DeAnza College

Educational Master Plan Update 2012

Overview

This document, approved by College Council on Dec. 13, 2012, serves as an annual update to the De Anza College Educational Master Plan 2010-2015.

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Summary of Student Demographics

De Anza College undertakes integrated planning, which includes not only the establishing of goals but also an understanding of important demographics and variables, both internal and external, that affect the college. Key Student Characteristics and Key Data examine trends in student access, success, equity, basic skillsand community engagement.

Key Student Characteristics, Fall 2011
- Students from De Anza's designated service area account for about 19% of the student population.
- 47% of the college's students reside in the city of San Jose, about 11% in Sunnyvale, 9% in Cupertino and 7% in Santa Clara.
- 42% of students are considered full-time, taking 12 or more units.
- 1,644 international students attend the college.
- 15% of students have already completed a bachelor's degree or higher.
- 63% of students are 24 years old or younger.
- Female and male students are equally represented.
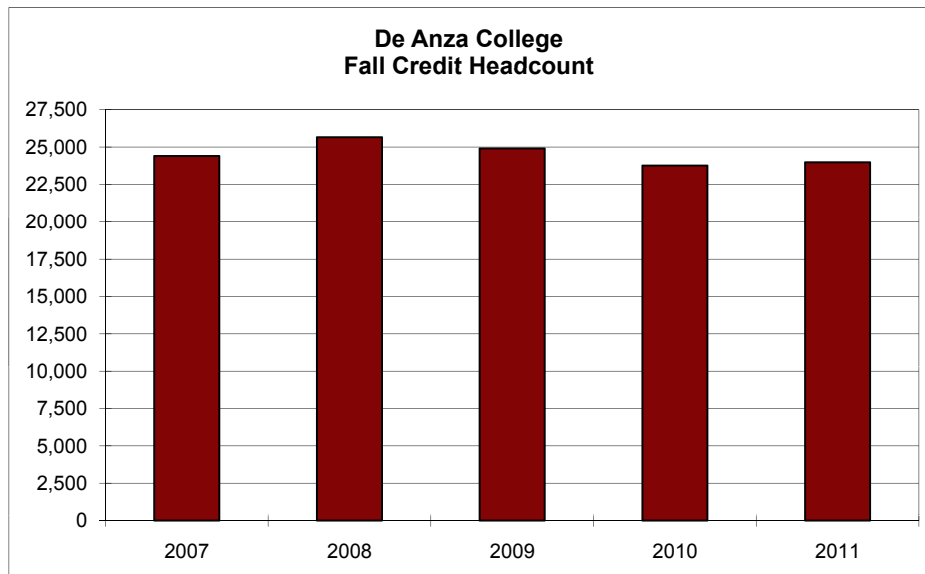
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* Institutional Metrics

1. Fall Headcount

Fall headcount enrollment increased 1% from 2010 to 2011, from 23,760 to 23,982.

Figure 1

**De Anza College
Fall Credit Headcount**

Source: FHDA IR&P

2. Total Full-Time Equivalent Student (FTES) Enrollment*

Full-time equivalent student enrollment increased slightly from 20,025 in 2010-11 to 20,143 in 2011-12. The institutional metric is for FTES enrollment to increase 5 percentage points by fall 2015, which is unlikely in view of state-mandated workload (i.e. enrollment) reductions.

Figure 2

**De Anza College
Total Fiscal Year Full-time Equivalent Students (FTES)**
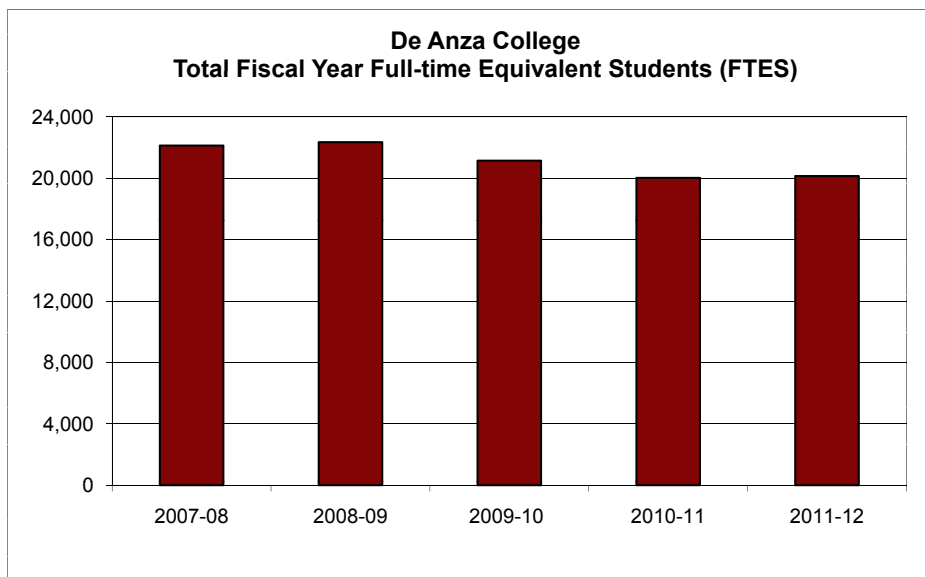
Source: FHDA IR&P and CCFS-320 Reports, P-1 Report

3. Santa Clara County Public High School Graduate Participation Rate*

De Anza attracted 13.5% of all Santa Clara County students graduating from high school in 2011, up 1 percentage point from 2010. The institutional metric is to increase the participation rate of Santa Clara County public high school graduates from 16% in fall 2008 to 20% in fall 2015. Reductions in state funding will likely preclude the achievement of this goal in the near term.

Figure 3
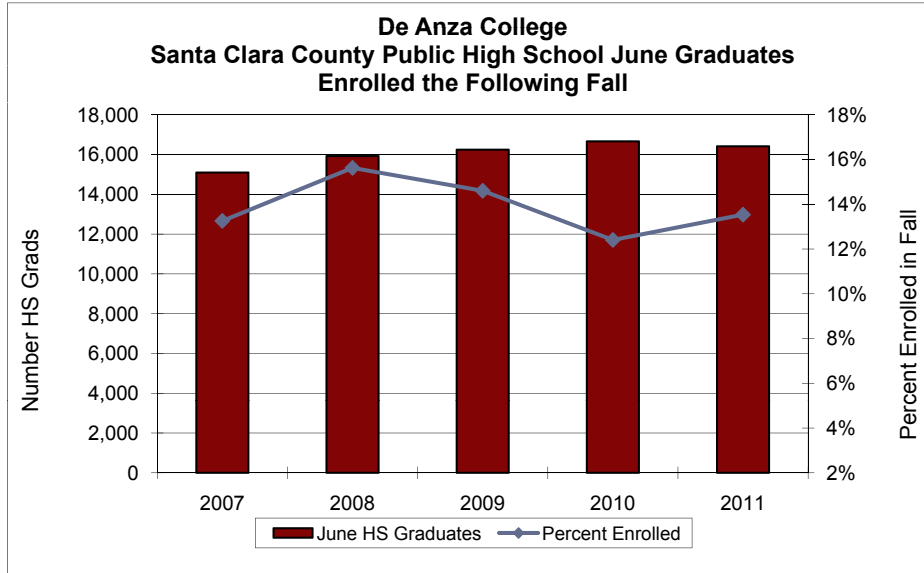
Source: FHDA IR&P and CA Department of Education

4. Santa Clara County Adult Population Participation Rate

The percentage of De Anza students identifying as Asian, Filipino or Pacific Islander is higher than the percentage of the Santa Clara County adult population. African American and Hispanic representation is about equal to the adult population while white students are proportionately less.

