

# Standard One

## Institutional Mission

Some faculty and staff have expressed concerns that the mission statement should reconsider the use of the phrase “challenges students” in favor of language that more accurately reflects our purpose and what we really expect of our students.

Some faculty have expressed an interest in using language that better illustrates our desire for students to be successful in all domains of learning: the cognitive, the affective and the psychomotor. Other faculty have expressed a desire to include in the mission language that emphasizes access to technology for all students. Recent funding incentives emphasizing the measurement and reporting of outcomes also challenges the College to reevaluate its mission statement. Other faculty have expressed a desire for the mission statement to be more closely associated with student outcomes.

Those comments support the need to revise the mission statement.

There is a further need to coordinate College planning efforts with the District.

Both De Anza and Foothill colleges have finalized Educational Master Plans that look ahead until 2005. These plans are the foundation for a District Master Plan (Doc. 1.16).

To date, there are no District program review policies or procedures in place. However, efforts are currently underway to propose a District program review process through the District shared governance Joint Development Group in order to establish a District program review process by 1999-2000 (Doc. 1.17).

It appears there is a need for the mission statement and the other supporting documents to be woven together into a single publication.

The mission statement was approved in 1994 and has appeared, in part or whole, toward the

front of every catalog since. During the opening days of 1995, all faculty and staff were given the mission statement on laminated bookmarks, and a poster version was distributed for display in all classrooms and offices. Not all division, department, and program offices display the current mission statement; some still display the pre-1994 mission statement. The mission, purpose, and outcomes statement can most recently be found in the 1998-99 catalog, DE ANZA 2005 Pathways to Excellence, the viewbook, the Instructor’s Survival Kit prepared for new full-time faculty orientations (Doc. 1.18), and on the College Web site. At the beginning of the winter quarter of 1999, all faculty, staff and administrators were again given the bookmark version of the mission statement.

The philosophy and objectives statement appears in all recent catalogs but varies in its location from page 2 to page 19. The recent survey results seem to underscore this lack of prominence, because 68 percent of those responding apparently did not know about the philosophy statement or what it says.

The complete values statement (Doc. 1.19) was adopted in Dec. 1990 but was not widely distributed. The College Council last reviewed College values in Sept. 1996 (Doc. 1.20). At that time it was decided to publish only the list of values, with no priority intended. A listing of the values can most recently be found prominently in the Educational Master Plan.

The College community finds it difficult to decipher such terms as mission, vision, value, objective, function, purpose, goal, outcomes, overview, and philosophy.

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### Planning Agenda

- College Council will develop clear, streamlined language to express the College mission and values.

### Supporting Documentation

- Doc. 1.01 Board of Trustees minutes, 1994
- Doc. 1.02 1997-98 College Catalog, pg. 1
- Doc. 1.03 1998-99 College Catalog, pg. 1
- Doc. 1.04 1998-99 College Catalog, pg. 19
- Doc. 1.05 DE ANZA 2005 Pathways to Excellence – the Educational Master Plan
- Doc. 1.06 De Anza College general information brochure (March, 1998) and the viewbook
- Doc. 1.07 Mission, Values, etc. Statement
- Doc. 1.08 Charge of the Diversity Advisory
- Doc. 1.09 Committee College Council minutes, Feb. 25, 1999
- Doc. 1.10 Board of Trustee minutes, March 1, 1999
- Doc. 1.11 Quest for Excellence – De Anza College Annual Report 1996-97
- Doc. 1.12 Goals Project – Spring 1997
- Doc. 1.13 Faculty and staff survey
- Doc. 1.14 Education Code Section 66010.4 College Council minutes, September of 1996
- Doc. 1.15 Board of Trustees minutes, June 11, 1990
- Doc. 1.16 District Master Plan
- Doc. 1.17 Joint Development Group Minutes, April 7, 1999
- Doc. 1.18 Instructor’s Survival Guide
- Doc. 1.19 Value Statements

# Standard Two

## Institutional Integrity

*The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs; and in relationships with its accreditation association and other external agencies.*

1. *The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its catalogs, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and the governing Board.*

### Descriptive Summary

Over the last five years, the number of publications about the College has increased (Doc. 2.01). Administrative, classified, faculty, and College-wide retreats; the President's Open Forums, Town Hall Meetings, and open office hours; the implementation of shared-governance planning and budgeting teams; and a new Educational Master Plan (Doc. 2.02) have contributed to more accurate and comprehensive communications. College

catalogs (Doc. 2.03 ) and schedules (Doc. 2.04) are designed to achieve a "user friendly" format. In addition, Web sites for the College, its departments, divisions, and programs intend to function with the same "user friendly" character. Brochures and other publications from divisions and departments (Doc. 2.05) present greater detail on instructional programs and support services. Finally, a new structure (Doc. 2.06) for administrative organization was developed to provide clear and accurate communication for a more integrated community.

