

EVALUATION REPORT

**DE ANZA COLLEGE
21250 Stevens Creek Boulevard
Cupertino, CA 95014**

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

**This report represents the findings of the evaluation team that visited De Anza
College from October 17 to October 20, 2005**

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October 17-20, 2005**

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Summary of the Evaluation Report

A ten-member accreditation team visited De Anza College from October 17-20, 2005 for the purpose of evaluating the institution's request to reaffirm accreditation.

In preparation for the visit, the team chair attended a training session on August 11, 2005, and the chair and the team attended a training session on September 15, 2005. The team chair and assistant conducted a pre-visit to the college and to the Foothill-De Anza District office on September 9, 2005.

The institution's self study was received six weeks prior to the visit, and team members found it to be clear, readable and thorough. However, the planning agendas identified by the college were numerous – one standard listed seventy different planning agendas – and the report did not include a planning summary that would have served to identify priorities in the planning process. The team found broad participation of all campus constituent groups in the formulation of the self study document.

The team found that the college has responded to the recommendations of the 2000 visiting team in ways that have strengthened the institution and illustrated respect for the accreditation process.

Commendations

The team found much to commend at De Anza College. The district passed Measure E in 1999, a facilities bond issue that received 72% of the vote, and it is nearing completion of the projects funded by that measure. The manner in which they have managed the Measure E facilities improvements, their A++ bond rating, and their commitment to the construction of environmentally friendly buildings are laudable.

The team was struck by the success of the Math Performance Success (MPS) program, the Learning in Communities (LinC) program and the Developmental Task Force, and they singled out for praise at the work of the Curriculum Committee, which reviewed more than 900 course proposals in a single year. The team commented favorably upon on the manner in which college constituents practice consensus-based governance. They commended, too, the way in which the college has revitalized the research function, and the impressive data that they are producing. They also noted the strong ties the college has with the community and the resulting fundraising success.

In general, the team was struck by the vibrant, dynamic learning environment that characterizes De Anza College. There is an upbeat and optimistic spirit on campus that reveals the passion with which the college carries out its mission. The employees, students and community members clearly value the institution and appreciate the many ways it improves the quality of life of the people it serves.

Recommendations

The team identified four priority areas of ongoing improvement that they are offering as recommendations to the college.

A primary issue – which is evident throughout the self study and which is tied directly to the eligibility requirements for accreditation - deals with the difficulty the college is facing with defining, developing, and assessing student learning outcomes. Although the college has had a long-standing focus on student outcomes, in particular student achievement measures, there is a clear distinction between student achievement (as measured by retention rates, degrees and certificates earned, transfer to four-year institutions, etc.) and the attainment of student learning outcomes (the acquisition of knowledge, skills, abilities, and attitudes that the institution intended the student to learn). The team found that the term connotes different meanings to different groups of people at the college, and it became clear that a process that will lead to a shared understanding of the intention and value of Student Learning Outcomes is essential. Therefore, the team offers the following:

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)

While the team recognizes that the college has a commitment to ensuring that efforts are in place to provide a learning environment that is inclusive and welcoming to all students, the team believes that sustained and ongoing methods of dealing with equity and diversity issues must be an important priority in coming years. The college has identified concerns related to inequitable levels of achievement among differing student groups, and student surveys reveal disparities in the perception of the diversity climate among various constituencies of the college. The team offers the following recommendation:

Recommendation 2

The team recommends that the college develop and move into action a set of strategies designed to identify, assess and address diversity and equity issues in an effort to ensure that barriers do not impede the success of any student group; that instructional methods

and materials are informed by awareness of, and appreciation for, the diversity of the college's students; and that the campus climate is inclusive and welcoming to all students and members of the community (Standards II.A.1a, II.A.2.d, II.B.3.d).

The team also noted that, while the accreditation standards mandate that a written code of professional ethics be in place for all personnel, such a code has yet to be formulated for classified employees. Therefore, the team has included the following recommendation:

Recommendation 3

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

Finally, the team is well aware of the significant challenges regarding the manner in which technology is changing the way colleges do business, both inside and outside the classroom. Therefore, the team offers the following recommendation:

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).

It should be noted that these recommendations are made in the spirit of encouraging ongoing quality improvement.

District Office Review

During the course of the simultaneous accreditation visits at De Anza College and Foothill College, district-level personnel were interviewed by members of both teams, individually and jointly, for the purpose of identifying and coordinating any potential recommendations dealing with district operations. The De Anza team members identified as having district responsibilities, along with the team chair, were three team members dealing with college responsibility for Standards IV.B, II.C and III.B and III.D. From the Foothill team, the team chair, the team assistant and the team member with responsibility for Standard IV.B coordinated with the De Anza district team.

The two teams met jointly with two members of the Board of Trustees and with the Chancellor. They met individually with a third member of the Board of Trustees, the Chancellor, the district vice chancellors and the Director of Institutional Research. The teams attended a Board of Trustees meeting. The team chairs spoke in person and by phone on a number of occasions throughout the visit.

The team chairs, in concert with the college teams, jointly determined that there were no recommendations that would be necessary for the district office operations.

Introduction

De Anza College is a comprehensive California community college, one of the two colleges in the Foothill – De Anza Community College District. The college, founded in 1967, occupies a 112-acre site in Cupertino. The boundaries of the Fremont Union High School District, roughly the cities of Sunnyvale and Cupertino, comprise the traditional service area of De Anza College. However, only about 25% of the student population is drawn from this area. The college now also serves the region known as Silicon Valley, broadly defined as Santa Clara and San Mateo Counties, and draws about 45% of its students from the City of San Jose.

De Anza, which operates on the quarter system, provides general education and vocational courses as well as interdisciplinary studies, community service opportunities, on-the-job training, internships, collaborative programs with businesses and industries, and online and television courses. The college offers 55 associate degree programs and 135 certificate programs. A full range of student services support student learning and development. The college also has facilities that attract the community to the campus, including the Flint Center, California History Museum, and the Planetarium.

The demographics of the local community have changed significantly within the past decade. Between 1993 and 2003, the share of Asian/Pacific Islander residents almost doubled, from 19% to 36%. Hispanic residents also increased, from 15% to 23% of the population. Over the same period of time, the number of White residents decreased from nearly 60% to 37% of the population, while the African American population decreased slightly and the Native American population remained the same. In addition, in 2003 nearly 40% of the population in the college's traditional service area was foreign born.

The student population at De Anza College is very ethnically diverse. About 40% of De Anza students identified themselves as members of Asian, Pacific Islander, and Filipino ethnic groups. White students represent about one quarter and Hispanic students make up more than 10% of De Anza's student population. Black and Native American students each make up less than 5% of the student body. About 1,000 international students attend the college each quarter, making De Anza one of the largest community college programs for international students in the country. After a period of steady fall enrollment of about 25,000 students between 2000-2004, overall enrollment dropped by approximately 2% in 2004-2005. At the time of the team visit in mid-October 2005, the fall quarter enrollment is estimated to be 23,600.

In 1999 local voters supported the district by passing Bond Measure E with a significant 72% of the vote, which has financed a wide variety of new buildings and renovations of the existing plant and grounds. De Anza College's share of the bond funds was \$130 million. The college also leveraged funding from the state capital outlay program and raised private funds from the local community. The Kirsch Center for Environmental Studies, new athletic fields, Stelling Parking Structure, and Student and Community Services Center are among the major projects funded by Measure E.

Since the last accreditation team visit the college has had turnover in administration. The previous De Anza College President became the Foothill-De Anza District Chancellor, a new De Anza President was hired in summer 2004, and a new Vice President, Business and Finance was hired in spring 2004.

Eligibility Requirements

1. Authority

De Anza College is one of the 109 colleges that are part of the California Community system and is reviewed and accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The college was last accredited by the ACCJC in 2000.

2. Mission

De Anza College's educational mission is clearly defined. It is reviewed and adopted periodically by the College Council and the Foothill – De Anza Community College District Board of Trustees, according to board policy. It is published in the current catalog, schedule of classes, and on the college website.

3. Governing Board

De Anza is one of two colleges in the Foothill – De Anza Community College District (FHDA). FHDA has a functioning governing board responsible for the quality, integrity, and financial stability of both colleges and for ensuring that De Anza's mission is carried out. The Board of Trustees is comprised of seven members, five elected at large from the local district communities, and two student trustees, one from De Anza College and one from Foothill College. The team attended part of a board meeting, met with several members of the board, and confirmed that the Board makes policy for the district and exercises oversight of its operations.

4. Chief Executive Officer

De Anza College's chief executive officer, the president, is appointed by the FHDA District Chancellor and the Board of Trustees. He has full-time responsibility to the institution and possesses the authority to administer board policies at De Anza College.

5. Administrative Capacity

The team determined that the college has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support the college's mission and purpose.

6. Operating Status

De Anza College is fully operational, with approximately 23,600 students enrolled in the fall 2005 quarter, at the time of the team visit.

7. Degrees

The team confirmed that De Anza College offers a wide range of educational programs, including 55 programs that lead to associate degrees. A significant proportion of De Anza College students are enrolled in degree programs.

8. Educational Programs

The team confirms that De Anza's degree programs are congruent with its mission, are based on recognized higher education fields of study, are of sufficient content and length,

and are conducted at levels of quality and rigor appropriate to the degrees offered. The college offers fifty-five degree programs that are two academic years in length.

9. Academic Credit

De Anza College awards academic credit in a manner conventional for community colleges and consistent with generally accepted good practice.

10. Student Learning and Achievement

The team found that De Anza College has not yet defined or published student learning and achievement outcomes for all of its programs.

11. General Education

The team certifies that De Anza College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in mathematics, reading, writing, speaking, and an introduction to some of the major areas of knowledge. Degree credit for general education programs is consistent with levels of quality and rigor appropriate to higher education. General education does not yet have comprehensive learning outcomes for the students who complete it.

12. Academic Freedom

De Anza College believes that faculty and students have the right to pursue teaching and learning with full freedom of inquiry. The district's Board Policy 4190 covers academic freedom.

13. Faculty

De Anza College employs approximately 300 full-time and 635 part-time faculty members who are qualified to conduct the institution's programs as they have met state-mandated minimum qualifications. The college's statement of faculty responsibilities includes development and review of curriculum but does not cover assessment of student learning.

