# DeAnza College

## An Equity Framework:
### Educational Master Plan 2015-2020

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# Preface

De Anza College prepares this Education Master Plan in the aftermath of the largest sustained loss in state funding in the college's history, after five years of budget reductions and staff cuts, and in the face of an ever-increasing need for higher education in the communities we serve. Now in the initial phases of an economic recovery, with stable budgets and a renewed hope of continuing public support, the college has more than weathered the storm. We have built new approaches to pedagogy, we have developed and sustained programs of uncommon strength and success, and we have demonstrated our commitment to students from all backgrounds and experiences. Our Education Master Plan reflects our commitments, aims to strengthen our programs further, and depends on a remarkably talented community of faculty, classified professionals, administrators and students.

De Anza learned a few important things during our bad budget years. Foremost was the continuing evidence that our students are resilient and capable, bringing intelligence and imagination into their classes and onto our campus, uncommonly able to support each other in their learning and growth. Second, we learned that building on the cultural capital of our students, on their lived experience of endurance and creativity in the face of adversity, enabled us to be more successful than ever before. Third, however, we also learned that we still face barriers to full equity, that many of our students still face obstacles to their success, and that we need to rededicate ourselves to the goal that all of our students can succeed.

De Anza College is a proud and spirited community, with extraordinary levels of commitment and engagement. Our students bring life and vision and energy to the campus, and they are joined by faculty, classified professionals and administrators whose passion for their work is evident. The Education Master Plan reflects and embodies the best thinking of this community of learners, and articulates an educational vision for the college's future. What kind of education best prepares our students for building their own lives, sustaining their communities, and participating in creating a more just and equitable region and nation? The Education Master Plan provides a framework for answering those questions.

# Introduction

In the college's Educational Master Planning documents over the past decade, *De Anza 2005: Pathways to Excellence* (1999) and *Where We Have Been, Where We Are Going* (2010), student equity was identified as a central goal. It was formally established in 2005 that the college should aim to improve student success rates so they will be comparably high for all ethnic, gender and disability groups, with no more than a 5% variance in major indicators between each group. Divisions and departments would guide these efforts through plans to achieve student equity. In response to this goal, the *Pathways to Student Equity* (2005) document was developed and approved by the shared governance groups as the master plan for the campus' student equity initiative. This call to action continued to shape college planning and equity goals for 2010-2015 and was reflected in the Educational Master Plan for that time period.

During the past half decade, the college also focused on the programs and initiatives that would facilitate deeper engagement by students, and the college reconfirmed its commitment to social justice and civic action as elements of student success. In defining Student Learning Outcomes, the college also needed to more explicitly define its institutional commitments, and its understanding of with what expanded capacities students would leave De Anza College. This substantive account of intellectual, social and civic skills animates the college's mission statement, Institutional Core Competencies, values and all planning. The college recognizes that students will live in an increasingly complex social and economic environment, and will need academic, career, and civic skills and capacities. Equity is not only a campus commitment; it is a substantive social goal. Today, the college continues its deep commitment to equity by focusing on student success for all, and building a holistic campus culture that reflects the values of equity and engagement for employees as well.

To this end, an equity planning framework is being used to guide planning processes represented in the Educational Master Plan 2015-2020. It is the college's commitment to ensure that equity principles are embedded throughout decision-making processes, organizational-sociocultural development, pedagogy, and leadership strategies.

# Mission

*De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world. The college engages students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies:*
> *• Communication and expression*
> *• Information literacy*
> *• Physical/mental wellness and personal responsibility*
> *• Civic capacity for global, cultural, social and environmental justice*
> *• Critical thinking*

— Updated spring 2014

# Institutional Core Competencies

The Institutional Core Competency statements are a promise to the communities that support De Anza College that students graduating with an A.A. or A.S. degree, or who will transfer to a four-year college or university, will be able to demonstrate the knowledge, skills, and attitudes contained within all of the five competency areas, based on general education and discipline-specific courses at the lower division level. Students who earn a certificate, or have taken courses for personal educational development, will be expected to demonstrate the knowledge, skills, and attitudes specified within one (or more) of the five competency areas.

**Communication and Expression**
Students will communicate clearly, express themselves creatively, interpret thoughtfully and logically, and engage actively in dialogue and discussion, while paying attention to audience, situation, and (inter) cultural context. Communication and expression may be written or oral, verbal or nonverbal, informational or artistic.

**Information Literacy**
Students will recognize when information is needed and locate, critically evaluate, synthesize, and communicate information in various formats. They will use appropriate resources and technologies while understanding the social, legal, and ethical issues for information and its use.

**Physical/Mental Wellness and Personal Responsibility**
Students will recognize lifestyles that promote physical and mental well-being, engage in self-reflection and ethical decision-making, explore career choices and life goals, practice effective individual and collaborative work habits, and demonstrate a commitment to ongoing learning.

**Civic Capacity for Global, Cultural, Social and Environmental Justice***
Students will recognize their role as local, national, and global citizens. They will participate in a democratic process, respect social and cultural diversity, appreciate the complexity of the physical world, and understand the significance of both environmental sustainability and social justice.

**Critical Thinking**
Students will analyze arguments, create and test models, solve problems, evaluate ideas, estimate and predict outcomes based on underlying principles relative to a particular discipline, interpret literary, artistic, and scientific works, utilize symbols and symbolic systems, apply qualitative and quantitative analysis, verify the reasonableness of conclusions, explore alternatives, empathize with differing perspectives, and adapt ideas and methods to new situations.



# Values

Previous commitments to De Anza students appeared in *Pathways to Excellence* and were expressed through several core values, which included Institutional Integrity; Community Relationships; Diversity; Quality of Student and Staff Life Learning; Access and Quality in Concert; Collegiality, Self-assessment and innovation; Student success; and a "Personal Best." In May 2013, following a process of engaging with key stakeholders from across the campus, the college updated its values statements. The values inform the mission statement, core competencies and all aspects of the college's culture, including daily practices. The mission statement then reflects the college's critical purpose, and the core competencies reflect how the mission is translated into observable behaviors through pedagogy.

Figure 1

**De Anza values and is committed to:**

**Integrity**
We embrace honesty, credibility, clear communication and acting on our stated values. We strive to acknowledge and address issues that may be difficult to broach. The college's ability to fulfill its mission depends on a college community in which everyone feels included, respected and safe.

**Innovation**
In all of our many roles, we will continuously and purposefully reflect in order to innovate and improve. We work to ensure our physical space is welcoming, conducive to learning and environmentally sustainable. We are committed to being innovative in our daily work, curriculum and use of technology. We work with our students to be creative, flexible, imaginative and inventive, and to prepare to contribute to a world that will demand skills and competencies not yet in view.

**Equity**
We welcome students of all ages and backgrounds and connect with them, in their range of unique circumstances, to help them fulfill their dreams. We strive to design classes and services to the needs of those we serve. We value and embrace the intellectual contributions of a diverse spectrum of people and cultures. We strive for a diverse workforce that honors the contributions of all who work here.

**Developing the Human Capacity of All Students**
We will provide support in six key factors of student success. Our students will be:

- *Directed*, with a goal and the knowledge of how to achieve it.
- *Focused*, staying on track to achieve that goal.
- *Nurtured*, feeling that we want to, and do, help them to succeed.
- *Engaged*, actively participating in class and extracurricular activities.
- *Connected,* feeling that they are part of the college community.
- *Valued*, with their skills, talents and abilities recognized, and with opportunities to contribute on campus and feel that their contributions are appreciated.

From "Student Support (Re)defined," a report of the Research & Planning (RP) Group of California Community Colleges, January 2013.

**Civic Engagement for Social Justice**
We provide students with opportunities to enhance their potential for purposeful and productive lives. As a public institution, we contribute to the development of our local, state, national and global communities. We view our students and ourselves as agents of change, responsible for building the world in which all people are able to realize their dreams in ways that are environmentally sustainable and in alignment with the United Nations' Declaration of Human Rights (adopted 1948).

# Equity Planning Framework

De Anza College has demonstrated a commitment to achieving student equity for well over a decade. Equity is not simply about the numbers or closing the racial achievement gap. Equity comes from meeting the unique needs of each student, as scholars in the field have noted, through individualized instruction, a welcoming and supportive environment, a sense of value and connectedness, and culturally responsive policies and practices.

To ensure that the college culture reflects equity-based practices, the college community must understand the breadth and depth of equity and infuse this concept throughout its daily practices. To achieve this goal, the college re-established and expanded the former Diversity Office into the Office of Equity, Social Justice and Multicultural Education. The college has also built on the concept of equity to enliven its commitment and leverage its values, mission and core competencies. Consequently, the college has developed a planning framework that integrates the principles of cultural humility, civic capacity, transformative organizing, social justice and multicultural education as a means for achieving and sustaining a culture of student success and institutional equity. De Anza is dedicated to and values each of the concepts outlined below.
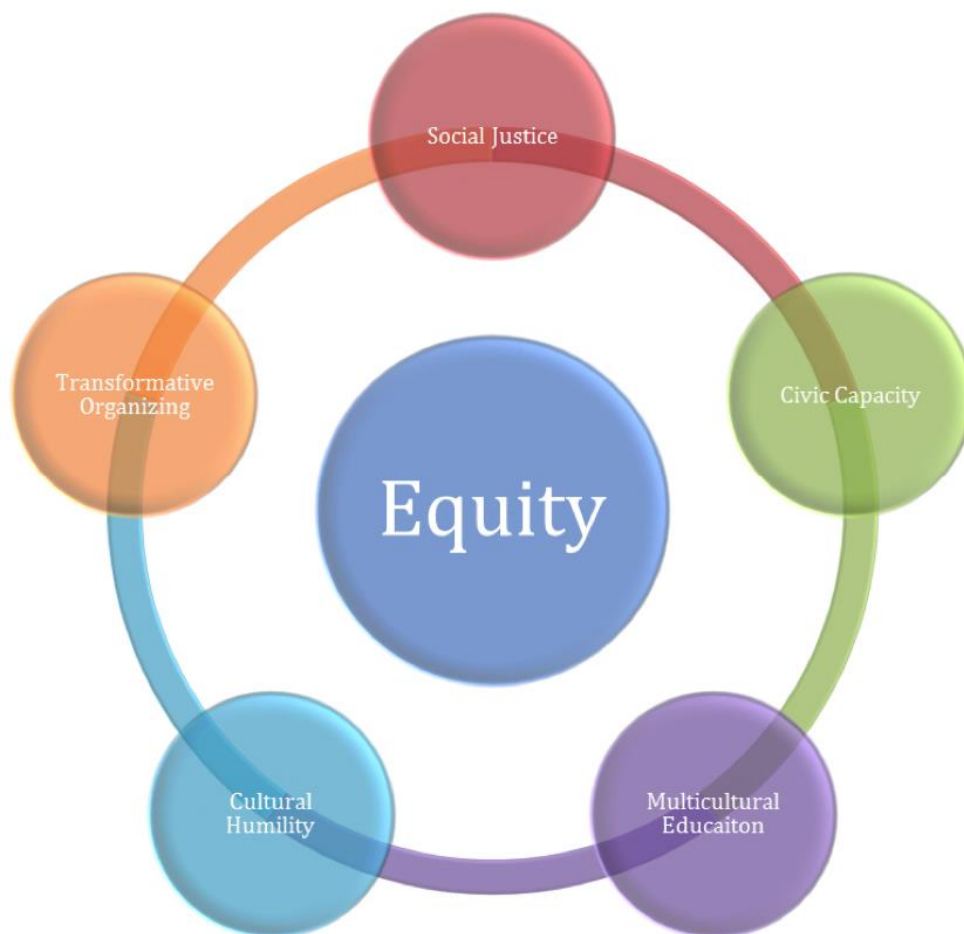
**Figure 2**

