between the District Educational Technology Services and the campus technology group and improvements have been made in responsiveness since the last self-study. They work well together to support and maintain the technology needs of the college, and look toward future needs as well as the current support.

In the area of technology planning, 91% of student survey respondents agree or strongly agree that the college provided resources that met their needs for computer access (Standard III.D.2.g).

The new planning process has not gone through a full and complete cycle yet. As a result, there is no concrete evidence that financial planning is integrated with institutional planning (Standard III.D.3). Additionally, there was no section of the self study that corresponded to this particular portion of the Standard.

Conclusions

The college partially meets Standard III.D.3.

De Anza College, like most California Community Colleges, has been experiencing major reductions in funding. The college has done a good job in meeting these challenges while maintaining excellent programs and services for students. The college has also experienced major facilities construction over the last six years and should be commended for the inviting and impressive campus with limited grounds staff. Although the college and District have enrollment management teams that meet regularly to review enrollment projections, the institution is encouraged to continue to monitor enrollment patterns closely to ensure the college and district earn their target FTES so that the district can emerge from, and not fall back into, stabilization.

Given the newly implemented status of the integrated institutional planning process, the team could find no clear evidence that there is a systematic assessment of the effective use of financial planning with a resultant use of the findings for improvement based on the new model.

Recommendations

See 2011 Recommendation 2 regarding planning.

See 2011 Recommendation 3 regarding SLOs.

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

General Observations

Commitment to ethical leadership is clearly articulated by the Foothill-De Anza Community College District Board of Trustees in the Board's Code of Ethics, which was written into Board Policy 9210 in 2006. The academic senate (Statement of Professional Ethics), the classified senate (Code of Ethics), and the student body government (Code of Conduct) all have written policies documenting their commitment to ethical leadership. The Foothill-De Anza Administrators Association adheres to the ethics statement of the Association of California Community College Administrators (ACCCA), which is included in the Management Handbook (Standard IV.A).

The college provides broad access to and participation in decision-making through a governance organizational pathway or governance pathway structure. The governance webpage was recently updated to inform constituent groups about the governance processes and committees. The webpage includes resources such as the draft governance handbook, a governance committee master calendar, and links to the faculty, staff and student senate web pages. Faculty, classified staff, students, and administrators participate in the governance process through one's position, expertise, or their organizational pathway interest. Both the governance and organizational pathways are described and defined in the May 2011 draft governance handbook. The college's commitment to inclusion and participatory governance is illustrated in the De Anza College Decision-Making Model, and included in the handbook. Revisions to the college governance structure were recently implemented, and college web pages have been revised to reflect these changes. The college's governance structure and processes are evolving, as leaders seek to increase participation, achieve greater transparency, and improve communication (Standard IV.A.1).

The governance participation of faculty, staff, and students is actively reflected in practice. It is characterized by a high level of committee dialogue and activity. The academic senate recognizes thirteen different governance committees outside of the senate's subcommittee participation. Classified staff's governance representation is recognized through appointments by the classified senate as well as through the classified unions. Some governance committees recognize both the classified senate and union in their membership. The role of administrators in governance is not as clearly defined, except in terms of their specific positions and responsibilities in decision-making. While the administrators' role is not defined in policy, their participation as co-chairs of the planning and budget teams based on their positions provides an avenue for having a significant role in decision-making. Administrators are represented in the College Council, as well. Students participate in governance as voting members in college committees, advisory councils, task forces, and the College Council. They participate actively and openly in these committees. Student representatives on governance committees report on their committee participation at their regularly scheduled meetings (Standards IV.A.2, IV.A.2.a, IV.A.2.b).

