



College Update on Core Inquiries

Prepared for the Peer Review Team

Focused Site Visit: Oct. 1-2, 2024

Date: Sept. 15, 2024

To: Dr. Brent Calvin, Team Chair
Dr. Rick MacLennan, Vice Chair
Dr. Kevin Bontenbal, ACCJC Staff Liaison

From: Ms. Christina Espinosa-Pieb, Interim President, De Anza College

CC: Dr. Mallory Newell, Accreditation Liaison Officer

Re: College Update on Core Inquiries

De Anza College is looking forward to the upcoming Focused Site Visit. To facilitate the team's review process, please see below pertinent college developments pertaining to the core inquiries, along with additional evidence the team may find helpful in advance of the visit.

Core Inquiry 1:

The Team is impressed with the institution's use of disaggregated data to analyze and address achievement gaps for sub-populations of students.

Standards or Policies:

I.B.6



Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 1.

Course Success Data: Faculty members were surveyed in winter 2024 about their use of quarterly reports that show disaggregated student success rates and equity gaps for courses they teach. Respondents indicated they're using the data to reflect individually and with department colleagues about teaching and learning strategies.

Program Review: In another survey, a majority of respondents in Instruction and Academic Services departments said the 2023 program review process – which includes disaggregated student success data – helped them reflect meaningfully and develop goals for narrowing equity gaps. The survey also found departments need assistance with aligning their mission to their work and connecting program reviews to student outcomes. The Institutional Research office partnered with other entities to develop training on these topics and workshops on strategies for classified professionals and supervisors to narrow equity gaps in their areas.

Basic Needs: De Anza surveys students annually on food, housing, mental health and other basic needs. A steering group is using the disaggregated data to bring services to the six Guided Pathways Villages. Separately, an analysis of campus Food Pantry user data has sparked plans for offering financial aid workshops to Food Pantry clients, increasing awareness about satellite food sites across campus, and promoting the availability of grocery store gift cards for online students.

Student Equity Plan: Through the strategic planning process, a campus equity team developed 10 action plans in spring 2024 for addressing equity gaps. These range from creating an equity rubric to institutionalizing programming for LGBTQ+ students.

Student Success Center: The center uses disaggregated data to plan for targeted recruiting of peer tutors and "tutees" from student populations that have equity gaps.

Learning Communities: Drawing on disaggregated data, the college is developing new cohort-linked courses to enhance support for student populations with equity gaps, including Black, Latinx and foster youth students.

Evidence: Provide the list of evidentiary documents which will assist the team to better understand college processes, outcomes, and activities pertaining to Core Inquiry 1.

- Course Success Data Survey: link.deanza.edu/focus-1-1
- Program Review Survey: link.deanza.edu/focus-1-2
- Data Coaching Workshops: link.deanza.edu/focus-1-3
- Basic Needs Survey: link.deanza.edu/focus-1-4

- Basic Needs Survey Graphic: link.deanza.edu/focus-1-5
- Food Pantry Use: link.deanza.edu/focus-1-6
- Equity Action Plans: link.deanza.edu/focus-1-7
- Success With Equity Gaps: link.deanza.edu/focus-1-8
- Disproportionate Impact Tool: link.deanza.edu/focus-1-9
- Program Review Template: link.deanza.edu/focus-1-10
- Program Review Data Sheet: link.deanza.edu/focus-1-11
- Personnel Request Form: link.deanza.edu/focus-1-12
- Student Success Dashboard (public): link.deanza.edu/focus-1-13
- Student Success Center Program Review: link.deanza.edu/focus-1-14
- Learning Communities Course Outcomes: link.deanza.edu/focus-1-15

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work.

De Anza has built a strong culture of emphasizing outcomes data – disaggregated by a variety of student and course characteristics – as the basis of reflection, planning and improvement. This disaggregated data is readily available through self-service online tools. It is embedded in the program review process, incorporated in both internal and external reports, and shared directly with faculty members.