**Equity**
The concept of equity, or meeting individuals where they are, is not confined to working with students, but with the entire college community. The college upholds that equity is openness to people as they are, and to the realities and circumstances they bring to a situation, and taking their needs seriously.

De Anza's Equity Office is committed to equity guiding principles, which include: fair treatment; safety and inclusion; access to information and resources; student success and centeredness; as well as integrated leadership of students, faculty, classified professionals and administrators.

**Social Justice**
The Center for Economic and Social Justice defines social justice as "the virtue that guides us in creating those organized human interactions we call institutions. In turn, social institutions, when justly organized, provide us with access to what is good for the person…Social justice also imposes on each of us a personal responsibility to work with others to design and continually perfect our institutions as tools for personal and social

development." In summary, social justice is the ideal of a world where everyone has an equal ability to realize his or her capacities.

## Multicultural Education
The National Association of Multicultural Education (NAME) defines multicultural education as: "…a process that permeates all aspects of school practices, policies and organization as a means to ensure the highest levels of academic achievement for all students. It helps students develop a positive self-concept by providing knowledge about the histories, cultures, and contributions of diverse groups…Thus, school curriculum must directly address issues of racism, sexism, classism, linguicism, ableism, ageism, heterosexism, religious intolerance and xenophobia." Further, NAME states that students and their life histories and experiences should be placed at the center of the teaching and learning process, and that both oppression and power relations must be analyzed.

## Cultural Humility
Cultural humility is a lifelong process of self-reflection, self-critique and commitment to understanding and respecting different points of view, and engaging with others humbly, authentically and from a place of learning, according to scholars Melanie Tervalon and Jann Murray-Garcia. It is a philosophy that addresses the role of power and privilege in a system, as well as the imbalanced power of voice and power to make decisions, and acknowledges each individual or community group as the experts and teachers on the content of their personal culture.

Cultural humility asks that we suspend judgment and resist the need to impose personal values, beliefs, "truths" and notions of right and wrong. Meeting each person where he or she is, challenging and naming assumptions and biases, sharing the hidden rules of success, and redefining the cultural norms of an organization are part of deepening individual and campus cultural humility.

## Civic Capacity for Equity and Social Justice
The De Anza College Institute for Community and Civic Engagement (ICCE, to be renamed in June 2015 the John Vasconcellos Institute for Democracy in Action, or VIDA) has defined civic capacity for equity and social justice as a desire for students to see themselves as active agents who have the skills and motivation to act, and bring about outcomes in which people are met where they are, treated with respect, and able to realize their capacities. In summary, the college upholds that civic capacity is the ability to make a difference, and to have the knowledge, skills, and motivation to be an agent of change in the world.

## Transformative Organizing
The Social Justice Leadership nonprofit developed a framework, Transformative Organizing (TO), with the potential to change the basic approach and assumptions of social justice organizing and to greatly expand its impact. TO provides for "micro-democracies" in which members intentionally address individual oppression and institutional oppression and develop the capacity for individual agency, acting within the system to transform power structures and ideologies that undermine equity and equality.

The college has created linkages between these concepts, thereby expanding the equity discourse as solely connected to student success and creating a vortex for individual and institutional change. The college is committed to being an institution that reflects a deep commitment to upholding the dignity and humanity of every student and employee. This commitment is reinforced through policies, procedures and strategic planning initiatives. The college is committed to creating a welcoming cultural and pedagogical approach that reflects these deeply held values and principles as well as inspires students to engage as leaders and agents of change within the campus community. The college seeks to have interpersonal approaches, programs and services reflect the commitment to this conceptual framework and reflected in this Educational Master Plan through

- Inclusive language
- Shared governance and collegial consultation
- Student engagement and consultation
- Equity-informed activities and outcomes
- Socially responsible fiscal decision-making
- Cultural and environmental consideration

**Equity Framework: Key Areas**

Cultural humility, civic capacity, transformative organizing, social justice, and multicultural education are the means for achieving an equity-minded frame. These principles will guide the institutional work to be accomplished within the next five years. Key areas of sustained institutional development are:

**Organizational Policies and Practices**
According to the Equity-Driven System Change (ESC) Model, organizational policies and practices require change for systems transformation, including leadership and governance, teaching and learning (i.e. curriculum and instructional practices), budgeting and planning, and the approach to reflection, data and evaluation, human resources and facilities.

**Student Learning and Outcomes**
Diversity and student equity are integral to Title 5 and accreditation standards, and evidence-based processes are essential to understanding student learning and student outcomes. The ongoing use of student equity data allows the college to gain an understanding of why equity and high quality learning for all students matters. De Anza is committed to implementing high-impact practices including creating environments for student success and retention and has long included equity data in program review. The college continually reviews its program review process to better assess equity issues.

**Organizational and Professional Development**
Organizational change depends on an individual change. De Anza commits time and resources to supporting faculty, classified professionals and administrators in developing

skills for inclusive excellence, leadership and change, with reflection and learning at the heart of such change. Training, coaching, and the provision of space for dialogue on difficult issues related to race, class and other dimensions of equity is essential to build De Anza's capacity to sustain change.

**Community and Civic Engagement**
The De Anza College community creates opportunities for civic learning and democratic engagement. Strategies and activities are designed to engage internal community groups in addressing community needs, assuming responsibility for the elimination of inequities, and the promotion of positive social change through political and other processes.

**Sustaining Equity**
Sustaining equity requires the establishment of a change process for an equity-driven system, including reflection and continuous improvement. The equity planning framework is also aligned with the access, support and opportunities offered through the implementation of the Student Success and Support Program (SSSP), including outreach, orientation, admissions, counseling and advising, financial aid and other services.

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**Key Equity Institutional Metrics**

- Targeted groups will persist from fall to fall at a rate within 5% of all other groups (Scorecard metric).
- There will be a less than five percentage point difference between the annual Course Completion Rate for targeted groups and all other groups (IEPI indicator).

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# Funding

The last five years of planning activities inform the current De Anza College Educational Master Plan 2015-2020. Since the publication of the last Educational Master Plan, the financial outlook of the college has improved. The severe financial reductions weathered by the college have lessened and funding, albeit grant-based, is beginning to increase. However, there is still the challenge of recovering lost FTES, as well as returning the college's discretionary "B" budgets to more suitable levels, while understanding pending challenges and the need for careful planning.

The college weathered steep budget cuts from 2010 through June 2013. In response to apportionment cuts from both workload reduction at the state level and enrollment declines, the available unrestricted funding was significantly reduced. Categorical programs were also severely impacted by reductions. The district initially chose to backfill the general fund reductions in order to continue to provide the best instructional services for its students while allowing for long-term study of solutions to the budget reductions.

De Anza College also took proactive steps to identify cuts for "worst case" funding reduction scenarios. In order to equalize the effect of the cuts, the reductions were proportionately allocated based on total funding to the various areas under Instruction, Student Services, Finance and College Operations, and President/Marketing. Through a transparent shared governance process, the Planning and Budget teams (PBTs) of the respective areas identified position eliminations or B budget cost savings needed to meet the reductions while still preserving the values and goals of the college.

Due to the approval of Proposition 30 in November 2012, the budget reductions were not as severe as anticipated. Further economic improvements allowed delay of position eliminations until June 30, 2013. Fiscal year 2013-14 provided more favorable economic news; however the continued reduction in enrollment did not provide the district with as much funding as needed to backfill the deficits. This resulted in the elimination of unfilled positions as well as continued use of the college fund balance to backfill the reductions in the B budgets.

In spite of the fiscal challenges, De Anza College's commitment to its educational mission and to equity has continued to provide students the opportunity to improve their lives and pursue their academic and career goals. In addition, the college has continually sought to improve the services offered to students by implementing new practices to improve the ability to equitably offer a strong educational experience.

Nevertheless, enrollment has not returned to previous levels, leading to a reliance on backfill from fund balance to compensate for the deficit between expenses and revenue. While on a firmer economic foundation, focus needs to be placed on increasing enrollment levels to the degree possible while continuing to meet the educational, financial and civic needs of students.

New funding has been made available to community colleges, but is being distributed with specific purposes and reporting requirements attached. State funding specifically targeted for the promotion of both SSSP as well as the Equity initiative are allowing the college to further address equity challenges facing students. However, these initiatives also require more college resources, including to report and track relevant data. As a result, the college must adapt its planning strategies to accommodate the goals of the college while meeting the funding requirements established by the state.

Driven by equity goals, the college has also taken advantage of opportunities to obtain federal grants such as AANAPISI (for designated Asian American and Native American Pacific Islander-serving institutions). De Anza also pursued an early invitation to apply to participate in the new state program permitting community colleges, within strict parameters, to offer four-year degrees. The college plans to revisit the application at the next opportunity.