Governance structures, such as the planning and budget teams, campus representative groups, and campus advisory groups, generate dialogue, provide mechanisms for generating ideas, soliciting input from members of the college community, and promoting a culture of collaboration toward the accomplishment of institutional mission and goals. A visit to an Instructional Planning and Budget Team (IPBT) meeting verified the attendance of faculty, classified staff, students, and administrators. The agenda focused on administration providing the need and justification for faculty hiring. It preceded the vote for prioritizing faculty positions. During the meeting, the students in attendance voiced their preference for a case-managed approach to counseling. This exemplified the open and participatory nature of the meeting. As well, the academic senate, classified senate, and Associated Student Body meetings provide mechanisms for solicitation of ideas to the College Council, the planning and budget teams, and other appropriate committees. These meetings also serve as communication channels to constituency groups (Standard IV.A.3).

The college implemented its College Planning Committee on June 12, 2011, with a commitment to regular reviews of the college's planning activities. Initial evaluation of planning activities is scheduled after the team's visit. The college has recently engaged in evaluating its governance and decision-making structures utilizing classified senate and academic senate shared governance surveys. A faculty and staff accreditation survey was disseminated as part of the accreditation self-study process. The survey asked questions related to Standard IV (Leadership and Governance). The college has developed a draft of a fairly comprehensive electronic governance handbook in response to the recommendations of both the academic senate and the Standard IV Accreditation Steering Committee (Standard IV.A.5).

Findings and Evidence

Board Policy for governance participation is established in BP2222 – Student Role of Governance, BP2223 – Role of the Academic Senate, and BP2224 – Role of Classified Staff, which is in accordance with Title 5 regulations. Board Policy 2224 explicitly gives the academic senate primary responsibility for providing advice in academic and professional matters. Academic and professional matters include curriculum, certificate and degree requirements, policies for program review, general education requirements, educational program development, accreditation, faculty professional development activities, standards regarding student participation and success, grading policies, and other professional and academic matters (Standards IV.A.2, IV.A.2.a, IV.A.2. b).

Leaders and members of the college community report highly positive evaluations of the governance structures and processes (Standard IV.A.1). Governance is described as participative, inclusive, transparent, and communicative. However, it was noted that perceptions about governance may differ significantly between those who are actively engaged in committees from those who are not involved. Classified staff, faculty, students, and administrators work collaboratively in committees, in the three planning and budget teams, at the College Council, and in other planning activities and college-wide initiatives. This is evidenced by documents showing the composition of various governance committees and task force groups.

Constituent groups who are active participants of the governance process report rich and robust dialogue that lead to innovative programs, such as the Learning Communities Program (LinC),

Combined Summer Bridge Programs, Sankofa Scholars, and the Student Success and Retention Services, to name a few. There is a sense of collegiality, respect for each other and respect for each other's perspectives. Interviews with constituent groups affirmed that broad-based dialogue and consultation are highly valued characteristics and are at the heart of the governance process. Participative governance is a rich and reiterative process that generates increased understanding and support, improved and transparent communication. Nonetheless, the college level of participative governance requires time and, as such, may hinder or delay the completion of specific tasks when there are timeline restraints (Standard IV.A.3).

The September 2010 Classified Senate Governance Survey identified 82 survey responses. Eighty six percent of the respondents indicated that they considered the classified senate an important part of campus governance. However, 54% of the respondents indicated that they would not be interested in serving on the classified senate in the future, and 53.2% indicated that they would not be interested in serving on any governance committee in the future. There were many reasons provided for the latter response, which is being investigated by the college leadership to determine ways to promote increased classified participation. Many respondents indicated that reduced staffing and increased workload prohibit or discourage them from participation in shared governance committees, and classified senate members voiced the lack of equity between classified staff and faculty. The faculty is able to receive stipends for some governance participation while the classified staff does not have this option. The college leadership plans to look more deeply into this issue and find ways to support increased staff participation in governance.

A Faculty Shared Governance and Decision-Making Survey was distributed to all faculty members between March 1 and March 31, 2011. The survey results showed that faculty members participate in governance in many ways for a number of reasons, including their interest in strengthening the college and its mission (25%), their desire to be involved in decision making (19%), and in ensuring that faculty voices are valued (19%). Sixty two percent of the respondents rated the knowledge and role of the Academic Senate and faculty leadership in institutional decision making as good or excellent, 32% as adequate, and only 17% poor. Forty eight percent of the respondents with limited participation in shared governance indicated that they are too busy, and 23% stated a belief that participation will not lead to positive decisions that actually influence the institution (Standard IV.A.5).