Figure 4
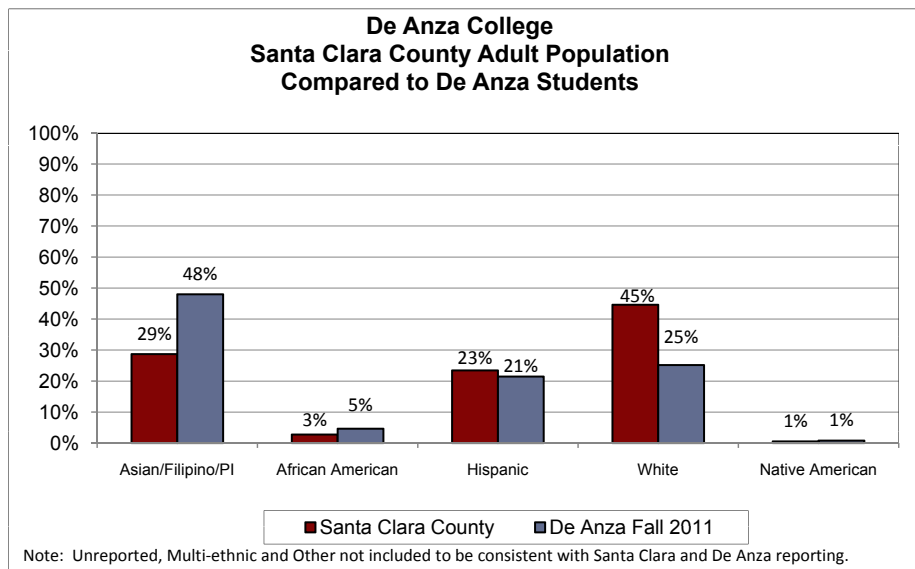
Source: FHDA IR&P and CA Department of Finance

5. Santa Clara County Adult Population and De Anza Students by Ethnicity

In 2011, De Anza enrolled about 1.71% of the projected adult population during fall quarter, which is about the same as the percentage of draw in 2010.

Figure 5

De Anza College
Santa Clara County Adult Population Compared to
De Anza Headcount as a Percent of Draw
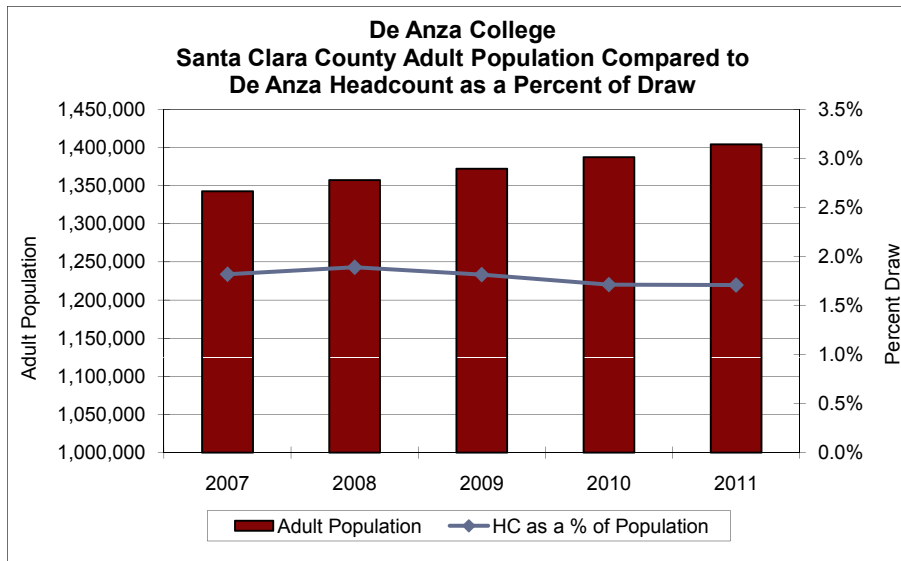
Source: FHDA IR&P and CA Department of Finance

6. Ethnic Distribution of Students

Students identifying as Asian, Filipino or Pacific Islander comprised 44% of the fall 2011 enrollment, up from 41% in 2010. The Hispanic population comprised 20%, a 6-percentage-point increase from fall 2010. This is likely due to a new reporting methodology, which no longer includes a multi-ethnic category; however, it also represents the college's strategic focus on underserved communities.

Figure 6

De Anza College
Headcount Percentage Distribution by Ethnicity
Fall 2011
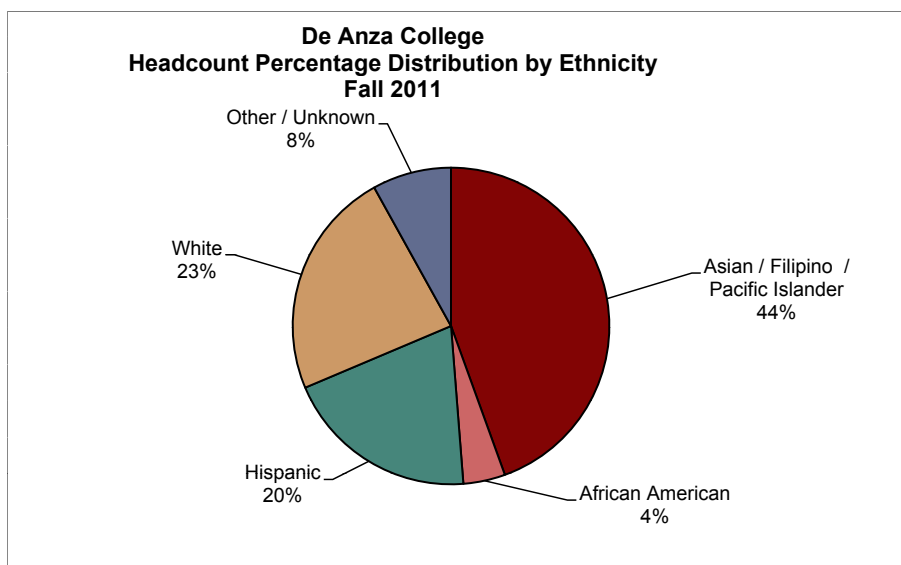
Source: FHDA IR&P

7. Student Participation in Community/Civic Engagement Courses*

The college's civic engagement goal is to have 10% of all students seeking transfer enrolled in at least one course with a community/civic engagement component by 2015. The figure is currently at 3%, unchanged from 2010.
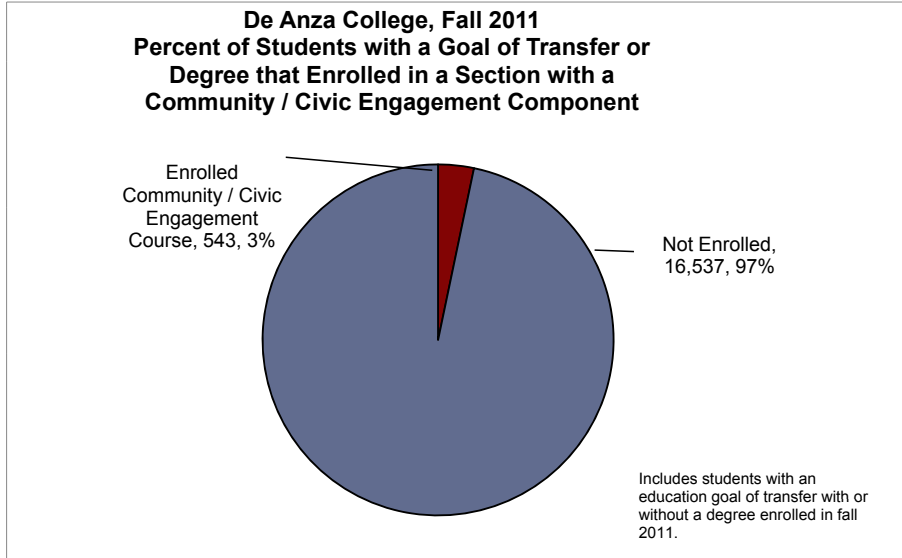
Figure 7

**De Anza College, Fall 2011
Percent of Students with a Goal of Transfer or
Degree that Enrolled in a Section with a
Community / Civic Engagement Component**

Enrolled Community / Civic Engagement Course, 543, 3%

Not Enrolled, 16,537, 97%

Includes students with an education goal of transfer with or without a degree enrolled in fall 2011.

Source: FHDA IR&P

8. Number of Associate Degrees and Certificates Awarded

Between 2009-10 and 2010-11 the number of degrees awarded decreased slightly, from 1,254 to 1,242. The number of certificates awarded decreased slightly from 490 in 2009-10 to 472 in 2010-11.