The college is poised to continue to meet the needs of its students in an equitable manner. De Anza is committed to continuous reflection and improvement in the areas related to

budgeting and planning, resource allocation, and human resources. The college believes in shared accountability with a significantly improved ability to assess performance, identify areas for improvement, and demonstrate a commitment to achieving the mission of the college.

As part of the institutional effort, De Anza College is committed to strengthening its relationship and collaboration with the Foothill-De Anza Foundation to identify community partnerships and seek funds and opportunities to support educational equity. Educational equity requires the college to increase its knowledge of external communities, particularly in relation to the experiences of target populations with education.

In summary, while recent state budgets have been generally supportive of community college funding, that support is unlikely to continue over the long term. In addition, challenges such as the expiration of Proposition 30 and increasing retirement costs make it necessary to carefully plan annual and multi-year spending to ensure long-term sustainability.

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**Key Funding Institutional Metrics**

- Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures will remain stable at 97% (IEPI Indicator).
- The annual FTES enrollment will increase to 20,000 (IEPI indicator).

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## The Economy and Labor Market

One of the core benefits of higher education, and one deeply embraced by De Anza College, is exposure to a liberal education: a broad range of disciplines and the attendant knowledge and skills specified within the college's Institutional Core Competencies. The college also provides exceptional career preparation. De Anza is prepared to provide students with the opportunities and support to complete their educational goals, whatever those may be, while broadening their perspectives on those early goals.

To better understand external factors, De Anza College and the Foothill-De Anza Community College District have commissioned multiple analyses of the local economy and job market, including considerations of the college's location within Silicon Valley. It is understood that in the dynamic career environment, many jobs that graduates will be hired into do not exist when they start their chosen program. The environmental scan commissioned in March 2014 predicts that the health care industry will be the fastest-growing sector in the nation, including in California and Silicon Valley, with most of the in-demand occupations at the associate-degree level.

Of occupations requiring a bachelor's degree and into which students can transfer, the highest growth areas within Silicon Valley include market research analysts, registered nurses, accountants and auditors, postsecondary teachers, and software developers for applications and systems software. Registered nursing continues to be the highest in-demand occupation, as well as the highest paying, within the state and the region.

De Anza awarded more than 1,500 associate's degrees and 500 certificates in 2013-14 alone. Forty-four percent of the degrees and certificates awarded are in Liberal Arts fields, while 15% are in Business and Computer Science, 10% in Biological Health and Environmental Science, and 9% in Social Sciences. De Anza also transfers more than 2,400 students annually to the University of California, California State University, and private in- and out-of-state institutions. In an effort to continue to provide students with pathways to degree completion and transfer, De Anza College now offers 11 associate degrees for transfer (ADT-degrees) to the California State University system.

**De Anza's Impact on the Local Community**

A November 2014 report from Hanover Research, *The Impact of Foothill-De Anza on Earnings in the Local Community,* notes that De Anza College has contributed 20.6 million instructional credits to the San Jose Metropolitan Statistical Area (MSA) since 1958, with more than 5.9 million in 2013 alone. Also for 2013, it is estimated the credits embedded in the workforce contributed to an increase in earnings of $235.6 million.

For individual students, it is estimated that one year of community college instruction is worth a six percent increase in annual earnings, which translates to an average per-credit earnings increase of between $20 and $84 annually. It is worth noting that many De Anza graduates pursue careers that pay far more than the typical associate degree holder earns. For example, the top programs pursued by De Anza students include Registered Nursing, Paralegal, Accounting and Computer Networking; graduates of the Registered Nursing and Computer Networking programs earn more than the typical associate's degree holder in the San Jose MSA.

Students who do not complete a degree or certificate but enter the workforce with some units earned were also found to earn significantly more than individuals with only a high school diploma: an 18% increase in wages in the San Jose MSA compared to a 31% increase in wages for an associate's degree. Because not all graduates stay within the region, the impact of credits earned is spread further.

By demographic group, all ethnic groups experience an increase in earning by attending college. However, African Americans followed by Latina/os experience the largest average salary increase by having earned some college credits. African Americans see a 28% increase in annual earnings followed by 21% for Latina/os, compared to an 18% increase for Asians and Whites. All ethnic groups experience a further salary increase for holding an associate degree with the exception of African Americans, who exhibit a lower average salary than their counterparts with an associate degree.

An additional report from Hanover Research on the contributions of the district to the regional economy, *The Economic Impact of FHDA on Santa Clara County* (December 2014), showed that the district contributed more than $170.2 million to the county economy in 2013 alone. Direct spending in the county by the district and its employees resulted in an additional $40.1 million in economic output for a total economic impact of $170.2 million within the county.

De Anza College is committed to providing underserved students with a path to upward mobility, and as the analysis demonstrates, there is a clear economic benefit for De Anza students who either earn some units or complete a degree and then enter the workforce. The college will continue to provide such opportunities to all students, with a focus on underserved populations who will benefit most from the accumulation of college credits.

**Enrollment and Demography**

In the August 2014 report *Enrollment Projections*, Hanover Research provided Foothill-De Anza with demographic and enrollment trends for the state and Silicon Valley. The report helps the district better plan for future growth, as well as target recruitment and outreach efforts to growing populations of underserved students within the valley. The report predicts that California's population will increase by 10.6 million by 2040 at an average rate of 0.65 percent per year, while Silicon Valley's population will increase at a slower pace of 0.4 percent annually due to birth and migration patterns.

California's population has a similar male-to-female ratio as the United States as a whole, with women slightly outnumbering men; this ratio is predicted to hold steady through 2040. Within Silicon Valley, the male-to-female ratio will increase slightly for San Mateo County and decrease slightly for Santa Clara County. Within De Anza College, the male-to-female ratio is about 50% and has remained such over the last five years.

Silicon Valley is predominantly Latina/o by a small margin, with the margin projected to increase through 2060. Latina/o populations will comprise two-thirds of total population growth in Silicon Valley over the next 50 years. The Latina/o population at De Anza has increased 91% from fall 2010 to fall 2014. Filipinos increased by 22% and African American increased by 28%. The Asian population, which includes Chinese, Japanese, Vietnamese, Indian, Korean, Laotian, Cambodian and other Asian ethnic groups, increased by 7%. De Anza will continue to focus on enrollment growth for underserved students, targeting Latina/o, African American and Filipino populations, as well as South East Asian populations.

The report also shows that California high school enrollments and graduation rates are projected to hold steady or slightly decrease over the next decade. Locally, public high school graduates from Santa Clara and San Mateo counties enrolling at De Anza College the following fall over the last five years has remained flat at 11%. It is important to note, in view of De Anza College's commitment to equity, that Latina/o students exhibit particularly low graduation rates and also transition between high school and community college at the lowest rate in the state and the Valley.

Over the past five years, De Anza College has seen a 6% reduction in full-time equivalent student (FTES) enrollments, which is similar to reductions in enrollment seen across the state as well as Silicon Valley. These reductions are largely attributable to draconian statewide budget cuts between 2008 and 2012. However, total full time equivalent student enrollment is estimated to increase 9% by 2025, a welcome shift from previous enrollment declines.

While De Anza consistently serves students within its district, more than 80% of its students are now from areas outside the district, chiefly the immigrant and working-class communities most in need of quality, low-cost educational opportunities. These students, many from East San Jose, make De Anza their first-choice college in spite of the fact that other colleges are geographically closer. These students tend to be those most in need of developmental and basic skills instruction, as well as increased student support services. The students also share their unique experiences and help make De Anza a diverse community of learners, the heart of what the college is. Many reside in Central San Jose and South San Jose, two areas estimated to have the highest enrollment growth of 9.5% by 2025.

The factors outlined in this section are critical to the planning processes and inform the directions in which the college plans to go over the next five years. While the college will continue to focus on growth, the greatest focus continues to be on the rate at which all students successfully meet their educational goals, with a clear dedication to historically underserved populations.

## Strategic Planning Institutional Initiatives

Following upon a strategic planning process, the 2010-2015 Educational Master Plan described the Institutional Initiatives that the college would focus its resources in supporting:

1) Outreach
2) Individualized Attention to Student Retention and Success
3) Equity (formerly Cultural Competence)
4) Community and Civic Engagement (formerly Community Collaborations)

The initiatives have been the driving force behind the college's strategic and resource allocation processes and has resulted in broad campuswide improvements in all areas. The initiatives have become part of the institutional culture of the college. As separate initiatives, they each add value. When synergistic, they become what the college is as an institution and reflect its deepest commitment to students. The initiatives will continue to drive efforts over the next five years.

An essential element of the initiatives is a focus on the targeted populations of Latina/o, African American and Filipino students, first identified in the 2010 Master Plan. These groups were identified based on an extensive socioeconomic analysis conducted in 2006. Over the past five years, improvements have been made in the access, success, retention

and transfer rates of these populations. However, the college is aware that it must continue to focus attention and resources on these populations as well as other underrepresented Asian groups who exhibit the lowest participation and success rates. The college will continue its dedication to these targeted populations within each of the Institutional Initiatives outlined below.

## 1) Outreach

The purpose of outreach is to deepen De Anza's frequency of engagement with local school districts and communities, with the goal of sustained involvement in which De Anza acts as a full partner in the success of potential students. Over the past five years the college has seen a steady increase in the enrollment of students from underserved communities, thus increasing access to students who may not have attended college otherwise. De Anza has increased engagement within the high schools through on-site recruitment events, assessment and orientation, as well as on-campus conferences for high school students and counselors. The work of the Office of Outreach and Relations with Schools has been at the forefront of efforts to increase access to college for targeted populations including African American, Latina/o, Filipino and Pacific Islander students. Already an Asian American Pacific Islander-serving institution, the college within the next five years will seek the designation of a Hispanic Serving Institution as enrollment from this population continues to grow.

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**Key Outreach Institutional Metrics**

- Fall enrollment of students residing in geographical locations with historically low participation rates will increase to 47%

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## 2) Student Success and Retention

De Anza recognizes the important balance of access and success. The college also recognizes that students often come to college with varying preparation levels and thus the college needs to be equipped to provide support services to ensure that all students have the opportunity for success, regardless of their previous level of preparation. With regard to success and retention, the core proposal is the deeper involvement of faculty and all staff in meeting the individualized needs of students. Learning Communities are a key example. Through the use of data and institutional reflection, the initiative aims to increase the speed with which the college identifies student needs, the competency with which it responds, the quality of support services, and the integration between instruction and support services. With the passage of the Student Success Act and the subsequent requirement for Student Support Services and Programs (SSSP), the college is actively engaged in developing linkages between Student Services and Instruction to ensure the success and retention of all student groups.

