De Anza College
Institutional Self-Study Report
in Support of Reaffirmation of Accreditation

Submitted by

De Anza College
21250 Stevens Creek Boulevard
Cupertino, CA 95014

To

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

June 20, 2005

Certification of the Institutional
Self-Study Report

June 20, 2005

To: Accrediting Commission for Community and Junior Colleges
         Western Association of Schools and Colleges

From: De Anza College
         21250 Stevens Creek Boulevard
         Cupertino, CA 95014

This institutional self-study report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the self-study report accurately reflects the nature and substance of this institution.

Signed:

_____ Martha Kanter	District Chancellor
_____ Edward Hay	President, Board of Trustees
_____ Brian Murphy	President, De Anza College
_____ Robert Griffin	Vice President, Student Services Accreditation Liaison Officer
_____ Dan Mitchell	President, Academic Senate
_____ Vicky Criddle	President, Classified Senate
_____ Nadine Foster-Mahar	President, DASB

Table of Contents

History and Philosophy of De Anza College

De Anza College came to life in 1967, on the cusp of great change in America. The entering freshman, one of 3,000 students, would have seen news about the Six Day War over the Suez Canal between Israel and Egypt; call-ups of more troops in Vietnam; race riots in Detroit, Spanish Harlem and Birmingham, Alabama; the deaths of astronauts Grissom, White, and Chafee in a space launch test fire; and the swearing in of Thurgood Marshall as the first black U.S. Supreme Court Justice. American physicists discovered the quark, English astronomers discovered pulsars, and a South African physician performed the first heart transplant.

While the history of De Anza College lies primarily in the learning experiences of nearly a million men and women who have enrolled here over the past 38 years, the college's curriculum and its programs have responded to the aspirations of all those students in times of rapid, dynamic change, one version of which has become known as Silicon Valley.

Numerous accounts of the college's namesake and the history of the land the college occupies have been written over the years. Most of them draw on the numerous diaries kept by Juan Anza, Padre Pedro Font, and Padre Junipero Serra. Indeed, one of the pedagogical issues faced by the college is unearthing and discussing the quite different accounts of the early years of the place we occupy, as these early accounts may not adequately reflect the complexity of occupation, annexation, and successive waves of immigration that define our local heritage.

Creating De Anza College

First the land, then the people. Not long after construction began on the Los Altos Hills site for Foothill College, District Superintendent Calvin C. Flint and the Board of Trustees turned their attention to purchasing land for the second campus. The choice came down to two parcels of land, on either side of Stevens Creek Boulevard in Cupertino: the Euphrat property (131 acres with 13 acres committed to a freeway right of way) and the Fisher-Parrish property (93.3 acres with 8.8 acres committed to freeway right of way). The district wanted a 100-acre site for the new campus. The Fisher-Parrish site would work only if augmented by the Saich property, which was offered for a minimum of $14,000 an acre. During the Oct. 20, 1959, board meeting, Mr. E. F. Euphrat lowered his asking price to $13,000 an acre. Shortly after 9 that evening, the trustees voted unanimously to purchase the Euphrat parcel for a net expenditure of just over $1.1 million.

Planning the Campus

On Sept. 18, 1963, the architectural firms of Kump Associates in Palo Alto and Masten and Hurd in San Francisco, working in association, presented an "Architectural Planning Requirement for a Master Site Development Plan for the De Anza College." The college project director was Dr. A. Robert DeHart. Perhaps the most interesting part of this

planning document lies in the section titled "The Educational Environment Sought." The key points made by the architects, drawing on their experience with the Foothill campus just completed a year earlier were:

1. "In an 'open door' college students have widely varying abilities, aptitudes, and interests that require a maximum contact between students and staff if real educational opportunity is to be achieved. The cardinal principle in developing De Anza is to create 'the atmosphere of friendly informality between faculty and students that has been a key factor in realizing the objectives of the educational program' at Foothill."

2. "Neither a super high school nor a junior university is sought, but rather an educational program, and a physical plant to house it, that will help to accomplish its unique goals. De Anza, along with its friendly informality, should also have the quiet dignity and the 'feel' of higher learning."

3. "...At De Anza the best – and this does not necessarily mean the most expensive – of proven teaching, learning, and counseling facilities should be developed.... But technological developments, both in society at large and in teaching materials themselves, can dictate new programs and different facilities within a few short years. Therefore, if De Anza is to keep pace, it is extremely important that there be provided flexibility within a building without destroying its architectural integrity, and flexibility between buildings that will allow for changes in communication and mechanical services networks."

4. "...De Anza should be planned to accommodate 4,000 full-time equivalent day students. However, because it is impossible to foresee new developments within the next few decades that will place unusual demands on a particular subject field or activity, the architects are directed to design a master plan which will allow for the possible orderly expansion of any particular building group by about 40 to 50 percent without violating the architectural unity of the total campus."

5. "...De Anza should be built to operate equally well during the day and evening, Monday through Saturday. By the time De Anza opens, full year-round operation will probably be in effect. Therefore climate control for all buildings must be carefully studied."

6. "The District is firmly committed to the idea that each campus serve as a center of cultural life for its immediate area and cooperate with the other campus in offering a full range of cultural events for Northern Santa Clara County. This includes student and professional theater, art exhibits, student and professional music programs, amateur athletics, and recreation. This not only greatly increases the demands on the physical but also requires that it be attractive to older persons as well as the teenage freshman or sophomore."

7. "...De Anza may well be the most important institution in that part of Santa Clara County and it is hoped that the scale of the buildings and the landscaping will still make it possible for the student to relate to green grass, trees, and to quiet naturalness."

8. "...The library should occupy a dominant position to the academic area. The administration building with its student personnel functions should be located at the center of student traffic as well as be easily accessible to the public. The campus center and the auditorium need to work together for many important events on the campus. Physical education facilities may be placed in any location that is convenient to students, public access, and parking. And finally, some vocational education facilities may require sound isolation but this does not mean that they should be moved 'across the tracks' or receive shabby architectural treatment."

9. "An effort should be made to utilize as extensively as possible all existing buildings. The surrounding area has historic traditions that would undoubtedly lend themselves to a pleasing architectural style." In conceiving the architectural character of the campus, the report recognizes "the dynamic nature of this institution, and planning should provide the optimum of flexibility and adaptability to meet new conditions and evolving educational patterns and methods. De Anza should first bespeak its nature: the community college, a vigorous and distinctive force in higher education."

In keeping with this initial heritage, De Anza has a tradition of excellence and innovation. It is important to note how close to the original scheme the college has developed, with one obvious exception: our size. As the local population expanded (well beyond the dreams of the founders of De Anza) the demand for quality education within the region grew. Similarly, as the shifts in the local economy created a demand for new and innovative programs, the college responded. Most recently, local voters expressed both their support for the college and their trust in its future by passing a significant bond measure (by a plurality of 72%), now financing a wide variety of new buildings and renovations of the existing plant.

Developing Diversity

By October 1968, De Anza already had programmatic responses to the national concern about neglected members of the community, especially Mexican Americans and African Americans. Based on a needs study conducted by Jose Coleman of De Anza and John Lovas of Foothill, the ABC (Anglo-Black-Chicano) Project was born, focusing on a study skills program and greater financial assistance. Richard Rios helped organize Black and Chicano student unions to increase support for students of color and to raise awareness of other students on campus. Operation Share, a countywide tutoring program for minority children, enlisted De Anza students. A group of student activists formed De Anza Students For Action (DASFA), with the topic of its first meeting being "Institutional Racism." The Faculty Senate chose to meet on campus for a faculty-wide discussion of multicultural programs rather than hold their annual retreat at Asilomar.

From these early discussions emerged a deep and enduring commitment to maintaining a campus that welcomes a wide diversity of students, with a curriculum and services that respond to the great cultural and linguistic diversity of our students. This has meant the development of courses of study in African American, Latino, Asian, Native American, and other ethnic minority histories, cultures, and issues. It has also meant an active infusion of multicultural materials into courses across the curriculum, and the provision of services that address the concerns of our diverse students.

The result is a campus that is inclusive and diverse. Our students come from every community in our region, and include the widest variety of ages, backgrounds, and aspirations. Our current student body is 34% Asian, 4.7% African American, 5.7% Filipino, 12.7% Hispanic, 0.5% Native American, 0.8% Pacific Islander, and 25.5% White, with the remaining 16.1% identified as "other" or "unrecorded."

Summary

While the early years at De Anza consisted of one "first" after another, some rhythms emerged that also defined the emerging college. A full range of collegiate athletic teams practiced and performed, with championships earned in football, basketball, water polo, soccer, tennis, swimming, golf, and cross country. A program of women's sports emerged. The De Anza pools played host to numerous regional and national competitions (though a planned contest between the Russian and U.S. national swimming teams had to be cancelled in 1972). Thousands of young people in Santa Clara Valley developed their physical skills and had their characters shaped by an outstanding cadre of coaches.

Artistic performance has also been a hallmark of De Anza, right from the start. Herb Patnoe's jazz band and pep band developed hundreds of musicians. Royal Stanton's Schola Cantorum and other choral groups established a strong tradition that continues to this day. The Schola's annual December Messiah sing in Flint Center became the prototype in the Bay Area for this popular, community-participation event. Painting, sculpture, and other plastic arts developed the creativity of hundreds more students. The Cellar, located in the basement of the Bookstore, regularly held rock and folk concerts and regularly struggled to attract a student audience on Saturday nights. Political candidates regularly appeared on campus to debate issues and influence student voters, who had been empowered with the vote.

De Anza College from its beginning, as a concept in the minds of the first Board of Trustees for the district, to the architectural plans and the open mindedness of the first faculty and staff, has been a vibrant and exciting leader in community college education. At the heart of this vision was a faculty of superior accomplishment, and programs of uncommon strength. More critically, there was from the beginning an attention to programs that made excellence possible for the widest range of students. The integration of planning for academic programs and student support services, for example, has spanned many years and continues to this day. The robust support for institutional research was always tied to program design aimed, especially, at understanding what worked for those traditionally left out of higher education.

These programs are everywhere: the Math Performance Success Program, the LinC Program, Student Success and Retention Services Center, the Readiness Program, the Tutorial Center and Language labs. All bring both academic and student services together with peer resources to assist students in their work. Most broadly, these programs join outreach and access programs (Puente and EOPS, as examples) to reach beyond the community of students originally imagined by the founders. What is critical to the identity of De Anza has been, then, a continuity of excellence from the beginning days, joined to the ability to adapt and change programmatic capacity as the demographics and character of the students changed. Once more middle class, now more working class, once more Anglo, now thoroughly multicultural, once virtually monolingual, now multilingual, De Anza's students are our proudest strength and the force behind our innovation and imagination.

Any account, then, of the "Philosophy" of De Anza holds this duality at its core: an enduring commitment to intellectual excellence coupled with sensitivity to the ever-changing needs of our students. The history of the college is replete with new programs and new projects, new pedagogical initiatives and new technologies. But these do not sit out there in academic space, dissociated from context. As an example, we created large and effective ESL programs because we saw an enormous need among students unprepared to succeed in English; we created effective student peer counseling programs for ESL students because we saw our own students as resources to each other.

The mission and vision of the college are elaborated in another section of this self-study, and capture the philosophical themes animating college planning. But the list of thematic purposes rests on an ethical core: that De Anza will respond with generosity and imagination to the ever changing needs of our students. In a world of great conflict and contradiction, our students choose to devote themselves to an old and traditional dream: that education will make you free. In response to their dreams, we insist on pushing them further than a career (or economic freedom); we seek an education that gives them a freedom of spirit. If, as the Brazilian educational theorist Paulo Freire wrote, "An education which does not liberate, enslaves," we owe our students an education that prepares them for more than a functional role in current order. We will give them an education that prepares them to change that order.

Organization for the Accreditation Self-Study

De Anza College was last accredited in 1999-2000. The Accreditation Self-Study teams for this year's report were chosen on the basis of providing opportunities for participation by members of the faculty, classified staff, management, and students.

The Accreditation Liaison Officer worked with staff in our Marketing/Communications Office, in consultation with our senior administrators, to keep the college community and members of our local public community informed and engaged in the self-study process through the use of a variety of formats, including:
- Reports to the FHDA Board of Trustees, the De Anza Commission and local Rotary organizations
- Town Halls for the campus community
- Academic Senate, Classified Senate, and DASB meetings
- Accreditation Web site
- Meetings with administrators, supervisors, and various staff at the program and department levels

Accreditation Oversight Team:
Brian Murphy, President
Judy Miner, Vice President of Instruction
Jeanine Hawk, Vice President of Finance and College Services
Andrew LaManque, Classified
Rich Hansen, Faculty
Dan Mitchell, Faculty
Judy Mowrey, Faculty
Steve Sellitti, Administrator
Barbara, Illowsky, Faculty
Lois Jenkins, Classified

Accreditation Steering Committee (College Council – Advisory to President)
Nancy Canter, Dean of Creative Arts
Robert Covington, CSEA representative
Vicky Criddle, Finance and College Services PBT co-chair, Classified Senate President
Cyndy Dowling, Classified Senate
Christina Espinosa-Pieb, Multicultural Staff Association
Nadine Foster-Mahar, DASB President
Mike Gough, Curriculum Chair
Robert Griffin, Vice President of Student Services and Institutional Research
Amine Hambaba, DASB Executive Vice President
Nafees Hamid, DASB Senator
Jeanine Hawk, Vice President of Finance and College Services
Scott Heffner, Faculty Association Representative
Barbara Illowsky, Instructional PBT co-chair
Kathy Kyne, Dean of Admissions and Records

Andrew LaManque, Campus Researcher
Judy Miner, Vice President of Instruction
Dan Mitchell, Academic Senate President
Brian Murphy, President
Dennis Shannakian, Classified Senate President-elect
Marion Winters, Student Services PBT and Diversity Advisory Chair

Standard I: Institutional Mission and Effectiveness
Andrew LaManque, Campus Researcher (co-chair)
Rich Hansen, Faculty Association (co-chair)
Carleen Bruins
Cindy Castillo
Mayra Cruz
Christina Espinosa-Pieb
Pat Fifield
Kevin Glapion
Lydia Hearn
Carolyn Keen
Duane Kubo
Carmen Pereida
Carolyn Wilkins-Greene
Student, Thai Ry Chang Urena

Standard II: Student Learning Programs and Services
Judy Miner, Vice President of Instruction (co-chair)
Dan Mitchell, Academic Senate President (co-chair)
Diana Alves de Lima
Margaret Bdzil
Caron Blinick
Kathleen Burson
David Campbell
Nancy Canter
Alicia Cortez
Joan Crandall
Dan Dishno
Christina Espinosa-Pieb
Speranta Georgiou
Mike Gough
Kevin Harral
Barbara Illowsky
Howard Irvin
Paula Israel
Letha Jeanpierre
Lois Jenkins
Anu Khanna
Duane Kubo

Kathy Kyne
Clara Lam
Andrew LaManque
Anne Leskinen
Jim McCarthy
Judy Mowrey
Marilyn Patton
Rich Schroeder
Steve Sellitti
Stephanie Sherman
Jefferson Shirley
John Swensson
T.J. Walton
Carolyn Wilkins-Greene
Cheryl Woodward
Student, Stephanie Bellini

Standard III: Resources
Jeanine Hawk, Vice President of Finance and College Services (co-chair)
Judy Mowrey, Librarian (co-chair)
David Campbell
Carol Cini
Donna Jones-Dulin
Pippa Gibson
Richard Grove
Joni Hayes
George Hein
Melinda Hughes
Letha Jeanpierre
Shirley Kawazoe
Sally Larson
Kevin Metcalf
Jean Miller
Janny Thai
Renato Tuazon
Marion Winters
Students, Hudah Mukiibi and Gita Gam

Standard IV: Leadership and Governance
Steve Sellitti, Dean of Special Education and Applied Technologies (co-chair)
Barbara Illowsky, Academic Senate Vice President (co-chair)
Nancy Canter
David Coleman
Vicky Criddle
Susan Dean
Mary Ellen Goodwin

Jennifer Myhre
Terri O'Connor
Dennis Shannakian
Student, Beverly Parker

Accreditation Self-Study Editor
Lois Jenkins, Classified

Accreditation Web Site Developer
Carleen Bruins, Classified

Accreditation Liaison Officer
Robert Griffin, Vice President of Student Services and Institutional Research

De Anza Mission, Vision and Goals
The current De Anza College mission statement was adopted in 1999 as part of the college's Educational Master Plan, "DE ANZA 2005 Pathways to Excellence." The mission was reaffirmed in the 2005 update of the Educational Master Plan.

Mission:
Building on its tradition of excellence, De Anza College challenges students of every background
- to develop their intellect, character, and abilities,
- to achieve their educational goals, and
- to serve their community in a diverse and changing world.

Purpose:
To accomplish its mission, De Anza College provides
- a quality teaching and learning environment and
- sound educational programs and services, accessible
- and responsive to the needs and interests of the people
- of our community.

Outcomes:
De Anza College fulfills its mission by fostering successful students who become
- knowledgeable and self-directed members of the workplace,
- appreciative of the aesthetic expressions of humankind,
- vital participants in the diverse cultures of our community,
- informed and active citizens of the world, and
- lifelong learners.

Vision:
OUTSTANDING GENERAL EDUCATION:
WE SEE...an outstanding general education backbone to our degrees, founded on interconnectivity and interdisciplinary course offerings.

FUTURE ORIENTED WORKFORCE PROGRAMS:
WE SEE...clusters of occupational and technical programs that are future oriented; limited in number elected for high quality and market dominance; and well supported.

SUCCESS OF UNDERPREPARED STUDENTS:
WE SEE...basic skills courses and programs that are also interdisciplinary, and integrated with content courses and services. We have "the best ESL in the country."

INVITING AND ENGAGING CAMPUS CLIMATE:
WE SEE...an inviting campus culture, climate, and physical plant – a beautiful campus in every sense. Special aspects including: a multicultural/international

flair, "real college" elements such as carillon bells and a wide variety of student "happenings," and an active and constructive associated student body and clubs.

EASY ACCESS:
WE SEE...easy access to the college, including simpler, clearer enrollment processes; more targeted orientation and counseling in accordance with a student flow model; more user-friendly interface in all areas, such as our class schedule; and better connections with high schools regarding student preparedness and eligibility.

PARTNERSHIPS:
WE SEE...outstanding business, school and community partnerships resulting in a decreased dependence on state funding; and built-in employment for students.

TECHNOLOGY:
WE SEE...outstanding technology in support of our initiatives: distance learning so that you can get to De Anza "Anytime, Anyplace, Anywhere;" delivery of student services such as a state-of-the-art degree audit system; curriculum management; and well-supported, integrated and useful decision and information systems.

ACCOUNTABILITY:
WE SEE...outstanding management in support of our initiatives with improved fiscal management; a grants office; excellent marketing; highly effective shared decision-making; and improved human resources.

Core Values:
Institutional Integrity
Community Relationships
Diversity
Quality of Student and Staff Life Learning
Access and Quality in Concert
Collegiality
Self-Assessment and Innovation
Student Success
A "Personal Best"

Strategic Goals:
1. Achieve levels of excellence in a climate of learning for a diverse student body.
2. Provide effective pathways to learning for every student.
3. Improve student learning, student life, and the management of resources through the appropriate applications of technology.
4. Increase access through planned growth and fiscal soundness.

Accreditation Self-Study Timeline

2004 Spring Quarter
- May 14 – Senior administrators reviewed accreditation standards and developed a tentative plan of action.
- June 10 – Discussion of accreditation plans with Academic and Classified Senate leadership.
- June 15 – Accreditation training for managers, supervisors, governance leaders, invited faculty, staff and students by Accrediting Commission.

2004 Summer Session
- July 9 – Accreditation Liaison Officer responsibilities shifted from Dean of Academic Services to Vice President of Student Services and Institutional Research.
- Aug. 23 – Accreditation standard co-chairs identified and contacted regarding availability and interest.
- Aug. 26 – First meeting of co-chairs to review the plan for conducting the self-study.
- Sept. 2 – Team members identified and contacted.
- Sept. 13 – Co-chairs met to review plans for Opening Day presentation.

2004 Fall Quarter
- Sept. 16 – Accreditation plans shared, standard co-chairs and team members introduced to college community at the Opening Day activities.
- Sept. 22 – Accreditation Liaison Officer attended accreditation training conducted by Accrediting Commission.
- Oct. 8 – Detailed information from the Accreditation Commission Web site sent to team members of all standards and governance leaders, outlining the new standards and the focus on Student Learning Outcomes, institutional dialogue and the need for evidence.
- Oct. 28 – Meeting with everyone involved in the self-study process and three individuals who served on accreditation site team visits using the new standards. They shared their perceptions and findings related to their visits, emphasizing the need to address Student Learning Outcomes, provide evidence of actions and activities cited in the self-study, and to demonstrate that institutional dialogue was at the foundation of information in the self-study.
- Nov. 3 – Accreditation Web site was created for team members to post information and work on the standards. Web site also available to the entire college community to view the work to date and other information related to the accreditation process.
- E-mails periodically sent to individuals and groups involved, concerned or with a role to play regarding the self-study, asking them to review information posted on the Web site.
- Nov. 11 – Progress report to College Council on the accreditation process, including progress of the teams, work needing to be performed, expectation of

work to be done by governance groups and a reminder of the need for institutional dialogue.

- Nov. 29 – Accreditation self-study team members were sent the CD, "Guide to Evaluating Institutions," developed by the Accreditation Commission. The CD contains information regarding what the Accreditation Commission expects to be addressed in the new standards.
- Dec. 6 – Meeting of co-chairs to review progress on standards and discuss findings that may impact other standards.

2005 Winter Quarter
- Jan. 5 – Submission guidelines sent to all team members by self-study Editor.
- Jan. 18 – Accreditation co-chairs met to review progress to date and identify conflicting information across the standards.
- Feb. 4 – Co-chairs met with Liaison Officer and Editor
- Feb. 10 – The College Council provided an update on status of self-study.
- Feb. 11 – Town Hall Meeting (all members of the college community invited to attend) held to provide an update on the accreditation process.
- March 1 – All drafts due to Editor (to include descriptive summaries, evaluations, sources of evidence) for editing.
- March 15 – All planning agendas due to Editor for integration into self-study report.
- March 22 – De Anza President's Council met to review work on self-study.

2005 Spring Quarter
- April 1 – Editor sent Draft #1 of self-study (with the introductory materials and planning agendas included) back to Liaison Officer for distribution to all committee members for review before April 13 meeting.
- April 13 – Co-chairs met to review documents for conflict of information.
- April 22 – Co-chairs met to review planning agendas in each standard to determine appropriateness or relationship to other planning agendas.
- April 25 –President's Council reviewed progress on self-study and the accreditation calendar to identify any problems.
- April 28 – Co-chairs presented information on the planning agendas in each standard at an All Administrators and Supervisors meeting. The Academic Senate, Classified Senate, and De Anza Student Body Association (DASB) leaders were invited to participate in this meeting.
- May 5 – College Council to discuss Draft #2 and submit suggestions to Liaison Officer; Editor to incorporate approved changes.
- May 11 – Review of self-study with DASB at their regularly scheduled meeting.
- May 19 – Meeting of all committee co-chairs and members for discussion/review of self-study Final Draft before sending document to the president for review and comments; Editor to incorporate approved changes.
- June 20 – Final Draft goes to FHDA Board of Trustees for review.

Eligibility Requirements for Accreditation

1. Authority
De Anza College is reviewed and accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. This accreditation authorizes the college to offer courses that parallel the first two years of the state universities' curricula (De Anza College 2004-2005 Catalog).

2. Mission
De Anza College's educational mission is clearly defined and is reviewed and adopted periodically by the College Council (advisory body to the president) and the Foothill-De Anza Community College District Board of Trustees, according to board policy. It is published in the current catalog and schedule of classes. De Anza's mission is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve.

3. Governing Board
De Anza College is one of two colleges in the Foothill-De Anza Community College District (FHDA). FHDA has a functioning governing board responsible for the quality and integrity of both colleges in the district and for ensuring that the institution's mission is being carried out (Board Philosophy and Mission Statement and Code of Ethics). Its membership is sufficient in size and composition to fulfill all board responsibilities (Board Philosophy and Mission statement, Roles and Responsibilities). The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. No member of the board has an employment, family, ownership, or other personal financial interest in the institution (Board Policy on Philosophy and Mission).

4. Chief Executive Officer
De Anza College has a chief executive officer who is appointed by the FHDA District Chancellor and the District Board of Trustees, and whose primary responsibility is to the institution (Board Policy).

5. Administrative Capacity
The number of administrative staff members (32) at De Anza College supports the services necessary to carry out the institution's mission and purpose. Their preparation and experience is scrutinized through rigorous Management Employment selection and evaluation procedures (Board Policy 4130, 4135).

6. Operational Status
De Anza College is operational, with more than 23,000 students actively pursuing its degree and certificate programs.

7. Degrees
De Anza College offers a wide range of educational programs, 55 of which lead to associate degrees.

8. Educational Programs
De Anza's degree programs are congruent with its mission, are based on recognized higher education fields of study, and are of sufficient content and length. Instructors are contractually obligated to teach to the standards of their disciplines (minimum qualifications established by the California Community Colleges Statewide Academic Senate) and to honor the official course outline of record, both of which ensure that courses are conducted at levels of quality and rigor appropriate to the degrees offered (Agreement between the Faculty Association and FHDA). Fifty-five degree programs are two academic years in length (see current catalog).

9. Academic Credit
De Anza College awards academic credits based on generally accepted practices in degree-granting institutions of higher education (per regulation, Title V, see current catalog, section on Grading System and Units Defined).

10. Educational Objectives
De Anza College defines and publishes each educational program's objectives for students. (See current catalog sections, Highlights of De Anza College Associate Degree and Certificate Programs)

11. General Education
De Anza defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry (See current catalog, section on General Education Requirements). Mathematics, Reading, Writing, and Speaking Competency requirements are also stipulated in the above documents. The institution's General Education program is re-evaluated every seven years at the direction of the Academic Senate (Academic Senate minutes).

12. Faculty
De Anza has 300 full-time faculty members who are qualified to conduct the institution's programs as they have met state-mandated minimum qualifications (Minimum qualifications established by the California Community Colleges Statewide Academic Senate). Faculty duties and responsibilities are clearly outlined in Board Policy 4155.

13. Student Services
De Anza College provides for all of its students appropriate student services (per Board Policy 5550) and develops programs consistent with student characteristics and institutional mission. (See catalog section on Philosophy and Objectives)

14. Admissions
De Anza College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students eligible for its programs (Board Policy 5000).

15. Information and Learning Resources

De Anza College provides specific long-term access to sufficient information and learning resources and services to support its mission and all of its educational programs (Board Policy 6170).

16. Financial Resources

The planning and budget process at De Anza College is coordinated through functional area Planning and Budgeting Teams, the Campus Budget Committee, the College Council, deans, directors, vice presidents, and the president. This process is a sufficient instrument to achieve the college's mission, strategic goals and priorities, and supports the existing programs and services of the college (Board Policy 3000).

17. Financial Accountability

Each year, the district contracts with an independent Certified Public Auditor. The audit is conducted in accordance with standards applicable to financial audits contained in Governmental Accounting Standards Board Statements Number 34 and 35, using Business Type Activity Model recommended by the Chancellor's Office Committee on Fiscal and Accountability Standards.

18. Institutional Planning and Evaluation

De Anza College provides evidence of basic planning for the development of the institution, planning that identifies and integrates plans for academic personnel, learning resources, facilities and financial development, as well as procedures for Program Review and institutional improvement (see college goals, Strategic Plan, Vision Statement, Facilities Master Plan, Financial Plan, etc.).

De Anza College systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including documentation of institutional effectiveness through reports to the California Community Colleges Chancellor's Office, annual State of the College Reports, reports for the League for Innovation in the Community College membership, Accreditation Self-Study Reports, catalogs, reports to College Council, and other community and governance documents. The college does not have a campus-wide assessment of Student Learning Outcomes or routine publication of those outcomes.

19. Public Information

De Anza College publishes in its catalog and schedule, and posts on its Web site, precise and up-to-date information on the following:
- Purpose and Objectives (see catalog, Philosophy and Objectives)
- Admission Requirements and Procedures (see catalog)
- Items relevant to attendance and withdrawal (see catalog and current class schedule)
- Rules and Regulations Directly Affecting Students (see catalog and Board Policies on Time, Place and Manner and Student Rights and Responsibilities)
- Complaint and Grievance Procedures (see catalog, and Board Policies on Student Complaint and Grievance Procedures)

- Programs and Courses/Degree Offered and Degree Requirements (see catalog and college Web site)
- Academic Credentials of Faculty and Administrators (see catalog)

20. Relations With Accrediting Commission

The governing board provides assurance that the institution adheres to the eligibility requirements, accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accreditation status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities (Board Policy 2510, catalog section on Accreditation).

Descriptive Background and Demographics

De Anza College, founded in 1967, is one of the largest single-campus community colleges in the nation. Located on 112 acres in Cupertino, California, De Anza is one of two colleges in the Foothill-De Anza Community College District (FHDA). The boundaries of the Fremont Union High School District, roughly the cities of Sunnyvale and Cupertino, comprise the traditional service area of De Anza, but the college now also serves the region known as Silicon Valley.

Foothill De Anza Community College District
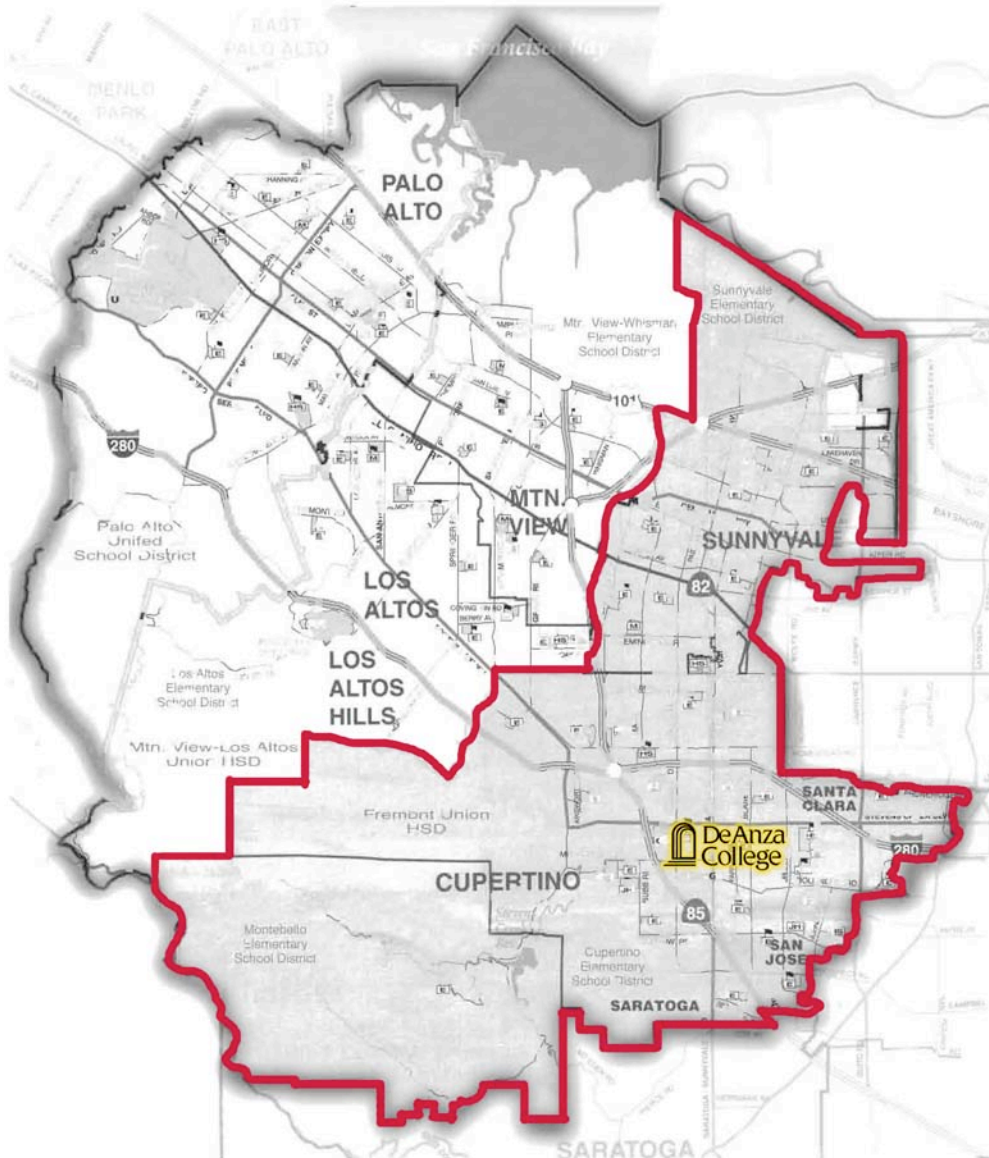
Silicon Valley – broadly defined as Santa Clara and San Mateo counties – is a high technology area of high income and changing ethnicity. Significant trends include:

- Between 1993 and 2003, the share of Asian/Pacific Islander (non-Hispanic) residents almost doubled, from 19% in 1993 to 36% in 2003.
- In 2003, the percentage of White (non-Hispanic) and Asian/Pacific Islander (non-Hispanic) residents was nearly equal, at 37% and 36% respectively. In 1993 Whites (non-Hispanic) made up nearly 60% of the regions' population.
- The share of Hispanic residents increased by half from 15% in 1993 to 23% in 2003.
- The percentage of the Silicon Valley population that is Black (non-Hispanic) decreased slightly from 1993 to 2003, while the share of American Indian/Alaskan Native/Other (non-Hispanic) remained virtually the same.
- In 2003, 40% of the region's population was foreign born, up from 32% in 2000. Two out of five Silicon Valley residents were born outside this country.
- In 2003, 40% of residents had at least a bachelor's degree, compared to 31% ten years ago.

(Source: Silicon Valley's Joint Venture 2004, www.jointventure.org/)

The district is governed by a five-member Board of Trustees, each member elected to a four-year non-concurrent term and augmented by two advisory-voting student representatives. The president of the college, Dr. Brian Murphy, arrived in the summer of 2004. Since the last accreditation team visit, the administrative structure has been flattened to include only three vice presidents (Instruction, Student Services and Institutional Research, and Finance and College Services), with the duties of the vice president for Workforce redistributed to other administrators. The vice presidents for Instruction and Student Services and Institutional Research were at the college in 1999, while the vice president of Finance and College Services arrived in the spring of 2004.

Important demographics of De Anza's student population include:
- Students from the traditional service area account for only about 25% of the student population.
  - About 45% of students come from the city of San Jose, while 12% come from Sunnyvale and about 10% from Cupertino.
- Nearly 80% of students attend classes during the day.
- Just over 25% of students are considered full time, taking 12 or more units.
- About 1,000 international students attend the college each quarter, making De Anza one of the largest community college programs for international students in the country.
- About 52% of De Anza's students each quarter are female.
- About 20% of the students have already completed a bachelor's degree or higher.
- About 60% of the students enrolled each quarter are 24 years old or younger.

Fall headcount enrollment has been at about 25,000 for three of the last five fall quarters from 2000-2004 (see Figure 1). In fall 2004, headcount enrollment dropped by approximately 8%, and while much of the loss was made up in the winter and spring quarters the college remained about 2% below its state appropriation enrollment target for the year.

Figure 1

De Anza College
Fall Headcount
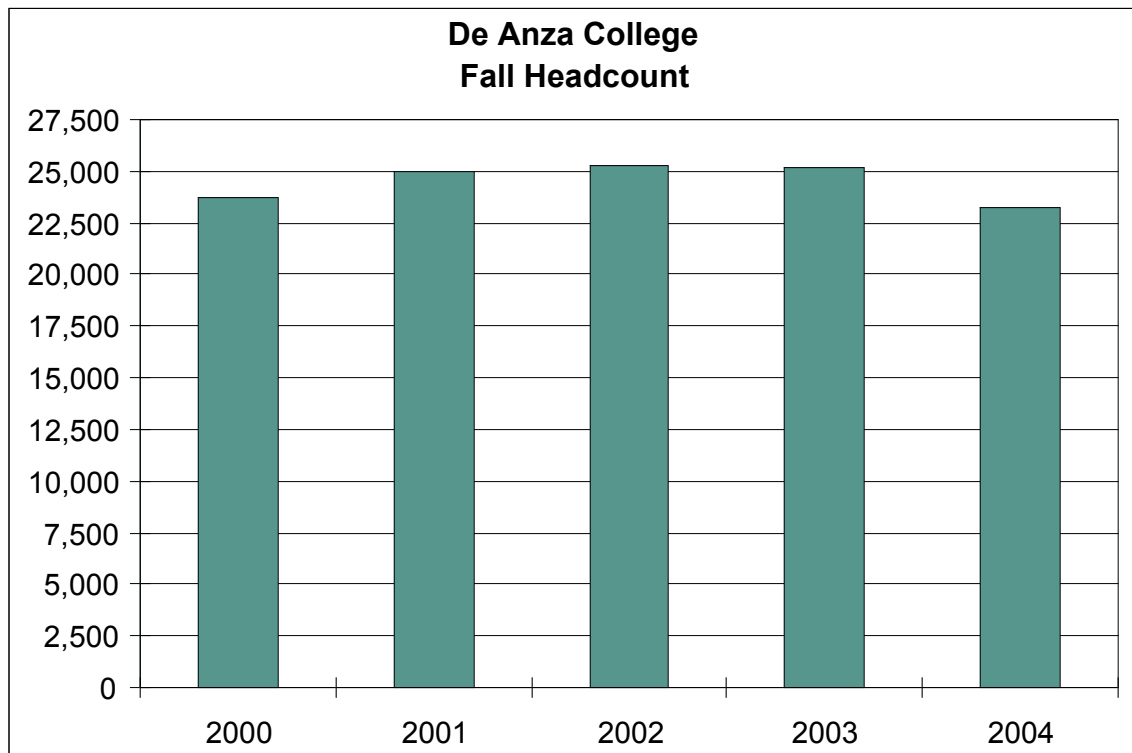
Between 2000 and 2004, the adult population (ages 18 and over) of Santa Clara County grew by 26,000, from 1.273 million to 1.298 million. The increase included the loss in 2002 and 2003 of more than 35,000 residents that left the Silicon Valley after the dot-com bust (Source: Joint Ventures 2004, page 6). The loss of these workers greatly impacted classes in computer information systems, resulting in an enrollment decline in these classes of more than 60%. From 2001-2003, De Anza enrolled just slightly less than 2% of the adult population in the county during the fall quarter. In fall of 2004 this number dropped to 1.79% (see Figure 2).

Figure 2

De Anza College
Santa Clara County Adult Population Compared to
De Anza Headcount as a Percent of Draw
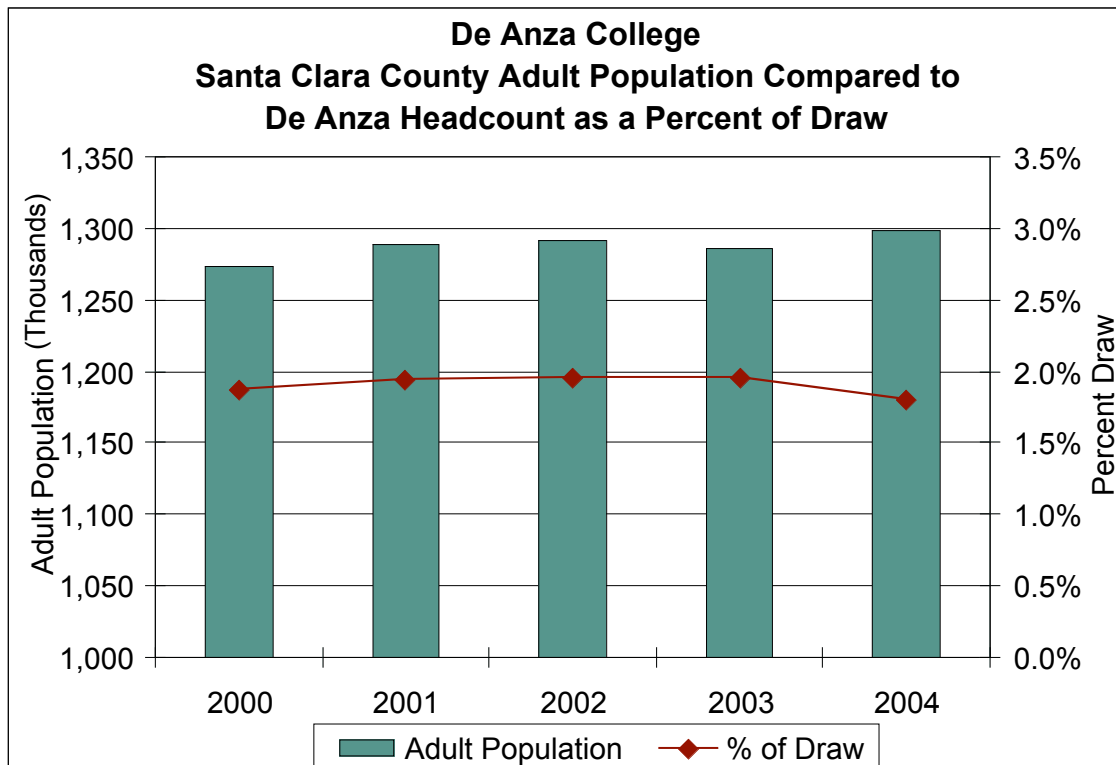
As depicted in Figure 3, De Anza attracted about 15% of all Santa Clara County students graduating from high school in June 2003 (latest available data). Although declining in the early part of the decade, the student draw at De Anza as a percent of high school graduates has remained fairly stable, between 14% and 16%.

Figure 3

De Anza College
Santa Clara County June High School Graduates
Enrolled the Following Fall
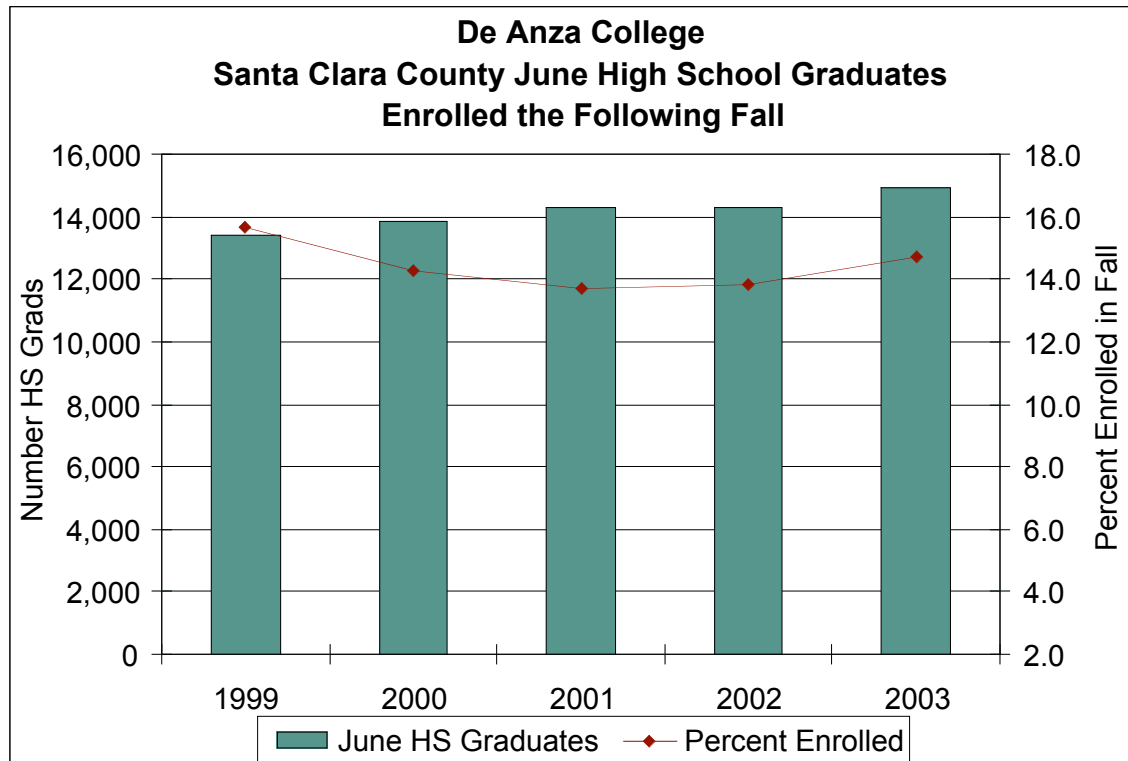
The De Anza student population includes a diverse array of ethnic groups. Students identifying themselves as Asian, Pacific Islander and Filipino made up about 40% of the headcount enrollment in the fall of 2004. White students represented about 25% of the population, while Hispanics represented about 13% (see Figure 4).

Figure 4

De Anza College
Fall Headcount Percentage Distribution by Ethnicity
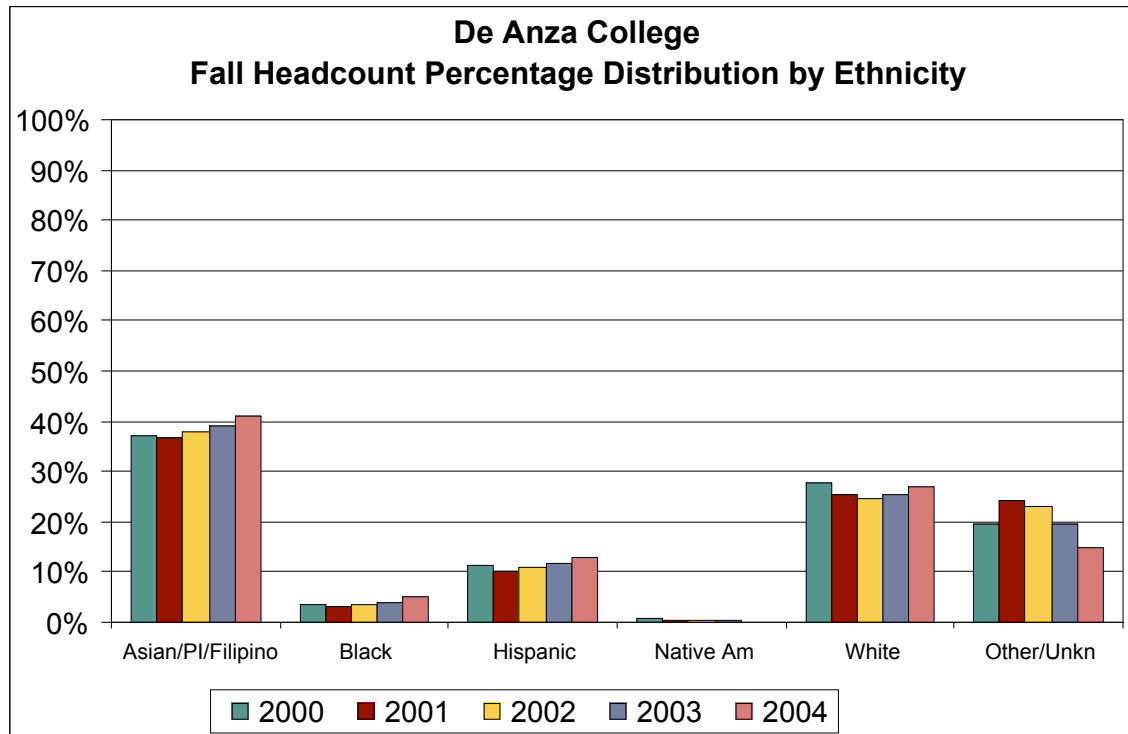
Compared to the ethnicity of the adult population in Santa Clara County, De Anza's student population (with Unknown and Decline to State responses redistributed) is proportionally more Asian and less White and Hispanic (see Figure 5).

Figure 5

Santa Clara County Adult Population and De Anza College Students by Ethnicity

A bar chart comparing ethnicity percentages for Santa Clara County and De Anza Fall 2004:

Ethnicity	Santa Clara County	De Anza Fall 2004
White	~48%	~31%
Hispanic	~22%	~15%
Asian/PI	~24%	~47%
Black	~3%	~5%
Amer Ind.	~0%	~0%

Legend: ■ Santa Clara County ■ De Anza Fall 2004

Note: Unknown/Decline to state not included in the De Anza figures to be consistent with Santa Clara County figures.

Staffing numbers at De Anza have been affected by the college's enrollment and budget patterns over the last five years. Additional full-time faculty and classified staff were hired using targeted performance funding from the state during the first part of the decade (see Figure 6). Budgets began to tighten in 2003, with the 2005 fiscal year projected to be the worst in many years, resulting in layoff notices given to about 5% of the classified staff in the spring of 2005. In addition, Operating or B budget allocations per student (for such items as supplies and staff development) have dropped nearly 50% (Figure 7).

Figure 6
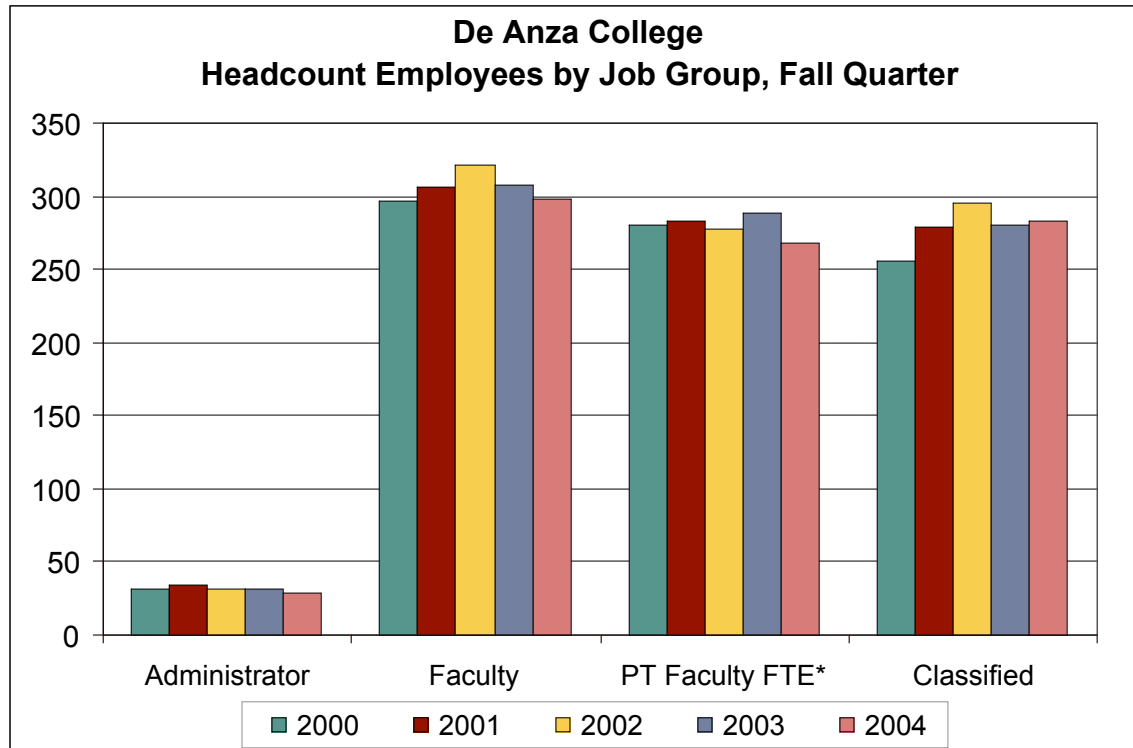
* PT Faculty FTE includes FTE overload of FT faculty but not Article 19 faculty.

Figure 7

De Anza College Beginning (Original) Operating - B Budget per FTES
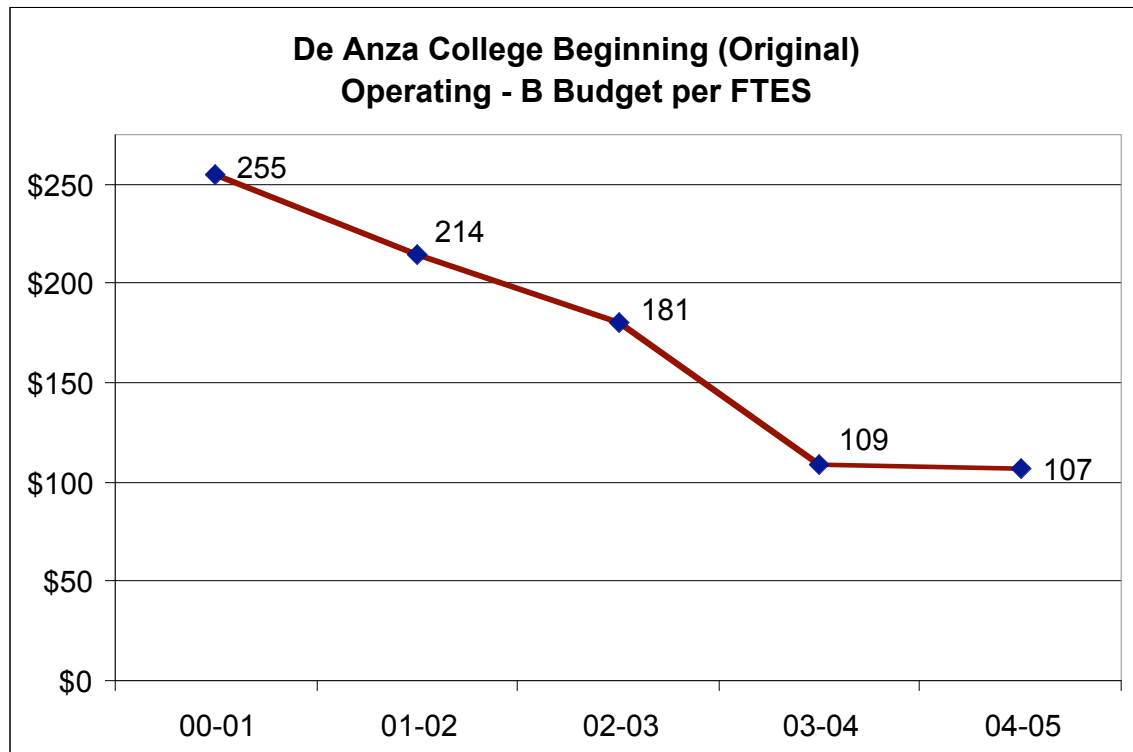
About two-thirds of the full-time teaching faculty headcount at De Anza were reported as White. While a priority has been given to hiring a diverse faculty in recent years, the high percentage of White faculty compared to the percentage of White students may be due to several factors. These factors include past hires and overload teaching among older faculty (most often White).