The use of data includes a long-standing goal of narrowing equity gaps to no more than 5 percentage points between identified groups. This goal is at the heart of De Anza's strategic planning process and its Educational Master Plan. Faculty members are asked to reflect regularly on departmental equity gaps through the program review process, and on individual equity gaps for courses they teach, as detailed in reports emailed to instructors each quarter.

While equity gaps for Black, Latinx and Filipinx students have narrowed from 14% to 12% over the last five years, the college has increasingly focused on understanding how a student's unique experiences affect their success, and on teaching strategies that support all students, regardless of their level of preparation when they come to De Anza. It is also reflected in the wide range of student programs and support services available to students, including 18 Learning Communities, six Villages, a Resource Hub and Food Pantry, expanded mental health services and a new Pride Center.

During the program review process, departments are required to report on teaching and learning strategies they are using to narrow equity gaps. Personnel requests are evaluated on their alignment with De Anza’s strategic and equity initiatives. This alignment was further institutionalized through the work of the new Resource Allocation and Program Planning (RAPP) Committee.

As a result, the importance of disaggregated data is widely understood by faculty members, classified professionals and administrators.

Core Inquiry 2:

The team seeks to understand how the college ensures regular and substantive interaction is occurring in all its distance education courses.

Standards or Policies:

Policy on Distance Education and on Correspondence Education

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 2.

De Anza has established a comprehensive set of procedures and support mechanisms to ensure that interactions in online classrooms promote student success.

In February 2024, the Foothill-De Anza Community College District adopted Administrative Procedure 4105 (Distance Education and Correspondence Education). This document updates district policy by laying out definitions and setting clear expectations for the colleges in relation to regular and substantive interaction (RSI).

Recognizing the importance of continuous improvement, De Anza’s Academic Senate has actively discussed the need for further training in RSI. After several months of discussions, in June of 2024, an MOU was signed between the district and the Faculty Association that agrees to require and provide RSI training to all faculty members teaching online asynchronously.

De Anza’s Online Education Center plays a key role in faculty development by presenting information and conducting required and optional workshops for both faculty members and administrators. These educational initiatives are designed to enhance understanding and execution of effective online teaching strategies.

It is also worth noting that all online courses undergo a curriculum review. As part of this process, instructors must complete an Online Course Delivery Request form. A critical part of this form, Question #10, asks instructors to describe how they will meet RSI requirements, ensuring that courses are designed with meaningful instructor-student interaction at their core.

Lastly, faculty members are regularly evaluated on their performance, including how they implement RSI in their online courses. This ensures that the quality of online education at De Anza remains rigorous and that the interaction between students and instructors meets the standards necessary for student success.

Through these layered strategies, De Anza College strives to provide an exemplary educational experience in its online programs.

Evidence: Provide the list of evidentiary documents pertaining to Core Inquiry 2 which will assist the team to better understand current college processes and outcomes.

- AP 4105: Distance Education and Correspondence Education: link.deanza.edu/focus-2-1
- MOU on RSI Training: link.deanza.edu/focus-2-2
- Online Course Delivery Request Addendum (see question 10): link.deanza.edu/focus-2-3
- RSI Webpage (Online Education Center): link.deanza.edu/focus-2-4
- RSI Academic Senate Presentation (approved in April 2024 by De Anza and Foothill Academic Senates): link.deanza.edu/focus-2-5
- Faculty Evaluation for Asynchronous Instruction (see criteria #5, 6 and 9): link.deanza.edu/focus-2-6
- District Opening Day Training: link.deanza.edu/focus-2-7
- College Opening Day Training: link.deanza.edu/focus-2-8
- Sample Communication Plan for RSI MOU: link.deanza.edu/focus-2-9

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work.

De Anza expanded its Online Education Center staff in 2023 – hiring a faculty coordinator in January, followed by two instructional designers and a new dean in July – to bolster its previous staff of one instructional designer and one division assistant.