Figure 8

**De Anza College
Associate Degrees and Certificates Awarded**

Legend: ■ Associate Degree ■ Certificate

Source: FHDA IR&P

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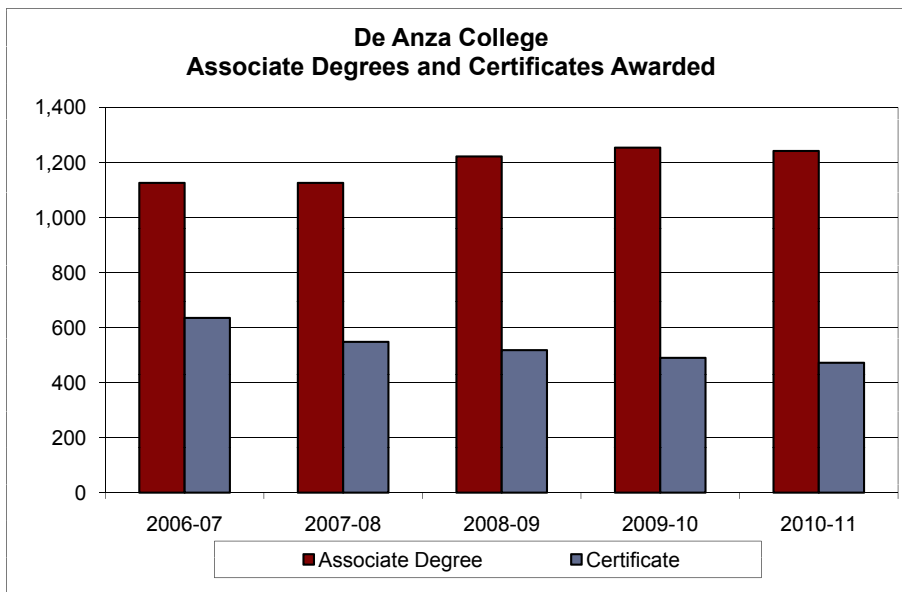
9. Transfers to Four-Year Institutions

Total transfers to a four-year college or university in 2010-11 were 3,299. UC transfers increased 5% from 666 to 699; CSU transfers increased 68% from 843 to 1,422. The large increase in CSU transfers is attributable to open spring admissions at CSU campuses in 2011 after admissions were closed in spring 2010. Spring 2012 admissions were closed at most CSUs, likely leading to a significant drop in CSU transfers that will be recorded for the 2011-12 academic year.
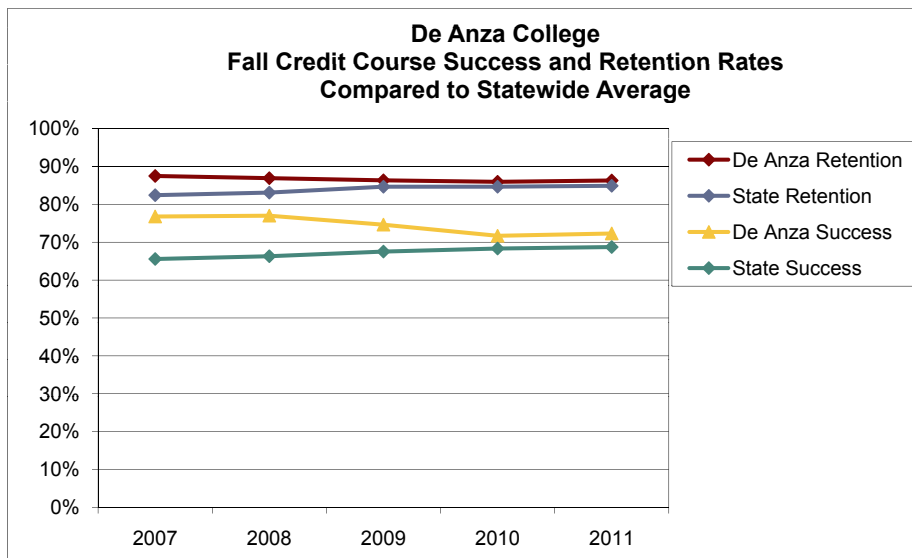
Figure 9
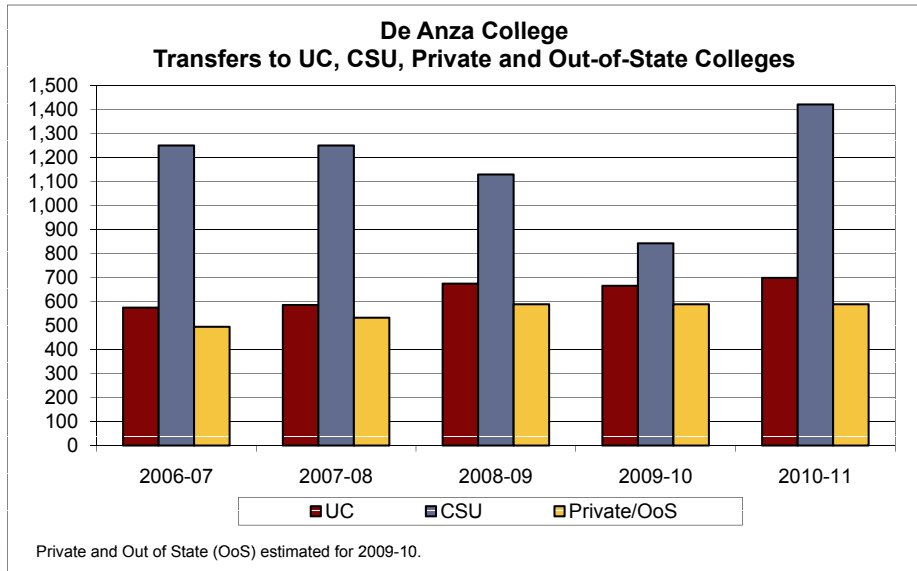
Source: CCCCO, CPEC, CSU

10. Course Success and Retention Rates Compared to the State Average

The course success rate for credit courses is 3 percentage points above the state average at 72%, and the course retention rate is 1 percentage point above the state average at 86%.

Figure 10

Source: FHDA IR&P and CCCCO Data Mart

11. Course Success Rates by Ethnicity*

An institutional metric is to achieve a fewer than 5 percentage-point difference between the annual course success rate for underserved groups and all other groups. Filipino/Pacific Islander students had a course success rate of 72%, up from 66% and likely attributable to the infusion of funding through the AANAPISI grant. Hispanic students had a success rate of 67% in 2010-11 compared to 69% in 2009-10. African American students had a course success rate of 60%, down from 65% in 2009-10. The college will investigate and work to address these declines.

Figure 11

De Anza College
Course Success Rates by Ethnicity

Legend: 2006-07, 2007-08, 2008-09, 2009-10, 2010-11
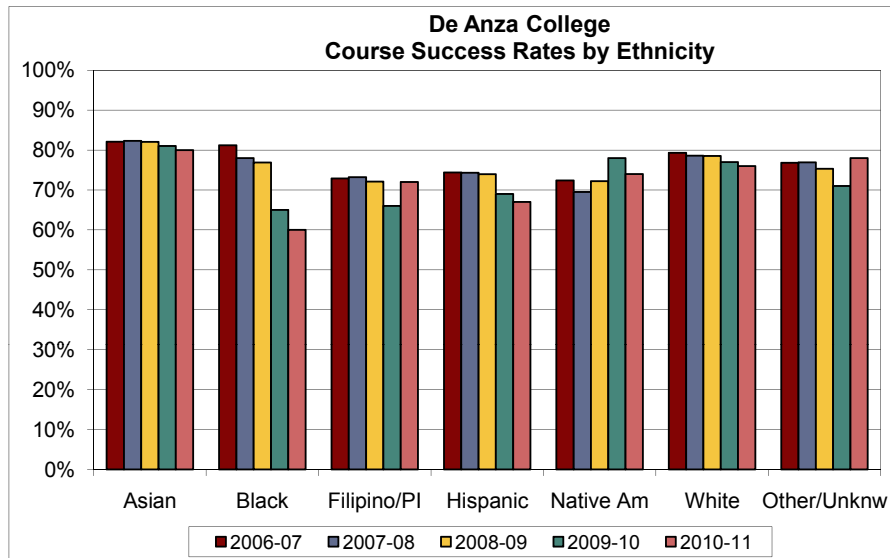
Source: FHDA IR&P

12. Vocational Course Success Rates*

The vocational course success rate dropped 4 percentage points from 78% in 2009-10 to 74% in 2010-11. This is attributable to the 15% drop in enrollment of Job Corps students between 2008-09 and 2009-10 (from 18% to 3%). While this measure has decreased, it remains above the ARCC peer group average.