14. Student Services

The team confirmed that De Anza College provides for all of its students appropriate services that support student learning and development within the context of the college's mission.

15. Admissions

De Anza College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

16. Information and Learning Resources

De Anza College operates a library, open media lab, broadcast media center and other learning support services for students. The college provides access to sufficient information and learning resources and services to support its mission and instructional

programs. Distance learning students have on-line access to many services and library resources.

17. Financial Resources

The FHDA District and De Anza College document a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

18. Financial Accountability

The team examined the Foothill – De Anza Community College District's 2003-2004 independent auditor's report, prepared by Perry-Smith LLP. Each year, the district contracts with an independent Certified Public Accountant, undergoes an external financial audit, and makes the audit available.

19. Institutional Planning and Evaluation

De Anza College evaluates and makes public how well and in what ways the college is accomplishing its purposes through its Annual Reports, reports to the California Community Colleges Chancellor's Office, and other internal and external reports. The team found evidence of widespread planning for the development of the institution. Much work remains to develop student learning outcomes in courses, student services, and other programs before the college can evaluate and make those outcomes public.

20. Public Information

De Anza College provides a catalog for its constituencies that includes precise, accurate, and current information required by ACCJC. The 2005-2006 Catalog was made available to the team.

21. Relations with the Accrediting Commission

The self study report includes the Certification of Continued Compliance with the Eligibility Requirements signed by the President of the Board of Trustees, Chancellor of the Foothill – De Anza Community College District and the President of De Anza College.

Responses to the Recommendations of the 2000 Team

Recommendation 2.1.

De Anza College should make the policy protecting Academic Freedom and responsibility readily available to faculty and students by including it with other policies in the appropriate print and online publications of the college (Standard 2.2).

The college has responded appropriately to this recommendation by including the Academic Freedom and Responsibility policy in the Board Policy Manual and by regularly publishing it in the quarterly schedule of classes and the college catalogue. The college also includes this policy in alternate forms of media that advertise or promote the college.

Recommendation 3.1

De Anza College should fully implement and integrate the revised program review and planning processes with broad participation of all constituencies and evaluate the extent to which the process promotes improved student outcomes and improvement in programs and services (Standards 3A.4, 3B.2, 3B.3, 5.10, 8.5).

The college has adequately addressed the recommendation of the previous team by implementing and refining the program review and planning processes; ensuring the integration of planning, program review, and resource allocation; getting input and participation from college constituencies; and focusing on institutional effectiveness and student outcomes.

Planning and Budget Teams (PBTs) were established for the three major functional groups of the college—Instruction, Student Services, and Finance and College Services. Each group, with representation from faculty, classified staff, administrators, and students, has as its major charge the examination of program review processes. The review of completed program reviews helps each group to make recommendations to the Campus Budget Team and the College Council about program changes and the allocation of resources. Throughout these processes, there is a heavy reliance on the use of data related to institutional effectiveness and student outcomes to aid in planning and decision-making.

As the college develops an effective assessment tool designed to evaluate the extent to which student learning outcomes are being achieved, it will need to ensure that the program review process uses the resulting data in a meaningful way.

Recommendation 3

The college and the district should expand the research function with adequate structures, staffing, and computer systems and resources to fully support planning and decision-making at the district, college, and program levels (Standards 3A.1, 3A.2, 3C.3, 10C.1).

The team finds that the college and the district have substantially addressed the recommendation of the previous team by redesigning the structure and expanding the research function at both the college and district levels. The district hired an Executive Director of Institutional Research and Planning as well as a College Researcher for each college. Although the De Anza college researcher reports directly to the district director, he is viewed as an invaluable college resource and works closely with the Vice President of Student Services and Institutional Research as well as many others across the campus. A district-based Senior Research Analyst/Data Warehouse Coordinator provides additional support in ensuring that accurate, reliable data are more easily accessible to the colleges. There is ongoing communication and the sharing of information and resources among college and district research staff.

This emphasis on research has enabled the college to truly become a “data-driven institution.” There is increasing reliance on the use of research and analysis to guide the planning and decision-making processes and to inform the college community about it.

Recommendation 4.1

De Anza College should review the role of community education and workforce Training programs and their full inclusion in the college mission and planning (Standards 3B.3, 4A.1, 4B.1, 4D.1).

Since the last site visit, the college has reassigned responsibility for its community education and workforce training programs. While the college hired a Vice President for Workforce and Economic Development, an analysis of the position as the college was making budget cuts led to its elimination in favor of the assignment of duties into various offices in Instruction, Finance and College Services. The college elected to assign workforce training and other occupational education programs to the Dean of Biology, Health, and Environmental Sciences. Community education is now under the leadership of the Vice President of Instruction. A coordinator was hired to oversee VATEA compliance, coordinate programs with the high schools, and work with faculty engaged in workforce programs. In essence, both areas are now a part of the college’s overall instructional program, given that the deans report directly to the vice president, and are therefore integrated into the planning and evaluation processes of that area. A recent review of the college mission included examination of the need to serve the community in the areas of workforce education, community education and economic development. The college has hired a consultant to analyze workforce trends in the region and to make recommendations to guide the development of workforce training programs. This recommendation, which asked that the role of community education and workforce training programs be reviewed and that it be included in the college mission and planning process, has been met.

Recommendation 5.1

De Anza College should implement fully a program of student leadership development to orient students to their role in governance and to provide them with a sufficient foundation to contribute meaningfully to the governance discussions (Standards 5.4, 5.8, 10B.10).

The college adopted a number of initiatives to address the development of student leadership. These initiatives included offering Counseling 100. Since this course is an elective, enrollment declines led to the decision to discontinue it as a leadership development vehicle. A new course, Counseling 60, is being written and will be offered once it is approved through the campus curriculum process. The faculty member who developed the course has proposed that it be certified for the California State University breadth requirements in area E, which will make it more attractive to students involved with leadership and governance.

Administrators who work directly with the De Anza Associated Student Body (DASB) report that student representatives on College Council and the three Planning and Budget Teams are provided with a faculty or staff mentor to orient them and assist them with mastering the technical language of these important governance committees. In addition to formal mentoring, faculty and staff willingly mentor any student who requests support. The current DASB President is very appreciative of the president's efforts to reach out to students, which includes his visits to student government meetings to encourage student involvement. She described him as caring and accessible. On a district level, the De Anza and Foothill student trustees are each assigned a board member to mentor them. This recommendation has been met.

Recommendation 6.1

De Anza College should develop a learning resources plan to coordinate the acquisition of materials and staff to provide adequate library services based on supporting the college's educational programs. This planning process should include the active involvement of the discipline-based teaching faculty (Standards 6.3, 6.4, 6.5, 6.7).

The college implemented an annual Program Review that serves the function of a learning resources plan. The plan was last updated in 2002-03. The 2004-05 review of the plan resulted in a list titled "Library Services Division Reductions, 2004-2005." The participants who contributed to the report were department staff.

Subsequent updates were done by library staff, the Dean of Distance and Extended Learning, and a representative from Disabled Student Services. There is no indication that discipline-based teaching faculty participated in either the original document or the updates. While there is no evidence of the participation of discipline-based faculty, the team validated that there is considerable consultation between librarians and faculty across the curriculum for collection development and bibliographic instruction and that the plan and updates were sent to the program review committee for review. This recommendation has been met.

Recommendation 8.1

De Anza College should conduct a thorough analysis of classroom utilization during low use periods as a means of meeting expected student enrollment demands. Such an analysis should include scheduling alternatives, support systems, and marketing strategies in addition to classroom utilization rates (Standard 8.1).

The college has implemented and utilizes scheduling software, *Resource 25*, that provides for effective management of classroom utilization and has met this recommendation. The software provides multiple “sorts” e.g. date, time, and location. The software is currently meeting the needs of scheduling for enrollment demands.

Recommendation 10.2

De Anza should take the initiative to foster a stronger working relationship and communication among all constituencies so that the value of all participants is recognized and appreciated (Standards 10B.5, 10B.6, 10B.9, 10B.10).

The college has adequately responded to this recommendation. Efforts to improve communication on campus are many: regularly scheduled meetings are being held among governance leaders, union leaders, and the president; the President’s Report is widely distributed across the campus; the Dean of Academic Services attends Academic Senate meetings and senior staff members meet with constituency governance groups upon request; minutes of meetings from many campus committees are regularly posted on the college’s website.

To discover how the college might strengthen working relationships and more fully recognize and appreciate employees, the college conducted focus groups for different constituencies in 2004-05. Results are currently being analyzed to determine what, if any, actions should be taken.

Standard I

Institutional Mission and Effectiveness

General Comments

The college's most recent mission statement was adopted in 1999 and reaffirmed by the Board of Trustees with the 2004-05 Educational Master Plan. The college plans to revisit its mission statement as it completes a new strategic master plan.

De Anza College has had ongoing dialogue centered on student learning, institutional effectiveness, and ways to maintain its reputation for excellence. Goals and objectives focusing on student outcomes and success have been defined and are articulated through the college's mission statement, the educational master plan, the accreditation self study process, and through other program review and planning processes. These efforts will guide the college through its upcoming strategic planning process for 2005-06.

The focus on improving institutional effectiveness through the utilization of research and analysis for planning and decision-making is evident, and the college should be commended for the progress that has been made in becoming a "data-driven institution." The college has made significant commitments to the areas of planning, research, and institutional effectiveness since the last accreditation visit, as evidenced by the organizational structures and processes in place and the dedication of resources at both the college and district levels.

The program review and planning processes have been refined to ensure that there is an ongoing cycle of evaluation, planning, resource allocation, and implementation. Planning and Budget Teams (PBTs) were established for the three major areas of Instruction, Student Services, and Finance and College Services. Each PBT group makes recommendations to the Campus Budget Team and the College Council about program changes and the allocation of resources.

The team acknowledges the difficulty the college is facing with defining, developing, and assessing student learning outcomes. Although the college has had a long-standing focus on student outcomes, in particular student achievement measures, there is a clear distinction between student achievement (as measured by retention rates, degrees and certificates earned, transfer to four-year institutions, etc.) and the attainment of student learning outcomes (the acquisition of knowledge, skills, abilities, and attitudes that the institution intended the student to learn). Initial resistance from faculty has somewhat subsided, although the "measurement" aspect of student learning outcomes appears to remain an issue.