Since then, the augmented staff has worked assiduously to

- Provide certification for all faculty members who want to teach online or use the Canvas online learning platform for in-person courses
- Adopt and promote the use of tools such as Pronto and Popetech
- Train faculty members on course design, assessment, regular and substantive interaction, and accessibility
- Provide guidance for online faculty evaluations and student evaluations
- Collaborate with the online education team at De Anza's sister college, Foothill College, to strengthen ties and develop districtwide training
- Partnered with De Anza's Professional Development and Equity offices to coordinate trainings and workshops
- Reinstated online education advisory boards – Committee of Online Learning (COOL) and Online Advisory Team (OAT)
- Started conversations about local Peer Online Course Review – approved by Committee of Online Learning in summer 2024 and presented to Academic Senate for approval in fall 2024)

Now that the team is solidified and established, it is continuing to work on ensuring not just compliance with policies on RSI and accessibility, but to elevate the quality of all online programs at De Anza.

Core Inquiry 3:

The Team seeks to understand how the board regularly reviews and updates its policies for their effectiveness in fulfilling the District's mission.

Standards or Policies:

IV.C.7

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 3.

De Anza's governing board, the Foothill-De Anza Community College Board of Trustees, has retained a professional consultant to assist with updating board policies and administrative procedures and developing a process for continuous review. The board ratified the contract with Dr. Jane Wright of the Community College League of California in February 2024.

During the 2023-24 academic year, the district Academic Senate president and a senior adviser to the chancellor worked with constituency group leaders to gain approval for changes to key policy and procedure documents: BP 2410 (Policy and Administrative Procedure) and AP 2410 (Board Policies and Administrative Procedures). These changes place a higher priority on regular assessment of policies and procedures and clarify the reasons for updating, steps involved and entities responsible.

New language in AP 2410 states: “It is equally important to follow a succinct and time-sensitive review process to meet legal and regulatory mandates and accreditation standards, ensure consistent and appropriate operations across the district, and reduce workload inefficiencies. All involved stakeholders in the policy and procedure review process are asked to prioritize requested BP and AP reviews, and immediately communicate and provide a plan to address any anticipated barriers that may hinder timely review.”

The Chancellor’s Advisory Council reviewed Dr. Wright’s first batch of policy and procedure updates in spring 2024, holding some for further review and moving others forward in the process. Under the revised AP 2410, updates that involved only technical revisions were moved through an accelerated review, allowing for board approval in July 2024.

A draft Continuous Review Timeline was reviewed by the district’s Executive Leadership Team in spring 2024 and will be presented to the Chancellor’s Advisory Council in fall 2024. In May 2024, the Board of Trustees approved two new positions with responsibility for facilitating this work.

Evidence: Provide the list of evidentiary documents pertaining to Core Inquiry 3 which will assist the team to better understand current college processes and outcomes.

- Board of Trustees Agenda, Feb. 12, 2024 – Item 2 (see page 2): link.deanza.edu/focus-3-1
- Agreement with Community College League of California (see pages 2 and 3 for scope of work; item 9 describes the continuous review cycle): link.deanza.edu/focus-3-2
- Chancellor’s Email to Employees, March 6, 2024: link.deanza.edu/focus-3-3
- Chancellor’s Advisory Council Agenda, March 15, 2024 (see pages 7 and 9): link.deanza.edu/focus-3-4
- Chancellor’s Advisory Council Meeting Notes, March 15, 2024 (see item 3): link.deanza.edu/focus-3-5
- Executive Leadership Team Agenda, April 23, 2024: link.deanza.edu/focus-3-6
- Draft Timeline for Policy and Procedure Review: link.deanza.edu/focus-3-7