Figure 8

De Anza College
Fall Headcount-Student and Teaching Faculty by Ethnicity
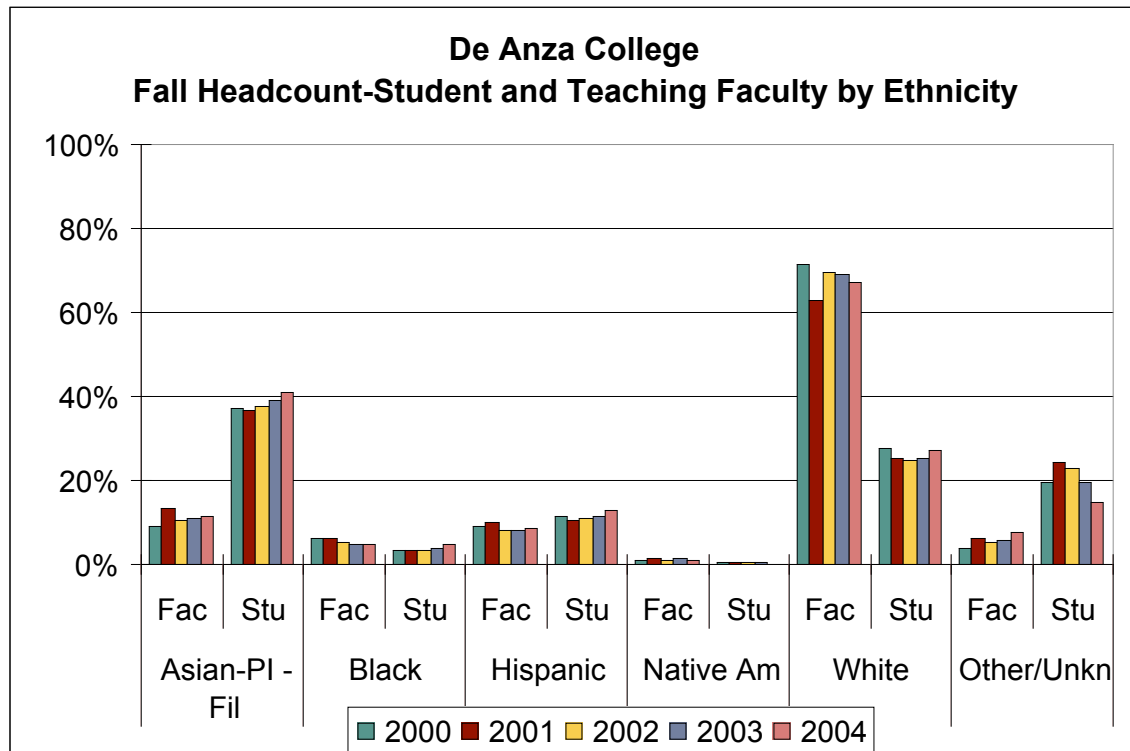
One measure of how well De Anza students are learning is the course success rate. Student course success is the percentage of students attending at the fourth week that receive an A, B, or C as a final grade. De Anza course success rates remain above the statewide average. In addition, course retention – students receiving a grade other than W– is also above the statewide average (see Figure 9).

Figure 9

De Anza College
Course Success and Retention Rates
Compared to Statewide Average
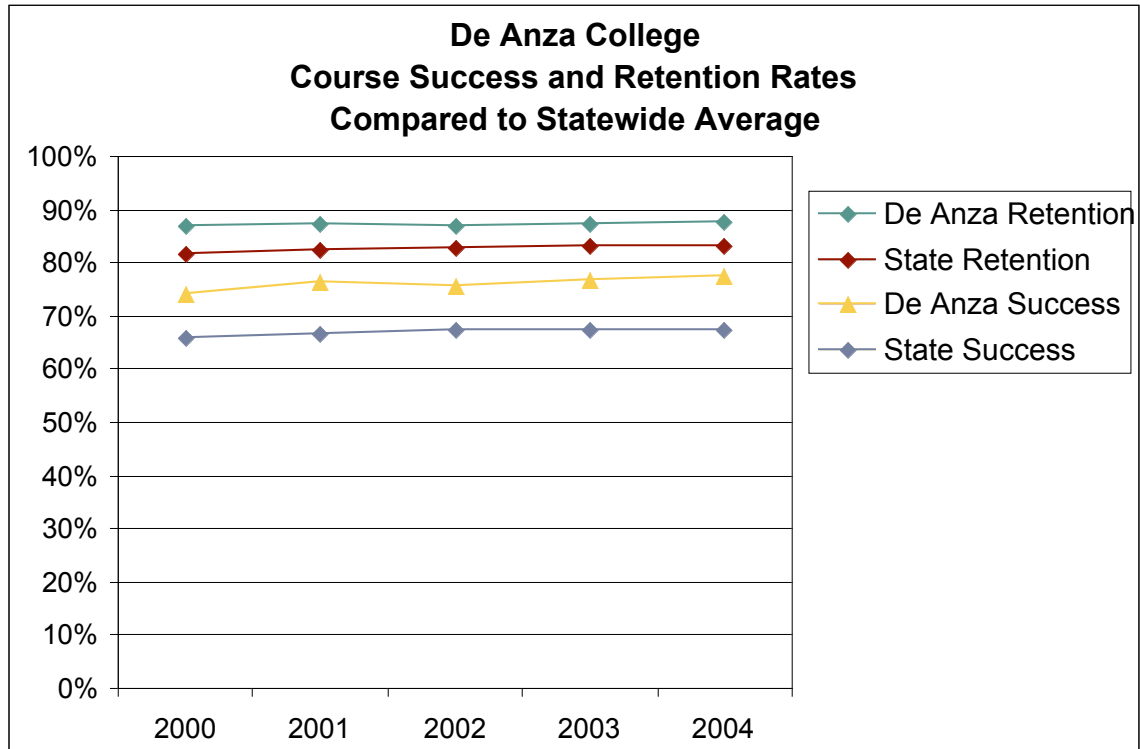
Another measurement of college outcomes is the number of degrees and certificates awarded. Since 1999-2000, the number of degrees and certificates awarded has remained stable after showing an increase in 2002-2003. The number of students transferring to UC and CSU campuses has increased by 12% from 1999-2000 to 2003-2004.
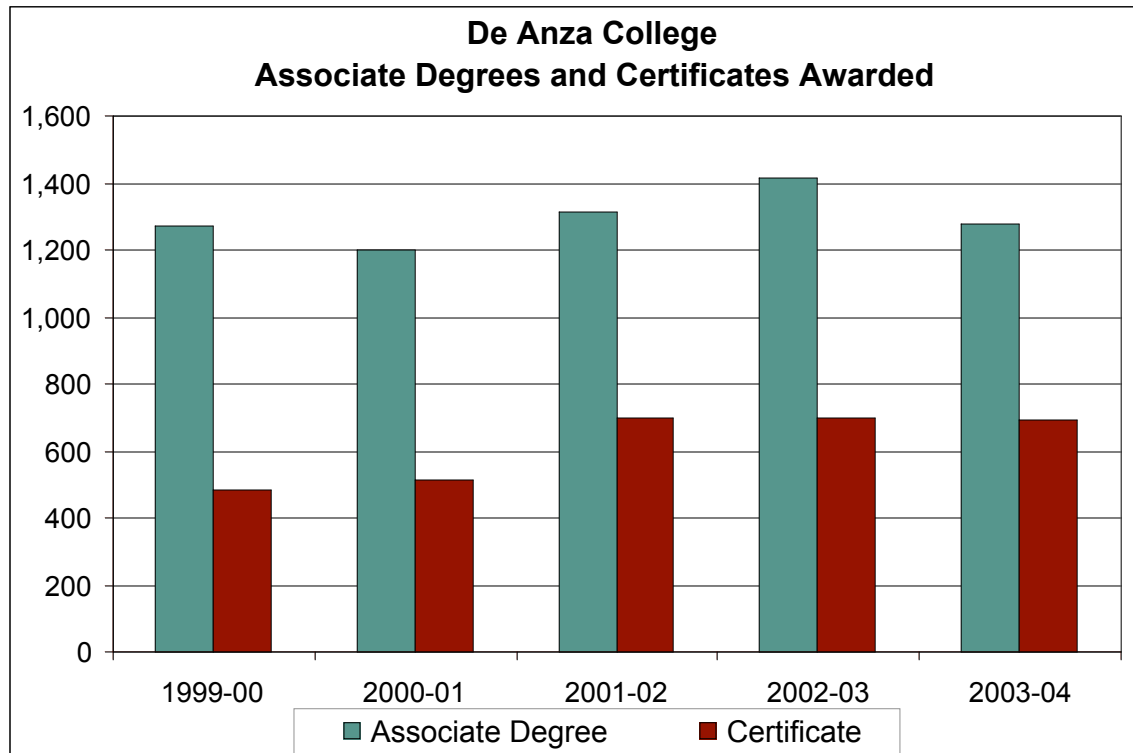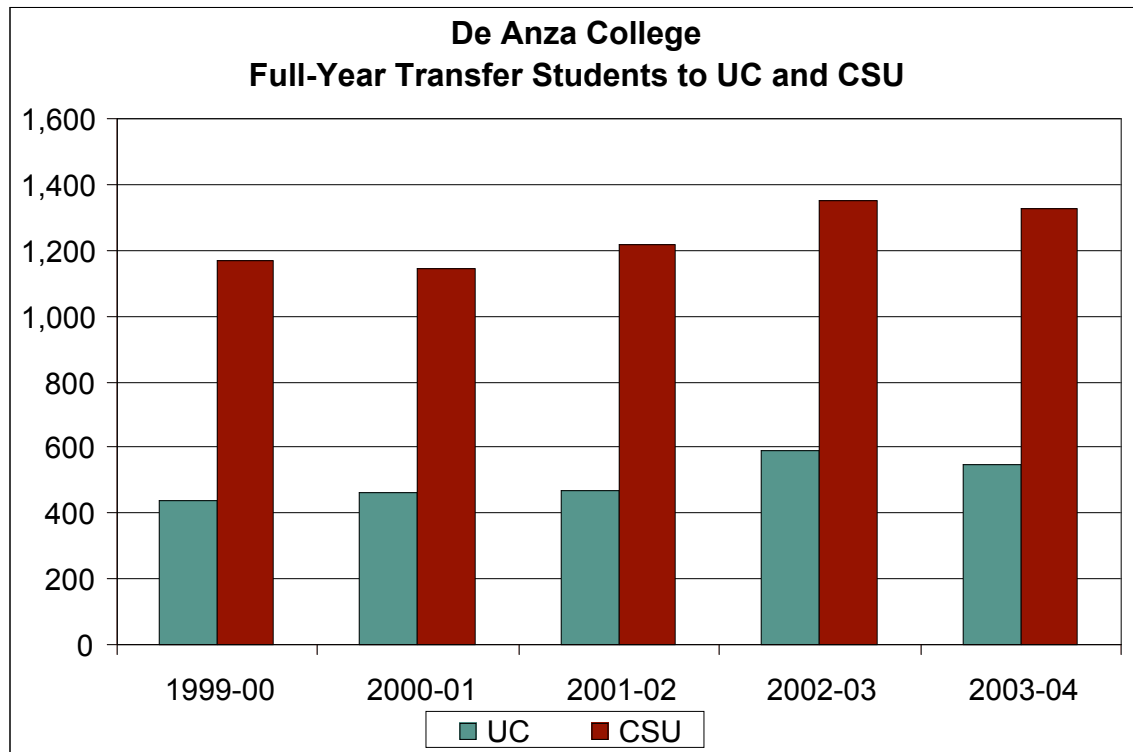
Figure 10

De Anza College
Associate Degrees and Certificates Awarded

Figure 11

De Anza College
Full-Year Transfer Students to UC and CSU

Summary of the Self-Study by Themes

<u>Institutional Commitment</u>
De Anza College's commitment to providing high quality education is specifically stated in our mission, vision, and strategic goals. Indeed, De Anza's identity is framed by such a commitment and includes the very guidelines provided by the District Board of Trustees for the planning and building of the college's physical plant. Our commitment to providing excellent instruction in innovative programs is expressed in every version of the college's Educational Master Plan, infuses the equity plans of every unit on campus, and informs the planning and design elements of our Measure E construction program.

The college commitment to student learning and student success is reinforced through the following practices:

- The Strategic Planning process – including the development of both Educational Master Plans and the college Facilities Master Plan.

- The Program Review process – where detailed assessments of programmatic outcomes are provided as central elements of review. The annual Program Reviews include assessment of student classroom success and maintenance of service delivery levels.

- The New Programs development process – where detailed assessments of student demand are linked to assessments of staffing capacity and program integrity.

- The Planning and Budget Teams structure – where representation of all shared governance constituent groups is intended to ensure the broadest conversation of both instructional and non-instructional elements of program and organizational design.

- The Goals Setting process – included as a part of the Program Review.

- The Student Equity planning process – included as part of Program Review.

- The Resource Allocation process – linked to the Program Review process.

- The Marketing/Communications Office's student surveys – conducted to collect information for the planning and budgeting process of the college and to query student satisfaction, reasons for persistence or non-persistence, and areas of student interest.

- The Curriculum Review process – to facilitate consistency in the quality of instruction and assure adherence to campus curriculum standards and transfer/matriculation standards as well as responsiveness to workforce education needs.

- The Faculty Evaluation process – for full- and part-time faculty, including administrative, peer, and student evaluations focused on quality of instruction, professional growth, and special service.

- The Staff Development Program – which provides faculty and staff the opportunity to expand their teaching and support services skills and effectiveness.

- The Budget process – an assessment of impact on instructional outcomes and program integrity are the dominant metrics against which both reduction and expansion decisions are made.

Animating several of these specific institutional interventions and processes is a constant search for ways of integrating instructional and student services. Indeed, this search for program integration has marked the most successful and innovative programs at the college – particularly in the areas of English, English as a Second Language, and Mathematics – but reaching to virtually every instructional program. This institutional commitment is most visibly expressed in the opening of the new Student and Community Services Center at the very front of the campus. This symbolizes and realizes De Anza's determination to making integrated Student Services available to every student, and expresses the college's promise to never marginalize the services that surround our superb instructional program.

These various structures and processes are referenced throughout this Self-Study, with specific references in Standards I, II, III and IV.

Institutional Integrity
Integrity is a theme that runs consistently through the college's policies and practices beginning with the vision statement, which says "we see…an outstanding general education backbone to our degrees, founded on interconnectivity and interdisciplinary course offerings." Our college purpose also demonstrates our commitment to institutional integrity with this statement:

> "To accomplish its mission, De Anza College provides a quality teaching and learning environment and sound educational programs and services, accessible and responsive to the needs and interest of the people of our community."

Having made clear our fundamental educational purpose, the college aims to ensure that we model the values we expect from our students. Institutional life must be animated by the values of honesty, trust, clarity of purpose and action, openness to both ideas and people, and a profound commitment to a diversity of views and experiences.

There are numerous policies in place to support De Anza's emphasis on integrity. Board Policies and Administrative Regulations and Procedures stipulate Codes of Conduct for the entire college from board members to students. The Non-Discrimination and Sexual Harassment policies are specific examples of policies created to meet those standards, as are the Codes of Student Conduct, the codified expectations of faculty professional

behavior, and all personnel processes that guarantee due process and fair representation. These policies and regulations were derived from the Educational Code and Title V; they were then modified to demonstrate our commitment beyond compliance and to reflect the values of the college.

De Anza's ethical standards are also reflected in:
- Hiring processes – which are guided by the district policies on hiring faculty, classified staff, and administrators
- Evaluation processes – for part-time, probationary and regular faculty, classified staff, and managers
- Formal grievance process – where student concerns about faculty assignment of grades or harassment/discrimination are addressed by the Grievance Review Committee, which includes student membership
- Evaluation of assessment and placement tests for cultural bias
- Inclusion of student government members on shared governance committees
- The appeal process afforded students on decisions regarding financial aid and other services that impact their student status

The college encourages open discussion of issues regarding integrity. The Academic Senate has a Professional Relations Committee that uses the State Academic Senate's Standards for Professional Conduct as its guide. The Classified Senate has its own institutional commitment to staff integrity, as do the unions representing classified staff.

This openness is also demonstrated in the college's honest and immediate communication with its employees and constituents through:
- Reports to the community
- News releases
- Posting and publication of survey results and trends in research and institutional effectiveness
- Posting and publication of minutes from Academic Senate, governance, and operational committees
- Meetings held by the president with the leadership of the Academic and Classified Senates, faculty and classified unions, and the De Anza Associated Student Body (DASB)
- Town Halls open to entire college community
- College-wide celebrations such as the Holiday Party, Spring Fling, and Opening Day events

Board members ensure the college meets its legal and fiscal obligations, and De Anza further guarantees the integrity of its finances through internal control processes, audits, and the participation of its Budget Committee, representing all employees on campus and directed by the President's Council.

References to this theme are found throughout this Self-Study, with the most specific references in Standard IV.

<u>Dialogue</u>
De Anza prides itself on having an engaging and inclusive environment for students, faculty, staff, and members of the surrounding community. The college views dialogue as an ongoing process critical to successfully supporting our mission and obtaining our purpose and goals. The dialogue at De Anza is based on our commitment to open conversation and analysis of data.

The college demonstrates its commitment to institutional dialogue in many ways. De Anza has an elaborate structure of shared governance that ensures broad dialogue regarding virtually every campus issue. Indeed, this structure of shared governance is considered a central element of De Anza's identity, and is referenced in virtually every faculty and staff document, personnel and governance policy, Educational and Facilities Master Plans, the development and review of curricula, programs, and college finances.

At the heart of the shared governance architecture are three overlapping institutional structures: an administrative structure which conducts its business through dialogue, an academic structure that ensures faculty governance of curricula and programs, and a formal shared governance structure that ensures representation of employee groups (both collective bargaining and professional organizations) in nearly every decision stream affecting the college.

This latter structure includes the formal Planning and Budget process, where three representative teams (the Instructional PBT, the Student Services PBT, and the Finance and College Services PBT) assess and debate programmatic and budget issues. Regarding budget issues, these teams then report to the College Budget Committee, where dialogue ensures a campus overview of all area discussions. These discussions, as well as policy and planning discussions, are then brought to College Council, which is the campus-wide governance body. In all three levels (PBTs, College Budget, and College Council), each constituent group in ensured representation – students, administrative area, faculty and classified senates, and collective bargaining organizations.

In addition to these ongoing governance structures, dialogue is ensured in virtually every new policy initiative. An example is the president's new Task Force on Civic and Community Engagement, formed to produce a report and recommendations regarding the campus' capacity to provide greater opportunity for our students, faculty, and staff to gain the skills and experience of civic life. This group has a membership of nearly 30, is chaired by two members of the faculty, and has representation from students, administrators, classified staff, and faculty, and will bring its recommendations back into the shared governance structures when it reports out next January.

It is fair to say that De Anza has a "culture of dialogue." At the same time it is fair to say that even with all the structures and organizational processes ensuring discussion, it takes constant vigilance and creativity to broaden the discussion to larger numbers of faculty, staff, and students. There have been criticisms of our processes that too few members of our community participate even when the opportunity is available, and that it is harder for new faculty and staff to enter into debate when the processes are so formal. Further, there

is a simple issue of scale: as a college (or any other organization) goes beyond a certain size, it is harder to engage the entire corporate body in public debate. Thus, one of the president's goals in the Strategic Planning Initiative next academic year is an exploration of newer forms of dialogue that might provide even greater access of our colleagues – including the use of new media and Internet technologies.

Beyond the process of shared governance, there are multiple other ways in which the college is engaged in dialogue. Among them are:

- The president, vice presidents, and faculty representatives meet regularly with the De Anza Commission, a body of community supporters whose work in the surrounding communities gives them unique capacity to assist the college. The college provides the commission information on activities and issues that impact its ability to accomplish its mission, and the commission provides vital support and input on issues and concerns of the local community related to student and college success.

- Each quarter the president holds open forums called Town Hall Meetings to share important information with the college community on issues that impact their status and their work with students. Town Halls are also an important way for all members of the college to have their thoughts and concerns heard by others and to get input and feedback from the rest of the college community. Town Hall topics have regularly included the college and district budgets, enrollment trends, emergency response to natural disasters, Measure E construction updates, the Accreditation Self-Study, and other emerging issues.

- Each quarter the president holds All Managers and Supervisors meetings to discuss important issues related to the college and the students we serve. These are occasions for discussion of the college budget, Educational Master Plan, collective bargaining updates, accreditation, civic engagement, and other issues.

- The president communicates regularly with the faculty and staff via e-mail and written updates on fiscal and programmatic issues, and seeks regular input from campus constituencies on issues.

- College leadership regularly meets with division faculty to discuss fiscal, programmatic, and other issues.

- The Marketing/Communications Office provides an array of communications to campus constituencies, ensuring the dissemination of campus information. This includes notice boards, college-wide voice mails and e-mails, the monthly President's Report, and posted minutes of college governance groups.

- The Diversity Advisory Council has representation on campus governance bodies and communicates directly to faculty and staff regarding equity and diversity issues.

- The College Environmental Advisory Group (CEAG) has just transitioned into a campus-wide advisory body, provides courses (through Environmental Studies), and provides another venue for participation of faculty and staff in programs of environmental sustainability.

- The student newspaper, La Voz, is nationally recognized as a model student publication, and provides weekly news of campus and regional issues to the campus community. The editorial and reporting staff of La Voz have regular and open access to the administrative, faculty, and staff leadership of the college.

- In an effort to establish more informal avenues of communication, the president has established open office hours, regularly posted to the campus.

- College equity plans, campus diversity climate surveys, and assessments of progress in equity goals, are broadly shared via e-mail and print materials, presentations to campus governance groups, and regular meetings of the Diversity Advisory Council.

- The Multicultural Staff Association has representation on College Council as well as the Chancellor's Advisory Council, and hosts its own meetings and programs aimed at increasing the awareness of and commitment to cultural equity on campus and across the district.

- Numerous campus-wide committees consisting of managers, faculty, classified staff, and students are devoted to improving student achievements and student learning. There are also academic committees devoted to discussing and assessing the effectiveness of processes, policies, and organizational structure, such as the Curriculum Committee, Instructional Deans, Student Services Council, and the Enrollment Management Task Force. These committees and councils base many of their discussions and actions on data gathered from student surveys, employee surveys, community surveys, and analyses of current trends collected by the college researcher and posted on the Institutional Research Web site.

- Finally, the academic calendar is marked by public events that engage the faculty and staff in campus, district, and statewide issues. The college's Opening Day activities are used to address important issues and topics, particularly in the areas of student success and retention, equity and diversity planning, and long-range planning. Further, the college regularly shares best practices of programs and departments such as Learning in Communities (LinC) or Math Performance Success (MPS), in college-wide forums and special sessions.

References to this theme are found throughout this Self-Study, with the most specific references in Standard IV.

Organization and Decision Making
De Anza's communication and decision-making structures and processes are driven by
the purpose statement: "De Anza College provides a quality teaching and learning
environment and sound educational programs and services, accessible and responsive to
the needs and interest of the people of our community," and the strategic goal that directs
us to: "Provide Effective Pathways to Learning for Every Student."

As elaborated above, De Anza is a complex and large college, and to achieve its mission
it is important that our organizational environment and structure be inclusive and
engaging. The college values its staff, faculty, students, and the resources brought by
each to the dialogue on student learning and success. Each person in a leadership position
is expected to represent both the thinking and decisions of the group he or she represents
in the governance process as well as the broader interests of the campus community.
Then representatives are expected to communicate decisions, questions, and information
back to the constituent group they represent.

The college organizational chart details this structure. What is more critical to grasp is a
culture of debate and dialogue, where broad discussion of minor and major decisions is
expected. However, there are limits to the detail of some of these conversations. For
example, budget reduction discussions cannot include the specific names of employees
facing potential layoff, due to elements of the collective bargaining contract governing
layoffs. This is normal in a college environment.

The administrative organization consists of vice presidents of Instruction, Student
Services and Institutional Research, and Finance and College Services, each overseeing
those functional areas and reporting directly to the president. Each area has its own
managerial structure appropriate to its particular purposes (division deans, for example,
in Instruction), and has processes of planning, program review and assessment, budgeting
and fiscal oversight. Each area also has a formal Planning and Budget Team (PBT), with
representation from faculty and classified employees and students.

In addition to the administrative organization of the college, decision-making is carried
out through overlapping structures of shared governance. The most critical of these are
the college-based structures that formally represent faculty, staff, and students. The
Academic Senate operates through its own structure and processes, as does the Classified
Senate and the De Anza Associated Student Body (DASB). Each is represented on every
PBT, College Budget Committee, the College Council, and most other organized bodies
on campus. Faculty and staff are also represented by collective bargaining organizations,
with contracts negotiated at the district level.

Among the most important of the shared governance bodies, the PBTs ensure
representation and participation by all constituent groups. Each is chaired by the
appropriate vice president and a co-chair from the faculty or classified staff. PBT
membership includes, faculty, classified staff, students, management, and supervisors.
Each PBT is responsible for receiving and reviewing the Program Reviews submitted by
staff. The Program Review process allows every member of the staff to participate in

setting goals. The information gathered is used to determine resource allocation, budget changes, policy decisions, and to create planning agendas. The co-chairs of each PBT meet as needed with other co-chairs to review the requests or recommendations that other PBTs will be taking forward to the College Council.

The College Council in turn has the responsibility for making recommendations to the president about the allocation of resources, changes in practices or policies, or changes in budgets and personnel. College Council is also viewed as the central governance body through which entirely new initiatives are brought, as well as being discussed in Academic Senate, Classified Senate, and DASB. An example would be the faculty and staff initiative in spring 2005 to make De Anza and Foothill colleges "smoke free working environments." This proposal was meticulously researched by an ad hoc group that conducted faculty and staff interviews and framed proposals that were then brought to every shared governance body – including the College Council – prior to delivery to the Chancellor's Advisory Council and ultimate delivery to the Board of Trustees.

References to this theme are found throughout this Self-Study, with the most specific references in Standards I and IV.

Evaluation, Planning, and Improvement
De Anza has a number of practices and processes in place that demonstrate its commitment to and understanding of evaluation, assessment, planning, and continuous improvement. The most visible example of the college's commitment is the creation of the position of college researcher. This position is part of a district wide structure that reports to the director of District Institutional Research.

The college researcher works closely with all areas of the college, but also reports (in a dual reporting line) directly to the vice president of Student Services. De Anza expects all requests for resources and proposals for change at De Anza to be accompanied by an analysis of supporting data. The college researcher is regularly deluged with requests for data analysis and discussions of the attendant methodologies. Establishing the researcher position has prompted a campus-wide appreciation for the value and complexities of data management in support of program design.

As referenced above and as elaborated in Standard II, the Program Review process is designed to provide the PBTs with specific information related to evaluation, planning, and proposals for improvements of all programs and services of the college. The Program Review instruments that are used by each PBT are designed to qualify and quantify the information provided in order to determine the need for change, improvement, expansion, or other plans. The evaluation and planning process is not limited to any one area; the review of programs includes examining how other programs or services are affected by the result of an evaluation or the recommendation of a planning agenda.

When the college experienced an unanticipated decline in enrollment in fall quarter 2004, it quickly expanded the Enrollment Management Task Force to include data from the college researcher, Marketing/Communications, the college Outreach Office, Admissions

and Records, instructional divisions, and other areas to perform a detailed analysis of the questions:
- Which students had left or were not registering in our classes?
- What classes and programs were being affected?
- What age group, demographic and geographic distribution data, and other information did we need to immediately respond to this decline?

As a result of careful analysis and planning, we were able to put practices into place that slowed the decrease in enrollment over the next two quarters. From an initial decline of 8% in headcount, we were able to regain enrollment over subsequent quarters to bring ourselves within 2% of last year. This result was driven by interventions crafted in response to data.

The day-to-day planning and evaluation processes at De Anza are driven by a number of critical factors, including:
- Accreditation recommendations
- Budget trends
- Data provided by Institutional Research
- Data provided by academic, vocational, and support services areas
- Curriculum changes
- Labor market trends
- District goals

The planning efforts of the college are consistent with its mission statement and its current Educational Master Plan, and are coordinated by the primary planning body of the college, the College Council (composed of the president and 22 campus representatives). At the same time it is critical to appreciate the particular passage through which De Anza is moving. Our Accreditation Self-Study coincided with what should have been the concluding year of analysis leading to a new Educational Master Plan. The 2003-2004 academic year was marked, however, by the departure of both the college president and vice president for Finance and College Services, the installation of a one-year interim president and vice president, and the search for a new president. That search was concluded in summer 2004, and the new president joined De Anza in July 2004.

The effect of this transition was to pause the strategic planning exercise for the Educational Master Plan until the arrival of the new president, to focus during this academic year (2004-2005) on the Accreditation Self-Study, and then use the Self-Study as a platform for a long-range Strategic Planning Initiative to begin in fall 2005. As a result, the campus did not develop an entirely new Educational Master Plan, but rather updated the current plan, "DE ANZA 2005 Pathways to Excellence," essentially ratifying the current planning goals, mission and vision, until the conclusion of the next academic year. This shift of planning horizon gave our new president time to join the college, and allows us to explicitly use the Accreditation Self-Study results for strategic planning purposes.

Student Learning Outcomes
Virtually every program review at De Anza, every curriculum proposal or revision, and every assessment of program effectiveness is driven by data on learning outcomes. At the same time the college has not embraced an explicit Student Learning Outcomes (SLOs) model where there is assessment of learning outcomes outside the specific program or faculty member's governance of their programs and classrooms. This is partly due to a reluctance of the faculty to participate in any assessment program not driven by classroom-specific assessments, a reluctance shared broadly by the entire statewide Academic Senate of the California Community Colleges.

At the same time there is a growing appreciation of the potential utility of broader outcomes assessment than those currently used by faculty in their individual classrooms. More specifically, the new president has indicated that he believes the 2005-2006 Strategic Planning Initiative must include an exploration of mechanisms to better understand the effectiveness of instructional programs. The faculty leadership at De Anza is thoroughly committed to such better understandings, but does not wish to have imported into the college any instruments and mechanisms not developed here. Faculty will have the opportunity to lead learning outcomes efforts through the future work of the Curriculum Committee and the Instructional Planning and Budgeting Team, which will revise the Program Review process to include learning outcomes measures.

That said, recent SLOs efforts have been successful in numerous vocational programs on campus, and there is widespread use of success and retention data to design courses and programs. The entire structure of the Mathematics developmental skills curricula was redesigned on the basis of student success and retention data that indicated critical structural impediments to student success. For a summary of our current work, see the next section, "Student Learning Outcomes: Evidence to Date," in this report.

While the college is in the primary stages of assessing institutional effectiveness through SLOs, the campus culture has been focused on teaching and learning and other effectiveness measures since its founding. It is obvious to the point of cliché that De Anza sees student learning as the central and animating theme of every element of our operation, especially in the areas of resource allocation, decision-making, and planning.

References to Student Learning Outcomes can be found throughout this Self-Study, with particular emphasis in Standard II.

Student Learning Outcomes: Evidence to Date

De Anza College has a strong record of student success as evidenced by:
- The number of transfer students and how well they perform at the receiving institutions
- The number of vocational students and how well they perform in the workplace
- The data on student retention and success compared to statewide averages
- Anecdotes that students tell regarding the high quality education they enjoyed whether in a single course or a complete degree

While there has been a deep commitment to student learning, we are just embarking upon a full examination and discussion of SLOs. The self-study process has initiated reflection and dialogue on how De Anza will respond to SLOs in a meaningful way, what curricular structures are in place that can provide a starting point, and how we can broadly engage the faculty in a serious SLOs effort.

Academic Senate leadership over the past few years has expressed concern that the adoption of SLOs could lead to the use of inappropriate metrics and/or assessment instruments. We have begun to address that concern by examining the curriculum approval process and identifying elements therein that are substantively SLOs at the course level.

The 2003 Curriculum Development Guide provides detailed step-by-step instructions on writing and revising course outlines. At the very beginning of the process, the writer is invited to answer a number of questions, including:
- Is my idea for curriculum both a beneficial and feasible addition to De Anza's offerings?
- Is my idea for curriculum appropriate for GE status of transfer?
- What are the student skill requirements to enter this course?
- What do I expect the student to learn/accomplish in this course?

The writer is offered resources in print, on the Web, and in person through divisional representatives to the Curriculum Committee, division deans, the articulation officer, the curriculum facilitator, the matriculation coordinator, and the Curriculum Committee co-chairs. The course outline elements that receive the greatest scrutiny and discussion in the Curriculum Committee are:
- Course Objectives – Course objectives are desired outcomes in behavioral or performance terms based on Bloom's Taxonomy of Educational Objectives, i.e., what a successful learner is able to do upon completion of the course rather than what the instructor is going to do. While instructors may vary in their approach to course material, the department as a whole is expected to specify abilities or competencies expected of all students in any section of a given course.

- Expanded Description – The expanded description shows the relationship between course objectives and the content/means of accomplishing those objectives.

- Methods of Evaluating Objectives – Methods of evaluation are consistent with the course objectives and provide an appropriate means to measure achievement of the objectives. Levels of competency are stated for course objectives that involve skills and the ability to do something that is evaluated by observation.

The following program SLOs matrix presents those disciplines that have built on the individual course SLOs to a standard of student proficiency required or recommended by entities external to De Anza.

Accounting	Accounting Advisory Council
Automotive Technology	Automotive Service Excellence Examinations; Bureau of Auto Repair requirements; California's Inspection and Maintenance Program
Business	Business Advisory Council
Computer Aided Design and Digital Imaging	CAD Advisory Council
Child Development	Department of Social Services
Environmental Studies	Cal/OSHA; Environmental Protection Agency; Bay Area Air Quality Management District
Film and Television Production	Film and Television Advisory Council
Health Technologies	California Department of Health Services-Laboratory Field Services
Health	American Red Cross
Medical Laboratory Technician	Medical Laboratory Technician national examinations
Nursing	Board of Registered Nurses
Paralegal Studies	American Bar Association
Peace Officer Standards and Training	Commission on Peace Officer Standards and Training
Photography	Photography Advisory Council
Psychology	American Psychology Association
Real Estate	California Real Estate examinations
University Transfer Studies	Intersegmental General Education Transfer Curriculum; California State University General Education certification

SLOs figure prominently in the planning agendas of the 2005 Accreditation Self-Study and are high priorities in the strategic planning process that will begin in fall 2005. By 2005-2006, SLOs will be integrated into the curriculum development and approval processes.

Certification of Continued Compliance
With the Eligibility Requirements

The Accreditation Self-Study Steering Committee, composed of the College Council of De Anza College, conducted a review of the eligibility requirements at its meeting on May 19, 2005. Each member of the council was provided with a copy of the requirements for accreditation and was asked to read the requirements prior to the meeting. The council reviewed and discussed each of the requirements. College Council unanimously agreed that De Anza College continues to meet all of the eligibility requirements. This self-study report will describe and analyze how well each of the standards is met and will address in more detail the issues of appropriateness and adequacy of resources and services.

Statement of Assurance

We hereby certify that De Anza College continues to meet the eligibility requirements for accreditation.

_____   _____
Martha Kanter, Chancellor   Brian Murphy, President
Foothill-De Anza Community College District   De Anza College

_____   _____
Date   Date

_____
Edward Hay, President
Board of Trustees

_____
Date

Responses to Previous Team Recommendations

Recommendation:
> 2.1 — De Anza College should make the policy protecting Academic Freedom and responsibility readily available to faculty and students by including it with other policies in the appropriate print and online publications of the college. (Standard 2.2)

Response:
- The Academic Freedom statement is located in the Board Policy Manual. The text may be located at the Web site (http://www.fhda.edu/about_us/board/policy) via the link to Article 4: Personnel (Article 4190).
- The Academic Freedom statement is included in the quarterly schedule of classes and college catalogue.
- The Academic Freedom statement has been included in all alternate forms of media such as CDs or DVDs that advertise or promote the college.

Recommendation:
> 3.1 — De Anza College should fully implement and integrate the revised program review and planning processes with broad participation of all constituencies and evaluate the extent to which the process promotes improved student outcomes and improvements in programs and services. (Standards 3A.4, 3B.2, 3B.3, 5.10, 8.5)

Response:
- Budget and Planning Teams were established in the three functional areas: Instruction, Student Services and Finance and College Services, with representation from the faculty, classified staff, students, and administration.
- In support of campus program planning and annual budget reviews, campus and district institutional researchers were hired, research initiated, and outcomes data linked to Program Review templates, which are now available on the Internet.
- As a result of hiring a college researcher, the college has developed student outcome data for use by college divisions and departments, college-wide governance groups, and both prospective and current students.
- A research Web site was developed to give faculty user-friendly desktop access to the data for Program Reviews.
- The Program Review process has been revised but will undergo further revision to incorporate the identification and assessment of learning outcomes.

Recommendation:
> 3.2 — The college and district should expand the research function with adequate structures, staffing, and computer systems and resources to fully support planning and decision-making at the district, college, and program levels. (Standards 3A.1, 3A.2, 3C.3, 10C.1)

Response:
- The district hired an executive director of Institutional Research and Planning (IR&P) and expanded its staff that now includes: three research staff positions, two campus-based researchers, and one district-based senior research analyst/data warehouse coordinator.
- New Windows PCs have been purchased for each member of the now seven-person IR&P staff.
- Additional new resources include a Mac G4 system, new printers, a laptop, and a data projector.
- The district hired a staff member and successfully developed warehouse schema and technology.
- Enrollment management databases with at least six years of longitudinal data by term have been created, documented and validated including the elements of WSCH, FTEF, WSCH per FTEF, and class enrollments, success and retention rates by student demographics.
- The IR&P Web site has been substantially improved, expanded, and validated to include Program Review data, employee statistics, student demographic enrollment trends, and high school participation rates.
- Some Student Learning Outcome data has been developed.
- IR&P now reviews all state MIS data before submission and works with departments to ensure accuracy.
- The college has implemented and stocked the IR&P analytical data warehouse, enabling fast-responding access to consistent, validated longitudinal data for enrollment management, student tracking, and outcomes assessment among other benefits.
- The college provides user-friendly desktop access to enrollment management, Program Review, and student outcome data enabling quick and easy ad hoc longitudinal data views and analysis.
- The college has developed and conducted a number of studies to determine the educational effectiveness of programs and factors that positively affect student success.
- The college has established a more effective and efficient survey research and support capability and regularly uses the Web to conduct student surveys.
- The college has developed baseline student cohort tracking databases and studies for a wide variety of student cohorts including new students by demographics and students involved in special student support and instructional programs.

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

Response:
De Anza College fulfilled its commitment to hire a vice president of Workforce and Economic Development, but the functionality of the position never achieved the hoped for potential. That position was eliminated due to a budget shortfall and after

consideration that the duties could be more appropriately integrated into Instruction and Finance and College Services as follows:

- Workforce education leadership and compliance issues as well as management of the Occupational Training Institute were assigned to the dean of Biology, Health, and Environmental Sciences.
- The Distance Learning Office was assigned to the dean of Academic Services.
- The Division of Community Education and Older Adult Studies was assigned totally to the vice president of Instruction who had been providing oversight for the Older Adult Studies portion of the division.
- The Professional Workforce and Development Office was assigned to the vice president of Finance and College Services.
- The college governance committee, the College Council, has been expanded to include an additional faculty member, representing disciplines with high concentrations of workforce training programs.
- A program coordinator was hired in March 2002 to assist all faculty and staff who work with workforce education (vocational education) programs and certificates to ensure agency compliance (VTEA, Tech Prep), provide industry assessments to validate current programs, and enhance 2 + 2 articulation with the high schools.
- The most recent review of the college mission included examining it in the light of workforce, economic development, and community education needs/goals. The district has hired a consultant to complete an exhaustive review of labor market trends in the Silicon Valley region, including growth estimates by industry cluster and occupation. This will further guide workforce offerings.

Recommendation:

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

Response:

- De Anza has offered student leadership classes for several years and will continue to offer them.
- Student members of the College Council and related governance committees are assigned a faculty or staff mentor.
- The president and the vice president of Student Services meet with the Associated Student Body President on a regular basis to discuss the role of students in our college governance.
- Students are included as members of the Planning and Budget Teams of the college.
- The college regularly seeks national training opportunities for the development of student leadership skills, and provides these trainings at no cost to students. In 2004-2005, this included sending student leaders to the "Day at the Times" journalism institute at the New York Times; sending student leaders to the national training conference of Democracy Matters, a national college civic engagement nonprofit organization; and sponsoring student participation in

statewide and regional meetings such as the California Hispanic Higher Education Convocation.

Recommendation:

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

Response:

In an effort to improve staffing levels in the Library and Open Media Lab, the college administration implemented the following:

- The annual Program Review serves the function of a learning resources plan.
- The division assistant position was restored and filled.
- Eight senior library technician position contracts were extended from 10 months to 12 months. Technical Services' (including the Acquisitions Department) backlogs were reduced or eliminated by temporary reassignment of other personnel to provide assistance.

For the past two years, the librarians have been assigned liaison responsibilities to the instructional divisions. Because there are only four librarians, each one has the responsibility for two instructional divisions. As we increase library staffing levels, the librarians will increase their involvement with instructional division activities. This will include attending division and department meetings more regularly and maintaining more frequent contacts with full- and part-time faculty.

Recommendation:

7.1 — De Anza College should ensure that all faculty, especially part-time faculty, are evaluated on a timely basis. (Standard 7B.1)

Response:

- The vice presidents are consistently conducting tenure track evaluations.
- All part-time faculty are evaluated prior to the awarding of re-employment preference.
- De Anza will continue tracking and complying with evaluation deadlines.

Recommendation:

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

Response:

- The college experienced a 10% growth in enrollment in 2001-2002 accompanied by a surge in productivity. The facilities were very efficiently utilized during the

year. We implemented the new Resource 25 scheduling analysis program for fall 2002. Because of our enrollment growth, the district had 1,700 over cap FTES, and the direction that year was to reduce enrollment to manage more closely to cap.

- The following year we experienced a decline in enrollment. We put an institutional enrollment management team in place and are experiencing an enrollment recovery as a result.
- The college uses the services of Institutional Research to continue improving classroom utilization. The college has sent several people to be trained on the operation of Resource 25 and will refine the use of this technology in managing our classroom utilization.

Recommendation:

10.1 — The unification initiative involving the district and Foothill College should be continued as a means to achieve efficiencies and to better serve students. These efforts should address both education programs and support services. (Standards 10C.2, 10C.3)

Response:

- De Anza and Foothill College divisions and departments, such as mathematics and biology, have aligned their curricula more closely to better meet student needs.
- Initiation or elimination of certificate and degree programs are routinely reviewed in the Joint Development Group for discussion of district-wide impact of such decisions, including the possibility of seeking joint approvals from the State Chancellor's Office.
- Degree requirements in mathematics were raised jointly in 2000-2001.
- In regard to support services, unification in areas including campus safety, bookstores, admissions, and technologies was completed.
- The district created a Consistent Policy Team to review policies and practices at both colleges to determine the need for consistency.

Recommendation:

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

Response:

The following activities have been put in place:

- Regularly scheduled meetings of the governance leaders and union leaders with the president.
- The president and College Council supported and adopted the Classified Staff Policy on Participatory Governance that was ultimately adopted by the district.
- Administration supported the participation of classified staff in focus groups discussing ways to improve more respectful relationships throughout the district.

- The College Council adopted Academic Senate policies and procedures on Academic Integrity and Student Equity.
- Student equity team facilitators and curriculum specialists to support multicultural competencies across the curriculum have met with departmental faculty, staff, and administrators.
- The President's Report is distributed to all constituencies on a monthly basis.
- The dean of Academic Services attends the senate meetings each week; senior administration attends constituency governance meetings upon request and for key issues.
- Town Halls and Web-based communications have been enhanced with summaries on the Web.
- Campus-wide celebrations such as the all-employee Opening Day activities, barbecue, Holiday Party, and Spring Fling have been entertaining and morale building.
- Increased use of e-mail and Web-based summaries of governance activities, particularly Board of Trustees agendas and minutes.

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

Standard I: Institutional Mission and Effectiveness
The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard I.A: Mission
The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to student learning.

Descriptive Summary
De Anza College's current mission statement was developed in 1994 after a yearlong discussion and revision process, which followed the 1992-1993 Accreditation Self-Study recommendations. The mission statement (Doc. 1) reads as follows:

"Building on its tradition of excellence, De Anza College challenges students of every background to:
- develop their intellect, character, and abilities;
- achieve their educational goals; and,
- serve their community in a diverse and changing world."

The mission statement is further defined by identifying the college's purpose and outcomes.

"Purpose: To accomplish its mission, De Anza College provides a quality teaching and learning environment and sound educational programs and services, accessible and responsive to the needs and interests of the people of our community."

"Outcomes: De Anza College fulfills its mission by fostering successful students who become:
- knowledgeable and self-directed members of the workplace,
- appreciative of the aesthetic expressions of humankind,
- vital participants in the diverse cultures of our community,
- informed and active citizens of the world, and
- lifelong learners."

The college is committed to serving and encouraging excellence among students from diverse physical and learning abilities and cultural backgrounds. As stated in the college catalog, "De Anza believes each person has dignity and worth and is entitled to an equal right to develop his or her potential for a full and meaningful life. Men and women of all ages, interests and ethnic backgrounds are welcomed here to exchange ideas, to gain understanding of their own and others' motivations, to question and to learn." (Doc. 2, pg. 6)

The college's Educational Master Plan, "DE ANZA 2005 Pathways to Excellence," identifies the mission as the guiding tool to be used throughout the college when developing plans, programs, and processes: "Through the mission and values statements, we focus on the quality of the students' educational experience and consider what we must do to enrich the learning environment to make the most of our time together. The faculty and staff repeatedly return to these guiding statements as the foundation for building both short-range and long-range institutional goals and objectives. These statements frame the fundamental questions we ask ourselves about the improvement of teaching and learning, as we attempt to integrate mission, values and goals in constructing our shared vision for De Anza and an agenda of work to achieve that vision." (Doc. 1, pg. 3) For example, the college's mission (Doc. 3) was a key factor in the creation of the new Student Success and Retention Services Center (SSRSC).

Self-Evaluation
The principles that underlie the mission statement speak to De Anza's diverse body of students with a wide variety of educational goals including preparation for the workforce, transfer to a four-year institution, and/or personal enrichment. The mission focuses on learning both inside and outside the classroom by challenging students to "serve their community in a diverse and changing world." Furthermore, the mission encourages students not only to "achieve their educational goals" but also to become "lifelong learners."

The mission statement drives the principles found in the college's Educational Master Plan, which was approved by the Board of Trustees in 1999. (Doc. 4) The Educational Master Plan outlines specific goals that reflect the college's commitment to student learning and success including campus environment and climate, quality of programs and instruction, fiscal soundness, and reputation.

The college's commitment to student learning is inherent in our values, consistently demonstrated by faculty, staff, and administrators, and our mission statement reflects that commitment by an explicit focus on the students' capacity to develop their "intellect, character, and abilities."

Planning Agenda
• As a component of the new strategic plan, the college should complete the process of revising the mission statement to explicitly reflect the college's commitment to "student learning."

Standard I.A.1
The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

<u>Descriptive Summary</u>
De Anza provides a broad range of learning programs to meet the needs of our diverse student population. In the 2004-2005 academic year De Anza is offering about 2,400 courses in 122 areas of study. Students can choose from 55 associate degrees and 135 certificates. To help accommodate students who have less-than-flexible schedules, we offer approximately 100 Distance Learning courses. (Doc. 5) Classes are available on a quarterly basis on and off campus, during the day and evening, online and on television. (Doc. 5)

De Anza provides student services and academic support programs designed to ensure student success. These programs support our mission in the following ways:

Our career development, enhancement and support programs provide students with the skills they need to be competitive in the workplace. The programs listed below provide career exploration counseling, training, work study, internships, and job placement services that are critical to the success of students who are attending De Anza to improve their competitiveness in the Bay Area job market.

- Career Center
- Cooperative Education/Work Study
- Employment Planning and Resource Center
- NASA/Ames Internship Program
- OTI (Occupational Training Institute)

De Anza's academic support programs help students achieve their educational goals. These programs are available to students who have a variety of needs, including adults who are re-entering college and students who are disadvantaged, want to transfer to a four-year college or university, have a high level of academic achievement, or want to conquer their learning challenges. Our academic support programs include:

- Counseling and Advising
- College Readiness Program
- EOPS (Extended Opportunity Program and Services)
- Honors Program
- LinC (Learning in Communities)
- MPS (Math Performance Success Program)
- Outreach and Orientation
- Puente
- RENEW Re-entry Services
- SSRSC (Student Success and Retention Services Center)
- Transfer Center
- Tutorial and Academic Skills Center

By providing resources for financial support as well as services to ensure the health and well being of our students, the college enables students to focus on their education. Our Financial Aid and Scholarships Office provides one-on-one assistance and online tools to help students in completing their financial aid applications. Staff members who speak

several foreign languages are available in two campus locations to help students whose native language is not English.

- Financial Aid and Scholarships
- Health Services

The college makes essential learning and technical resources available to all students. Computers with Internet access, audio and video stations, printers, and Distance Learning materials are available in the Open Media Lab.

- Library/Learning Center
- OML (Open Media Lab)

We also offer the following services and programs that reflect our changing world, meet the needs of a diverse student population, and provide opportunities for social interaction, civic involvement, and development of leadership skills.

- DSS (Disability Support Services)
- International Student Programs
- Student Activities Office
- Veterans Affairs
- Child Development Center (child care)

Self-Evaluation

In the "2003-2004 State of the College Annual Report to the Board of Trustees," (Doc. 6) the Fall Headcount Percentage Distribution by Ethnicity reported percentage increases since 1997 in every ethnic category except Native American (which stayed relatively the same) and White (which decreased). With this changing demographic, the college needs to continue reviewing its program offerings and make improvements relative to the changing ethnic demographics.

The mission predominantly focuses on student learning both in its highlighting of its mission principles and student outcomes. While the principles that underlie the mission are central to discussions among shared governance constituents, often discussions regarding the mission's relevance to student learning do not explicitly reference the mission statement; rather, the language of the mission statement is alluded to in such discussions.

De Anza periodically conducts student surveys to assess whether it is addressing the needs of the student population. (Doc.7) The surveys suggest that although institutionalized programs are formally established to serve a wide variety of students, the campus climate inside and outside the classroom needs more sensitivity and exposure to multicultural issues and curriculum. A substantial proportion of students indicated that they had limited exposure to material that helped them understand the issues relevant to other groups and that there were "differences among [ethnic] groups in student perceptions of [the college] as an encouraging and supportive environment in which to study." (Doc. 8) Thus, while students in general felt that they were developing "their intellect, character and abilities" and achieving "their educational goals" as noted in the mission statement (Doc. 3), the college needs to foster a learning environment in which

the students are able to become "vital participants in the diverse cultures of our community" as the Education Master Plan states and as the mission implies.

During times of economic hardship, achieving a program mix may be more difficult due to budget constraints; however, assessing current trends in student interests and demands allows the college to adjust its course and program offerings, thereby ensuring that it continues to serve the needs of the students and surrounding community.

Campus committees continually return to the Educational Master Plan ideals for guidance. As a result, during robust budget years new programs were added and during lean budget years resources were reallocated, using data and analyses that were shared with the college community and guided by the values articulated in the Mission, Purpose and Outcomes statements. The planning process outlined in the Educational Master Plan, which seeks to base decisions on solid data and indicators of quality, has been integral to campus discussions. (Doc. 1)

While the spirit of the De Anza mission statement is to prepare students to be "vital participants in the diverse cultures of our community" and "informed and active citizens of the world," a more formalized structure is needed to articulate ways in which student civic engagement activities can further enhance their participation in our diverse community.

Planning Agenda
- Under the leadership of the College Council, the college will create a task force to develop recommendations for a Student Equity Accountability Plan. The accountability plan should supplement the equity plan and should outline the resources, training, and opportunities available to faculty and staff that support the college's equity goals. The plan should also include reporting suggestions that facilitate the sharing of best practices around the college.

Standard I.A.2
The mission statement is approved by the governing board and published.

Descriptive Summary
The Board of Trustees approved the mission statement as part of the Educational Master Plan adoption in 1999. (Doc. 4) The mission statement is published in the college's primary printed and electronic publications, including the schedule of classes, college catalog, the State of the College Annual Report to the Board of Trustees, and on the college Web site.

Self-Evaluation
De Anza's mission statement is published in media that are highly visible and easily accessible to prospective and current students and employees. These methods of disseminating the mission statement have proven to be adequate. In the 2004 De Anza Faculty and Staff Accreditation Survey, 92% of those responding to the survey agreed or

strongly agreed that the college has a clear and publicized mission that identifies its educational objectives. (Doc. 9)

Planning Agenda
- Whenever feasible or appropriate, the college will include its mission statement in publications, major reports and brochures that describe a college program or service.

Standard 1.A.3
Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary
In the 2003-2004 academic year, the college set forth to update the 1994 mission statement with an aim for the new mission statement to reflect the college's current learning environment, vision, and goals. The mission statement has been discussed in the College Council, Planning and Budget Teams, and participatory governance committees and remains in development. (Doc. 10)

A question articulated in the Educational Master Plan, "Do students learn?" has been central to campus dialogue concerning revision of the mission statement. De Anza is committed to fostering a student-learning environment that results in successful students. This commitment is apparent in discussions held during the 2003-2004 review of the college mission statement, annual updates to the Educational Master Plan's internal/external assessment (presented to the Board of Trustees as the State of the College Report), as well as the Student Equity Plan.

The numerous participatory governance groups as well as departments and programs all develop individual mission statements to guide their strategic planning. The individual mission statements of these groups are linked and consistent with the ultimate mission of the college. (Doc. 11)

Self-Evaluation
The college has undertaken the task to update its mission statement to reflect the changing social and economic climate of the community. In the various shared governance groups, mission statement discussions and the process of revision have occurred throughout the 2003-2004 academic year and continue in the current academic year. (Doc. 10)

Part 1 of the Educational Master Plan establishes that "in every class we plan, in every program we develop, in every standard we set, in every process we devise, we must think about our mission and ask ourselves:
    Do students learn?
    Do students achieve?
    Do students transfer?

Do students find satisfying work?
Do students contribute to improving our community and our world?"

The April 22, 2004 College Council meeting minutes embody the rigor and deliberation that the college embraces in updating it mission statement as evidenced in the vice president of Instruction's meeting with the major governing structures – Academic, Classified, and Student Senates – to acquire feedback and suggestions on the proposed mission statement. Also, the 2003-2004 Annual Report presents the revision of the mission statement as a primary planning effort for the 2004-2005 academic year.

The efforts to update the mission statement are also found in the meeting agendas and minutes of various governance structures across the campus, including the College Council and the Academic Senate. (Doc. 10) As noted above, the revision of the mission statement should be an initial step in the development of a new strategic plan.

Planning Agenda
- As a component of the new strategic plan, the College Council will work with the president to complete the process of revising the mission statement.

Standard 1.A.4
The institution's mission is central to institutional planning and decision-making.

Descriptive Summary
The Educational Master Plan emphasizes, "In every class we plan, in every program we develop, in every standard we set, in every process we devise, we must think about our mission." Chart 1-1 of the document, titled "De Anza College Planning Process," demonstrates a strategic, procedural, and operational flowchart with the college mission, purpose, and outcomes lying central to the college planning process.

In the 1999 "De Anza College Accreditation Self-Study," the planning summary (page 157) indicates that the implementation of the Planning and Budget Teams reporting to the College Council provides the college with a unique opportunity to focus on its decision-making more clearly based upon its mission and goals. The College Council annually develops institutional goals consistent with the mission statement. (Doc. 12)

De Anza utilizes its existing strategic plans and adopts new plans for institutional strategic planning. (Doc. 13) Among the college core plans are the Multicultural Plan, Technology Plan, Matriculation Plan, College Readiness Plan, Staff Development Plan, College Annual Goals and Work Plan, Americans with Disabilities Act Self-Study, and the Facilities Plan. The various plans used by the college are directly linked to the college Educational Master Plan. (Doc. 1) The college's Educational Master Plan identifies critical issues relative to the college's mission as well as data collected and analyzed through the Institutional Research Office. This action plan is linked directly to the institution's mission, goals, and vision.