Findings and Evidence

I.A Mission

The college has an adopted mission statement that focuses on challenging students to reach goals in intellectual, character and ability development; education; and community service “in a diverse and changing world” (Standard I.A.1). The mission statement was originally adopted by the Board of Trustees in 1999 as part of the Educational Master Plan and then reaffirmed when the Board adopted the 2004-05 update of the Educational Master Plan (Standards I.A.2, I.A.3). It is published in the college schedules and catalogue and is displayed on the college’s website, among many other locations. The college offers 122 areas of study from which students can earn 55 associate degrees and/or 135 certificates, all within the general mission of a comprehensive community college and the specific mission of De Anza College.

While the mission statement does not explicitly refer to student learning, revising it to include student learning is a part of the college’s stated planning agenda as it embarks on a “strategic planning exercise” during the 2005-06 academic year. This strategic plan will respond, in the words of the new president, to the challenge of “how can we best prepare our students for a life well lived, in a social and economic environment of great conflict and change, international violence and domestic struggles over fundamental national direction. ...we aim to give students the tools with which they can know themselves better, be prepared to act when they must, and understand their greater role in the social world. We also will ask how we can better prepare our students for a life of engagement in their communities, for taking greater responsibility for the social futures they will inhabit, and for making the world a safer and more peaceful place” (*Educational Master Plan 2005-2015*, pp. 57-58). The college had delayed its revision of the mission because of the installation of a new president and the imminent accreditation self study, which it plans to use to drive the revision of its mission statement.

Planning at De Anza College is guided by the mission statement. Planning occurs through a process begun with departmental program reviews. These program reviews are guided not only by the college mission statement but also by department mission statements, which are developed within the context of the college mission statement. Proposals generated from the program reviews are then aggregated at the division level before being submitted to one of three Planning and Budget Teams: Instruction, Student Services, or Finance and College Services. Proposals are then sent for a hearing to the Budget Committee, a shared governance committee, before moving to the College Council, another shared governance committee, for final decisions (Standard I.A).

I.B Improving Institutional Effectiveness

The college has a long-standing commitment to institutional effectiveness as evidenced by the discussions and dialogues that take place on student learning and success. The mission, values, and goals of the college also reaffirm this commitment. College-wide goals and objectives, as well as those for the main functional areas (instruction, student services, and finance and college services) and program-specific areas, each support these shared ideals (Standards I.B.1, I.B.2).

The college has moved beyond the dialogue stage to develop and implement planning processes that focus on student learning and success, as well as overall institutional effectiveness. The program review and planning processes have been refined, as addressed in a recommendation from the previous accreditation team, to ensure the integration of planning, program review, and resource allocation, and the broad input and participation from college constituencies. Planning and Budget Teams (PBTs) were established for the three major functional groups of the college—Instruction, Student Services, and Finance and College Services. Each group, with representation from faculty, classified staff, administrators, and students, has as its major charge the development and examination of program review processes. The review of program review documents helps each group to make recommendations to the Campus Budget Team and the College Council about program changes and the allocation of resources. Throughout these processes, there is a heavy reliance on data related to institutional effectiveness and student achievement to aid in planning and decision-making. There was evidence of these processes and confirmation by the team through the review of minutes from meetings, program review documents, planning data and other documentation, and discussions with individuals across the campus. Specific examples of the effectiveness of these processes for decision-making will be described in upcoming standards such as in standard II, Student Learning Programs and Services (Standards I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7).

Program review processes are in place, and their functions and purposes appear to be widely understood across the campus. The team noticed that the instructional program review process is undergoing change, and the majority of instructional programs has not undergone a full process in a number of years. Subsequent to the 1999-2000 year--the last year of a complete and “traditional” process for program review--instructional programs did modified reviews and updates primarily due to issues surrounding budget reductions. Improvements in the process (e.g., more data availability), however, have taken place. The team encourages the college to continually refine, improve, and implement the program review processes for instructional as well as for student services and college services areas (Standards I.B.3, I.B.4, I.B.6, I.B.7).

College reports and documents, such as the annual State of the College reports, do a good job of describing the progress made toward achieving the college’s stated goals and objectives. The education master plan for the college was recently updated and described in the document, Educational Master Plan 2005 – 2015. This is an update of the 1999 educational master plan. The updated document describes planning efforts based on the college’s core values, mission, and vision, and outlines the four master plan goals that are used to guide all of the college’s planning, program review, and budgeting activities. The focus on student learning, student success, quality, and institutional excellence is evident. The district has developed its Educational Master Plan 2005 – 2015, Advancing the Legacy, that describes parallel district processes in the development of district vision, mission, values, goals, strategies, and priorities that support the needs of both the colleges. The college and district efforts are commendable (Standards I.B.2, I.B.3, I.B.5).

There is a firm commitment to the use of research and analysis to guide planning and decision-making processes at the college. This emphasis on research has enabled the

college to truly become a “data-driven institution.” This has come about in large part due to the restructuring and expansion of the research function at both the college and district levels, as addressed in a recommendation by the previous accreditation team.

The district hired an Executive Director of Institutional Research and Planning in 2001, followed by the hiring in 2002 of a College Researcher for each college. Although the De Anza college researcher reports directly to the district director for institutional research, he is viewed as an invaluable college resource and works closely with the Vice President of Student Services and Institutional Research as well as many others across the campus. A district-based Senior Research Analyst/Data Warehouse Coordinator provides additional support in ensuring that accurate, reliable data are more easily accessible to the colleges. There are excellent mechanisms in place for ongoing communication and the sharing of information and resources (Standards I.B.2, I.B.3, I.B.4, I.B.5, I.B.6).

Although the focus on research to guide planning and decision-making is apparent throughout various levels of the college, there is the need for greater awareness among the campus community of the availability and the value of this information. The college acknowledges that this is an issue and has taken steps to make research findings and other data available through the college and district institutional research websites. In spite of the large quantity of research and information available, the team also had some difficulty in tracking down documents and other evidence not readily available in the team room. College-wide efforts need to continue to ensure that there is greater communication of the accessibility of information (Standard I.B.5).

The team acknowledges the difficulty the college is facing with defining, developing, and assessing student learning outcomes. This was described in the self study report and was echoed in the team’s numerous interviews and discussions with faculty and administrators alike. Although the college has a long-standing focus on student outcomes, in particular student achievement measures, there is a clear distinction between student achievement (as measured by retention rates, degrees and certificates earned, transfer to four-year institutions, etc.) and the attainment of student learning outcomes (the acquisition of knowledge, skills, abilities, and attitudes that the institution intended the student to learn). Initial resistance from faculty has somewhat subsided, although the “measurement” aspect of student learning outcomes appears to remain an issue. The need to assess the attainment of student learning outcomes is not dictated by the requirement to use external standardized instruments. The faculty must take the lead in defining and guiding the student learning outcomes assessment efforts at the college. Mechanisms appear to be in place for college and district researchers to support these faculty-driven efforts (Standards I.B, I.B.1, I.B.2).

Conclusions

The college meets the standards governing the adoption and dissemination of a mission statement. The college is urged to continue the process of revising its mission statement to strengthen its connection to student learning. The team also found that the college uses its mission statement to guide planning (Standard I.A)

The college has done a good job in addressing and meeting the intent of most areas within this standard on Institutional Effectiveness. Program review and planning processes have been established and implemented. A great deal of progress has been made in the area of research and analysis to guide planning and decision-making at the institution. The college acknowledges that a wider understanding and utilization of research and other information by the greater college community would promote dialogue, improve student learning and success, and enhance overall institutional effectiveness. The college, however, still needs to develop a systematic process to address student learning outcomes assessment (Standard 1.B)

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)

Standard II

Student Learning Programs and Services

General Comments

De Anza College is a comprehensive community college offering a wide variety of general education, vocational, basic skills, and transfer courses. It has a well-deserved reputation for the quality of its instructional offerings and the range of degrees and certificates it offers. The college is consistently among the most successful campuses in terms of transfer rates to four-year colleges and universities. Success and retention rates for students tend to exceed the statewide average for public community colleges, and students express overall satisfaction with the quality and quantity of courses and offerings. The college's current mission statement places emphasis on student learning through its encouragement of students developing their intellect, character, and abilities; achieving their educational goals; and serving their community in a diverse and changing world.

De Anza College Student Services is a dynamic division dedicated to providing a full range of services to all students. In addition to the traditional services including articulation, assessment testing, career center, counseling, financial aid, transfer center and a health center offered for the general student population, they have programs serving the specialized needs of veterans, disabled students, re-entry students, international students and economically disadvantaged and underrepresented students. A partnership with the Fremont Unified School District serves high performing students in the College Advantage program and the Middle College program offers students having difficulty in the traditional high school setting but with the potential to succeed an opportunity to complete their high school requirements at De Anza. Significant services are accessible for students online. Wherever and whenever possible the goal is to offer students an alternative to waiting in line to allow more time for one-on-one assistance for students who need it.

The college's library and other learning support services, including its numerous campus labs, have been designed to support the instructional programs. The library provides a variety of resources for students, including books, periodicals, and Internet access. The variety of labs on campus serve numerous instructional programs and allow students access to technology.

Findings and Evidence

II.A Instructional Programs

The college offers a wide variety of courses, programs, and services in accordance with its stated mission (Standard II.A.1). Students may choose from more than 2,000 courses, 55 degree programs, and 135 certificate programs, all of them listed and described in the college catalog. Student needs, including course and program demand, are identified through a range of campus processes, including assessment and placement, articulation

agreements, and regular meetings of vocational advisory committees (Standard II.A.1.a). The college uses a variety of delivery methods, including face-to-face classes, linked courses or learning communities, online and hybrid courses, and televised courses; individual sections are identified in the schedule of classes according to the methodology (Standards II.A.1.b, II.A.2.d).