- Draft Continuous Review Cycle: link.deanza.edu/focus-3-8
- Chancellor’s Advisory Council Meeting Notes, April 26, 2024 (see item 3): link.deanza.edu/focus-3-9
- Chancellor’s Advisory Council Agenda, May 24, 2024 (see items 5-9): link.deanza.edu/focus-3-10
- Chancellor’s Advisory Council Agenda, May 24, 2024 – Guided Notes for Reviewing AP/BPs: link.deanza.edu/focus-3-11
- Chancellor’s Advisory Council Agenda, June 14, 2024 (see items 4-5): link.deanza.edu/focus-3-12
- Chancellor’s Advisory Council Agenda, June 14, 2024 – Guided Notes for Reviewing AP/BPs: link.deanza.edu/focus-3-13
- Board of Trustees Agenda, May 6, 2024 – Item 5 (see page 1 and 2): link.deanza.edu/focus-3-14
- Chancellor’s Office Newsletter, May 2024: link.deanza.edu/focus-3-15
- Board of Trustees Agenda, June 10, 2024, Item 21: link.deanza.edu/focus-3-16
- Board of Trustees Agenda, June 10, 2024, Item 22: link.deanza.edu/focus-3-17
- Board of Trustees Agenda, June 10, 2024, Item 23: link.deanza.edu/focus-3-18
- Chancellor’s Email to Employees, July 5, 2024: link.deanza.edu/focus-3-19
- Board of Trustees Agenda, July 8, 2024, Item 15: link.deanza.edu/focus-3-20
- Board of Trustees Agenda, July 8, 2024, Item 16: link.deanza.edu/focus-3-21
- Board of Trustees Agenda, July 8, 2024, Item 17: link.deanza.edu/focus-3-22
- Board of Trustees Agenda, July 8, 2024, Item 18: link.deanza.edu/focus-3-23
- Board of Trustees Agenda, July 8, 2024, Item 19: link.deanza.edu/focus-3-24
- Board of Trustees Agenda, July 8, 2024, Item 20: link.deanza.edu/focus-3-25
- Board of Trustees Agenda, July 8, 2024, Item 21: link.deanza.edu/focus-3-26
- Board of Trustees Agenda, Aug. 5, 2024, Item 30: link.deanza.edu/focus-3-27
- Board of Trustees Agenda, Aug. 5, 2024, Item 31: link.deanza.edu/focus-3-28
- Board of Trustees Agenda, Aug. 5, 2024, Item 32: link.deanza.edu/focus-3-29
- Board of Trustees Agenda, Aug. 5, 2024, Item 33: link.deanza.edu/focus-3-30

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college’s work.

District Chancellor Lee Lambert informed all employees in a March 2024 email that the district leadership and board are prioritizing the update and revision of board policies.

“We recognize the necessity of bringing these key documents into compliance and having policies and procedures that reflect current federal and state statutes/regulations as well as the new 2024 accreditation standard section references,” the chancellor said in the email.

Chancellor Lambert also said he has “made a commitment to the board that the district will create a timeline to revise and align its policies and administrative procedures, while using the established practice of shared governance review when and where appropriate.”

He added: “The district will also develop a long-term continuous review cycle to ensure that its board policies and administrative procedures remain compliant with law, reflect up-to-date organizational processes (codified in administrative procedures), and are systematically reviewed within every accreditation cycle.”

To ensure the district has ongoing capacity to meet continuous review cycle deadlines once Dr. Wright’s work concludes, the board approved two new positions in spring 2024.

- A new vice chancellor of organizational effectiveness and engagement will “provide vision and leadership for the strategic planning, development, implementation and support of policies and procedures that ensure operational efficiencies and district-wide process improvements.”
- A new board relations assistant will “maintain the district’s Board Policy and Administrative Procedure manual; keep abreast of changes in laws, regulations, and requirements; develop draft policies and procedures; and coordinate the review and approval process.”

An interim vice chancellor was named in July 2024. The chancellor’s office expects to fill the position of board relations assistant before November 2024.

The chancellor’s office has shared information about these changes through regular updates in the email newsletter sent to all district employees.