With the advent of the Program Review process at De Anza in 1994, programs, departments, and cost centers conducting Program Reviews were expected to adopt individual mission statements consistent with the mission statement of the college. Resource planning and funding requests as well as policy changes must be presented in the Program Review, the fundamental level of institutional inquiry. From the elemental level of data gathering and analyses to the college core plans, the mission statement is integral to the planning process. (Doc. 14)

Self-Evaluation
The mission statement presented in the opening pages of every college catalog in years subsequent to the 1994 adoption as well as the publishing of the statement in the beginning of every class schedule serves as a resilient reminder of its prominence in our service to our students. The repetition of the mission statement in major campus publications (college catalog, class schedule, Web site) provides students with an indicator of its relevance and the immense importance the institution places on its commitment to provide a dynamic learning environment. In "DE ANZA 2005 Pathways to Excellence" (Doc. 1), the mission statement is illustrated in the De Anza College Planning Process flowchart as the driving force in strategic decision-making regarding the students we serve, new and ongoing programs, program priorities, instructional and student services delivery systems, community development, and funding sources.

The "De Anza College Faculty and Staff Accreditation Survey" (Doc. 9) was administered electronically in October 2004 and the results were released in November 2004. The survey was developed to provide evidence of employee perceptions of the college for the Accreditation Self-Study process. The overwhelming majority of respondents (92%) agreed or strongly agreed that De Anza "has a clear and publicized mission that identifies its educational objective." However, unlike the Self-Study Survey that preceded the 1999 Accreditation Self-Study, the present survey did not provide specific questions regarding institutional planning and its relation to the mission.

The mission statement makes the charge that the college challenges students of every background "to achieve their educational goal." A related goal presented in the Educational Master Plan is to "provide effective pathways to learning for every student." In support of these ideals, De Anza established a Puente program and the Math Performance Success (MPS) program on campus. We also moved the Honors program to the Office of Diversity to be more inclusive for underrepresented students and hired a full-time faculty member to manage the Assistive Technology Center, clearly showing that our institutional planning is consistent with the charges of the college mission statement to assist students in reaching their educational goal.

The De Anza mission statement also makes the charge of "developing the intellect, character, and abilities of students." The college's inclusion of students in governance discussions fosters leadership abilities and character. A leadership class, "Counseling 107: Special Projects in Student Leadership," was established to develop the character and leadership abilities of students. It had been offered quarterly through spring 2004 and is under revision for fall 2005 to become a CSU transferable course. Additionally, student

members of the College Council and related governance committees are assigned faculty or staff mentors. The vice president of Student Services meets with them on a regular basis to discuss the role of students in our college governance structure.

In support of our commitment to diversity (part of our mission), De Anza established an Office of Diversity, which works to decrease the disparities in learning outcomes across ethnic groups as well as individuals of diverse learning abilities. Institutional sensitivity and appreciation for various forms of diversity is witnessed in the tremendous allocation of resources and the multiple-departmental presence in the Special Education Division (DSS, EDC, Adapted Physical Education, Assistive Technology Lab, accessible computer workstations in the OML, Library and main Computer Applications and Office Systems lab). In the recent Self-Accreditation Survey, 92% agreed or strongly agreed that, "employees of the college of all abilities/disabilities are respected."

The structure of the college's annual Program Review requires departments, including departments serving students with disabilities, to assess "how the program/services assist students in obtaining their goal." (Doc. 14) The department heads are also asked in the annual Program Review process to evaluate "What role do you play in the retention/support/persistence of and impact on students?" in addition to "How have the students in your program performed related to their educational, career, or personal goal attainment?" The structure of Program Review is an institutional evaluation of department performance and progress specific to charges of the mission statement.

The college has institutional planning and decision-making mechanisms that articulate and evaluate our actions in reaching our mission: an Educational Master Plan, Annual Program Review, and a midterm assessment of progress and activities, which is then articulated in a Midterm Report. (Docs. 1, 14, 15)

Planning Agenda
No recommendations at this time.

Standard IB: Improving Institutional Effectiveness
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Standard 1.B.1
The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

<u>Descriptive Summary</u>
De Anza fosters a continual self-reflective dialogue about the improvement of student learning and about institutional processes in numerous ways, in numerous places, and at many different levels of the college. (Doc. 10) Underlying this dialogue are the college's mission statement and its 1999 Educational Master Plan, and its recent update: "Achieving the 1999 Master Plan Goals – Progress Report, Revised Jan. 27, 2005." (Doc. 33)

At the heart of this dialogue lies the Program Review process, which was revised in 2002 and may be revised and expanded once again according to minutes from the Instructional Planning and Budget Team meeting of Jan. 25, 2005. (Doc. 16) Program Review, implemented every three years, requires that each instructional and administrative unit of the college analyze and evaluate its progress toward enabling students to be successful, to reach those goals set out in the Educational Master Plan. Program Review documents incorporate the input of faculty, staff, and administrators. (Doc. 14) Much of this input grows out of smaller groups and committees within each unit (e.g. the LinC Program, the Developmental Task Force, the Student Success/Writing Center Committee).

In the last three years in particular, many of the conclusions and proposals suggested by these smaller groups stem from the results of research projects conducted by De Anza's Institutional Research officer, who was hired in 2002. The results of these research projects, as well as other pertinent information for the entire college community, now appear on the Web site maintained by the Institutional Research officer. (Doc .17)

The Program Review process has effectively resulted in recommendations for additional resources or program changes and has promoted accountability by requiring units to identify how they will strengthen their programs and/or services in order to foster increased student success and retention. In addition to Program Reviews, the college produces an Annual Report (Doc. 6) at the end of each fiscal year in order to inform the public of De Anza's progress and plans for the future.

In 2002 Planning and Budget Teams (PBTs) for each major segment of the college were established. The Program Review documents are examined by the appropriate PBT. The College Council also examines Program Review plans and the Annual Report to ensure that the college is accomplishing its mission, goals, and objectives. The College Council uses the data related to outcomes to develop its next year's institutional goals.

<u>Self-Evaluation</u>
Minutes of these various meetings and group findings as well as Program Reviews, the Annual Reports, and the Educational Master Plan can be found on De Anza's Web site (Doc. 34) and are thus available to the entire college community so that it can engage in ongoing, self-reflective dialogue about the improvement of student learning and institutional processes. Furthermore, more than 60% of faculty and staff responded positively to the 2004 Accreditation Survey questions regarding De Anza's "Mission and Institutional Effectiveness." (Doc. 9)

However, few faculty are aware of the kinds and amounts of pertinent information now available on De Anza's Web site, especially that compiled by the Institutional Research Office. Such lack of knowledge does hamper effective dialogue about the improvement of student learning. For example, to date there has been very little discussion of the April 5, 2004, "Student Diversity Climate Survey Results" posted on the De Anza Web site. The results provide two statistically significant findings that should spark further dialogue among instructional faculty and administrators:

1) "White students generally had a more positive view of the classroom environment when compared to other ethnic groups."
2) "Students whose primary language was not English generally rated the classroom environment, including their perceptions of teacher understanding, less favorably than English speakers."

In addition, there is some evidence that not all faculty members believe the dialogue has resulted in improvements in the evaluation of Student Learning Outcomes in support services. When asked on the employee accreditation survey whether "Learning support services (labs, tutoring, etc.) consistently evaluate student learning outcomes and adjust strategies for maximum effectiveness," only 63% either agreed or strongly agreed.

More dialogue is needed between the PBTs as well as between each team and the College Council. The college might consider reinstating a joint PBT to assist in this coordination.

Finally, although administration, faculty, and staff voices are heard via the current methods of implementing dialogue, student voices have not been easy to include but are greatly needed and desired.

Planning Agenda
- The president and the vice presidents will work with the college researcher and shared governance groups to develop a Research Agenda Plan to facilitate college-wide dialogue about student learning and institutional processes.

Standard 1.B.2
The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary
In order to accomplish goals outlined in its mission statement, De Anza develops key documents that specify intended institutional outcomes: Program Reviews, planning and budgeting plans, a Matriculation Plan, Student Equity Plan, Multicultural Plan, Technology Plan, Facilities Master Plan, District Educational Master Plan, and District Diversity Plan. (Doc. 13) The chief document that focuses on the goals outlined in De Anza's mission statement is the 1999 Educational Master Plan, "DE ANZA 2005

Pathways to Excellence." (Doc. 1) De Anza's new president, who was selected in the spring of 2004, anticipates a college-wide discussion during the strategic planning process in 2005-2006 to create a new and revised Educational Master Plan. This new plan will rely heavily on the current 2004-2005 Accreditation Self-Study. (Doc. 18)

De Anza's Educational Master Plan set annual target percentage increases in connection with its four major goals:
- Achieve levels of excellence in a climate of learning for a diverse student body;
- Provide effective pathways to learning for every student;
- Improve student learning, student life, and the management of resources through the appropriate application of technology;
- Increase access through planned growth and fiscal soundness.

For example, the college aimed to increase transfer rates by 5% a year from 1999 through 2005-2006. Each year since the inception of "DE ANZA 2005 Pathways to Excellence," the college has monitored the goals outlined in this document on a regular basis and has tracked student success in each of the targeted areas. (Doc. 6) The results of these studies have been provided to all college constituencies and have been placed on the De Anza Web site for college-wide and community access. This research capacity has enabled instructors in vocational programs, in specific areas such as Math, English, and ESL, and in programs such as LinC and MPS, to increase student learning and thus course success and retention. (Doc. 17)

The task of monitoring and evaluating achievement of De Anza's goals to improve institutional effectiveness falls upon the College Council, which includes representation from all constituent groups on campus. All of its meetings are publicized and open to the college community. In addition, open forums that address planning agendas and assumptions are held to receive comments on preliminary and tentative drafts of institutional plans.

Progress toward identified goals as well as achievement of outcomes is frequently and regularly 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. (Doc. 19) De Anza's Institutional Research and Planning supervisor and the District Institutional Research Office generate a number of these kinds of reports. Key data from these reports is also posted on the campus and district Web sites.

Self-Evaluation
Faculty in all areas of the college continually discuss and devise ways to foster student success and hence achieve the goals set out in De Anza's Educational Master Plan. Two exemplary groups, for instance, are the Math Performance Success (MPS) program and the Developmental Task Force (DTF), both of which have received national awards.

MPS was honored with a statewide Exemplary Award from the State Academic Senate and the Board of Governors. Among other criteria, the award recognizes programs that

have a direct and demonstrated effect on student access, retention, completion or transfer, and that show particular promise for being replicated across the state. (Doc. 31) Tracking of students in the MPS program reveals that they succeed at a higher rate than those comparable students enrolled in a regular math class, thus providing the Math Department with evidence of possible ways to increase success rates for all students. (Doc. 17)

FHDA honored the DTF as its winner for the Innovation of the Year Award for 2003-2004. (Doc. 32) The DTF leadership team, comprised of members from the English, Reading, ESL, and Speech disciplines, organized a series of one-day retreats for full- and part-time faculty and staff from the full range of the college's student support programs (EOPS, DSS, EDC, Counseling, Financial Aid, OTI, etc.). These retreats led to the creation of a series of focus groups, each of them acting on an initiative identified through the collaborative work of staff committed to student success. The DTF is designing a Writing and Reading Center within the Language Arts Student Success Center that will offer face-to-face and online writing assistance to students and faculty.

Both the Math Department and the Language Arts Department are in the process of modifying and changing curriculum so as to incorporate successful practices and increase student success. (Doc. 20)

De Anza has made considerable progress toward achieving the goals set out in the Educational Master Plan. In particular, in 2003-2004 De Anza surpassed its goal in numbers of UC transfers and came within one point of achieving its goal for All College Average Course Success Rate. However, in other areas, the college must continue work toward making its goals a reality: fewer students are transferring to the CSU system than hoped; fewer students are earning A.A. degrees, and fewer are getting certificates than envisioned. Although student retention is within three points of the targeted 90%, there is still a large course success rate gap between underrepresented ethnic groups and those groups identifying themselves as Asian and White. (Doc. 6) Equity plans and Program Reviews developed in each instructional and support area, as well as other strategies for achieving our Educational Master Plan goals, have been overshadowed in the last two years by budget crisis concerns. In addition, the college needs to expand its methods of assessing learning outcomes to include more direct measure of student competencies.

Planning Agenda
- The College Council will develop a process to facilitate college-wide dialogue regarding the Educational Master Plan Goals, the Strategic Planning process, and their relationship to institutional effectiveness measures.

Standard I.B.3
The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation,

implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary
De Anza engages in systematic and integrated educational, financial, physical, and human resource planning and implements changes to improve its programs and services. In De Anza's administrative structure, the College Council is charged with overseeing the development and integration of the Educational Master Plan. This plan – derived from the college mission, the PBTs, and feedback from the divisions – drives the planning and budgeting process for the college's work units. The college's work units assess their annual progress toward stated goals and objectives through the Program Review process. A Program Review is required to analyze the program and its effectiveness with a comprehensive review every three years and a shorter update due annually. (Doc. 14)

The College Council analyzes institutional research on a periodic basis. (Doc. 10) PBTs and the divisions are charged with the responsibility to analyze data and evaluate the needs and efforts of each area. Divisional goals and objectives are set in a collaborative effort by faculty, staff, and the deans, integrating the overall objectives of the Educational Master Plan, the PBTs, and the needs and priorities of the department or work unit. Additional priorities such as the Student Equity Initiative also become part of divisional objectives.

Self-Evaluation
The systematic cycle of evaluation, planning, allocation, implementation, and re-evaluation used at the college is often challenged by the lack of resources, budget, and people. It was noted in self-study committee discussions that when there are resources to allocate, the bottom up approach percolates ideas and needs at the work-unit level. When budgets and/or programs are to be reduced, top down directives are needed, based on input and estimates of impact at the work-unit level.

Some of the strongest negative responses to the Accreditation Survey lie in the areas of planning and allocation: (Doc. 9)
- 62% of the respondents disagreed or strongly disagreed that the "resource allocation process was fair."
- 53% of the respondents disagreed or strongly disagreed that "human resource planning was integrated with institutional planning."

It is unclear whether some of this dissatisfaction is due to budget reductions in 2003-2004 and 2004-2005, with respondents ven ting their frustrations; a lower percentage (42%) of respondents to the Accreditation Survey disagreed or strongly disagreed that the Program Review process was effective. Whatever the source, the survey seems to indicate a level of perceived dissatisfaction with the planning process.

While the planning and allocation cycle is constituent-based and representative, it has been difficult to solicit consistent, representative student input. Many committees have no effective student representation, even though students are invited to attend. (Doc. 21)

This may be due to a combination of reasons such as the time commitment for committee involvement, whether students feel comfortable speaking at committees, and whether they perceive the committee assignment as having an impact on students. It was noted that student representation was required at up to 42 different committees and work groups.

Planning Agenda
- College Planning and Budget Teams will develop, in dialogue with the College Council, a set of criteria and standards appropriate to the areas they represent. These criteria and standards will assist in increasing the visibility and transparency of the resource allocation process.

Standard I.B.4
The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary
The institutional planning process starts with the individual faculty or staff member, and in a collaborative shared-governance process the individual's input is collected and shared with others in the work group. The work group then consolidates the plans into a work group Program Review. Program Reviews are done in a comprehensive way every three years with an annual update in the off years. PBTs in each area assess the Program Reviews, and then resource allocations, program changes and improvements are discussed and recommendations are made to the College Council. (Doc. 10)

PBTs are represented at the College Council where final decisions are made and implemented. (Doc. 35) Meeting notes, summary papers, and the documents from department and division meetings, PBTs and the College Council are all evidence of the broad-based and collaborative process used by the college in its planning and assessment.

Self-Evaluation
While the planning and allocation cycle is constituent-based and representative, it has been difficult to solicit consistent, representative student input. In addition, the employee accreditation survey had the following results:
- 75% of faculty and staff agreed or strongly agreed, "De Anza's planning opportunities provide adequate opportunity for input."
- 63% of faculty and staff agreed or strongly agreed, "collaborative decision-making procedures are respected and followed at De Anza."
- 63% of respondents agreed or strongly agreed, "processes for establishing and evaluating educational and support programs are clearly defined."
- Only 38% of the respondents agreed or strongly agreed, "the resource allocation process was fair."

No recommendations at this time.

<u>Standard 1.B.5</u>
The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

<u>Descriptive Summary</u>
De Anza reports quality assurance matters to various groups using several different mechanisms. Annual Reports assessing the internal and external quality indicators of the Educational Master Plan are presented to the Board of Trustees each year. (Doc. 6) Additional data on student demographics are posted to the district's Institutional Research and Planning Web site. (Doc. 36) The Marketing/Communications Office serves as the clearinghouse to communicate to the student population, college employees, and the general public. Data on significant accomplishments are included in the monthly President's Report as well as in e-mails from the president each quarter. (Doc. 22)

Since 1999, the De Anza College Web site, e-mails, and the campus Intranet have been the main vehicles for informing both internal and external groups. Articles of quality assurance are posted on the Web site. An example of this is the President's Report for July/August 2004 (Doc. 22) that mentions the ranking of the college among the 109 community colleges in California: De Anza ranked No. 1 in combined transfers to the UC and CSU systems in 2002-2003. The rankings were complied by the university systems and released by the California Community Colleges State Chancellor's Office. De Anza has maintained this ranking for the majority of the last 10 years. This kind of focus on the quality of education offerings is also featured through press releases, community newsletters, a community cable television station, and program brochures. Also, every quarter a successful alumnus is profiled in the schedule of classes. (Doc. 5) Institutional Research data is incorporated in assessment and evaluation of program or services effectiveness.

The Marketing/Communication Office also posts the annual State of the College Report on the President's Office Web site. (Doc. 34) In addition to the report, presentation documents are included. Results from Town Hall meetings on enrollment and budget have also been included for the community. In the last two years Marketing and Research have joined to survey students to determine how they view the institution and why they made a decision to attend or not attend. (Doc. 23)

The Educational Technology Services Division (ETS) includes an Institutional Research Spotlight in its electronic "News Bytes" posting. This e-mail is sent to the entire district community and includes the results of significant research efforts. (Doc. 24) In addition, the District Research Web site includes the results of major research papers and presentations. Finally, the Board of Trustees Web site includes links to board presentations, including ones with significant research findings. (Doc. 37)

<u>Self-Evaluation</u>
While considerable strides have been made in making data and analyses available to the campus, it is clear from discussions with individuals around the campus that many are not familiar with the information available. In addition, it is clear that the "News Bytes" e-mail was not helping everyone stay informed. According to the 2004 ETS Technology Survey (Doc. 25) results:
- When asked to give their opinion on the statement "I have found that reading News Bytes is an effective way to keep me informed about technology," only 64% of the respondents agreed or strongly agreed.
- Only 63% of De Anza's employees agreed or strongly agreed with the statement "There is effective (clear, current, and widely available) communication at De Anza."

It seems that in both cases the communication vehicles are not effective with about one-third of the campus community.

<u>Planning Agenda</u>
- The De Anza Institutional Research Office will develop a major projects plan, based upon campus requests, to be updated and reviewed annually by the College Council.
- The college researcher will develop and offer training for faculty, staff, and appropriate committee members on data available.
- The college researcher will conduct annual student satisfaction surveys through the Marketing/Communications Office to evaluate student trends and satisfaction levels.

<u>Standard 1.B.6</u>
The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

<u>Descriptive Summary</u>
The PBTs are charged with gathering information, reviewing programs, and evaluating the effectiveness of each program in meeting college goals. Coupled with this Program Review process is the responsibility to forward recommendations about resource allocations to the appropriate administrators and the College Council.

A quarterly revised spreadsheet on WSCH, Productivity and FTEF allocations is provided by the vice president of Instruction as a goalpost for the division deans to use for program mix discussions within Instruction. Additional data is provided to Instructional divisions and the Instructional PBT for the Program Review process. (Doc. 26) The Program Review data is available by department and includes course success and retention rates by ethnicity and gender. (Doc. 38)

<u>Self-Evaluation</u>
Other data is collected in departments and divisions outside of the Institutional Research Office and used internally. Examples include the Math Department, Massage Therapy, Marketing/Communications, Financial Aid and Scholarships, Career Center and others. (Doc. 27) These assessments may be of interest to others, but do not have a vehicle for communication. A formalized communication method would assist departments and divisions in sharing assessment results.

The decision process can differ with the various component issues surrounding the decision. The process is flexible enough to allow for some variances (e.g. when a decision regards human resources confidentiality) but does not always include the PBTs (e.g. the decision of which positions to fill or major reallocations of part-time faculty budgets). Data items and criteria used could be documented more clearly and made more transparent to faculty and staff not closely associated with the process. In addition, criteria for decision-making have not been prioritized, which has sometimes made it difficult for committees to make recommendations between programs with differing strengths.

Data is used explicitly as well as informally when making critical decisions related to allocating or reallocating resources. Prioritization of core factors for decision-making would help ensure that divisions and departments are looking ahead with the available data and assessment information, both from the campus and the community.

<u>Planning Agenda</u>
- Under the direction of the vice president of Instruction, establish a learning outcomes assessment Web site that will centralize the availability of best practice research taking place across campus. Include listings of committee memberships and meeting minutes.
- Under the direction of the vice president of Instruction, formalize a communication method to assist departments and divisions in sharing assessment results.
- Under the direction of the college researcher, collect and monitor on an annual basis information on county demographics and employment trends to help make decisions on resource allocations.

<u>Standard 1.B.7</u>
The institution assesses it evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, students support services, and library and other learning support services.

<u>Descriptive Summary</u>
Since its last accreditation, De Anza has provided a new structure for the district and campus Institutional Research offices. The college has a full-time researcher who has worked closely with the district researcher to create a data warehouse to overcome many former problems with our older database. Much new data and assessments are available

to faculty, staff, and administrators on individual programs including LinC, MPS, Counseling 100, Counseling 100X, OTI, Financial Aid and Scholarships, International Students, EWRT/WAT, SARS, and Program Reviews. This data has been used to assess program performance and make decisions on future allocations.

The campus and district research offices both have Web sites with the results of program assessments available online to staff and the community. (Doc. 36) De Anza's Research Office maintains an Intranet Web site available only to on-campus users. (Doc. 17) In addition, standard demographic data for both De Anza and Foothill Colleges is maintained on the district's Institutional Research and Planning Web site. Data has been made available to assist planning groups and individuals, including the vice presidents and deans. Much of the data is about productivity, course success, persistence, and progress toward closing the achievement gap. In addition, other data has been requested and provided measuring other outcomes as well, such as unduplicated numbers of financial aid recipients.

The College Council and the PBTs review the college's progress toward our Educational Master Plan goals on an annual basis. These groups review progress toward student equity goals, planning goals, annual goals, and enrollment planning.

An Enrollment Management Task Force was formed in fall 2004 to address current enrollment shortfalls, but also to start planning around the strategic goals affecting the make-up of our student population and their successful entry and retention in our institution. (Docs. 28)

Preliminary results from the Stanford University Good Works Survey conducted via e-mail to De Anza students in fall 2004 revealed wide satisfaction with college's learning opportunities. (Doc. 29) Selected findings include:
- 82% of respondents rated the entire educational experience at De Anza as good or excellent.
- 81% responded either "quite a bit" or "very much" that De Anza contributed to their development in "Acquiring knowledge and skills in specific fields."
- 82% responded either "quite a bit" or "very much" that De Anza provided "Help in achieving your educational/professional goals."

Results from the Student Accreditation Survey mimic the results of the Good Works Survey. Students were asked to rate their agreement to whether or not "De Anza College had improved their knowledge, skills, and abilities" in several areas. The top ratings of agree and agree strongly were chosen by 91% of respondents for "Knowledge in academic field" as well as for "Writing." (Doc. 7)

Results from the employee Accreditation Survey also support satisfaction with the learning taking place at De Anza: 92% of respondents agreed or strongly agreed that "Students who complete degrees or certificates at De Anza have received instruction and support services to assist them in mastering the competencies covering: Communication, Computation, Critical Thinking, and Citizenship." (Doc. 9)

<u>Self-Evaluation</u>
Assessment data has been used in justifying the continuance of several programs. For example, data on the LinC and MPS programs has been used to support their continuance even in tight budget years. (Doc. 17) Data on Counseling 100 students has been used to support program expansion and data on international student success has been used to support new recruiting efforts. Data on the Language Arts WAT Portfolio project has contributed to the departments dialogue on the best way to measure student performance in writing. (Doc. 30)

In addition, the Enrollment Management Task Force is using enrollment trend data as well as survey data to make planning and allocation decisions. For example, based on data, decisions were made where to spend communications dollars. Enrollment data has also been used to target outreach efforts to the high schools.

The employee Accreditation Survey cites some dissatisfaction with the integration of human resources planning with institutional planning (Table 5A. 2.), and some dissatisfaction with the Program Review process for instructional and student services (Table 4.8.), and some dissatisfaction with the resource allocation process (Table 4.9.). (Doc. 9) The dissatisfaction may be heightened in recent years when more faculty and staff have been personally affected by resources reductions. This survey data indicates that more work needs to be done to communicate how decisions are made, especially during tight budget years.

Budgets from year to year tend to be rolled over rather than using a systemic review process to determine relative needs. The budget information for each area is not widely distributed and there is no systematic way for a budget to be reviewed for possible increases or decreases based upon annual goals.

There is a gap in the overall process to assure a healthy cross-relationship between Student Services, Instruction, and Finance and College Services as evidenced by the lack of a PBT with all co-chairs of planning and budgeting teams present. As the structure stands now, each group brings its matters to the College Council without cross-deliberation.

<u>Planning Agenda</u>
- The president and the vice presidents will create a process that facilitates dialogue among the PBT co-chairs and the College Council in an effort to ensure integration of their respective planning and resource allocation agendas.

Sources for Standard I

Doc. 1 – DE ANZA 2005 Pathways to Excellence, spring 1999
Doc. 2 – 2004-2005 and 2005-2006 College Catalogs
Doc. 3 – De Anza College Mission Statement www.deanza.edu/about/mission.html
Doc. 4 – Board of Trustees Minutes for April 19, 1999
Doc. 5 – 2005 Fall Schedule of Classes
Doc. 6 – Annual State of the College Reports (binder)
Doc. 7 – Student Accreditation Survey www.deanza.edu/about/accreditation/updates.html
Doc. 8 – Student Diversity Survey www.deanza.edu/about/accreditation/updates.html
Doc. 9 – Faculty and Staff Accreditation Survey, November 2004
www.deanza.edu/about/accreditation/updates.html
Doc. 10 – College Council, Academic Senate, Classified Senate, Curriculum Committee
Meeting Minutes binder
Doc. 11 – Program and Department Mission Statements binder
Doc. 12 – College Council Annual Goals documents
Doc. 13 – Strategic Plans binder (Multicultural Plan, Technology Plan, Matriculation
Plan, College Readiness Plan, Staff Development Plan, College Annual Goals and Work
Plan, Americans with Disabilities Act Self Study, Student Equity Plans, Facilities Master
Plan, District Educational Master Plan, and District Diversity Plan)
Doc. 14 – Program Review Guidelines, Data Sheets, and Examples of Program Reviews
Doc. 15 – Midterm Report
Doc. 16 – Instructional Planning and Budget Team Meeting Minutes of Jan. 25, 2005
Doc. 17 – Intranet: http://dilbert.fhda.edu/daresearch/
Doc. 18 – 2004-2005 Accreditation Self-Study
Doc. 19 – Progress Reports to District and State Chancellor's Office (binder)
Doc. 20 – Math and Language Arts Departments' Meeting Minutes (binder)
Doc. 21 – Committee Meeting Minutes and Membership Rosters (examples)
Doc. 22 – President's Reports (2000 – 2005) and Sample E-mails
Doc. 23 – Marketing and Research Surveys (examples)
Doc. 24 – News Bytes Examples
Doc. 25 – ETS Technology Survey www.deanza.edu/about/accreditation/updates.html
Doc. 26 – IPBT Minutes
Doc. 27 – Departmental Data Collection Efforts (examples)
Doc. 28 – Enrollment Management Task Force Meeting Agendas/Minutes
Doc. 29 – Stanford University Good Works Survey
www.deanza.edu/about/accreditation/updates.html
Doc. 30 – Language Arts WAT Portfolio Meeting Minutes
Doc. 31 – President's Report for February 2003
Doc. 32 – www.league.org/league/competitions/innovations/display_all.asp?year=2004
Doc. 33 – Achieving the 1999 Master Plan Goals Progress Report, Revised Jan. 27, 2005.
Doc. 34 – www.deanza.edu/president/publications.html
Doc. 35 – www.deanza.edu/faculty/sharedgov/
Doc. 36 – http://research.fhda.edu/
Doc. 37 – www.fhda.edu/about_us/board/
Doc. 38 – http://research.fhda.edu/programreview/programreview.htm

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

Standard II: Student Learning Programs and Services
The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Standard II.A: Instructional Programs
The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Standard II.A.1
The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary
The college mission and a commitment to high academic standards jointly drive the development, approval, implementation, and evaluation of all instructional programs. Course content review overseen by the Curriculum Committee, faculty rights and responsibilities that are articulated by the Academic Senate and the Faculty Association, and evaluation tasks required of academic administrators are consistently enacted for programs whether they are on campus, off campus, or delivered through mediated learning. In the case of the latter, a separate vote of the Curriculum Committee is required to approve offering a course where more than 50% of instruction is delivered through mediated learning.

Self-Evaluation
Use of student success data in Program Review has been limited, but the college is engaged in discussion regarding Student Learning Outcomes (SLOs).

Planning Agenda
- The Instructional Planning and Budgeting Team (IPBT) will revise its Program Review process to more fully utilize Institutional Research in identifying student learning needs, offering responsive programs, assessing student achievement, and using the assessment results as the basis for program improvement.

<u>Standard II.A.1.a</u>
The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

<u>Descriptive Summary</u>
De Anza College curricular options, as guided by its mission statement (Doc. 1), include transfer and general education, vocational education, workforce training, supportive skills instruction, and community education.

De Anza offers lower-division courses in general education and major requirements for transfer in conjunction with CSU and UC requirements. Those students completing 90 units with a "C" or better in prescribed courses may earn either an Associate in Arts or an Associate in Science degree. De Anza offers degrees in six general areas: the humanities and fine arts, natural science and mathematics, social and behavioral sciences, as well as general studies, transfer classes in a specific major, and general education/breadth courses.

Career education courses important to the local economy are offered through the vocational programs. The college offers 135 certificate programs for those students wanting vocational programs that require fewer than two years of full-time study, including Certificates of Completion (11 units maximum), Certificates of Achievement (12-26 units), and Certificates of Proficiency (27-45 units). (Doc. 2)

Supportive skills instruction includes orientation to college, study skills, specialized support for disabled students, career exploration, and developmental skills in mathematics and language arts.

The Community Education Division consists of three self-supporting, fee-based programs: Short Courses, Planetarium Shows, and Extended Year Summer Enrichment Program. (Doc. 3) Program offerings reflect new trends and interests in Silicon Valley in order to provide cutting edge classes for students. These programs solicit and receive constant feedback from students and the community. Students enroll in programs for a brief duration from several hours a day to several weeks. Course offerings are fee-based, not for credit and there are no grades or exams.

De Anza recognizes the importance of meeting the changing needs of the community, as evidenced by the broad spectrum of programs described above. Student enrollments (participation rates) have kept pace with Santa Clara County population growth at just under 2%. Additionally, the college has increased its draw rate (at 18%) of Santa Clara County high school June graduates. A full description of De Anza's comprehensive quality programs can be found in the 2004-2005 College Catalog. (Doc. 2)

<u>Self-Evaluation</u>
The student Accreditation Survey (Doc. 4) was designed to get a sense of student satisfaction with how De Anza had improved their knowledge, skills, and abilities in 12 areas. These areas and the students' responses in the combined "agree" and "strongly agree" categories were:

- Knowledge in academic field – 91%
- Writing – 91%
- Cultural understanding – 90%
- Reading – 90%
- Problem solving – 88%
- Working in group/team – 88%
- Creativity and artistic expression – 87%
- Public speaking – 83%
- Learning on own – 78%
- Mathematical skills – 78%
- Library resources/research projects – 71%
- Computer skills – 71%

It is heartening to see the overwhelming positive evaluations with the low end being 71%. Ideally, all areas would receive satisfaction ratings in the 90% range. However, given the critical role of mathematics in academic success, the satisfaction level of 78% for "Mathematical skills" provides a desirable target for improvement over the coming years. Such a goal is within reach given the numerous strategies that have been implemented and will be implemented. They include but are not limited to: the revised developmental mathematics sequence first offered in 2004-2005 (Doc. 5), workshops on pedagogy (Doc. 6), counselor liaisons with mathematics faculty (Doc. 7), learning communities (Doc. 8), and a student resource center to be opened in 2006.

<u>Planning Agenda</u>
- De Anza will work with its college researcher, instructional administrators, and the Academic Senate to improve the identification and satisfaction of student learning needs through the development of a Research Plan for Instruction.

<u>Standard II.A.1.b</u>
The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

<u>Descriptive Summary</u>
Faculty utilize a broad array of delivery systems (e.g., classroom, computer, broadcast media) and modes of instruction (e.g., lecture, discussion, small group, laboratory, self-paced). (Doc. 9) Budgetary constraints led to the elimination of the Learning Technologies Department at Central Services in 2002 and the reorganization of the Distance Learning Office at De Anza in 2004. In the latter case, the dean of Distance

Learning position was eliminated and the operation was assigned to a classified supervisor under the dean of Academic Services.

Self-Evaluation
The Student Accreditation Survey (Doc. 4) shows that 88% of the respondents agreed that De Anza met their needs in terms of online services and instruction. As student expectations have evolved, faculty have sought more technology training, resources, and support in response to those expectations. Many faculty now provide teaching resources via faculty Web sites, and most use e-mail as their primary and regular means of communication with students and colleagues. In partial response to this area of need, the dean of Academic Services was authorized to hire a faculty member who can provide leadership and assistance with instructional technology.

During the past decade the college's faculty have made extensive use of Internet-based resources in their classes. More recently, many faculty used the ETUDES course management system developed at Foothill College and the Manila content management system. Several hundred De Anza faculty operate teaching Web sites, most of which are based on the Manila system. (Doc. 10)

The college has focused its attention in this area largely on a semi-autonomous Distance Learning program that provides telecourses and online courses. In addition to online instruction, there is a trend toward significant integration of Internet technology into classroom sections and toward a more flexible use of multiple resources rather than a single course management system. For example, some instructors use the Manila content management and weblog system in conjunction with a course management system such as ETUDES and other resources, in Distance Learning and classroom courses. (Doc. 11)

The college has increased support for faculty use of technology in the classroom. A number of "smart classrooms" have been created, providing Internet access, projection capabilities, wireless services, and other resources. However, the development of such classrooms has not kept pace with the demand, and keeping equipment up to date and dealing with thefts have proven challenging.

Additional information on this subject is included in Standard III.C of this Self-Study document.

Planning Agenda
- Develop a De Anza College Technology Plan based on the campus Educational Master Plan that provides direction to the district Technology Strategic Plan.
- College representatives will collaborate in district planning for a 2006 local bond campaign to include instructional technology and other required IT infrastructure.

Standard II.A.1.c
The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

<u>Descriptive Summary</u>
A student who completes the De Anza General Education pattern for an associate degree will have demonstrated competency in oral and written communication, mathematical reasoning, and critical thinking. In addition, he or she will have been exposed to introductory courses in broad areas of human knowledge, solid theoretical foundation, appreciation of methods used in the disciplines, and significant knowledge in the course subject matter, including scientific methods as they apply to diverse disciplines.
A student who completes a vocational degree or certificate will have demonstrated professional competency through performance-based assessments: laboratories, externships, internships, or product generation.

Official course outlines of record identify the course content and expected learning outcomes of every approved course offered at the college. (Doc. 12) In addition, each instructor is required to provide students with a syllabus that states course content, learning outcomes expected, and methods of assessment. (Doc. 13) Instructor evaluation of student learning includes research papers, essays, written examinations, oral reports, problem solving, or presentations demonstrating course mastery. College vocational programs infuse SCANS competencies into all their curricula. (Doc. 14)

Through its curriculum development and approval processes the college identifies and monitors the content, objectives, and student mastery of knowledge and skills of all courses, degrees, and certificates. Course outlines of record are updated every five years and reviewed by the Curriculum and GE committees for responsiveness to student and community needs and for adherence to Title V Standards. (Doc. 15)

Language and computational skills are a required aspect of degree programs at De Anza. The primary measures to evaluate student overall competencies are course final exams and the instructor grading system. These standards are put forth in the course outline of record, which must state behavioral objectives and methods of evaluating those behaviors. Basic skills language competencies are measured by departmentally designed final writing competency tests for ESL (English as a Second Language) and EWRT (English Writing), similar to the undergraduate writing exams in the CSU system. Students must pass these exams to become eligible for college degree courses in the ESL and EWRT. Computational skills are measured by student performance in classes. Math sequences have clearly defined prerequisites that students must complete to advance in the math continuum of classes. (Doc. 16) In 2002, the faculty raised the graduation requirement in mathematics from Elementary Algebra to Intermediate Algebra.

Students in developmental sequences in English composition and ESL courses are required to exhibit mastery of the subject on final writing exams holistically scored by departmental members. (Doc. 17) Comprehensive reports of all students in the College Readiness Program are produced each quarter and distributed to ESL, READ, and EWRT department chairs, the directors of Assessment, Admissions and Records, and EOPS. (Doc. 18)

The Institutional Research Office compiles data on course success rates, based on final grades, by department and division and for special programs such as Puente, Math Performance Success (MPS), Occupational Training Institute (OTI), Learning in Communities (LinC), and others. (Doc. 19) These data are sorted by demographic groups in order to make program improvements. De Anza also monitors data from California four-year post-secondary institutions as a measure of learning outcomes in transfer preparation. (Doc. 20)

Self-Evaluation
Course outlines and success rates are only a partial indicator and measure of learning outcomes, however. Recently, as part of discussions on the college mission statement, campus governance groups including the Academic Senate, Classified Senate, Curriculum Committee, and College Council, have begun the process of defining learning outcomes expected of degree holders in terms of knowledge, skills, and abilities. (Doc. 21)

Planning Agenda
- The Instructional Planning and Budgeting Team will revise its Program Review process to more fully utilize Institutional Research in identifying student learning needs, offering responsive programs, assessing student achievement, and using the assessment results as the basis for program improvement and creation of Student Learning Outcomes.
- The college's Strategic Planning Initiative in the 2005-2006 academic year will convene the leadership of the Academic Senate to discuss the development of a Learning Outcomes Project.

Standard II.A.2
The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary
The college engages in ongoing, purposeful assessment of programs as to quality, effectiveness, relevance, and other outcomes measures. Data from Institutional Research and other sources are used to compare and evaluate programs and to assess trends. Programs respond to community need and to developing trends.

Self-Evaluation
Course and program quality begins with the creation of appropriate, high-quality programs and courses. The process, standards, and methods for assessing needs are described elsewhere in the Self-Study.

De Anza is responsive to student and community needs. For example, work to maintain articulation with transfer institutions is continuous; advisory boards guide certificate programs; and Continuing Education/Short Course programs respond to community needs.

Program Review is conducted at all levels, from individual programs, through departments and divisions, to the totality of the college. In particular, the IPBT serves to bring a central focus to the assessment of all instructional programs and to provide a framework for evaluating their effectiveness.

The Institutional Research Office provides a range of data that help the college assess the quality and effectiveness of its programs, and these data are used at all levels of planning and review. (Doc. 19)

Planning Agenda
No recommendations at this time.

Standard II.A.2.a
The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary
Development and revision of curriculum is a shared, multi-step process involving development, review, and approval by discipline faculty, division and college faculty, curriculum specialists, and deans. (Doc. 22) Final approval and evaluation of the curriculum is the responsibility of the Curriculum Committee, acting as a subcommittee of the Academic Senate. To implement curricula and programs, college faculty, staff, and administration participate in shared governance decision-making bodies that make recommendations to the PBTs and then to the College Council. (Doc. 23) The Council provides shared governance oversight of institutional planning, budgetary priorities, and allocations to implement programs.

Self-Evaluation
The Curriculum Committee, working as a subcommittee of the Academic Senate, has accomplished critical work during the past several years. Policies developed by the Curriculum Committee and approved by the Academic Senate spell out both the process and timelines required for timely review and updating of all courses. The process of submitting, reviewing, and distributing curriculum documents has been automated. (Doc. 24)

The revised course outline model focuses on specific demonstrated SLOs and to clearly link course goals, content, methods, assignments, and assessment of student performance. (Doc. 25)

Beginning in the 2005-2006 academic year, the expectation that courses will be reviewed on a five-year cycle has been clarified and strengthened (Doc. 24), and significant extensions will require approval by the Academic Senate Executive Committee.

Planning Agenda
No recommendations at this time.

Standard II.A.2.b
The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.

Descriptive Summary
The major responsibility for developing curriculum at De Anza rests with the faculty. Standards linking learning outcomes, content, process, and assessment are integrated into the curriculum development and approval process and, ultimately, the course outlines. Course goals, content, outcomes, and assessment standards are determined by faculty curriculum writers, based on the discipline expertise of faculty content experts augmented in many cases by advice from and consultation with advisory committees whose membership includes professionals from the community. (Doc. 26)

De Anza and District Institutional Research staff conduct ongoing data collection and analysis that guides the college in assessing the success of academic and other programs individually and at the college as a whole, and in planning and adapting where appropriate. (Doc. 19)

Self-Evaluation
At the heart of this dialogue lies the Program Review process, which was revised in 2002 and may be revised and expanded once again according to minutes from the IPBT meeting of Jan. 25, 2005. (Doc. 27) Program Review, implemented every three years, requires that each instructional and administrative unit of the college analyze and evaluate its progress toward enabling students to be successful, to reach those goals set out in the Educational Master Plan. (Doc. 1) Program Review documents incorporate the input of faculty, staff, and administrators. Much of this input grows out of smaller groups and committees within each unit (e.g. the LinC Program, the Developmental Task Force, the Student Success/Writing Center Committee).

In the last three years in particular, many of the conclusions and proposals suggested by these smaller groups stem from the results of research projects conducted by De Anza's Institutional Research officer, who was hired in 2002. The results of these research projects, as well as other pertinent information for the entire college community, now appear on the Web site maintained by the Institutional Research officer. (Doc. 19)

The Program Review process has effectively resulted in recommendations for additional resources or program changes and has promoted accountability by requiring units to identify how they will strengthen their programs and/or services in order to foster increased student success and retention.

Assessment data has been used in justifying the continuance of several programs. For example, data on the LinC and MPS programs has been used to support their continuance even in tight budget years. Data on Counseling 100 students has been used to support program expansion and data on international student success has been used to support new recruiting efforts. Data on the Language Arts WAT Portfolio project has contributed to the department dialogue on the best way to measure student performance in writing. (Doc. 19)

Planning Agenda
No recommendations at this time.

Standard II.A.2.c
High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary
An extensive hiring process, a thorough four-year Tenure Review process, and subsequent periodic evaluations by students, peers, and administrators ensure high quality instruction. (Doc. 28) Policies and procedures for part-time faculty hiring and evaluation have been designed to extend these standards to the adjunct faculty. Classified staff contribute to effective instruction by means of their roles as teaching assistants and lab assistants.

Degree and certificate programs at De Anza conform to California Education Code requirements and support the mission of the college. Degree programs in transfer, vocational, and career certificate programs are designed by departmental faculty who, in many cases, receive input from community industry advisors appropriate to each field of study. The breadth and depth of college programs are demonstrated by offering 55 associate degrees, 135 certificates, and 2,400 active courses (Doc. 2) as well as through a comprehensive articulation process. De Anza has extensive articulation agreements including majors and lower division courses, general education patterns, and course-to-course agreements with 17 California State Universities, 9 University of California campuses, and 26 private or out-of-state four-year institutions. (Doc. 29)

The curriculum development process ensures rigor and sequencing of courses. The procedure for initiating new or revised course outlines of record use a structured, documented process outlined in the "De Anza College Curriculum Development Guide" (Doc. 30) developed in accordance with the criteria in the "Curriculum Standards Handbook" from the state chancellor's office. These courses require consultation with

and sign-off by the appropriate department faculty members, chair(s) and division dean(s). A Curriculum Committee, comprised of faculty representatives from every division and co-chaired by a faculty member and the vice president of Instruction, ensures appropriate breadth, depth, rigor, and adherence to college and state guidelines in course outlines in its review and approval process. (Doc. 31)

Self-Evaluation
De Anza takes steps to ensure that complete course sequences are available and that a comprehensive curriculum continues to be offered when budget challenges and enrollment patterns affect course and program offerings. For example, some courses that cannot be offered every term may be offered once each year instead. (Doc. 32) When considering the question of whether to continue offering low-enrollment courses, multiple factors are considered. A compelling reason for offering a low-enrolled course is its role in completing a course or certificate. Such courses might continue in the schedule despite lower enrollment so that students have the opportunity to take the courses at least once each year.

The issue of "time to completion" can be complex in the community college. While moving efficiently and expeditiously through the lower division program is a goal for many traditional students, De Anza also serves many nontraditional students for whom such an approach is not ideal or even possible. The college recognizes that appropriate time to completion for such students may be significantly longer than two years.

The college's rigorous hiring and Tenure Review processes have produced a qualified, engaged, and highly effective faculty, helping to ensure instructional quality, breadth and depth, rigor, sequencing, progress to completion, and synthesis for students. The Curriculum Review process focuses on course rigor and sequencing, and the development of courses that meet appropriate standards and reflect advice from community advisors.

Planning Agenda
No recommendations at this time.

Standard II.A.2.d
The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary
Face-to-face classes are the most common mode of instruction at De Anza, but many faculty members have developed methodologies that enhance learning beyond this practice. Faculty use active learning pedagogies, collaborative learning, learning communities, computer lab assignments, research on the Internet, and online discussions, both through bulletin boards and listservs. (Docs. 9,11) Teachers aim to make course content accessible to students from a wide variety of cultural and ethnic backgrounds, and to use the latest research in the field as it applies to classroom practice.

Through the Staff Development program, part-time faculty are now supported in training workshops, most of which take place Friday afternoons and enroll about 30 teachers each time. These workshops include instruction in assessing and teaching to a wide variety of learning styles, with hands-on experience and the opportunity to design lesson plans aimed toward the learning styles and needs of our diverse student body. Workshops in collaborative learning and developing learning communities are offered in a similar format, with full-time faculty members working side-by-side with part-timers. Full-fledged instructional skills workshops, involving intensive four-day, 40-hour training, are offered twice a year. (Doc. 33)

An increasing number of stand-alone classes emphasize interdisciplinary content. (Doc. 34) Faculty from multiple disciplines are experimenting with combining individual courses into team-taught, theme-based linked classes through the LinC program. Increasingly, the learning communities are expanding into the area of developmental education, spearheaded by the Developmental Task Force. (Doc. 8)

As an alternative for students who thrive in non-classroom environments, the Distance Learning program encourages divisions to offer classes in three configurations: completely online, hybridized classroom and online instruction, and televised courses. At the De Hart Learning Center, students have access to off-campus databases and other resources. The Library personnel work with Distance Learning to provide open labs for students who lack access to computers. Self-paced/ modularized classes are offered in academic skills, accounting, business, CADCAM, Computer Applications and Office Systems (CAOS), health, mathematics, and speech. (Doc. 9)

The college makes explicit its high expectations of faculty through the Faculty Evaluation form, which asks if a faculty member "demonstrates sensitivity to different student learning styles" and "demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental disabilities." (Doc. 35)

Another institutional practice in this area can be found in the "Curriculum Guidelines for Student Equity," which call for "on-going accountable processes that will work toward achieving equity in all measurements of student access and achievement across lines of gender, ethnicity, and disability. Specifically, the college must increase transfer rates and degree and certificate awards, improve access, course completion, course retention and persistence, and importantly, equalize student success rates by gender, ethnicity, and disability." (Doc. 36)

Self-Evaluation
A variety of delivery modes and methodologies are used at De Anza, including the application of new technologies and learner-centered approaches, such as collaborative learning and learning communities. Courses are offered in the classroom, in hybrid and online versions, and via telecourses. Full- and part-time faculty are supported by a Staff Development program offering workshops that address a variety of classroom teaching methods. (Doc. 33)

Faculty desperately need technology training and support for such basics as developing and using Web sites, listservs, and other computer-aided teaching. There are at present no trainers and no support staff members for faculty technology education.

Reducing differences in success and achievement levels between students has been a primary focus for the college. Programs in place (Puente, MPS and others) have been successful in raising the achievement levels among students in groups having historically lower success rates. Institutional Research has demonstrated the success of these programs and the relationship between success in lower level courses and continuing success at higher levels. (Doc. 19) However, despite marked success in this area, gaps remain between identifiable student groups, partly due to the increasing performance in all groups and partly due to the continuing need to support and expand such programs.

Planning Agenda
- The Instructional Planning and Budgeting Team will revise its Program Review process to more fully utilize Institutional Research in identifying student learning needs, offering responsive programs, assessing student achievement, and using the assessment results as the basis for program improvement including the narrowing of the achievement gap.
- The current equity plans will be comprehensively reviewed during the strategic planning process beginning in 2005-2006, with a view to better guide program and course development, the provision of services to diverse students, and the development of an even more inclusive campus culture.

Standard II.A.2.e
The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary
In 2002 Planning and Budget Teams (PBTs) for each major segment of the college were established. The Program Review documents are examined by the appropriate budget and planning team which for instruction is the Instructional Planning and Budgeting Team (IPBT).

The major responsibility for evaluation of courses and programs rests with the faculty; approving and evaluating the curricula are responsibilities of the Curriculum Committee, which is a subcommittee of the Academic Senate. During 2004-2005, the Academic Senate Executive Council and the Curriculum Committee collaborated on enforcement of policies and procedures that call for course outlines and degree and certificate requirements to be updated every five years. (Doc. 24)

The achievement of learning outcomes is accounted for through the course outline elements of "Course Objectives," "Assignments," and "Methods of Evaluating Objectives." (Doc. 24)

Self-Evaluation
Budgetary crises, reductions in work force, and major changes in administrative personnel constricted the role of the IPBT during 2003-2005. (Docs. 37, 42) Attendant timing and confidentiality issues permitted the IPBT only a hurried and superficial review of enrollment, staffing, and budget data for instructional programs.

The publication of the "Endangered Courses List" (Doc. 38) during fall 2004 caught the attention and, occasionally, the ire of faculty whose courses were threatened with deletion from the catalog because the course outlines were more than five years old. Although the Curriculum Committee had been warning all divisions for more than two years (Doc. 39) the reality of implementation elicited a range of responses from compliance to defiance. Ultimately, the vast majority of courses were updated and a grace period was extended to those needing more time. A byproduct of the Curriculum Review was a series of recommendations for streamlining the course approval process. (Doc. 40)

The scrutiny and dialogue related to Student Learning Outcomes needs to be much more robust and specific than has been the case for the vast majority of courses over the years. The Curriculum Committee is taking the leadership role in conjunction with the Academic Senate Executive Council to structure campus wide discussions, assist curriculum initiators, and strengthen curriculum processes. (Doc. 41)

Planning Agenda
- The IPBT will return to its original charge of articulating goals for student outcomes and program mix, and recommending resource allocation to support those goals.
- IPBT will revise its Program Review process to more fully utilize Institutional Research in identifying student learning needs, offering responsive programs, assessing student achievement, and using the assessment results as the basis for program improvement.
- Learning outcomes will be a major theme of discussion and implementation with the first curricular revisions occurring in the 2006-2007 college catalog.

Standard II.A.2.f
The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary
De Anza lacks a comprehensive planning and evaluation process for Student Learning Outcomes at the program level in many general education or transfer areas. On the other hand, vocational education programs typically undergo more review of currency and achievement thanks to support from industry related advisory councils, and selected programs in academics – notably ESL, Writing, and Reading – employ discipline-based skills evaluation systems to assess student learning. The IPBT does not have cross-course, department-wide, or program-wide learning outcomes as integral parts of the Program Review process. Rather, learning outcomes are integrated into the design and subsequent review of each course in every program and department.

Self-Evaluation
Budgetary crises, reductions in force, and major changes in administrative personnel constricted the role of the IPBT during 2003-2005. (Docs. 37, 42) Attendant timing and confidentiality issues permitted the IPBT only a hurried and superficial review of enrollment, staffing, and budget data for instructional programs.

The scrutiny and dialogue related to Student Learning Outcomes needs to be much more robust and specific than has been the case for programs over the years. The IPBT is taking the leadership role in conjunction with the Academic Senate Executive Council to structure campus wide discussions and revise the Program Review process.

Planning Agenda
- The IPBT will revise the Program Review process to more fully utilize institutional research in identifying student learning needs, offering responsive programs, assessing student achievement, and using the assessment results as the basis for program improvement.

Standard II.A.2.g
If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary
The two programs that have standardized exit exams are English Readiness and ESL Readiness.

Self-Evaluation
The English Department-approved scoring guide for the Writing Assessment Test (WAT) is the same set of criteria used by the Readiness Teaching Assistants (RTAs) when they evaluate student in-class essays in weeks five and nine. In week five, almost no one earns a passing score on the essay, but by the WAT, the pass rate is 75-80%, indicating that students have learned the skills and knowledge needed to pass the exam during the course of the quarter.

The WAT is an open response test allowing for a much greater range of responses than multiple-choice tests, and it is scored holistically using a well-tested scoring guide. Papers are scored twice by independent readers who do not know the identity of the writer nor the identity or score of the other reader.

ESL Readiness uses a 4-point scoring guide approved by the department. The RTAs use descriptors from this scoring guide to assess student writing during the quarter. Students also have models of passing essays in their Student Packets so they have a clear understanding of what a passing essay contains. The pass rate for ESL 126 has been consistently around 69-70% the last few quarters. For the most part, instructors of ESL 24, the co-requisite for ESL 126, rarely complain about their students who have failed the exam.

No test is bias free, but the aim is to choose topics that are accessible to the wide range of ESL students at De Anza – international students, immigrants, teens, and 30- and 40-year-olds. Selected themes have included: family structure, immigration/assimilation, higher education, and bilingualism. Similar care is taken with the English Readiness WAT test, and careful records are kept of which topics are the most accessible and successful, as measured by performance results.

The ESL 126 exam is graded like the WAT, holistically, using a scoring guide. Each exam is read by two ESL faculty. They do not know the identity of the writer, nor the identity or score of the second faculty reader. After more than four years of study and deliberation, fall 2005 marks the commencement of a portfolio assessment process to replace the WAT. (Doc. 43)

Planning Agenda
No recommendations at this time.