Figure 12

De Anza College
Percent Successful in Vocational Education Courses

2006-07	2007-08	2008-09	2009-10	2010-11
85%	83%	82%	78%	74%
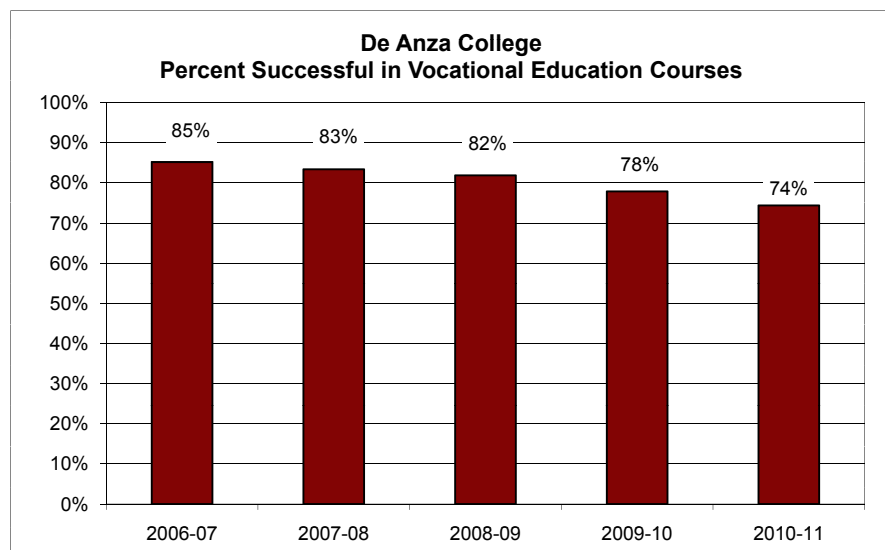
Source: ARCC 2011 Report

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13. Basic Skills Course Success Rates*

An institutional metric is to achieve 85% or the highest score within the peer group by 2015 in basic skills course success, which is currently just over 73%. This rate remained stable from 2008-09 to 2009-10 but dropped in 2010-11. The college remains above the peer group average on this measure.

Figure 13

De Anza College
Percent Successful in Basic Skills Courses

Year	Percent
2006-07	82%
2007-08	79%
2008-09	78%
2009-10	77%
2010-11	73%

Source: 2011 ARCC Report
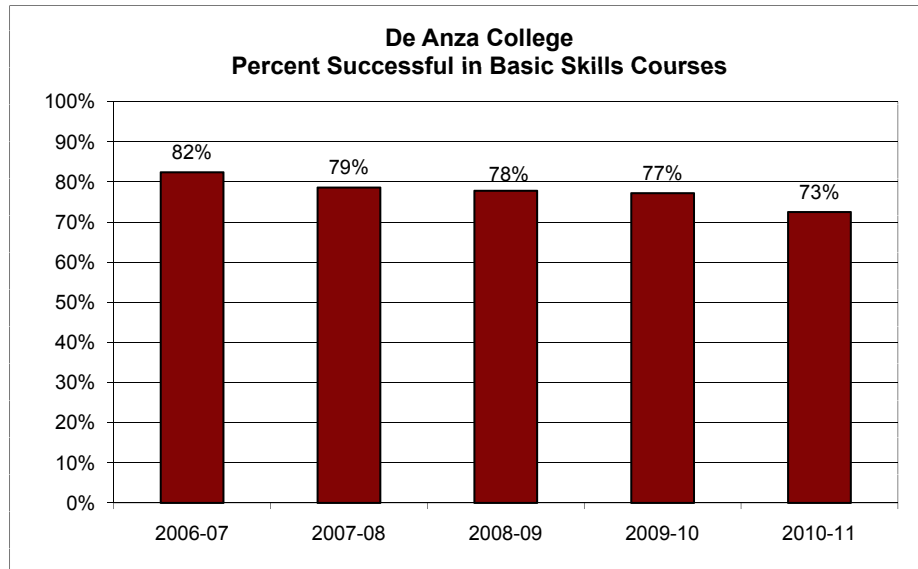
14. Next-Course Success Rates in English for Basic Skills Students

For English writing (EWRT), African American and Asian, Filipino and Pacific Islander students show the highest course success rates at 74%. Course success rates for Hispanic students are at 60% while white students are at 67%.

Figure 14

De Anza College
% Students Starting in EWRT211 Successful in EWRT 1A
Cohorts of New Entering Students Tracked 3 Years

Group	Percent	(N)
African American	74%	(20)
Asian/Filipino/PI	74%	(260)
Hispanic	60%	(108)
White	67%	(114)

Cohort enrolled in EWRT211 in fall 2008 and those successful in EWRT1A in fall 2011. Other, Native American and Unknown not graphed. N = Success in EWRT 1A
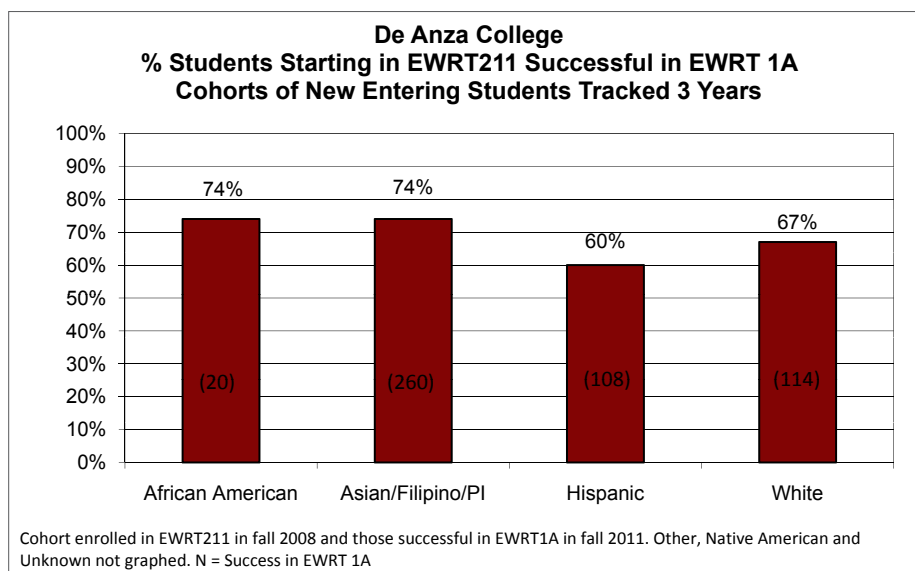
Source: CCCO Data Mart, Basic Skills Cohort Tracking Tool