### Self Evaluation

The College recognizes that its commitment to communicate honestly in all phases of its work requires constant assessment. A survey conducted in the fall of 1998 indicated that the College has students, faculty, staff, and administrators who do not clearly understand how the goals, policies, procedures, and strategies of the institution work (Doc. 2.07). Monitoring, assessing, and improving clear and "user friendly" communication seem needed if the College presentation about itself is to work effectively.

### Planning Agenda

- The College Council will review and update its internal and external plan for both written and electronic communications.
2. *The institution has a readily available governing Board-adopted policy protecting academic freedom and responsibility which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning process.*

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### Descriptive Summary

The Foothill-De Anza Community College District Board policy on academic freedom is available electronically and in hard copy. The policy clearly intends to protect free inquiry of faculty as well as students, and it outlines institutional commitment and responsibilities (Doc. 2.08).

### Self Evaluation

The policy on academic freedom seems adequate and comprehensive. As part of the Board policy review, the academic freedom policy was revised on Nov. 18, 1996 (Doc. 2.09).

### Planning Agenda

- No recommendations at this time.

3. *Faculty and other College staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.*

### Descriptive Summary

Administrative, faculty and student evaluations report on the extent to which instructors are conducting classes fairly and objectively. The District student complaint policy (Doc. 2.10) describes another method for students to voice concern about instructor objectivity.

### Self Evaluation

Employee evaluations (Doc. 2.11); surveys of students (Doc. 2.12); and student, faculty and staff representation on College governance committees illustrate College efforts at ensuring fairness and objectivity. Experience has shown that very few complaints have been filed about instructor or staff objectivity.

### Planning Agenda

- No recommendations at this time.

4. *Institutions which strive to instill specific beliefs or world views or to require codes of conduct of faculty, administrative and support staff, or students give clear prior notice of such policies.*

### Descriptive Summary

De Anza College strives to instill an appreciation of all perspectives and points of view. The Board of Trustees and constituent groups at the College have policies describing conduct in the following areas: sexual harassment, accessibility, non-discrimination, drugs and alcohol, and non-smoking (Doc. 2.13). Board policy on ethics and conduct is clear and periodically reviewed (Doc. 2.14).

### Self Evaluation

Regular assessment and revision of policies are important for the College. Clear policy statements are communicated via Board policies and are revised as needed.

### Planning Agenda

- No recommendations at this time.

5. *The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation.*

### Descriptive Summary

The College provides faculty and students with policies concerning academic honesty and spells out sanctions for violations as well as due process for those accused (Doc. 2.15).

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### Self Evaluation

Policies and procedures connected with all expected standards for faculty and student behavior are stated clearly in each quarter's class schedule (Doc. 2.16). In addition, faculty are directly advised to state clearly their "requirements and rules" in green sheets (course syllabi) so that students will know what each faculty member expects (Doc. 2.17).

### Planning Agenda

- No recommendations at this time.

6. *The institution demonstrates through policies and practices an appropriate understanding of, and concern for, issues of equity and diversity.*

### Descriptive Summary

De Anza College has a long-standing commitment to equity and diversity. From the College mission statement (Doc. 2.18); the Multicultural Plan (Doc. 2.19); the five-year Staff Development Plan for Diversity (Doc. 2.20); and policies and practices connected with curriculum (Doc. 2.21), hiring (Doc. 2.22), governance (Doc. 2.23), and student rights (Doc. 2.24), the College expresses commitment for equity and diversity. The College acts in ways calculated to result in a College more responsive to student demographics of this region.

### Self Evaluation

The College commitment to multiculturalism is evidenced by its Multicultural Plan, Diversity Advisory Council, the hiring of a Faculty Diversity Coordinator in 1995, the improving diversification in hiring of College employees, the ongoing infusion of multiculturalism into the curriculum, and general education (GE) requirements that represent global issues and perspectives. At the highest level of institutional governance, the

Diversity Coordinator and a representative of the Minority Staff Association serve on the College Council. In addition, as a result of a District comprehensive diversity assessment (Doc. 2.25), the College has increased its commitment through diversity workshops and courses for employees, management development, affirmative action training sessions, and revisions of employee hiring minimum qualifications to include an understanding of and sensitivity to diversity issues.

### Planning Agenda

- The Curriculum Committee, under the joint leadership of the Academic Senate and the Office of Instruction, will establish an implementation plan of the revised GE criteria, reflecting the ongoing commitment to multiculturalism in the curriculum.
  - The College Council will review College progress toward improving its diversity efforts according to the Educational Master Plan (e.g., student outcomes, curriculum, hiring, staff development) with assistance from the Diversity Advisory Council.
7. *The institution demonstrates honesty and integrity in its athletic programs.*

### Descriptive Summary

Throughout its successful history in athletics, De Anza College has consistently prized honesty and integrity in its athletic programs. Governed by the California Commission on Athletics and its own Athletic Program policies, De Anza coaches, staff, and student athletes are expected to adhere strictly to the standards published by the commission in its constitution. The College athletic program is overseen by the Dean of Physical Education and Athletics with daily operations coordinated by the Athletic Director.