Standard II.A.2.h
The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary
The grading policies and the criteria for awarding credit for courses are stated clearly in the college catalog. (Doc. 2) Course outlines of record, for new or revised curricula submitted to the Curriculum Committee, must establish behavioral objectives and a record of the methods of evaluating those objectives, including a document establishing which pre-requisites and/or advisories and other conditions of enrollment address the adequacy of preparation of students. Curriculum Committee review of courses ensures that units of credit are awarded according to the Carnegie unit standard. (Doc. 15)

Self-Evaluation
Course syllabi (green sheets) provide the detail supporting individual class section compliance with the course outline of record. Syllabi are monitored and reviewed during faculty evaluations and during the Tenure Review process to ensure that they are in line with campus policies and that they accurately reflect the content, activities, and assessment methods of the courses.

Planning Agenda
No recommendations at this time.

Standard II.A.2.i
The institution awards degrees and certificated based on student achievement of a program's stated learning outcomes.

Descriptive Summary
The Curriculum Committee – whose earlier actions approved the individual courses and their respective learning outcomes – approves degree programs in transfer and general education, vocational, and career certificate programs. Students who successfully progress through the required sequence of courses and demonstrate appropriate competencies are awarded degrees and certificates.

Self-Evaluation
The scrutiny and dialogue related to Student Learning Outcomes needs to be much more robust and specific than has been the case for degree and certificate completion over the years. The IPBT is taking the leadership role in conjunction with the Academic Senate Executive Council to structure campus wide discussions and revise the Program Review process.

Planning Agenda
- The IPBT will revise its Program Review process to more fully utilize Institutional Research in identifying student learning needs, offering responsive programs, assessing student achievement, and using the assessment results as the basis for program improvement.

Standard II.A.3
The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary
The college's "Curriculum Development Guide" (Doc. 30) provides information on the philosophy underlying general education at De Anza. Discipline faculty propose courses

to meet general education requirements and the Curriculum Committee approves their inclusion after determining that the rigor and breadth satisfy the general education criteria.

Self-Evaluation
The General Education Philosophy appears in the college catalog and on the college Web site.

Planning Agenda
No recommendations at this time.

Standard II.A.3.a
An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary
The full scope of all academic and vocational degree programs is stated in the college catalog (Doc. 2), which reflects current GE requirements. The range of GE requirements is from 31-42 quarter units for De Anza A.A./A.S. degrees; 48-61 quarter units for IGETC; 58 minimum quarter units for CSU breadth/GE. The distribution of units falls across five general areas for all three GE patterns. The college catalog also provides a clear summary of the GE requirements for De Anza, CSU, and IGETC.

Self-Evaluation
The results of extensive discussions are embodied in a GE curriculum that provides students with a range of skills and knowledge. Our principles, and the processes that support them, are found in documentation including the General Education Handbook (Doc. 44) and Academic Senate policy documents such as the General Education Statement of Philosophy. (Doc. 45)

Planning Agenda
No recommendations at this time.

Standard II.A.3.b
A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary
Changes in the 1998-1999 GE/De Anza pattern (Docs. 2, 46) that promote student capability to become a productive individual and to foster life-long learning skills include:

- Additional math course requirement
- Oral communication requirement
- Critical and analytical thinking requirement
- Physical education

Self-Evaluation
Faculty have taken steps to strengthen student preparation in these areas in several ways. First, the college has increased its minimum course level requirements in language arts and in math. (Docs. 5, 47) De Anza faculty have been involved in efforts through the State Academic Senate to raise these standards throughout the entire system.

The college has not simply increased requirements. We have also recognized that students need additional support in order to be successful in achieving these standards. Institutional Research has gathered data about the effects of success in early courses as students progress though sequences. (Doc. 19)

To some extent, the need for teaching computer literacy has diminished as more students arrive at De Anza with significant previous experience in this area.

Planning Agenda
No recommendations at this time.

Standard II.A.3.c
A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary
In recognition of what it means to be an ethical human being and effective citizen, the Academic Senate adopted a "General Education Statement of Philosophy" in June 1999. This statement can be found in the De Anza "Curriculum Development Guide." (Doc. 30) To ensure that the spirit and intent of the philosophy statement is satisfied, every GE course must meet the stated criteria listed in the curriculum development guide.

Self-Evaluation
The GE pattern includes courses that individually and collectively provide students with knowledge and skills in these areas. A new discussion about the importance of civic engagement has begun at the college this year, with the creation of a college-wide Task Force on Civic and community Engagement. (Doc. 48) Chaired by two members of the faculty and broadly representative of all college constituencies, the task force will focus on ways of further engaging De Anza students in the preparation for a civic life.

- The Task Force on Civic and Community Engagement will publish a white paper in January 2006 that describes the action plan for improving the preparation of students to participate fully in their communities.

Standard II.A.4
All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary
All degree programs offered at De Anza require students to declare a major or concentrate in at least one area of focused study or interdisciplinary core, such as science or humanities, and students must follow the requirements of the respective majors outlined in the catalog and elsewhere.

Self-Evaluation
De Anza offers 55 associate degrees and prides itself on the rich array of options for students. Transfer degree majors prepare students for upper division work in a particular subject matter and range from narrow specialty majors (e.g., Biological Sciences) to broad course patterns that also satisfy university GE requirements (e.g., University Transfer Studies). Career degree majors prepare students for immediate employment and/or upgrading of their employment skills and include specialized occupational courses. Career degree majors may also prepare students for upper division work in a particular subject matter (e.g., Business Administration).

Planning Agenda
No recommendations at this time.

Standard II.A.5
Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary
Vocational (career-technical) certificates and degrees are designed to prepare students for professions that have published standards for employment and practice. Workforce Education and other program administrators at De Anza regularly review federal, state, and local labor market and employment outlook projections to determine the current and future demand by employers for program graduates. (Doc. 49) These data guide decision-making regarding the college's career-technical program offerings. Likewise, all career-technical programs are required to convene regular advisory committee meetings, in order to gain important input from area employers and program graduates regarding necessary skills and trends in the field. (Doc. 50)

De Anza's career-technical program faculty require their students to demonstrate professional competency through performance-based assessments: laboratories, externships, internships, or product generation. The results of a recent survey of faculty and administrators revealed that many career-technical programs at De Anza also track student success after graduation. (Doc. 51) Some programs, such as Automotive Technology, Massage Therapy, and Paralegal Studies, conduct surveys to determine if graduates have found gainful employment in the field and if the program satisfactorily prepared them for the profession. (Doc. 52) Other programs, such as Child Development and Nursing, receive data from the state licensing boards that enable them to track graduates' applications for licenses, permits, industry-recognized certification, or credentials.

Self-Evaluation
In 2003, De Anza reorganized its administrative structure such that the vice president of Work Force and Economic Development position was eliminated. Leadership of vocational education was assigned to the dean of Biological and Heath Sciences, thereby eliminating artificial distinctions from the Office of Instruction. (Doc. 37)

The Workforce Education program coordinator works with other campuses and California Community Colleges system entities to monitor the outcomes of career-technical program students in aggregate. In 2003-2004, Workforce Education coordinated the development and dissemination of an online survey of employment outcomes of De Anza certificate and degree awardees. (Doc. 53)

The Occupational Training Institute (OTI) at De Anza provides supportive services for special populations enrolled in employment training programs, including: CalWORKS, Workforce and Economic Development, Workforce Investment Act (WIA), and some short-term grant-funded programs. These programs require tracking and reporting of certification, employment, and wage data of program participants. Discussion is under way regarding institutionalizing OTI's employment training and career development services to assist students in all of the college's career-technical programs. (Doc. 54)

Planning Agenda
- Under the leadership of the dean of Biological/Health Sciences and Workforce Education, expand the Workforce Education Survey and tailor it to collect program-specific outcome data about career/technical program students.

Standard II.A.6
The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

<u>Descriptive Summary</u>
De Anza recognizes the importance of providing students with accurate, accessible, and up-to-date information that will help them understand and meet requirements for degrees, certificates, and transfers. The college provides extensive information through a variety of methods and media, including the catalog and the Web site. Course syllabi describe course methods and objectives and provide a contract between students and their teachers.

<u>Self-Evaluation</u>
Students are most concerned with obtaining clear, accurate, and understandable information about programs that will enable them to plan and complete course sequences leading to degrees, certificates, and transfer. This information is primarily presented in the form of program requirement descriptions such as those found in the "Career and Curriculum Certificates and Degrees" section in the catalog. (Doc. 2) More concise versions of these lists are provided in other formats as well, and counselors assist students in preparing course sequences that will lead to completion of their objectives.

When creating degree and certificate programs, De Anza focuses on compatibility with similar programs and on articulation with programs into which students will transfer. Course sequences are designed to ensure that students obtain not only the required courses, but also the knowledge and skills necessary for success. Program and course descriptions are the core of this effort. During the past few years the college has modified and improved the design of and process for approving new and revised course outlines. The new model focuses on linking defined learning outcomes with specific course content, knowledge, and skills to appropriate and measurable student outcomes. (Doc. 30)

Syllabi embody the course outlines in a practical form describing the operational details of each course, and function as a contract between students and their teachers. Divisions review syllabi for consistency with appropriate standards, including content, methods, and college policies.

<u>Planning Agenda</u>
No recommendations at this time.

<u>Standard II.A.6.a</u>
The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

<u>Descriptive Summary</u>
Each division initiating potential transfer curricula and the Articulation officer at De Anza make an effort to ensure that course offerings correspond with coursework at other institutions. De Anza participates in a regional GE reciprocity agreement with 6 other community colleges and has articulation agreements with 17 CSU campuses, 9 UC campuses, and 26 private and/or out-of-state four-year institutions. (Doc. 55) Faculty members representing specific programs accomplish articulation of courses and programs with high schools.

A student may receive credit for lower division coursework previously completed at a college accredited by one of the six regional accrediting associations. Students must have official transcripts sent to the Admissions and Records Office at De Anza. To be official, transcripts must be sent from college to college or hand-carried in a sealed, unopened college envelope. To receive credit, students must request an evaluation by making an appointment with a counselor after all official transcripts are available.

A student may receive up to 18 quarter units of elective credit for coursework completed at a college accredited by other accrediting associations recognized by the Council of Postsecondary Accreditation (COPA). Credit awarded is nontransferable toward a bachelor's degree. Official transcripts are required, and students must initiate a request for an evaluation. This credit will be added, if needed, prior to graduation.

<u>Self-Evaluation</u>
The college relies on accreditation status to ensure comparability of learning outcomes between courses accepted in transfer and those offered at De Anza. It is hoped that as the accreditation process evolves with regard to documentation of learning outcomes, continued reliance on regional accreditation will obviate the need for some more cumbersome screening of transfer credit.

<u>Planning Agenda</u>
No recommendations at this time.

<u>Standard II.A.6.b</u>
When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

<u>Descriptive Summary</u>
In the event that one of the college programs needs to undergo a change affecting student enrollments, every attempt is made to announce changes or closures in advance. Additionally, the college will offer required courses so that continuing students will be allowed to finish the program according to the catalog description existing at the time of their initial enrollment. In some cases, students are offered alternatives such as course waivers and substitutions.

Self-Evaluation
Since the last Accreditation Self-Study, the college eliminated the Physical Therapist Assistant program with ample warning to students and communication with the national accrediting agency. (Doc. 56) Students were able to complete their course of study as planned.

If the elimination of an entire program were deemed necessary, such a decision would not be reached without a plan of action, which would include a warning to the program as well as time to improve the situation leading to elimination. The specific steps leading to program elimination need better definition.

Planning Agenda
- As part of its revision of the Program Review process, the IPBT will articulate a process for program discontinuance as part of its Program Review guidelines.

Standard II.A.6.c
The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary
Knowledgeable personnel annually review institutional policies and procedures prior to publication of the college catalog. Quarterly schedules of classes utilize the catalog text throughout the year to further remind students of their rights and responsibilities. Web sites and e-mail have become a major means of communication.

Self-Evaluation
Of the employees who participated in the Accreditation Survey, 80% agreed that college Web sites are effective in providing information that is easy for students to locate. (Doc. 57) Information has been become more accurate and complete as evidenced by the availability of real time class schedule data. (Doc. 58) According to the Accreditation Survey, 63% of employees also agree that there is effective (clear, current, and widely available) communication at De Anza.

Planning Agenda
No recommendations at this time.

Standard II.A.7
In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional

beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary
Governing board policies and administrative procedures addressing issues of academic freedom and responsibility, including student academic honesty, are developed with shared-governance participation, most importantly by the Academic Senate. Adopted policies are available at the FHDA Web site. (Doc. 147) The most relevant documents are found in "Article 5: Students," and "Article 6: Instruction and Curriculum."

Being a public institution, De Anza cannot be said to have an institutional belief or worldview. However, the college mission describes broad goals focused on challenging "students of every background to develop their intellect, character and abilities; achieve their educational goals; and, serve their community in a diverse and changing world." In addition, the Board Policy Manual describes the mission as follows: "The Foothill-De Anza Community College District provides a dynamic learning environment that fosters excellence, opportunity and innovation in meeting the educational needs of our diverse students and community."

Relevant policies and procedures are available to members of the campus community from other sources. These include the college catalog, the mission statement, and the Academic Senate Web site. (Doc. 148)

Self-Evaluation
Revision of the college Educational Master Plan began this year and will continue during the 2005-2006 academic year. While a revision was scheduled for the 2004-2005 academic year, the delay in completing this work was the result of the hiring of a new president. It cannot be imagined that any future revision of institutional mission would neglect an affirmation of the college's commitment to the free pursuit and dissemination of knowledge.

Work by the Academic Senate on several projects, most notably the "Course Materials Policy," has focused attention on issues of academic freedom and responsibility. Final approval of this document is likely by the end of the 2004-2005 academic year. (Doc. 62) Discussions concerning student academic honesty have taken place at Academic Senate, including dialogue with colleagues from the Student Services area. (Doc. 63)

Planning Agenda
No recommendations at this time.

Standard II.A.7.a
Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

<u>Descriptive Summary</u>
The Academic Senate has developed policies regarding this issue, including the 2002 "Academic Integrity and Student Success: The Role of Faculty, Students, Staff, and Administration of De Anza College;" a Statement of Professional Ethics; and a Professional Relations process. (Docs. 59, 60, 61)

<u>Self-Evaluation</u>
This is always an important issue in higher education, but it is also to a certain extent a more visible one now. There has been a small but not insignificant increase in the number of complaints in this area. However, a variety of factors could be involved ranging from the ease of filing a complaint in the age of e-mail to a political environment that seems more starkly divided.

There is also recognition that the issue may often be less about the inclusion of personal conviction in the classroom and more about classroom management and style issues that may have a role. The Academic Senate has had extensive discussions on these issues and has published statements. Additionally, 2004-2005 senate discussions of policies on textbooks and course materials have again addressed these issues. (Doc. 62)

Controversy and personal conviction cannot and should not be eliminated from the classroom. In fact, an important goal for students is to learn how to understand and evaluate ideas different from their own, and how to distinguish personal conviction from established fact.

Within disciplines there is naturally disagreement among experts, and learning to deal with this is part of the educational process. Evaluation and discussion of the existing senate professional relations process is under way now that the policy has been in place and used.

<u>Planning Agenda</u>
No recommendations at this time.

<u>Standard II.A.7.b</u>
The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

<u>Descriptive Summary</u>
The Academic Senate has engaged in extensive and ongoing discussion of academic integrity. "Academic Integrity and Student Success: The Role of Faculty, Students, Staff, and Administration of De Anza College," approved by the Senate in 2002, addresses academic integrity from the perspectives of all participants in the learning process. (Doc. 59) More recently, discussions of plagiarism and cheating have focused on the use and misuse of online materials. (Doc. 63)

Recent Academic Senate discussions of academic integrity have included an all-faculty meeting and discussion with representatives from the American Association of University Professors at the start of the 2004-2005 academic year; a review of college policies and consequences for cheating and plagiarism with representatives from Student Services; and a consideration of resources for dealing with plagiarism of online resources. (Doc. 64)

Faculty and others recognize that dealing with individual cases of cheating and plagiarism can be complex. For example, it is important to differentiate between students whose violations are intentional and those who do not understand the boundaries of academic integrity. In addition, when students violate standards of academic integrity it is important that consequences are appropriate and significant, but also that they may result in growth and change on the part of students.

Planning Agenda
No recommendations at this time.

Standard II.A.7.c
Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary
De Anza strives to instill an appreciation of all perspectives and points of view. The Board of Trustees and constituent groups at the college have policies and offer training regarding sexual harassment, accessibility, non-discrimination, drugs and alcohol, and non-smoking. (Doc. 65) The board policy on ethics and conduct is clear and periodically reviewed. (Doc. 66) A proposed Senate Textbook Policy addresses the issue of using controversial and/or possibly offensive materials in class along with other ethical issues.

Self-Evaluation
Being a public non-sectarian institution, De Anza promotes the acceptance and exploration of a wide variety of perspectives and points of view. In areas where legal and other factors are relevant, such as sexual harassment, numerous shared-governance constituent groups have developed policies, procedures, and training programs.

Planning Agenda
No recommendations at this time.

Standard II.B: Student Support Services
The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the

identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Descriptive Summary
De Anza provides comprehensive student support services to facilitate and direct students toward achieving their educational and/or career goals. The services described below indicate the depth of De Anza's offerings and its understanding of our students and their diverse needs, learning styles, economic and academic backgrounds. Faculty and staff of the Student Services and Instruction divisions have developed a strategic partnership that includes working closely together, sharing resources, and creating activities and programs aimed at facilitating student access, retention, persistence, and success through a holistic approach.

In an effort to address the diversity of needs and skills of our students, De Anza is in the process of developing a Web-based delivery system for student support services. (Doc. 67) We believe that every service a student needs or requires should be available both online and in person. A comprehensive, Web-based system will allow self-sufficient students to access the services they need, leaving staff and faculty to provide one-on-one service to the students who require more direct assistance.

We have allocated ongoing PfE funds to this initiative and involved a large number of individuals, offices, departments, programs, and vendors in the integration of technologies for this system. The technologies include the College Access, Transfer and Success Project (CATS), the Oracle Portal Project, the On Line Advisor, Student Tracking (EFM), Financial Aid Assistance and the FIPSE-funded Early Alert/Intervention project. This technology system will be available to all students, but it will be focused on increasing access to support services for at-risk and/or underrepresented students. The college president, district chancellor, and faculty and staff of both campuses support this initiative.

Self-Evaluation
Based upon the Student Services department Program Reviews, there is a need for increased resource allocations to support activities for student academic success. (Doc. 68)

In spite of the lack of resources, many collaborative partnerships have been initiated to provide services to De Anza's at-risk populations. The Puente Project and Student Success and Retention Services Center (SS&RSC) partnership with the Language Arts Division provides early intervention activities for students identified by faculty through the Early Alert project, managed by the dean of Admissions and Records. Early Alert provides a Web-based environment where faculty can identify students experiencing difficulty in class and route them to appropriate interventions. In spring 2004, a cohort of

language arts faculty piloted this project. Full implementation is expected in fall 2005. (Doc. 69)

De Anza also responds to the issue of access for other populations by providing the following programs and services:

- College Advantage, a partnership with the Fremont Unified School District (FUHSD) that allows academically high-performing high school students to complete their senior year at De Anza, taking courses not offered by FUHSD.
- Middle College, a program that allows students who are experiencing difficulties in high school, but have the potential of academically succeeding, to complete their high school requirements at De Anza. These students receive a diploma from their high school of residency after they complete the program. Last year 100% of all the Middle College students completed the program and stated intent to enroll at a college for the next academic year.
- Extended Opportunities Programs and Services (EOPS), aimed at providing access to low-income students.
- Disable Student Services (DSS), aimed a providing access to students with disabilities.
- RENEW Re-Entry, a service for re-entry or returning students.
- CalWORKS and Occupational Training Institute (OTI), aimed at providing training and educational opportunities for low-income adults.

Other collaborative programs such as the MPS and LinC continue to support student success in the classroom. Counselors and advisors are assigned to academic divisions to assist with improving student learning and outcomes along with personal counseling.

The Program Review process is another means of evaluating and measuring success in Student Services. This annual process includes a comprehensive review of programs and services, delivery of operations and functions, budget, and program needs. Criteria is developed and used to evaluate the effectiveness of programs and determine specific outcomes for student learning and success and to prioritize the allocation of resources. (Doc. 68)

In addition, an annual Student Services retreat (Doc. 70) provides an opportunity for the Student Services Division to meet with faculty and staff from other divisions to review and evaluate yearly operations and to plan for more effective service delivery for the upcoming year.

In the fall of 2005, a new Student and Community Services Center will open, and several areas of Student Services will be relocated to this new building, including Admissions and Records, Counseling, Career Center, DSS, SS&RSC, Transfer Center, Assessment, Articulation, Coop Education, and Outreach. Centralizing these student support services in one location will facilitate the access to services.

Planning Agenda
- Under the direction of the Enrollment Management Task Force, expand outreach efforts to focus more on access to De Anza by Spanish speaking students from East San Jose.
- Under the direction of the Enrollment Management Task Force and Outreach, develop a combined recruitment and transfer guarantee partnership with National Hispanic University that will address concerns related to successful completion of English courses.

Standard II.B.1
The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary
The college enrolls approximately 22,000 credit students each quarter. According to data provided by the District Institutional Research Office, the average student attending De Anza College is 27 years old, living on his/her own and taking an average of 9.21 quarter units with an undecided educational or career goal. (Doc. 19) Student needs are identified through admission, registration, matriculation, orientation, counseling sessions, and various other applications and information-collecting processes of the college. Effectiveness in meeting those needs is evaluated through the use of student evaluation forms and surveys for counseling and other services, through Program Reviews, survey of graduates and periodic student surveys by departments and programs. (Doc. 57)

De Anza believes that programs and services must be flexible and considerate of the diversity (social, economic, learning styles, educational background, gender, ethnicity, etc.) of the students we serve. Each program submits an annual Program Review that identifies and quantifies its work with students and its plans for improvement as they relate to achieving the college's mission and goals. (Doc. 68) The Student Services Planning and Budget Team and the Student Services Council participate in the review and development of the college's Educational Master Plan (Doc. 1), including the college's mission and goals.

Services to meet a variety of student needs are coordinated through the Student Services Division, directed by the vice president of Student Services and supported by Institutional Research. The division includes the following departments:
- Admissions and Records
- Counseling and Matriculation
- Disabled Students Services (DSS)
- Financial Aid and Scholarships
- Extended Opportunities Programs and Services (EOPS)
- Veterans Office
- Cooperative Agency Resources for Education (CARE)
- CalWORKS

- Health Services
- International Students Office
- Student Success and Retention Services (SS&RSC)
- Transfer Center
- Career Center
- Student Activities Office (includes student government, Inter Club Council)

The Admissions and Records Office provides admissions, registration, records maintenance, transcript evaluation, graduation evaluation, and transcript and veterans services to students. All Admissions and Records policies and regulations adhere to state, federal, and local rules and regulations. The Admissions and Records Office reports to the vice president of Student Services. (Doc. 23)

There are 18 full-time equivalent staff (FTES) members in Admissions and Records providing service in person, on the Web site or by telephone. These methods of student contact have enabled the office to maintain a high level of service despite a reduction of 3.0 FTES since 2002. More than 95% of the applications for admissions and adds/drops are submitted online. In partnership with the Counseling Division, Admissions and Records has implemented a degree audit system to automate the evaluation for associate degrees, certificates, and general education certifications. The office's diverse personnel provide services in a variety of languages including Spanish, Vietnamese, Mandarin, and Cantonese.

The Counseling and Matriculation Division includes 20 full-time counselors, seven academic advisors (classified staff), one EOPS counselor, and two DSS counselors with a variety of specialty skills. Counseling personnel provide services in the following areas:
- Career
- Re-entry
- Articulation
- Transfer
- Leadership mentoring
- Psychological services
- Health services
- Bilingual services
- General academic and personal counseling

Members of the counseling staff also teach human sexuality and orientation courses. A counselor is assigned to coordinate and to review the orientation classes. A number of new initiatives have been implemented including group counseling, an online orientation course, and assignment of counselors within the Language Arts and Mathematics Divisions to support student success and retention efforts.

The dean of Counseling and Matriculation resigned during the summer 2004, and due to budget reductions the position will not be replaced in 2004-2005 or 2005-2006 academic years. An interim executive head selected from among the counselors was hired to coordinate the division's activities. The interim executive head reports directly to the vice

president of Student Services. (Doc. 23) A decision will be made in the 2005-2006 academic year about the replacement of the dean of Counseling and Matriculation position.

The Financial Aid Office processes applications and monitors an array of federal, state, and local financial aid programs including grants, loans, scholarships, and the work-study program. (Doc. 71) The Financial Aid Office also coordinates scholarships offered by De Anza, which come from a number of funding sources including the Foothill-De Anza Foundation, De Anza Student Body (DASB), and local service organizations. In 1997-1998 the college provided scholarships to 200 students totaling $100,000.

Subsequent years' totals were:
- 1998-1999 $205,554
- 1999-2000 $223,324
- 2000-2001 $311,215
- 2001-2002 $366,295
- 2002-2003 $314,069
- 2003-2004 $348,877
- 2004-2005   Disbursements not complete yet for this academic year

The Financial Aid program participates in all the major federal and state financial aid programs, and numbers of students receiving aid and dollars awarded have increased dramatically since the last Self-Study.

Dollars awarded to students in round figures:
- 1997-1998 $7.5 million
- 2003-2004 $12.9 million

FAFSA applicants:
- 1997-1998   6,035
- 2003-2004   8,893
- 2004-2005   8,575

Number of students receiving aid:
- 1997-1998   5,400 (11.4% of 47,293 students)
- 2003-2004   6,789 (15.6% of 43,447 students)
- 2004-2005   Figures not yet available

While federal administrative allowances have remained constant, the BFAP administrative allowance was decreased from $120,940 to $78,213 in 2002-2003 and then increased substantially to $539,628 in 2003-2004, and $581,349 in 2004-2005. We have used BFAP funds from the last two years to hire Financial Aid Outreach staff in addition to increasing our marketing of financial aid and increasing our delivery of financial aid through technological improvements. The staff has increased from 10 full-time employees (including the manager) to 13. The additional BFAP funding has enabled us to outreach to more students and families both on- and off-campus.

EOPS offers a variety of counseling, advising, outreach, and financial aid services. De

Anza's program has been cited as a model program. (Doc. 72) EOPS has a close working relationship with the Financial Aid Office and serves approximately 1,000 unduplicated students each year. The staff of the EOPS office includes a full-time coordinator, a secretary, an academic advisor, two counselors, an assistant, a CARE coordinator, a grants-and-budget specialist, and an office clerk. EOPS reports to the dean of EOPS and Student Development. (Doc. 23)

The CARE program is part of the EOPS program. CARE offers additional services to students receiving public assistance by coordinating with local social service agencies and providing childcare assistance. The college currently enrolls 81students who qualify for the CARE program.

The former Student Transfer Academic Retention Services program, (STARS) and the Student Leadership and Mentoring Services program, (SLAMS) were consolidated into the new Student Success and Retention Services Center (SS&RSC) in fall 2004 as a result of budget reductions. SS&RSC has evolved into a new retention model that eliminates duplication of existing services while maintaining the same program services to students and now also includes the MPS program. The center serves the historically underrepresented and first-generation college students to support their matriculation, transfer, and graduation goals. The following staff were combined into the SS&RSC: two counselors and one academic advisor and student assistants from the STARS Program; one coordinator, one counselor and student assistant help from the SLAMS program; one coordinator, one administrative assistant, two academic advisors and one counselor from the Transfer Center; one coordinator and a few student assistants from MPS, and a part-time coordinator and a part-time administrative assistant from Puente. SS&RSC tracks the retention rates and measures student outcomes based on academic and educational achievement, counseling contacts, treatments and interventions, and attendance at workshops and seminars. (Doc. 73) SS&RSC students participate in the Early Alert project when identified by faculty as at-risk, as early as the third week of classes.

The Veterans Services program at De Anza processes applications for benefits, resolves problems related to benefits, and assists with general information regarding college policies and procedures. The number of veterans served has grown 100% over the last three years from 70 to 150+ students. (Doc. 74) The college is submitting veteran certifications online and works closely with the counseling division to provide veteran educational plans. De Anza is planning to increase the number of veterans served by actively recruiting veterans to enroll.

The DSS program is in compliance with the Americans with Disabilities Act, Sections 504 and 508 of the Vocational Rehabilitation Act, and California Education Code in its implementing regulations. (Doc. 75) DSS provides services to more than 2,000 students with various types of disabilities each year. The program also coordinates the High Tech Training Center of the California Community Colleges, funded by a grant from the state chancellor's office. The center's program trains more than 500 faculty and staff members each year in the use of technology to assist disabled students. DSS also coordinates an Educational Diagnostic Center, which serves more than 300 students with learning

disabilities each year.

The Transfer Center is staffed by five people and is part of the Counseling Division. The center offers a variety of transfer-related services for all students including drop-in advising, transfer workshops, annual transfer day, regular visits from university/college representatives, application workshops, and classroom presentations. (Doc. 76) As mandated by the California Education Code, emphasis on the retention and transfer of historically underserved students is provided through specialized services including individual appointments, tracking, and follow-up. In fall 2004, more than 45% of the students enrolled at De Anza self-identified transfer as their goal on their application for admission.

Health Services is staffed by one coordinator, one full-time health educator, and part-time assistants, all under the direction of the dean of Counseling and Matriculation. Since the resignation of the dean of Counseling and Matriculation, Health Services reports to the vice president of Student Services until such time as the position is filled. Services include health counseling, referrals, health screening, preventative services, birth-control information and clinic, pregnancy tests, blood-pressure testing, immunizations, AIDS information/referral, alcohol and substance use/abuse information, first aid, emergency care, health education, and over-the-counter medication. Students can make appointments through the health office to see health professionals.

The International Student Office is the primary support service for De Anza's international students. The director reports to the dean of Counseling and Matriculation. The office is a resource for information about basic laws and current federal immigration regulations. The International Student Office has been expanded to include a full-time coordinator to oversee the day-to-day operation of the office. Each year, the office assists approximately 400 students who are in a temporary, non-immigrant status (F-1) with admissions, orientation, and graduation/transfer information.

Self-Evaluation
The Student Services Council, comprised of coordinators, administrators, and program heads for programs and services in the Student Services Division, meets twice a month to discuss Student Services issues. (Doc. 77) The Student Services Planning and Budget Team (SSPBT) is a shared-governance committee charged with coordinating the over arching decision-making process for program resource allocation and budget recommendations. The SSBPT works collaboratively with the Student Services Council. Each program or service conducts regular staff meetings and engages in training and staff development activities.

In August of 2005, a number of programs and services will be moving into the new Student and Community Services Center. The building was designed to facilitate the flow of students based on an assessment of new and continuing student matriculation needs. A significant part of the planning for the move has been the dialogue between the new building occupants regarding relationships, duplication of services, shared information, referrals and follow-up. In addition, conversations included retention, persistence and

transfer issues related to equity, diversity, outreach.

The Working Registration Committee has been expanded into the Enrollment Management Task Force that meets weekly to support the outreach, admissions, retention, and success of students. The Enrollment Management Task Force reports to the president and has been effective in prioritizing and implementing enrollment and retention strategies. (Doc. 78)

The matriculation program operates according to the college Matriculation Plan (Doc. 79) to help ensure the access and success of its students. A counselor is assigned to coordinate the matriculation program and reports to the dean of Counseling. The Matriculation Advisory Committee is composed of staff from all areas of the campus and meets to accomplish particular matriculation-related goals.

The De Anza Faculty and Staff Accreditation Survey conducted in 1994 (Doc. 80) indicates that 96% of the respondents agreed that employees were aware of student support programs on campus while 63% indicated that student services were not adequately staffed.

Since 1999, several surveys have been conducted in Student Services departments. In the Financial Aid Office, a survey was conducted as a means to receive feedback about the new direct deposit service that was introduced in spring 2001. Planning for the service took place a year prior to its inception. In addition, a pilot was conducted to test its accuracy. (Doc. 81)

Some of the results showed that the majority of students were satisfied with the service and that 65 out of 76 (86%) respondents would recommend the service to others. Students felt that the direct deposit was convenient and expedient. They did not seemed bothered that the direct deposit does not distinguish the type of aid represented by the deposit. Some of the benefits indicated by students were:
- It saved time and money
- Did not have to deal with banking issues
- No monthly fees
- Doesn't get lost in the mail
- No going to bank in between classes
- No worry about a check being lost or stolen

Other surveys were conducted in a variety of areas. A survey on student equity was conducted in the division of Physical Education and Athletics to address equity issues at De Anza. A learning survey was conducted to address changes in the institution. In addition, the Career Center produces job fair surveys to receive feedback on services provided to students.

The Web-based Individual Education Plan (IEP) will be piloted for the development of Educational Plans for Veterans beginning Spring 2005.

The dean of Student Development and EOPS intends to have an electronic student handbook up and running by fall 2005.

An Early Alert Project funded by FIPSE funds will be implemented in summer/fall 2005 to enhance student success through early intervention.

<u>Planning Agenda</u>
- Expand the resources allocated to advising veterans to include a targeted outreach and recruitment component.

<u>Standard II.B.2.a</u>
The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General information
- Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
- Educational Mission
- Course, Program and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

b. Requirements
- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

c. Major Policies Affecting Students
- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

d. Locations or Publications Where Other Policies May be Found

<u>Descriptive Summary</u>
There is a commitment to communicate with clarity, accuracy, coherence, and consistency in all college representations to the public, faculty, staff, students, and other local, state, and federal agencies.

The De Anza College Catalog is published every year and includes information on:
- Student services and academic programs
- Admissions and academic policies and procedures
- Financial and refund policies
- General education and graduation requirements
- Social policies
- Student code of conduct standards
- Complaint and grievance procedures
- The faculty, Board of Trustees and administration
- The academic calendar

The catalog is given to students who enroll and attend an orientation class and is available for purchase in the college Bookstore. The searchable catalog is available to view and to download at our Web site. All faculty and administrative offices have a copy and copies are in the college's Learning Center. (Doc. 2)

The schedule of classes is published each quarter and is available in paper and online, where it is also fully searchable. (Doc. 9) The schedule provides information regarding admissions and registration policies and procedures, fees and refunds, placement and assessment, and complaint/grievance procedures. The schedule also announces new or changed policies and procedures approved during the academic year. New and continuing students, notified by e-mail, receive a free printed schedule upon request through the Bookstore.

Program brochures including curriculum guides, health services, transfer guides, and assessment testing are available on the Web site or in the Counseling Center, the Financial Aid Office, the Student Activities Office, and at other locations around campus. A student handbook is online for students. All new matriculating students are required to take an orientation class or view an interactive video, which contains information similar to that taught in the orientation class. DSS has a handbook as well as an online "Disability Information Student Handbook" (DISH) for its students. (Doc. 82) The "Students with Disabilities Faculty and Staff Resource Guide" is made available to all DSS faculty and staff. (Doc. 83)

The Outreach Office coordinates the college's outreach efforts in more than 35 high schools in Santa Clara County. The Outreach Task Force includes staff from programs and departments including Admissions and Records, Financial Aid, Counseling, Marketing, EOPS, and academic departments who provide information at high school events about the wide range of programs and services available at De Anza. Outreach teams work with high school seniors to provide online application assistance and information about admission requirements, academic and vocational programs, financial aid, transfer options, campus life, and student support services. Outreach services include presentations at area high schools, participation in college and parent nights, attending college fairs, providing campus tours, and assisting new students and parents one-on-one with any questions they might have. (Doc. 84)

Each year the college updates a survival guide (Doc. 85) given to all faculty and staff to help them understand issues related to student conduct, student rights and responsibilities, and student complaints and grievances. The survival guide also outlines faculty and staff rights related to student behavior.

The De Anza Associated Student body (DASB) has a vice president of Student Rights who works closely with the dean of Student Development and EOPS to ensure that student rights and due process are being followed.

Self-Evaluation
The number of publications from the college has increased. Accurate and comprehensive campus communication comes in the form of administrative, classified, faculty, and college-wide retreats; the president's open forums, town halls, and open office hours; shared governance planning and budgeting teams; and a new Educational Master Plan. College catalogs and schedules aim at a user-friendly format. In addition, the college's Web site, its departments, divisions, and programs function with the same user-friendly character through a common design, look and feel. Brochures and other publications from divisions and departments present greater detail on instructional programs and support services. (Doc. 86) The increased use of the online schedule of classes has reduced the quantity of printed scheduled by more than 50%. Finally, a new structure (Doc. 23) for administrative organization aims at clear and accurate communication for a more integrated community.

Based on the responses from the Accreditation Survey, it appears that communications via the Web site (80%) have been effective in providing information to students. (Doc. 4) The efforts by the Student Services Division in strengthening linkages to departments and enhancing communications to the college community via the Web site and e-mail has had a positive impact on our students.

The district's Educational Technology Services has entered into a contract with Oracle that will allow both colleges and the District Offices to use a portal environment for communicating with faculty, staff, students, and members of the community. It is the intent of the faculty, staff, and leadership of Student Services at De Anza to use this technology to increase the ease, access, and efficiency of our communication with students and simplify their online interactions with the college.

Planning Agenda
- Under the direction of the vice president of Student Services and ETS, complete the development and linking of support services technologies and integrate them into the portal environment to make students' access to support services seamless and user-friendly.

Standard II.B.3
The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

<u>Descriptive Summary</u>
De Anza's college researcher reports to the vice president of Student Services and Institutional Research. This organizational relationship has enhanced the ability of Student Services to reference data as evidence of, and in support of, its work with students. As a result of the Student Services Council and the Student Services Planning and Budget Team's access to data, meaningful dialogue takes place on measurable outcomes of students. (Doc. 87) The analysis of data and information included in Program Reviews submitted by support services drives decision-making, resource allocation, and planning. As a result of these discussions, programs have been merged and issues related to duplication and effectiveness have been successfully addressed.

<u>Self-Evaluation</u>
De Anza has engaged in a number of activities to assess how well the campus interacts with students and local communities. One of the approaches used was assessing enrollment efforts and strategies. Discussion about enrollment takes place in the weekly Enrollment Management Task Force meetings. (Doc. 88) The restructure and revitalization of Outreach services was a direct result of these conversations. In 2003, due to declining fiscal resources, the Outreach program was reduced significantly. The Outreach position was reduced to part time and outreach to the high schools was reduced. This year an Outreach Task Force was formed and continues to meet regularly to guide and implement outreach activities, such as Parent and Student Orientation nights. These successful events yielded a large number of student applicants for the fall of 2005.

Student Services personnel conduct annual Program Reviews to evaluate services, assess program strengths, and create strategies to improve the effectiveness of operations. (Doc. 68) Within Student Services a number of retention-based programs exist that provide a plethora of support services, ranging from counseling and advising, mentoring, supplemental instruction, tutoring, early alert intervention, personal counseling, and self-development.

In December 2004, the Counseling Department and Admissions and Records collaborated to increase the number of applications for graduation through the use of the degree audit system. Of the 333 student contacts, 16% resulted in a petition for graduation. Similar initiatives were completed in February and March 2005.

De Anza is in the process of dialoguing with its Academic Senate to reach agreement on a process for defining/developing learning outcomes. Meanwhile, the Student Services Planning and Budget Team (SSPBT) and the Student Services Council (SSC) have decided, for Program Review purposes, to use established course objectives in place of learning outcomes. This allows the members of Student Services to address the learning that happens with students in some agreed upon way until a definition of learning outcomes has been reached by the college. In addition to discussions on Student Learning Outcomes, SSPBT and SSC have begun a discussion on how to quantify the work of support services programs by performance outcome measure. The group has identified access/enrollment, retention, successful course completion, transfer, and graduation, as

examples of performance outcomes.

<u>Planning Agenda</u>
- The SSPBT and SSC will continue to discuss the impact of performance outcomes resulting from the work performed by support services members.
- District and campus Institutional Research personnel will develop a model for measuring the impact on performance outcomes by support services of the college.

<u>Standard II.B.3.a</u>
The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

<u>Descriptive Summary</u>
In order to assure equitable access, De Anza has restructured its Outreach efforts and developed an Enrollment Management Task Force that includes representatives from Admissions and Records, Instruction, Student Services, Counseling, Marketing/Communications, Financial Aid, and programs focused on the access and success of underrepresented and targeted populations. (Doc. 88)

De Anza's philosophy is that access alone does not lead to success. The college has also linked Outreach efforts with programs and instructional divisions to assure that students who need support services are given the opportunity to link with those services at their point of entry with the college.

There have been efforts to enhance the application and registration process for students through the refinement of our current online application and the development of more Web-based services. About 90% of services provided by Admissions and Records are accessible at www.deanza.edu, including application for admission, registration, adding or dropping classes, fee payment, financial aid fee waiver, catalog, schedule of classes, open classes, forms, grades, transcript request and verification of enrollment requests.

There are many special programs and projects that support at risk and underrepresented students:
- Student Success and Retention Services (SS&RSC), which includes the Puente Project
- Bridge to Success, which is a national, award-winning program
- MPS, which offers students a team approach to math success in the classroom and group tutorial support
- Extended Opportunities and Program Services (EOPS), which provides support services for economically and academically disadvantaged students
- Disability Support Services (DSS), which provides special services and instruction for students with physical or psychological disabilities or chronic health impairments

- RENEW Re-Entry Services, which provides assistance to nontraditional students returning to school
- Office of Veterans Affairs, which helps veterans plan their educational goals

SSPBT's analysis of Program Review documents includes questions and observations based on physical disabilities, learning styles, ethnicity, and alternative deliveries that address physical and economic access. Membership on the SSPBT includes the dean and program coordinator of DSS and the diversity coordinator. A recent discussion on access and technology resulted in the college developing technology priorities that propose linking existing technologies to allow scalable Web-based access and delivery of support services. (Doc. 89) This would allow high-performing students an alternative to waiting in lines for services, resulting in more time for service providers to work with those who need the one-to-one contact.

Self-Evaluation
Many Student Services departments work closely with Instruction to maintain a bridge for students. These partnerships are designed to engage students in the learning process. Two of our model partnerships are MPS and LinC (math and language arts), developed to strengthen the relationship between Instruction and Student Services as we ensure student success and retention.

Other efforts are performed in EOPS and Puente, where targeted populations are provided specific services such as advising, counseling, mentoring, and financial aid. Puente works closely with the Language Arts Division in supporting the needs of students. One counselor works 50% of the time with Puente; the remaining time is dedicated to the Counseling Division.

Outreach to schools and the community continues to be an important component in our efforts to recruit students to De Anza. In fall 2004, there was revitalization of our Outreach efforts through the development of an Outreach Task Force and a strengthened relationship with the college's Marketing/Communications Office. The task force has organized the efforts of Admissions and Records, Financial Aid, Marketing, Counseling, and Transfer into a single resource for more effective use of resources. A number of initiatives were instituted including more advertising in multiple media, increased high school visits, new Parent and Student Nights, and the development of a Getting Started listserv. The impact of the task force's efforts won't be realized until summer/fall 2005. (Doc. 90)

Planning Agenda
- Under the direction of the Enrollment Management Task Force, develop the partnership between Outreach and Marketing to increase effectiveness of communication with potential students and community.
- Under the direction of the Enrollment Management Task Force, determine the actual enrollment of students by the Outreach, Marketing, and recruitment efforts of the college, with a focus on reaching new student populations.

- The Student Services Technology Committee will work with the college Technology Committee to develop opportunities for increased retention by connecting new students to programs and services in a real and virtual environment.

Standard II.B.3.b
The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary
De Anza has 81 clubs and a student government association with 32 student officers and senators. (Doc. 91) A number of programs developed by Student Services to address issues of culture, ethnicity, gender, civic engagement, and emotional and intellectual development are funded and supported by student government and the Inter Club Council (ICC).

The college provides three full-time Student Activities staff members and an office to support and engage students in a number of co- and extra-curricular activities. The activities and programs of Student Activities Office are viewed as a part of the college's outreach and retention efforts. The college campus includes four outdoor gathering spaces for students called quads. The Main Quad, located between the Administration Building and the Campus Center, includes an event area and free speech area. The college recognizes the value and contribution of co-and extra-curricular activities to student education.

Self-Evaluation
De Anza has an active and involved student leadership body. The DASB and the ICC meet on a weekly basis during each quarter with the excepting of the first and final weeks of the quarter. (Doc. 92) A club with high visibility that often provides leadership to students on local, state, and national issues is the Students for Social Justice Club. This club is linked to a series of classes offered through the Social Sciences/Humanities and Inter-cultural/International Studies divisions, aimed at increasing student awareness and participation involving issues related to cultural and social welfare. The members of this club are often at the forefront of promulgating and debating issues they consider important to the welfare of students. The DASB and the Students for Social Justice worked collaboratively to recruit students to attend the March in March demonstration in Sacramento. The March in March activity was well attended by De Anza students and included strong representation from the De Anza Disabled Student Organization. A number of De Anza clubs have been active during presidential elections, September 11, and other significant events in our community. They support an annual blood drive, food drive, eyeglass drive, and an alternative transportation office. The DASB contributed funds to the Environmental Studies Department that were used to fund drawings of an Environmental Studies building (the Kirsch Center for Environmental Studies). As a result, other funds were identified and the building is now under construction.

Further, this past year saw the establishment of a student organizing drive by Democracy Matters (a national civic education non-profit group) and a major voter registration drive sponsored by the DASB. Finally, the college entered into a partnership with the New York Times under the auspices of the American Democracy Project. The Times provided free copies of the paper on campus for many weeks, and invited two student journalists from the campus newspaper to join their "Day at the Times" event in New York.

De Anza's President Brian Murphy is actively engaged in promoting civic and community relationships amongst the students, faculty, and staff. Civic and community engagement has been a significant piece of the De Anza culture for a number of years. (Doc. 93)

Planning Agenda
- Work with newly emerging Task Force on Civic and Community Engagement to identify opportunities to link the college's civic engagement efforts with student learning and performance outcomes.

Standard II.B.3.c
The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary
The position of dean of the Counseling and Matriculation Division is vacant and probably will remain so until the 2005-2006 academic year. While the vice president of Student Services functions as the administrator for the Counseling Division, a faculty member/counselor serves as the department chair. Under the leadership of the department chair, staff members meet regularly to conduct in-service training, review the services and programs of the division, and share information essential to successful counseling and advising of students. (Doc. 23)

The college's articulation officer is a member of the Counseling and Matriculation Division and serves on the college's Curriculum Committee. (Doc. 31) The articulation officer is an example of the structure and links between Student Services and Instruction that address the preparedness of the counselors, advisors and program personnel of Student Services. The articulation officer works closely with the Transfer Center faculty and staff.

The Counseling and Matriculation Division's leadership and the dean of Student Development and EOPS work collaboratively to facilitate the information exchange and training of faculty and staff in both areas. This collaboration focuses attention on the non-traditional student who uses the services of both areas. Their work has resulted in greater efficiency in serving the counseling and advising needs of our students.

A number of staff and faculty of the Counseling and Matriculation Division have applied for and been awarded opportunities for staff development leave. Frequently these leaves result in the review of existing practices and changes within the Counseling Division. (Doc. 94)

Self-Evaluation
The Counseling and Matriculation Division received PfE funding to create four new positions. This included a counselor and academic advisor assigned to work with the faculty of the Language Arts and Math Divisions. The intent of these assignments was to increase the retention and success of at-risk and/or underrepresented students in these divisions. The counselor and advisor in each division attend the meetings of those divisions and work closely with the faculty to develop support strategies for students experiencing academic difficulties. This has proven successful and it has changed the relationship between math and language arts faculty and the Counseling Division. (Doc. 95)

The coordination of work between Counseling and the programs directed by the dean of Student Development resulted in greater efficiencies and less duplications of contacts with students. Out of this effort the college merged two programs and was able to reduce the resources committed to these programs. This resulted in doubling the number of students served by the newly created Student Success and Retention Services Center (SS&RSC). (Doc. 96) SS&RSC counselors will work closely with the implementation of the Early Alert Program, using students of that program to test the technology. When SS&RSC counselors receive an Early Alert notice from participating faculty, they will contact the students identified as having difficulty in their classes and prescribe an intervention. It is our belief that early interventions help students successfully complete these courses and be better prepared to succeed at De Anza.

Transfer Center staff assist the Counseling Division during the first week of each new quarter by staffing a triage center aimed at helping students who are requesting information from a counselor. This model has proven very useful to students during high-demand periods of the quarter.

The college is completing construction of a Student and Community Services Center, which will house Counseling and counseling-related programs that are currently spread out around the campus. The faculty and staff of Counseling and the programs moving into the new building have been holding a series of meeting to discuss how they will interact, cross train, and share resources to increase their efficiency in working with students and to avoid multiple contacts with students where possible, keeping in mind the students' best interest. (Doc. 97)

An example of a successful program that grew out of the relationship between Counseling and an academic division is the MPS program. This program includes a math faculty member and a counselor collaboratively working with students who have not been successful in completing college level math courses, in a classroom environment. Faculty members lecture, students meet in small groups and the counselor works with the small

groups and follows up on information provided on student performance in the class. The MPS program has increased the successful completion of the course by enrolled students and their movement to the next level of math. (Doc. 98)

Planning Agenda
- Under the direction of the vice president of Student Services, expand the theories and practices used in the MPS program to other academic divisions, using technologies such as the Web-based Educational Plan, the Early Alert program, and the student tracking system to increase the number of students served.

Standard II.B.3.d
The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary
Several years ago the college established a faculty position titled diversity coordinator with a full-time clerical support staff person. The college has developed and continuously updates a college Diversity Plan. (Doc. 99) All Instruction and Student Services divisions are required to prepare Student Equity Plans for their areas. (Doc. 100) The diversity coordinator is a voting member of the College Council and serves as the co-chair of the SSPBT. The diversity coordinator and other staff and faculty work with the DASB to develop and offer a number of programs and activities that support and enhance student understanding and appreciation of diversity. (Doc. 101)

Self-Evaluation
The Program Review process used by Student Services (Doc. 102) includes requirements that each program and service address issues, service delivery, and the diversity of the students served. The instrument also asks that each program and service address student equity, including having a student equity plan on file. Additionally, the instrument asks programs and services to explain how they support the mission and Educational Master Plan Goals of the college, which includes serving a diverse student population. This has been particularly important as the college asks that all areas reduce their operational budgets. The information supplied in the Program Review process is central to decision-making regarding resource allocations and budget reductions.

For example, in 2003 the former STARS (Student Transfer Academic and Retention Services) and SLAMS (Student Leadership and Mentoring Services) programs merged into the SS&RSC and lost one position s a result of the budget. The positive aspect of this decision was that the merging of these two programs still provided an opportunity for the same populations to be served, but in a more collaborative manner. There were more counselors available to meet students needs, thereby more opportunities for individual appointments with students In addition, by including the Transfer Center, MPS and Puente as part of the retention model in SS&RSC, all students gain a greater benefit, as each provides unique support services to its participants**.**

<u>Planning Agenda</u>
- Under the direction of the president, work with the college's diversity coordinator and members of the Student Services Council to identify common themes and concerns of individual Student Services programs and departments.
- Under the direction of the vice president of Student Services, identify training or practices that better address the concerns of equity and diversity of support services.

<u>Standard II.B.3.e</u>
The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

<u>Descriptive Summary</u>
The admission and placement process of the college is a topic of ongoing review and discussion to facilitate access for students. The admissions process is available online. (Doc. 103) Admissions regulations adhere to Title V requirements and regulations. The college has an admissions appeal process for students through the dean of Admission and Records or the Academic Council. The college offers special admission to elementary, junior, and high school students and others wishing to take classes at De Anza based on appropriate state and FHDA Board policies.

De Anza placement instruments are reviewed and their use determined by the college's director of the Assessment Center in collaboration with discipline faculty. The placement instrument follows State Matriculation Guidelines of effectiveness and multiple measures. De Anza is experimenting with other assessments for placement in high demand courses in math and science and impacted programs. These assessments are a topic of ongoing discussion. The college researcher and the director of the Assessment Center are involved in collecting data, reviewing student outcomes and discussing the effectiveness of our placement practices. (Doc. 104)

<u>Self-Evaluation</u>
Admissions and Records has been an early adopter of technology with the introduction of online registration in 1996 and the use of e-mail as a method of communication with its students. There is a vision to provide all student services in an electronic format so that self-sufficient students can quickly take advantage of services and others can receive one-on-one help.

The assessment instruments and procedures utilized by the college are appropriate and in accordance with their intended use as defined and described by AB3 and Title V regulations.

The Assessment Center coordinates the taking of placement exams for the college. The center is now located in two separate facilities, although it will be merged into one space in the new Student and Community Services Center. The Assessment Center has a staff person who is responsible for doing assessment/placement testing at all of our in-district

high schools. The department chair for Counseling and the Assessment Center director are looking into moving toward electronic testing/assessment. The move would also allow the college to look at ways of making pre-tests or sample tests available to students electronically.

The college's matriculation coordinator works closely with the assessment staff and the Curriculum Committee. The matriculation coordinator and the director of the Assessment Center have been working closely with the dean of Biological/Heath and Environmental Sciences on the use of a new placement instrument. There has been a great deal of discussion regarding the use of this instrument and how it address effectiveness, bias and validity. The college researcher has also been directly involved in this discussion and has been generating data related to the use of this new test/practice. (Doc. 104)

Planning Agenda
- Under the direction of the vice president of Student Services, explore a formal relationship between the Assessment Office and Institutional Research.
- Under the direction of the dean of Counseling and Matriculation, revise and put into place the Matriculation Advisory Board by fall 2005.

Standard II.B.3.f
The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary
The student computer data files are maintained and backup files are created and stored appropriately. Student records prior to 1999 are stored on microfilm and since 2000 a document imaging system has been used to store them. Student academic records are stored virtually with Web accessibility to counselors and other staff. Student and faculty records stored on microfilm or optical image technology with appropriate backups are maintained in compliance with the district's records disposition schedule. (Doc. 105)

The dean of Admissions and Records is the college designee to coordinate the inspection of student records as defined by The Family Educational Rights and Privacy Act (FERPA). The FERPA guidelines are published in the schedule of classes and catalog. (Docs. 2, 9)

Self-Evaluation
The college is maintaining records securely with appropriate backups as required by regulation.

Planning Agenda
No recommendations at this time.

<u>Standard II.B.4</u>
The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they are contributing to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

<u>Descriptive Summary</u>
All Student Services support programs are required to prepare and submit annual Program Reviews. The SSPBT reviews these documents for the purpose of making recommendations to the College Council on program changes and resource allocation. The practice of the SSPBT is to discuss its findings and recommendations with the Student Services Council (SSC), which includes the majority of the persons responsible for writing the Program Reviews. The SSPBT identifies a set of criteria to be used for evaluating the Program Reviews. (Doc. 106) The SSPBT also reviews the documents in context of the recommendations and decisions that result from the Student Services Retreat. (Doc. 107)

The intent of the review and discussion between the SSPBT and the SSC is to identify the practices that are working or not working and determine what changes are needed to ensure student success. This evaluation and discussion process is being used in regard to moving Student Services programs into the new Student and Community Services Center. Indeed, the very design of the new Student and Community Services Center, as well as the placement of offices, reflects the ongoing evaluation of student services and their relationships to one another.