**Key Student Success and Retention Institutional Metrics**

- The college will achieve a rate of 71% or the highest score within the peer group on the Overall Scorecard Completion Rate (Scorecard metric, IEPI indicator).
- The college will achieve a rate of 89% or the highest score within the peer group on the Scorecard Completion Rate for Prepared students (Scorecard metric, IEPI indicator).
- The college will achieve a rate of 62% or the highest score within the peer group on the Scorecard Completion Rate for Unprepared students (Scorecard metric, IEPI Indicator).
- The college will achieve a rate of 77% for the Annual Course Completion Rate (IEPI indicator).
- The college will achieve a rate of 75% for the Annual Course Completion Rate for online courses.
- The college will achieve a rate of 60% for the Annual Course Completion Rate by Subject for the lowest achieving subject areas.
- The college will attain an overall Persistence Rate of 75% (Scorecard metric).
- The number of associate degrees awarded will increase to 2,100 ( IEPI indicator).
- The number of certificates awarded will increase to 675. (IEPI Indicator).

## 3) Equity (Cultural Competence)

The Cultural Competence initiative has evolved and expanded from its 2006 strategic planning definitions into Equity, as described in the framework for this Educational Master Plan. Key equity metrics, included within the framework, are replicated below.

**Key Equity Institutional Metrics**

- Targeted groups will persist from fall to fall at a rate within 5% of all other groups (Scorecard metric).
- There will be no more than a 5 percentage point difference between the annual Course Completion Rate for targeted groups and all other groups (IEPI indicator)

**4) Community and Civic Engagement (Community Collaborations)**

The long-term goal is a college with deep and abiding ties to its surrounding communities, at which faculty and staff reflect the linguistic, cultural, ethnic and national diversity of those communities, where professional identities are framed by a pedagogical commitment to engage all students, and where students are empowered to be agents of

change. Through the work of the Institute of Community and Civic Engagement and the Office of Social Justice, Equity, and Multicultural Education, as well as other varied programs, the college is deeply engaged within surrounding communities as well as far reaching communities in which students reside. Our faculty members are committed to teaching students the skills necessary to work with others within their communities to influence positive change and will continue this commitment into the future. During the next decade, De Anza will continue to be a national leader in both cultural competence and civic engagement due to its deep involvement in its local communities and an enduring reputation for academic excellence that includes success for those who may have previously fared less well.

It is vital to note that the Equity and Community and Civic Engagement initiatives have combined to drive the cultural transformation of the college.

## Institutional Investments and Planning Areas

### Instruction and Student Services

The foundation of a De Anza College education is the general education program, complemented by the Institutional Core Competencies (ICCs). Determining what students should specifically gain from their academic experience, and aligning programs for transfer and certificates, are key to the development of degree and certificate programs.

A central instructional responsibility is periodic review of general education (GE). In 2013-2014, the Academic Senate conducted a review of the existing General Education statement of philosophy, the criteria for courses to qualify as satisfying general requirements, and of the requirements themselves. In November 2014, faculty approved a revised Statement of Philosophy and revised criteria for GE courses, both effective fall 2015, and a new requirement of environmental sustainability and global citizenship, tied directly to the relevant ICC and key to student equity. Implementation of the new requirement is in progress. Periodic review as determined by Academic Senate will continue, as will the annual learning outcomes based assessment of a faculty-selected ICC.

The online learning area of Instruction is implementing strategic plans resulting from multiple work sessions in summer 2014. Distance Learning staff, with the Distance Learning Advisory Group and instructional deans, identified priorities centering on continuous improvement of productivity and service to students and faculty, and the addressing of accreditation expectations as well as state and federal regulations. Key to equity is the focus on quality teaching and learning in the online environment, and the addressing of disparate student outcomes in online courses.

Plans address significant opportunities for online learning, particularly a framework for centralizing support of hybrid courses, and strategic approaches to planning online course offerings. Additional planning opportunities include the identification of additional resources to benefit students, such as those established by the statewide Online Education Initiative (OEI) based at the district; digital literacy efforts; and the creation of a resource hub for teaching with technology.

At De Anza, and in accordance with the mission of California Community Colleges, Student Services fosters student success and is an essential component of student education. From outreach to registration, assessment to counseling, academic advising to financial aid, articulation to transfer services, students achieve their educational goals with the support of a comprehensive array of Student Services.

The Student Services commitment to equity means embracing each student where she or he is, providing genuine support for students who face challenges, and developing greater cultural capacity to engage the broad diversity of students, actively seeking to reach out to students from marginalized communities. A commitment to equity is also expressed in an

array of programs aimed at providing support for the least advantaged among De Anza's students.

Closely aligned with equity is the commitment to student empowerment, which differs significantly from the social services model in which the student "client" is served but not empowered. Student Services at De Anza operate in the belief that students must navigate the complex bureaucracies of their lives, and that one of the college's central purposes is to engage them to be their own best advocates and organizers. This means, for example, not simply responding to a need for financial aid but working on financial literacy, and providing greater capacity to manage the tasks associated with getting aid. This means that student life is not merely entertainment but engagement, in which student government and clubs aim to broaden the organizing skills of student leaders. It also means that counseling has as a goal the independent capacity of students to choose their courses, and to take agency for their futures. Optimal delivery of Student Services would require increased co-location of closely interrelated programs and services.

To most profoundly increase student success and equity, the integration of Student Services and Instructional programs and services is vital. Integration begins with continuous dialogue regarding student development. Just as the intellectual growth of students cannot be removed from their social and emotional well being, so their personal development cannot be supported without an understanding of their educational and career goals and the support required to attain them.

A key example is transfer. Instruction establishes the curriculum for transfer or certificate completion; Student Services provides the broader array of support, as noted below, without which classroom success is far more difficult. Instructional faculty look to Student Services to provide essential elements of student success, just as Student Services professionals expect faculty to be attentive to broader needs of the students in their classes.

The college is committed to the continuous improvement of its Student Services. In addition to transforming all areas of Student Services with a student-centered framework, each area will contribute to the creation of pathways that lead to student goal attainment. All areas of Student Services are transitioning to a model for service delivery based on the state Research and Planning Group's "Six Success Factors that Support Student Achievement": that students should be *directed, focused, nurtured, engaged, connected and valued*, as described on page 6. This shifting of focus is particularly critical given the demands of developing, implementing and refining the Student Success and Support Program (SSSP) at De Anza College.

**Transfer**

Providing the opportunity for transfer is a core element of the college's identity as an institution, and reflects the growing demand for baccalaureate education across the state and the region. As a college committed to the social and economic success of students, and equity among students and across Silicon Valley, the transfer curricula reflects the

need for students and their families to have the best and widest educational opportunities. The college delivers on this promise, consistently ranking at or near the top statewide in transfers to the UC and CSU systems.

The ability to transfer is an essential component of the De Anza College commitment to access and equity for all students. Transfer programs range from broad general education programs to specialty majors throughout 10 instructional divisions supporting departments in more than 100 areas of study. Transfer-level education is an institutional effort, with basic skills courses supporting transfer-level instruction and mentoring provided through various programs and services. Student Services programs provide additional resources for students to complete their associate degree, transfer to four-year institutions and complete their bachelor's degree once they leave De Anza.

Transfer planning and preparation is a key component of the college's commitment to meet the needs of all students wishing to transfer. Student Services, through Transfer Services, offers courses and workshops specifically designed to instruct students in learning about transfer requirements and guaranteed admission opportunities. The Counseling and Advising Center and the Transfer Center offer drop-in advising services for questions and other student support services, including the coordination of campus visits by college/university representatives and transfer workshops on a variety of topics. The Transfer Planning website is designed to help students facilitate transfer from De Anza College to CSUs, UCs, and independent colleges and universities in- and out-of-state. The college will continue to focus on basic skills courses to ensure that all students can transfer in a realistic timeframe, and to support equity work across campus in order to meet the future needs of students.

In the end, the provision of a robust transfer program depends on the widest range of high-quality courses and programs, including transfer associate degrees, delivered by a faculty committed to their students, working together with Student Services counselors and classified professionals equally committed to student success.

> **Key Transfer Institutional Metrics**
>
> - The number of students who transfer to a four-year institution will increase to 2,800 (IEPI indicator).

**Career Technical Education**

De Anza College has a proud tradition of strong support for Career Technical Education (CTE) programs. CTE programs and courses are important to students as well as the local economy. Students can obtain associate degrees and certificates for occupations in the community as well as continuing education opportunities. De Anza has a highly regarded reputation for excellence by local employers in many programs, including Nursing and Automotive Technology.

High-quality instruction in CTE programs is ensured through the oversight of advisory committees composed of business and industry leaders as well as college faculty and administrators. These committees, during their annual meetings, make certain that course offerings in their programs are aligned with the current trends in regional and global economies.

De Anza College offers career technical education in 31 fields. Programs are offered in a broad range of disciplines and prepare students for the full spectrum of employment opportunities in the greater Bay Area and throughout California. Program offerings include Automotive Technology, Manufacturing, Animation, Film/TV Production, Administrative Assisting, Software Applications, Child Development and Education, Programming, Systems Administration, Energy Management, Environmental Stewardship, Health Technologies, Medical Laboratory Technician, Nursing, Administration of Justice, Paralegal Studies, and Journalism.

The college is exploring future state-permitted opportunities to provide four-year degrees through the low-cost and accessible community college pathway. The first such program is expected to be in Automotive Management.

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**Key Career Technical Education Institutional Metric**

- De Anza will have a 58% course success rate for the Career Technical Education Completion Rate (Scorecard metric and IEPI indicator).
- Fifty-seven percent of students who were enrolled in a career technical education program will be employed full-time one year after leaving De Anza.

