

**Option Three:**

**1. Establish the core of DA College:**

- a. Basic Skills – how many levels below College level should we have? Current Basic Skills grant requires two levels below – but is this were we can sustain? Have the support services to basic skills students been evaluated for success? Do the students actually do better?
  - b. Transfer classes: includes transfer of basic two year, lower division level courses that are articulated directly (ASSIST), GE courses, major prep courses. Does NOT include classes that transfer as 'electives'.
  - c. CTE (Career technical education): We have a lot of very important career programs. Will always have low WSCH and low PROD by their very nature. How do we fairly measure them? Job demand information? Wait lists for starting the program? Important, cutting edge programs are developed with grants but no process at De Anza to make them integral and permanently funded.
  - d. Student services that are required and or mandated by law.
  - e. Where does life long learning fit in the core?
2. Establish a new rubric (to be developed) that can fairly compare/evaluate a situation of apples – oranges – bananas – and pears. Can not use WSCH and productivity alone.
3. In the concept of looking at a new rubric, questions considered as a part of the way to evaluate the rubric were as follows:

- Has it (course, program, service, student support, etc.) been evaluated for success?
- What do you want De Anza to look like?
- Pull out what is core and mandated in the college from the rest.
- How do you identify the extras beyond core and mandated courses? (Courses beyond those necessary for two year college)
- What are "special interests"—projects/entities—not part of core?
- Why require excess units for AA/AS at De Anza?
- Where are there duplications in course offerings/services?
- Are certificates and degrees evaluated or counted and what about many areas where students do not apply as a degree or certificate is not necessary to their job or transfer track?
- Consider giving up summer quarter or make all courses in summer "fee-based?"
- Look to "sustainable planning"—for good times and bad funding times.

Mission statement is too broad; it needs to match the mission to our resources—bottom up; not top down.

4. Suggested plan:

- a. Commitment from senior staff and President to use the results.
- b. Groups such as all the program, budget teams and Deans Council (shared governance) work together to develop process for establishing core, rubric and time line.
- c. Test and confirm repeatability of results of rubric.
- d. Apply rubric.
- e. Make decisions based on results of rubric.