Several of the services and programs moving into the new building have resided in different locations around the campus. The current discussions are evaluating expanding partnerships, cross training, and developing clear practices. By discussing real situations and tracking or mapping the path, contacts, and interventions prescribed for specific types of students, services and programs can be more efficient and students better served. The types of students tracked will be transfer, first generation in college, low-income, honors, and ESL students. Evaluation of Student Services practices is ongoing and an important part of planning and resource allocation efforts.

Student representatives serve on a number of college-wide committees including the Matriculation Advisory Committee, the SSPBT, the DSS Advisory Committee, the Academic Council, the Diversity Advisory Council, and the College Council.

The SSPBT is responsible for coordinating the Program Reviews for all student support services. The DASB and ICC have representatives on the SSPBT. Student input is actively sought by a number of offices through the use of surveys. (Doc. 81) Students have a clearly defined role in the institutional governance process as outlined in AB 1725 and the Educational Master Plan of the college. There are students on all planning and budgeting teams.

Each year a student committee selects a student trustee to serve as a member of the Board of Trustees. As an advisory voting member of the governing board, the student trustee is in a strong position to articulate the needs of students in planning and evaluating new and existing services.

All student services have been conducting annual Program Reviews since 1995. The review process was revised during the 1998-1999 academic year to examine each program and relevant outcome data, methods of service delivery, quality of community and campus relations, fiscal issues, and student needs. Outside reviews are conducted for EOPS, DSS, and Matriculation. The information obtained from these reviews is factored into the planning and budgeting process of Student Services.

Self-Evaluation
De Anza makes a concerted effort to meet the needs of students by providing support services that affect their success. Faculty and staff are committed to student success but there is a continuing need to focus on underrepresented students to increase their basic skills, improve their retention rates, assist them in developing and attaining their goals. These efforts are addressed through dialogue exchanged in the meetings of Student Services Council, SS&RSC, all deans, and the Counseling Division. (Docs. 81, 109)

Program Reviews are essential in the evaluation of how we assure adequacy in meeting identified student needs. The process used is based on criteria to help establish program delivery service levels, effectiveness of services, and size of programs. This work is further augmented by retreats that allow staff to engage in discussion on ways to evaluate and improve services that assist students with achieving Student Learning Outcomes. (Doc. 107)

Planning Agenda
No recommendations at this time.

Standard II.C: Library and Learning Support Services
Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Standard II.C.1
The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency,

depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary
The Library Services Division, under the direction of the dean of Library Services, is composed of the Library, the Open Media Lab, and the Broadcast Media Center. The division reports to the vice president of Instruction. (Doc. 23) Other learning support services at De Anza include the College Readiness Program, an Academic Skills Center, a Tutorial Center, and various campus computer labs.

LIBRARY AND OPEN MEDIA LAB
The Library is housed in a 48,000-square-foot complex, taking up almost all floor space in the main Learning Center and the top floor of Learning Center West. The Library can accommodate approximately 1,200 students at individual study carrels and small group tables. In addition, there are seven small group study rooms available for student use. Shelving for the Library's collection is more than adequate and will accommodate expansion well into the future.

The Library's Internet Lab contains 20 computers for Internet research, Library orientations, and Library instruction. When not in use for these purposes, the Internet Lab becomes an "open lab' for student use. Students can print materials to a laser printer located in the lab. In addition, there are 15 workstations in the Reference and Information Desk area for accessing iLink, the online catalog of Library holdings, and other research databases to which the Library subscribes. Students can print materials to two laser printers located at the Circulation Desk.

The Library has two computer workstations and the Open Media lab has one workstation dedicated to students with special needs. The three stations contain software to support students with a wide range of special needs and include programs such as Dragon Naturally Speaking, Kurzweil 1000 and 3000, Jaws for Windows, Omni Page Scanning software, Inspiration, Zoom Text, WordSmith, and Text Aloud.

One of the Library's group study rooms has been set aside for students with disabilities. The Assistive Technology Room contains workstations and other equipment and software designed to help students with disabilities in a private setting.

The Open Media Lab (OML), located on the lower level of Learning Center West, contains 90 computers, 13 video workstations, and 12 audio playback stations for use by students and faculty. The OML is used by students on an open access basis to do online research, explore the Internet, access the online Library resources, do class assignments, use multimedia applications assigned for classes, and prepare written reports. Students can print to two laser printers located in the lab. Course videotapes for the Distance Learning Program are housed in and circulated from the OML.

Library and Open Media Lab Staffing
Staffing in the Library and Open Media Lab includes the following positions:

- 1 FTE dean of Library Services
- 4 FTE Library faculty each with lead responsibility for one area including Technical Services, Automation and OML, Reference and Multicultural Collection Development, and Instruction, Periodicals and the Library Web Page
- Additional librarian with responsibility for Circulation and Electronic Reserves has been hired for fall 2005
- 6 FTE senior Library technicians
- 1 FTE computer lab operations coordinators
- 1 FTE testing proctor for the Library (This position was eliminated as of Aug. 6, 2005 due to budget cuts.)
- 1 FTE division administrative assistant
- 9,800 student assistant hours per year
  (Doc. 110)

BROADCAST MEDIA CENTER

The Broadcast Media Center creates and distributes instructional media directly to De Anza's student population through an ever-changing use of technology. The center is housed in a 4,200-square-foot complex, with the majority of that footage (3,664 sq. ft.) dedicated to the creation and delivery of instructional content. Staffing is comprised of one supervisor, three classified staff, and numerous student interns. The combined group of student interns works an average of 4,250 hours per year. (Doc. 111)

Live college courses are delivered to students via cable television, reaching more than 400,000 Northern California homes, and in streaming form over the Internet, making De Anza courses available worldwide. Complete courses and supplemental lessons are also delivered using IP and ISDN videoconference systems, videotape, DVD and CD. The Broadcast Media Center supplies equipment and technical support for captioning of videos, DVDs and Webcasts. In an average year, the center captions more than 1,200 hours of finished videotape or Web video files. (Doc. 112)

Media Center technologies are utilized primarily to support the instruction of more than 10,000 De Anza College Distance Learning students who enroll in television and Web-based courses each year. New delivery methodologies are researched and implemented as soon as they are determined to be reliable, economical, and of significant instructional value to De Anza's students. More information about the mediated course offerings and their associated delivery methods is available on the Distance Learning Web site. (Doc. 113)

Broadcast Media Center Staffing
- 1 FTE production supervisor
- 1 FTE systems engineer
- 1 FTE production coordinator
- 1 FTE broadcast/scheduling coordinator
- 6 FTE paid interns

COLLEGE READINESS PROGRAM

The College Readiness Program in the Language Arts Division is a small-group instructional support program providing co-requisite, .5-unit lecture/lab instruction for developmental students taking English writing, reading, or ESL classes. (Doc. 114) Readiness classes include:
- Guided Practice in Writing (EWRT)
- Guided Practice in Preparatory Reading and Writing (EWRT)
- Guided Practice in Reading (READ)
- Reading Fundamentals (READ)
- Reading and Writing Practice (READ)
- Practice Basic Writing (ESL)
- Practice Essay Writing (ESL)
- Listening/Speaking/Grammar Practice with Interactive Multimedia (ESL) (Doc. 115)

In addition, Readiness classes give language arts departments assistance in preparing students for departmentally agreed-upon standards for promotion to the next levels in English Writing, ESL, and Reading.

Each quarter, the Readiness Program offers about 330 sections, with 7 or 8 students per section. About 8,000 students are served a year, generating about 9,200 Weekly Student Contact Hours (WSCH) at high levels of productivity. (Doc. 116) Readiness Teaching Assistants (RTAs) lead small group sessions. Each discipline of Readiness classes (EWRT, ESL, and READ) has an assigned certificated language arts faculty member who creates the course material and trains and supervises the RTAs.

The Readiness Program area consists of nine small group study rooms and a small office shared by three faculty members. One computer is available for use by students enrolled in Listening/Speaking/Grammar Practice with Interactive Multimedia. One computer is available for use by the instructional assistants working in the program. There is one photocopier available for staff use.

College Readiness Program Staffing
- 3 faculty completing part of their load in Readiness
- 3 classified instructional associates
- 1 classified program secretary
- 40-50 classified hourly teaching assistants (RTAs)

ACADEMIC SKILLS CENTER
The Academic Skills Center (Doc. 117) offers two types of .5-unit courses:
Individualized, self-paced courses in
- Reading
- Writing
- Grammar
- Vocabulary
- Spelling
- Study Skills

- Basic Math

Adjunct Study Skills courses linked to GE courses such as
- Biology
- History
- Political Science
- Economics (Doc. 9)

In self-paced classes, which enroll 200-250 students each quarter, students work on individualized modules at a pace that is appropriate to them. (Doc. 118) The linked Adjunct Study Skills courses, which enroll 350-400 students each quarter, combine weekly small group study and skills development sessions with self-paced work in the Skills Lab. (Doc. 119) Small-group workshops on a variety of topics are available to any student enrolled in any Skills course. (Doc. 120)

The Academic Skills Center shares operational space with the Tutorial Center. Space and location may change due to campus construction. Skills students use three computer workstations, shared with Tutorial. Students share the printer with the program coordinator.

Academic Skills Center Staffing
- 15-25 student instructional assistants
- 5-7 volunteer instructional assistants
- 1 faculty instructor/coordinator (full time, but shares responsibility for Tutorial Center)
- 1 classified program coordinator
- 1 classified secretary (shared with Tutorial)
- 2 part-time instructors (each typically loaded at .0925/quarter)
- 2 hourly instructional assistants at 10-15 hours each per week

TUTORIAL CENTER
The Tutorial Center (Doc. 117) provides free academic support for most De Anza courses with drop-in, individual, online and/or group tutoring for specific classes. The center serves 800-1,000 students each quarter. (Doc. 121) Online tutoring in writing began in fall 2004 and has been increasing each quarter. Study Skills and subject-area workshops are also available. Tutors are required to take a 1-unit training course, LRNA 98. (Doc. 122)

The Tutorial Center has two locations: Tutoring for language arts, foreign language, accounting/business, and social sciences shares a classroom with the Skills Center. Tutoring for math, science, and computer information systems (CIS) takes place in E-36. Space and location may change due to campus construction.

Online tutors and students use three computer workstations, shared with the Skills Center. Students share the printer with the program coordinator. One photocopier is shared with the Skills Center.

Tutorial Center Staffing
- 50-80 student tutors (instructional assistants)
- 50-80 volunteer tutors
- 1 faculty instructor/coordinator (shared with Skills)
- 1 classified Tutorial Center associate
- 1 classified instructional associate
- 1 classified secretary (shared with Skills)

CAMPUS COMPUTER LABS

There are academic computing labs scattered throughout the campus, primarily available to students enrolled in certain programs, including:
- Applied Technologies
- Automotive Technologies
- CNC Programming and CAD/CAM
- Computer classroom and a Resource Center with an open lab (both in the new Science Pavilion)
- CAOS, CIS, and Business/Accounting (large lab in the Advanced Technology Center)
- Graphics Design
- Film/TV
- Animation
- Language Arts (also a Listening and Speaking Lab for language instruction)
- Student Publication (La Voz)
- Math & Stats
- Engineering
- Physics
- Psychology
- Computer Access Lab (for students with disabilities)

More information on all these facilities is given in Standard IIIC.

Self-Evaluation

LIBRARY FACILITIES AND EQUIPMENT

The Learning Center expansion/remodeling project, completed in 1997, gave the Library and OML a tremendous increase in seating, study space, and shelving. In the Library, these increases have been more than adequate in handling current enrollment. Based on enrollment projections, the current seating, study space, and shelving in the Library should be adequate for at least the next five years.

While the expansion/remodel project tripled capacity in the OML, the design of the facility makes future expansion difficult, if not impossible. Even with current enrollment, there are many times during the day that the Open Media Lab is filled to capacity and students often have to wait for a computer.

The premise of the OML and the Internet Lab has always been to provide student access to computers and the Internet freely – not in connection with any class. The Library

should be commended for this undertaking, as there are no other labs on campus where students can access computers, software, and the Internet, unless it is in direct connection to a class. There is no question that the premise is a sound one as both of the labs are used to capacity every day.

The staff in each of the labs works hard but by the time they turn on the machines, fill the printers with paper and ink, troubleshoot hardware and network problems, check users for their ID cards, and schedule student workers to work in the labs, there is little or no time remaining for any instruction or assistance. Unfortunately, the largest of these labs is in a separate building from the Library. If a student writing a paper has a "library" question, he or she has to leave their computer, pack up all their papers, and walk over to the Library. The same situation repeats itself in the smaller Library Internet Lab. There is only one student working in the lab who has little time or knowledge of how, for instance, to compile a bibliography. There is a need for a resource person to be available at least some of the open hours to assist students with software questions as well as information competency.

The Library Internet Lab (20 machines) is used for Library instruction and information competency orientations (as well as an open lab.) Due to limited technician availability, there is rarely a time when all 20 machines are operating. The number of working machines usually ranges between 12 and 15. This creates an unfortunate situation when a class of 25 or even 20 students comes to the lab for hands-on practice. It is also disheartening for the librarian leading a Library instruction session to meet a class and instructor in a lab where "out of order" signs are posted on a third of the machines.

Library staff work hard to maintain machines in appropriate places and to maximize the use of existing equipment. Operating systems, including the Integrated Library System, SIRSI, are upgraded frequently: We pride ourselves on the currency of the ILS, for example. The budget for replacement equipment and upgrades is not adequate and is not consistent.

The glaring downfall of the Library in terms of equipment is a lack of switches and routers to connect previously installed ports to the live campus network. This would enable students with laptops to use their own computers to connect to the Internet for research, e-mail, and database searching. All of the librarians are aware of this problem because every day, students come to the Library with their laptops and ask where they can plug in to access the network. If students were able to use their own laptops to access the Internet, several of the problem situations outlined above would be eased considerably.

BROADCAST MEDIA CENTER FACILITIES AND EQUIPMENT
The Broadcast Media Center is well known within the college community as a group that provides high quality, focused support of mediated instruction for Distance Learning, classroom instruction, and mediated self-study courses. It is currently able to meet the needs of mediated instruction at De Anza, but just barely, and does not have the budget, staffing, or organizational structure to support future college growth.

During fiscal year 2002-2003, the Broadcast Media Center lost two full-time positions, one to layoffs, and one to reorganization – both forced by budget cuts. These two lost positions (an engineer and a multimedia production specialist) represented a 1/3 reduction in staff and were critical to the growth of mediated learning. In addition, the center's operating budget has suffered a dramatic decline over the last three years. In 2002-2003, the operating budget was $133,490. It was reduced to $75,000 for 2003-2004, and then further reduced to $52,000 for 2004-2005. The operating budget for 2005-2006 will be about $25,000. (Doc. 123) Current needs have been met through the department's constant and determined focus on efficiency and automation, but the maximum limit for improvement in these areas is rapidly approaching.

There are steps that the campus can take to improve efficiency and coordination in the area of mediated learning, whether or not lost positions and operating budgets are restored. The campus has a Broadcast Media Center, a Distance Learning Center, and an A/V classroom support group, each reporting to different administrators on campus and at the district. This makes coordination of services between these groups difficult and cumbersome, yet all work toward the same goal: support of mediated learning. There was a recent attempt to combine all of these services at the district level, as part of an IT group, where they remained for three years. The district and the college must continue to explore more efficient and effective ways to deal with mediated instruction.

READINESS, ACADEMIC SKILLS, TUTORIAL CENTER FACILITIES
The College Readiness Program continues to be both productive and effective in serving students in developmental courses in language arts, despite several important changes that affected the program in 2004-2005. (Doc. 124) In January 2005, following a long period of negotiation between SEIU and the district, approximately 50 casual hourly instructional assistants who teach the small group co-requisite classes were converted to SEIU hourly classified employees, now called Readiness Teaching Assistants (RTAs). (Doc. 125) Though the impact on students has been minimal thus far, many procedural and budgetary changes were required. At the same time, several faculty members have served as interim director after the Readiness director went on medical leave and later retired. A job search for the position of Director of Language Arts Student Success and Readiness Programs is under way, and it is hoped that the position will be filled by August 2005. (Doc. 126) The job description for this position has changed to include responsibilities for the Listening and Speaking Lab and the Language Arts Student Success and Writing Center, which is in development.

Plans for the College Readiness Program include revising the EWRT 160 co-requisite in light of the replacement of the Writing Assessment Test (WAT) with a portfolio. Similar changes in ESL and Reading are being researched and discussed in those departments. (Doc. 127) The ESL program plans to:
- Continue liaison with San Jose State University's MA-TESOL Program to provide practicum experience for graduate students and create a pipeline for trained future ESL faculty
- Offer an intermediate-to-advanced level ESL elective grammar course (fall 2005)

- Develop a required .5-unit lab co-requisite for ESL 72, Advanced ESL Reading

Readiness staff will complete the procedural and budgetary changes involved in the transition of personnel from Instructional Associates to Readiness Teaching Assistants. The new Writing Center will also play a role in creating new co-requisite options for some students. Other plans will emerge after the new director begins work in fall 2005.

The Academic Skills Center has expanded its offerings of Adjunct Study Skills classes, and instructors have reported greater student success in those courses linked to adjuncts. (Docs. 128, 129, 130) Student evaluations of both self-paced and Adjunct Study Skills courses are overwhelmingly positive. (Doc. 131) Self-paced skills course have expanded to the extent possible, given staff limitations, and have added online options. (Doc. 132)

A subcommittee of the Developmental Education Task Force has been planning for the new Writing Center to open on the third floor of the ATC building. The Writing Center, in combination with the Writing/ESL Lab and the Listening/Speaking Lab in the ATC building, will form a nexus of student support called the Language Arts Student Success Center. Fundraising for this project has already begun; adequate space, staffing, and funds will be needed to ensure success. With the development of the Language Arts Student Success Center, skills options and workshops can be expanded further.

The Skills Center is evaluating the possibility of moving to the ATC building to share resources and services with the new Writing Center. This could permit the program to work more closely with language arts faculty, use additional staff and faculty to increase workshop offerings (including writing across the curriculum), and expand online options.

The Tutorial Center has increased its services to students, improved outreach, and implemented systematic student evaluations. Student evaluations of Tutorial services are overwhelmingly positive. Placement rates average about 86%. (Doc. 133) Student awareness of and support for Tutorial is high, as reflected on the Student Survey where about 84% of students agreed or strongly agreed that De Anza provides Tutoring resources to meet their needs. (Doc. 134) Another measure of student support is the large portion of student tutor salaries that has been funded by the De Anza Associated Student Body in its annual budget. (Doc. 135) There are students, however, including evening students, who do not know about or use the Tutorial Center. New efforts to expand online tutoring and new outreach efforts to lower-level math students may help retention and success among underserved students. (Doc. 136) With the development of the Language Arts Student Success/Writing Center, tutoring in language arts can be expanded further.

The Tutorial Center is also evaluating options for moving some of its operation to the ATC building in order to facilitate coordination with the new Writing Center. Plans to increase quantity, quality, and options for language arts tutoring and support include intensifying the recruiting for peer tutors and offering a separate tutor training course for writing and ESL tutors. Faculty and students have expressed a desire for more drop-in tutoring, peer editing groups, and tutors in classrooms, and those options will be developed and offered as staffing and budget permit.

LIBRARY STAFFING

Given its small size, the professional and classified staff of the Library and OML have been remarkably resourceful in trying to serve a population of 25,000 students and more than 500 faculty and staff. Further development of existing and new programs can only be minimal if the Library remains short-staffed. For example, the four librarians play indispensable roles as part of the librarian team and in the process they all wear several hats. Each librarian has lead responsibility for more than one major component of the Library:

- Technical Services and Collection Development
- Automation and Open Media Lab
- Reference and Multicultural Resources
- Instruction, Periodicals and the Library Web Page

In addition, each librarian provides 10-12 hours of one-on-one instruction at the Reference Desk each week, shares in collection development, and conducts subject-specific Library orientations. During winter 2005 there were nearly 30 faculty requested orientations. The librarians also take part in the campus governance system by serving on committees such as Academic Senate and the Curriculum Committee. They spread themselves even more thinly by taking active roles on other campus committees such as IPBT, ETAC, and APA Heritage Month. Such committees are essential components of the budgetary, technological, and cultural aspects of the campus.

All of the librarians also serve as liaisons to the various disciplines across the curriculum. (Doc. 137) The Library faculty values the development of partnerships with classroom faculty, and each librarian is either liaison or co-liaison to multiple academic divisions. The librarians also develop individual contacts with faculty that often lead to productive collaboration in the areas of collection development and instruction.

Library faculty have long wanted to engage in more outreach to faculty, staff, and students but have been holding back due to workloads that are already at capacity. Librarians should be publicizing instructional sessions and other Library services to faculty and staff, but realize that if the majority of classes that needed course-related Library instruction were to schedule an orientation, they would not be able to accommodate the sheer volume of requests.

The Library is committed to providing professional staffing at the Reference Desk during all of the hours that it is open. Library Services has long recognized the need to have a professional librarian on duty for specified hours in the OML. However, with only four full-time professional librarians, this remains a need to be filled in the future when and if additional librarians are hired. There are also the information needs of the college's 10,000 Distance Learning students that must be addressed. Ideally, the Library would also be able to provide information services in a Virtual Reference Desk environment with an online reference component. Creating an interactive online tutorial could be another method for instructional delivery. With more professional staffing, the librarians could begin to take initial steps in one or both of these directions.

Insufficient Library staffing adversely affects collection development and management. At the beginning of the Self-Study period, Library Technical Services was staffed by three senior Library technicians, each specializing in acquisitions, processing, and cataloging. The acquisitions position has been eliminated. The position specializing in processing is unfilled, leaving only one senior Library technician in Technical Services, who has assumed all acquisition duties for the time being. All librarians feel overburdened with multiple responsibilities throughout the Library and cannot dedicate sufficient time to collection development. The Technical Services librarian also coordinates weeding of Library materials, but only works a 10-month contract. The best time for concentrated weeding is during the summer months, but the Technical Services librarian does not work during summers.

Planning Agenda
- Under the leadership of the dean of Library Services, develop and implement a plan to expand capacity and functionality of the OML.
- Under the leadership of the dean of Library Services, develop a plan for increased faculty involvement in all lab areas. The plan should address methods of funding the expansion as well as additional staffing, furniture, and equipment.
- Activate previously installed ports in the Library, giving students the ability to connect to the Internet using their laptop computers.
- Explore ways to more efficiently and effectively deal with mediated learning at the district and college levels.
- Revise EWRT 160 co-requisite in light of the replacement of the Writing Assessment Test (WAT) with a portfolio.

Standard II.C.1.a
Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary
For purposes of this Self-Study, Library materials and resources include books, video recordings, audio recordings, periodical titles, microforms, and electronic databases. The following information is taken from the "2003-2004 California Academic Library Report." (Doc. 110)
- Books   84,113
- Video Recordings   3,778
- Audio Recordings   1,368
- Periodical Subscriptions   344
- Microform Units   20,677
- Electronic Databases   5

In the process of selecting Library materials and resources, the librarians consider:

- Materials/resources that support the college curriculum
- Research demands of students
- Requests from students, faculty, and staff
- Subject areas with high circulation
- Recommendations from faculty librarians

While one librarian has lead responsibility for overall collection development, all librarians participate in the process. Each librarian has liaison responsibilities to the instructional divisions. In addition, one librarian has the specific responsibility for development of the Library's multicultural resources.

Since 1996, the Library's automation vendor has been the SIRSI Corporation. In 2004, the Library migrated to the latest version of the SIRSI software, Unicorn 2003.1.3. The online catalog interface is SIRSI's iLINK. The Library's catalog and many of the online databases to which the Library subscribes are available both on and off campus.

As reported in the "2003-2004 California Academic Library Report," the Library and OML budget for materials and resources was:
- Books
  - $26,000 for Library continuations from the operating budget
  - $50,000 from state instructional materials/equipment funds
- Periodicals
  - $27,000 from the operating budget
- Microforms
  - $11,000 from the operating budget
- Non-Print Materials
  - $3,300 from the operating budget
- Databases
  - $8,000 from the operating budget
  - $36,000 from state TTIP funds

The 2003-2004 Library/OML operating budget was $157,000. This was augmented by the above-mentioned $50,000 in instructional materials/equipment allocation and the $36,000 in TTIP funding.

The 2004-2005 Library/OML operating budget is $127,000. This will be augmented by $33,000 in TTIP funds and a yet to be determined amount in instructional materials/equipment funds. The Library Services Division has no money allocated for the purchase of capital equipment.

Self-Evaluation
Instructional Materials
The print collection has depth in areas of highest utilization. These areas include contemporary literature, multicultural studies, current events, and popular social and cultural issues. The print collection lacks depth and currency in areas of lower utilization,

such as the physical sciences and health and medicine. The print serials collection is more than adequate for students' needs.

The video collection has both the breadth and depth to support student learning.

The audio book collection continues to grow and is used by students for class assignments as well as the campus general population for personal enjoyment.

Electronic databases are adequate to support students in literature, the humanities, and social sciences, but support only the minimal needs for students researching business, health, nursing and medicine, and the physical sciences.

The Library does not receive a budget sufficient to meet the instructional materials needs for the current enrollment. The budget reported in the descriptive part of this document for 2003-2004 was a typical budget year for Library acquisitions during the evaluation period. Campus budget shortfalls have added uncertainty to the materials budget in the current year and also for the past two budget cycles. The allocation for Library continuations, print periodicals, microforms and non-print items has remained relatively level. However, in 2003-2004 the librarians elected to reduce the print periodicals and microforms budget by $10,000 to preserve existing database subscriptions. The Library has also recently been obligated to renew legal reference subscriptions, which will cost approximately $8,000 annually. The librarians collectively deselected continuation titles for the reference collection of $8,000 to make room for the legal reference subscriptions within the existing budget allocation. For the current academic year, $40,000 from state funds was transferred to the Library in February 2005. Early budgetary allocation decisions would better allow librarians to coordinate and plan collection development activities.

Librarians have made presentations at division and department meetings to demonstrate electronic databases and to solicit input in collection development activities. Liaison activities must continue in order to foster a collaborative and cooperative relationship between the Library and academic divisions.

The Library's collection has expanded in important ways to meet the needs of the college's increasingly diverse student population. The multicultural librarian has taken on the lead role to select print and non-print materials from all disciplines with a multicultural perspective and has used an $80,000 gift from the DASB to purchase multicultural materials. In addition, the Library has received a gift of $10,000 to purchase materials on Asia and Asian Americans from the Lee Foundation. Seven thousand dollars of the total has been spent as of May 2005. The J. C. Miner Audio Book Collection now numbers more than 1,000 titles and is used by a wide spectrum of patrons. The De Cillis Vietnam Conflict Collection in the Library's Special Collections area continues to receive new donations of books and videos and is used extensively by students from several college divisions. The collection has received state and national recognition.

The Library has made it easier for users to request material from other libraries. An online form to submit inter-library loan requests has been added to the Library Web site. (Doc. 138) An online suggestion form was also added to the Library Web site and material requests are received in this way. (Doc. 139) The hiring of a new librarian in charge of coordinating collection development has improved the Library's ability to respond to faculty requests and ensure that requested materials are acquired, cataloged, processed, and made available to faculty in a timely manner.

The Library has made cuts to the acquisition of print periodicals and microfilms in order to maintain a minimum level of electronic database subscriptions. The Library subscribes to two general magazine and journal databases, Info Trac Custom Journals Collection and EbscoHost Academic Search Elite, and also subscribes to Proquest for a national newspaper database. The Library subscribes to Gale's Literature Resource Center, a specialized literature database. These databases receive extremely high usage by students and support student learning needs across the curriculum. The database subscriptions offer sufficient coverage of the social sciences, the humanities, and literature, but meet only the minimal need for students in the physical sciences, health, nursing, and medicine and business. Librarians often suggest students use local public libraries to meet information needs in these areas.

To summarize, the Library has taken meaningful and useful strides to diversify the Library collection and make it more attuned to the needs of an increasingly diverse student population. Communication with academic divisions has improved with the re-implementation of liaison duties by librarians to each division. The collection of subscription databases meets the needs of students for most classes, but is insufficient to meet the needs of students in the sciences, health and related disciplines, and business. The Library needs a larger budget to increase spending on print and non-print items to enhance the collection in strong areas, as well as to bring other areas up to date. Equally important, increased staffing, both at the faculty librarian and classified staff level, is needed to allow the Library to improve the collections through new acquisitions and collection management.

Planning Agenda
No recommendations at this time.

Standard II.C.1.b
The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary
In some of the California Community Colleges, the information competency initiative is centered in the Library. De Anza chose to incorporate development of information competency skills throughout the curriculum. The Library acts as a partner with the classroom instructor in developing these skills in the students served.

The Library provides ongoing instruction for users so that students are able to develop skills in information competency in three ways:
- Individualized assistance at the Reference/Information Desk
- Library orientations for classes
- Library Instruction Program

The Reference/Information Desk is staffed with professional librarians who work individually with students and other patrons approaching the desk or working on the computers surrounding the desk. During the reference interview, the librarian determines the level of assistance the patron needs. Questions range from the simple to the complex. The role of the librarians is not to answer the patron's question, but rather to instruct and guide the patron through the myriad resources available, thus enabling the patron to develop research and information competency skills. The "2003-2004 California Academic Library Report" shows that more than 38,000 individual reference contacts occurred during that year. (Doc. 110)

Instructors may request Library orientations for their classes. Orientations are generally of two kinds: general and subject specific orientations. General orientations provide the students with Library policies and procedures and an overview of the Library's Web page contents. Students learn how to use the Library catalog. In addition, they learn about the Library's databases, their contents, and how to access them. Subject specific orientations are tailored to the instructor's specific research topic. Students learn what resources are available on their topic as well as how to access those resources. Both types of orientations are performed in one of two areas: the Library's Internet Lab or the Library classroom. Most librarians prefer using the Internet Lab where students have the ability during the orientation to do hands-on work. The classroom is usually used when the lab is not available. In the classroom the librarian utilizes a computer and projector to instruct the students in use of the various resources. Most Library orientations last 50 minutes. As reported in the 2003-2004 California Community Colleges Library and Learning Resources Programs Annual Data Survey, the Library conducted 68 orientations, or approximately 23 orientations per quarter.

The Library also offers courses to help students develop information competency skills. For example, for fall quarter 2005 the Library is offering two courses: LCEN 50: Introduction to Online Research and LCEN 53: Advanced Internet Searching Skills. Both of these are 1-unit, self-paced courses, offered through the Distance Learning Program. (Doc. 9)

Self-Evaluation
The Library offers several 1-unit courses through De Anza's Distance Learning program. Recently, the course description and outline for LCEN 50: Introduction to Online Research was formally updated through the Curriculum Committee to reflect current trends in information research. (Doc. 140) Another step to explore for these courses may be to seek curriculum approval for the GE pattern.

Course-related instructional sessions are another means by which the Library contributes to the promotion of information literacy at De Anza. Increasingly, the Library's instructional sessions are becoming more and more subject-specific. Students respond more positively and are more engaged when the content of a Library orientation is relevant to their specific research assignments. As a result, these tailored instructional sessions require much more intensive preparation time for the librarians.

The Library receives positive and often enthusiastic responses from faculty who are already participating in the Library's instructional program. However, faculty feedback regarding student success is informal and anecdotal. The librarians recognize the need to begin creating and administering an assessment instrument for measuring Student Learning Outcomes in course-related instruction. An initial step would be to draw a sample of Library orientations and to consult with classroom faculty.

Planning Agenda
No recommendations at this time.

Standard II.C.1.c
The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary
Library and OML hours have decreased during the period covered by this Self-Study. During the period 1999-2003, the Library and OML were open 70 hours a week. From 2003 until fall quarter 2004, the facilities were open 56 hours a week. For a short time at the beginning of fall quarter 2004, the hours in both facilities were reduced to 42 hours a week. Reduced numbers of professional and classified staff and reduction in the operating budget caused the changes in hours of operation. Student government petitioned the De Anza administration and the District Board of Trustees asking for a restoration of hours in the facilities. College administration, led by President Murphy, came up with approximately $40,000 to hire part-time librarians and student assistants. This effort enabled the Library and OML to restore hours to spring 2004 levels in early November of 2004. As of that date, Library and OML hours were: Monday through Thursday from 8 a.m. to 8 p.m. and on Friday from 8 a.m. to 4 p.m.

The Library's collections include non-circulating reference materials, the circulating general collection (print and non-print), and reserve materials related to specific courses with limited circulation. The OML provides a circulating collection of telecourse materials in support of the Distance Learning program. Loan periods for materials vary according to material type and intended use.

While the Library's collections are only available to patrons who come to the campus, many Library resources are available, via the Internet, from remote locations. From the Library's Web page (www.deanza.edu/library), patrons can access many valuable

resources including the online catalog, newspaper and magazine databases, selected Internet sites, search engines, Library courses, as well as general information.

As mentioned earlier, the Library provides students with disabilities access to three workstations loaded with assistive technology software including Zoom Text and JAWS, a screen reader program. In addition, the Assistive Technology Room is equipped with a Kurzweil Reader, a scanner and a text enlarger for use by physically challenged students.

Four photocopy machines are provided for personal copying.

Self-Evaluation
The word "adequate" might accurately describe the level of Library services provided to our on-campus students. In spite of inadequate staffing levels and budgets, the Library provides them with the resources and services they need to complete their course work.

The same cannot be said for the 10,000 students enrolled in the college's Distance Learning program. Students can remotely access the Library's online catalog and some of the Library's databases. They can use the telephone to get help from a librarian. They can even, from a remote location, complete the self-paced courses offered by the Library.

However, Distance Learning students cannot remotely accomplish the following:
- Check out a book
- Access some of the Library databases
- Receive interactive online reference assistance
- Library orientation

Planning Agenda
- Under the leadership of the dean of Library Services, develop and implement a plan to make available a full range of Library services for off-campus use.

Standard II.C.1.d
The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary
Building security in both the Library and the OML is maintained with electronic key access. The electronic keys are employee specific and can be programmed to allow access to prescribed areas and at prescribed times. Both buildings are equipped with sensitive motion detectors.

The Library's collections are secured with 3M brand security strips and 3M brand security gates.

District Educational Technology Services (ETS) is responsible for maintaining security of the Library's automated system, computer systems, software, and Internet access.

Self-Evaluation
Both the building and its contents, physical and electronic, are maintained securely.

Planning Agenda
No recommendations at this time.

Standard II.C.1.e
When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary
The Library has formal contractual agreements with the 3M Company for the Library security gates and with the SIRSI Corporation for the automated system (the online catalog). Also, on an annual basis, the Library participates in the Community College League of California buying consortium for subscription to Library databases. (Docs. 141, 142)

Self-Evaluation
All contractual agreements are functioning well and are adequate for the Library's needs.

Planning Agenda
No recommendations at this time.

Standard II.C.2
The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary
The Library and OML have a long history of conducting Program Reviews and self-evaluations. The last official review was completed in 2001, with updates as requested by the Instructional Planning and Budget Team submitted yearly. Consideration is given to the following information in evaluating the Library's collection and services:

- Circulation statistics including usage of materials, areas of high use, items to be considered for discard
- Annual statewide library surveys showing size of collection and staff, open hours, and availability of technology resources. (Doc. 110)
- Anecdotal input from faculty and students indicating whether the collection is meeting their needs and supporting the curriculum
- Observations from the Reference Desk indicating what types of materials the students are searching for
- Database statistics showing details of use both from campus and remote computers, including specific titles receiving high and low use. (Doc. 143)
- Reports showing computer use including total WSCH in the Open Media Lab and Library Internet Lab. (Doc. 144)
- Formal student satisfaction surveys, conducted yearly until fall 2001, and planned again for fall 2005. (Doc. 145)
- Open Media Lab surveys indicating preference for various formats for Distance Learning materials (video, DVD, and streaming video) (Doc. 146)

Although assessing the Library's contribution to Student Learning Outcomes has not been a part of past evaluation processes, new initiatives are under way to determine evidence of contributions made, particularly by Library orientations and bibliographic instruction.

Self-Evaluation
The Library needs to continue to work with faculty and staff to determine how best we can continue to meet the needs of students and how we can in fact determine that our efforts are contributing to student learning.

Planning Agenda
No recommendations at this time.

Sources for Standard II

Doc. 1 – DE ANZA 2005 Pathways to Excellence, spring 1999
Doc. 2 –2004-2005 and 2005-2006 College Catalogs
Doc. 3 – http://communityeducation.fhda.edu/
Doc. 4 – De Anza Student Accreditation Survey Results Summary, November 2004
Doc. 5 – Revised Developmental Mathematics Sequence
Doc. 6 – Pedagogy Workshop Agendas
Doc. 7 – Evidence of Counselor/Math Faculty Meetings, Contacts
Doc. 8 – LinC Web site http://www.deanza.edu/linc/
Doc. 9 – Schedule of classes (copies of multiple quarters) and www.deanza.edu/schedule
Doc. 10 – http://faculty.deanza.edu/
Doc. 11 – Green Sheets/Course Outlines Showing Hybrid of Course Management Systems
Doc. 12 – Official Course Outlines
Doc. 13 – Course Syllabi (examples)
Doc. 14 – SCANS Competencies in Curricula
Doc. 15 – Evidence of Curriculum and GE Reviews (committee agendas, meeting minutes, new curriculum sheets)
Doc. 16 – Evidence of Math Sequence Prerequisites
Doc. 17 – English Composition and ESL Final Exams (examples)
Doc. 18 – College Readiness Program Comprehensive Reports
Doc. 19 – Institutional Research Web site http://research.fhda.edu/factbook/factbook.htm
Doc. 20 – Institutional Research Chart of Full-Year Transfer Students to UC and CSU 1993-1994 to 2002-2003
Doc. 21 – Meeting Agendas/Minutes of Shared Governance Groups Discussing Mission Statement and Definition of Learning Outcomes
Doc. 22 – Development, Review, and Approval of Curriculum by Discipline Faculty (examples)
Doc. 23 – Organizational Function Chart
Doc. 24 – New Policies Developed by Curriculum Committee for Review and Updating of Courses
Doc. 25 – Revised Course Outline Model
Doc. 26 – Evidence of Collaboration/Consultation with Advisory Committees, Community Professionals
Doc. 27 – Minutes of Instructional Planning and Budget Team Meeting of Jan. 25, 2005
Doc. 28 – Examples of Hiring Process, Tenure Review Process, and Evaluations by Students, Peers, and Administrators
Doc. 29 – Articulation Agreements www.deanza.edu/transfer
Doc. 30 – De Anza College Curriculum Development Guide
Doc. 31 – Curriculum Committee Membership
Doc. 32 – Once-a-Year Course Offerings (examples)
Doc. 33 – Evidence of Staff Development Instructional Training Opportunities

Doc. 34 – Stand-Alone Classes (examples)
Doc. 35 – Faculty Evaluation Form (example)
Doc. 36 – Curriculum Guidelines for Student Equity
Doc. 37 – Charts with Evidence of Major Changes in Administrative Personnel
Doc. 38 – Endangered Courses List, Fall 2004
Doc. 39 – Evidence of Communications to Divisions from Curriculum Committee
Regarding Endangered Courses
Doc. 40 – Recommendations for Streamlining Course Approval Process
Doc. 41 – Evidence of Leadership Role of Curriculum Committee in Curriculum Process
Discussions
Doc. 42 – Evidence of Budget Crises, Reductions in Force
Doc. 43 – Evidence of Portfolio Assessment Process to Replace WAT
Doc. 44 – General Education Handbook
Doc. 45 – General Education Statement of Philosophy
Doc. 46 –1998-1999 GE/De Anza Pattern Compared to Current GE Pattern
Doc. 47 – Evidence of Increased Minimum Course Level Requirements in Language Arts
Doc. 48 – Evidence of Discussions Linked to Civic Engagement
Doc. 49 – Evidence of Review of Labor Market and Employment Outlook Projections
Doc. 50 – Evidence of Advisory Committee Meetings of Career-Technical Programs
Regarding Necessary Skills and Trends in the Field
Doc. 51 – Faculty and Administrator Survey
Doc. 52 – Program Surveys of Graduates (auto tech, massage therapy, paralegal studies)
Doc. 53 – Workforce Education Online Survey
Doc. 54 – Evidence of Discussions Regarding Institutionalizing OTI Training
Doc. 55 – TAA Agreements www.deanza.edu/transfer
Doc. 56 – Evidence of Notification of Elimination of Physical Therapist Assistant
Program to Students and National Accrediting Agency
Doc. 57 – Faculty and Staff Accreditation Survey Results Summary, November 2004
Doc. 58 – Online Searchable Schedule www.deanza.edu/schedule
Doc. 59 – 2002 Academic Integrity and Student Success: The Role of Faculty, Students,
Staff, and Administration of De Anza College
Doc. 60 – Statement of Professional Ethics
Doc. 61 – Professional Relations process
Doc. 62 – Academic Senate's Course Materials Policy and Evidence of Discussions
Doc. 63 – Evidence of Academic Senate Discussions of Academic Integrity, Including
Use and Misuse of Online Materials
Doc. 64 – Evidence of All-Faculty Meetings and Agendas Regarding Academic Integrity
with On- and Off-Campus Entities
Doc. 65 – Evidence of Policies and Training in Stated Areas
Doc. 66 – Board of Trustees Policy on Ethics and Conduct
Doc. 67 – Evidence of Discussion, Planning for Web-Based Student Support Services
Doc. 68 – Student Services Departments' Program Reviews
Doc. 69 – Early Alert Project Information
Doc. 70 – Student Services Retreat Agenda and Program
Doc. 71 – Financial Aid and Scholarships Web site www.deanza.edu/financialaid

Doc. 72 – EOPS Citation as a Model Program
Doc. 73 – Evidence of Tracking of SS&RSC Students
Doc. 74 – Evidence of Veterans Served Over Last Three Years
Doc. 75 – Evidence of DSS Compliance with ADA and CEC
Doc. 76 – New Transfer Center Brochures
Doc. 77 – Student Service Council Meeting Schedule/Agendas
Doc. 78 – Enrollment Reports
Doc. 79 – Matriculation Plan
Doc. 80 – Faculty and Staff Accreditation Survey of 1994
Doc. 81 – Student Services Surveys Binder (includes direct deposit survey, student equity in P.E./Athletics survey, learning survey, job fair surveys, etc.)
Doc. 82 – Disability Information Student Handbook (DISH)
Doc. 83 – Students with Disabilities Faculty and Staff Resource Guide
Doc. 84 – List of Outreach Activities
Doc. 85 – Faculty and Staff Survival Guide
Doc. 86 – Samples of Brochures from Departments, Programs, etc.
Doc. 87 – Evidence of Dialogue Between Student Services Council and PBT on Student Learning Outcomes
Doc. 88 – Enrollment Management Task Force Membership List and Meeting Minutes/Agendas
Doc. 89 – Evidence of Dialogue on Access and Technology
Doc. 90 – Outreach Task Force Membership List, Meeting Minutes/Agendas
Doc. 91 – www.deanza.edu/studentactivities
Doc. 92 – DASB and ICC Meeting Schedule/Agendas/Minutes
Doc. 93 – President Murphy's E-mail of May 5, 2005 on Civic and Community Engagement Task Force
Doc. 94 – Evidence of Staff Development Leave in Counseling
Doc. 95 – Evidence of Counselor and Academic Advisor Work with Faculty Leading to Student Retention/Success
Doc. 96 – Evidence of Number of Students Served by SS&RSC
Doc. 97 – Evidence of Discussions Among Programs and Services Moving into New Student and Community Services Center
Doc. 98 – Evidence of MPS Students' Success
Doc. 99 – De Anza Diversity Plan
Doc. 100 – Binder with all Divisions' Student Equity Plans
Doc. 101 – DASB Budget, Listing Allocation Items
Doc. 102 – SSPBT and College Council Meeting Minutes/Agendas on Program Reviews
Doc. 103 – www.deanza.edu/admissions/getstarted.html
Doc. 104 – Evidence of Review/Discussions on Placement Assessment Among Assessment Center, Matriculation, Curriculum Committee, Bio/Health Dean, Institutional Research
Doc. 105 – Evidence of Proper Storage and Backup of Student Records
Doc. 106 – Set of criteria made by SSPBT for Program Reviews
Doc. 107 – Student Services Retreat Notes, Agenda
Doc. 108 – Surveys Requesting Student Input by Various Offices
Doc. 109 – Student Services Council Meeting Minutes

Doc. 110 – California Community College Academic Library Report 2003-2004
Doc. 111 – FRS Reports of Student Interns' Work in Broadcast Media Center
Doc. 112 – Deaf Services Year End Report (video captioning)
Doc. 113 – http://distance.deanza.edu/technology.shtml
Doc. 114 – http://group.deanza.edu/readiness/
Doc. 115 – College Readiness Program Course Outlines
Doc. 116 – Readiness Master Schedule, 2004-2005
Doc. 117 – www.deanza.edu/tutorial
Doc. 118 – Spring 2005 Self-Paced Course Green Sheet
Doc. 119 – Spring 2005 Adjunct Study Skills Green Sheet
Doc. 120 – Spring 2005 Skills Workshop Schedule
Doc. 121 – Spring 2005 Enrollment Data for Tutorial Center (SIS screen)
Doc. 122 – Tutor Application, Spring 2005 LRNA 98 Checklist
Doc. 123 – Broadcast Media Center FRS reports for 2003-2004, 2004-2005, 2005-2006
Doc. 124 – End of Quarter Statistics for Spring 2004, Fall 2004, and Winter 2005 for Language Arts
Doc. 125 – District-SEIU MOU
Doc. 126 – Job Announcement – Director Language Arts Student Success and Readiness Programs
Doc. 127 – Evidence of Department Discussions on Changes to ESL and Reading Courses
Doc. 128 – De Anza Skills Center (Winter 2005 and prior)
Doc. 129 – De Anza Skills Center Statistics Graph (Winter 2005 and prior)
Doc. 130 – Skills Center Adjunct Program Evaluation Reports (Winter 2005 and prior)
Doc. 131 – Skills Center Student Evaluation Report (Winter 2005 and prior)
Doc. 132 – www.deanza.edu/selfpaced.html
Doc. 133 – Tutorial Center Statistics (winter 2005 and prior)
Doc. 134 – Student Accreditation Survey Results, November 2004
Doc. 135 – DASB 2005-2006 Budget
Doc. 136 – Spring 2005 Math 132 Outline
Doc. 137 – Librarian Liaison Assignments
Doc. 138 – Online Inter-library Loan Request Form
Doc. 139 – Online Library Suggestion Form
Doc. 140 – LCEN 50 Updated Course Description and Outline
Doc. 141 – 3M Agreement 2004-2005
Doc. 142 – SIRSI Corporation Agreement 2004-2005
Doc. 143 – Database Statistical Reports
Doc. 144 – OML WSCH Surveys
Doc. 145 – Student Satisfaction Surveys
Doc. 146 – OML Surveys
Doc. 147 – www.fhda.edu/about_us/board/policy
Doc. 148 – http://faculty.deanza.edu/academicsenate/

STANDARD III: RESOURCES

Standard III: Resources
The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard III.A: Human Resources
The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Standard III.A.1
The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Standard III.A.1.a
Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary
All full-time positions at De Anza College have detailed job descriptions that follow a consistent format throughout the district, but which are reviewed by each hiring committee and developed into appropriate position announcements. (Docs. 1, 2) Every faculty job description emphasizes the importance of faculty being grounded in their subject, knowledgeable of the best pedagogies in their field, committed to student learning, and sensitive to the differences among students in a richly diverse campus environment. (Doc. 1) The hiring procedures for full-time and part-time faculty positions include a demonstration of teaching, counseling, or librarianship skills.

The criteria, policies, and procedures for hiring employees in all categories are well documented in the "Hiring Process Manual." (Doc. 3) In fall 1997, all college administrators participated in an extensive review of the hiring procedures described in

this manual. This manual also contains detailed policies and procedures for hiring of temporary administrative, faculty, and classified employees.

The hiring procedures for full-time employees are quite rigorous and thorough. Once an open position is verified, a hiring committee is formed and a position announcement is developed. All positions follow the same process of recruitment and advertising, initial screening of written applications, personal interviews with the hiring committee, reference checking, final interview, and selection. Issues of diversity are included in the training of each search and selection committee for faculty and classified positions and are an integral part of the job description, and interviewing and selection procedures. (Doc. 3) Job announcements are available at the entrance to the District Offices, advertised in appropriate publications, and posted on the district Web site. (Doc. 1)

All full-time faculty and administrators, with their qualifying degrees, are listed annually in the college catalog. (Doc. 4, pg. 212) More than 18% of faculty and administrators listed hold doctoral degrees. Policy and procedures for equivalency as well as minimum qualifications for faculty and administrators are explained in detail in sections XII and XIII of the "Hiring Process Manual." (Doc. 3)

Self-Evaluation
De Anza's hiring practices adhere to the criteria, policies, and procedures that govern the selection and employment of full-time employees in all categories. Equal opportunity representatives, trained to serve on search and selection committees, ensure that the process is equitable and consistent with the "Hiring Process Manual."

While the procedures for hiring full-time employees are thorough and rigorous, the process for part-time employees needs improvement. Attempts to establish qualified part-time applicant pools have met with varying degrees of success in different divisions. With dynamic scheduling needs, recruitment and hiring of part-time faculty are often at the last-minute with little attention to established hiring procedures. Such practices heighten concerns about ensuring the quality and diversity of staff for all courses.

Planning Agenda
No recommendations at this time.

Standard III.A.1.b
The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

<u>Descriptive Summary</u>
The stated purpose of an official administrative evaluation of faculty is to "recognize outstanding performance, improve satisfactory performance and further the growth of employees who are performing satisfactorily, identify areas which might need improvement, and identify and document unsatisfactory performance and offer assistance in achieving the required improvement." (Doc. 5, Article 6.2.1, pg. 16) Administrative evaluations review faculty employee performance "not only in the classroom, but in all of his or her contractual obligations."

In accordance with Article 6A of the Agreement between Foothill-De Anza Community College District and the Foothill-De Anza Faculty, (Doc. 5, Article 6A, pg. 20), during the four-year Tenure Review period new full-time faculty are evaluated by a four-member committee, usually including the division dean, members of the department and division and an at-large faculty member from outside the division. New faculty are also evaluated by students quarterly, and are required to write a self-evaluation at the end of the first, second, and fourth years of the tenure process. (Doc. 5) Both the administrative/peer evaluation form and the student evaluation form contain a set of statements that are used to evaluate faculty member performance, as well as a written narrative to describe areas of satisfactory or better performance and areas for improvement. (Doc. 5, Appendix J, pg. 145)

Article 6 of the Agreement explains in detail the procedures for faculty evaluations and stipulates that every regular faculty employee is to be evaluated at least once every three academic years. This article also contains deadlines to assure that follow-up of evaluations is done in a timely manner. The evaluation process includes administrative, peer and student evaluations to the extent practicable based on the faculty employee's assignment. Official evaluation instruments for all faculty are contained in Appendix J of the Agreement.

Part-time faculty are also evaluated on a nine-quarter cycle, using the same evaluation instruments as for full-time faculty. Responsibility for conducting the evaluations lies with the division dean, although the dean may appoint one or more designees (often department coordinators) to actually do the evaluations. This practice is often the case in areas faced with large numbers of new and continuing part-time faculty. Part-time faculty must be evaluated at least once during their first three quarters of employment. Failure to do so entitles the faculty member to receive reemployment preference if otherwise qualified.

Faculty members who have served at least one full year at the top step of the appropriate salary schedule and have completed at least four years of service within the district are eligible to apply for the Professional Achievement Award (PAA). The PAA is a mutually agreed upon contractual provision intended to reward excellence in the performance of the faculty member's principal duties and to promote continued professional growth and special service to the college or district. Detailed criteria for the granting of this award, which includes documentation over a four-year period of professional growth activities,

special service to the District, as well as administrative, peer, student, and self-evaluations, are found in Article 38 of the Agreement.

Classified evaluations are monitored through district human resources. Forms are sent to supervisors in a systematic and timely manner. Classified staff receive two-month and six-month evaluations during a probationary period before being evaluated for permanent status by their supervisor. (Docs. 6, 7, 8) Thereafter, an annual evaluation is conducted to enhance employee-supervisor communication regarding job expectations and professional growth.

The classified evaluation process includes periodic financial incentives based upon merit and service through a system that includes step increases and longevity awards. Unsatisfactory performance is formally noted through the evaluation process and the classified employee receives improvement plans and recommendations in order to maximize job performance. Classified employees have added application forms for the Professional Growth Award (PGA) to their contract and have stepped up efforts to educate personnel to take advantage of this program.

Evaluation of administrators covers three areas: position responsibilities, annual goals, and behavioral skills. (Doc. 9) The process also includes a self-evaluation with a development plan. New administrators receive a comprehensive evaluation each year for the first two years of service. The supervisor evaluates the administrator in all three areas; input for behavioral skills is solicited from a broad-based group of responders selected by the administrator and supervisor. Thereafter, administrators are evaluated annually by their supervisor and receive a comprehensive evaluation every three years.

Self-Evaluation
The Tenure Review process for evaluation of new faculty is well established and detailed. (Doc. 5) However, the breadth and depth of "pre-service" training for Tenure Review committees has been reduced, particularly in relation to equity and diversity. This may have resulted in differing interpretations of procedures and less adherence to strict policies.

Evaluating part-time faculty on a regularly scheduled cycle is a challenge due to the large number of part-time faculty and the time limitations of the evaluating deans and/or their designees.

Although faculty and staff have the opportunity to receive recognition for special service through the PAA (faculty) and PGA (classified) awards, it is noted that the review and determination of service "credit" is subject to interpretation of the negotiated guidelines by administrators and/or award committees. However, with the inception of the new Faculty Association Contract dated July 1, 2004 to June 30, 2007, consistent application of the points awarded has been established. (Doc. 5, Appendix O3)

- Under the direction of the President's Council, develop and provide annual workshops for administrators to enhance their understanding and to encourage consistency in reviewing and approving professional activities for professional growth units or awards.

Standard III.A.1.c
Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary
De Anza does not have a component of the faculty, administrator, or staff evaluation that addresses student progress toward achieving Student Learning Outcomes. (Note: Also review Standard II for this issue.)

Self-Evaluation
The concept of Student Learning Outcomes (SLOs) in the context of the current accreditation standards is new to the De Anza community. Methodologies for evaluation of student success have been based on traditional models that include grades, course completion, retention, and persistence. Student learning goals are observed in the curriculum development process and individual course syllabi; however, focus has been on achievement of learning goals specific to disciplines with little attention to either college-wide definition of learning outcomes or the measurement of such outcomes.

Although the campus has not engaged in broad discussions related to learning outcomes, a number of workshops and Town Hall discussions on improving student learning in the context of student equity initiatives have been held. (Doc. 10) As a result of the 1999 Educational Master Plan, "DE ANZA 2005 Pathways to Excellence," and equity efforts, most divisions have developed and adopted student equity plans that identify specific activities, both curricular and pedagogical, to improve student learning. (Doc. 11)

Planning Agenda
- The President's Council will provide leadership in expanding the evaluation process to include appropriate evaluation related to SLOs.
- Develop a process for establishing a campus-wide definition of SLOs and their measurement in instruction and student services.