The accreditation survey showed that 69% of the respondents agreed or strongly agreed that collaborative decision-making procedures are respected at the college (Standard IV.A.2.a). Seventy-five percent of the respondents indicated that the college president engaged in collaborative decision-making with an emphasis on collegiality and open communication between and among all constituents (Standard IV.B.2.b).

The college has demonstrated appropriate relationships with external agencies, including the Commission (Standard IV.A.4). The team found evidence to support the honesty and integrity with which the college interacts with external agencies. The college has adhered to Commission guidelines and responded in a satisfactory manner to Commission correspondence.

The college has developed and posted on the web a draft of a comprehensive governance handbook. While the handbook will continue to change as the governance structure evolves, the final version of the current draft is expected to be taken to the College Council for ratification by the end of the spring 2012 term. The handbook, as well as the revision of the governance web page, was simultaneously prompted by an academic senate resolution and the Standard IV self-study process. The intent for the governance handbook was to codify the governance structure and to provide increased transparency for the college's decision-making process. The handbook is expected to be an excellent resource that would significantly improve communication to classified staff, students, and faculty, especially to those who may not be well-versed on governance. The handbook offers support for the college's commitment and desire for broad participative decision-making (Standard IV.A.5).

Conclusions

The college meets the Standard.

The college's inclusive and dialogue driven governance structures and processes engender innovation, transparency, buy-in, and empowerment. These structures and processes have led to innovative programs for students, as well as improved the collegial working of faculty and staff. Intensive and focused efforts to implement a student learning outcomes process a new integrated planning framework have encouraged faculty, staff, and administrators to become more acutely aware and appreciative of the value of systematic evaluation (Standard IV.A.1).

The college's governance structure, centered-around comprehensive dialogue and broad-based consultation, may have hindered the completion of critical tasks during projected or established timelines. As an example, the accomplishment of student learning outcomes assessment cycle milestones, which were originally planned for an earlier completion date, were delayed (Standard IV.A). The college may want to consider ways of maintaining a good balance between process and outcomes so that the rich culture of inclusive governance is nurtured, while also meeting established timelines for critical tasks.

The college has progressed significantly in aligning and integrating its planning efforts, as evidenced by the new planning framework and the faculty-driven student learning outcomes initiative. However, the systematic evaluation of programs and services, including decision-making structures that lead to continuous improvement in programs and practices, is not yet fully institutionalized (Standard IV.A.1).

Board Policies 2222, 2223, and 2224 establish written documents that affirm the rights of faculty, staff, and students' participation in the decision-making processes of the college. Each representative group is aware of its role in participative governance and members are oriented to their governance roles through multiple methods, including staff and student orientations, through the college governance website, in college-wide meetings and forums. Data regarding the effectiveness of governance structures is currently limited, but the formation of the Governance Task Force and the College Planning Council, the updates made to the college website, and the creation of an e-governance handbook are good examples of college efforts to improve the governance process as a whole, increase participation in the decision-making

processes, improve communication, and establish regular assessment of governance structures and practices (Standards IV.A.2, IV.A.2.a., IV.A.2.b., IV.3, IV.5).

Recommendations

No recommendations.

B. Board and Administrative Organization

General Observations

The Foothill-De Anza Community College District has five elected trustees and two annually elected student trustees. The board has a clearly articulated philosophy and mission statement. The mission statement defines the board's responsibility as determining policy and direction of the institution, ensuring quality in teaching, establishing and protecting a "climate in which teaching and learning are deeply valued" and in ensuring the fiscal health and stability of the district. Board policies are easily accessible to the public through the district website. The board has a written policy, BP 2615, for requesting change in policy initiated by staff or board members. Board policy changes are initiated through an ongoing, or an as needed, basis through the Chancellor's Advisory Council, which is a participative governance committee (Standard IV.B.2, IV.B. 1).