The campus's Curriculum Committee has the primary responsibility for the approval of new and revised courses and programs. The committee has recently overseen the updating of numerous course outlines, making them more current in both pedagogy and content (Standard II.A.2.a, II.A.2.e). The committee includes both faculty and administrative members, but the majority of its members are faculty and it relies upon faculty-developed proposals for the creation of or revision of courses and programs (Standard II.A.2.b). Evaluation of overall program effectiveness, including enrollment trends, retention and success rates, and productivity are key elements of the program review process and its annual updates (Standards II.A.1, II.A.2).

The college catalog provides students with detailed information on the course and program offerings; it is available in both paper and electronic formats, as is the schedule of classes each quarter. Other brochures and promotional materials are of similar professional quality (Standards II.A.6, II.A.6.c). The catalog also includes policy statements on transfer-of-credit, academic freedom, and academic integrity; the academic freedom and academic honesty statements also appear in the schedule of classes (Standards II.A.6.a, II.A.7, and II.A.7.b). Grading policies and the criteria for the awarding of credit also appear in the catalog, as are requirements for degree and certificate programs. The college has not yet identified specific learning outcomes for each course and program it offers (Standards II.A.2.h, II.A.2.i).

The college has a long-standing statement of the principles of general education, last updated in 1999 and published in its Curriculum Development Guide; specific general education requirements for students wishing to obtain a degree or transfer are listed in the college catalog, although specific learning outcomes for students are not a part of the catalog description (Standards II.A.3, II.A.3.a, II.A.3.b, and II.A.3.c). Each degree program requires specific classes within a major or interdisciplinary study, such as preparation for transfer readiness (Standard II.A.4).

Faculty members are guided by the ethical principles outlined in the Academic Senate document entitled "Academic Integrity and Student Success: The Role of Faculty, Students, Staff, and Administrators of De Anza College." This document, available on the college website, provides specific recommendations for faculty behavior in the presentation of material, as does the Senate's "Statement of Professional Ethics." The Academic Senate also has a professional relations process to address complaints about unprofessional behavior, and the college has formal complaint and grievance procedures (Standard II.A.7.a).

Students are placed into English, ESL, mathematics, chemistry, and biology classes primarily through testing prior to enrollment. Students may now complete most of their

placement testing in the assessment center housed in the new Student and Community Services Center. Information about individual student readiness for courses in these areas is updated electronically each quarter, and decisions about the currency of and needed changes in the tests are based, in large part, upon student performance data (II.A.2.g).

The college provides students sufficient notification of proposed changes in course or program requirements. The only college program to be eliminated since the previous accreditation site visit was the Physical Therapist Assistant A.A. degree program. Although the campus does not have a specific process in place for program discontinuance, students enrolled in this program were given sufficient time to complete their remaining requirements. Likewise, the Math Department has, through the regular curriculum process, modified the sequence of developmental math courses. This quarter is the first to offer fully the revised developmental math sequence after a phase-in period of at least two years to allow students already in the previous course sequence to finish (Standard II.A.6.b).

The campus has only begun to hold dialogues on the development of student learning outcomes. Most individual programs have yet to make significant progress in identifying specific outcomes at the course level, and the campus has yet to address systematically a process for creating or identifying student learning outcomes at the course, program, certificate, and degree level. Departments such as mathematics and English have in recent years used student achievement data provided by institutional research to revise courses and create or revise assessment projects. For example, the Math Performance Success program uses a two-person team of an instructional faculty member and a counselor, additional time in class, and collaborative learning and tutoring to address the lower success rates of specific student populations. The Math Department has also revised its developmental math sequence of courses and successfully advocated for the raising of the level of math proficiency for graduation after collecting the results of placement testing and data about returning students who plan to transfer to four-year institutions. Results since the implementation of the higher requirement have shown no significant adverse effect on the numbers of students who obtain an associate degree. Likewise, the English department has chosen to shift from an end-of-term writing test to portfolio assessments this fall for the prerequisite course to college-level writing. Department faculty began the quarter with a discussion of the assessment process, and faculty will collect data with the assistance of the campus researcher. Other areas on campus have yet to address in a systematic fashion the need for student learning outcomes at each level of the educational experience, and most rely on traditional student achievement data such as that provided for program review (Standards II.A.1.c).

The exception on campus for the development of student learning outcomes are the vocational and occupational programs, which through the guidance of their advisory committees and through the appropriate industry standards, have clearly defined student learning outcomes at the course, program, and certificate levels, as demonstrated in the course outlines and descriptions of requirements for completion of degrees or certificates. Successful vocational and occupational students completing these programs typically also

achieve high rates of success on external licensure exams; for instance, 100 percent of the recent graduates of the nursing program taking the state exam passed. With the elimination of the position of Vice President of Work Force and Economic Development, primary oversight for vocational education was transferred to a campus dean who reports to the Vice President of Instruction, thereby ensuring the inclusion of these programs within the college's overall mission and planning process (Standards II.A.1.c, II.A.2.b, and II.A.5).

II.B Student Support Services

De Anza College actively recruits and supports students from a variety of backgrounds and life experiences. Despite funding cuts in recent years, Student Services programs share resources and create activities and programs that emphasize access, outreach, retention, persistence and success. They have maximized these efforts by undertaking a strategic partnership with the Instruction Division. This partnership has resulted in a number of collaborative projects aimed at supporting De Anza's diverse student population. Examples of these efforts include the Learning in Communities (LinC) program, the Puente Program, Math Performance Success (MPS) program and an Early Alert program. These programs are aimed at assisting students with persistence, success, and retention (Standard II.B).

The quality of student services is assured through the program review process, the Student Services Council (SSC), which is composed of the managers of the various programs, and the Student Services Planning and Budget Team (SSPBT). The SSC establishes annual goals for division services. These goals are validated through the formal governance process by the SSPBT, which forwards its recommendations to the president via the College Council (Standard II.B.1).

The college catalog is published annually and contains all of the required information. Students who enroll in an orientation class receive a copy of the catalog. It is also available for purchase in the bookstore and is fully searchable online. The schedule of classes is published quarterly and is available in paper and online, where it is fully searchable. New and continuing students, notified by e-mail, receive a free printed schedule upon request from the Bookstore (Standard II.B.2).

Learning support needs of students are served through a variety of dynamic and evolving programs offered at De Anza. Through a recent merging of Student Transfer Academic Retention Services (STARS) program and the Student Leadership and Mentoring Services (SLAMS) program, the Student Success and Retention Services Center (SS&RSC) was born. This new program, which was created partially in response to budget reductions in fall 2004, has evolved into a new retention model that eliminates duplication of existing services. Although the impetus for creating the SS&RSC was the budget, staff reports that discussions about merging the programs were ongoing for several years before the budget crisis. Services offered through the SS&RSC also include the Puente and the Math Performance Success (MPS) program. Tracking of students in the MPS program reveals that they succeed at a higher rate than those students enrolled in

regular math classes. The Early Alert project, which is being fully implemented in fall 2005, allows instructional faculty to identify students experiencing difficulty in class and notify both the students and their counselors. When SS&RSC counselors receive an Early Alert notice from participating faculty, they contact the students having difficulty and prescribe an intervention (Standard II.B.3).

To ensure equitable access to services, the college restructured its outreach efforts into an Enrollment Management Task Force. This task force functions as a working group to resolve emerging issues around enrollment trends. According to staff, this action-oriented team meets weekly in peak periods and bi-weekly at non-peak times to support the outreach, admissions, retention, and success of students. Ninety percent of services provided by Admissions and Records are accessible online including: application for admission, registration, adding or dropping classes, fee payment, financial aid fee waivers, the catalog, schedule of classes, open class list, forms, grades, transcript request and verification of enrollment request. Future technology priorities exist that propose linking existing technologies to allow scalable web-based access and delivery of support services (Standard II.B.3.a).

Personal and civic responsibility, as well as intellectual, aesthetic, and personal development are encouraged at De Anza through active student clubs that, according to the current Associated Student Body President, add great value to campus life. The Inter Club Council (ICC) represents more than eighty student clubs. The Social Justice Club is actively involved in increasing student awareness and participation regarding issues of cultural and social welfare. In collaboration with the De Anza Associated Student Body (DASB), this club worked to recruit students for the March in March demonstration in Sacramento (Standard II.B.3.b).

Ongoing evaluation of services has created collaborations that have led to greater efficiencies and more productivity. One example of this collaboration involved funding a proposal from the Counseling and Matriculation Division for Partnership for Excellence (PFE) funds to create four new positions including a counselor and academic advisor assigned to work with the Language Arts and Math Divisions. The intent of these assignments is to increase the retention and success of at-risk or underrepresented students in these divisions (Standard II.B.3.c).

Student understanding and appreciation of diversity is supported and enhanced at De Anza College through the campus commitment to student equity. According to the campus diversity coordinator, the current Student Equity Plans developed out of multicultural plans that date back to 1999. This tradition of appreciation for diversity has led to a number of initiatives that are now institutionalized. These include cultural celebration days, ethnic-specific clubs, and support groups of faculty, staff and students that enable student success. Prior to the recent budget crisis, Partnership for Excellence dollars were allocated to fund a curriculum specialist to facilitate the inclusion of a multicultural component across the curriculum. These efforts should be strengthened with a commitment of additional and dedicated resources (Standard II.B.3.d).

As part of the college approach to offering self-service options for students, Admissions and Records adopted the use of online registration as early as 1996. This has resulted in more than ninety-five percent of applications for admissions and adds/drops being submitted online. In partnership with the Counseling Division, Admissions and Records has implemented a degree audit system to automate the evaluation of associate degrees and certificates. A web-based Individual Education Plan (IEP) was piloted for veterans in spring 2005 as part of a series of services used to recruit this population (Standard II.B.3.e).

Originally located in two different locations, the Assessment Center has been combined in the new Student and Community Services building opened in fall 2005. Placement instruments follow the State Matriculation Guidelines of effectiveness and use of multiple measures. Discipline faculty, the Assessment Center director and the campus researcher review discipline-specific assessment tools. A recent example of this type of evaluation is the correlation of the Biology 40A placement exam with student grades (Standard II.B.3.e).

De Anza College maintains student records permanently, securely, and confidentially, with a secure computer backup of all files as required by regulation. Since 2000, a document imaging system has been used to store student records. Prior student records are stored on microfilm with appropriate backup. 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). These guidelines are published in the catalog and in the schedule of classes and are posted on the web site (Standard II.B.3.f).