Standard III.A.1.d
The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary
The Executive Committee of the Academic Senate adopted in 2002 "Academic Integrity and Student Success: the Role of Faculty, Students, staff, and Administration of De Anza

College." (Doc. 12) It reads in part: "The faculty of De Anza College are convinced that academic integrity is an essential part of any true educational experience, requiring integrity on the part of faculty members, administrators, staff members, and students, and that each of us has expectations of integrity in each other. The Center for Academic Integrity defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility…Academic integrity, fosters a 'love of learning', and holds each person responsible for defining and supporting academic integrity standards…In all phases of teaching and learning – from preparing for a class, interacting in class, taking and preparing for exams, and attending to written assignments and homework, the responsibility for fostering and maintaining campus-wide academic integrity must be shared by all – faculty, students, administrators and staff." The document further delineates specific faculty and student responsibilities in areas including class assignments, exams, class preparation, in-class/personal interaction, and final grades.

"Professional Ethics," (Doc. 12) a faculty resolution adopted in 1991, is an adaptation of the American Association of University President's ethics statement. The resolution begins: "De Anza Community College faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them." It continues on to address scholarly competence, intellectual honesty, respect for students and faculty colleagues, and obligations as a citizen of the broader community.

These Academic Senate resolutions serve as guidelines along with specific board policies related to harassment, mutual respect, discrimination, and diversity. (Doc. 13)

Self-Evaluation
Academic integrity and board policies are widely accepted, contribute to the campus' collegial environment, and are integrated into the professional lives of faculty and staff. However, the need for a system to address personal and professional conflicts between faculty and staff has surfaced. While policies and procedures that address student-to-student and student-to-faculty disputes are well established, no comparable structure for faculty and staff exists. Formal grievance and conciliation processes are outlined in bargaining agreements, but these are limited to bargaining unit-specific issues and do not address interpersonal or ethical matters. While the Academic Senate has a Professional Relations Committee whose role is to investigate disputes, recent experience informs us that strengthened conflict resolution processes are needed.

Program Review reports provide all-college, division, and department course retention and success rates of students. (Doc. 14) Data reveal significant disparities in success rates between ethnicities. The achievement gap between Filipino (70% success rate) and White (80% success rate) students, for example, challenges us to respond from our sense of academic integrity. These disparities raise the question: Are we professionally ethical if certain groups of students perform at lower than expected rates? It is a question that warrants college-wide attention and discussion.

- Address interpersonal or ethical issues among faculty, staff, and administrators.
- Under the direction of the President's Council, define roles and responsibilities in fostering equitable learning outcomes and the implications of continued disparities in success rates between ethnic groups.
- Under the direction of the President's Council, assist the Classified Senate in the development of a professional code of ethics for classified staff.

Standard III.A.2

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

Staffing levels are determined through the Program Review process by each program and Planning and Budget Team (i.e. Student Service Planning and Budget Team, Instructional Planning and Budget Team, and Finance Planning and Budget Team). The Program Review instrument is reviewed on a biannual basis by the Planning and Budget Teams to ensure the effectiveness of this process as an evaluation tool useful to the institution. (Doc. 14)

Table I, from the district's Institutional Research Web site, summarizes staffing patterns. These figures represent actual employee counts, not authorized positions.

Table 1: De Anza Staffing Patterns

	1998	2000	2002	2004
Administrators	35	31	31	29
Full-time faculty	278	297	321	298
Full-time classified	280	256	295	283
Totals	593	584	647	610

Self-Evaluation

While the overall number of full-time faculty, staff, and administrators increased 3% between 1998 and 2004, a significant 6% drop occurred between 2002 and 2004. Active hiring between 1999 and 2001, the result of an infusion of Partnership for Excellence funds, enabled the campus to launch innovative programs and services in both instructional and student service areas. With diminishing state funding, however, authorized positions vacated by retirements and resignations have remained unfilled. Elimination of classified and administrative positions has also reduced the number of authorized positions that will be difficult to reinstate. As further budget cutbacks loom, the Program Review process must be strengthened to ensure that staffing levels remain sufficient to provide the programs and services necessary to support the mission and purpose of the institution.

- Under the direction of the President's Council, ensure that staffing decisions are driven by Educational Master Plan goals.

Standard III.A.3
The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary
De Anza, in conjunction with the Foothill-De Anza District Office, creates its personnel policies and procedures. The master documents are listed as "Board Policies" and "Board Administrative Procedures." (Doc. 13) These policies and procedures are maintained and regularly updated in the consolidated "Board Policy Manual." The district Human Resources and Equal Opportunity Office directs the administration of these requirements. These documents can be accessed via the district Web site. (Doc. 15) Included are policies on sexual harassment, equivalency, cultural diversity, hiring, and academic freedom. District-wide collective bargaining units negotiate personnel policies and procedures regarding working conditions and compensation issues. New agreements/provisions are negotiated regularly. Staff at the District Office and on campus who deal with personnel actions administer the agreed upon policies and procedures. These board policies and administrative procedures are regularly reviewed to ensure they are current, and the board gives approval before they are posted.

To ensure new employees are aware of personnel policies and procedures, they begin their service by attending an orientation session at the District Office to inform them of their benefits and of key provisions in their respective contractual agreements. (Doc. 16) All faculty members receive a copy of the Faculty Association (FA) Agreement and are kept informed on contractual matters by means of a monthly newsletter, FA News (Doc. 17). In addition, during orientation sessions, new full-time faculty receive an "Instructor Survival Kit" (Doc. 18) and part-time instructors receive the "Part -time Faculty Handbook." (Doc. 19) These documents contain the most essential information regarding instructional and personnel matters and procedures. Classified staff also receive copies of their respective agreements. (Docs. 6, 7, 8) Administrators receive the "Administrators Handbook" (Doc. 9), which explains policies and procedures pertinent to managers and administrative personnel.

Self-Evaluation
All constituencies, including bargaining units and Senates, provide input into developing and communicating personnel policies and procedures. In this environment of participatory governance, the system is generally regarded as effective. Involvement of the bargaining units in areas such as grievance and conciliation processes fosters equitable and consistent administration of policies.

Planning Agenda
No recommendations at this time.

Standard III.A.3.a
The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary
The "Hiring Process Manual," kept current by the Employment Services Department at the District Office, establishes procedures to ensure equitable treatment of all staff in the employment process. (Doc. 3) Each campus has trained equal opportunity committee representatives who ensure consistency in hiring practices and procedures. (Doc. 20) Job descriptions are crafted using required details and job announcements clearly identify the required and desired characteristics for employment. (Docs. 1, 2)

Self-Evaluation
Employment procedures that ensure fairness have been developed (Doc. 3), refined, and adapted throughout the years. The current process serves as a model that encourages objectivity and impartiality during the search and selection process. Equal opportunity committee representatives, trained to monitor committee proceedings, intervene when potentially unfair practices may arise. De Anza's Office of Diversity and District Employment Services provide training and consultative support in this process.

Planning Agenda
No recommendations at this time.

Standard III.A.3.b
The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary
District-trained employees meticulously maintain all personnel records. Privacy and confidentiality of their contents are strictly maintained. Financial/payroll records and individual classified staff and administrators' records are kept at the district while faculty personnel files are maintained on campus. These files are maintained in strict accordance with the provisions outlined in Article 8 of the FA Agreement, (Doc. 5) Article 7 of the SEIU agreement, (Doc. 6) Article 4 of the CSEA agreement, (Doc. 7) Article 5 of the Supervisor's agreement, (Doc. 8) and Chapter V of the "Administrators Handbook." (Doc. 9) Any employee may request to review the contents of his or her personnel file.

The provisions of the bargaining agreements in relation to personnel records are strictly adhered to.

Planning Agenda
No recommendations at this time.

Standard III.A.4
The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary
The campus demonstrates commitment to equity and diversity through specific plans that establish related polices and practices. The Office of Diversity Web site provides general information about the mission, goals, and services provided by faculty, staff, and diversity committees and teams, and operates in accordance with the Educational Master Plan. (Doc. 21) It is the centerpiece for the implementation of these plans and activities. Its mission and functions, as well as general information related to equity and diversity, are outlined on the office's Web site. (Doc. 118) The office provides leadership in the development of campus equity initiatives and serves in a consultative role to faculty and staff. The director chairs the Equity Collaboration Team (ECT) and the Diversity Advisory Council (DAC), two key bodies that provide oversight of and direction for equity initiatives.

The ECT, comprised of faculty and staff with expertise in equity and diversity, works collaboratively with the DAC and the Office of Institutional Research. The DAC, a representative participatory governance group, guides and assesses all of the institution's diversity and equity initiatives including the assessment of the campus climate as it relates to diversity and multiculturalism. The council is co-chaired by De Anza's president. (Doc. 26)

Student Equity is a central focus of the campus' Multicultural Plan. (Doc. 22) It specifies strategic goals, objectives and activities that guide practices to ensure that there is an understanding of the issues which impact diversity on the campus. "De Anza 2005: Pathways to Student Equity" (Doc. 23) serves as the catalyst for the development of student equity plans within most divisions and departments. Equity task teams have formed to develop, implement, and continually update these equity plans with oversight from the campus Equity Collaboration Team whose faculty and classified members provide discipline-specific and campus-wide consultation, training, and staff development. (Doc. 24)

Additionally, each division has established a curriculum team, spearheaded by the curriculum development specialist, a faculty position created to facilitate the development of multicultural curriculum in all disciplines within the institution. (Doc.

25) Individually and collectively, these initiatives reflect the institution's commitment to equity and to closing the achievement gap between specific student groups.

Self-Evaluation
The institution's recognition of the differing needs that diversity brings has led to an array of equity efforts that include planning teams and impressive diversity initiatives. Despite these efforts to support personnel in their work with students, achieving equity goals has been difficult. Faculty and staff perceive the impact of diversity efforts differently than students. In the Faculty and Staff Accreditation Survey (Doc. 27), 89% of respondents agreed or strongly agreed "Diversity is integrated into the course content, curriculum, and support services of the college" and 91% responded "Students of all ethnic and cultural backgrounds are respected at De Anza." In direct contrast, however, 38% of student respondents in the Student Diversity Climate Survey (Doc. 28) indicate that they have "rarely or never been exposed to multicultural material in course readings, lectures, or discussions" and 50% have "rarely or never been exposed to such material through college programs or activities." In areas related to teacher approachability and sensitivity, teacher caring and concern, and perceived support from faculty, statistically significant differences were found between students of color and white students as well as between students who speak English as their primary language and students who do not. For example, 58% of White students responded that teachers showed care and concern while only 36% of the combination of all other ethnic groups responded this way.

As evident from these students' perceptions, equity efforts have not yet had a widespread impact in the classroom or the general campus environment. Current efforts, spearheaded by the Diversity Office, will not lead to transformative change without sustained fiscal support. The implementation of an organized diversity staff development program, multicultural curriculum development, and institutionalization of other equity practices is impacted by limited funding and staff resources.

Planning Agenda
- Under the direction of the President's Council, expand existing equity initiatives and allocate fiscal, human, and facilities resources to support equity and diversity efforts.

Standard III.A.4.a
The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary
De Anza's Educational Master Plan (Doc. 21) clearly shows that issues of diversity are core values for this institution and permeate every aspect of college life. The institutional mission and goals, curriculum and pedagogy, student services and the student life programs reflect both policies and practices that speak to the institution's commitment to the understanding of and concern for equity and diversity, as is evidenced in the 2001

document, "De Anza 2005: Pathways to Student Equity" and the campus' Multicultural Plan, 1999. Professional development leaves (sabbaticals), professional achievement awards (PAA) for faculty and professional growth awards (PGA) for classified provide opportunities for professional renewal and salary incentives. Funding for staff development activities, albeit reduced in recent years, offers additional support for personnel. The Multicultural Staff Association, a participatory governance organization, ensures that diverse perspectives of a multicultural campus are represented in the governance process. Additionally, the campus supports informal ethnic-specific groups such as the Asian Pacific American Staff Association and the African Ancestry Faculty, Staff, Student Association, in an effort to provide forums in which issues pertinent to these campus constituencies might be addressed

Self-Evaluation
While diversity is a core value of the institution and support is provided through formal and informal organizations, a recent decrease in staff development funds at the campus and division/department level has limited opportunities for all professional training, including diversity training. Possible elimination of the Curriculum Development Specialist position, loss of conference funds, and a decrease in diversity workshops related to multicultural curriculum and pedagogy has had a negative impact on the type and frequency of support provided to faculty and staff.

Planning Agenda
No recommendations at this time.

Standard III.A.4.b
The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary
The Office of Human Resources and Equal Opportunity regularly assesses information on employment equity and diversity for all personnel at the district level. Statistical data, which indicates gender and ethnicity of employees, is available on the District's Institutional Research Web site. Tables 2 and 3 summarize information on ethnicity and gender of De Anza employees provided by Human Resources and Institutional Research. These data show an increase over the past six years in the number of full-time faculty and classified employees who are people of color, but no increase for administrators. The number of full-time female faculty members has increased over the past six years and now exceeds the number of males. The gender ratios of all other employee categories have remained fairly constant.

TABLE 2: Number of Employees by Gender

	1998 M/F	2000 M/F	2002 M/F	2004 M/F
All FT faculty	144/134	137/160	146/175	135/163

FT classified	98/182	81/175	96/199	93/190
Admin/Managers	19/16	15/16	17/14	14/15

TABLE 3: Number of Employees who are People of Color

	1998	2000	2002	2004
New FT faculty	5	10	7	N/A
All FT faculty	68	84	97	91
FT classified	107	106	130	126
Admin/Managers	11	11	12	11
Totals	186	201	239	228

Self-Evaluation
Employees of color comprise 37% of the total full-time De Anza workforce, up from 31% in 1998. The largest gains have occurred in faculty hiring. Although great strides have been made, the diversity of the staff still does not reflect the diversity of the student population, the majority of who are students of color. (Doc. 28) New approaches to attracting and diversifying applicant pools are needed.

Planning Agenda
No recommendations at this time.

Standard III.A.4.c
The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Descriptive Summary
Through the provision of representative bodies, the institution has established avenues for advocacy for the administration, faculty, staff, and students. Within the institution there exists the CSEA, SEIU, Teamsters, and Classified Senate who advocate for classified staff. The Faculty Association and the Academic Senate serve as the advocacy groups for faculty. The AMA serves as the advocacy group for administrators and managers. The De Anza Associated Student Body is the representative body for our student constituency. All of these groups are provided with the opportunity to serve in representative capacities on the majority of campus committees.

Additionally, the shared governance structure that is adhered to in the institution offers numerous opportunities for constituent groups to advocate. The institution's treatment of its administration, faculty, and staff is guided by the district board policies that support its actions. "Article IV: Personnel" in the FHDA Board Policy contains an Anti-Discrimination Policy (#4105), Mutual Respect Policy (#4110), Personnel Files (#4105), Academic Freedom (#4190), Prevention of Workplace Violence (#4515), Sexual Assault Policy Including Rape (#4630), Sexual Harassment of Students and Staff (#4640), and Requesting and Receiving Accommodation(s) Under the Americans With Disabilities

Act (#4670). Students are also addressed in some of these policies in addition to the Student Rights and Responsibility Policy, which is published in the college catalog. Students are provided with a student grievance policy that outlines the steps for filing a grievance in instances where they feel that their rights have been violated. A grievance officer is available for students to access and a hearing process can be implemented when needed.

Self-Evaluation
There is no current evidence that the institution does not demonstrate integrity in the treatment of faculty, staff, and administrators. As it relates to students, however, the results of the campus' Student Diversity Climate Survey (Doc. 28) indicate that further attention to creating a positive and supportive campus climate is a priority. Issues related to equity and inclusion surfaced frequently in survey results. The perceptions that "White students generally had a more positive view of the classroom environment when compared to other ethnic groups" and "Students whose primary language was not English generally rated the classroom environment less favorably than English speakers" point to disparate treatment of students in classes. These results were similar with regard to counselors.

Planning Agenda
- Conduct qualitative research with students to determine strategies for creating an inclusive classroom and student services environment.

Standard III.A.5
The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Descriptive Summary
The Office of Staff and Organizational Development continues to serve a leadership role at De Anza in promoting the professional development of all members of the academic community. To provide appropriate opportunities, Staff Development supervises the processes for allocating staff development resources and coordinates a comprehensive program of individual and institutional professional growth, with responsibility for planning, promotion, implementation, and evaluation. A full-time faculty director and a full-time classified program coordinator staff the office. Professional development opportunities for faculty, classified staff and administrators include funding for attending professional conferences, workshops, classes, seminars and other revitalization activities, a district-maintained program of professional development leaves (sabbaticals), and training/retraining stipends for faculty and staff. Discipline-specific in-services and conferences are also provided through the Instructional and Student Services divisions.

Self-Evaluation
The level and extent of professional development activities remains high despite a severe reduction in funding resources. (Doc. 29) With diminishing resources in Staff

Development as well as in campus divisions and departments, professional development and revitalization activities are in jeopardy. For classified staff, availability of development opportunities has become increasingly limited. Funding that once supported divisions' programmatic needs have been eliminated. With increasing attention to learning outcomes, especially given our diverse student population, the tenuous funding situation for professional development must be examined. In addition, for classified staff with workload restrictions, access to activities as well as funding remains a problem.

Planning Agenda
No recommendations at this time.

Standard III.A.5.a
The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary
Throughout the year, Staff Development offers and supports training and workshops to build skills in support of learning (collaborative learning, interdisciplinary teaching, learning styles, classroom assessment techniques, instructional skills, job skills, customer service); to develop leadership skills (management development, communication skills, meeting and presentation skills, team building, classified leadership development); to promote safety, health and personal well being (weight control, nutrition, coping with change, violence in the workplace, difficult people, ergonomics, line dancing) and to support multicultural and diversity workshops, such as effective teaching for a diverse student population. Additional diversity and equity professional activities, including a women's allies group and equal opportunity representative training, are offered through the Office of Diversity.

Staff Development also has responsibility for several organizational development functions such as the orientation programs for new full-time and part-time faculty, a First Year Experience program for all new employees, a district-wide seminar program for part time faculty, and a district-wide transition assistance program for classified reassignments. It also conducts Tenure Review committee training and has oversight (with the Tenure Review coordinator) of the four-year Tenure Review process and peer evaluation training. The Staff Development Director shares leadership of the Learning in Communities program (LinC) with special responsibility for faculty training and program assessment.

Staff Development works closely with Classified Senate and Academic Senate in the planning and implementation of professional development activities directly related to their respective interests. According to provisions agreed to between the district and the bargaining units, two professional development (flex) days occur at the beginning of the academic year and are devoted to Opening Day district, college, and division activities. Other days occur during the remainder of the academic year and may be used for a wide

range of activities sponsored by particular divisions, departments, and special interest groups or by individual arrangement.

Self-Evaluation
Loss of state staff development funding and campus-wide budget reductions has severely impacted Staff Development's ability to offer long-established professional development activities. A once thriving program of technology training, for example, has been discontinued with the elimination of full-time technology trainers. Classified staff members in particular have been impacted by this loss in addition to having limited access to conference funding. In the Faculty and Staff Accreditation Survey of 2004, 63% of respondents agreed or strongly agreed that De Anza provides "quality professional development through continuous on-campus training in support of the mission." (Doc. 27) While this assessment may not be superlative, it is commendable that the majority of respondents have high regard for staff development opportunities. Despite drastically reduced funding, on-campus staff development activities have increased 400% since the last self-study. (Doc. 29) Although external development opportunities have been reduced, faculty and staff have volunteered their time to offer workshops and training in a variety of topics for personal and professional growth, and innovative, low-cost approaches such as the First Year Experience for new employees have been implemented. (Doc. 29)

Planning Agenda
- Develop an institutional vision for a comprehensive professional and organizational development program.

Standard III.A.5.b
With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary
The Office of Staff and Organizational Development monitors and assesses both professional and institutional needs on an on-going, programmatic basis, through a variety of assessment tools, including expressed needs of faculty, classified and administrative constituencies, and formal institutional plans, such as the Educational Master Plan. (Doc. 21) Staff Development is committed to developing a flexible program that can (1) respond to the diverse professional needs of faculty and staff and (2) support institutional goals and mission. The Staff Development Office routinely and regularly collects participant evaluations for every training, workshop, and class that is offered and uses these evaluations to undertake an annual analysis and evaluation of activities and programs. (Doc. 30) This analysis includes measures of user satisfaction, program effectiveness and vitality, and relation to identified institutional goals and strategic initiatives. Based on the results of these analyses, program activities and allocations for the coming year are determined.

In addition to participant evaluations, anecdotal information verifies the effectiveness of staff development activities, particularly in the area of instructional training in support of learning. Informal feedback confirms that activities such as collaborative learning, learning styles, and classroom assessment techniques have impacted individuals' pedagogical techniques to improve student learning. Formal assessment in the learning communities program (LinC) verifies that success of student participants is higher than their non-LinC counterparts. (Doc. 31) The learning communities model, using focus groups, in-class assessment, tracking and training, could be institutionalized with campus-wide support.

Planning Agenda
- Develop an institutional vision for a comprehensive professional and organizational development program.

Standard III.A.6
Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary
De Anza regularly assesses its human resources. All levels of management continually review levels of staffing and changing needs of programs, from input generated in Program Review documents, faculty hiring discussions, and Planning and Budgeting Team (PBT) activities. Academic deans meet regularly with the vice president of Instruction and the dean of Academic Services to evaluate programs and identify resource needs. Vice presidents meet with their managers and staff regularly in PBT meetings to identify and address concerns and to bring information forward to president's senior staff meetings and College Council meetings. The college budgeting process (Doc. 32) has an established timeline whereby staff needs are evaluated and decisions are made early in the fiscal year, then as new fiscal year budget calculations are presented, the full picture for the coming year is addressed and decisions are made at College Council and senior staff meetings. Program Review documents also are used to evaluate how well our human resources meet the needs of students, programs and services. (Doc. 14)

Self-Evaluation
During more prosperous budget years between 1999 and 2002, new certificated and classified positions and programs were added through the Program Review and campus Partnership for Excellence funding proposal process. (Doc. 33) Many newly funded programs such as Puente and Math Performance Success had been in high-priority status for years, waiting for funding availability. Although these processes for human resource planning have been fixed for years, a majority (54%) of respondents to the Faculty and Staff Accreditation Survey disagreed or strongly disagreed that human resource planning is integrated with institutional planning. (Doc. 27) While there is minimal dissatisfaction expressed during growth periods, perhaps survey responses were fueled by impending

budget reductions and a corresponding rise in anxiety and mistrust of the process. Whatever the reasons, these results inform us that a more visible long-term planning process must be developed and communicated.

Planning Agenda
- Through the strategic and educational master planning processes, establish institutional priorities for programs and services to include assessment of human resource needs, which in turn would drive the allocation of resources.

Standard III.B: Physical Resources
Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Standard III.B.1
The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary
De Anza College provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery. The district's executive director of Facilities Construction and Maintenance oversees the overall maintenance and safety of De Anza's physical facilities through the department of Plant Services. Plant Services has a staff of approximately 70 people, with four managers, three supervisors, and the rest classified staff members responsible for scheduled and recurring maintenance of 71 buildings on the De Anza campus and 85 buildings on the Foothill and Central Services sites. The director of Facilities and Operations is the Plant Services representative on the De Anza campus. The director oversees a staff of 15 trades people dedicated to De Anza maintenance as well as Foothill College's maintenance staff. De Anza's director of College Services oversees the operation of the Grounds and Custodial departments. Eight grounds staff provide services for the 112-acre campus and 23 are responsible for 571,273 square feet of assignable and 1,136,919 gross square footage. (Doc. 34)

Specialized facilities include the A. Robert De Hart Learning Center, Advanced Technology Center, De Anza Planetarium, Euphrat Museum of Art, Flint Center for the Performing Arts, California History Center, Broadcast Media Center, a state-of-the-art chemistry and biology Science Center that opened in fall 2004, an Environmental Studies Area (ESA), the Kirsch Center for Environmental Studies and the Student and Community Services Center (SCSC). The Kirsch Center and the SCSC will open in the fall of 2005. The college also has an extensive physical education and athletics facility that includes a 400,000-gallon Olympic-size race pool, 450,000-gallon diving pool, two gymnasiums, track, stadium, Lifetime Fitness and Wellness Center, baseball and softball fields, soccer field, tennis courts and archery range.

Resource 25, the college's class scheduling program, is used to assign classrooms and evaluate room utilization. De Anza serves up to 25,000 students each quarter (not including the Community Education programs), with 1,100 staff and faculty. Resource 25 is also used in conjunction with our Energy Management System to ensure the heating, ventilation and air conditioning system provides a healthy and energy efficient learning environment. De Anza's physical structures are in compliance with state mandated seismic safety through the Division of the State Architect. (Doc. 35)

The college also supports students in various off-campus locations and those taking distance education courses. (Doc. 36) It is through these important outreach efforts that the college is able to bring educational services to those students who cannot come to the main campus. Classes are assigned to an off-site location during evening hours when:
- There are no available classrooms on campus during the required time offering.
- The dean of the division and the vice president of Instruction have determined that students would be better served through instruction at an off-site location.

De Anza provides classes at 11 off-site locations including four high schools and two hospital locations. Since these facilities must comply with building regulations issued by the Division of the State Architect and federally mandated health and safety requirements, we assume they are in compliance. To ensure off-site facilities have the resources that aid in the delivery of De Anza's educational programs, either the college's evening coordinator or the coordinator of the academic area that uses off-site facilities works with the off-site location to ensure audiovisual and other equipment needs are available.

Distance Learning programs are provided via television or the Internet. Resources for this learning modality are provided through the college's community access television station, the Distance Learning Division and through specific academic departments that employ this medium to deliver instruction.

De Anza has always been a leader in recruiting and supporting the service learning outcomes of those students who posses a disability of some kind. Disability Support Services (DSS) is a leader in the state and maintains close relationships with the Facilities Department to ensure there are no physical barriers that prevent these students from achieving their educational goals.

The college is in compliance with state-mandated Americans with Disabilities Act (ADA) standards. (Doc. 37) It is the position of the college not to deny any student instructional access due to campus physical limitations. Toward this end De Anza has over the years made improvements to the college's physical plant to ensure accessibility. On an ongoing basis, ADA and other safety issues are addressed through the campus' Facilities Committee. The Facilities Committee is composed of student, faculty, staff, and administrative representatives. (Doc. 38) A representative from DSS sits on this committee and brings accessibility issues to the committee via the Barrier Report Form for discussion and/or correction. (Doc. 39) The Facilities Committee reviews and

recommends policies governing the college's physical plant and physical plant improvements to the college's highest governing committee, the College Council. To ensure De Anza remains in the forefront of providing accessible facilities for disabled students, the college has earmarked $1,962,300 from the college's Measure E bond for ADA Architectural Barrier Removal. (Doc. 40) In addition, each Measure E classroom and building renovation has included identified ADA improvements. (Doc. 41)

The safety of students on campus is a major priority so all students can successfully achieve their learning outcomes. The Foothill-De Anza Safety and Security Department is a P.O.S.T certified agency providing law enforcement, security, crime prevention, traffic control, parking supervision and emergency services. According to the "2003-2004 Vehicle Aid Assists Report" (Doc. 42), the following services were provided to the De Anza community:

- 379 dead battery assists
- 119 lock-outs
- 62 safety escorts
- 44 sick person reports
- 408 lost and found property
- 177 responses to accidents

In the Accreditation Survey of fall 2004, 90% percent of the student respondents felt safe and secure on campus. (Doc. 43) Nevertheless, there still exists a need for the campus-wide renovation to include better evening lighting, an emergency telephone system, and signage. Where possible these issues are being addressed in the scope of the campus' Measure E projects. (Doc. 45)

According to the Accreditation Survey, both students and staff perceive there is insufficient campus parking. (Docs. 43, 44) Over the last four years there have been parking shortages due to Measure E construction projects. However, shuttle services and off-site parking were provided during the construction of the new 1,035-space parking facility on the southeast side of the campus. This parking facility opened in the winter of 2005. In the fall of 2001 the campus had approximately 5,054 parking spaces. By the end of Measure E it is anticipated that the campus will have a net gain of approximately 600 new parking spaces for a total of 5,660 parking spaces for students and staff. This will provide a ratio of one parking space for every five students. (Doc. 46)

Since 2001, College Services in conjunction with FHDA Safety and Security has developed an emergency response plan, (Doc. 47) conducted two emergency drills, identified building coordinators, and will provide first aid and CPR training for faculty and staff during the winter of 2005. (Doc. 48) Emergency procedures have also been developed for off-site facilities and are distributed by the college's evening coordinator at the beginning of each term. (Doc. 49) Because the college provides educational and program services to a large number of disabled students, emergency procedures specific to this population have been developed and are distributed by Disability Support Services to all disabled students. (Doc. 50)

De Anza's Hazardous Materials Management Plan (HMMP) was certified by the FHDA District Operations Hazardous Materials Management Office and filed with Santa Clara County. (Doc. 51) The HMMP outlines procedures for emergency response and contingency in case of chemical spills, fumes, injury, and/or containment, treatment, evacuation, and training. The district is in the process of hiring a full-time Environmental Health and Safety manager to oversee the district wide HAZMAT program, and will also be implementing a hazardous material software program to track all hazardous materials that are used and or present on the De Anza campus.

Self-Evaluation
The Student Accreditation Survey results indicate that students agreed the college has provided resources to meet their needs. (Doc. 43)
- 87% indicated the college had met their needs for laboratory equipment and computers with Internet access and word processing programs.
- 87% also indicated that resources had been provided to meet their needs for online services and instruction.
- 86% indicated that their need for study space had been met.
- 89% indicated that sufficient library books and periodicals were provided.
- 90% indicated the campus was safe and secure.

However, on the Faculty and Staff Accreditation Survey 43% indicated the exterior lighting was insufficient. (Doc. 44)

The campus does not conduct regular safety inspections of off-site locations nor are safety inspections of the facilities checked. Compliance with state safety and federal ADA requirements are taken for granted. And although the campus has updated its emergency plan, conducted two emergency drills and identified building monitors, an ongoing program of emergency training needs to be developed and implemented for faculty and staff, and new emergency procedure instructions need to be developed and posted in classrooms.

Planning Agenda
- College Services will develop and implement a compliance plan for ensuring safety and ADA compliance of off-site instructional facilities.

Standard III.B.1.a
The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary
College Services, in coordination with the district Plant Services Office, manages the maintenance and operation of its physical resources. Plant Services maintains an office on campus with the director of Facilities and Operations providing direction for craftsmen (carpenter, plumber, mechanic, electrician, locksmith, pool, and HVAC) dedicated to the De Anza campus. All service and work orders are processed through an

automated work order system, prioritized, and attended to by order of precedence and urgency. The director of College Services is the campus representative and catalyst working directly with the district Plant Services De Anza Office on all facilities maintenance and renovations. The district Plant Services Office also provides oversight of all on-campus capital outlay construction projects and renovations.

An assessment of the De Anza facilities was completed in 1999 as a part of the Facilities Master Plan. (Doc. 52) The Facilities Master Plan is a companion and supporting document to the Educational Master Plan, "DE ANZA 2005 Pathways to Excellence." In 2002 another facilities assessment was conducted in conjunction with the State Chancellors office. (Doc. 53) Annually, a "Facilities Condition Assessment Report" evaluates the conditions of the campus' physical plant and develops scheduled and recurring major maintenance programs based on the assessments findings. (Doc. 54) Currently Plant Services is coordinating the update of the 1999 Facilities Master Plan.

The Educational Master Plan drives the Facilities Master Plan and institutional decisions to build, upgrade or replace physical resources. Information for the Facilities Master Plan comes from a number of sources. Demographic data on population and educational needs in the college's service area is assessed at both the college and district levels. (Doc. 28) Assessments of growth and program needs are analyzed at the division level and evaluations of the capacity, load and efficiency of academic space are conducted at the district. (Doc. 55)

The need to update and expand facilities to provide adequate instructional space to meet goals of the Educational Master Plan was a critical recommendation in the 1999 Facilities Master Plan. To ensure financial resources were available to support the renovation and construction necessary to support the Educational Master Plan, the Board of Trustees made the decision to place a bond measure on the ballot in the fall of 1999. The Measure E bond was passed by 72% of the electorate. Based on the educational goals and projected student enrollment identified in the Educational Master Plan, the Facilities Master Plan identified four areas in need of improvement:
1. Adding space for instruction and student support services
2. Facilitating pedestrian flow
3. Improving accessibility to campus
4. Easing parking congestion

De Anza's share of the district's Measure E bond was $130 million. Fifty-nine budgets for Measure E projects were developed that fall under one of the above-mentioned areas. (Docs. 52, 54, 56) Measure E has and will impact facilities for Instruction, Student Services, and administration through the renovation of current spaces and the addition of new spaces. The college has heavily leveraged the Measure E funds to secure additional funding through the state's capital outlay program and through local contributions of equipment to outfit buildings from corporations (e.g., the Science Center had support from Agilent Technologies for equipment). The college also secured one of the largest single donations of funding from one entity for community colleges when the Steven and

Michele Kirsch Foundation donated $2 million dollars toward the construction of the Kirsch Center for Environmental Studies.

Non-Measure E related requests for minor facility improvements for instructional and non-instructional space are received and reviewed by the De Anza Facilities Committee. If the Facilities Committee approves the request and funds are available in either the requesting department's budget or the Plant Services or College Services budget, the improvement is implemented. If no funds are available, the request is then forwarded to the College Council for action and identification of funding. (Doc. 57)

To ensure that program and service needs determine equipment replacement and maintenance, instructional deans submit requests to the vice president of Instruction and the dean of Academic Services. Generally the process is as follows:

1. Instructional deans request input and suggestions regarding instructional equipment needs from division faculty and department chairs.
2. Based on this information each instructional division develops a prioritized list of equipment needs that is submitted to the vice president of Instruction during fall quarter.
3. Once each division has submitted its request, a complete list of all division requests is compiled by the Office of Instruction and handed out to the Deans Council and the Instructional Planning and Budget Team for input and recommendations.
4. The groups meet to discuss the requests from each division and develop a recommendation list for funding to the vice president of Instruction.

However, as a result of the limited allocation of instructional equipment funds from the state the process outlined above is not being used. Instead, instructional equipment dollars are only being used for the replacement of faculty computers or classroom equipment that is at the end of its life cycle and completely beyond repair. Requests for the expenditure of instructional equipment funds still go to the vice president of Instruction or dean of Academic Services, but the requests for new equipment are coordinated with staff from the Educational Technology Services (ETS) to determine the condition of the existing equipment. If ETS determines the old equipment is beyond repair, the dean of Academic Services orders the requested replacement equipment. (Doc. 58)

Because the college is aware that state funding for equipment never fully meets the needs of its programs and services, the chancellor, De Anza's president, individual deans and the FHDA Foundation seek additional funds through outreach efforts to corporations, individual donors and through the college's annual "A Night of Magic" fundraiser. (Doc. 59)

Proceeds from the gala event are designated for a different division each year. The selection of a division to receive the funds is determined by the "A Night of Magic" committee and has in the past been tied to the need for furniture, fixtures and equipment as the result of a renovation or construction project affecting the division. Over the last

three years, funds from "A Night of Magic" have gone to: Social Sciences and Humanities; Biological, Health and Environmental Sciences; and Creative Arts. Each of these divisions had been involved in a renovation or construction project and each used funds from "A Night of Magic" to purchase technology and/or other equipment and furniture. In 2004 the Social Sciences and Humanities Division received $70,000 from the fundraiser and earmarked the funds to create a multimedia wireless lab for the Paralegal Program, enhance the psychology lab and upgrade various multimedia classrooms.

Fundraising efforts by division deans provide an opportunity for the establishment of Fund 76 capital accounts, which enable departments to provide supplemental funding for equipment.

The replacement of computer equipment for faculty and staff is being implemented based on a master replacement plan developed in 2004. De Anza received $90,000 in funding in 2004-2005 for non-instructional equipment that is earmarked for the replacement of computers for classified staff. The Classified Senate developed an application and review process for the distribution of the computers. (Doc. 60)

Computers and audiovisual equipment are repaired and maintained by either division lab assistants or by Educational Technology Services (ETS). ETS operates a Call Center to provide assistance and respond to maintenance and repair issues. ETS is also responsible for the campus' telephone system and in 2001 upgraded the system and provided phones for every classroom. (Doc. 61) The system also provides emergency notification to classrooms through an area-paging feature, and in select areas auxiliary power is provided through battery back up.

The effectiveness of facilities and equipment in meeting the needs of programs and services is evaluated for instructional programs by departmental scheduling staff in conjunction with the Scheduling Office under the direction of the dean of Academic Services. The Scheduling Office, in conjunction with academic department personnel assigned the responsibility for scheduling classes, identifies appropriate classrooms and educational equipment. Departments are designated specific classrooms for their use and the departmental schedulers assign classes to these classrooms. If additional equipment is need for the room or the instructor needs a multimedia classroom this is coordinated with the Scheduling Office. The college has developed a list of standard equipment for each classroom that consists of a television, a videocassette recorder, and an overhead projector. De Anza has 20 classrooms that are outfitted with multimedia equipment. (Doc. 62) As part of the Measure E renovation projects, the infrastructure for future multimedia capability is being added to approximately 100 classrooms.

Effective utilization of the facilities is ensured through the use of the Scheduling and Resource 25 software programs. Reports on academic and non-academic use of classrooms provide timely data to ensure rooms are scheduled efficiently on a quarterly basis. (Doc. 63) Academic meeting areas and conference rooms are also scheduled and managed through the district's network on Resource 25. Scheduling access is limited to

key personnel. Conference rooms and meeting areas in the Hinson Campus Center are scheduled through the director of the Campus Center. The dean of Physical Education and Athletics manages the scheduling of sports facilities. There is limited use of the Flint Center for instructional classes, and scheduling of the center is coordinated through the Flint Center director. Non-instructional and community uses of all facilities are coordinated through the College Services Facilities and Evening Coordinator.

The 20-member Custodial crew handles routine cleaning of De Anza facilities. The crew is divided into three shifts: day, swing, and graveyard. Their mission is to provide a clean, safe, and sanitary environment for students, faculty, staff, and the general public. The custodial team provides cleaning and recycling service for about 571,000 of assigned square footage and 191,000 square feet for restrooms, circulation, and common areas, for a total of nearly 762,000 square feet. Three additional custodians provide cleaning services to the Campus Center and are under the management of its director. The average square footage per custodial workload is 33,845 square feet. With the completion of the Student and Community Services Center and the Kirsch Center for Environmental Studies in the fall of 2005, this number will increase to 35,845 square feet. The college will not receive funding for additional personnel to service these new facilities until 2008. As a result of staff shortages, cleaning efforts are focused on instructional, student service areas, and restroom facilities. Faculty and administrative offices are cleaned twice weekly. The custodial team also provides for small intra-campus furniture moves. (Doc. 14)

Routine upkeep and maintenance of the campus's 81.9 acres of landscaping, athletic fields, parking areas and circulation roadway are the responsibility of the Grounds Department. The department is also responsible for the college's recycling and waste management efforts. Though Grounds has only eight employees, it does a commendable job of keeping the campus clean and landscaped areas maintained. Through Measure E construction and renovation projects the college has attempted to install drought tolerant and low maintenance landscaping where possible. Due to budget shortages the Grounds team has lost two positions in the last three years.

The manager of the Custodial and Grounds departments assesses equipment needs annually and funds replacements and upgrades of equipment from one of three sources: ongoing operating budgets, Plant Services equipment replacement funds, or request for non-instructional equipment dollars through Program Reviews (Doc. 14) presented to the Finance and College Services Planning and Budget Team.

The Assistant Police Chief provides for the management and maintenance of more than 5,000 parking spaces. With the exception of the first three weeks of fall term, campus parking is adequate. Through the campus' Measure E projects, Parking Lots A and B on the east side of campus have been reconfigured and a new parking structure and surface parking have been provide in Parking Lot C. With the completion of Measure E, it is anticipated that there will be a gain of about 600 additional parking spaces, bringing the total number of spaces to about 5,600. (Doc. 46)

<u>Self-Evaluation</u>
Although Plant Services has maintenance schedules for various systems and equipment related to the campus' infrastructure, there is a general lack of information and understanding regarding facility maintenance schedules and how decisions are made regarding plans to build, maintain and or upgrade facilities. There are no codified replacement schedules or programs for classroom and office furniture or classroom and office equipment. The replacement of classroom and office furniture and classroom and office equipment is based on the availability of funds from the state and is not coordinated by a long- or short-term, college-wide replacement plan. Individual department deans try to plan for the replacement of department specific classroom equipment, and office furniture and equipment in their departmental operating budgets, but there is no coordinate planning for this replacement on a college-wide level.

The board is considering the opportunity to take a bond measure to the voters in 2006. This bond would include new and replacement furniture, fixtures, and equipment. The bond may be structured so that replacement can be scheduled across five-year increments. The college is identifying needs for inclusion in this bond.

In addition, the college is also determining a set of projects that were missed or cut from Measure E. These projects range from campus lighting to building renovations. Also, a list of secondary effects of Measure E is being developed. All of these projects will be submitted to the district for consideration in the next bond.

<u>Planning Agenda</u>
- Finance and College Services will develop a furniture, fixtures, and equipment replacement plan.

<u>Standard III.B.1.b</u>
The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

<u>Description Summary</u>
The institution assures that physical resources at all locations where it offers courses, programs and services are constructed and maintained to assure access, safety, security and a healthful learning and working environments by utilizing facilities that are in compliance with the federally mandated Americans with Disabilities Act (ADA), seismic safety regulations and the Division of the State Architect regulations. (Doc. 64)

Plant Services conducts periodic inspections of campus facilities to ensure that all of the HVAC and electrical systems that support the academic and administrative facilities are functioning properly. (Doc. 65) These periodic inspections are a part of a routine preventative maintenance program for the campus and include, for example, the annual inspection of boilers and chillers. Plant Service provides maintenance funding through

three sources. One is the major maintenance program, which addresses specific items such as pathway replacement or major tree trimming. The second is the state's scheduled maintenance program, which is developed as a five-year plan that is updated annually and sent to the state for first year funding. The scheduled maintenance program covers five areas: exterior repairs, HVAC, roofing, utilities, and other items, and requires matching funds from the district. This program has addressed several items that were identified for upgrading and/or repair in the 1999 Facilities Master Plan and where possible incorporated others to Measure E projects. And third, the college has secured several sources of additional revenue to leverage Measure E funds. Non-Measure E funding amounts to $14, 926, 099 for the renovation and construction projects. (Doc. 66)

Through Plant Services the campus participated in the State Chancellor's Office 3DI facilities assessment program. This assessment resulted in the development of the FUSION system that allows the State Chancellor's Office to assess capital outlay needs. Once Plant Services refines and updates the data in the system it will enhance its ability to determine the life cycle of physical resources such as carpeting and window coverings, and develop replacement programs to help maintain healthy learning and work environments. The 1999 Facilities Master Plan, 5-Year Construction Plans, and 5-Year Capital Outlay Plans reflect physical resource service, construction, and maintenance needs, which support the college's Educational Master Plan. (Docs. 52, 67, 68)

On a daily basis Plant Services has instituted a work order system (TAMIS) that allows users to request maintenance and repair projects via the Internet. (Doc. 119) Requestors receive periodic e-mails that inform them of the progress or completion of the project. The director of Facilities and Operations and the director of College Services meet on a weekly basis to review and discuss requests submitted to the office of College Services along with any other issues in need of Plant's attention.

De Anza is a leader among community colleges for providing access to persons with disabilities. The college is committed to providing access to instruction and services regardless of a person's physical abilities. Toward this end De Anza has over the years made improvements to its physical plant to ensure accessibility, and has incorporated accessibility improvements in Measure E renovation projects. (Doc. 41) Specific project budgets of $1,962,330 related to ADA (architectural barrier removal and signage), and $660,447 for pathway improvement are included in the Measure E budgets. (Doc. 56) Input and an active review by Disability Support Services (DSS) have been incorporated into Measure E projects. Potential access issues caused by Measure E renovation and construction projects are discussed with DSS and alternative access routes are identified and communicated to students, faculty, and staff. With the completion of the Measure E renovation projects, most accessibility issues identified by Plant Services, DSS, and the pathway accessibility study will be addressed. (Doc. 69)

Self-Evaluation
Ninety-four percent of student respondents and 71% of faculty and staff indicated in the Accreditation Survey that classroom and non-classroom facilities provided access for student with disabilities.

Eighty-two percent of student respondents also agreed or strongly agreed the campus is clean. Faculty and staff are, however, almost evenly divided on whether the campus facilities are well maintained and problems corrected promptly, 51% agreeing or strongly agreeing, and 49% disagreeing or strongly disagreeing.

This difference in the perceptions of students and campus employees about the condition of the campus may be the result of College and Plant Services' focus on dedicating resources to the maintenance and upkeep of areas that support student learning. Budgetary and staff cutbacks over the last three years have forced the college to prioritize how cleaning and maintenance efforts are allocated. This has resulted in reduced levels of cleaning and maintenance work in faculty and staff areas.

In the Accreditation Survey, 61% of the faculty and staff disagreed or strongly disagreed with the statement that physical facilities, such as layout, lighting, temperature control, and furnishings, met or enhance learning needs. Temperature and lighting are controlled by the campus energy management system. The primary purpose of this system is to ensure the efficient utilization of energy. Although, classroom schedules are coordinated with the energy management controls to ensure lighting, heating, ventilation, and air conditioning (HVAC) are operating during instructional periods, HVAC levels that may enhance learning are not factored into the energy management system. Attempts are made to layout and furnish classrooms based on their functional needs, but in some cases the kind of furnishing placed in a classroom is determined by what is available.

Planning Agenda
- College Services will develop an annual process for reviewing and confirming classroom layouts and furnishings for discipline specific classrooms.

Standard III.B.2
To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary
To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, Plant Services conducts annual space inventories, through the Five Year Construction Plan, to determine the capacity use ratio of all space on campus. In the report that was submitted July 1, 2004, the capacity use ratio for laboratories and lecture space was 84% and 99% respectively. (Doc. 34) Data on the effective utilization of academic and non-academic space is also provided through Resource 25, the campus' scheduling software program. Quarterly data from Resource 25 allows the campus to determine whether rooms are efficiently scheduled. Resource 25 reports are generated almost daily during scheduling periods to identify time slots and rooms that are available for scheduling.

AV equipment is evaluated quarterly for maintenance by ETS and necessary repairs performed. Requests for upgrades to classroom equipment are, however, generated by instructional deans and are either purchased with departmental operating funds or funding is requested through the use of instructional equipment dollars. The Audio Visual department maintains repair and maintenance records for classroom equipment and will alert department deans and/or the vice president of Instruction when equipment is in need of repair or replacement.

The Educational Master Plan (Doc. 21) and its companion Facilities Master Plan (Doc. 52) are also means by which the college assures the feasibility and effectiveness of physical resources in supporting institutional programs and services. The Educational Master Plan is a planning document that identifies the educational mission, goals, and direction of the college while the Facilities Master Plan assesses data such as space utilization and capacity use ratios, to ascertain if the physical facilities can support the educational mission and goals of the college.

Self-Evaluation
It is generally agreed that processes are in place for the evaluation of both facilities and equipment to assure the feasibility and effectiveness of physical resources in supporting institutional programs and services. However, only those district departments directly involved in the evaluation processes are clear on how and when the processes occur. Plans that result from the evaluations are available (e.g.,. Five-Year Capital Outlay Plan), but the campus community does not generally understand how the evaluations were conducted or how the recommendations were developed. The campus would be better served by improved communication between the district and college regarding the evaluation processes and analysis.

The board is considering the opportunity to take a bond measure to the voters in 2006. This bond would include new and replacement furniture, fixtures, and equipment. The bond may be structured so that replacement can be scheduled across five-year increments. The college is identifying needs for inclusion in this bond.

In addition, the college is also determining a set of projects that were missed or cut from Measure E. These projects range from campus lighting to building renovations. Also, a list of secondary effects of Measure E is being developed. All of these projects will be submitted to the district for consideration in the next bond.

Planning Agenda
No recommendations at this time.

Standard III.B.2.a
Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary
The Foothill-De Anza Community College District developed the 2002-2006 5-Year Construction Plan (Doc. 67) based on an in-depth analysis of cumulative capacities and load ratios appropriate to a community college environment. This plan was preceded by the Facilities Master Plan (Doc. 52) developed in 1999 for the period of 2000-2005. The Facilities Master Plan was developed in response to the college's Educational Master Plan for 2000-2005. The Facilities Master Plan drilled down to the department level and identified growth in particular programs and services. The corresponding assignable square footage was developed based on the type of space: lecture, lab, conference, or office.

Total cost of ownership (TCO) analysis is used to support acquisition and planning decisions for a wide range of district and campus assets that contribute significant maintenance or operating costs across a usable life of several years or more. Total cost of ownership is used to support decisions involving facilities, technology, vehicles, and instructional equipment.

Self-Evaluation
TCO has been used for decision support when choices only differ on the cost side. However, there are instances when purchasing decisions are made for purposes of quality or provision by a sole source. District standards in areas such as technology drive purchasing and replacement decisions. Budget constraints and reductions in state supported instructional equipment allocations have made ongoing replacement a challenge.

Plant Services developed district-wide projections of staff increases and ongoing support costs for Measure E facilities in June 2002. Additional staffing was determined using assignable square feet, type of space, completion dates, and building systems complexity. Staffing needs in the areas of Custodial and Grounds were projected with consideration also given to the need for skilled trades people to support new infrastructure. In addition, the costs of ongoing support for materials, supplies, and tools were considered in cumulative cost estimates. (Doc. 92)

TCO analysis will also be developed in consideration of new bond requests, currently in the initial identification stage.

Planning Agenda
No recommendations at this time.

Standard III.B.2.b
Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

<u>Descriptive Summary</u>
De Anza works to ensure physical resource planning is integrated with institutional planning through the development and updating of the Facilities Master Plan (Doc. 70) and the 5-Year Construction Plan (Doc. 67), which is updated annually. Both the Facilities Master Plan and 5-Year Construction Plan are driven by the Educational Master Plan (Doc. 21), which outlines the college's mission, goals, and quality indicators that guide planning and budgeting. The Facilities Master Plan is a physical interpretation of the Educational Master Plan and addresses the educational, site and facility needs of the college in its quest to realize the Educational Master Plan. The 5-Year Construction Plan is a document submitted to the state requesting funding for capital projects. The document provides for long-range capital planning, which is updated annually by the FHDA Board of Trustees after a review of current data on capacity use ratios, demographic and student enrollment.

There are two processes that work to integrate physical resource planning with institutional planning. The first of these is the development of the Educational Master Plan. During the development of this document, each segment of the college community – administrators, faculty, classified staff, and students – work together to clearly articulate the mission and goals of the college. (Doc. 21) Program initiatives outlined in the three- to five-year plans developed by each division are reviewed along with program and departmental Program Reviews. The Program Reviews (Doc. 14) provide formal documentation of the work effort of each department and program, and include proposals for change and improvement. These change and improvement proposals become a basis for prioritizing action plans, personnel priorities, and resource needs. (Doc. 21, pg. ii) Growth areas identified by the various divisions are also factored into the prioritization.

The second process that ensures physical resource planning is integrated with institutional planning is the development of the Facilities Master Plan. The development of the Facilities Master Plan is facilitated by consultants (tBP Architects) familiar with state standards and involves the college community through open forums, steering committees, and participatory governance meetings. (Doc. 55) As mentioned earlier the Facilities Master Plan is based on the Educational Master Plan and reflects an assessment of current facilities and plans for future facilities to meet the college's educational objectives. De Anza's Measure E construction project is the result of four areas identified by the Facilities Master Plan as needing improvement to meet the educational goals and projected student enrollment identified in the Educational Master Plan. The four areas are space for instruction and student support services, facilitating pedestrian flow, improving accessibility to campus and easing parking congestion. The newly opened Science Center and the Kirsch Center for Environmental Students (opening in the fall of 2005) will add additional instructional space as will the renovation of the S-Quad and the Administration Building. The Student and Community Services Center, which will also open in the fall of 2005, will provide a point of entry for student support services. The new parking structure, which opened on the southeast side of campus in the fall of 2004, has greatly assisted in easing parking congestion. Campus accessibility and pedestrian flow will be improved by the Measure E entries, signage and pathway projects.

In the spring of 2004 the district began the process to update the Facilities Master Plan for each of the campuses. Senior administrators for the district met with consultants from tBP Architects to review space inventory reports, efficiency measures, demographic projections, and research data developed by the district's Instructional Research and Planning Office. This data along with information on growth trends, education and educational delivery trends provided a basis for identifying the impacts of facility expansion on college sites and to off campus locations. Based on the identified impacts it was the consensus of the group that further on-campus expansion would negatively affect the character of the college environment. (Doc. 57) This conclusion was reported to College Council, which began discussions to develop a facilities planning process for the college. (Doc. 71)

In addition to the development of the Educational and Facilities Master Plans, several college committees work to ensure physical resource planning is integrated with institutional planning. The Facilities Planning Team, Campus Center Board (CCB), Campus Environmental Advisory Group (CEAG), College Technology Committee (CTC), and the Campus Budget Team all work in conjunction with their district counterparts to ensure the institutional goals of access and growth are met with appropriate facilities, equipment, and technology plans.

The goal of the Facilities Planning Team is to identify facility requirements, ensure that all modifications are done in accordance with district and college guidelines, and forward these projects to College Council for approval. The Facilities Planning Team is composed of campus staff, faculty, student members, and also includes district facility representatives. The CCB is an advisory group, with a student majority and including faculty and staff, that helps maintain the focus of the campus center and ensures that student issues and concerns involving the campus are addressed to the College Council. The CTC has the responsibility to ensure that all of the technology hardware and software needs of the campus are met with a focus on instructional technology. The CEAG, an advisory group composed of faculty, staff, and students, promotes environmental awareness. The Campus Budget Team addresses the fiscal requirements of the college and provides for the allocation of resources in order for the college to meet its institutional goal of access and growth.

Self-Evaluation
Though there is a general consensus that physical resource planning is integrated with institutional planning and 75% of faculty and staff feel they are given an adequate opportunity to participate in planning, 62% of them disagreed or strongly disagreed that the process for the allocation of resources is fair. (Doc. 44)

A clearly articulated and or codified process for the allocation of resources through the Campus Budget Team, vice president of Instruction, and the dean of Academic Services is neither transparent nor understood by the campus at large. Also, the campus community does not understand the roles of the Facilities Planning Team, CCB, CTC, and CEAG in the integration of physical resource and institutional planning.

- The President's Council will work with the Campus Budget Team and the appropriate administrators to develop a plan for integrating the allocation and planning for resources with the institution's planning process.

Standard III.C: Technology Resources
Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Standard III.C.1
The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary
The vice chancellor of Educational Technology Services works with the FHDA Educational Technology Advisory Committee (ETAC) to design and update the district's Educational Technology Plan to support student learning. The district Technology Plan is part of the district's Educational Master Plan and Facilities Master Plan. Progress reports on meeting the goals of the Technology Plan are also provided to the Board of Trustees annually as part of the "State of Central Services Report." Network, computing and computer services, and information systems staff are centralized. Client services staff, while located on the campuses, report to the vice chancellor to ensure coordination and delivery of technology support. ETS technical staff support the district's network, telephone system, computers, servers and standard software through ongoing maintenance and service contracts.