The Foothill-De Anza Board of Trustees appoints the chancellor and delegates the executive responsibility for administering board policies and executing administrative decisions on behalf of the board. This delegation is written in Board Policy (BP 2210). The board evaluates the chancellor annually, pursuant to Board Policy 2301, using an evaluation process that is jointly agreed to by the chancellor and board (Standards IV.B.1, IV.B.1.j).

The Board of Trustees' Philosophy and Mission Statement affirms its commitment to exercising its role as the policy-making body, and as having ultimate responsibility for overseeing the district's mission, purposes, goals, programs and services, and long range planning. It acknowledges the board's central purpose of providing access and opportunities for students so that they can progress and complete their educational goals. The board holds itself responsible for ensuring the academic quality of the institution and its fiscal stability and health. The board's priorities articulate its expectations from college leaders, and from board members themselves, to focus on student access and success, fiscal stability, modern and effective learning/working spaces, and integrated planning. The Board Mission and Philosophy statement, as well as the Board Priorities, describe board expectations for quality and integrity of student learning programs and services. The District Strategic Plan and College Educational Master Plans, which are reviewed and approved by the board, also articulate the board's expectations for quality and integrity of instructional and student service programs in support of student learning. The combination of these documents serves as a foundation for developing alignment with the chancellor's annual goals. The chancellor provides the board with an annual calendar for providing reports on institutional performance, legislative updates, and financial integrity (Standards IV.B.1.b, IV.B.1.c, IV.B.1.j).

Board Policy 9210 establishes written documentation of the board's commitment to maintaining high standards of ethical conduct. It affirms the board's intent to work harmoniously, and in the spirit of cooperation and collaboration. Also, it outlines a process for resolving violation of the Codes of Ethics and Standards of Practice (Standards IV.B.1.e, IV.B.1.h).

Elected board members, including student trustees, undergo new trustee orientation and ongoing trustee development. Trustees attend orientations and workshops conducted by the Community College League of California (CCLC), Association of Community College Trustees (ACCT), and the CCLC Legislative Conference. New student trustees attend both the orientation and are assigned a board mentor. The board receives training on accreditation and participates in the colleges' self-study process as liaison to Standard IV, and it receives reports and regular updates on the progress of the accreditation self study process (Standard IV.B.1.f).

Board Policy 9300, Board Self–Evaluation, establishes written policy for an annual assessment of the board's performance. The evaluation instrument is decided upon by the Board annually, and incorporates board policy criteria related to board operations, as well as best practices in the field. A summary of the board evaluation is presented and discussed at an open board meeting (Standard IV.B.1.g).

The chancellor delegates authority to the president for the operation of the college consistent with board policies and procedures. He has the responsibility for establishing, maintaining, and enhancing the quality of education as defined in the District's Strategic Plan, the college's mission statement, and the college's Education Master Plan (Standards IV.B.2, IV.B.2.b, IV.B.2.c).

The president is expected to provide effective leadership in planning, budgeting, human resources, and institutional effectiveness. The president has the overall responsibility for the operation of the college, delegating authority to administrators as appropriate within the organizational structure. The president, with advice provided by governance groups through the College Council, determines and evaluates the organizational structure that best supports the needs and goals of the college. The college's organizational structure provides a schema for understanding how authority and responsibility is delegated. As well, the president guides institutional planning by using the college's governance structure and promoting systematic evaluation that leads to improvements. The president works directly with the institutional researcher and has easy access to information needed for evidence-based decision-making (IV.B.1.a, IV.B.2.b).

Findings and Evidence:

The Accreditation Faculty and Staff Survey results revealed the highest mean score in the Leadership and Governance section for the statement (with 91% of the respondents agreeing or strongly agreeing) that “The Board of Trustees is an independent policy-making body that reflects the public interest in board activities and decisions.” Eighty nine percent agreed or strongly agreed that the “The Board of Trustees establishes broad institutional policies and appropriately delegates responsibility to implement them.” Interviews with the chancellor, the president, senate representatives, and college constituencies validated the positive evaluations of the board's leadership as appropriate, supportive, effective and ethical.