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**Basic Skills**

Developmental education at De Anza is an institutional effort that recognizes the need to integrate Instruction with Student Services to maximize student support. Most students, underserved by their previous educational experiences, place into basic skills, with instruction occurring primarily in four departments: English, Reading, ESL, and Math The college endeavors to provide extensive support for basic skills students in every division across the college, including the Learning Resources Division and Student Services areas. These divisions and services include programs such as the Student Success Center, Counseling, Extended Opportunity Programs and Services (EOPS), Student Success and Retention Services (SSRS), and Disability Support Programs and Services (DSPS), Learning in Communities (LinC), Math Performance Success (MPS), Latina/o Empowerment at De Anza (LEAD) and the IMPACT Asian American Pacific Islander (AAPI) program. These learning communities model a symbiotic relationship among classroom instruction, Learning Resources within Instruction, and Student Services, based on interconnected work between counselors, instructors, mentors and tutors. This is yet another example of the integration of Instruction and Student Services at De Anza.

The Developmental and Readiness Task Force (DARE), composed of a cross section of faculty, staff and administrators in both Instruction and Student Services, is responsible for implementing the statewide Basic Skills Initiative. Through DARE, De Anza is continually engaged in deliberate and comprehensive discussion and study of disproportionate success rates in basic skills courses, current practices, empirical research, resource allocation in the areas of learning communities, assessment, early alert strategies, professional development, orientations, and success skills. The task force created an Innovation Grant to promote creative ideas in programs, services and classroom instruction. DARE advocates for student equity while also addressing achievement gap issues through implementing innovative concepts and ideas.

The college's programs and services increase completion of basic skills courses, transfer rates and overall student success rates while decreasing the equity gap. The college plans to expand institutional integration of a collaborative approach between Student Success and Support Programs (SSSP), Equity and DARE. The college recognizes that basic skills students are served by the traditional basic skills courses and services; however, a new paradigm is emerging as the college acknowledges that serving basic skills students is a collegewide responsibility.

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**Key Basic Skills Institutional Metrics**

- The basic skills English course success rates will achieve 77%  (Scorecard metric and IEPI metric).
- The basic skills Math course success rates will achieve 57%  (Scorecard metric and IEPI metric).
- The basic skills ESL course success rates will achieve 50%  (Scorecard metric and IEPI metric).

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**Professional Development**

Organizational and professional development is central to an equity-driven institution. Over the past three decades, the campus has developed a culture of professional development, providing opportunities to expand professional practices and examine the development of all levels of learning. Full- and part-time faculty, classified professionals and administrators are engaged in developing and implementing evidence-based strategies and promising practices that transform the college environment and underscore the focus of learning outcomes for all students, with a particular commitment to underserved populations.

The college is committed to offering and strengthening culturally responsive programs and services through professional development opportunities and has been deliberate in maintaining the Office of Organizational and Staff Development. The office has worked to implement programs in collaboration with the Office of Equity, Social Justice and Multicultural Education, DARE, Academic and Classified senates, and the Institute of Community and Civic Engagement. There is a clear commitment to design and implement programs and services that meet people where they are. Over the last five years, the office has developed and provided professional growth opportunities focused on diversity in relation to social emotional intelligence.

Over the next five years, professional development will continue to focus on diversity and social emotional intelligence as well as service excellence. In addition, the college has scaled up professional development activities related to culturally responsive pedagogies, and developmental education outside the traditional areas of mathematics, English and ESL. With the approval of the Community College Professional Development Program, De Anza may have additional funds for these purposes. Special attention will be given to the development and implementation of support programs and services for supervisors and administrators.

## Operations

**Facilities**

Campus facilities play a key role in the student experience at De Anza College. Deliberate effort has been made in the management of space to encourage dialogue and engagement throughout the campus. In addition, environmental sustainability is a driving concern, as evidenced by choices such as the LEED (Leadership in Energy and Environmental Design)-designated buildings, photovoltaic installation and electric car charging stations.

The facilities planning process includes input from individuals representing core groups from the college community as well as the incorporation of student surveys and institutional data. When possible, efforts are also made to address special needs as they arise. This collaborative process reinforces the campus commitment to ensuring equity for all users by incorporating sensitivity to the long-term needs of all groups that access the campus.

De Anza's Facilities Master Plan derives from both this planning process and the directives of the prior Educational Master Plan. Included among its goals are providing classrooms and laboratories that are flexible and can support interdisciplinary uses; improving circulation on campus that articulates vehicular/pedestrian pathways; continuing to demonstrate environmental stewardship and identifying opportunities to educate the students and the community about those efforts; and improving engagement with the surrounding community.

Progress has been made on many of these goals with the implementation of the Measure E and C bond projects, such as completion of the LEED-certified Media and Learning Center (MLC) and improving pedestrian pathways in adjoining parking lots. As the bond projects near completion, the lack of available space to expand as well as limited funds from the state will affect future planning options. Other challenges include finding program space to support related Student Services and adapting workspaces for changing work needs. The next five years will include continual evaluation of facility needs, as well as an update to the Facilities Master Plan to ensure that it supports the directives of the Educational Master Plan.

**Environmental Sustainability**

De Anza College is building on its campuswide environmental achievements by creating the framework to coordinate environmental stewardship, social and racial equity, and responsible citizenship. The college embraces and fosters sustainability as a core value. Sustainability includes both making provisions and taking responsibility for ensuring that every college action and decision embodies and institutionalizes the concepts of equity, environmental sustainability and citizenship. The college has made great strides in several areas:

• Students, faculty and classified professionals take advantage of LEED-certified facilities, including the Kirsch Center, the MLC and the Science Center as both learning areas and teaching tools.

• The Eco Pass program, in which students pay a $5 fee at enrollment and then can ride Valley Transit Authority (VTA) buses and light rail for the entire quarter at no additional charge, provides access to the campus for some of the most vulnerable student populations. The Eco Pass also allowed students to become involved in sustainability work through supporting its passage, with financial necessity leading to environmental benefits.

• Both the Foothill-De Anza Community College District and De Anza College increased use of alternative transportation and fuel sources through the purchase of hybrid vehicles and solar-powered electric carts, as well as and the installation of electric charging stations for student, employee and community vehicles.

• Carpooling is encouraged and rewarded. Convenient designated parking spots are located in various parking areas.

• Installation of solar power photovoltaics in parking lots translate to $300,000 savings per year and generate 340,000 KWH of energy.

• All new master landscaping has been incorporated over the past eight years, including the utilization of only drought-resistant native plants, the movement to use reclaimed water for irrigation, and a weather station that modifies the irrigation system both naturally and in response to weather conditions.

• Dining Services has implemented sustainability measures through the purchase of food from local producers and the use of biodegradable containers and utensils.

• The planning and development of community gardens, including one at the Kirsch Center, serve as skill building areas, community building centers and a direct connection to the environment. The garden yields fresh produce for student consumption as well as providing a venue for education and physical exercise.

As De Anza updates its Educational Master Plan and envisions the path for the next five years, there is a resolute dedication to continue to decrease the college's carbon footprint; to incorporate curriculum changes that address environmental sustainability, equity and responsible citizenship across courses campuswide, including in basic skills. Through avenues including the Institute for Community and Civic Engagement, the college strives to empower students to become their own agents of change and to continue the work of environmental sustainability beyond the campus.

**Technology**

The awareness, thoughtful use and deployment of technology all provide unprecedented learning opportunities for students. The college, through systematic implementation of facilities planning, has developed smart classrooms campuswide, chiefly funded through community-approved bonds. These advanced classrooms benefit all students, as will the redesigned Library, slated for completion in fall 2015. Among other improvements, the Library will offer state-of-the-art technology in group study rooms, upgraded wireless access, and additional electrical power outlets to facilitate personal technology use by students, the majority of whom have smartphones, laptops and/or tablets.

As part of its equity commitment, the college works to address the digital divide, including the fact that not all students have access to personal technology. This has been a key consideration in the creation and optimization, through bond measures, of accessible computer labs, targeted chiefly toward students without computing devices, and also used for instruction. Learning Center West Lab, the largest open lab on campus, was refreshed in summer 2014 with both PC and Mac computers for individual and group use, and instituted a well-received reservation system. As a pilot activity, the Office of Instruction procured iPads now loaded with complete course materials for Auto Tech students. Additional such projects are being explored as part of the college's developing partnership with Apple.

Faculty members and instructional departments collegewide embrace technology through its creative inclusion in the curriculum and in the use of tools including recording devices, polling/quizzing student response systems and e-portfolios, and in a focus on information and digital literacy, as noted in the college's Institutional Core Competencies (ICCs). Through the district, the college is involved in the statewide Online Education Initiative to provide broadly accessible online courses.

In fall 2014, the college took steps toward better serving students, faculty and the college as a whole by reorganizing the former Technology Resources Group, an amalgamation of positions with technology-related responsibilities, and redistributing the relevant staff into their departments of primary function. In addition, the studio in the MLC was turned over to Film/TV for use as instructional space, with classes scheduled in the studio beginning in spring 2015. The college also eliminated the use of the cable station at the end of 2014, in view of the fact that cable TV broadcast is outmoded as a course delivery method in urban areas and is not considered a promotional asset for the college. Resources have been redirected toward online learning and promotion, including in the elimination of a vacant position to fund a multimedia producer position, with responsibilities for online production.

In order to examine and improve its role, the college's Technology Task Force (TTF) in spring 2015 is undertaking consideration of its name, mission, charge, current and desired membership, function as a college entity in an environment with district-provided infrastructure, previous plan, and capacity. This will assist in planning in support of Educational Master Plan goals and informing the development of the college's technology plan. An accomplishment of TTF in 2014 was the creation of a Technology-Enhanced Teaching and Learning (TETL) Subcommittee to focus on ways technology can be used to engage students and increase learning.

# Institutional Decision-Making and Resource Allocation Processes

This section outlines the college's decision-making model as well as the multiple planning activities taking place at the college.

**Six-Year Planning and Resource Allocation Model**

Institutional planning and resource allocation is based on the six-year model, represented through a graphic informally referred to within the college as the "planning quilt." The quilt lays out planning activities from year one through year six based on the accreditation cycle. Year one starts with the accreditation visit and culminates in the sixth year with the Accreditation Self-Study Report. In year five, when the planning cycle is under review, the model will need to switch to a seven-year cycle to match the accreditation cycle beginning in 2017-2018.