Each college has ETS technical staff who provide support, on a daily basis, for classroom instruction, student services, open labs, telephones, servers, the district-wide network and general technology.

Departments have instructional associates and lab technicians who support the use of applications in classes, labs, and the libraries. These individuals also provide day-to-day maintenance of the applications and coordinate their efforts with the ETS technical staff responsible for hardware maintenance, network, and information systems.

College faculty, staff, and administrators participate as members of ETAC, overseeing the development and implementation of the District Technology Plan as well as evaluating technology services. All college faculty and staff are invited to participate in the annual Technology Evaluation Survey.

Self-Evaluation
De Anza actively participates in the district planning efforts for technology. However, in the process of consolidating technology as a district function, local decision-making often suffered. Although the district Educational Technology Services has created a master plan for technology throughout the district, the De Anza campus lacks vision with regards

to technology. A comprehensive plan needs to be created with the input of all major groups on campus. This group should include (but by no means should be limited to): staff f governance groups, ETS advisory personnel, a council of "power users" from all areas on campus, and a council of students.

Planning Agenda
- Develop a De Anza College Technology Plan based on the campus Educational Master Plan that provides direction to the district Technology Strategic Plan.

Standard III.C.1.a
Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary
In the summer of 1998 an outside consulting firm, Collegis, Inc., was contracted to perform an independent analysis of staffing and organization of the district's technology and made the following recommendations: (Doc. 72)

1. Reorganize IT management and support
2. Consolidate technology resources under a CIO (Chief Information Officer)
3. Enhance IT functional management
4. Establish a technology governance structure
5. Focus on client support
6. Provide specialized support for Instruction
7. Implement student support systems
8. Implement new administrative systems

Many aspects of the Collegis plan have been implemented, including the centralization of technology resources under a vice chancellor for Educational Technology Services and Chief Information Officer position.

ETAC was established to have primary responsibility for developing, implementing, and maintaining an overall strategic plan for technology in the district. ETAC is a participatory governance committee at the district level designed to be as inclusive as possible of all constituency groups (administration, faculty, staff, and students) from both campuses and Central Services. This committee meets regularly to advise the Chancellor's Advisory Committee. (Doc. 73) ETAC is revising the Technology Plan (Doc. 74), with completion scheduled for July 2005, to provide a district-wide perspective to use in technology planning. (Doc. 75)

In 1999 at the time of the previous Accreditation Self-Study, each campus was a separate entity when it came to technology, but during the 1999-2000 academic year, a new district group, Educational Technology Services (ETS), was formed. The ETS organizational chart depicts the reorganization of management and support staff. (Doc. 76) The primary areas supported by ETS are discussed below:

NETWORK

De Anza's network is primarily 10baseT, but some portions of the campus are running at 100baseT. The servers in the Data Center are connected via 155 MB ATM. The main connection to the Internet is a DE3 connection, which supports up to 30 Mbps, though the hardware in place does not always allow for the maximum throughput. During the week, Internet traffic on the campus often ranges from 6 to 8 Mbps, representing approximately 25% usage of the maximum theoretical capacity of the line. Router upgrades are planned to allow for optimum utilization of the pipeline.

Due to security concerns, there is no official support for students to access the network using their laptops in the Library or anywhere else on campus, either on a wireless or a land network.

BACK-END SERVERS

The Data Center for the district resides on the De Anza campus. There are four staff members in the Data Center covering a 24-hour shift each weekday. There is no staffing on holidays or on weekends from 7 a.m. Saturday thru 7 a.m. Monday. There is automated remote monitoring around the clock to alert ETS staff when a server is not operational or the temperature rises above a certain reading in the main data center. The Data Center is the "point of presence" (where the main Internet pipeline connects) for the campus. Automated scripts back up the 98 servers in the complex and there is off-site disaster-recovery in place. All systems have individual battery-backup units. The administrative system cluster is a three-server cluster connected via fiber channel to a SANS unit, and houses the administrative application, student information, human resources, payroll and financial resources. Supported operating systems include Open VMS, Microsoft Windows, and Linux. There is one supervisor, four operators, and four system administrators for systems and the data center.

CLIENT SYSTEMS

De Anza's Client Services handles end-user machines and is comprised of nine technicians and one supervisor. They maintain computers, peripherals, and multimedia equipment in the classrooms, as well as support meetings and special events. With the dissolution of the training group at the district level, the technicians are now fielding a huge number of questions, which increases the length of on-site visits, and reduces the number of visits that can be accomplished in a day or week. The number of in-classroom visits alone has tripled since the training was discontinued. Added to the growing length of response time is the proliferation of "spyware" – malicious software that resides on machines and monitors its traffic.

All classrooms on campus are equipped with a TV, a VCR, and an overhead projector. Fifty-eight classrooms are equipped with data projectors and multi-media presentation consoles. There are about 2,400 computers and over 600 laser printers on campus.

TECHNICAL SUPPORT

All technical support traffic for the district is routed through the Call Center. The hours of operation for the Call Center are 7 a.m. to 6 p.m., Monday through Thursday, and 7 a.m. to 5 p.m. on Friday. After hours, there is one employee available for emergencies to handle requests for both campuses. One supervisor and one full-time employee now staff the Call Center, a dramatic decrease caused by budget cuts. Due to budget cuts, Call Center staff do not receive ongoing training in handling support directly. Instead, they route support requests to the appropriate ETS group via a software package called "DKHelp." If the request is urgent, the Call Center will escalate service by calling or e-mailing a technician directly. New part-time faculty are not formally trained; as a result, many do not know to contact the Call Center if they have a classroom emergency. Calls for support are prioritized; student needs generally receive the highest priority. Some labs have on-site staff to handle support in addition to what is available through the Call Center, as noted below. Certain areas of technology are campus based.

DISTANCE LEARNING

Distance Learning has been a strong part of De Anza for many years. It is evolving from a telecourse model to include diverse technologies, ranging from telecourses leased from outside producers, telecourses produced on campus, teleclasses held on campus that also have off-campus sections viewed through cable cast, Web-based classes using both WebCT and Etudes, publisher's Web sites, streaming video, and even home-grown Internet-based systems. The Distance Learning technical staff also provides support for on-campus Web-enhanced classes, especially in the Language Arts and Business/Computer Systems divisions.

BROADCAST MEDIA CENTER

The Broadcast Media Center creates and distributes instructional media directly to De Anza's student population through an ever-changing use of technology. Live college courses are delivered to students via cable television, reaching over 400,000 Northern California homes, and in streaming form over the Internet, making De Anza courses available worldwide. (Doc. 120) Complete courses and supplemental lessons are also delivered using IP and ISDN videoconference systems, videotape, DVD and CD. These technologies are utilized primarily to support the instruction of more than 10,000 De Anza Distance Learning students who enroll in television and Web-based courses each year. New delivery methodologies are researched and implemented as soon as they are determined to be reliable, economical, and of significant instructional value to De Anza's students. Samples of the services provided by the Media Center:
- Creation and delivery of live and prerecorded De Anza courses via two cable TV channels
- Creation and delivery of De Anza courses via live Web casts and archived video-on-demand files
- Duplication of course lessons on DVD, CD, and VHS
- Operation and maintenance of two television studios and one electronic classroom used for the creation of mediated instruction
- Satellite uplink and downlink services
- Videoconference services

- Compliance with ADA requirements, primarily closed caption services for instructional TV broadcasts or Web casts, as well as closed captioning of videotaped content for TV, Internet, and Library or classroom delivery
- Technical support for De Anza's Film/TV academic program and facilities
- Consultation services for instructional design, engineering, and event support

The department team is comprised of a production supervisor, a systems engineer, a production coordinator, and a broadcast/scheduling coordinator. Student interns, recruited primarily from the De Anza Film/TV academic program, provide significant augmentation to full-time staff. The intern program provides professional, hands on experience in studio production, non-linear editing, digital camera operation, engineering, Web casting and other key tasks that accelerate the student's learning and provide a clear path to employment.

ACADEMIC LABS
Automotive Technology has a classroom set up with 24 computer stations, and has 4 computers in the shop area, one of which is wireless. These computers are available for auto tech students from 6:30 a.m. to 10 p.m. Monday through Thursday, and 6:30 a.m. to 5 p.m. on Fridays. About 600 auto tech students use these computers. Faculty and staff provide most of the support, with contracted outside help when necessary. ETS only supports faculty office computers. Most of the equipment is close to 10 years old; all are PII mostly 166 MHz. A 900 MHz machine is used as a server. Tracking is done just by direct observation.

CNC Programming and CAD/CAM Labs serve manufacturing and CNC students and are open 9 a.m. to 12:10 p.m. and 6 p.m. to 10:10 p.m. Monday through Thursday, and 3 p.m. to 6 p.m. Tuesday and Thursday. Technical support is provided by the CNC lab technician (95%) and ETS (5%). Equipment in this lab includes 26 student computers, 1 instructor computer with projector, 1 server, 4 printers, and 2 CNC controller simulators. Hardware is one year old. Software is current and includes Windows XP, VeraCut, and MasterCAM. The technician and instructors provide instructional support.

The Computer Classroom and **the Resource Center Open Lab** in the **Science Pavilion** are the newest computer labs on campus. They serve all registered De Anza students, but concentration is in the sciences. These labs are open Monday through Thursday 8 a.m. to 9 p.m., and Friday 8 a.m. to 1 p.m. Technical support is provided by ETS, instructional staff is provided by 1.5 instructional associates and staff from the Biological/Health and Environmental Studies Division. Equipment includes DVDs, TVs, VCRs (10-15 each), Mac and PC computers (eventually to total 40), models, and audiotapes. Computers are several years old but new ones will be arriving soon. Computer platforms include Mac OS and Windows. Tracking is handled manually, with WSCH being collected for Biology 500.

The largest lab on campus is in the **Advanced Technology Center** (ATC 203), which provides lab space for three areas. CAOS (Computer Applications and Office Systems) has 92 computers, CIS (Computer Information and Systems) has 132 computers, and

Business/Accounting has 51 computers. In addition, there are 3 computers set up for disabled students. Labs are open Monday through Thursday 8 a.m. to 10 p.m., and Friday 8 a.m. to 7 p.m. Only enrolled students in the business and computer science classes may use the facilities. In addition to the 278 computers listed above, the lab contains 7 printers and 6 VCRs and monitors. All the computers are PC, running Windows XP, 2000, NT, or Unix, depending on needs. All the equipment in the CIS lab is new and current. In CAOS about half of the computers are new and current and the other half are older. All the computers in Business/Accounting are old and compatibility with current software applications is becoming an issue. ETS provides technical support for the lab. There is a lab supervisor and an assistant supervisor. There is one instructional associate in the Business/Accounting lab and 3 instructional associates in the CAOS lab. These assistants can do minor technical support. In CAOS there are instructors and instructional associates available during specified times. In CIS, instructors are in the lab during specified times and in Business/Accounting there is an instructional associate available during specified times.

The **Graphic Design** (ATC 101), **Film/TV** (ATC 111), and **Animation** (ATC 307) **labs'** hours vary quarter to quarter. Open hours for Creative Arts students are available every week. An instructional associate for the division provides all technical support. There are approximately 30 computers in each room all Macintosh and at least three years old. Other equipment includes scanners and printers. Software includes Adobe products such as PhotoShop, Illustrator, Image Ready, InDesign, Go Live, and PageMaker and Macromedia products such as Flash, Freehand, and Dreamweaver. Tracking is handled manually from sign-up sheets.

Language Arts labs are located in ATC 102 and 103. The **Listening and Speaking Lab** in ATC 304 is shared with Intercultural/International Studies. These labs support students within the Language Arts Division. Open hours vary from week to week depending on classes scheduled in the lab. All computers have Microsoft Office and Internet software. ATC 103 and 304 provide specialized software for the ESL and language departments. ATC 304 contains three custom designed audio/video recording cubicles that enable De Anza students to record and play back speeches or presentations for Language Arts and other class assignments, and take the recordings home for later review. ATC 102 has 36 Apple OS X workstations and 3 Windows PC stations. ATC 103 has 28 Windows PC stations and ATC 304 has 19 Windows PC stations. The bulk of the computers were purchased in 2000. A full-time classified staff person manages ATC 102-103 and provides technical support for ATC 304. The labs also hire work-study students to augment the support. Instructors conduct whole-class activities in the labs. Usage in the all the labs is being tracked with a Student Tracking System kiosk.

The **Student Publications Lab** (L-41) supports the student newspaper, La Voz; the literary magazine, "Red Wheelbarrow;" and the Technical Communications program (TECO). Each program has a separate computer area and shares a reception and meeting area. Students who use the lab include journalism and mass communications students, technical communications students, and students from some English classes. Hours for the lab vary per term, depending on staffing, and currently are 11:30 a.m. to 4 p.m.

Monday through Thursday, and Friday 9 a.m. to 5 p.m. In September 2004, a part-time lab assistant was hired for approximately 22 hours a week to provide technical support, lab management, and equipment check out. This position replaced hourly student positions. Equipment for the La Voz lab includes: 3 iMac G5s, 1 iMac G4 laptop, 6 iMac G4s (3 years old), 5 regular iMacs approximately 6 years old (1 used as a server), 7 Alpha-Smart keyboards for student reporters, 2 Macintosh laser writer printers, 1 HP printer/copier, 2 scanners, 2 digital cameras, 3 Nikon SLR cameras with special lenses, and 1 fax machine. Software used includes Mac OS X, Photoshop, InDesign, Illustrator, Quark-Xpress, Dreamweaver, the Microsoft Suite, and proprietary software for Web design and loading. The TECO program uses 3 Dell computers with Photoshop, InDesign, FrameMaker, and Microsoft Word. The Red Wheelbarrow area contains 2 iMacs that are approximately 6 years old, equipped with Mac OS X, Photoshop, InDesign, Illustrator, QuarkXpress, and Microsoft Word. Usage in the labs is tracked with a Student Tracking System kiosk, installed winter quarter 2005.

The **Open Media Lab (OML)** and **Library Internet Lab (LIL)** are open to all registered De Anza students. There are 93 computers in the OML, primarily PCs running on Windows XP. Funding for upgrades and additional computers has been provided by DASB, which provided half the computers when the lab was originally established. Ten computers are new this year, 10 were added last year, and the rest are 3 years old. There are two laser printers, one new color printer, scanners, and one assistive technology station. Audiovisual equipment includes 15 VCRs, eight 8-mm tape players, several DVD players, and audio stations with CD and tape players. There is no group viewing area. The lab houses about 5,000 videotapes and DVDs and about 500 audiotapes. In the last 6 months of calendar year 2004 the OML circulated videotapes and DVDs nearly 13,000 times. In the same time period there were about 1,500 circulations of audiotapes.

The LIL contains an additional 20 computers plus an instructor station and a data projection system. It is used for Library orientations and bibliographic instruction and is open for general student use when classes are not in session. Staff in the OML includes two senior Library technicians who provide desk and computer support, a computer lab operations coordinator who is responsible for most of the technical support, and multiple student assistants. ETS also provides technical support, especially for the network and for the Macintosh computers. The Library's computer operations coordinator manages the LIL, with support from the OML coordinator and ETS. Both labs track usage by checking out computers to students. By using the Library system's history logs we are able to generate reports showing use by each student who uses the lab.

The **Math and Stats Lab** (ATC 309), the **Engineering Lab** (ATC 311), and the **Physics Lab** (S 11, 17) serve Physical Science/Math/Engineering (PSME) students but also extend services to students in the Bio/Health Sciences, Short Courses, Manufacturing and Computer Numerical Control Department, Distance Learning, CIS, and the community. PSME classified staff in coordination with ETS staff provide technical support. PSME provides a lab assistant. The classified staff relies on student assistants for extra instructional support. There are more than 300 equipment items in the labs, including computer workstations, printers, scanners, overhead projectors, VCRs, data projectors,

DVD players, sound systems, and telephones. The computers are primarily PCs but also a few Macs. Two-thirds of the equipment is 5 years old or older. The software used is not the current standard. Most discipline-specific software has not been upgraded in several years, although Java Web-based software is current but running on aging hardware. Faculty members assigned to teach in the facilities maintain their own course records.

The **Psychology Lab**, located in L-27, is being set up as a wireless lab. Ten laptops are on order and secure wireless connections are being installed. The Social Sciences/Humanities Division also created a smart classroom for paralegal studies and a wireless lab in its dedicated classroom (L-22), as of winter 2005. Tracking is being done manually.

The **Computer Access Lab** (Seminar 1) is only open to students with disabilities. The faculty member who teaches in the lab provides technical assistance. The full-time lab assistant position vacancy was frozen, and then eliminated. DASB pays for a half-hour-per-week student assistant. Lab equipment includes 20 PCs on Windows XP and 2 scanners. Software includes assistive technology programs such as Jaws for Windows, ZoomText, Dragon Naturally Speaking, and Kurzweil 3000. The equipment age varies from 1 to 4 years. All specialized software is one version behind current, due to budget constraints.

Self-Evaluation
The Student Accreditation Survey (Doc. 43) shows:
- 87% of the students surveyed agreed that De Anza has provided resources that met their needs in the area of computers with Internet and word processing.
- 71% of the students agreed that De Anza has improved the computer skills.

According to the Faculty and Staff Accreditation Survey: (Doc. 44)
- 39 % disagreed or strongly disagreed that "De Anza College supports its educational programs with adequate resources."
- 39% disagreed or strongly disagreed that "Faculty and staff are adequately supported in their efforts to utilize the Web to provide and develop resources for student learning."
- 36% disagreed or strongly disagreed that "Learning support services (labs, tutoring, etc.) consistently evaluate student learning outcomes and adjust strategies for maximum effectiveness."

The administrative system is one generation behind and a new relational student information system is needed to facilitate our ability to meet the needs of our students, faculty, and staff. Many of the new, innovative initiatives such as the Oracle Portal, Early Alert, and CATS would benefit from a new student information system.

There also needs to be an alternative reporting writer facility to replace MAUI. MAUI is an in-house developed Mac-based report generator that has outgrown its capabilities.

Technology needs are also being identified as a major component of a new bond under consideration by the board for 2006.

<u>Planning Agenda</u>
- The district should acquire a system that provides for real-time information, flexible reporting capabilities, and the integration to a comprehensive student and human resource management system.

<u>Standard III.C.1.b</u>
The institution provides quality training in the effective application of its information technology to students and personnel.

<u>Descriptive Summary</u>
De Anza has been diverted from its commitment to information technology training. When district-wide ETS was established, all training was centralized. During the 2002-2003 school year, the district training positions were eliminated due to budget shortages, and training has not been reinstated. For reasons relating to union contract concerns, the college has not hired any non-classified trainers.

The district Standards Committee evaluates software purchases, and if there is no "help" functionality, software is not purchased. Additionally, the district is evaluating online training/help sites. The Call Center tries to resolve many of the how-to questions that come in via phone and e-mail. Technical Services also reports that often they do one-on-one sessions when answering help calls. Before the trainers left, many support documents were placed online. However, since the software has been upgraded, many of these documents are out of date, and there is no personnel/process in place to update them.

Staff and faculty training at De Anza used to be delivered through the Staff and Organizational Development Office. A training lab exists, but is not being staffed or used for regular training sessions. Due to union contract concerns, faculty and staff are told that there is no formal training available from Staff Development because the classified trainer position was eliminated. Staff Development does not consider the centralization of training to be effective in meeting the needs on campus.

De Anza faculty and staff have access to technology-oriented courses offered through the LinC program at the Krause Center for Innovation at Foothill College, as well as to self-paced CAOS classes offered at De Anza. (Doc. 77, 78) Funding is available for conferences and training related to technology through TTIP. A committee reviews applications and awards grants of up to $1000 per individual. (Doc. 79)

Students have access to technology resources throughout the campus. The LIL and OML provide computers with Internet access and office functionality to all registered students. In the OML there is also limited training available. There are computer stations in the Administration Building for registration online. Campus labs, as outlined in sections III.C.1 and III.C.1.a, provide support for classes.

<u>Self-Evaluation</u>
In the Faculty and Staff Accreditation Survey, 48% of faculty and staff disagreed or strongly disagreed that "The campus provides sufficient hardware and software training opportunities."

The district's ETS Technology Survey (Doc. 80) did not ask about training opportunities." The response district-wide regarding whether the district keeps employees informed of new ways to use technology was evenly split: 42% agreed or strongly agreed while 41% disagreed or strongly disagreed. In addition, 17% had no opinion or didn't respond to the question.

Open-ended responses to the Technology Survey indicate a desire for additional training." More respondents to the survey reported that they depend on a "district-wide expert" than had reported such a preference in previous years. Maintenance of ETS support Web pages also declined with loss in staff.

Despite the lack of formal training opportunities, 57% of faculty use Web-based or specialized software to enhance learning, and 56% believe that technology has a major impact on learning.

Repeatedly, interviewees on this topic pointed to the decision to eliminate the training function as a shortsighted move to cut spending, which has resulted in long-term inefficiency, a decline in technological growth, and low morale. Putting staff and faculty training at the district level began a reduction of efficiency, which has culminated in a drop to zero. Most interviewees reported a desire to provide technology training at the campus level. See Standard IIA for supporting evidence of the desire for more training.

<u>Planning Agenda</u>
- Integrate technology training for faculty and staff into campus-based staff development.

<u>Standard III.C.1.c</u>
The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

<u>Descriptive Summary</u>
The college technology resources are vast and diverse. All classrooms on campus are equipped with a TV, a VCR, and an overhead projector. Also, 58 classrooms are equipped with data projectors, most of which are integrated into an instructor console that includes a computer, a document camera and a VCR/DVD player. Each of these consoles is custom designed to meet the needs of faculty. There are about 2,400 computers and more than 600 laser printers on campus.

The De Anza network has a fiber ATM backbone with 10/100 Ethernet (copper) to the

desktop and is migrating to a 10-megabit Ethernet backbone. De Anza has a DS3 Internet connection, a speed rapidly becoming the standard among the community colleges. At this time De Anza uses about 25% of that bandwidth and is positioned well for future growth, including the increased use of streaming video. ETS personnel continually evaluate past trends in growth at the campus along with understanding industry trends. They also meet with divisions on a semi-regular basis. A complete description of the infrastructure is in Standard III.C.1.a.

A major initiative to move the district to a Web portal environment began last year. (Doc. 81) The district is participating in a consortium, Campus EAI, to develop and share portlets for this new environment. Discussions are in progress regarding an underlying identity management system, a necessary first step to opening the campus network for all users, including laptops and wireless applications. As part of implementing an identity management system, the college will move away from the use of student Social Security numbers as is required under state law. (Doc. 82)

Beginning in 1998 a plan (Doc. 83) to provide all full-time faculty members with upgraded computers was established, using a three-year replacement cycle. Over the next three years, many faculty members received computers. In the fourth year, Phase One computers were replaced. Since that time, Phases Two and Three have received computers on an as-needed basis, due to budget constraints. All newly hired full-time faculty have been provided with computers.

Classified staff computers have been replaced sporadically, as needed and per departmental funding. In 2004-2005, a $90,000 portion of district wide Scheduled Maintenance funds was set aside for non-instructional equipment and is being used to purchase computers and related technology for classified employees. (Doc. 84)

Academic labs have all been dependent on Capital Instructional Equipment funding, grants from outside organizations, or DASB. Support for many of the labs comes directly from ETS.

Distance Learning has extensive equipment needs separate from the rest of the institution. The program controls purchasing decisions, but it works in consultation with ETS.

The Broadcast Media Center operates with two sources of funding: the campus-supplied Operations Budget and an internally generated Revenue Fund. The majority of the Operations Budget is allocated to payroll for student interns, while the majority of the Revenue Fund is used for equipment upgrades. The Center uses no instructional equipment funds, allowing a larger share of instructional equipment funds to be made available to academic divisions. The revenue account is fed through contracts with industry clients. (Doc. 85) Most of the earned revenue is invested in technology upgrades for the department, which in turn allows new services and technologies to be made available to the instructional community on campus. (Doc. 86)

<u>Self-Evaluation</u>
The 2004 Technology Survey (Doc. 80) respondents indicated:
- 62% agreed or strongly agreed that they have been kept informed of changes in technology.
- 79% agreed or strongly agreed that computers are maintained and repaired on a timely basis.

The Accreditation Survey (Doc. 44) showed:
- 66% agreed or strongly agreed that technical support is available on a timely basis.
- 82% agreed or strongly agreed that there is adequate technical support.
- 36% agreed or strongly agreed that there was some improvement in the quality of service in the past academic year.
- 81% of district employees were satisfied or very satisfied with the call center.
- 85% agreed or strongly agreed that they were satisfied with the network.

It is interesting that these survey results conflict with some of the dialogue of our recent meeting of technical users.

<u>Planning Agenda</u>
- Finance and College Services will develop a furniture, fixtures, and equipment replacement plan.

<u>Standard III.C.1.d</u>
The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

<u>Descriptive Summary</u>
ETS, in consultation with ETAC and with input from various constituency groups, determines priorities for distribution of technology resources throughout the district, particularly concerning networks, infrastructure, and administrative computing. On the campus level, decision-making processes for academic computing exist through Program Planning and Budgeting Teams (PBTs) and through the deans and College Council. No campus strategic plan for determining priorities for technology needs exists, but the vice president of Finance has been appointed as technology liaison and has convened a Technology Task Force to begin the process of focusing on campus needs.

<u>Self-Evaluation</u>
The 2004 Technology Survey (Doc. 80) respondents indicated:
- 62% of faculty and staff agreed or strongly agreed that the college provides adequate hardware, software, and telecommunications to employee desktops.
- 48% agreed that campus labs and classrooms have adequate technology resources.

When faculty and staff responded to a question on the Accreditation Survey (Doc. 44) about the resource allocation process, 62% disagreed or strongly disagreed that the process is fair.

The largest concern expressed in interviews conducted by the Standard III.C subcommittee was with the state of academic computing on campus. A large percentage of the academic labs are listed in this document as self-supported, with the majority of the initial funding for these labs coming from DASB. Labs go out of date with no recycling plan in place. Faculty and staff desktop computers are aging. Faculty and staff would like to feel that they are able to continue the long tradition of innovation that the lack of funding has hampered.

Planning Agenda
- The vice president of Finance and College Services, vice president of Instruction, vice president of Student Services, and dean of Academic Services will work with the Campus Budget Team and the instructional deans to develop a plan for the allocation of instructional and non-instructional equipment resources.

Standard III.C.2
Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary
On the district level, the vice chancellor of Technology works with ETAC to design and update the district's Educational Technology Plan (Doc. 87) to support student learning. The district Technology Plan is part of the district's Educational Master Plan (Doc. 88) and Facilities Master Plan. (Doc. 89) Progress in meeting the goals of the Technology Plan is also provided to the Board of Trustees annually as part of the State of Central Services Report. (Doc. 90) College faculty, staff, and administrators participate as members of ETAC, overseeing the development and implementation of the district Technology Plan as well as evaluating technology services. De Anza has recently established a Technology Task Force to begin the process of planning for technology needs, particularly in instruction on campus. (Doc. 91)

Self-Evaluation
De Anza has no functioning plan to integrate technology planning with institutional planning. According to 2004 Student Accreditation Survey data: (Doc. 43)
- 71% of students agreed or strongly agreed that De Anza had improved their knowledge, skills, and abilities in the area of "Computer Skills."
- 87% of students agreed or strongly agreed that De Anza provided resources that met their needs as a student in the area of "Computers with Internet and Word Processing."
- 87% of students agreed or strongly agreed that De Anza provides resources that met their needs in the area of online services and instruction, even though the survey was not distributed to lab classes or Distance Learning students.

According to the Faculty and Staff Accreditation Survey data: (Doc. 44)

- 92% of faculty and staff agreed or strongly agreed that "Students who complete degrees or certificates at De Anza have received instruction and support services to assist them in mastering the competencies covering: Communication, Computation, Critical Thinking and Citizenship."
- 80% agreed or strongly agreed "College Web sites are effective in providing information that is easy to locate for students."
- 39% indicated that they were not "adequately supported in their efforts to utilize the Web to provide and develop resources for student learning." These figures are consistent with the responses given in the Standard III.C.1.b section on faculty and staff training.
- 36% indicated that learning support services (labs, tutoring, etc) did not "consistently evaluate student learning outcomes and adjust strategies for maximum effectiveness."
- 38% feel that the college does not "provide adequate software, hardware and telecommunications to each employee's desktop."
- 52% did not believe that "Classrooms and labs have adequate computer equipment and technical resources to support teaching and learning."
- 66% felt that "Technical support is available on a timely basis."

Planning Agenda
- Develop a De Anza College Technology Plan based on the campus Educational Master Plan that provides direction to the district Technology Strategic Plan.

Standard III.D
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Standard III.D.1
The institution relies upon its mission and goals as the foundation for financial planning.

Descriptive Summary
Financial planning is integrated with and supports all institutional planning. Financial planning begins with planning and financial review in the Planning and Budget Teams (PBTs) for Instruction, Student Services, and Finance and College Services. (Doc. 93) The Workforce and Economic Development Team was integrated into the other three teams as a result of those functions being collapsed functionally into Instruction and Finance and College Services. All PBTs consider the functions they represent in determining resource allocation recommendations in support of the institutional mission and goals.

<u>Self-Evaluation</u>
The committee review processes for budget allocation are very inclusive and comprehensive. A more formalized tracking process to relate decision-making to mission and goals could be utilized. However, in an educational environment that serves such a broad constituency and mission it would be difficult, especially in such challenging budget conditions, to identify resource allocations that have been identified for other than core programs and services. Processes related to reductions, especially in the areas of faculty and staff, received careful consideration and review at all levels relative to the core mission and goals.

<u>Planning Agenda</u>
No recommendations at this time.

<u>Standard III.D.1.a</u>
Financial planning is integrated with and supports all institutional planning.

<u>Descriptive Summary</u>
The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

The Campus Budget Team is a shared governance group that considers the overall financial position of the college. This group includes representatives from the PBTs and considers the overall impact to the college of budget recommendations. The goals of the Campus Budget Team are to make recommendations to College Council that ensure the adequate allocation of resources to carry out the Educational Master Plan, to support prudent budget management, and to identify unfunded and under-funded activities and needs. (Doc. 94) College Council is also a shared governance group and has been identified as the final step in the process of recommendations to the president in matters of budget allocation.

<u>Self-Evaluation</u>
Financial planning and budget development at De Anza is responsive to the programmatic and service needs that support SLOs. In the current environment of budgetary constriction we must be annually responsive to the budget process while honoring the existing Educational Master Plan goals that exist for a five-year period. In the future, consideration should be given to provide for flexible, shorter-term institutional planning that would be responsive to budget considerations.

<u>Planning Agenda</u>
No recommendations at this time.

Standard III.D.1.b
Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary
Institutional planning occurs as a result of the development of the Educational Master Plan and is supported by the efforts of the PBTs. The PBTs respond to assessments of resource availability and expenditure requirements in the current year and in budget development for the subsequent year. The financial condition of the district is presented through quarterly reports from the vice chancellor of Business Services. (Doc. 95) In addition, the college financial position is reported by the vice president of Finance and College Services to the Campus Budget Team, College Council and through regularly scheduled town hall meetings. (Doc. 96)

Program and service areas are encouraged to pursue external funding through partnerships or grant opportunities. These initiatives are typically grassroots in nature and championed by individual faculty members and/or program managers. The FHDA Foundation coordinates grant-writing efforts to eliminate duplicate pursuit of funding sources and also explores development opportunities based on campus priorities.

Self-Evaluation
Financial assessment is ongoing and responsive to the dynamics of state funding driven by enrollments as well as escalating expenditures. Current financial information is readily available at both the district and campus levels. (Doc. 97) Division leadership as well as individual faculty members actively pursue resource development opportunities locally and at the state and federal levels. The elimination of the grant support position four years ago has created a void of coordination and support for these efforts.

Planning Agenda
No recommendations at this time.

Standard III.D.1.c
When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary
All obligations are budgeted at the district level and reported in the notes to the financial statements and are accounted for in the Debt Reserve Fund. The largest obligations of the district are for repayment of $248,000,000 of General Obligation (GO) Bonds authorized in 1999. The district has sold and issued $157,575,063 of GO Bonds through June 30, 2004 for the purpose of construction and renovation of college facilities.

Financing and refunding Certificates of Participation (COPs) account for the largest balance of long-term debt obligated by the district. Long-term debt service is budgeted as

its first priority along with other long-term liabilities. Outstanding debt service is repaid from revenue streams such as parking and campus center use fees. A debt-service schedule is included in the district's annual budget. (Doc. 98)

Self-Evaluation
This area is annually reviewed through external audit. Financial reports are presented quarterly by the Audit and Finance Committee to the Board of Trustees. (Doc. 99)

Planning Agenda
No recommendations at this time.

Standard III.D.1.d
The institution clearly defines and follows its guidelines and processes for financial planning and budget.

Descriptive Summary
The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets. Many shared-governance groups participate in the process to develop plans and to make budget recommendations. There are three Planning and Budget Teams (PBTs) that represent the areas of Instruction, Student Services, and Finance and College Services. In addition the Campus Budget Team reviews PBT recommendations and considers financial policy issues at the campus level. College Council acts as the final review of planning and budgeting recommendations and provides direct advisement to the president. All of these committees meet bi-weekly during the academic year. Membership is consistent for the academic year and participation is very high. Governance group members co-chair the PBTs with the vice presidents, and make recommendations to College Council and the president.

Self-Evaluation
In fall 2004 a survey (Doc. 117) was sent to members of the PBTs to gauge how members felt the financial planning and budget process was working. Of those responding:
- 86% thought "the frequency of the meetings" is "just right" and that "the membership structure and make-up of the committee was representative of all governance groups."
- Regarding the question of whether relevant data was "readily available, shared with committee members, and used for decision making," 57% indicated "all of the time" and 43% indicated "some of the time."
- 86% answered that "budget assumptions and challenges are communicated to the college community in preparation for budget development are "clear."
- While 71% said they were "satisfied" with "the level of discussion concerning budget impacts /requests for their division" only 57% were "satisfied" with "the

level of discussion concerning budget impacts/requests across all functional areas."

- 71% of PBT respondents thought that "budget recommendations have been guided by the educational, facilities, and technology master plans"…"most of the time."
- 50% felt that "Campus Budget and PBT recommendations are reflected in final budget decisions"…"most of the time" while 50% answered that they are reflected only "sometimes."

In the last several years the budgeting and planning process has focused on responses to budget reductions. The formal process outlined above was followed except in cases where confidentiality around specific layoffs prevented disclosure. However in all cases the PBTs provided recommendations that ultimately determined the proposed reductions. There has not been a formal linkage between the PBTs and information was often shared at the senior staff level. However, this process has been somewhat improved by having PBT representatives who serve on the Campus Budget Team report activity to the PBTs. This has served to provide a forum at an institutional level to consider cross-functional impacts in response to survey shortfalls.

Planning Agenda
No recommendations at this time.

Standard III.D.2
To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Descriptive Summary
At the district level, computerized systems exist to monitor budget activity and can provide real-time available balance information. De Anza's director of Budget and Personal and the campus-based budget analyst work closely with departments and divisions to ensure budgetary compliance and provide assistance in the budget process. The District's budget director annually communicates information regarding the budget process, including timelines, to the college. The college responds by providing templates to the deans and department heads to review and/or change discretionary budgets. Personnel budgets are also provided to review for accuracy.

The District's Purchasing Department monitors and verifies available funds before a purchase order is released as well as checking purchasing authority as defined by board policy. Every account has an assigned budgeter who is required to sign off on all purchases.

Monthly financial reporting is provided via the Web and includes the Monthly Expense Report (MERS). The MAUI system and Financial Resource System (FRS) enables

division deans and program managers to review financial data electronically. In addition, the vice president for Finance and College Services, the director of Budget and Personnel, and the budget analyst review revenue and expenditure data on a monthly basis and ask division deans and program managers to respond to budgetary concerns.

Self-Evaluation
Many of the same issues exist around the antiquity of the District's financial management system and reporting tools. Oversight is extremely labor intensive due to reporting inadequacies. Systems are not user-friendly and require very detailed knowledge of the accounting system and structure to use them effectively. A state-of-the-art financial management system would provide quick, easy, and flexible reporting currently not available to this college. New employees do not receive training in the District's reporting systems making accessibility a greater challenge.

Although the Collegis Report strongly recommended that planning for a replacement system be initiated immediately, there have budget barriers to moving forward. The most recent District Technology Plan (Doc. 87) identifies replacement as a strategy and funding to potentially occur through a Proposition 39 Bond. It is critical that the college provide input to the district in the selection and acquisition of a new financial management system.

Planning Agenda
- The district should acquire a system that provides for real-time information, flexible reporting capabilities, and the integration to a comprehensive student and human resource management system.

Standard III.D.2.a
Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary
The Foothill-De Anza Business Services Office is responsible for coordinating the development of the district's annual budget. The District Budget Committee recommends budget policy and budget scenarios to the Chancellor's Advisory Council (CAC). Starting in fall and continuing through spring, the Budget Committee reviews the prior year's activity, receives requests for additional or new funding, works on policy changes or reviews and develops revenue and expenditure scenarios based on the latest information from state and local sources.

At De Anza, the Educational Master Plan (Doc. 21) has served as the college's central document for planning and budgeting resources. It guides all educational decisions and resource allocations. These planning efforts help De Anza anticipate the future and plan accordingly. Each year the college revisits old plans and creates new ones to meet the

emerging needs of the institution. Having an inclusive and transparent process for budget cuts has been especially important during the past few years of state budget reductions. De Anza's shared governance groups have been actively involved in assuring that our limited funds and resources are allocated in a manner keeping with the four master plan goals.

Program Review and resource allocations are carried out in three program areas, each headed by a vice president (Instruction, Student Services, and Finance and College Services). This allows areas with common interests and goals to determine their particular needs in accordance with the Educational Master Plan. Recommendations developed by each Planning and Budgeting Team are forwarded to the Senior Staff and the Campus Budget Team. The Campus Budget Team is composed of members from each of the four Planning and Budgeting Teams. Their recommendations are then forwarded to the College Council, where final recommendations are made based on a college-wide view of programs and how they fit the Educational Master Plan. After much input and consultation, the president makes final recommendations to the chancellor and the CAC.

Out of this process comes an annual budget that is monitored, updated, and reported on throughout the year. An annual audit is performed and all exceptions are reviewed and responded to under the oversight of the Audit and Finance Committee, a sub-committee of the Board of Trustees.

Foothill-De Anza engages an external accounting firm to perform its annual audit. Perry Smith and Company, Certified Public Accountants, stated in their unqualified opinion that the financial statements were found to fairly represent the financial conditions of the college and the district as they related to carrying out the master plan goals. All audit exceptions are reviewed and responded to under the oversight of the Audit and Finance Committee, a sub-committee of the Board of Trustees. A final audit report is issued, reviewed, and approved by the full board. (Doc. 99)

Self-Evaluation
Financial documents reflect the annual allocation of funds to the various departments and programs. A monthly financial report (MER) and a budget-to-actual comparison of discretionary funds are issued for careful monitoring at the program levels. (Docs. 100, 101) Further, annual audit reports have found no questionable practices or accounting irregularities. (Doc. 102) It is important to note, however, that only 39% of respondents to the Faculty and Staff Accreditation Survey felt that the process for allocating campus materials, resources, equipment, and personnel is fair.

Planning Agenda
No recommendations at this time.

Standard III.D.2.b
Appropriate financial information is provided throughout the institution.

Descriptive Summary
SCT Plus is the district-wide software that Foothill-De Anza's Business Services and De Anza College staff depend on to monitor all budgetary activity. It provides real-time accountability of financial information for management evaluation and fiscal services reporting. In addition, the District Accounting Department's Web pages provide information and graphics detailing procedures to follow for all budget managers. (Doc. 121) Authorized employee positions are monitored through the Human Resource System, and the Purchasing Department tracks available funds in departmental accounts prior to releasing a purchase order. Faculty, staff, and administrators have several opportunities to keep informed about budgetary and financial issues through the following fiscal reports:

- Monthly Expense Reports (MERs) are updated monthly and posted to the district's Intranet for viewing at any time by staff. (Doc. 100)
- Financial Resources System (FRS) is updated each evening and may be viewed on the district Intranet site at any time by authorized staff.
- Human Resources System (HRS) is updated daily and may be viewed online for inquiry by authorized staff.
- MAUI (Macintosh Assisted User Interface Software Program) is a stand-alone program developed and written by staff from the district's Educational Technology Services (ETS). It has been tailored to the needs of our colleges and can be distributed to anyone within the district. It can be used for FRS, SIS and HRS data. It provides up-to-date data for users to view, but not to change in the database.

The following college and governance meetings are open to everyone:
- De Anza Town Hall meetings are conducted usually once per quarter by the vice president of Finance and College Services and the director of College Services to provide information about budget issues, and to gather feed back from faculty and staff. (Docs. 96) Additional Town Hall meetings regarding Measure E construction projects are also held about once per quarter to update the campus community. Approximately $130 million has been earmarked for renovation and construction at De Anza.
- The Foothill-De Anza Audit and Finance Committee is a subcommittee of the Board of Trustees augmented with additional community members. This committee holds regularly scheduled meetings open to the public. It monitors progress on bond expenditures and transfers, reviews all audit findings, meets with the district external auditors, and reviews other significant financial policies and recommendations of the district. (Doc. 103)
- De Anza's Planning and Budget Team (PBT) meetings are participatory governance teams designed to review financial and planning issues in the three major areas of the college. Each vice president's area has a PBT that receives information on college-wide budget issues, and makes recommendations on budget allocations within their respective areas. (Doc. 93)

- De Anza's Campus Budget Team has representatives from each of the PBTs and addresses college-wide budget issues. This team links to the District Budget Advisory Committee to ensure continuity in information and decisions, and also makes recommendations to Senior Staff and the College Council.
- The District Budget Advisory Committee meets every two weeks and is composed of representatives from each of the campus budget teams and Central Services personnel. The committee reviews budget parameters and progress on revenue and expense during the year. This committee also reviews major budget policy and procedure and answers budget-related questions that may arise from the campus. Agenda and minutes of the committee are posted on the Business Services Web site and at the District Office. (Doc. 104)

The following publications and Web sites are also sources of information:
- La Voz is the De Anza College student newspaper. It informs students about current budget situation and policies. (Doc. 105)
- The Foothill-De Anza Web site maintains a current posting from the chancellor on policy and budget matters. This site makes available the minutes of the Board of Trustees and the FHDA Audit and Finance Committee. Updates on state budgetary issues and other reviews are available here (Doc. 106) and on the De Anza Web site.

These sources are available to and are utilized by both the district and college from top management to division deans and program heads. There is ample opportunity to be informed.

Self-Evaluation
One-third of De Anza employees responded to the Faculty and Staff Accreditation Survey in fall 2004. (Doc. 27) Of those responding, 57% feel that administrators, faculty, and staff have appropriate opportunities to participate in and influence the development of college financial plans and budgets. Fifty-two percent of respondents stated that the financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision making. However, 35% disagreed with this statement.

The district's system runs on three files that are not integrated: the Human Resources System (HRS), Financial Resources System (FRS), and Student Information System (SIS). There has been ongoing concern about this foundation for technology. While the district has identified the cost to transition to a new system, the initial cost estimate, which exceeds $10 million, has so far precluded progress on a replacement. In the meantime, the district is actively pursuing a database system, such as Oracle, that will lie on top of the flat file system and allow us to extract and cross reference data in the three systems mentioned above. While it is not a permanent fix to the underlying architecture, it is allowing us to work at a higher analytical ability for the time being. While the analytical ability of the existing system is weak, the transactional ability to pay bills, check online for account balances, pull simple reports by college, file necessary state

reports, comply with external audit requirements, etc., are all solid features of the existing system.

Planning Agenda
- The district should acquire a system that provides for real-time information, flexible reporting capabilities, and the integration to a comprehensive student and human resource management system.

Standard III.D.2.c
The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary
The District receives its revenues from three major sources. They are categorized in the books and records as federal revenues, state revenues, and local revenues. All revenues are maintained at the district level and distributed to the colleges based on the approved annual budget.

CASH FLOW AND RESERVES
Through careful planning and budgeting, the district has historically maintained a healthy cash flow and sustains adequate reserves to ensure fiscal stability. (Doc. 98) The Board of Trustees has a practice of maintaining a 5% reserve for General Fund Operations.

The district's financial review cycle results in monthly analysis of the financial condition and related cash flow at the management level. Formal reviews of the financial condition of the district are prepared at the end of each financial quarter and reviewed by the Audit and Finance sub-committee of the Board of Trustees, and by the Board of Trustees. Each of these documents present forecasts of year-end revenues and expenditures, and the related cash flow. Any adverse trends are highlighted to the board in a timely fashion. (Docs. 98, 99, 102)

The last three years' ending balances of the unrestricted general fund (Fund 14 and Fund 15) are as follows:

2003-2004	$19,771,902
2002-2003	$20,097,889
2001-2002	$23,756,390

These amounts are sufficient to maintain a reserve of 5%. This reserve level has been achieved in each of the recent budget years, as is evident in the annual and quarterly reports. (Doc. 95) It is also important to note that the 5% target is well within the California Community Colleges Chancellor's Office guidelines for what is considered to be a healthy, viable, unrestricted reserve. All reserves are maintained and accounted for at the district level.

RISK MANAGEMENT

The district employs a director of Risk Management whose responsibility is to protect and preserve the people and assets of the district. The FHDA maintains adequate levels of various types of insurance, such as property and liability, to assist in this task. Safety training, such as forklift and confined space training, and frequent monitoring for potential safety issues is also a major component of the Risk Management function. OSHA compliance and careful oversight of any claims against the district are also areas of Risk Management accountability.

INSURANCE

The district maintains adequate insurance on property and liability. (Doc. 107) The lines of coverage and the relevant deductibles are summarized and updated periodically. This "Insurance Coverage Summary" is made available to the appropriate managers and staff as needed. Annually, the district risk manager reports the status of our coverage to the Board of Trustees. The most recent report was presented to the board on Nov. 1, 2004. It is item 6 on the agenda. (Doc. 108)

EMERGENCIES AND UNFORSEEN OCCURRANCES

Each year as a backup, the district participates in the Tax Revenue Anticipation Notes (TRANS). TRANS are issued by local governments to finance short-term cash flow deficits, which may occur due to the irregular nature of cash flows from taxes and other revenues. While the authorization has been in effect to draw funds from TRANS, the district has not found it necessary as it has had sufficient cash flow to meet its annual operational needs.

Every attempt is made to operate under a balanced budget. The district has also maintained the 5% reserve level for year 2004-2005, through necessary reductions in programs and cooperation with representatives to modify employee medical benefit programs to offset some of the increased cost of benefits.

Self-Evaluation

The district was able to maintain 5% reserve in the last three years even during the worst economic crisis in the state's history. The financial health of the district was affirmed when the second series of bonds for Measure E in September 2003 were issued. The district received a Moody's bond rating of Aa1 and a Certificate of Participation (COP) rating of Aa3. This was the highest rating of bonds for any community college district in the state. The rating is based on the strength of the local economy, the financial management of the district and the minimal amount of debt the district carries. This is important because it affects the interest rate paid on the debt.

As a result of the new requirements of the Governmental Accounting Standards Board (GASB), the district conducted an actuarial analysis of the obligation it has incurred for future medical costs for retirees. (Doc. 109) This analysis was conducted in September 2004 and indicated that the total un-funded medical costs for retirees and future medical costs for active employees vested for retiree benefits was about $190 million. There has been ongoing discussion within the district on various strategies to begin funding this

obligation as recommended by the GASB. No final decision has been made on funding for the 2004-2005 year, but it is an active discussion item with the unions and the board. The district has no funds set aside for these future costs of medical care for retirees.

Planning Agenda
No recommendations at this time.

Standard III.D.2.d
The institution practices effective oversight of finances including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary
California and federal laws are implemented in the oversight of all externally funded programs. Title V governs the college's financial aid activities. All finances, including auxiliary organizations and investments, are carefully monitored at both the college and district levels.

The first level of financial oversight begins with the budgeters, who have the duty of approving all expenses charged to their accounts. On the campuses, there are various levels of delegation and authority. Any expenditure of more than $1000 needs approval of the appropriate vice president. The second level of oversight is Business Services at the district level. This department reviews accounting records each month to generate required reports for various governmental agencies. For example, this office supplies the data for the U. S. Department of Education's monthly, quarterly, and annual financial aid reports. Government agencies may reconcile the reports from the district and college with information provided by others, such as the students receiving financial aid.

The district maintains an auxiliary organization, the FHDA Foundation, which administers most of the donations made to the district and the colleges. Its board of directors monitors expenses that are charged directly to the Foundation budget. Many donors restrict their contributions to the Foundation for specific uses. (See section III.D.2.e for a broader discussion of auxiliary activities.)

The district's Audit and Finance Committee monitors institutional investments. (Doc. 110) District investments are managed by Business Services under the direction of the Board of Trustees.

At the college level, oversight of finances is limited to the following areas:
- Salaries and wages of full- and part-time employees and students
- Release time, stipends, and additional duty pay
- Allocation of FTEF and WSCH; the monitoring of productivity and WSCH achievements
- Operating and discretionary B budgets and expenses

- College-generated revenues, including fees, fines, contract instruction and community services, enterprise activities, grants, and categorical funds
- Foundation contributions and expenditures

Responsibility for this oversight begins with the vice president of Finance and College Services and the director of Budget and Personnel. From there, individual program managers assume day-to-day responsibility. The vice president of Finance and College Services monitors expenditures throughout the year.

Self-Evaluation
De Anza faculty and staff indicated a 52% comfort level with the financial management system and the control mechanisms in place. This is supported by the unqualified opinion issued by the district's external auditors. (Doc. 111) De Anza and the district have multiple levels of oversight and the mechanisms presently in place appear to be working effectively.

Planning Agenda
No recommendations at this time.

Standard III.D.2.e
All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary
Important auxiliary activities are carried out by the FHDA Foundation, which administers donations to the district and the colleges and has 24 members. (Doc. 112) The Foundation Finance Committee reviews and evaluates fund managers for performance and prudence. As needed, the committee reallocates resources for better performance. The current fund balance is more than $20.5 million. An executive director, an associate director, and one assistant development officer run the Foundation and are working to become self-sustaining by generating funds to cover operating budget without district financial support.

Another important area is the college Enterprise Fund, which encompasses the Bookstore, Food Services, Printing Services, and Campus Center operations. The Enterprise Fund is an $8 million operation. (Doc. 113) The primary roles of operations in this area are to provide necessary services to students and to enhance the learning environment. Entities in the Enterprise Fund pay all of their expenses and support a key administrative position, the director of College Services.

These areas must be financially self-sustainable. The largest of these enterprises is Printing Services. Changes in demand for printed materials as a result of Web-based technology and serious reductions in the college's discretionary budgets have financially challenged this area. Responses have included reductions in full-time permanent staff and

additional proposals under consideration that would streamline operations and eliminate existing debt service.

Two other major "self-support" activities at De Anza operate with a combination of grant funding and fees. Professional and Workforce Development and the Child Development Center both serve the communities at large and are equally challenged to maintain their fiscal viability. Increasing wages and benefits and stagnant local economies are among the impacts to these activities.

"A Night of Magic" is De Anza's annual fundraiser. (Doc. 59) Profits from this event are designated to a specific project or need on the campus. During its 12-year history, these successful events have addressed the needs of technology, the Learning Center, and the new Science Building, to name a few. De Anza also benefits from the FHDA Celebrity Forum Speakers Series. These sold out events bring the world's best and brightest to Silicon Valley. The 2004-2005 line-up included such luminaries as Mikhail Gorbachev, Toni Morrison, Prince Edward, and Robert Reich.

The De Anza Associated Student Body (DASB) is also a major supporter of college programs that enhance student life on the campus. Their annual budget exceeds $1million, including $734,400 in support of college programs. (Doc. 114) Annually, DASB solicits and funds a number of requests. Their funding goals include programs that help students achieve their academic and personal goals. Further, DASB promotes diversity and equality among all students. The DASB also supports a 0.75 FTE accounting staff position for the college and a 1.0 FTE Flea Market coordinator. The Flea Market offers an opportunity for both the college and student clubs to earn additional funds. It is a popular community event held once each month on the De Anza campus, and generates about $300,000 in gross revenue each year.

A number of grant-funded activities are coordinated and overseen by program managers, directors, and deans with the assistance of the vice president of Finance and College Services. Accounting for such funds is handled at the district and is subject to external audit and compliance standards by the governing agencies.

Self-Evaluation
The Bookstore and Printing Services have been experiencing increased competition from outside vendors that has affected their ability to be profitable or break even.

Planning Agenda
No recommendations at this time.

Standard III.D.2.f
Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

<u>Descriptive Summary</u>
Sections 81655 and 81656 of the State Education Code and the Public Contract Code regulate all such contractual agreements with external entities. District Board Policies 3140 and 3143, and District Administrative Procedures AP3140 and AP3143 have been written to conform to these codes and are enforced by procedures in use by the District Materials Services and Business Services departments. The District Board policies require that all contracts and purchasing transactions shall be in writing.

The chancellor or her designee approves all contracts, and the Board of Trustees has final approval on major contracts. Designated signers in various capacities include the vice chancellor of Business Services, director of Operations, director of Purchasing, vice president of Finance and College Services, and director of College Services, and the director of Budget and Personnel. Review, modification, and eventual sign-off are done in accordance with the district's Purchasing Policies, Procedures, and Delegation guidelines.

Examples of major contractual agreements with external entities include an agreement with COMPAS (Computer Assisted Study) for services associated with the district's labs, instructional materials, specific instruction, and a wide range of computer technology support. Another example is a Joint Powers Agreement with the South Bay Regional Public Safety Training Consortium, which provides training and education programs in response to the needs of public safety agencies. These and other major contracts are all initiated, contracted, and implemented through the application of the existing policy guidelines and control procedures stated in the referenced policies.

During the past two years many major contractual agreements have been signed in support of Measure E plans and programs. (Doc. 115) This very important work is in direct response to the specific goals set as part of the institution's future plans; namely, meeting the growing educational needs of our community and enabling us to employ fiscal recourses to improve the efficiency, productivity, and accountability of the institution.

Any changes to or termination of any contractual issues, especially issues that do not meet appropriate standards of quality, or that could cause serious budgetary problems, are under the control of the same executive levels identified above.

<u>Self-Evaluation</u>
A review of the documentation and procedures associated with this standard indicates that the departments and individuals involved follow the provisions of established guidelines and control procedures in all efforts involving contractual matters. Contracts in place respond to the Educational Master Plan goals of the college, especially goals one, three, and four, dealing with the climate of learning, appropriate current technology, and planned growth with fiscal soundness. Contracts involving Measure E are especially evident examples of this. The process of reviewing contracts and negotiating the best terms and conditions for the college receives heavy emphasis in the process. Purchasing policies are strictly maintained. (Doc. 116)

<u>Planning Agenda</u>
No recommendations at this time.

<u>Standard III.D.2.g</u>
The institution regularly evaluates its financial management process, and the results of the evaluation are used to improve financial management systems.