When asked how board members discipline or motivate themselves to remain at the policy level, board members indicated that it was the proper role and right thing to do. Their responsibility is to hire the best chancellor, and then trust and respect the expertise of the chancellor to administer board policies and to manage the operation of the district. Board members expressed their high regard for the chancellor. They unanimously and repeatedly expressed trust and respect for the expertise and dedication of the staff. As elected boards, many of whom have had prior experience on other boards, they related first-hand observations of the negative consequences when board members go beyond the policy level. One member asserted that they police each other, but noted that no previous violation has ever occurred. Should a violation occur, the board would follow clearly understood procedures for rectifying the situation (Standards IV.B., IV.B.1, IV.B.1.a).

An examination of Board Policy 2215 and Board Policy 9301 validates the written authority of the board responsibility to appoint and evaluate the performance of the chancellor as the chief administrator for the college or the district. A copy of the chancellor's evaluation form was examined as evidence during the visit, and board meeting minutes of February 7, 2011 reflected a closed session performance evaluation of the chancellor (Standard IV.B.1).

The board's mission statement, which includes a "pledge to work together on behalf of our community in a spirit of collaboration and harmony," as well as their Board Ethics which commits to working in the spirit of harmony, cooperation and avoiding situations in which conflict of interest may be real or apparent suggest that this board acts harmoniously as a whole. In its mission statement, the board also affirms its commitment to protect the institution from undue influence (Standard IV.B.1.a).

Board policies that support the mission statement of the board, and which ensure the quality, improvement, and integrity of student learning programs and services are adopted and revised in an ongoing manner. These policies and procedures are developed and/or revised with input from governance groups, as well as staff, prior to the approval of the board (Standard IV.B.1.b).

The board's acceptance of their responsibility for the educational quality, legal matters, and financial integrity of the district is articulated in their Philosophy and Mission Statement, in their Board Priorities, and Board Policies. Commitment to the board's written Mission and Philosophy Statement is reflected in the leadership that they provide, and was articulately expressed during conversations with the board during the accreditation visit. Certainly, it is reflected in their work. Members of senates who were interviewed alluded to the board's and chancellor's ongoing support for innovation, including their ongoing support for the district's membership to the League of Innovation, for professional development for the staff during these fiscally challenging times, and faculty sabbaticals. The board receives and examines reports related to these matters on a regular basis. The chancellor provides the board with a calendar that outlines when reports would be presented for their review. Reports presented to the board include ARCC data, updates on strategic planning, technology planning, and facilities planning. Financial reports are provided at almost every meeting. Copies of these reports were examined during the accreditation visit (Standard IV.B.1.c).

The board conducts business in accordance with its by-laws, as evidenced by board agendas and minutes. Board policies are posted on the district web site and are easily accessible to the public (Standard IV.B.1.d). The board systematically reviews its policies and procedures, through the Chancellor's Advisory Council. Board Policy 2615 established a written policy for initiating revisions to policy (Standard IV.B.1.e).

The evidence provided through the links to the Community College League of California (CCLC) website, a review of hard copies of trustee orientation programs, as well as interviews with board members affirm that board members utilize the CCLC and Association of Community College Trustees (ACCT) in orienting new trustees to their roles and responsibilities, as well as providing on-going development in effective trusteeship. Student trustees are supported to attend the annual student trustee orientation, and assigned trustee mentors. The board has an established process for filling vacant positions, as well as a policy that delineates the term for each board member; that is, four years with staggered terms (Standard IV.B.1.f).

The board evaluates its performance annually, pursuant to Board Policy 9300. A special board meeting is scheduled when the board openly conducts a self-evaluation. A summary of the self evaluation is made available to the public through board minutes, as evidenced by the July 12, 2010 board meeting Agenda and Minutes. The board members evaluate themselves individually and collectively. Using a four-point scoring system, the board evaluates its performance against the mission, ethics, and strengths/weaknesses/areas for improvement. The board self-evaluation summary appeared honest and reflective. The board also identifies and documents its priorities annually, and well as its legislative priorities separately (Standard IV.B.1.g).