The cycle includes five years of Student Learning Outcomes/Administrative Learning Outcomes/Student Services Learning Outcomes/Institutional Learning Outcomes assessment with one year dedicated to a review of the assessment process itself. Student equity plans, curriculum review and the review of governance processes occur each of the six years. Annual program review update reports are submitted in years one through four, with a comprehensive review in year five, and year six devoted to reflect on the past five years. The college's Institutional Initiatives are updated and reviewed annually in the annual Master Plan Updates. The review of the quilt and the planning cycle has been assigned to the College Planning Committee (CPC), a subcommittee of College Council, and occurs in year five. Each year of the cycle is also specifically dedicated to reviewing the college's governance processes, values statements, mission statement, and Educational Master Plan. This information is used in year six to develop and write the college's Accreditation Self-Study.
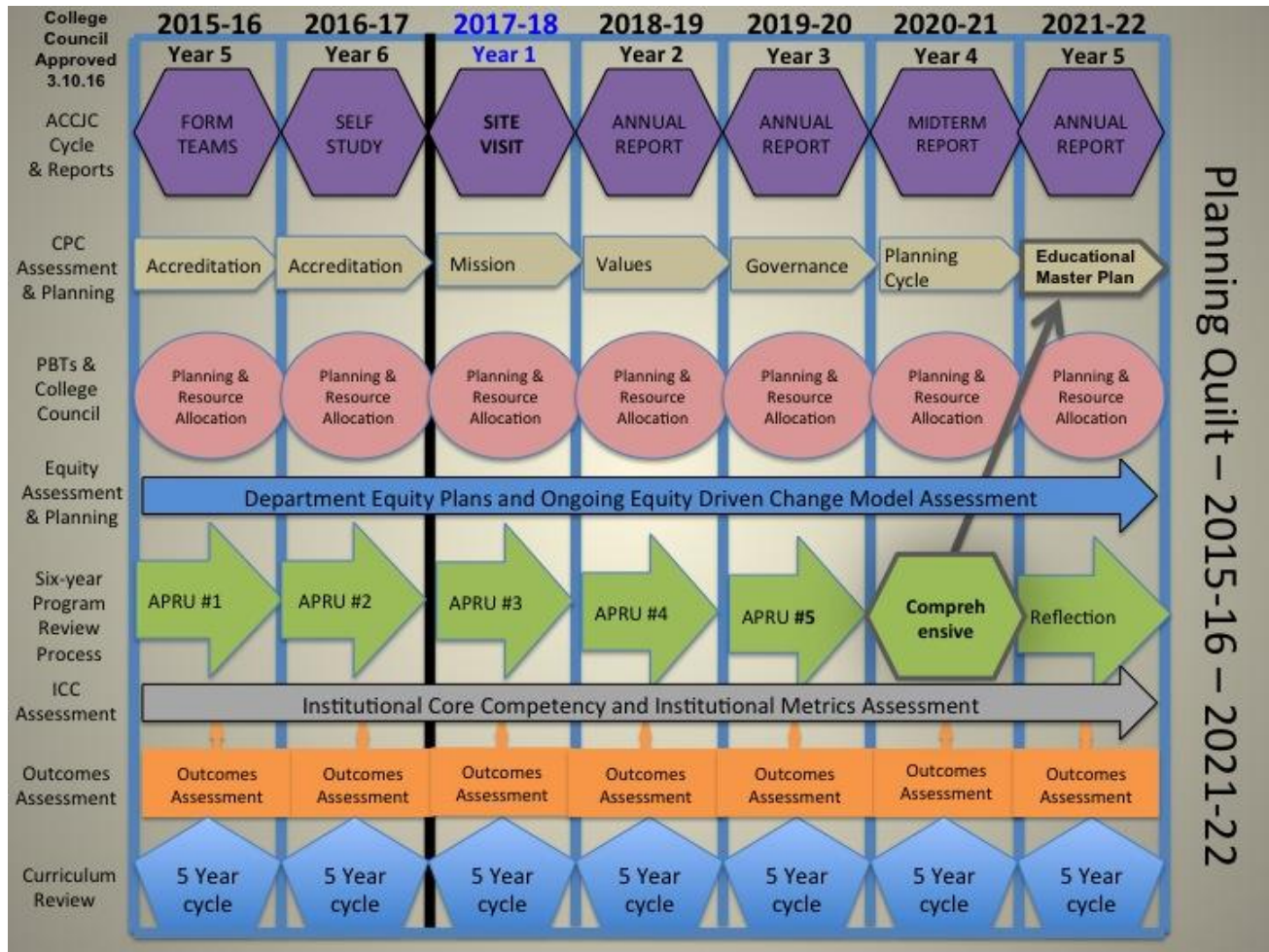
Figure 3

## College Planning and Decision-Making Processes

At the heart of the planning and resource allocation process are the Planning and Budget Teams (PBTs). The three PBTs, Instruction (IPBT), Student Services (SSPBT) and Finance and College Operations (FCOPBT), review and provide advice to the vice presidents and president on major resource allocation decisions. The teams are grounded in data-based decision making and a democratic decision-making process. The teams utilize information from various sources, but largely rely on the Research and Planning Office, Annual Program Review Updates and the Educational Master Plan to guide resource allocations.

FCOPBT is co-chaired by the vice president of Finance and College Operations and the president of the Classified Senate. The IPBT is co-chaired by the vice president of Instruction and the vice president of the Academic Senate. The SSPBT is co-chaired by the vice president of Student Services and a faculty member. The PBT process begins each year with a review of information on the budget, including budget assumptions and projections. Using strategic planning priorities and student equity as a lens, the PBTs

articulate their priorities for the year through the questions asked in the annual update report and the comprehensive program review written by each division/department within the areas of Instruction, Student Services and Finance and College Operations. The annual and comprehensive reports include questions related to student success, productivity, equity and the results of the Learning Outcomes Assessment Cycles.

Recommendations of the three PBTs are forwarded to the College Council, which is composed of representatives from the PBTs, as well as constituent groups such as the bargaining units and administration. College Council takes a collegewide perspective in providing advice to the president. Given the comprehensive work conducted in the PBTs, the expectation is that College Council will generally accord with the recommendations of the PBTs.

De Anza's decision-making model provides a sound framework that has been tested over the last several years to enable the college to make regular, systematic and timely decisions. Collaboration between and among these various teams is critical to the success of the college's decision-making so that recommendations can be made in the best interest of students, faculty, and the college as a whole.

In addition to the PBTs, the Campus Budget Committee, Equity Action Council, Academic Senate, Classified Senate, De Anza Associated Student Body and bargaining units provide additional avenues for input on resource allocation and decision-making.

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**Key Planning Institutional Metric**

- The college will attain Fully-Accredited-No Action in fall 2017 from the accrediting commission.

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De Anza College
Decision Making
Flow Chart

PRESIDENT

College Council

Vice Presidents
Senior Staff

•Instruction PBT
•Student Services PBT
•Finance and Educational
Resources PBT
•Campus Budget

DIVISIONS
Deans, Directors,
Supervisors

SENATES
•Governance Groups
•Advisory Groups

•Programs
•Departments
•Work Units

•Faculty
•Classified Pros
•Administrators
•Students

Organization Pathway

Governance Pathway

De Anza College Guiding Documents: Mission, Institutional Core Competencies, Strategic Initiatives, Educational Master Plan, Program Review, Learning Outcomes
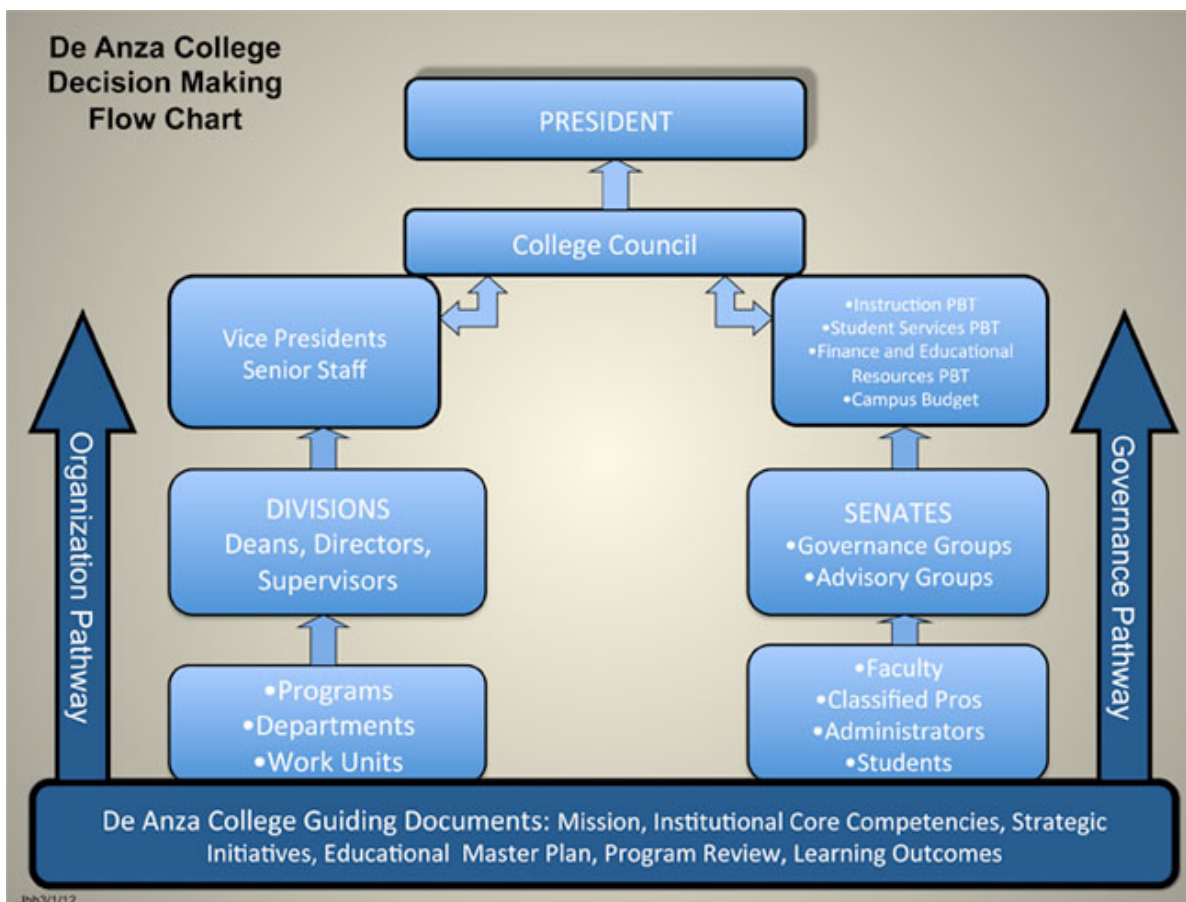
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**Figure 4***

## Student Learning Outcomes Assessment Cycle

In 2011, the Accreditation Evaluation Team indicated that additional work was necessary in order to reach, by 2012, the required level of "Proficiency" in Student Learning Outcome assessments. As a result of the work of faculty, administrators and classified professionals, a subsequent visiting team found that the college had achieved Proficiency for SLOs and was on track to also attain the Proficiency Level for SSLOs and AUOs. In the span of only five years, De Anza progressed from an institution without formal outcome assessment processes to a leader in outcome assessment among California Community Colleges.