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### Self Evaluation

De Anza has had some notable academic and athletic achievements by its student athletic teams. The College has had both men's and women's teams recognized for the quality of their work in the classroom and in intercollegiate sports.

### Planning Agenda

- No recommendations at this time.

8. *The institution demonstrates honesty and integrity in its relationships with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and self-study requirements*

### Descriptive Summary

In all its dealings with the Accrediting Commission, De Anza College demonstrates integrity and honesty in its efforts to assess, evaluate, and improve all phases of the College in accordance with the standards and requirements of the commission. Through the broad-based committee structure of the College representative of students, faculty, staff, and administrators, the community has been invited to an honest and open self study for each of the accrediting standards.

### Self Evaluation

The committee structure for the self study reflects the regular shared-governance practices of the College emphasized by the commission. Participation has been adequate in the process of considering and writing this self study.

### Planning Agenda

- No recommendations at this time.

9. *The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs and services.*

### Descriptive Summary

De Anza College regularly assesses and revises policies, practices, and publications so that it can accurately communicate its mission, programs and services. Shared-governance teams operate not merely on a problem-solving schedule but on a regular basis and are motivated by concern for the improvement of all phases of the College.

### Self Evaluation

The College will use the Educational Master Plan as its guide for main directions for the next six years. It is intended as a framework for development and will include regular interpretations of all its parts as well as revision of those policies and strategies which collegial practices indicate.

### Planning Agenda

- No recommendations at this time.

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### **Supporting Documentation**

- |           |  |           |  |
|-----------|--|-----------|--|
| Doc. 2.01 | Marketing/Communications Office materials  | Doc. 2.15 | Academic Senate Resolution on Academic Integrity adopted 6/15/98 |
| Doc. 2.02 | De Anza Educational Master Plan  | Doc. 2.16 | Fall Quarter 1999 Schedule of Classes                            |
| Doc. 2.03 | De Anza College Catalog  | Doc. 2.17 | Academic Senate Resolution on Good Practices, 1998               |
| Doc. 2.04 | Fall 1999 Class Schedule   | Doc. 2.18 | College mission statement  |
| Doc. 2.05 | Brochures and other publications from divisions, instructional programs, and the College               | Doc. 2.19 | Multicultural Plan   |
| Doc. 2.06 | 1999-2000 De Anza College Administrative Organization  | Doc. 2.20 | Staff Development Plan for Diversity                             |
| Doc. 2.07 | Fall, 1998 Survey of Employees   | Doc. 2.21 | Policies and practices connected with curriculum                 |
| Doc. 2.08 | Foothill-De Anza Community College District Board Policy 4190, app 4/20/60, rev. 11/18/96              | Doc. 2.22 | Policies and practices connected with hiring                     |
| Doc. 2.09 | Student Rights and Responsibilities Appendix 5500, Board Policies on Students Services                 | Doc. 2.23 | Policies and practices connected with governance                 |
| Doc. 2.10 | Student complaint policy   | Doc. 2.24 | Policies and practices connected with student rights             |
| Doc. 2.11 | Evaluation forms   | Doc. 2.25 | Diversity assessment, Kendall Report                             |
| Doc. 2.12 | Student surveys  |           |  |
| Doc. 2.13 | Board policies on sexual harassment, accessibility, non-discrimination, drugs and alcohol, and smoking |           |  |
| Doc. 2.14 | Board policy on ethics and conduct   |           |  |





# Standard Three

## Institutional Effectiveness

*The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes which can be validated by objective evidence.*

### **A. Institutional Research and Evaluation**

*A.1 Institutional Research is integrated with and supportive of institutional planning and evaluation.*

#### **Descriptive Summary**

De Anza College institutional research is integrated with and supportive of institutional planning and evaluation. A District Research Committee coordinates the research function of De Anza College. De Anza houses a District-funded research office that is staffed by one faculty researcher and one classified research assistant from Foothill College.

The institutional planning group of the College is called the College Council. The College Council uses internal and external sources of information as it develops and/or responds to the planning process and institutional recommendations of the College. The researcher presents the College Council and other planning committees with institutional and District research results and external data to assist the College in its planning efforts.

The primary evaluation process of the College is institutional program review which drives the Educational Master Plan of the College. Other institutional evaluation processes include the Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation self study, specialized accreditation reviews by other agencies, an external audit of College finances, and annual planning reports.

All of these evaluation processes use institutional research. The College researcher supports these processes by developing and conducting user surveys, interpreting results, and working with Information Systems and Services to obtain mainframe data. College units and programs use data to evaluate their programs and to identify areas needing improvement.