The board indicated during interviews that they received training on the accreditation process. During the self-study process and in preparation for the accreditation visit, the district-wide Convocation at the start of the fall quarter last year and this year focused on accreditation. The college president's webpage shows presentations and updates to the board concerning accreditation. The self-study committee membership reflects the involvement of a board member in the preparation of the self-study document as a liaison to Standard IV. As well, board meeting agenda and minutes show accreditation updates from both De Anza and Foothill College (Standard IV.B.1.i).

As recently as 2009, the board implemented its established procedures for selecting a chancellor. The process involved the participation of De Anza and Foothill employees and community members on the search committee. The board considered the recommendations of the search committee, interviewed the finalists, and made the final selection. The February 7, 2011 minutes show that a board evaluation of the chancellor was completed during a closed session, resulting in a one-year extension of the chancellor's contract through 2013. The board delegates responsibility and authority for implementation of board policies to the chancellor, including the selection and evaluation of presidents who report to the chancellor (Standard IV.B.1.j).

Working in collaboration with governance bodies through the College Council, campus representative groups, and campus advisory groups, the president has established an integrated planning framework that guides the allocation of resources. The integrated planning framework

takes into consideration Student Learning Outcomes assessment and analysis, which are part of the program review. The president provided leadership in the development of the De Anza's Education Master Plan and co-chaired the accreditation self-study process. He directs and works closely with the institutional researcher in generating evidence to guide decision-making. Research data about college programs and services and student outcomes are readily available in the research website. The president provides an annual State of the College report and a College Program Review Report to the college and the board. The president's website contains the president's power-point presentations and reports to the college. The Accreditation Survey results show that 75% of the respondents agreed or strongly agreed that "The College President engages in collaborative decision-making with an emphasis on collegiality and open communication between and among all constituents" (Standard IV.B.2.b).

The president ensures that the college implements board policies and procedures and other statutes relevant to the operation of the college. Based on a conversation with the president, the president feels empowered and supported by the chancellor and the board in fulfilling his duties. He reports directly to the chancellor and works with her in providing reports to the board. Additionally, the president is responsible for the administrative structure of the college and he delegates authority appropriately (Standard IV.B.2.a)

The president is actively involved in organizations locally, statewide, and nationally. This involvement enables currency in his profession, including updates on federal and state regulations that may require changes in policy or procedures. His active engagement in the community allows him to communicate directly with leaders and members of the community. The De Anza College website, including the president's website, provides accessible information for the public (Standards IV.B.2.c, IV.B.2.e).

The president has final decisions on budget, but solicits input from governance bodies and advice from the College Council. He also works closely with the Vice President for Finance and Educational Services to ensure good financial management and accountability. The integrated planning framework, including the division planning and budget teams, provides a structure for strategic allocations of resources to support the college's goals and initiatives (Standard IV.B.2.d).

A review of the board's Philosophy and Mission statement clearly communicates the board's role and responsibilities, its commitment to support student learning and the colleges, as well as the manner in which they expect to conduct themselves as members of the board. The Philosophy and Mission Statement is impressive in its comprehensiveness, seriousness, and sense of authenticity.

The Self-Study provides the most recent version of the Functional Map of Responsibilities, which delineates college versus district functions, as well as shared functions (Standard IV.B.3.a). The district office provides services that support the mission and the operation of the college in the following areas: Technology, Institutional Research, Human Resources and Equal Opportunity, Business Services, Budget Development and Resource Allocation, Facilities and Maintenance (Standard IV.B.3.b).