15. Next-Course Success Rates in Math for Basic Skills Students

The course success rates of students starting in a basic skills Math course are within 4 to 7 percentage points when disaggregated by ethnicity. The success rate of Asian, Filipino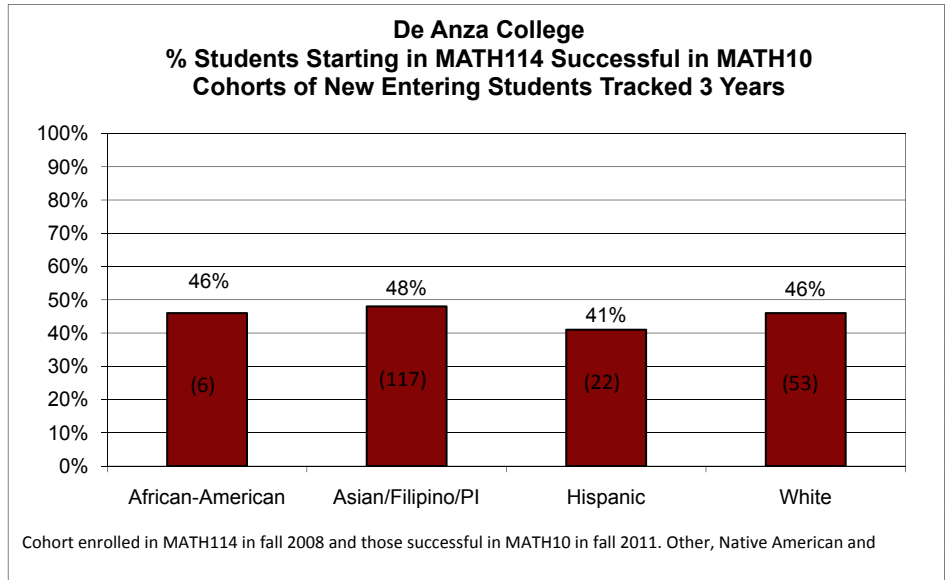 and Pacific Islander students is slightly higher than African American and white students at 48% compared to 46%. Hispanic students exhibit the lowest rate at 41%.
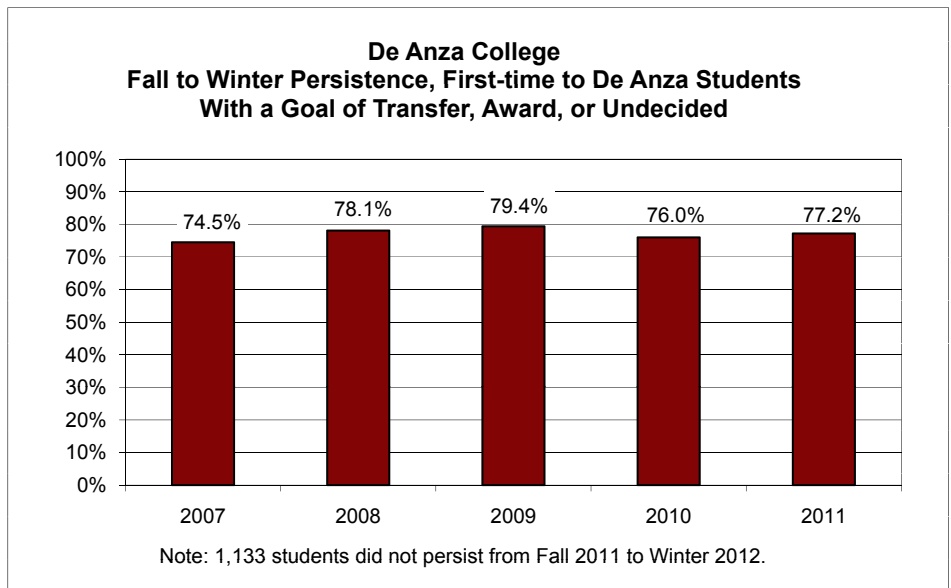
Figure 15

De Anza College
% Students Starting in MATH114 Successful in MATH10
Cohorts of New Entering Students Tracked 3 Years

Ethnicity	Rate	(n)
African-American	46%	(6)
Asian/Filipino/PI	48%	(117)
Hispanic	41%	(22)
White	46%	(53)

Cohort enrolled in MATH114 in fall 2008 and those successful in MATH10 in fall 2011. Other, Native American and

Source: CCCO Data Mart, Basic Skills Cohort Tracking Tool

16. Fall-to-Winter Persistence of First-Time Students

The fall-to-winter persistence rate of first-time De Anza students (new students as well as those who may have previously attended another college) has increased from 76% in 2010 to 77% in 2011.

Figure 16

De Anza College
Fall to Winter Persistence, First-time to De Anza Students
With a Goal of Transfer, Award, or Undecided

Year	Rate
2007	74.5%
2008	78.1%
2009	79.4%
2010	76.0%
2011	77.2%

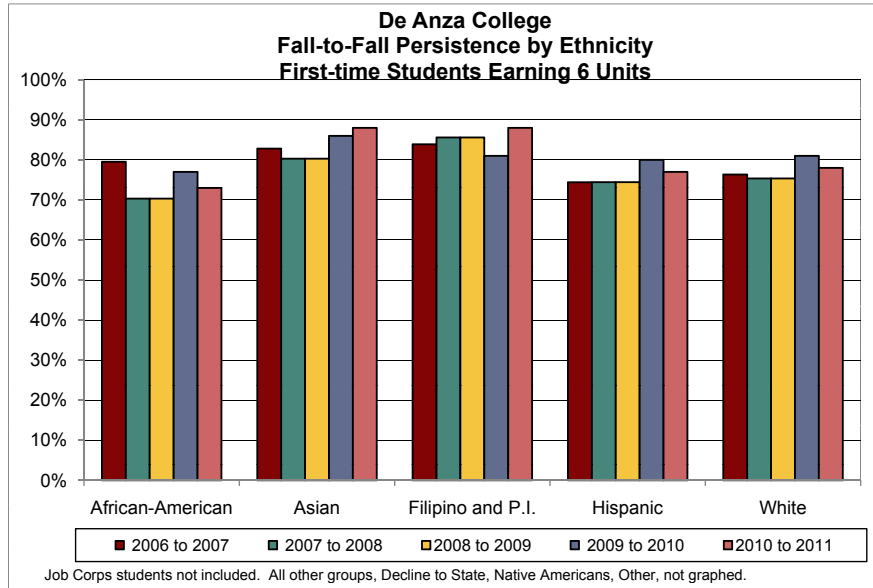Note: 1,133 students did not persist from Fall 2011 to Winter 2012.

Source: FHDA IR&P

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17. Fall-to-Fall Persistence of First-Time Students by Ethnicity*

Asian, Filipino and Pacific Islander students made substantial gains in fall-to-fall persistence from 2009-10 to 2010-11; the persistence rates of African American, Hispanic and white students declined. The institutional metric is that targeted groups will persist from fall-to-fall at a rate as high as other groups.
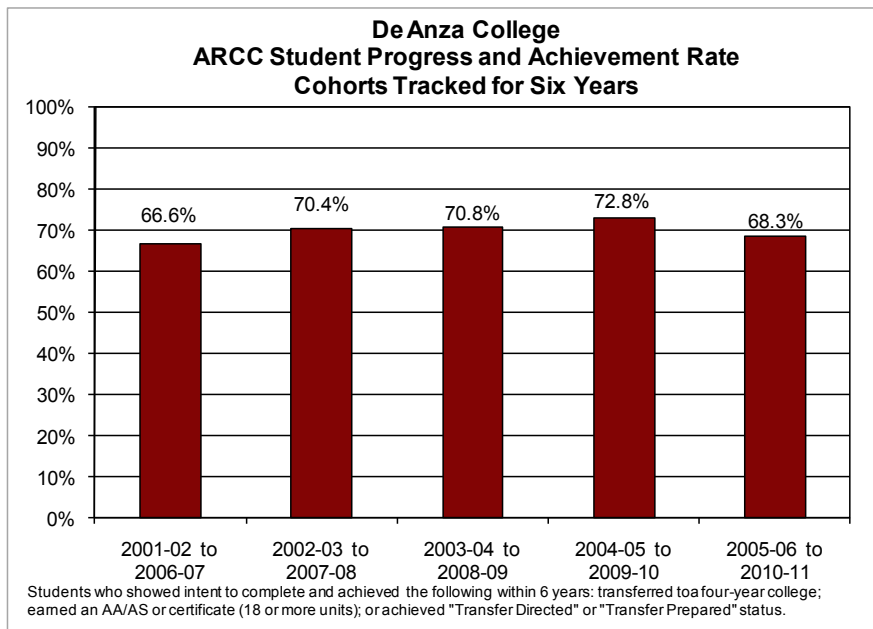
Figure 17

De Anza College
Fall-to-Fall Persistence by Ethnicity
First-time Students Earning 6 Units

Job Corps students not included. All other groups, Decline to State, Native Americans, Other, not graphed.

Legend: 2006 to 2007 | 2007 to 2008 | 2008 to 2009 | 2009 to 2010 | 2010 to 2011

Source: 2012 ARCC Report

18. ARCC Student Progress and Achievement Rates*

The Student Progress and Achievement Rate decreased from 73% to 68% for the cohort beginning in 2005-06. The drop corresponds to the peak in the number of Job Corps students enrolled. This student group tends to be vocationally focused and to enroll in degree-applicable math and English courses at a lower rate than other students. De Anza remains above the peer group average in this measure but did not achieve the highest score within the peer group.