#### **Self Evaluation**

Institutional research supports the basic needs of institutional planning and evaluation. The College researcher has prepared detailed reports which included demographic, socio-economic and labor market trends and projections at the local, state, and national levels. The College Council and planning and budgeting teams make use of institutional research, such as student demographics and enrollment trend reports prepared by the College researcher. Enrollment data were used by the President's Cabinet and Vice Presidents/Provost Group to develop enrollment plans for 1998-99. Results from WSCH-generating divisions indicate that this process has been useful and successful. A number of division-level changes in enrollment planning have been made as a result of data (class-size history, retention information, etc.) related to enrollment trends. Research data are also used in the form of baseline data reports to assist in institutional planning. The College's Marketing/Communications Office uses research and data from the College researcher and other independent survey processes to validate the planning assumptions of the College. These external data are used to cross-reference or validate the data generated by the College researcher.

The Standard Three team used a combination of surveys, interviews and information collected during the All-College Forums to develop its self-evaluation responses in addition to reviewing College studies and related documents. Surveys were distributed to all faculty and staff at the College's Flex

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Day in the fall quarter of 1998 (Doc. 3.01). Additionally, surveys were distributed at the All College Open Forums on the Educational Master Plan, to the College Council, the Division Deans Council, and the Planning Group convened by the College Council to assist with the development of the Educational Master Plan. Individual interviews were also held with personnel identified as being directly involved with institutional research, planning and evaluation.

The results of a survey conducted by the team indicated a great deal of concern in the area of institutional research and evaluation and its use in planning and assessment (Doc. 3.02). The central concerns identified by individual interviews were the issue of access to data and a perceived lack of communication on the availability of data for planning purposes, program improvement, and accountability.

### Planning Agenda

- De Anza College will work with the Chancellor to develop a new structure for the District Institutional Research Office to improve communications so that the process and procedures for requesting, accessing, and using data are clear and available to all interested persons. The structure will include a training plan for faculty and staff on how to request, access, and use data.

*A.2 The institution provides the necessary resources for effective research and evaluation.*

### Descriptive Summary

The College uses District resources for its research and evaluation efforts. In 1992-93, Foothill and De Anza had separate institutional research offices. In the fall of 1993, the Interim Chancellor consolidated those offices into one District Institutional Research Office which is staffed by one faculty researcher and one

classified research assistant with support from the District Information Systems and Services (ISS). The District researchers provide expertise in research design, survey methodology, and analysis and interpretation of data. Equipment, software, and programming tools also are available to support their efforts. The District researchers use a personal computer to run statistical, spreadsheet, database, and word-processing software. They also use hardware and software to create surveys which can be machine-read for fast and accurate entry of data.

ISS uses a Digital VAX cluster of computers with a Digital VMS operating system. The student, human resources and financial data systems used by the ISS group are written and to some extent maintained by Systems and Computer Technology (SCT) Corporation. Several offices in both De Anza and Foothill and at the District use the client-server software BrioQuery to access data from the SCT filing system.

Starting in the fall of 1998, the District retained the services of Collegis, a technology consulting firm, to assess the current status of technology in the District and make recommendations. Collegis has completed a preliminary report to the District Chancellor. The report has been widely distributed and is being evaluated. Both De Anza and Foothill are members of the District Research Advisory Team and are participating in the preparation and implementation of a District Research Plan.

### Self Evaluation

The staff and faculty of the College are required to include data from the College researcher in their planning and budgeting efforts (Doc. 3.01). Data are frequently requested for use in grant applications. The District researcher and the ISS staff work together to help ensure the College has sound, understandable data. This effort is hampered by the fact that the current databases do not relate to each other. Data from the student

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information, human resources and financial reporting systems are not part of a relational database, making information unreliable and/or difficult to develop.

The College now uses the Internet as a valuable resource for institutional research. Users can access databases or obtain publications from a whole host of agencies such as the U.S. Census Bureau or the California Department of Finance. Many campus organizations are posting information on the Internet. The District is also developing an intranet system, which will assist in accessing critical data for research, planning and evaluation. All of the buildings on campus are wired (or are in the process of being wired) to have Internet access. All full-time faculty offices are being equipped with computers to give faculty Internet and intranet access.

The District Institutional Research Office is installing a server that will house a data warehouse for longitudinal data files and static data. The plan is to provide College and District users with the capability to access and retrieve data for developing their own strategies regarding program review, enrollment management and other reports. The longitudinal files will be annual data files for use in enrollment planning and management, program review, Partnership for Excellence, student performance data, course data, financial data for program review, referential file data and Student-Right-To-Know data from the California Community College Chancellor's Office (CCCCO) Management Information System (MIS). These files will be accessible via the Intranet/Internet to various users through the use of the BrioQuery client-server software and pre-set software templates. The static data provided on the server will be baseline data regarding students, staffing, and financial data, such as, Weekly Student Contact Hours (WSCH), Full-time Equivalent Students (FTES), Full-time Equivalent Faculty (FTEF), and productivity (WSCH/FTE). Demographic

data for Santa Clara and San Mateo counties, a quarterly fact-book, and links to other data and information sources are also available. This will be in table and chart formats for users to view and print out as needed.