Currently, all course- and program level student learning outcome statements are being assessed at least once every five years within the curriculum review cycle. In the year of reflection following the Comprehensive Program Review process, each department or area is responsible for submitting to the SLO Core Team an assessment planning

document to chronicle the year and quarter that each SLO will be assessed. Assessment of outcomes for Student Services (SSLOAC) and Administrative Units (AUOAC) are conducted on a six-year cycle.

In order to move beyond Proficiency to Sustainability, the effectiveness of the Student Learning Outcome process is a priority. Each of the three Planning and Budget Teams are working with the Student Learning Outcomes coordinators to update their Program Review documents and processes to foster connections between campus-wide decision making and SLO/SSLO/AUO assessments. Faculty and staff collaborate within their departments/areas to conduct dialogue on assessment results. Faculty include the outcomes on their syllabi and post them on their course management system, ensuring students are aware of the outcomes they are to achieve. In addition, instructional department coordinators make presentations and hold workshops for new faculty, and the SLO Core Team hosts an annual Convocation Day and publishes a monthly newsletter. SLO coordinators regularly inform the Academic Senate about SLO team needs and progress, assist faculty with SLO assessments by attending division and department meetings, and hold office hours. Each instructional division has one or more SLO liaisons. The TracDat system is used as the means of collecting and reporting out all SLO/SSLO/AUO assessment data.

All of the Institutional Core Competencies are being assessed indirectly through the mapping of the Program Level Outcomes (PLOs) to the ICCs. For a more direct assessment, one of the five ICC statements is examined in detail at the annual SLO Convocation. The cycle in which the college engaged over the last five years will continue to carry the SLO process forward toward sustainability.

### Planning Activities 2010-2015

**2010-11** – **Accreditation Self-Study compiled and submitted**

**2011-12 – Year 1**, **Site Visit and Ongoing Planning**
- Creation of the College Planning Committee (CPC), charged with Educational Master Plan updates and review
- Master Plan Update
- Annual Program Review Update
- Annual review by governance groups. Development of Governance Handbook and annual assessment survey
- Student Learning Outcomes assessment
- Curriculum Review – five-year cycle

**2012-13 – Year 2**, **Six-Year Planning and Resource Allocation Model** ("Planning Quilt") Approved by College Council
- Follow-up site visit by ACCJC
- Values Statements review and approval
- Master Plan Update

- Annual Program Review Update
- Annual review by governance groups
- Student Learning Outcomes Assessment
- Curriculum Review – five-year cycle
- Review of Critical Thinking Institutional Core Competency

**2013-14 – Year 3**, **Comprehensive Program Review and Department Equity Plans**
- Follow-up letter from ACCJC
- Mission statement review and approval
- Departmental Equity Plans begin
- Master Plan Update
- Annual review by governance groups
- Comprehensive Program Review
- Program Level Outcomes Assessment
- Curriculum Review – five-year cycle
- Review of Global, Cultural, Social and Environmental Awareness Institutional Core Competency

**2014-15 – Year 4**, **Year of Reflection and Educational Master Plan Review**
- Mid-Term Report submitted to ACCJC
- Year of reflection in planning committees
- Educational Master Plan review and approval
- Student Learning Outcomes Assessment
- Annual review by governance groups
- Curriculum Review – five-year cycle
- Update Program Review documents
- Departmental Equity Plans
- Review of the Physical/Mental Wellness and Personal Responsibility Institutional Core Competency

<p align="center">**Planning Activities 2015-2020**</p>

**2015-16 – Year 5**, **Form Accreditation Teams and Review Planning Cycle**
- Review the Six-Year Planning and Resource Allocation Model
- Annual Program Review Update
- Annual review by governance groups
- Student Learning Outcomes Assessment
- Curriculum Review – 5-year cycle
- Review of fourth Institutional Core Competency, to be determined
- Develop Equity-Driven Change Model

**2016-17 – Year 6**, **Accreditation Self-Study**
- Teams develop Self-Study Report
- Review of Student Learning Outcomes Assessment process
- Annual review by governance groups
- Annual Program Review Update
- Student Learning Outcomes Assessment
- Curriculum Review – 5-year cycle
- Review of remaining Institutional Core Competency
- Implement Equity-Driven Change Model and develop rubric

**2017-18 – Year 1**, **Site Visit**
- Review by governance groups
- Annual Program Review Update
- Student Learning Outcomes assessment
- Curriculum Review – 5-year cycle
- Review of first Institutional Core Competency
- Implement Equity-Driven Change Model rubric

**2018-2020 –Planning cycle** continues with academic years one and two based on the Six-Year Planning and Resource Allocation Cycle

# Institutional Metrics

The institutional metrics were developed by the Office of Research and Planning and shared with governance groups across the campus in fall 2015 for feedback. The Institutional metrics were shared with the College Planning Committee on October 29, 2015 and with College Council on November 12, 2015.

The institutional metrics stem from metrics included in the Educational Master Plan 2010-2015, and further incorporate and align with metrics from the Student Success Scorecard, the Institutional Effectiveness Partnership Initiative (IEPI), and the ACCJC Institutional Set Standards within the Annual Report. Each metric is broken out into 3 separate goals, as prescribed by the accrediting commission. The first is the Educational Master Plan goal. This goal serves as our Institutional Metric goal and was set based on trends over the past 5 years. The metric was set at a rate consistent with growth over the 5-year period. The Aspirational goal is a goal in which we strive to achieve at the highest level, this metric is set 2 percentage points above the Master Plan goal. Finally, each metric has a Standard rate, this goal is a rate in which we do not wish to fall below. If we were to fall below our standard, we would want to immediately take action to bring the metric up to a rate closer to the 5-year average through strategic planning and targeted initiatives.

Each year the Office of Institutional Research and Planning will evaluate and assess changes in each of the standards and provide an update to the shared governance groups. This information will help the college determine growth or declines in all metric areas and take action as necessary. Each of the metrics are to be achieved by 2020.

**1. Basic Skills Course Completion Rate in English**
The college will achieve 77% on the Student Success Scorecard metric for basic skills English course completion. The five-year average for this metric is 70% while the current rate is 73%. The five year trend shows the rate to be flat for the first year then continues to increase over the remaining 4 years. The Aspirational goal for this metric is 79% and our Standard is 69%.

**2. Basic Skills Course Completion Rate in Math**
The college will achieve 57% on the Student Success Scorecard metric for basic skills Math course completion. The five-year average for this metric is 52% while the current rate is 55%. The trend for this metric was a growth over the first two years, with a high in year three and a steady rate for the remaining 2 years. The Aspirational goal for this metric is 59% and our Standard is 51%.

**3. Basic Skills Course Completion Rate in ESL**
The college will achieve 50% on the Student Success Scorecard metric for basic skills Math course completion. The five-year average for this metric is 42% while the current rate is 46%. The trend for this metric was a slow increase over the first 4 years with a peak in year 4 and a slight dip in year five. The Aspirational goal for this metric is 52% and our Standard is 41%.

### 4. Civic Engagement
Six percent of students with a goal of transfer or degree will have enrolled in at least one course having a community/civic engagement component each fall. The five-year average for this metric is 4% while the current rate is 3%. The trend for this metric was a steady rate for the first two years then an increase in year three and a settling of the rate back to previous rates in year five. The Aspirational goal for this metric is 8% and our Standard is 3%.

### 5. Career Technical Education Completion Rate
The college will achieve 58% on the Student Success Scorecard metric for Career Technical Education Course Completion. The five-year average for this metric is 46% while the current rate is 55%. The trend for this rate is a consistent and substantial growth from year one to year five. The Aspirational goal for this metric is 60% and our Standard is 45%.

### 6. Career Technical Education Full-time Employment Rate
Fifty-seven percent of students who were enrolled in a career technical education program will be employed full-time one year after leaving De Anza. The Master Plan goal for this metric is 57%. These data are from the statewide Career Technical Education Outcomes Survey which was administered 2012-13 and 2013-14, therefore trend data for this metric is limited. We will continue to participate in the survey annually and update the rate accordingly. The two-year average for this metric is 59%. The Aspirational goal for this metric is 59% and our Standard is 58%.

### 7. Persistence – Targeted Groups
Targeted groups will persist from fall to fall at a rate within 5% of all other groups. This metric is based on the Student Success Scorecard persistence rate. The Master Plan goal for this metric is 75% for targeted groups. The five-year average for targeted groups is 68% compared to 71% for all other groups. The trend for this metric is overall growth for targeted groups but a drop in year three occurred which was regained by year four and continued growth into year five, bringing the rate close to all other groups. The current rate for targeted groups is 73% compared to 71% for all other groups. The Aspirational goal for this metric is 77% and our Standard is 67% for targeted groups.

### 8. Course Completion – Targeted Groups
There will be no more than a 5 percentage point difference between the annual course completion rate for targeted groups and all other groups. The Master Plan goal for this metric is 72% for targeted groups. The five-year average for targeted groups is 68% compared to 74% for all other groups. The current rate for targeted groups is 68% compared to 77% for all other groups. The trend for both groups was growth in year two and a slight decreased to year four with an evening out in year five. Rates for all other groups remained above those of targeted groups. The Aspirational goal for this metric is 74% and our Standard is 67% for targeted groups.

### 9. Salaries and Benefits
Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures will remain stable at 97%. This metric is aligned with the IEPI

metrics. The five-year average as well as the current rate for this metric is 97%. All goals are set at 97% metric.