Figure 18

De Anza College
ARCC Student Progress and Achievement Rate
Cohorts Tracked for Six Years

2001-02 to 2006-07	2002-03 to 2007-08	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11
66.6%	70.4%	70.8%	72.8%	68.3%

Students who showed intent to complete and achieved the following within 6 years: transferred to a four-year college; earned an AA/AS or certificate (18 or more units); or achieved "Transfer Directed" or "Transfer Prepared" status.

Source: ARCC 2012 report

19. Faculty-to-Student Ethnic Distribution

Faculty-to-student ethnic distribution is within 1 to 7 percentage points for Native American, African American, Filipino and Hispanic ethnic groups. While white faculty comprise more than half of the full-time teaching faculty and white students comprise less than a quarter of the student population, the percentage of non-white faculty has been increasing over the past few years.
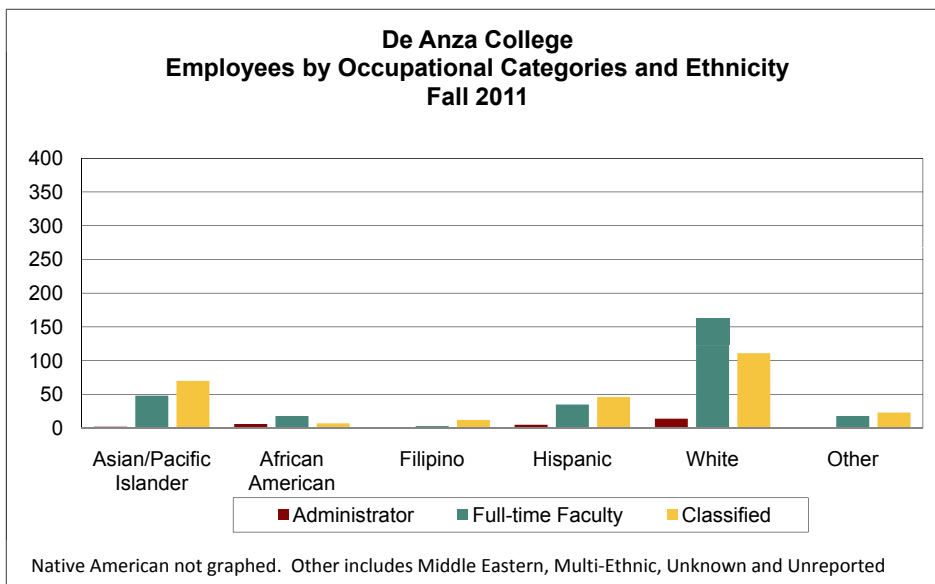
Figure 19
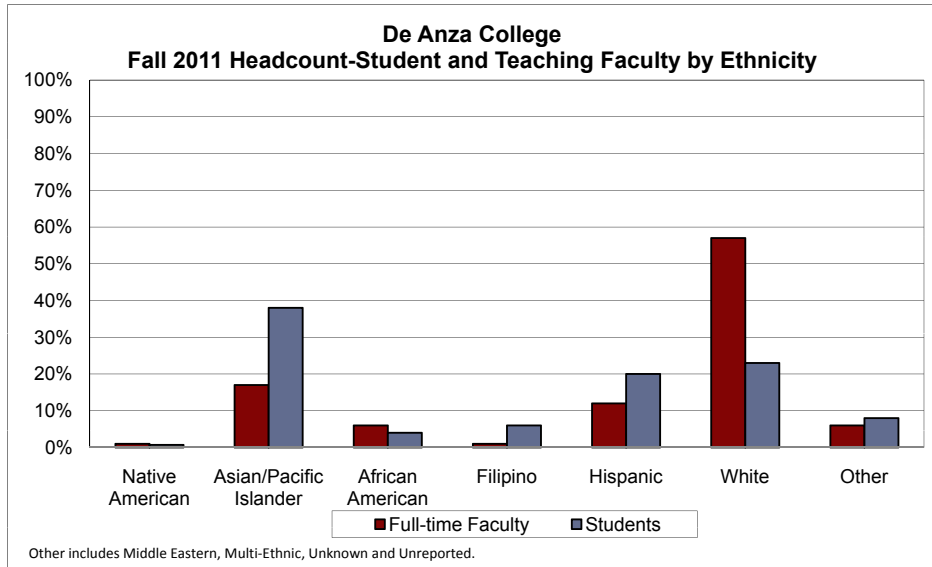
Source: FHDA IR&P and CCCCO Data Mart

20. Employees by Job Group and Ethnicity

Classified professionals comprise the largest proportion of the employee population that identify as Asian/Pacific Islander or Hispanic. The largest proportion of African American employees is in the faculty category.

Figure 20

Source: FHDA IR&P

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Summary of Progress on Institutional Metrics

The college developed nine institutional metrics outlined in the Educational Master Plan 2010-2015. Targets for each institutional metric are set for achievement by fall 2015, with progress reported annually. Goals based upon De Anza College's institutional Strategic Initiatives – Outreach, Student Retention and Success, Cultural Competence and Community Collaborations – continue to be tracked through several metrics. The list includes selected indicators that are also part of the Foothill-De Anza Community College District Strategic Plan.

- On-campus FTES enrollment will increase 5 percentage points by fall 2015. While full-time equivalent student enrollment increased slightly from 20,025 in 2010-11 to 20,143 in 2011-12, the college's achievement of the metric is unlikely in light of workload (i.e. enrollment) reductions.

- The percentage of June Santa Clara County high school graduates attending De Anza will increase from 16% to 20% by fall 2015. The percentage of Santa Clara County public high school graduates enrolling at De Anza College is currently at 13.5%. Reductions in state funding will likely preclude the achievement of this goal in the near term.

- By 2015, 10% of students with a goal of transfer, with or without a degree, will have enrolled in at least one course having a community/civic engagement component. Currently, 3% of students with a goal of transfer, with or without a degree, have enrolled in at least one such course.

- By 2015, the college will achieve a less than 5-percentage-point difference between the annual course success rate for historically underserved groups and all other groups. Filipino/Pacific Islander students had a course success rate of 72%, up from 66% and likely attributable to the infusion of funding through the AANAPISI grant. Hispanic students had a success rate of 67% in 2010-11 compared to 69% in 2009-10. African American students had a course success rate of 60%, down from 65% in 2009-10. The college will investigate and work to address these declines.

- By 2015, the college will achieve a 90% course success rate or the highest score within the peer group for vocational courses. The college's current vocational course success rate is 74%.

- By 2015, the basic skills course success rate will reach 85% or the highest score within the peer group. The college's current basic skills course success rate is 73%.

- The fall-to-fall persistence of full-time students will increase from 71% to 75% by 2015. Fall-to-fall persistence increased from 63.6%% for the 2008-09 cohort to 83.4% for the 2009-10 cohort.

- By 2015, underserved groups will persist from fall-to-fall at a rate at least as high as all other groups. Asian, Filipino and Pacific Islander students made substantial gains in fall-to-fall persistence from 2009-10 to 2010-11; the rates of African American, Hispanic and white students declined.

- By 2015, the college will achieve a rate of 75%, or the highest score within the peer group, on the ARCC Achievement Rate, which measures attainment of different outcomes within 6 years. The drop corresponds to the peak in the number of Job Corps students enrolled. This student group tends to be vocationally focused and to enroll in degree-applicable math and English courses at a lower rate than other students. De Anza remains above the peer group average in this measure but did not achieve the highest score within the peer group for 2012.

Program Review, Integrated College Planning and Resource Allocation

The Six-Year Planning and Assessment Cycle

In accordance with the six-year planning cycle, the process of resource allocation was continued within each of the three Planning and Budget Teams (PBTs) – Instructional, Student Services, and Finance and Educational Resources – and approved by College Council. This year's planning included best- and worst-case scenarios for budget reductions based on state budget cuts and the tax initiatives on the November 2012 state ballot. Student Learning Outcomes and Assessment Cycles (SLOAC) continued with the completion of additional Student Learning Outcomes, Program Level Outcomes and Administrative Unit Outcomes as well as the assessment of these outcomes. The college as a whole assessed the Institutional Core Competency (ICC; the college's equivalent of Institutional Learning Outcomes) of Critical Thinking this year. In addition, the Curriculum Committee reviewed curriculum, developed and approved new transfer degrees to meet the requirements of new state law, and reviewed and implemented new state requirements related to repeatability policy and procedures related to prerequisite enforcement.