Initially the District Institutional Research Office will offer training classes to users of the BrioQuery client software and the files housed in the research server. After initial training, staff training within each campus will be offered as needed.

The District Information Systems and Services Department must respond to the needs of the entire District, including institutional research and evaluation. The director position is currently vacant. At this time the Research Advisory Committee (RAC) is recommending what level of staffing will meet the information and technology needs of the College and the District.

### Planning Agenda

- The Vice Presidents and Provost will work with the Director of Research and ISS to integrate financial, human resources and student information systems to improve the College research function and use of data.
- The Vice Presidents and Provost will work with the Director of Research to identify needed training of users on requesting, accessing, and using data, and on the use of research related software.

*A.3 The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes.*

### Descriptive Summary

De Anza College has developed several ways of evaluating how well and in what ways it accomplishes its mission and purposes. These evaluations occur through accreditation, planning and budgeting, program review, and

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matriculation research. All of these evaluation processes are linked together through the College planning and budgeting process.

The Educational Master Plan is linked to the College mission (Doc. 3.02) and vision (Doc. 3.03). Annual status reports on the plan show progress in four areas (Instruction; Student Services; Workforce, Technology and Economic Development; and Finance and College Services).

Each unit of the College conducts a program review on a regular cycle. The institutional program review process (Doc. 3.04), approved by College Council, includes procedures for both instructional and non-instructional programs.

The Educational Master Plan calls for the institution to evaluate itself through measures of student success. Efforts currently underway include a subgroup of the Matriculation Advisory Committee, the Partnership for Excellence initiatives, College-wide review of basic skills, and department and division work plans to meet student access and success goals identified in the Educational Master Plan.

The College also uses State Chancellor's Office Management Information System (MIS) data to assess its mission and purposes (Doc. 3.05). California Community Colleges submit standard data to the State Chancellor's Office to create periodic reports comparing all colleges on selected topics. Data include student demographics, enrollment data, financial information, and faculty/staff data. The College researcher reviews these reports and shares results with offices and programs within the College.

### Self Evaluation

A revised program review process was implemented in 1995-96. A program review document (Doc. 3.06) was developed to review instructional programs, Student Services and College Services. The Student Services program review instrument is being revised for use in 1999-2000 to respond to the need for data to

assess student outcomes that are included in the Partnership for Excellence program (Doc. 3.07). The program review process has been effective and has resulted in recommendations for additional resources or program changes (Doc. 3.08). One of the strengths of the program review process is that it promotes accountability and requires units to identify how they will strengthen their programs and/or services.

The College Council reviews both area plans and annual reports to ensure that the College mission, goals, and objectives are being accomplished. This annual review is effective in keeping the larger College community aware of the planning efforts of the College. It also keeps areas and units focused on their plans as they relate to institutional goals and serves as a means for measuring progress. The College Council uses the data related to outcomes to develop its next years' institutional goals. The areas and units are also expected to incorporate self study plans and recommendations into their plans.

### Planning Agenda

- The planning and budgeting team for each area will ensure that all program review instruments assess student, program, and institutional outcomes on the basis of their relationship to the goals of the Educational Master Plan.

*A.4 The institution provides evidence that its program evaluations lead to improvement of programs and services.*

### Descriptive Summary

The existing program review process is used to determine the allocation of resources (FTEs, equipment, facilities, etc.). This process has been changed to allow program review to occur on a more decentralized basis. Each Vice President or Provost utilizes program review documents to recommend program changes or request resources. Based on the information contained in its program review, each area prioritizes its requests for resources.

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The institutional planning and budgeting process for Instruction; Student Services; Workforce, Technology, and Economic Development; and Finance and College Services is designed to function based on information provided in program reviews. The new planning and budgeting process has just begun, and evidence is not yet available on how this structure will support program improvement.

The existing program review and the College Council review process has led to improvements in the planning and budgeting process. Annual progress reports, prepared each year as part of the planning cycle, indicate improvements made at the unit, area, and institutional levels. The College is able to measure these accomplishments against its student success goals on a regular basis.

Matriculation research and instructional research projects help to improve College programs and services. These include research data used to develop strategies to increase enrollments and improve student outcomes in programs and services across the campus, especially in the area of basic skills offerings. As an example, the Counseling Division has used evaluations of student orientation to improve that component of matriculation.

### Self Evaluation

De Anza College gathers feedback directly from users to determine whether services or programs have improved. For example, each division dean meets with the President's senior staff to discuss enrollment patterns and division/program/course productivity figures. Students are surveyed in areas such as financial aid or orientation to identify the usefulness of the service delivery model or program format. The program review process requires all programs to go through an annual update. Each program is also required to go through an additional comprehensive review once every three years.

If there is evidence of concern for its service

delivery to students, enrollments, effectiveness at addressing institutional goals, efficiency or future plans, programs can be selected to go through an additional focused review conducted by the Vice President or Provost.