Program review for the Student Services Division is active and ongoing. Documents are current and were completed during the 2003-2004 and 2004-2005 academic years. The institution uses the results of program review as the basis for improvement. 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 student learning outcomes. While this discussion continues, the SSPBT and the SSC have decided for the purposes of Program Review to use course objectives in place of student learning outcomes (Standard II.B.4).

II.C Library and Learning Support Services

The library and other learning support services are sufficient to support the institution's instruction programs (Standard II.C). Based on interviews with student users, personnel are trained and competent, and the staffing sufficient to meet the needs of the educational offerings on campus including the library, open media lab (OML), Distant Learning (DL), broadcast media, readiness, tutorial, and other computer labs. Since the last accreditation report, one additional faculty librarian has been hired. Librarians expressed concern that they have insufficient time and money to do adequate collection development and bibliographic instruction, and the team notes that the library is no

longer open on Saturdays. Librarians also expressed concern that staff members are no longer available to train faculty in how to use technology in the classroom and to develop distance learning courses.

There are approximately 10,000-12,000 students who take courses via television and computers. These distance learning (DL) students have access to online counseling, online application and registration services, four of the five online library databases (with a password) and the library catalog. However, they may not have enough access to support materials for their coursework without actually coming to the campus (Standard II.C.1).

Faculty and staff work with subject discipline-based faculty to select equipment and materials for the collection. Each faculty librarian serves as a liaison to two or more academic divisions. Much of the selection and maintenance of the computers and other audio-visual equipment is handled within the learning resources staff and supports the college mission to challenge students to achieve their educational goals and to provide a "quality teaching and learning environment" (Standards I.A, III.C.1.a). The budget for purchasing materials and equipment is unpredictable and often is dependent on categorical funding such as instructional equipment money from the state. Materials budgets over the past three years have been fairly static and are barely enough to cover standing orders (continuations). Although the funding for materials seems relatively stable, it is often not available until mid-year causing difficulties in spreading workload such as book selection and technical processing evenly over the year. Recently the technical services staff generated a report on the age of the materials in the print collection and noted that the average copyright date is in the 1970s. This report will be used as a baseline to measure future progress. Additional reports are expected to be generated every five years (Standard II.C.1.a).

Bibliographic instruction is offered by faculty librarians in the library both individually to students and for classes. Classes are held in two rooms within the library. The lab that allows hands-on instruction is small, with twenty workstations. There are also at least three credit online courses offered through the distance learning program to help students improve their information competency (Standard II.C.1.b).

Although the hours of operation have decreased since the last self study, access to the library and other learning resources services is available Monday through Thursday, from early morning into the evening, and on Fridays until late afternoon. Online access to four of the five databases and the library catalog is available around the clock, seven days a week. The library offers five online databases, but four of these are available off-site. The assistive technology lab provides access for disabled students. Since the lab relocated to the Advanced Technology Center in the summer of 2005, students have access from 8 a.m. until 10 p.m. Monday through Thursday and until 4 p.m. on Fridays. There are no formal agreements with area libraries (including the Foothill College library) for reciprocal services. However, the library is available to the community, and librarians encourage students to use materials from neighboring libraries when De Anza cannot supply the materials needed. Area libraries' holdings are easily accessible on the

De Anza library public access catalog screens. Interlibrary loan services have been enhanced through an online request form, but activity is minimal thus far (Standard II.C.1.c). The library's web pages provide access to the catalog and databases, bibliographic instruction, Internet sites, and search engines (Standards II.C.1.c, II.C.1.b, II.C.1).

Much of the library building is unsupervised, including the second floor that houses the print collection and hallways and open spaces on the lower floor near the open media lab. However, there is little concern on the part of the staff. In fact, many art works and artifacts are displayed in these areas, and there have been no reports of loss or damage (Standard II.C.1.d).

Maintenance of equipment is done by staff and supported by the District Educational Technology Services staff (ETS) if necessary. Staff expressed concern that support through the ETS is not always timely (Standard II.C.1.d).

Conclusions

De Anza College has maintained a stable offering of courses despite several recent years of budget reductions. Course offerings are based primarily upon student demand and upon the need for students to complete sequences of courses for graduation or transfer. Although all areas of the campus endured budget reductions in recent years, students were still able to complete degree and certificate programs and to prepare for transfer with few or no interruptions (Standard II.A.1.a).

The college has an active, vital Curriculum Committee that encourages currency in course development and delivery. During the 2003-04 academic year, for example, the committee reviewed more than 900 curriculum proposals. This committee is to be commended for its development of an Endangered Courses List that requires departments to update course outlines in order to continue being included in the college catalog and, therefore, to continue being offered. Several of the courses on the list were more than thirty years old, and many others were past the college's five-year timeframe for review. Faculty members and instructional deans were given two years to work on updating courses on this list. The committee's recently revised course outline model provides faculty with guidance for improving courses in terms of various instructional methodologies although this model does not require faculty members to identify the student learning outcomes at the course level (Standards II.A.2, II.A.2.a, II.A.2.b, II.A.2.c, and II.A.2.e).

Campus faculty members have expressed a strong desire for an increased number of "smart classrooms," and the faculty and staff survey conducted for accreditation revealed a need for a comprehensive technology plan. As the college has hired newer faculty who have experience using technology in the classroom and as greater numbers of other faculty become more involved in the use of technology for instruction, the demand for "smart classrooms" has increased. In the area of distance learning, the college has

eliminated three positions associated with its distance learning program in recent years, including the dean's position that oversaw the online and televised offerings. Although the program has remained viable, with 95 sections being offered during the fall quarter of 2005, the long-term needs for faculty support and training remain unaddressed (Standards II.A.1.b, II.A.2.d).

A primary issue facing De Anza College in meeting ACCJC standards is the development of student learning outcomes at each level of the educational experience. Thus far, the college overall has done little work in this area. The college's self study suggests that this was initially due to resistance on the part of faculty leaders. The college has as one of its goals the collection of additional data that could be used to determine the level of student success in individual courses and programs; the campus researcher provides various segments of the college with substantial amounts of data that has been useful in decision making. One of the biggest issues seems to be differing definitions of what constitute student learning outcomes. Although discussions have taken place in the Academic Senate, Curriculum Committee, Planning and Budget Teams, and other college committees and groups, there currently exists no coordinated effort to encourage this process across the campus. The recently revised program review process has as one of its three goals or objectives the inclusion of strategies for improving student learning, suggesting a renewed activity in this area. However, the revised program review process will not go fully into effect until the winter quarter of 2006 (Standards II.A.1.c, II.A.2.f).

Student achievement data, particularly the success and retention rates highlighted in the most recent educational master plan, raise concerns about the college's ability to meet the needs of its diverse student population. Although the overall success and retention rates for all students have increased slightly in recent years, according to the Educational Master Plan for 2005-2015, pre-existing gaps in achievement between different ethnic groups and/or students of different socioeconomic backgrounds remain significant. Student surveys, particularly the Student Diversity Climate Survey conducted in spring 2003, indicated a clear distinction between white and non-white students in terms of their comfort level on campus. White students reported having more positive views of the classroom environment and perceiving a higher level of support from instructors than did non-white students. More than a third of the students surveyed also reported never having been exposed to material or information about cultures other than whites, even though the current curriculum process includes guidelines for the inclusion of a multicultural focus in courses. Much of the campus participated in the development of student equity plans in 2001-02, but the focus on budget reductions in recent years has led to a lack of attention to goals and strategies for improving the performance of historically underrepresented students. One of the key areas in the revised program review process is the need to increase the success and retention of underrepresented students. As the demographics of the student population have changed in recent years (and will likely continue to change), the campus needs to renew its efforts to meet the increasingly varied needs of students.

The team recognizes that the college has a commitment to ensuring that efforts are in place to provide a learning environment that is inclusive and welcoming to all students;

however, sustained and ongoing methods of dealing with equity and diversity issues must be an important priority in coming years. The college has identified areas of concern related to inequitable levels of achievement among differing student groups, and student surveys reveal disparities in the perception of the diversity climate among various constituencies of the college (Standards II.A.1.a, II.A.2.d).

Overall, the college was very thorough in its discussion of the programs, innovations and collaborations in Student Services. Evidence shows they are committed to making integrated student services available to every student. Technology is used extensively to support student services programs and to offer students the opportunity to access a significant number of services at their convenience. This has produced the added benefit of focusing staff time on students who need targeted in-person support. The college is commended for its dedication to continuous improvement as demonstrated by the variety of innovative programs and collaborations that support student success including the Math Performance Success (MPS) program, the Developmental Task Force (DTF), and the Learning in Communities (LinC) program.

One major problem is in the area of student learning outcomes. In response to the institutional delay in developing and measuring student learning, the Student Services Division is relying on course objectives as their measurement tool for program review. The team encourages the Student Services Division to enter into the campus-wide discussion of defining and developing student learning outcomes. In generating its own outcome measures, student services should create an assessment cycle that would allow for evaluation, validation or revision of those outcomes.

While there is a perception that there is a shortage of both staff and fiscal resources, the library and learning support services staff and students reflect a positive attitude and pride toward their services, materials, and technical resources. The library needs more predictable and higher levels of funding for collection development, equipment replacement and maintenance, and online databases (Standard II.C).

The need to move forward with new technologies such as wireless access for students and provide training for staff in the areas of distance learning and classroom technologies remains an issue. A strategic plan for addressing these issues is needed. This issue is dealt with in greater detail in Standard III.B.

See Recommendation 1

Recommendation 2

The team recommends that the college develop and move into action a set of strategies designed to identify, assess and address diversity and equity issues in an effort to ensure that barriers do not impede the success of any student group; that instructional methods and materials are informed by awareness of, and appreciation for, the diversity of the college's students; and that the campus climate is inclusive and welcoming to all students and members of the community (Standards II.A.1.a, II.A.2.d, II.B.3.d).

Standard III Resources

General Comments

A review of documents indicates the college has in place policies and procedures that allow effective use of human, physical, technological, and financial resources. Effective use of these resources can help college employees improve institutional effectiveness to meet the needs of students. Surveys distributed via e-mail to faculty, students, staff, and administrators have allowed the college to assess needs in hiring, student and staff equity and diversity, and an improved systematic planning process. The self-study revealed key areas that are now a part of the long-range planning process.