### 10. Full Time Equivalent Students
The annual FTES enrollment will increase to 20,000. This metric is aligned with IEPI metrics. The five-year average is 19,778 while the current rate is 19,493. The trend for this metric is slow growth between year one and year two with a decline in year three and a steadying off in years four and five. The Aspirational goal for this metric is 20,200 and the Standard is 19,578.

### 11. Fall Enrollment of Underrepresented Students
Fall enrollment of students residing in geographical locations with historically low participation rates will increase to 47%. The five-year average is 43% while the current rate is 44%. We have seen slow but consistent growth in this area of the last five years. The Aspirational goal for this metric is 49% and the Standard is 42%.

### 12. Accreditation Status
The college will achieve fully-accredited-no action in fall 2017 from the accrediting commission. The college is currently, and has always been fully accredited. This metric aligns with the IEPI goals.

### 13. Persistence
The college will attain an overall persistence rate of 75% on the Student Success Scorecard Persistence metric.  The Master Plan goal for this metric is 75% for targeted groups. The five-year average for this metric is 74% and the current rate is 71%. The trend for this metric is overall growth with a slight drop in year 4 which was regained in year five for an overall increase over the time period. The Aspirational goal for this metric is 78% and our Standard is 73%.

### 14. Completion Rate
The college will achieve a rate of 71% or the highest score within the peer group on the overall completion rate as defined by the Student Success Scorecard. The five-year average is 65% and the current rate is 67%. The trend for this metric is strong, consistent growth. The Aspirational goal for this metric is 73% and our Standard is 64%.

### 15. Completion Rate – Prepared Students
The college will achieve a rate of 89% or the highest score within the peer group on the completion rate for prepared students as defined by the Student Success Scorecard. The five-year average is 83% and the current rate is 84%. The trend for this metric is strong, consistent growth. The Aspirational goal for this metric is 91% and our Standard is 82%.

### 16. Completion Rate – Unprepared Students
The college will achieve a rate of 62% or the highest score within the peer group on the completion rate for unprepared students as defined by the Student Success Scorecard. The five-year average is 58% and the current rate is 60%. The trend for this metric was flat for

the first two years with slow growth in years three through five. The Aspirational goal for this metric is 64% and our Standard is 57%.

### 17. Course Completion Rate
The college will achieve a rate of 77% for the annual course completion rate. The five-year average is 75% and the current rate is 76%. The trend for this metric is slow upward growth. The Aspirational goal for this metric is 78% and our Standard is 74%.

### 18. Online Course Completion Rate
The college will achieve a rate of 75% for the annual course completion rate. The five-year average is 65% and the current rate is 71%. The trend for this metric is strong upward growth. The Aspirational goal for this metric is 77% and our Standard is 64%.

### 19. Course Completion Rate by Subject
The college will achieve a rate of 60% for the Annual Course Completion Rate by Subject for the lowest achieving subject areas. The five-year average for the five lowest achieving subject areas is 61% and the current rate is also 61%. The trend for this metric was steady for the first two years, increased in year three and decreased one percentage point from year four to year five. The Aspirational goal for this metric is 63% and the Standard is 60%.

### 20. Degrees
The number of associate degrees awarded will increase to 2,100. The five-year average is 1,444 and the current number is 1,701. The trend for this metric is strong upward growth, likely a result of the newly approved Associate Degrees for Transfer. The Aspirational goal for this metric is and our Standard is 2,300 and our standard is 1,500 degrees.

### 21. Certificates
The number of certificates awarded will increase to 675. The five year average is 550 and the current number is 584. The trend for this metric is a slight upward trend. The Aspirational goal for this metric is 700 and our Standard is 500 certificates.

### 22. Transfers
The number of students who transfer to a four-year institution will increase to 2,800. The five-year average is 2,420 while the current rate is 2,604. The trend for this metric is slow but steady growth in the first three years with more consistent growth in years four and five. The Aspirational goal is 2,850 and the Standard is 2,400.

## Institutional Metrics

| EMP Area | Measure | 5-Year Average | Current Rate | 5-Year Trend | Master Plan Goal | Aspirational Goal | Standard |
|---|---|---|---|---|---|---|---|
| Basic Skills | The basic skills English course completion rate will achieve 77% (Scorecard metric and IEPI indicator). | 70% | 73% | 2004-05-2009-10  2006-07-2011-12  2008-09-2013-14 | 77% | 79% | 69% |
| Basic Skills | The basic skills Math completion rate will achieve 57% (Scorecard metric and IEPI indicator). | 52% | 55% | 2004-05-2009-10  2006-07-2011-12  2008-09-2013-14 | 57% | 59% | 51% |
| Basic Skills | The basic skills ESL completion rate will achieve 50% (Scorecard metric and IEPI indicator). | 42% | 46% | 2004-05-2009-10  2006-07-2011-12  2008-09-2013-14 | 50% | 52% | 41% |
| Civic Engagement | Six percent of students with a goal of transfer or degree will have enrolled in at least one course having a community/civic engagement component each fall. | 4% | 3% | 2010  2012  2014 | 6% | 8% | 3% |
| Career Technical Education | Fifty seven percent of students who were enrolled in a career technical education program will be employed full-time one year after leaving De Anza. | 59% | 56% | 2013-14  2014-15 | 57% | 59% | 58% |
| Career Technical Education | De Anza will have a 58% completion rate for the Career Technical Education Completion Rate (Scorecard metric and IEPI indicator). | 46% | 55% | 2004-05-2009-10  2006-07-2011-12  2008-09-2013-14 | 58% | 60% | 45% |

| EMP Area | Measure | 5-Year Average | Current Rate | 5-Year Trend | Master Plan Goal | Aspirational Goal | Standard |
|---|---|---|---|---|---|---|---|
| Equity | Targeted groups will persist from fall to fall at a rate within 5% of all other groups. | 68% - Average of Targeted vs 71% Non Targeted | 73% - Average of Targeted vs 71% Non Targeted |  | 75% - African America, Latino and Filipino | 77% - African America, Latino and Filipino | 67% - African America, Latino and Filipino |
| Equity | There will be no more than a 5 percentage point difference between the annual Course Completion Rate for targeted groups and all other groups (IEPI indicator). | 68% - Average of Targeted vs 74% Non Targeted | 68% - Average of Targeted vs 77% Non Targeted |  | 72% - African America, Latino and Filipino | 74% - African America, Latino and Filipino | 67% - African America, Latino and Filipino |
| Funding | Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures will remain stable at 97% (IEPI Indicator). | 97% | 97% |  | 97% | 97% | 97% |
| Funding | The annual FTES enrollment will increase to 20,000 (IEPI indicator). | 19,778 | 19,493 |  | 20,000 | 20,200 | 19,578 |
| Outreach | Fall enrollment of students residing in geographical locations with historically low participation rates will increase to 47%. | 43% | 44% |  | 47% | 49% | 42% |
| Planning | The college will attain Fully-Accredited-No Action in fall 2017 from the accrediting commission (IEPI Indicator). | Fully-Accredited-No Action | Fully-Accredited-No Action |  | Fully-Accredited-No Action | Fully-Accredited-No Action | Fully-Accredited-No Action |

| EMP Area | Measure | 5-Year Average | Current Rate | 5-Year Trend | Master Plan Goal | Aspirational Goal | Standard |
|---|---|---|---|---|---|---|---|
| Success and Retention | The college will attain an overall Persistence Rate of 75% (Scorecard metric). | 74% | 71% | 2004-05-2009-10  2006-07-2011-12  2008-09-2013-14 | 75% | 78% | 73% |
| Success and Retention | The college will achieve a rate of 71% or the highest score within the peer group on the Overall Scorecard Completion Rate (Scorecard metric, IEPI indicator). | 65% | 67% | 2004-05-2009-10  2006-07-2011-12  2008-09-2013-14 | 71% | 73% | 64% |
| Success and Retention | The college will achieve a rate of 89% or the highest score within the peer group on the Scorecard Completion Rate for Prepared students (Scorecard metric, IEPI indicator). | 83% | 84% | 2004-05-2009-10  2006-07-2011-12  2008-09-2013-14 | 89% | 91% | 82% |
| Success and Retention | The college will achieve a rate of 62% or the highest score within the peer group on the Scorecard Completion Rate for Unprepared students (Scorecard metric, IEPI Indicator). | 58% | 60% | 2004-05-2009-10  2006-07-2011-12  2008-09-2013-14 | 62% | 64% | 57% |
| Success and Retention | The college will achieve a rate of 77% for the Annual Course Completion Rate (IEPI indicator). | 75% | 76% | 2009-10  2011-12  2013-14 | 77% | 78% | 74% |
| Success and Retention | The college will achieve a rate of 75% for the Annual Course Completion Rate for online courses. | 65% | 71% | 2010-11  2012-13  2014-15 | 75% | 77% | 64% |

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| EMP Area | Measure | 5-Year Average | Current Rate | 5-Year Trend | Master Plan Goal | Aspirational Goal | Standard |
|---|---|---|---|---|---|---|---|
| Success and Retention | The college will achieve a rate of 60% for the Annual Course Completion Rate by Subject for the lowest achieving subject areas. | 61% | 61% | 2010-11 2012-13 2014-15 | 62% | 63% | 60% |
| Success and Retention | The number of associate degrees awarded will increase to 2,100 (IEPI indicator). | 1,444 | 1,701 | 2010-11 2012-13 2014-15 | 2,100 | 2,300 | 1,500 |
| Success and Retention | The number of certificates awarded will increase to 675. (IEPI Indicator). | 550 | 584 | 2010-11 2012-13 2014-15 | 675 | 700 | 500 |
| Transfer | The number of students who transfer to a four-year institution will increase to 2,800 (IEPI indicator). | 2,420 | 2,604 | 2009-10 2011-12 2013-14 | 2,800 | 2,850 | 2,400 |

Master Plan Goal = The rate that will be used in the document, this is a rate that the college can achieve year after year.

Aspirational Goal = The rate the college will work towards to achieve, but is set at a high, aspirational level.

Standard = The rate set at its lowest level that the college would not want to drop below. If it did, it would want to take steps to increase the rate.

IEPI Metric = Institutional Effectiveness Partnership Initiative Framework Indicator as required by the Chancellor's Office

Scorecard Indicator = Chancellor's Office Student Success Scorecard

Data is reported for the most current time period available based on the data source.