### Planning Agenda

- Planning and budgeting teams will work closely with staff and faculty in each area to ensure they understand the process and cyclical nature of planning and resource allocation. The planning and budgeting teams will assist members of each department or program in developing program reviews that provide measurable outcomes.

### B. Institutional Planning

*B.1 The institution defines and publishes its planning process and involves appropriate segments of the College community in the development of institutional plans.*

### Descriptive Summary

Since the last accreditation visit, the College put into place a new decision-making model, which was used for several years. In the last year a new iteration of the planning and budgeting process has been developed and is being implemented. (See the attached Decision-Making Model document [Doc. 3.09].) Copies of the model were distributed widely, and All-College Forums were held to solicit broad input into its development.

The planning and budgeting process calls for College Council to develop strategic institutional plans and specifies the membership of the Council. Council members include the eight co-chairs of the planning and budgeting teams, the Diversity Coordinator, and representatives of the Academic Senate, Classified Senate, De Anza Associated Student Body, and Minority Staff Association. In

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In addition, there is a faculty co-chair appointed by the Academic Senate. Meeting agendas are distributed and posted throughout the campus. Each meeting provides time for public comment. When institutional plans are being developed, the College Council invites College-wide involvement at All-College Open Forums and/or Town Hall Meetings.

### Self Evaluation

The revised planning process has been in place since 1995. It appears to be working well in terms of being inclusive and addressing long-term effectiveness of the planning process. College Council understands its role and function as the institutional planning body of the College and attempts to follow the intent of its charge as it addresses institutional planning. College Council continuously evaluates itself and makes shifts in its charge, goals and membership as warranted.

College Council includes representation from all constituent groups on campus. All meetings are publicized and open to the College community. Open forums that address planning agendas and assumptions (Doc. 3.10) are held to receive comments on preliminary and tentative drafts of institutional plans. Attendance at these forums depends on the broad implications of the planning agenda. There is a greater number of faculty members in attendance when the agenda involves instructional programs. Evidenced by the accreditation survey, members of the College community report that they are aware of their option to attend the open forums and speak on any issue related to College operation. The College Council distributes data related to the planning or goal-setting efforts of the College to all members of the College community. This is generally preceded by an all-College, voice-mail message; and it is also placed on the Learning Center files server for computer access at any time.

The College Council and the planning and budgeting teams have prepared planning

guidelines which are distributed to all areas that submit program reviews. The guidelines call for the involvement of all faculty and staff in the development of program reviews, unit plans, and budgets. When a program or service requests additional resources, that request must be included within its program review; and the request must also reflect the collective input of people within the area where the request has been generated.

### Planning Agenda

- The four planning and budgeting teams will help the College strengthen planning and budgeting processes and will encourage diverse faculty, staff, and student involvement through its planning and budgeting teams.

*B.2 The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.*

### Descriptive Summary

The planning and budget process includes a master decision-making process that includes procedures that show the relationship of planning with program review and the Accreditation Self Study. The decision-making structure of the College specifies the relationship between planning and evaluation (Doc. 3.11).

Program review produces a summary report, which includes recommendations for improving the unit or program reviewed and for resource allocation. Each unit or area incorporates these recommendations into future plans and budgets.

Program review outcomes, institutional research reports, external data, mandates from outside agencies, the Accreditation Self Study, and accreditation team recommendations are among the items reviewed by the planning group of each area as it prepared to participate in the development of the Educational Master Plan. Each step of the planning process allows opportunity for broad input and acceptance

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among units, areas and constituencies on campus. Once the College Council drafts the Educational Master Plan (a six-year plan that is updated annually), open forums are held to gather input and comments from the entire College community. Each step of the process calls for participation and evaluation of the work that has been completed.

College planning and program review policies are reviewed annually by a group composed of chairs of decision-making teams; and changes by the College Council are made when appropriate. If evaluations suggest that major policy revisions are necessary, then policies may be changed and approved through mutual agreement by the members of College Council.

### Self Evaluation

Information collected in the fall of 1998 surveys conducted on this standard raised concerns about how well information, submitted as a part of program review, is used to recommend program changes or improvements. Individual follow-up interviews suggested that there were too many unit plans to review and that the program review process is primarily a resource allocation process. College faculty and staff who were interviewed recognized that it is important to have program review linked to planning and budgeting, but expressed concern regarding the annual program review cycle and the ability of the Program Review Committee to adequately respond to information in program review documents. The College Council expressed concern that not all faculty and staff know how the planning and budgeting process works. College Council recognizes the need for continued communication with the campus community. Ongoing training and experience using the new planning and budgeting process will be factors that may improve campus-wide knowledge about the process.

The work of the College planning and budgeting teams is designed to integrate program review, area planning, budgeting, and

evaluation processes. The Educational Master Plan further outlines how the evaluation and planning processes are related to the College vision, mission, accreditation process, budgeting and institutional planning. Program review and planning have been on a one-year cycle. The revised program review process will be on a three-year cycle, which will relate to the six-year cycle of accreditation. Once the College completes a full cycle (six years), it will have an opportunity to see how effective this model is for aligning planning and program review with the accreditation cycle.