The college is experiencing a major facilities construction and improvement process. The feasibility of placing another bond measure before the voters is being explored. If successful as proposed, the new measure will provide for additional construction, the initial acquisition of instructional and non-instructional equipment for each project and a schedule to replace equipment. The physical environment of the campus supports the college's efforts to effectively deliver programs and services. This environment positively contributes to the enthusiasm demonstrated among faculty, staff, students, and administrators.

Additionally, De Anza, like most California Community Colleges, in recent years, has dealt with reduced funding. The college has thoughtfully and deliberately reviewed all programs and services and weighed the impact of reductions. While there have been material reductions in staffing and discretionary budgets, the college continues to effectively plan and manage financial resources to support students in their efforts to achieve their educational goals.

Findings and Evidence

III.A Human Resources

The Hiring Process Manual provides policies and procedures to ensure that the college employs personnel who are qualified by appropriate education, training, and experience to support programs and services. *The Hiring Process Manual* also describes criteria, qualifications, and procedures that are clear and accessible for all employees. Minimum qualifications are established in accordance with Education Code section 87360. Further, desirable qualifications related to the responsibilities of each position are monitored for adverse impacts by the Vice Chancellor of Human Resources and the Office of Equal Opportunity. Faculty participate on search committees that are established by the department or program in consultation with the appropriate dean. Division deans forward names of faculty designated to serve on search committees to the Academic Senate for approval. All members of each search committee involved in hiring faculty must receive training on equal opportunity, diversity, and the employment process (Standard III.A.1, III.A.1.a.).

The team finds evidence that all college personnel are systematically evaluated. These evaluations are formal, timely, and documented. The process for evaluation of all personnel are described in the following documents: *The Hiring Process Manual*; the Agreement between the Board of Trustees Foothill-De Anza Community College District and Local 715, Service Employees International Union; the Administrators Handbook; the Agreement between Foothill-De Anza and the Faculty Association; and the Agreement between Foothill-De Anza and the California School Employees Association and its Chapter 96 (Standard III.A.1.b). However, the college does not integrate data that identifies the achievement of student learning outcomes into the performance measures for faculty and others responsible for student progress in that area (Standard III.A.1.c.).

The college has written statements of professional ethics for faculty and administrative employees. Board policies and Academic Senate resolutions guide employees in dealing with issues of professional and ethical conduct. Although these guidelines govern professional and ethical behavior related to student-to-faculty and student-to-student behavior, guidelines that govern professional and ethical behavior for staff-to-staff and faculty-to-staff interactions are not in place. The team believes that the college must complete the process of establishing a professional code of ethics for classified staff (Standard III.A.1.d.).

The college determines the number of staff and administrators to be hired through a planning process that involves Program Review, Planning and Budget Teams, and the College Council. Survey and census data collected by the college's Institutional Research department and posted on the district web site are used during the planning process to determine the specific allocation of human resources in all areas of the college (Standard III.A.2). Evidence from several documents (union bargaining agreements, administrator handbooks, and board policies) also indicate that the college has established personnel policies and procedures that are equitable, consistently administered, and available for review by all employees (Standard III.A.3.),

Procedures are also outlined in the Faculty Association Agreement, CSEA Agreement, SEIU Agreement, Supervisors Agreement, and the Administrators Handbook that govern the provisions for security and confidentiality of all personnel records. These agreements also provide employee access to personnel files in accordance with the law. Employee personnel files are maintained by the District Office of Human Resources. Maintenance and access to on-campus personnel files for faculty employees are governed by the provisions of the Faculty Association Agreement (Standard III.A.3.b.). Written policies that govern fairness in all employment procedures for faculty, administrators, and staff are evidenced by the use of a trained Equal Opportunity representative on every hiring committee. This representative ensures consistency and fairness in hiring policies and procedures (Standard III.A.3.a).

Evidence of the college's commitment to equity and diversity in employment and student access is demonstrated by the work of the Office of Diversity, which was established in 1989. Its mission statement reads, "The Office of Diversity promotes an academic,

cultural, and social environment that provides equity and success for all members of the De Anza College campus community. . .” Further, through the Diversity Advisory Council and the Equity Collaboration Team, the college has affirmed its commitment to equity and diversity through the Educational Master Plan: The Pathways to Excellence. This document describes a five point model that has been developed as a means to achieve student equity (Standard III.A.4). Additionally, consistent with its mission, the college regularly assesses its record in employment equity and diversity. In collaboration with the Office of Human Resources, the Institutional Research Department collects quantitative data biannually that indicates gender and ethnicity of employees. This data is available on the District’s Institutional Research web site. The Master Plan (2005-2015) provides evidence that the college is using this data for long-range planning (Standard III.A.4.b)

The Institutional Research Department at De Anza, in collaboration with the District Research Department, routinely collects data from college wide surveys distributed via the web to faculty and staff to assess the needs of programs, services, and practices that support the effectiveness of campus personnel. Data collected by the campus research department illustrate the number of faculty and staff that participate in ongoing programs such as training for tenure review committee members, professional development workshops for faculty on teaching and learning, technology training, orientations and mentoring activities, and personal development workshops (Standard III.A.4.a.).

Contract agreements between the Board of Trustees and CSEA, SEIU, Teamsters, and the Faculty Association, as well as Board policies, demonstrate the institution’s commitment to integrity in the treatment of administrative, faculty, and classified employees. However, data collected from a spring 2003, *Student Diversity Climate Survey* indicate that the institution needs to address issues related to equity and inclusion (Standard III.A.4.c.).

The Office of Staff and Organizational Development, in collaboration with Instructional Deans, Department Chairs, Academic Senate, and Classified Senate, provides appropriate opportunities for professional development. Workshop materials are developed by the staff development office and evaluations are conducted to determine the appropriateness of the workshops, seminars, or training activities (Standard III.A.5.). Further, professional development activities are planned and implemented based on data collected through institutional research at the campus and District levels. Professional development programs supported by the institution include the First Year Experience program for new tenure-track faculty and new classified staff. Workshops topics in teaching and learning to help faculty improve classroom practice include instruction in collaborative learning, learning styles and classroom assessment techniques (CATS). Other workshop topics include nutrition, weight management, violence in the workplace, multicultural and diversity workshops, and classified leadership development. However, reductions in funds to support long-established professional development activities have severely impacted the ability of the staff development office to provide staff with training in technology. Nevertheless, despite the reductions, the college continues to support the

Office of Staff and Organizational Development. The support has resulted in a 400% increase in activities since the last self study in 1999 (Standard III.A.5.b.).

Finally, a review of the college planning processes indicates that human resource planning is integrated with the current institutional planning process. The existence of current planning processes is evidenced by program reviews, minutes of regular meetings of campus planning and budget teams, and minutes and planning documents from meetings of the college council (Standard III.A.6.).

III. B. Physical Resources

The passage and implementation of the district's Measure E bond has resulted in a material increase in space for instructional and student services programs. Buildings are being constructed or renovated based on the Facilities Master Plan, in support of the Educational Master Plan. The recent construction of a parking garage has greatly improved parking conditions. Accreditation survey results and interviews with faculty, staff, and administrators indicate that the college's physical resources are sufficient to support its programs and services (Standard III.B.1).

The college has undertaken a number of activities to ensure access and safety on the campus and at off-site instructional facilities. The Foothill-De Anza Safety and Security Department (College Police) patrols campus, responds to incidents, and enforces policies. Emergency Preparedness Manuals have been developed and staff are periodically reminded of the evacuation process. In 2001, the college installed two-way emergency telephones in all classrooms allowing instructors the ability to have immediate contact with College Police and enabling the police to contact all classrooms in a building simultaneously in case of an emergency. Emergency telephones are also included in all new construction and have been installed in remote areas, such as parking lots. A District-wide Health and Safety Committee, which includes members from De Anza College, schedules annual training as required by specific programs. Issues or concerns about health or safety are referred to College Services or the Central Services operations housed on the campus. The college's Hazardous Materials Management Plan establishes procedures to inform the college community about hazardous materials and prepares faculty and staff to address potential hazardous materials incidents. Each quarter, the Office of the Evening Coordinator sends a notice to all off-campus instructors that provides guidelines for responding to emergency situations. All students who register with Disabled Student Services (DSS) receive a chart addressing evacuation, emergency assistance, and blackouts which has been prepared by DSS staff. A physical barrier report form is also available in Disabled Student Services for students to use to identify access issues. Accreditation survey results and interviews with faculty, staff and administrators indicate an assurance of access, safety, and security at all locations (Standards III.B.1, III.B.1.b.)

De Anza has processes in place to guide planning, building, maintenance and upgrading of physical resources. The Educational Master Plan, developed to provide direction to the college, identifies existing programs, proposed new programs and projected

enrollments. Validated by college leadership, the Educational Master Plan is the driving force which translates into project requirements of the Facilities Master Plan, which was developed in 1999. Meetings have been held at the district office and with senior level administrators at the college to develop a new facilities planning process for the college. This will include identifying unfunded Measure E projects, “secondary” effects projects and additional projects arising from the Educational Master Plan. Facilities planning efforts are also reviewed by a number of relevant physical resource committees such as the Facilities Planning Team, the Campus Center Board, the Campus Environmental Advisory Group, and the Facilities Committee. While the team has validated that integrated planning processes are in place, it has also been noted that there is a lack of widespread knowledge about how these processes work and the role and function of multiple overlapping committees (Standards III.B.1.a., III.B.2.b.).

The facilities are maintained by a custodial and grounds department which reports to the vice president of Finance and College Services. The campus is architecturally inviting and beautifully landscaped, with importance being given to indigenous flora. However, the interior areas including offices, instructional programs and service environments are receiving diminishing attention. The square footage workload per custodian exceeds industry standards and continues to increase as new buildings are brought on-line. Additionally, custodial services are being scheduled less frequently, services are being reduced, and work is prioritized in order to deliver a minimum level of service college-wide (Standard III.B.1.a.).