The college will continue these processes in 2012-13 and begin to prepare for the comprehensive evaluation of its planning processes in 2013-14. The following sections summarize the activities the college completed as part of the planning process over the past year.

De Anza College Six-Year Planning and Assessment Cycle
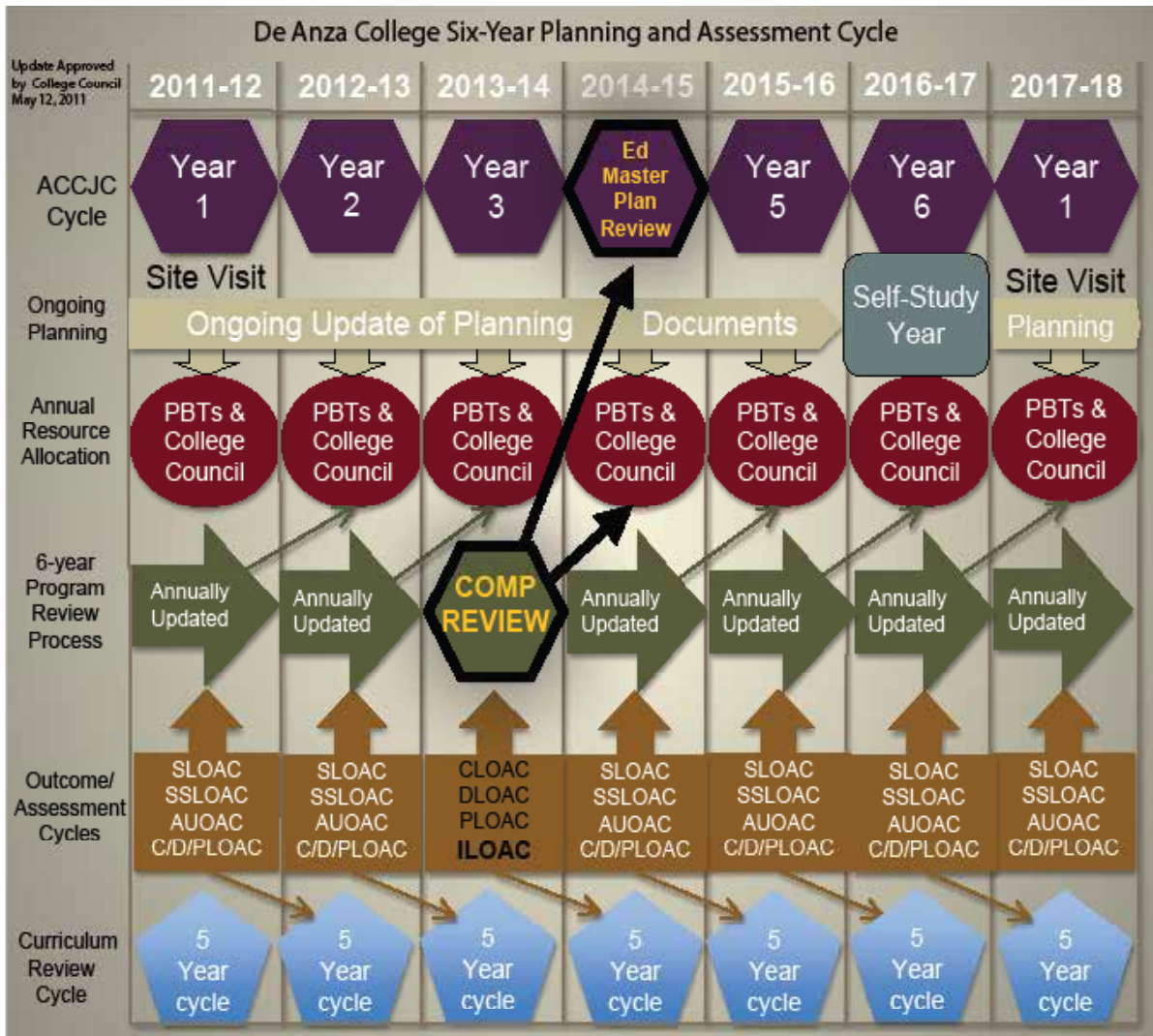
Moving from a Three-Year Program Review Model to the
Current Six-Year Outcomes-Based Program Review Model

The Program Review process has been in place for many years and remains the primary source of program information for the three Planning and Budget Teams (PBTs) and College Council. Quantitative and qualitative data in program reviews has long been used for decision-making. The 2010-15 Educational Master Plan (EMP) recognized the need to formally integrate outcomes assessment information into the program review process.

At the time the EMP was reviewed, the college employed a three-year cycle of Comprehensive Program Reviews (CPR). The 2010 EMP revision incorporated Annual Program Review Updates (APRU) to be submitted annually in the three years between Comprehensive Program Reviews. Beginning in 2009-10, the APRU is the primary vehicle to communicate outcomes assessment results and enhancement plans to the College's Planning and Budget Teams.

Upon further evaluation, review, and discussions in College Council, Student Learning Outcomes Steering Committee, Academic Senate, Classified Senate, and the PBTs, College Council in May 2010 decided to change the three-year CPR cycle to the current six-year Outcomes Based Program Review process supported by APRUs in each of the five years between CPRs. Under this plan, the De Anza Program Review and decision-making model synchronizes with the six-year accreditation cycle of the Accrediting Commission for Community and Junior Colleges (ACCJC). The proposed six-year integrated planning process appears in the Educational Master Plan Update Spring 2011, and an update to that version is included in the college's 2011 Self-Study Report. It is the college's plan to continue to integrate outcomes-based information into program review process and decision-making.

Following this model, each year the individual college programs submit their APRUs including updates of the outcomes assessment activities and results since the last APRU. Each program also has the opportunity to make any resource allocation requests based on their outcomes results and program improvement plans. Each year, programs submit their APRU to the appropriate PBT at the beginning of the spring quarter. Each of the three PBTs maintains a website at which they post each program's 2008-09 Comprehensive Program Review and APRUs from 2009-10, 2010-11 and 2011-12 for use by the college in decision-making.

Further evaluation and refinement of the new process led to the decision to set the next Comprehensive Program Review in 2013-14 and to review the EMP in 2014-15. College Council also established the College Planning Committee (CPC) and charged it with the responsibility to maintain and evaluate the new six-year integrated planning process.

College Planning Committee

In 2012, the CPC developed an assessment of the governance groups through an Annual Governance Assessment form, which was piloted in the three Planning and Budget Teams. Feedback will be used to improve the next survey, which will then be sent to all governance groups in spring 2013 for completion. The data collected next year will be used to assess the college's governance groups as well as assess the Six-Year Planning and Assessment Cycle.

CPC also developed and published the annual planning calendar, which was shared with the Planning and Budget teams. In addition, the committee created a template to be used to monitor the progress and completion of the college's planning agendas. Upon College Council approval of the template, it will be distributed to each governance group in the fall for submission each spring so the committee can monitor progress in completing the planning agendas for the Accreditation Self-Study report in 2016-17.

The CPC is also planning to review the mission and vision statement in 2013-14 as scheduled within the planning cycle. The Reaffirmation of Accreditation Letter (Feb. 1, 2012) includes the recommendation that "… the college mission statement clearly identify the intended student population for whom the college will provide programs and services." In an effort to determine how other colleges in the state identify the student population they serve, the College Research Office conducted an analysis of the mission statements of the 112 California Community Colleges. Almost half of the colleges (47%) are broadly inclusive in ways similar to De Anza's intent to serve "students of all backgrounds," using terms such as "students," "diverse students," "diverse community of learners" and "students of diverse backgrounds." Fifty-three percent of colleges identify the students they serve in terms of the community ("diverse community," "our community," "our specific region"). The CPC and College Council will use this compiled information as well as broad feedback from the campus community to review the mission and vision statements in the 2013-14 academic year. The conducting of the mission statement review at that time, in accordance with the Six-Year Planning Cycle, was discussed and ratified by College Council in October 2012.

Other CPC goals for 2012-13 include reviewing and updating the college values statements and reviewing and updating the Governance eHandbook.