In addition to recommendations for improvement coming from departments, the planning and budgeting teams are expected to make recommendations back to the departments for program improvement purposes.

### Planning Agenda

- The Vice Presidents and Provost will oversee the development of written materials that show a clear link between program review, resource allocation and program improvement.
- The Vice Presidents and Provost will develop informational sessions to orient members of planning and budgeting teams in order to reinforce the relationship of program review to planning.

*B.3 The institution engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve program and services.*

### Descriptive Summary

De Anza College engages in systematic and integrated educational, financial, physical, and human resource planning and implements changes to improve its programs and services. In 1995 as a result of annual strategic planning processes, a College-wide Decision-Making

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Model was revised and implemented. At De Anza, strategic goals drive the resource allocation process. The College Council affirmed the need for a comprehensive Educational Master Plan to serve as the focal point for its many other plans. The Educational Master Plan was Board-approved in April, and the Facilities Master Plan was completed in June, 1999.

The College Council is charged with overseeing the development and integration of its Educational Master Plan to ensure that educational, physical, human resources, and departmental program plans are congruent with it.

Changes have been implemented to improve programs and services. Many of these changes resulted from the 1992-93 Accreditation Self Study and visiting team recommendations. Program review recommendations and summaries describe the follow-up needed to improve the program or service area under review. Units and areas prepare annual status reports that include the progress made each year in accomplishing the objectives of the unit and area and their relationship to the planning objectives of the College.

Several programs undergo program accreditation or review by outside or external agencies that certify or recommend actions to the grant or funding agencies. Among these are programs of child development, nursing, Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), matriculation, paralegal and physical therapy assistant. Recommendations resulting from these outside or external agency reviews are incorporated into unit level plans.

### Self Evaluation

The College planning process is designed to provide for integrated educational, financial, physical, and human resource planning. The College recognizes the importance of planning for determining the distribution of resources

(staff, faculty, facilities, equipment, and dollars). Annual College goals are used to develop further specialized plans (e.g., multicultural, technology and facilities).

Each unit has the opportunity to include its facilities, equipment, and human resources needs in its program review document or unit plan. Each unit is expected to involve faculty and staff representatives in identifying the needs and developing the plans for their unit.

Planning and budgeting teams are responsible for reviewing different plans (e.g., matriculation, multicultural, technology, Accreditation Self Study, program review reports, EOPS, DSPS, facilities, etc.). The recommendations that are developed by each planning and budgeting team are reviewed at the College Council level to determine their relationship to and consistency with the goals of the Educational Master Plan.

The faculty and staff survey and interview process asked employees to rate how well educational, financial, facilities, equipment and human resource planning supports institutional planning efforts. All units responded that educational and financial planning do not support institutional goals and are not well integrated with other institutional planning efforts. Individual interviews indicated that there in fact was a relationship but that there was poor communication to the campus community about planning and budgeting. The planning and budgeting processes are undergoing modification with an accompanying communications plan.

### Planning Agenda

- College Council will improve its process for communicating planning goals and objectives to faculty, staff, and students for the purpose of getting broad feedback on the impact of proposed program changes and resource implications.



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- College Council will provide written communications to governance constituencies about its policies and procedures related to program improvements, the prioritization of staff, and resource allocations.

### **C. Institutional Outcomes Assessment**

*C.1 The institution specifies intended institutional outcomes and has clear documentation of their achievement.*

#### **Descriptive Summary**

The De Anza Educational Master Plan, program reviews, planning and budgeting plans, Matriculation Plan, Student Equity Plan, Multicultural Plan, Technology Plan, Facilities Master Plan, District Educational Master Plan, and District Diversity Plan specify intended institutional outcomes. Achievement of outcomes is documented in planning progress reports made to the Foothill-De Anza Board of Trustees and to the State Chancellor's Office on matriculation, financial aid, EOPS, Vocational and Applied Technology Education Act (VATEA) and MIS. A number of annual/standard reports are generated by the District Institutional Research Office. One such report shows student retention, success, and non-success by academic division, ethnicity, and instructor (Doc. 3.12).

In addition, external agencies also document De Anza College achievements and/or proposed outcomes as a condition of receiving funds. A recent example is the California Community College Chancellor's Office, which monitors College/system progress toward Partnership for Excellence goals.

#### **Self Evaluation**

The College Council has identified the need to clarify College decision making, planning and budget processes. It has asked that they have a

more specific relationship to measurable goals and outcomes.

As part of developing the Educational Master Plan, the College revisited its definition of student success to ensure that it is consistent with that identified in the statewide Partnership for Excellence. The planning and budgeting teams for each area identified Educational Master Plan-related outcomes measures to use as benchmarks in requesting resources. Program reviews from each area of the College will include information on projected outcomes, documentation of achievement, and relationship to Educational Master Plan goals.