Equipment maintenance and replacement is a college-wide issue. Funding is limited and an established equipment acquisition process is no longer being used. Instead, the college Educational Technology Services staff and lab assistants make repairs and keep computers running until they are beyond “economic repair.” Currently, only faculty computers and classroom equipment at the end of their life cycles are being replaced. Classroom furniture needs are also unfunded. In 2004, the Classified Senate creatively developed a successful application/distribution process for the acquisition of staff computers. The team notes that the maintenance and replacement of equipment does not optimally support programs and services (Standard III.B.1.a.).

To assure effective use of resources, classroom capacity use ratios are done annually, audio visual equipment is evaluated quarterly, and the use of academic and non-academic space is reviewed through the *Resource 25* software program. The team also validates that the college makes effective use of the physical resources (III.B.2.). Long-range plans support institutional improvement goals as is evidenced by the success of the Facilities Master Plan and resultant Measure E bond. However, while “total cost ownership” may be projected, it is not being funded. That has created staffing and maintenance issues (III.B.2.a.)

III.C Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional

planning (Standard III.C). The college is equipped with computers for students at many sites including the library, the open media lab, the Advanced Technology Center, and various learning labs throughout the campus. In addition there are almost 60 smart classrooms with multimedia equipment including teachers' computer stations, LCD projectors and document cameras (Standard III.C.1, III.C.1.a). College-wide communication, research, and operational systems are supported by the district network and staff. Faculty and staff at the college expressed concern that although there is participation by De Anza staff and faculty in the creation of the district technology master plan, there needs to be a "point person" on the De Anza campus who can address instructional needs as well as coordinate responses to other issues, such as updating faculty web sites. At one point there were more than 200 faculty websites. Many are now out of date or defunct due to lack of staff support. Another identified need is to have coordinated course management systems. The Vice President of Finance and College Services has taken the lead in establishing a De Anza College Technology Taskforce that will eventually develop a college technology plan (Standard III.C.1).

In 1998, the district hired a consulting firm to analyze the district's technology resources and organization, which recommended that many functions be centralized. The result was the establishment of the Educational Technology Services (ETS) at the district office. This office is the command post for technical support for the campuses through the Data Center, located on the De Anza campus. Staff expressed concern and the team validated that this district organizational structure does not always result in timely service. For example, there are staff who have been waiting for replacement computers to be installed that have been stored since May 2005. The team validated that the various departments with direct responsibility for technology are not well-coordinated. To remedy this, the Technology Task Force has put forward an organization chart that allows for better coordination, communication and cooperation among departments (Standard III.C.1.a).

The district's administrative computer system is not an integrated system. This results in redundant systems throughout the campus and reduces the effectiveness of the technology to support staff and student activities. There is a need for a system that provides for real-time information, flexible reporting capabilities and the integration to a comprehensive student and human resource management system. The district hopes to achieve this goal with the passage of a bond measure in 2006. There is no alternate plan if the bond measure does not pass (Standard III.C.1.a).

When the district-wide ETS was established, training was centralized and in 2002-03 the two training positions were eliminated due to budget shortages. Repeatedly, staff members have expressed the need for the training to be restored at the campus level. The team validated that there is a need to train faculty to use technology in the classroom, including the use of sound pedagogical applications (instructional design), and to develop distance learning (DL) courses. In addition, there is a need to train staff to remain current and effective in using the technologies that are the tools of everyday business and in the use of other technology-based activities such as development and maintenance of web sites (Standard II.A, II.C, and III.C.1.b).

The vice president for finance and the Technology Task Force have developed a training plan that is ready to go to the budget committees. There is also a plan for refreshing faculty and staff computers on a 4-year cycle. The replacement of the infrastructure is tied to the passage of the proposed bond measure. The Technology Task Force, under the direction of the Vice President for Finance and College Services, is going to develop a plan for the acquisition, maintenance, replacement, and upgrading of equipment. Many staff indicated the need to provide wireless services to students in order to stay competitive with neighboring educational institutions and to relieve the demand in the existing computer labs (Standard III.C.1.a, Standard III.C.1.c).

The ETS, in consultation with the Educational Technology Advisory Committee (ETAC), establishes priorities for distribution of technology resources at the district level. There is no campus strategic plan for determining priorities for distributing resources. Equipment is aging with no replacement plan in place. The creation of an overall plan appears essential (Standard III.C.1.d).

III. D Financial Resources

The need for funds, beyond the program operational budget, is articulated through the annual program review or update process. Program reviews demonstrate the goals and guiding principles of the Educational Master Plan, and they are integrated with a resource allocation request process. During recent budget shortfalls, a process to reduce program costs has been implemented across the college, giving careful consideration to the college's mission and goals (Standard III.D.1, III.D.1.a).

While the team validates that financial planning reflects realistic assessment of financial resources, there are obvious issues resulting from the inadequacy of these resources. A consistent, inclusive, and well publicized budget development process is an on-going activity. The college's unfunded and under-funded priorities are continuously carried forward as unmet needs. The campus is pro-active in efforts to generate funds to augment the district allocation. Program managers have the discretion to re-allocate the budget within their division based on collaboration during Planning and Budget Team (PBT) meetings (Standard III.D.1.b).

Long-range financial obligations such as long-term debt have been validated by external auditors to be appropriately reflected in the district financial statements and scheduled for payment. During budget development, or when allocating one-time funding sources, the college considers the long-range impact of current decisions.

De Anza College has a clearly defined and inclusive budget development process in place. The team validated that all divisions participate and that all governance groups are included in each level of the process. Since 2002-2003, De Anza has been in a position requiring budget reductions. There is a process and calendar in place to accomplish budget reductions through division collaboration. Budget information is readily available, meetings are open, and the Vice President of Finance and College Services

presents periodic updates that are open to the public (Standards III.D.1.d, III.D.2.a, III.D.2.b).

To ensure financial integrity, De Anza has a number of control mechanisms in place. Budgets and actual expenditures are monitored by program managers either via web reporting, on-line access to the Financial Report System (FRS), or by special reports requested from the Budget and Personnel Office. However, the self study reports that the current financial management system is old, labor intensive, not user friendly, does not provide flexible reporting, and is not integrated with the student or human resource systems. The team supports the college's planning agenda item citing the need for a new integrated financial management system (Standard III.D.2).

The team found evidence that the college appropriately allocates and uses financial resources in a review of the budget development process and the district audit for the year ended June 30, 2004 prepared by Perry-Smith. Audit exceptions were responded to and recommendations were implemented in a timely manner and were publicly conveyed on August 29, 2005, at a regularly scheduled Audit and Finance Committee meeting (Standard III.D.2.a).

The district has sufficient cash flow, reserves, and risk management plans in place to address unforeseen occurrences. A review of the 2005-2006 Foothill-De Anza Community College District Adopted Budget showed a beginning balance of approximately \$16 million for the current fiscal year, of which \$7.8 million is in reserves and \$3.7 million is undesignated. Additionally, evidence was provided showing liability insurance coverage, and the district audit for the year that ended June 30, 2004, identified other insurance programs and agreements. The self study commented on a potential \$190 million in future costs for retirees and active employees vested for retiree benefits. Approximately \$1 million has been set aside to date to cover this liability. There is concern on the campus that future allocations to that account will reduce even further the amount of funding available to the college (Standard III.D.2.c).

Oversight of the use of resources at De Anza is prescribed by statute, grant guidelines, or district policy. There are levels of responsibility identified to ensure compliance with these fiscal mandates. Additionally, the district audit for the year ended June 30, 2004, reported no findings or weaknesses in this area (Standard III.D.2.d).

All financial resources including those resulting from fund-raising efforts are used in accordance with district/college policy, donor specification, or requirements of the grant. Requisitions require approval by designated "budgeters" whose authorization indicates that the use of funds is consistent with the mission and goals of the institution (Standard III.D.2.c).

Contractual agreements are reviewed for compliance with the state education code, the public contract code, and district policies. They are also reviewed, as necessary, by designated departments or offices such as Facilities or Risk Management. The Board of Trustees has final approval on major contracts (Standard III.D.2.f).

The Office of Finance and College Services provides and manages all fiscal operations on the campus. There are committees in place such as the Campus Budget Team, that monitor the budget process and other committees that provide oversight to ensure effective financial management. Interviews with college personnel disclosed a level of satisfaction, adequacy, and appreciation of the services provided by Finance and College Services (Standard III.D.2.g).

Conclusions

The team believes that a code of professional ethics needs to be developed for classified staff. This work should be done under the direction of the president's Council (Standard III.A.1).

De Anza College's facilities and equipment support college programs and services and are planned for in a manner that links to other planning processes. The team validated the self study report that there is a lack of widespread knowledge about how these processes work and the role and function of multiple overlapping committees (Standards III.B.1.a, III.B.2.b) Therefore, the college would benefit by developing a document that illustrates the committee structure, identifies the purpose of each committee, and shows the relationships among the various physical resource related committees (Standard III.B.2.b).

Additionally, while the college has an equipment replacement procedure, the lack of adequate funds has literally stopped the process. The team suggests that the divisions continue to identify equipment needs on an annual basis in the event that funding is made available (Standard III.B.1.a).

De Anza College is a technology-based institution. There is a strong need to have a plan to support this technology. Identified needs include acquisition, maintenance, replacement and upgrades of the hardware and software, and training for faculty and staff in the use of computers in the classrooms and offices. Training is also needed for the development of distance learning classes, creation and maintenance of web pages, instructional design, and effective use of software (Standard III.C.1.b).

The team has validated that De Anza plans and manages its financial resources to accomplish the mission and goals of the college. Financial planning is inclusive and integrated with other college planning processes. Budgets are developed within guidelines and monitored for performance. Information is available and controls are in place to ensure effective oversight (Standard III.D.1, III.D.2).

Institutional planning reflects realistic assessment of resource availability. However, there appears to be a lack of knowledge on the campus as to the calculations that result in the college "allocation." It would be helpful if the district allocation process were articulated and available to interested parties (Standard III.D.1.b).

See Recommendation 1

Recommendation 3

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

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 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).

Standard IV Leadership and Governance

General Comments

De Anza College and the Foothill-De Anza Community College District have well-established governance procedures in which a seven-member Board of Trustees (composed of five members elected from the district and two student trustees from the respective colleges) oversees the development and enforcement of policy for the district. A district chancellor is delegated the authority of the Board of Trustees in overseeing the operations of the district. De Anza College has a president who reports to the district chancellor and who serves as the chief executive officer of the college.