Assessment of the Planning Cycle

Also in its letter reaffirming De Anza's accreditation, ACCJC recommended that "the college systematically evaluate the newly implemented integrated planning, assessment and resource allocation model, and evaluate the model for its effectiveness in improving programs, services and student learning. The commission recommended that at the appropriate point in the cycle, the college should assess is evaluation processes."

In order to assess the planning cycle, the College Planning Committee developed and piloted the Annual Governance Assessment form in the Instructional Planning and Budget Team, the Student Services Planning and Budget Team, and the Finance and Educational Resources Budget Team. Each team reported that it has improved a program or service, that it used data in doing so, and that its processes were adequate to achieve their intended outcomes. Additional feedback included that the program review process has been incorporated into decision-making.

Learning Outcomes

ACCJC's third and final recommendation to the college upon reaffirmation of its accreditation was that "the college accelerate the implementation of its Student Learning Outcome (SLO), Student Services Learning Outcome (SSLO) and Administrative Unit Outcome (AUO) assessment cycles at all levels." The commission stated that the college should assess the effectiveness of the processes. It concluded: "Additionally, the college is reminded that the standard requires accredited institutions to include 'effectiveness in producing learning outcomes' in the evaluation of faculty and others directly responsible for student progress toward achieving stated student learning outcomes."

In order to meet proficiency as well as assess the effectiveness of its processes, the college this year engaged in the following activities.

Student Learning Outcomes (SLOs)

All 1,098 of the courses currently taught have Student Learning Outcome statements. These are now required to be part of the course outline as each is submitted for five-year review to the Curriculum Committee. Seventy-four percent of courses have ongoing assessments; therefore, the college is well on track to reach 100% by the Comprehensive Program Review in spring 2014.

Program Level Outcomes (PLOs)

All 57 instructional programs, including 100% of certificates and degrees, have Program Level Outcome statements. Eighty-three – or 21% – of 401 PLO statements have methods of assessment. The college is on target for reaching the goal of 100% by the time of the Comprehensive Program Review in spring 2014.

Institutional Core Competencies (ICCs)

All Institutional Core Competencies Outcomes (ICCs) are being assessed within the six-year planning cycle beginning in 2012 and concluding in 2017. The task force on ICCs in 2011 selected critical thinking as the first of the five ICCs to be assessed and will present to faculty in fall 2012 a recommended rubric to be used campuswide for the direct assessment of that ILO. The second ILO to be assessed through mapping will be identified in spring 2013.

De Anza College in spring 2012 participated in the Community College Survey of Student Engagement (CCSSE) and as part of the survey added 15 questions directly related to the college's ICCs. The results showed that in the area of Communication and Expression, 61% of respondents "very much" or "quite a bit" believe that their experience at De Anza increased their ability to communicate their opinion or viewpoint clearly. In the area of Information Literacy, 65% of respondents "very much" or "quite a bit" believe that their experience at De Anza increased their ability to recognize when additional information is needed to complete an assignment. Regarding Critical Thinking, 63% of respondents "very much" or "quite a bit" believe that their experience at De Anza increased their ability to evaluate conclusions to ensure they make sense.

Administrative Unit Outcomes

Instructional support programs in the areas of Student Services (16), Instructional Services (six), and Academic Services (seven) have outcome statements and are involved in ongoing outcomes assessment. Coordinators for all but two program areas have been trained in how to use TracDat to organize, plan, record and report their Administrative Outcomes Assessment Cycles and related information. Instructional support programs are on track to achieve the college goal of completing at least one SSLOAC and AUOAC for each active outcome statement before the CPR year of 2013-14.

In the college services area, all of Finance and Educational Resources (eight areas each) have outcome statements and are involved in ongoing outcomes assessment. The coordinators for two program areas have been trained in how to use TracDat to organize, plan, record and report their outcomes assessment cycles and information. By the end of 2012-13, all programs will have been assigned TracDat accounts and undergone training. Educational Resources are on track to achieve the college goal of completing at least one AUOAC for each active outcome statement before the Comprehensive Program Review year of 2013-14.

Integrated Planning and Budgeting

Annually each fall, the PBTs review and confirm the Annual Program Review Update (APRU) criteria to be reported in the spring of that academic year. Over the past three cycles the criteria has been increasingly refined and will be incorporated into the Comprehensive Program Review due in 2013-14.

IPBT

In 2011-12, the IPBT used the previous year's APRU information in making allocation decisions for Measure C funds, faculty position prioritization and budget reduction scenarios. The IPBT also approved and implemented a program viability and discontinuance process predicated on program review information. Since 2009-10, the IPBT uses a process in which its members are assigned the responsibility to thoroughly read APRUs and to develop questions related to topics such as program viability and resource requests. In spring 2012, the IPBT made the first attempt to use TracDat for the APRU. The IPBT and the SLO Core Team are reviewing the results of this effort.

SSPBT

In 2011-12 the SSPBT used the previous year's APRU information in making allocation decisions for resource allocation and developing budget reduction scenarios. The SSPBT also approved a service viability and discontinuance process based on program review information for service areas. An SSPBT goal is to update program reviews in the fall in order to have data available for decision-making purposes in the spring.

FERPBT

In 2011-12 the FERPBT used the previous year's APRU information in making allocation decisions for Measure C funds and budget reduction scenarios.

Summary Update of Outcomes and Assessment Planning Activities

Opening Day 2011

- SLO Team emphasized the cyclic and sustainable nature of the SLOAC process through an animated movie illustrating that SLOs, PLOs, ICCs and their assessments are here to stay.
- The SLO team visited each division to explain the documents that departments were to submit: 1) 2011-2012 plan for assessing SLO and PLO statements, and 2) survey to assess SLO Core Team's progress.
- Liaison reception was held in the evening to thank division and department SLO liaisons for their efforts and to encourage other faculty to offer their time as liaisons.

2012 Partners in Learning Conference

- An SLO coordinator presented a workshop on assessment: "Would you teach differently if you didn't have to assign grades?"

TracDat

- The new SLO process data entry system was loaded with course description, SLO statements, PLO statements and completed SLOACs from the previous data entry system, the Electronic Course Management System (ECMS)
- During fall quarter, two workshops were held to train liaisons to use TracDat.
- During winter quarter, 10 workshops were held to assist faculty in entering their Student Learning Outcome assessments (SLOACs) and their Program Level Outcome assessments (PLOACS).
- Two workshops for SLO liaisons were conducted to ensure a common understanding of the assessment of Program Level Outcomes.
- Thirty-nine individual SSLO/AUO TracDat training sessions were conducted between March and August 2012. These trainings were primarily in Student Services and Academic Services with more training sessions to be conducted in the fall of 2012 for Finance and Educational Resources programs.

Program Review

- Instructional deans were introduced to TracDat through completing their APRU summary using the software.
- Four workshops were conducted with the dual purpose of explaining the requirements for departmental APRUs and introducing department chairs to TracDat.
- The APRUs for 2011-12 in Student Services and Finance and Educational Resources were conducted using the same recording process as in the last two years. Program Reviews in these areas will eventually use TracDat.

April 27 Faculty SLO Convocation

- A campuswide dialogue has been launched to focus on assessing the ILO of "Critical Thinking." A task force has established plans and a timeline.
- The "asks" in SLO process work were presented to all faculty. These were that each faculty member participate in the assessment of one course and that each department complete the assessment of one PLO. The target date for completion and entering work into TracDat was July 15, 2012.

Faculty Helpshops

In order to accomplish the stated goal of each faculty member participating in the completion of one SLOAC and each department completing one PLOAC by July 15, "Helpshops" were conducted by an SLO coordinator on Nov. 4, 2011, and the following dates in 2012: May 22, 23 and 24; June 1, 4, 5 and 29; and July 2, 3, 11 and 13.

These were intended to assist faculty on two levels. The helpshop guided faculty through the process of choosing methods of assessment, stating the data summaries and reflections, and choosing meaningful enhancements at the course level and at the program level. Faculty members were also assisted in the actual entry of the SLOAC or PLOAC into TracDat.

Presentation to Academic Senate

- On Jan. 30, 2012, two SLO coordinators presented to the Academic Senate a plan to directly assess the college's Institutional Core Competency of critical thinking.

Conference

- The California Statewide Academic Senate Accreditation Institute held Feb. 10-11 was attended by all SLO coordinators and the accreditation liaison officer.