Based on interviews conducted with both district services staff and members of the college staff, there is a sense of a good working relationship with district central services, including technology and business services. Interviews with the Vice Chancellor for Technology and Business Services revealed that district services as a whole is not yet systematically conducting program review. The Technology Strategic Plan now contains metrics that would allow the vice chancellor and his staff to measure the effectiveness and efficiency of resources. The business services area has not yet conducted program review, but it did complete a financial assessment on March 3, 2011. The college works closely with central services on financial, human resources, and technology planning and relies on the support of central services for the technology, physical, and financial needs. The accreditation survey results showed that 77% agreed or strongly agreed that technology support is adequate to meet learning, teaching, communications, research, and operational needs. Seventy two percent agreed or strongly agreed that financial planning is linked to college strategic planning and supports the college's goals (Standard IV.B.3.b).

The Self-Study reports that reductions in state apportionment have resulted in reduced funding for the college. Based on interviews with the chancellor and vice chancellors, resource allocation is tied to the District Strategic Plan and the college's Master Plans. The resource allocation model takes into consideration the needs and priorities of the college. The equity and fairness of the resource allocation model was validated by an interview with the Vice President of Finance and Educational Resources as well as with the president of the college (Standard IV.B.3.c).

The board's Audit and Finance Subcommittee acts in an advisory capacity to support the board's role in overseeing the district's financial matters. Four community members serve on this subcommittee, in addition to two board members. The responsibilities of this subcommittee include reviewing and monitoring the budget, an external audit, and reviewing a number of financial reports that enables the committee to tightly monitor the districts operations and expenditures. The meetings are open to the public. Meeting agendas and minutes are available to the public via the district web site and were reviewed as evidence (Standard IV.B.3.d).

The chancellor works with a District Budget Committee, the presidents of the two colleges, and with the Campus Budget Committee. These committees are comprised of representatives from governance bodies and play a critical role in budget development and developing recommendations for resource allocation.

The chancellor empowers and supports the president for the operation of the college. This authority and delegation of duties is outlined in the president's contract, and supported in practice by the president's work with the chancellor (Standard IV.B.3.e).

The accreditation survey indicates that 67% agree and 22% strongly agree that the "Chancellor fosters effective communication between the Board of Trustees, Administration, Faculty, and Students." A mean score of 3.07 on a four-point scale is the second highest in the Leadership and Governance section of the survey. However, as noted in the Self-Study, a large number of respondents answered "Did Not Know or Does Not Apply." Conversations with faculty and academic senate leaders revealed high regard for the chancellor for supporting innovation and

professional development. They noted her support for the college's continued membership in the League of Innovation, encouragement to present innovative programs at the League Conference, and support for professional development, including faculty sabbaticals. The chancellor sends regular communication to all district staff and the board, via e-mails during certain times of the year (e. g., beginning of the school year) and when budget updates are timely and appropriate. She sends a weekly confidential communiqué to the board. The district office sends out highlights of board meetings, in addition to posting meeting minutes (Standard IV.B.3.f).

A functional map delineating campus and district roles was developed through the Chancellors Advisory Council and was available in the Self-Study and in the evidence room. A conversation with the chancellor indicated that the functional map is reviewed and evaluated for clarity, effectiveness, currency, and efficiency at the Chancellor's Advisory Council, which is a district shared governance committee. The team was unable to review any additional evidence of the assessment method for the functional map other than the testimony of the chancellor and references to the map in the Accreditation Self-Study Steering Committee Minutes (Standard IV.B.3.g).

Conclusions

The college meets the Standard.

The president, members of the academic senate, the classified senate, and the Governance Task Force indicated during interviews that De Anza's governance processes have taken some very positive steps in the last year. With recent changes to the college's decision-making model, the development of the governance handbook, and significant revisions to the governance website, the process is now perceived as more transparent, inviting, and easily understood. The roles of the board, the chancellor, and the president are clear and appreciated, as evidenced by the accreditation survey results and interviews. The College Planning Council was recently established by the College Council. The charge of the College Planning Council includes the regular evaluation of the governance structure and processes, thus creating an entity that is responsible for ensuring that this type of activity is completed on a regular cycle.

Recommendations

No recommendations.