Decision-making is participatory and consensus-based at De Anza College. There is evidence of effective communication throughout the governance environment. The college and the district operate with a clear understanding of their legal, fiscal, and educational responsibilities, and they do so in a manner consistent with accepted standards of good practice.

Findings and Evidence

IV.A Decision-Making Roles and Processes

De Anza College has processes for employing effective and ethical leadership to identify institutional values, set and achieve goals, learn, and improve. The Board of Trustees, district administrators, and college faculty have adopted ethics statements although it is not clear on campus how widely they are known. An example of how discussions of ethics have emerged in campus decision-making is the decision to focus on student equity in learning outcomes to accompany enrollment marketing initiatives and changes in degree requirements. The vice presidents of Student Services and Instruction both articulated the college's recognition that it had to provide students the means to succeed if it was going to invite them to attend the campus and take courses. This has led to new initiatives such as student equity plans for all instructional programs and a Math Performance Success (MPS) Program that has improved the success of students in developmental math courses (Standard IV.A.1).

Despite recent state budget reductions that have led to cutbacks in staff and organizational development, evidence suggests that De Anza creates an environment that empowers its employees and students to create an innovative, excellent institution. Employees are encouraged to apply for the Innovation of the Year Award sponsored by the League for Innovation in the Community College. The Math Performance Success Program was honored by the California Community College State Academic Senate with an Exemplary Award in 2002. That same year, an elementary statistics course won an award from the California Virtual University for the Best Online Teaching Website at a

California Community College. An academic division responded quickly to a community request for language courses in Persian. A new Environmental Sciences Building was designed as a total learning environment that incorporates in its design many of the principles the students will study. A campus-wide program of public art exposes all students to works of art and allows student artists an opportunity to sell their works for display on college property (Standard IV.A.1).

Although the team did not find a written policy delineating faculty, staff, administrator, and student roles in campus decision-making, a published organizational flow chart did depict the process in a way that appeared to be understandable by all participant groups. Moreover, 75% of administrative, faculty and staff respondents to a survey felt the college provided adequate opportunities for participation in developing budgets and financial plans as well as academic matters. Though recent layoffs have made some support staff employees hesitant to participate in governance activities, the leadership of the classified senate stated that the opportunities and invitations to participate are clearly available if they choose to take advantage of them (Standard IV.A.2).

The college governance processes feature much conversation so that by the time decisions are reached, according to participants, a consensus has developed. For example, by the time the program review process moves through the divisions to one of the three Planning and Budget teams and then through the Budget Committee and College Council, considerable discussion has occurred and there is general agreement about what requests should be approved. Because the college and its constituents have become so accustomed to this consensus-based decision-making, they are sometimes frustrated when time constraints do not allow for a full airing of issues, but every group the team spoke with acknowledged that they had the opportunity to participate even when time was short (Standard IV.A.2.a).

Constituent groups are particularly involved in matters that directly concern them. The college, through the district's policy on the Role of the Academic Senate in Academic and Professional Matters, relies primarily on the advice of the faculty about curriculum, degree, and certificate requirements, grading policies, standards for student preparation and success, and policies for faculty professional development. One of the challenges identified by the college is how to involve more faculty, including part-time faculty, and students in governance activities. The new Academic Senate leadership is actively working to improve communication with a greater number of faculty so that more of them will participate in governance activities. The President of the De Anza Student Body (DASB) reported that the President of the College has visited student club and leadership meetings to talk with students about opportunities to participate in college governance (Standard IV.A.2.b).

The consensus model of decision-making at De Anza College has fostered collegial processes and structures that allow constituent groups to work together for the good of the college. Issues receive a full discussion from a variety of viewpoints, according to college constituencies. One of the co-chairs of the Instructional Planning and Budget Team noted that it has members who work in student services as well as members who

are support staff, although its primary membership is comprised of instructional deans. The college president spoke of a particular College Council discussion about student equity that led to a revision of the college's report to the state and helped clarify the college's true service area from which its students are drawn. A former Academic Senate president spoke of a thoughtful discussion about a college smoking policy that allowed for a more considered approach to the issue of penalties for the violation of these new regulations (Standard IV.A.3).

Embedded in this consensus model of decision-making is a constant self-reflection by participants that leads to continuous improvement of the governance and decision-making structures and processes. Evidence of this can be seen in the development of new goals and initiatives for 2005-06 that will guide this year's program improvement plans. These goals and initiatives focus on increasing "the enrollment and success of underrepresented students," increasing the "enrollment and success of life long learners" and improving "student learning through technology-enhanced instruction." These three initiatives grew out of data-driven discussions across the campus about how the college could do its work better, given the changing demographics of its student body. The improvement in processes is evidenced by the greater use of data to drive decision-making with the assistance of an active research office.

Finally, the team found that the college exhibits honesty and integrity in its dealings with outside agencies, including the Accrediting Commission.

IV.B Board and Administrative Organization

The Board of Trustees serves as an independent body that establishes policy and assures the quality, integrity and effectiveness of the institution (Standard IV.B.1.a). The board utilizes a finance committee composed of four community members and two board members to help oversee the budgeting and financial conditions of the district. Although the board has ultimate responsibility for educational quality, legal matters and financial integrity (Standard IV.B.1.c), it delegates responsibility to the Chancellor who, in turn, delegates responsibilities to each college.

The governing board publishes bylaws and policies that delineate its size, duties, responsibilities, structure and operating procedures, and it acts in a manner consistent with those policies and bylaws. Board policies are updated in cooperation with the Community College League Policy and Procedures service (Standards IV.B.1.d, IV.B.1.e). Most of the governing documents are available online, and include the recent meeting agendas and minutes.

The board concerns itself with board development, and it assures that new members coming on the board are trained and each is assigned a mentor. New members attend state and national conferences, review board documents, and spend time with the chancellor discussing board roles and responsibilities (Standard IV.B.1.f).

Self-evaluation of the board is conducted annually through use of a survey instrument , the results of which are collated by the chair. The board discusses the outcomes of the survey in open session. A Board Handbook, which includes roles and responsibilities, a code of ethics, and an evaluation system, is also updated annually. The last board evaluation was in July 2005 (Standard IV.B.1.g).

The code of ethics of the board does not include a clearly defined policy for dealing with behavior that violates its code (Standard IV.B1.h). The team suggests that the board update the code of ethics to include a clearly defined policy for dealing with improper behavior.

Several board members participated in the early stages of the accreditation process, and the final self study document was approved by the board. The board president served on Standard IV of the self study. Team members met with three of the four currently serving elected board members (one seat is currently vacant due to the recent death of a board member). (Standard IV.B.1.i).

The board has a clearly defined procedure for the selection of a chancellor. This process was used following the former chancellor's retirement in 2003 (Standard IV.B.1.j).

Evaluation of the chancellor occurs annually. In closed session the board and chancellor set the goals for the year. They periodically check on progress toward achieving those established goals. The chancellor gives the board a regular written update on her activities and any important issues that may have arisen. The chancellor evaluates the college presidents annually (Standard IV.B.1.j).

Primary responsibility for the institution is delegated to the chancellor, who delegates appropriate authority to the presidents (Standards IV.B.2.a, IV.B.2.d, IV.B.3.e). The chancellor and the presidents ensure that the colleges work in a collegial environment, provide quality education, and meet all appropriate standards consistent with their institutional missions and policies (Standards IV.B.2.b, IV.B.2.c).

De Anza College has had significant turnover in key administrative position during the past few years. Because of this, some positions have been vacant for periods of time and existing administrators have sometimes shouldered additional responsibilities while waiting for openings to be filled. (Standard IV.B.2.a)

The college is deeply involved in the communities it serves. This report commends the college for the strong ties it has forged with the community, and the fundraising that has resulted (Standard IV.B.2.e)

This year, the district achieved its first balanced budget in four years. However, while the district maintained a reserve of funds in excess of five percent, financial stability remains an ongoing challenge. The district anticipates putting aside funds to address an unfunded retirement liability over the coming years.

While the self study states that the district has established a “fair and equitable system for the allocation of resources,” it notes a concern at the campus level as to the manner in which resources are allocated from the district and redistributed at the campuses. The team heard some comment about the different financial situations of the district’s two colleges, with one carrying a large reserve while the other made significant cutbacks to address a financial shortfall. This issue seems appropriate to address in district-level governance discussions (Standards IV.B.3.c, IV.B.3.d).

The district’s Central Services is divided into three major units, each of which is supervised by a vice chancellor in the areas of Technology, Business Services and Human Resources. The Central Services Annual Report, the 2004 ETS Technology Survey, and program reviews of Technology and Human Resources give evidence of regular department assessment. Similarly, program review is conducted in the department of Finance. These documents guide the assessment of these college functions (Standard IV.B.3.c). The Board of Trustees reviews the long-term budget strategies of Central Services at least annually.

The college president also has full responsibility to implement and administer delegated policies (Standard IV.B.3.e). Established committees ensure that college issues are considered at the district level, including Chancellor’s Advisory Committee (CAC) and the Joint Development Group (JDG) (Standard IV.B.3.f).

The district utilizes many evaluation and assessment processes to evaluate the district’s role in governance. The Accreditation Survey showed that 69% of the respondents agreed or strongly agreed there is a fairly broad understanding and adherence to the delineation of college vs. district roles (Standard IV.B.3.g).

Conclusions

The team found that De Anza College has established clear, ethical governance and decision-making processes that are widely seen as effective and appropriate by college constituencies. The college works with a consensus-driven model that necessitates considerable discussion prior to major campus decisions. Even during a time of budgetary challenges, the processes appear to work effectively and yield decisions that allow the college to move forward and serve its students (Standard IV.A)

The visiting team found that De Anza College, under the governance of Foothill-De Anza College District is a compelling institution, guided by competent leaders at all levels. A strong board of trustees, together with an impressive chancellor, college president and administrative team lead the college in a positive direction with considerable momentum. Foothill-De Anza College District is an equalization district, but De Anza College maximizes its resources, enjoys immense community support, and takes great pride in its students and its facilities (Standard IV.B).

No recommendations