#### **Planning Agenda**

- College Council will regularly report to the College community institutional outcomes that relate to the goals of the Educational Master Plan.

*C.2 The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.*

#### **Descriptive Summary**

De Anza College reports information from its evaluation and planning activities on matters of quality assurance to its internal and external publics in a variety of ways. State-of-the-College reports are presented annually to the Foothill-De Anza District Board of Trustees. Much of the information presented to the Board is developed as a part of the program review and planning and budgeting processes of the College. When media contact the College on matters of community or public interest, the Director of Marketing, Communications and Development oversees the release of information. The Marketing/Communication Office also prepares a number of brochures and documents for publication and public distribution. As part of each regular Board meeting, the College

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President also makes announcements on items of interest to the public. In compliance with Student-Right-to-Know regulations, the DeAnza Campus Safety and Security Office prepares annual campus crime reports. The District Institutional Research Office prepares information on new students in College programs for public distribution. De Anza also maintains a Web site on the Internet with detailed information on the College and its programs and services.

### Self Evaluation

De Anza regularly publicizes information from its evaluation and planning activities internally and externally. A large portion of the information is posted on the Web. The Marketing/Communications Office routinely gets coverage in local newspapers concerning activities and successes of the College and publishes a newsletter, *LocalTalk* (Doc 3.13), for distribution to the College community.

Federal regulations require the College to gather and publish Student-Right-to-Know information regarding campus safety and program completion rates. Campus crime reports are prepared by the Director of Campus Safety and Security, with the assistance of the Director of Health Services.

The College also schedules meetings with local high school superintendents and principals to inform them of the planning efforts of the College. Similar information is shared with high schools and local businesses by members of the outreach, instruction, workforce and student services offices as well as the Director of Marketing, Communications and Development and the President.

### Planning Agenda

- The Dean of Student Development will plan and oversee annual meetings with the appropriate administrators, counselors and

faculty of feeder high schools to review the planning objectives of the College, with a special focus on student outcomes.

- The Director of Marketing, Communications and Development will develop a document to be used by College outreach officers and will outline the planning objectives of the College.

*C.3 The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.*

### Descriptive Summary

Institutional research is analyzed on a periodic basis by College Council. College planning and budgeting teams have the responsibility of evaluating the research needs and efforts of each area. The College Council reviews planning and budgeting documents to ensure the accuracy of data and their relationship to planning goals identified in the Educational Master Plan. The Vice President of Student Services and the Vice President of Instruction serve on the District Research Advisory Committee (RAC). As members of RAC, they work with District research staff to identify data needed to improve or enhance the planning processes of the College. Matriculation research reports are also evaluated by the Dean of Counseling and Matriculation to determine needed changes in the Matriculation Program.

The existing institutional program review process was implemented in 1995. A revised program review process is being developed to improve coordination between program review, planning and budgeting. The College Council reviews institutional plans and the planning process each year. Area and unit members are given an opportunity to offer suggestions for improving the planning process as a part of open forums.

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### Self Evaluation

In 1995-96, the Chancellor of the Foothill-De Anza Community College District called for a District-wide review of its District Institutional Research Office. A survey of users was conducted which indicated that there was a need to review the level of funding and staffing of the District Institutional Research Office. Although rating the office as satisfactory, the perception of those interviewed was that research staff members are unable to respond to all of the requests for data. The research staff also expressed that the colleges need to prioritize requests to ensure that the most critical requests for data are being addressed.

Data routinely submitted to the State Chancellor's Office in the form of management information reports have been accurate with very few corrective actions needed.

The College is in the process of revising its institutional program review process. The College has successfully collected program review information on instructional programs, but has not had the same level of success with student services, College services or workforce programs. An initial form for program reviews was intended for use by all programs (Instruction, Student Services, Workforce, and College Services). A new form is being developed for Student Services and is being discussed for possible use by other non-instructional programs and services. The program review process will limit the number of programs reviewed annually to one-third.

### Planning Agenda

- The College Council will monitor program review results from each organizational area to ensure that program reviews provide sufficient information for planning and resource allocation.

### Supporting Documentation

- Doc. 3.01 Baseline Data Report
- Doc. 3.02 Educational Master Plan
- Doc. 3.03 Institutional Vision Statement
- Doc. 3.04 Institutional Program Review Document
- Doc. 3.05 MIS Data Report
- Doc. 3.06 1995-96 Program Review Document
- Doc. 3.07 Partnership for Excellence Document
- Doc. 3.08 Program Analysis or Procedures for Program Review
- Doc. 3.09 Decision-Making Model – Planning and Budget Procedures
- Doc. 3.10 Agendas – Open Forums – Planning
- Doc. 3.12 Decision-Making Structure
- Doc. 3.13 LocalTalk
- Doc. 3.14 Matriculation Plan
- Doc. 3.15 Student Equity Plan