<u>Descriptive Summary</u>
The day-to-day operations of the Financial Resources System (FRS) are monitored and evaluated by the FRS Advisory Group. The district controller chairs this committee, and the members consist of the district Accounting and Purchasing staff, the Campus Budget Analysts, and FRS programmers.

The district budget process is monitored and evaluated by the District Budget Committee. The committee is chaired by the vice chancellor of Business Services and includes representatives from each constituency of shared governance throughout the district.

By conducting periodic audits of financial statements and related data, the Audit and Finance Committee of the Board of Trustees evaluates the overall financial status of the district. The vice chancellor for Business Services brings concerns from the Audit and Finance Committee to the District Budget Committee for review and consideration. Two members of the board sit on the committee and one of them chairs the group. This committee also includes members from the community.

At the college level, the budget process is monitored and evaluated by the Campus Budget Team. This committee is chaired by the vice president of Finance and College Services and is composed of representatives of all the college shared governance groups. (Doc. 94)

All the committees and groups noted previously provide oversight and support services to assure compliance with existing financial policies, in line with the institution's mission, goals, and Educational Master Plan. Actions undertaken by the various committees include the detailed review of financial reports comparing actual performance to budgets, the review of specific internal control procedures in place to protect assets and assure adherence to existing systems and policies and, when necessary, the analysis of the impact of budget reduction alternatives.

<u>Self-Evaluation</u>
The current financial system provides an effective means of keeping current on the financial status of the college. Financial reports are complete, timely, and accurate, and give a clear picture of the financial condition. (Doc. 99) Budget-to-actual comparisons are provided in great detail, assuring close control over expenditures. (Doc. 101) The financial system, while not directly impacting any of the four Educational Master Plan goals, does provide appropriate reporting of the expenditures associated with those goals.

The financial reporting also provides timely information to enable quick response to any adverse budget conditions, thus preventing any serious cost or expense over-runs. The financial system also serves as a reporting system to monitor contractual matters discussed in the prior section of this report (Section III.D.2.f). By accurately tracking budget-to-actual status, the status of current spending of contractual commitments can be closely monitored.

<u>Planning Agenda</u>
No recommendations at this time.

Sources for Standard III

Doc. 1 – Job Description Examples and www.fhda.edu/jobs
Doc. 2 – Position Announcement Examples
Doc. 3 – Hiring Process Manual
Doc. 4 – De Anza College Catalog 2004-2005 and 2005-2006
Doc. 5 – FA Agreement
Doc. 6 – SEIU Classified Contract
Doc. 7 – CSEA Classified Contract
Doc. 8 – Teamsters Contract
Doc. 9 – Administrator's Handbook
Doc. 10 – Agenda for Town Hall, Nov. 6, 2002
Doc. 11 – Equity Task Team Workshops, Jan. 17, 2002 and Nov. 25, 2003
Doc. 12 – Academic Senate Handbook
Doc. 13 – Board Policies and Board Administrative Procedures; or see www.fhda.edu
Doc. 14 – Custodial Program Review Document; also see
www.research.fhda.edu/programreview/programreview.htm
Doc. 15 – Board Policy Manual
Doc. 16 – Orientation Document
Doc. 17 – FA News
Doc. 18 – Instructor Survival Kit
Doc. 19 – Part-time Faculty Handbook
Doc. 20 – Equal Opportunity Training Process
Doc. 21 – DE ANZA 2005 Pathways to Excellence, spring 1999
Doc. 22 – Multicultural Plan, 1999
Doc. 23 – De Anza College 2005: Pathways to Student Equity
Doc. 24 – Equity Collaboration Team Members
Doc. 25 – Curriculum Committee Members
Doc. 26 – Diversity Advisory Council
Doc. 27 – Faculty and Staff Accreditation Survey, November 2004
www.deanza.edu/about/accreditation/updates.html
Doc. 28 – http://research.fhda.edu/factbook/factbook.htm
Doc. 29 – Professional Development Activities
Doc. 30 – 2003-2004 Staff Development Workshops Report
Doc. 31 – LinC Program Assessment
Doc. 32 – Budget Process Chart
Doc. 33 – Partnership for Excellence Positions
Doc. 34 – Space Inventory Report, 2005-2006
Doc. 35 – Evidence of Seismic Safety Compliance from State Architect
Doc. 36 – Class Schedule for Spring 2005
Doc. 37 – Americans with Disabilities Act (ADA) Standards
Doc. 38 – Facilities Committee Members List
Doc. 39 – Barrier Report Form
Doc. 40 – FHDA Board of Trustees Measure E Budget, Revised Jan. 6, 2003
Doc. 41 – Construction Documents Showing I
Doc. 42 – Vehicle Aid Assists Report

Doc. 43 – Student Accreditation Survey Summary 2004
Doc. 44 – Faculty and Staff Accreditation Survey Summary 2004
Doc. 45 – Renovation and Construction Documents Regarding Better Evening Lighting, an Emergency Telephone System, and Signage
Doc. 46 – Parking Spreadsheet by Mike Brandy, Oct. 14, 2003
Doc. 47 – Emergency Plan
Doc. 48 – E-mail on CPR Class Offering
Doc. 49 – Emergency Procedures for Off-Site Facilities
Doc. 50 – Emergency Procedures for Disabled Students
Doc. 51 – Hazardous Materials Management Plan
Doc. 52 – Facilities Master Plan 1999
Doc. 53 – 2002 Facilities Assessment
Doc. 54 – Facilities Condition Assessment Report
Doc. 55 – Facilities Master Plan Meeting Minutes
Doc. 56 – Measure E Budgets
Doc. 57 – Facilities Committee Meeting Minutes
Doc. 58 – Equipment Replacement and Maintenance Requests
Doc. 59 – "A Night of Magic" Information (includes financial reports, flyers, invitations)
Doc. 60 – Non-Instructional Equipment Application and Selection Criteria
Doc. 61 – Telephone Information
Doc. 62 – Example of Multimedia Classroom
Doc. 63 – Resource 25 Software Program; Reports on Academic and Non-Academic Use of Classrooms
Doc. 64 – Division of State Architect Regulations
Doc. 65 – Plant Services Documentation of Inspections Performed on Campus Facilities
Doc. 66 – DA Budget Summary Rev 8 BoT8.25.03
Doc. 67 – 5-Year Construction Plan
Doc. 68 – 5-Year Capital Outlay Plan
Doc. 69 – Pathway Study
Doc. 70 – Facilities Master Plan Updates
Doc. 71 – College Council Meeting Notes
Doc. 72 – Collegis Inc. Analysis
Doc. 73 – ETAC Minutes (http://ets.fhda.edu/etac/minutes)
Doc. 74 – District Technology Plan
Doc. 75 – District Technology Revision Plan
Doc. 76 – ETS Organizational Chart (http://ets.fhda.edu/who_we_are)
Doc. 77 – LinC Schedule of Classes
Doc. 78 – Schedule of Classes
Doc. 79 – TTIP Sample Applications
Doc. 80 – ETS Technology Survey (http://ets.fhda.edu/TechSurvey)
Doc. 81 – ETAC Notes on Web Portal
Doc. 82 – Evidence of Discussions on Implementing an Identity Management System
Doc. 83 – Notes from Dean of Academic Services on Faculty Computer Plan
Doc. 84 – Copy of Requisition for Non-Instructional Equipment
Doc. 85 – Broadcast Media Contracts with Off-Campus Clients
Doc. 86 – Broadcast Media Fund 15 Accounts

Doc. 87 – District Educational Technology Plan
Doc. 88 – District Educational Master Plan
Doc. 89 – District Facilities Master Plan
Doc. 90 – The State of Central Services Report
Doc. 91 – De Anza College Technology Task Force Member List, Notes of Minutes
Doc. 92 – Projection of Staff Increases and Support Costs 2002-2009
Doc. 93 – PBT Meeting Minutes/Agendas Regarding Planning and Financial Reviews
Doc. 94 – Campus Budget Team binder
Doc. 95 – Annual and Quarterly Reports from Vice Chancellor of Business Services
Doc. 96 – Agendas for Town Halls Discussing Budget
Doc. 97 – www.fhda.edu/budget_update
Doc. 98 – FHDA District Annual Budget
Doc. 99 – Financial Reports from Audit and Finance Sub-Committee to Board of Trustees
Doc. 100 – MER Reports (examples)
Doc. 101 – Budget-to-Actual Comparison of Discretionary Funds (examples)
Doc. 102 – Annual Audit Reports (examples)
Doc. 103 – Audit and Finance Committee Meeting Minutes/Agendas
Doc. 104 – http://business.fhda.edu/
Doc. 105 – Copies of La Voz
Doc. 106 – www.fhda.edu
Doc. 107 – District Liability Insurance Coverage Summary
Doc. 108 – FHDA Board of Trustees' Meeting Agenda Nov. 1, 2004, Status Report on Insurance Coverage
Doc. 109 – Actuarial Analysis of the District's Obligation for Future Medical Costs for Retirees
Doc. 110 – Audit and Finance Committee Guidelines
Doc. 111 – External Auditor's Statement
Doc. 112 – Foundation Board Members List
Doc. 113 – Information on De Anza's Enterprise Fund
Doc. 114 – DASB Budget Information at www.deanza.edu/dasb
Doc. 115 – Examples of Major Contractual Agreements Signed in Support of Measure E Plans and Programs
Doc. 116 – District Purchasing Policies
Doc. 117 – Planning and Budget Teams' Survey Results from Fall 2004
Doc. 118 – www.deanza.edu/diversity
Doc. 119 – www.fhdawo.com/
Doc. 120 – http://distance.deanza.fhda.edu/CableTV.shtml and http://distance.deanza.edu/streams/
Doc. 121 – http://business.fhda.edu/accounting/

STANDARD IV: LEADERSHIP AND GOVERNANCE

Standard IV: Leadership and Governance
The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Standard IV.A: Decision-Making Roles and Processes
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Descriptive Summary
The Foothill-De Anza Community College District has ethics statements for its various governing and employee groups. The "Board Handbook" includes a Board Code of Ethics. (Doc. 1) The FHDA "Administrators Handbook" includes an amended copy of the Association of Community College Administrators (ACCCA) Statement of Ethics. (Doc. 2) Lastly, the De Anza college faculty have adopted a statement on professional ethics, an amended version of the American Association of University Professors (AAUP) Ethics Statement. (Doc. 3)

Self-Evaluation
It does not appear that an evaluation such as a survey has been conducted to determine if ethics statements are widely known about or followed.

Planning Agenda
- Develop a survey process for feedback from governance group members on the effectiveness of the governance process in decision-making and resource allocation.
- College Council will work with the college researcher to create a self-evaluation process related to organizational leadership and effectiveness to provide feedback to college leaders.
- In fall 2005, the Classified Senate will begin creating a professional code of ethics.

Standard IV.A.1
Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take the initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

<u>Descriptive Summary</u>
The Staff and Organizational Development Office has supported innovation at De Anza
College through numerous endeavors: workshops, trainings, special initiatives, and travel
and conference funding for faculty, staff and administrators. The office maintains a Web
site that contains a link to weekly announcements to keep staff and faculty up-to-date on
its offerings. (Doc. 4) Working in partnership with the Educational Technology Services
Division, this office provided support for the college technology trainer and instructional
designers who helped improve computer software skills, taught innovative uses of
technology in offices and classrooms, and helped faculty design classes utilizing
innovative technologies in both online and hybrid environments. (Docs. 4, 5)

Through state grant funds the Staff Development Office managed Innovation Awards.
Faculty, staff, departments, or divisions requested these funds through a competitive
application process. These innovation awards, for example, were used to start new
programs, develop handbooks or lab modules for classes, and to bring in outside
presenters to help departments or divisions in the form of trainings or workshops.

De Anza has long fostered an environment for open communication and participation.
The institution has a new president who has stated a continued commitment to that
environment of communication, participation, and innovation.

The college allows constituencies to form participatory governance groups – the De Anza
Associated Student Body (DASB) Senate, Academic Senate, and Classified Senate – and
has incorporated those groups into its governance structure. The main bodies of the
governance structure are the three Planning and Budget Teams (PBTs) co-chaired by the
vice presidents of Instruction, Student Services, and Finance and College Services, and a
faculty or staff member. The recommendations of the PBTs are then forwarded to the
College Council, which is chaired by the college president and includes representatives
from all of the constituent groups on campus, generally their leaders. In addition to the
PBTs and College Council, there are a number of other college committees such as the
Diversity Advisory Council, Campus Budget Committee and Curriculum Committee.
Additional committees and task forces are created as appropriate. All of the
aforementioned committees have representation from the various campus constituencies
and those representatives communicate with their governance groups who in turn
communicate directly with their constituencies as needed.

There are times when the meetings of the constituency groups are used as a means of
communication and of getting input from the campus community. An administrator will
ask to be placed on the agenda of a senate meeting in order to inform the group of an
issue and solicit information and suggestions. In turn, there may be a call for input from
the constituencies by the various senates.

Encouraging its employees to apply for the Innovation of the Year Award put forth by the
League for Innovation in the Community College is one of the ways the college has
fostered innovation. Once individuals have applied for the Innovation of the Year Award,
a committee comprised of members of the campus constituencies decides which

applications to forward to the League. In addition, the college recognizes the achievements of those who have contributed to the college through the President's Awards, Distinguished Educator Awards, Exemplary Achievement Award, Professional Growth Awards (for staff), Professional Achievement Awards (for faculty), and Administrative Achievement Awards (for management). Opportunities for growth are made available through the training/retraining stipends from the district and conference funds. (Docs. 4, 5, 6, 7, 8)

One example of innovation at De Anza is the Math Performance Success Program (MPS), developed by faculty and administered by faculty and counselors. MPS was awarded the Academic Senate for California Community Colleges Exemplary Award in 2002 and was recognized for its success in retaining developmental mathematics students at a high rate. Staff and faculty who develop online or hybrid courses are encouraged to apply for the California Virtual Campus (CVC) award. In 2002, an elementary statistics course developed by two faculty members won the top CVC Award for the Best Online Teaching Web site at a California Community College. That same year, a counselor's Orientation to College course received an honorable mention for excellence. The college also recognizes books and papers written by faculty and staff. Approximately 35 faculty members have written textbooks that are used on campus. (Doc. 9)

Self-Evaluation
While the Staff and Organizational Development Office has fostered innovation at De Anza, it has also seen significant budget reductions and is unable to provide the same level of support and services to the college as in the past.

Due to the loss of the staff development state grants, the Staff and Organizational Development Office has been forced to reduce conference and travel funds, eliminate grant funds for innovation awards, special trainings and teaching/learning initiatives. The department secretary's position was eliminated following a retirement.

Due to district budget reductions in the Educational Technology Services Division, the De Anza College technology trainer and the three instructional design positions have been eliminated, along with the training and support those positions provided.

As part of the accreditation process the Foothill-De Anza Community College District conducted a survey on a number of areas including leadership. (Doc. 10) The results for the following statements show a strong belief by the college community that the institution does foster an environment of participatory governance. Survey responses were as follows:
- Collaborative decision-making procedures are respected and followed at De Anza: 63% agreed or strongly agreed
- De Anza's president engages in collaborative decision-making with an emphasis on collegiality and open communication among all constituents: 88% agreed or strongly agreed

- De Anza's vice presidents engage in collaborative decision-making with an emphasis on collegiality and open communication among all constituents: 78% agreed or strongly agreed
- De Anza's deans and managers engage in collaborative decision-making with an emphasis on collegiality and open communication among all constituents: 65% agreed or strongly agreed

Planning Agenda
- Develop a plan to ensure Staff Development activities address issues of and foster empowerment, innovation, and institutional excellence for faculty, staff, and students.
- Conduct additional research to determine why only 65% of respondents felt that college deans and managers engage in collaborative decision-making.

Standard IV.A.2
The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Descriptive Summary
Participation of faculty, staff, students, and administrators in college and district decisions affecting instruction, student services, and campus life is one of the quality indicators used by the college to measure the health of its campus climate. (Doc. 11) As such, De Anza supports and encourages the Academic and Classified Senates as well as the DASB to develop, prioritize, and recommend policies and procedures that improve student learning, access, and success congruent with college and district mission statements, board policies, and administrative procedures. The Bylaws and Constitutions of these groups all provide for participation in academic and/or professional matters affecting the college. (Docs. 12, 13, 14)

De Anza's Decision-Making Model and Participants illustrates the process and participation of faculty, classified staff, students, and administrators in the various Planning and Budget Teams as well as other campus committees. (Doc. 11) Each of the teams provides recommendations to the College Council for a final recommendation to the president.

Self-Evaluation
There is a strong perception that the De Anza provides adequate opportunities for participation in budgets, financial plans, and academic matters. This is supported by 75% of respondents (administrators, faculty, staff) in the Accreditation Survey conducted in 2004. (Doc. 10)

No recommendations at this time.

Standard IV.A.2.a.
Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary
De Anza's Decision-Making Model and Participants shows that administrators and faculty have a substantial role in institutional governance. (Doc. 15) The six decision-making teams in the 1999 Educational Master Plan had been replaced by four Planning and Budget Teams (PBTs) in 2000. The PBTs were: 1) Instruction; 2) Student services; 3) Finance and College Services; and 4) Workforce Preparation, Economic Development and Community Education. The fourth PBT was disbanded in spring 2004 soon after the vice president of Workforce and Economic Development retired. That vice president position was eliminated and departments reporting to that vice president were merged with other divisions.

Academic Senate representatives are appointed by the Senate to serve as co-chairs and/or members of all the college and district shared governance decision-making teams. Membership is noted on the district Web site. (Doc. 16)

Each PBT is co-chaired by a vice president and a faculty or classified staff member. Three to five administrators, three to five faculty members, two classified members and one student serve on each team to represent and forward recommendations from their constituent groups. Administrators, faculty members, staff, and students are also represented in various committees such as Campus Budget, Diversity Advisory Council, Facilities Planning Team, and Program Student Equity Task Team.

The Classified Senate, established in 1990, represents all classified staff working at De Anza who are not confidential, supervisory, or management. Its purpose is to participate in college governance and be an important contributor to student learning and high educational quality. Thus, it confirms staff representatives to all PBTs and college committees as well as forwards recommendations from its constituents. Membership is noted on the district Web site. (Doc. 17) However, unlike the Academic Senate, Classified Senate leaders and representatives do not receive any release time or stipend. Governance activities are performed in addition to job duties and responsibilities; hence, participation on committees and leadership positions is still difficult or problematic.

SEIU Local 715 and CSEA Chapter 96 are the bargaining agents for classified employees. The Faculty Association is the bargaining agent for faculty. The units negotiate with the district on compensation, benefits, and working conditions for the

entire range of staff employed in the college. Their membership is also noted on the district Web site. (Doc. 16)

The De Anza Associated Student Body (DASB) represents and promotes the general welfare of campus students. Its governing body, the DASB Senate, is comprised of eight executive officers and up to 30 senators, all of whom are elected annually according to the DASB Election Code. (Doc. 18) One of the responsibilities of the DASB president is to appoint student representatives to all the governance committees in the college.

Self-Evaluation
Administrators, classified staff, and faculty who responded to the Accreditation Survey in 2004 (Doc. 10) believed that De Anza's planning efforts provide adequate opportunities for participation (73% agreed or strongly agreed). Fifty-seven percent also indicated that administrators, faculty, and staff have appropriate opportunities to participate in and influence the development of college financial plans and budgets.

A total of 281 people responded to the De Anza College Accreditation Survey. Of that number, 33% were full-time faculty, 18% part-time faculty, and 41% classified staff. It is apparent that the majority of faculty and staff did not respond to the survey. It is not clear why so few responded. An accreditation survey specifically designed for students did not ask questions about the effectiveness of governance processes and participation among students. (Doc. 19)

Planning Agenda
- De Anza will make an effort to increase the number of respondents to the next Accreditation Survey.
- The college will actively recruit faculty, staff, and students to participate in the governance process, which will include articulating roles and responsibilities of participation.
- The college will explore ways to allow classified staff and students to more fully participate in governance and leadership activities.

Standard IV.A.2.b.
The institution relies on faculty, its Academic Senate or other appropriate faculty structures, the Curriculum Committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary
Each academic and student service division is led by a division dean who has expertise in one or more areas for which they have oversight. They hold periodic division and department meetings and represent the divisions to senior management. The deans are official members of each of the governance groups.

The Academic Senate is responsible for academic and professional matters that deal with curriculum, articulation, matriculation, and hiring. Title V, Section 53200 (Doc. 20) via

Board Policy 2223 and the Senate's constitution define Academic Senate functions. (Doc. 12) De Anza's Academic Senate is composed of representatives from each academic division and meets weekly during the academic year. Each division has two elected senators. In many divisions, a part-time faculty member serves as one of the two representatives. There is one part-time faculty-member-at-large position.

The Academic Senate officers meet regularly and frequently with the college president and vice president of Instruction. They also meet with the Foothill Academic Senate officers and Faculty Association officers. The shared governance function of the Senate, in terms of student outcomes, is to ensure faculty inclusion in all aspects of the college's mission to provide a quality teaching and learning environment.

The Curriculum Committee provides ongoing support to faculty by reviewing, creating, and updating curricula in order to best serve the needs of the students. By making sure that De Anza's course outlines, certificates, and degrees comply with California Education Code, the Curriculum Committee ensures an academically sound educational environment that promotes successful teaching and learning. The Curriculum Committee membership includes a faculty representative from each academic division, a faculty general curriculum specialist, members of the general education committee, co-chairs consisting of a faculty member and the vice president of Instruction, along with three deans, two classified staff members, and one student. While authority rests with the Academic Senate, the Curriculum Committee maintains a high level of autonomy and reports to the Senate when necessary and appropriate.

In accordance with Title V Section 51023.7, students have the opportunity to participate in matters of governance at both the campus and district level. Students are afforded membership on all district and governance committees (and, when appropriate, task forces and other similar groups), and are granted the same rights and privileges as other committee members. A student trustee represents the college on the Board of Trustees.

The Faculty Association (FA) is charged with negotiating the best possible working conditions for all faculty members. (Doc. 8) By continuously reviewing employee-district relations, FA establishes and promotes a healthy and productive professional work environment. That, in turn, provides a healthy and productive learning environment for students.

The role of part-time faculty in the Senate (Doc. 12) and Faculty Association is limited; however, participation is encouraged. Currently, there is one at-large seat on the Senate, which has been filled continuously over the past five years. There are four seats for part-time faculty on the FA Executive Council. (Doc. 8) De Anza part-time faculty members fill three of those seats. Recently, FA made the role of part-time committee chair a paid position.

Self-Evaluation
Upon review, it is clear that the college provides opportunities for all constituents to participate in all aspects of participatory governance.

<u>Planning Agenda</u>
No recommendations at this time.

<u>Standard IV.A.3</u>
Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

<u>Descriptive Summary</u>
Board Policy #2222 and #2224 address student and staff participation on district and college governance committees. (Docs. 21, 22) Representatives are accorded seats and voting rights on all PBTs. Results of discussions and recommendations from these teams are then forwarded to the College Council for final recommendation to the president. In addition, other committees provide input and recommendations to PBTs and College Council. These are Curriculum Committee, Diversity Advisory Council, Facilities Planning, Campus Budget, and other district-level committees. Leaders of different governance groups also meet with the college president on a weekly basis.

Staff representatives on PBTs and committees have forwarded recommendations from the Classified Senate and performed activities that would promote and support educational quality and student learning. Some examples include:
- Participation in the district Computer and Network Policy revision
- Collaboration with faculty in state budget advocacy efforts
- Update of the college's Emergency Preparedness and Safety Plan
- Reading scholarship applications for Financial Aid
- Serving as Equal Opportunity Representatives on hiring committees

Every shared governance committee at De Anza and the district has at least one membership position designated for a student. However, active student participation is problematic because of conflicting schedules and balancing demands of school, work, and activities. The DASB communicates institutional efforts for improvement and learning through its governance structure. (Doc. 14) Students are also represented on the District Board of Trustees in accordance with Education Code sections 72023.5 to 72023.7. The student trustee is an elected position. Interested students are invited to apply to a committee made up of DASB representatives. The post is held for one year commencing June 1.

<u>Self-Evaluation</u>
Sixty-three percent of respondents to the Accreditation Survey (Doc. 10) agreed and strongly agreed that there is effective (clear, current, and widely available) communication at De Anza. They also agreed that collaborative decision-making procedures are respected and followed.

When asked if the president engages in collaborative decision-making with an emphasis on collegiality and open communication, 88% agreed or strongly agreed with the statement.

When the same question was asked regarding the vice-presidents, 78% either agreed or strongly agreed with the statement.

Sixty-five percent of the respondents either agreed or strongly agreed with the statement as it related to division deans and managers.

Based on these statistics, it is fair to say that the majority of respondents believe that all levels of management engage in collaborative and open communication among all constituents.

Planning Agenda
- Annually update changes in membership of the various governance groups.
- Annually evaluate how well the governance structure positively affects Student Learning Outcomes.
- Explore ways to encourage more student involvement.

Standard IV.A.4
The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary
The Board of Trustees is informed and involved in the accreditation process by receiving regular reports from the chancellor and college presidents. The board has approved several unification initiatives among the district, Foothill College and De Anza College since the last accreditation. (Doc. 23) These include:
- De Anza and Foothill divisions and departments, such as biology, have aligned their curricula more closely to better meet student needs.
- De Anza and Foothill degree requirements in mathematics were raised jointly in 2000-2001.
- In regard to support services, unification in areas including campus safety, bookstores, admissions, and technologies was completed.

Since the last accreditation, the board has overseen stronger working relationships and communication among all constituencies (Doc. 23) as follows:
- Weekly meetings of the governance leaders and the president of De Anza.
- Adoption by the district of the Classified Staff Policy and Participatory Governance.

- Adoption by the College Council of the Academic Senate's policies and procedures on academic integrity and student equity.
- Support of multicultural competencies by student equity team facilitators, curriculum specialists, departmental faculty, staff, and administrators.
- Distribution on a monthly basis of the President's Report to all constituencies.
- Attendance of Academic Senate meetings each week by the dean of Academic Services.
- Attendance of constituency governance meetings upon request and for key issues by senior administration.
- Summaries on the district web site of Town Hall Meetings and Web-based communications.
- Celebrations of professional excellence and community building.

Self-Evaluation

Students are better served since the biology departments at De Anza and Foothill have aligned their curricula. (Doc. 23) Since raising the degree requirements jointly in mathematics for the A.A. degree, the district is united in letting students know how important it is for them to be mathematically competent.

Results from the Accreditation Survey (Doc. 10) show that De Anza employees support stronger working relationships and communication:
- 91% of respondents agreed or strongly agreed that the chancellor provides effective leadership.
- 89% agreed or strongly agreed that diversity is integrated into the course content, curriculum and support services at the college.
- 92% agreed or strongly agreed that students who complete certificates or degrees at De Anza have received instruction and support services to assist them in mastering the competencies of communication, computation, critical thinking, and citizenship.

Summaries on the district Web site of Town Hall Meetings and Web-based communications keep the college community informed of what is happening at De Anza and the district. (Doc. 24)

Planning Agenda
- Senior staff will participate/attend regular De Anza Commission meetings as resources to the president. Administrators will be encouraged to be directly involved with local agencies and nonprofit groups. Programs will be encouraged to form community advisory groups where appropriate.
- Align common curricula between the two colleges and assess the effectiveness of unified support programs.
- Increase student equity efforts by working with the Academic Senate to ensure that campus faculty, staff, and administrators are informed about these policies.
- Work to implement the additional student equity policies.
- Increase the use of e-mail and Web-based summaries of governance activities.
- Celebrate professional excellence and community building.

Standard IV.A.5
The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary
In the "Philosophy, Mission, and Priorities of the Foothill-De Anza Community College District" (Doc. 25), the district outlines its organizing principles. The first principle states, "We employ a governance structure that is open, inclusive, reflective, and flexible." In support of this, the board annually evaluates the implementation of a policy recognizing the philosophy of participatory governance that exists in the district. On the campus, the governance and decision-making groups are annually elected to serve their constituency. Because of their elected position, they are appointed to one-year terms as members of the various decision-making groups such as the College Council. The membership of the College Council changes on an annual basis, which brings in new ideas and voices to the decision-making process. They take discussion items back to their groups and communicate what is taking place in the various meetings. This feedback circulates back into the shared governance groups in the college.

Self-Evaluation
When De Anza faculty and staff were surveyed in November 2004 (Doc. 10), the question was asked if collaborative decision-making procedures are respected and followed at De Anza. Of the 226 respondents, 63% agreed or strongly agreed with the question. The same type of question was asked of each of the leadership functions: president, vice presidents, deans, and managers. In each case the faculty and staff believe that the decision-making process is collegial and is openly communicated to all constituents.

This evaluation appears to validate collaborative decision-making practices at De Anza. However, such surveys are not conducted annually. Surveys such as the one recently completed should be done more frequently in order to ensure more opportunities for dialogue and communication. The effort of striving to do better should not be ignored especially in light of current budget reductions that further take the college's focus away from continuous quality improvement. And, it is extremely important to communicate how shared governance works to newly hired faculty and staff so that they know the access points to the process.

Planning Agenda
- Conduct annual evaluations to ensure effective dialogue and communication is taking place. The results of these evaluations will be openly discussed in Town Hall meetings and posted on the college Web site.
- Beginning summer 2005, conduct frequent orientations to the district processes and specifically to De Anza for new faculty, managers, and classified staff.

Standard IV.B: Board and Administrative Organization
In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Standard IV.B.1
The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary
The governing body is a seven member Board of Trustees, five elected at large from local district communities, and two student trustees, one from De Anza College and one from Foothill College. The long-term board membership has contributed to the stability of the institution and decision-making ability of the board. The board has established policies and procedures defining its roles and responsibilities as they relate to the review of both the educational programs and financial stability of the institution. (Doc. 26) The Board of Trustees mission statement (Doc. 25) specifies the role and responsibility of appointing and assessing the annual performance of the chief administrator, the chancellor, and the two college presidents of De Anza College and Foothill College.

Self-Evaluation
To ensure quality educational programs, the Board of Trustees mission statement (Doc. 25) defines priorities for educational programs and monitors the fiscal soundness of the institution. The Faculty and Staff Accreditation Survey results scored the chancellor at 60% for providing effective leadership and 84% for effective communication. (Doc. 10)

Planning Agenda
- The college will work with Marketing/Communications to ensure that the Board of Trustees' leadership role is communicated effectively to all constituent groups.
- The Board of Trustees should disseminate information on the performance goals of the chief administrator and the fiscal stability of the institution.

Standard IV.B.1.a
The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

<u>Descriptive Summary</u>
The Board of Trustees is a seven-member team, five elected at large from the district community that includes the cities of Cupertino, Sunnyvale, Los Altos, Los Altos Hills, Mountain View, Palo Alto and small portions of surrounding cities, and two student trustees. Board elections for the five at large members are held in odd numbered years with staggered four-year terms of office. The two student trustees, one from De Anza College and one from Foothill College, are elected annually, and have advisory voting rights. (Doc. 27) The longevity of service and stability of the board membership contributes to the stability of the institution and decision making ability of the board to act together.

The Board of Trustees solicits the advice and opinions of the community it serves by holding open board meetings twice monthly in accordance with the Brown Act (Board Policy 1130) where members of the public may address the board. Each board member is actively involved in community and statewide activities. Board policy, which is periodically reviewed, provides procedures by which the board makes decisions. (Doc. 26)

<u>Self-Evaluation</u>
The Board of Trustees carries out the philosophy, mission and priorities of Foothill-De Anza Community College District through the execution of clearly defined documents defining the its role and responsibilities. In addition, the board protects the institution from self-serving interest groups. The code of ethics for the board was amended and reaffirmed in July of 2004. (Doc. 28) According to accreditation survey results, more than 50% of respondents felt that the Board of Trustees provided effective leadership in defining goals and priorities for the district. More than 60% felt that the board establishes broad policies and appropriately delegates responsibility to implement them.

<u>Planning Agenda</u>
No recommendations at this time.

<u>Standard IV.B.1.b</u>
The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

<u>Descriptive Summary</u>
The board revises board policy on a regular, as needed basis. The board oversaw the formation of De Anza's Educational Master Plan, "DE ANZA 2005 Pathways to Excellence." (Doc. 58) That document contains the college's mission statement.

The majority of the board's time is spent dealing with educational and monetary issues. For the past few years, the board has needed to focus on keeping the district financially stable due to the budget problems in the state of California.

<u>Self-Evaluation</u>
According to the Accreditation Survey results (Doc. 10), 92% agreed or strongly agreed that De Anza "has a clear and publicized mission that identifies its educational programs." More than 50% of respondents felt De Anza supports its educational programs with adequate resources, although in another response, 48% felt that the resource allocation process did not fairly allocate those funds for materials, equipment, and personnel.

<u>Planning Agenda</u>
- The President's Council will review and communicate with all constituent groups the policies and the processes used to allocate resources in support of the college's mission.
- College leadership will join the Board of Trustees in taking an active role statewide in seeking additional resources necessary to support educational programs.

<u>Standard IV.B.1.c</u>
The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

<u>Descriptive Summary</u>
The Board of Trustees annually reviews each college catalog and hears reports at each board meeting on current educational programs. The board reviews quarterly financial reports and has board membership on the Audit and Finance Committee (9123 Article IX Bylaws) and annually approves the district's budget. (Doc. 29)

<u>Self-Evaluation</u>
The Board of Trustees' mission statement (Doc. 25) defines the priorities of the Foothill-De Anza College District to include support of a student's academic pursuit through careful Program Review. To ensure quality educational programs further the mission and clearly assure that procedures are in place to monitor fiscal stability of the college, the board maintains close relationships with financial staff, auditors, and the chancellor. The Accreditation Survey (Doc. 10) indicated that 42% of respondents disagreed that "the Program Review process for instructional and student services is adequate." The survey also indicated that 57% of respondents felt that administrators, faculty, and staff have opportunities to participate in and influence the development of college financial plans and budgets.

<u>Planning Agenda</u>
No recommendations at this time.

<u>Standard IV.B.1.d</u>
The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

<u>Descriptive Summary</u>
The "Board Policy Manual" and the "Administrative Procedures/Appendix to the Board Policy Manual" (Doc. 27) include the roles and responsibilities by which the governing board operates. The governing Board of Trustees has also adopted a self-evaluation instrument (9300 Article IX Bylaws).

<u>Self-Evaluation</u>
Besides in a document titled "Administrative Procedures/Appendix to the Board Policy Manual" (approved in March of 1999 and amended and reaffirmed in July of 2004), the Board of Trustees has evaluated and posted on the district Web site (Doc. 30) its philosophy and mission statement, code of ethics, role and responsibilities including board conduct, performance and statutory responsibilities. Meeting schedules and recent biographies of board members are also included on the Web site. The governing board of the district, the board's structure, and the operating procedures are accessible to the public in more than one format. (Doc. 30)

<u>Planning Agenda</u>
No recommendations at this time.

<u>Standard IV.B.1.e</u>
The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

<u>Descriptive Summary</u>
The Board of Trustees ensures that the "Board Policy Manual" and the "Administrative Procedures Manual" are current and relevant to the district. The policy manual has been updated and simplified to include only necessary policies, which the board consistently follows. In addition, the board conducts yearly self-evaluations as well as welcomes external ones. (Docs. 26, 31, 32, 33)

To ensure effective leadership and successful board meetings, the board adheres to the following strategies:
- States and follows agendas
- Makes sure requested actions are clear
- Discusses items intelligently and takes appropriate action after the board has been provided sufficient background and analysis, including public input
- Follows parliamentary procedure and conducts orderly meetings
- Enforces time limits for staff reports and public comments
- Does not discuss issues and topics not on the agenda
- Has a process for considering topics that are brought up but not on the agenda

- Refrains from haranguing other trustees or the chancellor or staff on any issue
- Listens respectfully
- Avoids one-on-one discussions with audience members but listens to comments and lets the person know that his/her comments will be taken into consideration
- Always has a policy or procedure that places limits on audience participation or deals with attacks on college personnel
- Makes requests for action or information through the chancellor and not through administrative staff or faculty
- Decides how the meetings will be conducted and sticks to the process

Self-Evaluation
The board has agreed to use the services of the Community College League of California (CCLC) to help in team building as well as to have informal get-togethers. Focusing on the big picture is a goal of the board (especially in areas of technology, finance, and education) as well as doing a better job of involving the community, particularly the high tech community. There is strong support among board members for recognizing excellent teaching at the division level. Because connection to faculty, staff, and students is always a concern, the board is considering the possibility of an outreach program.

Planning Agenda
No recommendations at this time.

Standard IV.B.1.f
The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary
The "Foothill-De Anza Community College District Orientation Handbook for New Trustees" (Doc. 34) provides information for new trustees as well as current board members. The "Board Policy Manual" and the "Board Handbook" are reference manuals for all board members. (Doc. 26)

New trustees are expected to:
- Attend Trustee Orientation Workshops sponsored by the Association of Community Colleges (ACCT).
- Peruse trusteeship materials published by state associations and the ACCT Web site.
- Study the board's policies on the governing board, particularly the code of ethics.
- Meet with the chief executive officer, board chair, and other members of the board to discuss trustee roles and responsibilities.
- Use a current board member as a mentor.
- Discuss with the CEO and other trustees the difference between policy making and administration.

- Be aware of ethical and legal constraints on trustees, including open meeting provisions, confidentiality, conflicts of interest, and their role in collective bargaining or setting staff salaries.
- Arrange their schedule in order to attend state and national conferences for trustees.

Self-Evaluation

New board members receive an extensive orientation. For the three board members elected in 2003, they spent most of the first day of orientation carefully going over board policies. Then they attended a new board member orientation in Sacramento run by the CCLC. One board member reported that the information presented was excellent. In addition, the FHDA chancellor provided all new board members with a book on effective trusteeship as well as documents on the Brown Act and historical information for the district. One trustee reported that she personally attended board meetings for almost a year before serving on the board and was able to observe the board's self-evaluation.

Since the last accreditation, two members are new to the board. Two seats will come up for election November 2005 and three in November 2007.

Planning Agenda

No recommendations at this time.

Standard IV.B.1.g

The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

The board members commit themselves individually and collectively to the highest standards of conduct and agree to work in a spirit of collaboration and cooperation. The "Board Handbook", (Doc. 34) which is updated annually, includes Board Roles and Responsibilities, a Code of Ethics, and a system for evaluating the performance of the board. The board observes all state and federal statutes and administrative regulations, including the Education Code, the Government Code, the Labor Code, and the open meeting requirement of the Brown Act. The board supports the Conflict of Interest regulations and the Fair Political Practices Act. In order to review its performance and its members' adherence to their roles and responsibilities, the board meets annually in retreat.

Self-Evaluation

The Board of Trustees produced a "Summary of Responses" to its self-evaluation on July 19, 2004. At an open meeting, board members shared their general conclusions with other members. (Doc. 33) Board members rated their individual performances, their mission, and their ethics.

According to the Accreditation Survey, 59% of the faculty and staff either agreed or strongly agreed that the board provides the vision necessary to lead the district effectively, and 41% disagreed or strongly disagreed.

Planning Agenda
No recommendations at this time.

Standard IV.B.1.h
The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary
The board has adopted a "Board Handbook" (Doc. 34), updated periodically, which includes board roles and responsibilities, a Code of Ethics, and a system for evaluating the performance of the board. The board abides with the Fair Political Practices Act and Conflict of Interest regulations. By California state law, each year every board member must sign a Disclosure Statement. These are submitted to the state offices.

The board meets in retreat annually to conduct a review of its performance, reviewing its members' compliance with their roles and responsibilities and codes of ethics and conduct. (Docs. 28, 33, 35) Several times in recent years the Community College League of California executive director has been invited to facilitate these retreats. Each board member completes a self-evaluation prior to the retreat and these are reviewed with the board as a whole. In addition, the board welcomes evaluations from the constituency groups.

Self-Evaluation
When asked in the Faculty and Staff Accreditation Survey (Doc. 10) if "the processes used to evaluate administrators are adequate," 52% of respondents agreed or strongly agreed. It is uncertain if respondents also applied this question to the Board of Trustees. In the 1999 Accreditation, it was discovered that a majority of the college community did not know if there was an effective evaluation process for the Board of Trustees. A follow-up survey is necessary to determine if that has changed. From the trustees' perspective, the review process works well and the board members are open and honest with each other. It is still unclear if the Board Code of Ethics has a clearly defined policy for behavior that violates its code.

Planning Agenda
- De Anza will work with the chancellor to ensure that the board's Code of Ethics is broadly distributed and reviewed at the appropriate governance levels of the college.
- De Anza recommends that the district evaluate whether the board's Code of Ethics has a clearly defined policy for dealing with behavior that violates its code as required.

- If documents already exist, it should be clearly referenced in the Code of Ethics and be made available along with all other board material.

Standard IV.B.1.i
The governing board is informed about and involved in the accreditation process.

Descriptive Summary
The board is informed and involved in the accreditation process through regular reports by the chancellor and college presidents and by reviewing Self-Study drafts. Midterm accreditation reports (Doc. 23) and progress toward implementation of recommendations have been presented to the board. The current president of the Board of Trustees participated in Standard IV of this accreditation process. (Doc. 36)

Self-Evaluation
In past accreditation Self-Study processes the board has had representation on steering committees. In this Self-Study, the board president was the representative on Standard IV. The board reviews each college's Self-Study and ultimately grants the final approval.

Planning Agenda
No recommendations at this time.

Standard IV.B.1.j
The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference, and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary
The chief administrative office for the district, the office of the chancellor, has gone through a recent vacancy due to the former chancellor's retirement in 2003. The procedure the board followed in 2003 was to request proposals from search firms, which the board reviewed on Oct. 28, 2004. Board members then selected three firms to make presentations on Nov. 4, 2004, and finally selected the firm ACCT to conduct the search for a new chancellor. ACCT worked with a district-wide committee made up of faculty, staff, students, administrators, community members who then recommended three finalists that the board interviewed as well as held open forums at both colleges with the three finalists and solicited feedback from the respective audiences.

From that process the new chancellor was selected. The board last conducted its yearly evaluation of the chancellor in closed session on July 12, 2004, following Board Policy 9301. All employee evaluations are confidential. The board meets with the chancellor to discuss the survey results and reviews with the chancellor her goals and objectives quarterly.

The board's sole hiring and employee evaluating responsibility is to select and evaluate the chancellor. The chancellor selects each college president and presents her nomination to the board. The chancellor evaluates each college president and the vice chancellors annually. The method of evaluation is left to the chancellor's discretion.

Self-Evaluation
The mission of the Board of Trustees (Doc. 25) clearly states the role and responsibility of appointing and assessing the performance of the chancellor and the presidents. Annual performance evaluations of district administrators including the chancellor are confidential documents, distributed and filed with the office of Human Resources. Since the evaluation of the chancellor is confidential, the board conducts the evaluation and then meets with the chancellor to discuss the results and the chancellor's goals and objectives.

The Faculty and Staff Accreditation Survey (Doc. 10) results scored the chancellor position quite high:
- 90% of respondents either agreed or strongly agreed that the chancellor provides effective leadership.
- 83% of respondents felt that the chancellor fosters effective communication, demonstrating the effectiveness of the chancellor's office and performance.
- The Board of Trustees provides oversight, thus insuring integrity to this process.

Planning Agenda
- De Anza recommends that the board expand the evaluation process of the chancellor and college presidents to ensure broader input.
- De Anza recommends that the board communicate findings in a board statement of district goals.

Standard IV.B.2
The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Standard IV.B.2.a
The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary
As of the 2004-2005 academic year, the administrative structure consists of three organizational areas led by three vice presidents. These positions are the vice president of Finance and College Services, the vice president of Student Services and Institutional Research, and the vice president of Instruction. They report directly to the president, as does the director of Marketing/Communications. (Doc. 37)

There has been substantial turnover among administrative personnel in the last five years at De Anza. Specifically regarding senior administrative personnel, the following changes have occurred since the 1999-2000 academic year: During the 1999-2000 year, there was provost of Workforce, Technology and Economic Development. In 2000-2001, this position became a vice presidency and was filled until January 2004. The position remained vacant and, as of the 2004-2005 academic year, no longer appears on the Administrative Organization chart. In addition, the vice president of Finance and College Services left to take a position as vice chancellor of Business Services with the district in 2003-2004. The vice president of Finance and College Services position was filled on an interim basis and then staffed permanently in February 2004.

Furthermore, when the former chancellor retired in December 2003, an outside interim chancellor was hired for six months. Martha Kanter, then De Anza College's president, was chosen to fill the permanent chancellor position starting July 2003. De Anza's vice president of Instruction became the interim president for the 2003–2004 year while a search was conducted to fill the position. The dean of Academic Services was appointed interim vice president of Instruction for one year while she also did the work for her permanent position. The selection committee chose a new De Anza president who resumed duties in July 2004. Interim personnel then returned to regular duties.

There has been turnover among division level deans since 2000-2001 as well. The dean of Counseling and Matriculation position has had three people serve in that role over the last five years and, for at least the 2004-2006 years, the position will remain vacant and a faculty member has been re-assigned to serve as a Counseling and Advising Center department chair. There have been two deans of the following areas during this time period: Social Sciences and Humanities Division, Language Arts Division, and Student Development and EOPS. The Physical Education dean retired in June 2004, as did the dean of Distance Learning. As with the Counseling and Matriculation dean position, a faculty member has been re-assigned as the Physical Education department chair for the 2004-2006 years. In the case of the Distance Learning program, a classified employee has become a classified supervisor for at least the 2004-2005 year. Much of this turnover has occurred as a natural response to retirements and various career advancement opportunities.

Self-Evaluation
An overwhelming majority of Faculty and Staff Accreditation Survey (Doc. 10) respondents (93%) believed that De Anza makes an effort to hire persons of diverse backgrounds for all the programs and services of the college. Three-quarters perceive the recruitment, hiring, and promotion practices as fair. Despite these efforts, however, the

ethnic and cultural composition of faculty, staff, and administrators has yet to match the diversity of our student population. However, the District Diversity Climate Survey (Doc. 38) administered in 2002 found that more than 85% of the administrator respondents had participated in two or more activities at De Anza related to diversity issues.

Nearly half of the Accreditation Survey respondents (48%) did not perceive the processes used to evaluate administrators as adequate. However, in the District Diversity Climate Survey, administrators in general rated their working environment as positive in terms of friendliness, respect, sense of welcome, and anti-discriminatory practices.

Planning Agenda
- De Anza will review the process used to evaluate administrators, especially as to transparency and accountability.
- De Anza will review the hiring process to ensure that available positions are publicized in ways that will enable the development of hiring pools of qualified applicants that more closely reflect the diversity of the De Anza student body.

Standard IV.B.2.b
The president guides institutional improvement of the teaching and learning environment by the following:
- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary
The De Anza president provides leadership in defining goals, developing plans, and establishing priorities for the college through a shared governance process involving the senior staff, administrators and supervisors, the Diversity Advisory Council, the Division Dean's Council, the Student Services Council, the College Council (with related Planning and Budget Teams), the Academic Senate, the Classified Senate, the DASB, SEIU, CSEA, Teamsters, and the Administrative Management Association.

As a result of the recommendations of the last accreditation in 1999, the Foothill-De Anza District has expanded its Institutional Research staffing. A director of Institutional Research position was established and filled in 2001. The following year, De Anza hired a new supervisor of College Research, who works with the district research office but is assigned to the De Anza campus. The supervisor of College Research is a member of the President's Cabinet, an ex-officio member of the College Council, a member of the Diversity Advisory Council, and works closely with the vice presidents and the dean of Academic Services. This supervisor met regularly with the two presidents prior to the current president.

The district office conducts research on external conditions relative to the college. De Anza's supervisor of College Research is responsible for research on internal conditions, such as enrollment or student success rates. While there is no institutionalized process for linking research to strategic planning, there has been increasing use of research data in decision-making at the college over the last five years. (Docs. 38, 39, 40, 41) On its Web site the Institutional Research and Planning mission statement directly links research to strategic planning: "provides reports, research, and institutional data that enables administrators, faculty and staff to support the mission and achieve the goals of the district, thereby continually improving student learning and success and services to the community." (Doc. 38)

De Anza's current Educational Master Plan, "DE ANZA 2005 Pathways to Excellence," (Doc. 58) was developed by the Planning Group, which was commissioned by the College Council in conjunction with the president. The Educational Master Plan was reviewed by all governance groups, divisions, and programs of the college and discussed in a series of Town Hall meetings. (Doc. 58) Strategic planning will begin next year and will be aided by the results of this Self-Study. In addition, the Diversity Advisory Council, which is chaired by the president, developed a Multicultural Plan in 1999. (Doc. 59) In conjunction with the Diversity Advisory Council, the Equity Collaboration Team is revising the Multicultural Plan.

Self-Evaluation
The Accreditation Survey (Doc. 10) asked about the president, but there have been three De Anza presidents since our previous Self-Study. Thus, we cannot be sure which president respondents considered in their answers. The new president is only several months into his service both at De Anza and as a college president. The following results should be considered to be responses about the office of the president, and not a particular individual.

There were high ratings of the office of the president's ability to establish a collegial process: 88% of survey respondents agreed that De Anza's president "engages in collaborative decision-making with an emphasis on collegiality and open communication among all constituents." This perception also held for De Anza's vice-presidents, with 78% of respondents agreeing. Three-quarters of survey respondents believed that De Anza's planning efforts provide adequate opportunities for participation.

A majority of survey respondents (62%) indicated that the processes for establishing and evaluating educational and support services programs are clearly defined. Similarly, 61% believed that De Anza supports its educational programs with adequate resources.

The Accreditation Survey revealed substantial dissatisfaction with the overlap of resource planning and educational planning. Fifty-three percent of respondents disagreed with the statement, "Human resources planning is integrated with institutional planning." Similarly, 42% did not believe that financial planning is linked to strategic planning and institutional goals. A substantial percentage of respondents (46%) did not find the

processes for financial planning to be clearly defined and followed. In addition, 42% of respondents believed that the Program Review process for Instruction and Student Services was ineffective.

Planning Agenda
- De Anza will develop a mechanism to more effectively and consistently link data derived through Institutional Research activities to the strategic planning and budget allocation process.
- De Anza will implement a more transparent review and evaluation process for strategic planning and budget allocation.

Standard IV.B.2.c
The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary
The De Anza College president is fairly new to this position and has not changed the campus organizational structure or past practices related to the implementation of statutes, regulation, and governing policies. He believes that our present organizational structure is in line with institutional goals. He assures that institutional practices are consistent with the campus mission and policies by working closely with the vice presidents, division deans, and shared governance groups on campus. Furthermore, the president engages in ongoing conversations with the chancellor and vice chancellors. He believes that checks and balances are appropriate and in place and considers multiple levels of feedback and input to be necessary and extremely important. District audits are also utilized and there is transparency to the processes in place.

Self-Evaluation
We have no information from the November 2004 Accreditation Survey (Doc. 10) about whether the president is successfully implementing regulations and policies. This item cannot effectively be evaluated because the current president is only several months into his term. Such implementation has been appropriately delegated to the vice presidents thus far.

Planning Agenda
- De Anza will collect information and feedback regarding the present organizational structure and its effectiveness in meeting institutional goals as a part of its strategic planning process.
- Feedback obtained will be incorporated into a campus dialogue to address concerns that might be raised.

<u>Standard IV.B.2.d</u>
The president effectively controls budget and expenditures.

<u>Descriptive Summary</u>
The president has ultimate campus-based authority over decisions regarding the campus budget and expenditures. (Doc. 42) He is acutely aware of statewide budget pressures and potential impacts to the campus. The president incorporates a human focus when responding to budget constraints and impacts. He does not believe that the campus decision-making processes are about control and structure so much as about relationships. He works closely with the vice presidents and division deans to develop a broad understanding of campus funding needs and impacts. He utilizes an ethic of person/position protection to the highest degree possible and is comfortable with and incorporates the present shared governance structures in his budgetary and expenditures decision making process.

The president manages resource allocation through shared governance decision-making groups. There are three Planning and Budget Teams, each chaired by a vice president (Instruction, Student Services, and Finance and College Services), and co-chaired by a faculty or staff member. The PBTs forward their recommendations to the College Council, which is chaired by the president and includes representatives from all of the constituent groups on campus, generally their leaders. College Council and constituency representatives then jointly review recommendations and make decisions.

<u>Self-Evaluation</u>
Overall, a large majority of respondents (69%) to the Accreditation Survey (Doc. 10) indicated that they believed De Anza "has appropriate resources available to assist students in meeting their educational and career goals." However, respondents had concerns about particular areas of expenditures as well as the budgeting process:

- Respondents to the survey expressed negative sentiments about resources and budgeting and 63% disagreed with the statement that "student services were adequately staffed."
- Over half believe that facilities were inadequate.
- 62% disagreed that the resource allocation process was fair.
- 43% of respondents do not perceive that administrators, faculty and staff have appropriate opportunities to participate in and influence the budget process.
- There is also doubt (48%) about appropriate budget control mechanisms and timely and dependable information for financial decision-making.

These findings point to faculty and staff concerns about the budgeting process and allocation outcomes in general, not just in regard to the president's oversight of this process.

<u>Planning Agenda</u>
No recommendations at this time.

Standard IV.B.2.e
The president works and communicates effectively with the communities served by the institution.

Descriptive Summary
The president submits monthly reports to the Board of Trustees and these reports are also distributed to the campus as a whole. (Doc. 43) In addition, the president attends meetings of various groups on campus as well as in the community. The president communicates with the college community through e-mails and voicemails sent out by the Marketing/Communications Office. (Doc. 44)

Self-Evaluation
In general, 63% of the Accreditation Survey respondents believed that there is clear, current and widely available communication at De Anza. When asked specifically about the office of the president, 83% of respondents perceived De Anza's president to be visible and accessible. It is possible, as mentioned above, that respondents were referring to either of the two previous presidents, as our current president is only several months into his service.

Planning Agenda
No recommendations at this time.

Standard IV.B.3
In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

Descriptive Summary
The Foothill De Anza Community College District in its "Philosophy, Mission, and Priorities" statement clearly communicates that educational excellence and integrity are at the heart of the district's core values. (Doc. 25)

Roles of authority and responsibility between the college and the district system are described in detail in the document titled "Organizational Structure Delineating Central Services and Colleges' Functions and Responsibilities." (Doc. 45)

Self-Evaluation
When asked in the Accreditation Survey if employees felt that the district clearly delineates the responsibilities and functions of the district from those of the college, 69% either agreed or strongly agreed with the statement. (Doc. 10) The survey results support the assertion that employees of the district understand the roles and functions of Central Services.

Planning Agenda
No recommendations at this time.

Standard IV.B.3.a
The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary
In the "Philosophy, Mission, and Priorities of the Foothill-De Anza Community College District" statement (Doc. 25), the district outlines its organizing principles. The second principle states, "We recognize and support the distinct ethos of each college while coordinating a centralized decision-making and resource allocation process that avoids redundancy and minimizes bureaucracy." On the campus each year, senior administrators discuss and review the current organizational structure. (Doc. 46) These changes are communicated to the senior staff. Through collaboration and discussion, the district and the two colleges outline who is responsible for what and where decisions will be made. They share these plans with the various constituency groups. After the feedback cycle, any necessary adjustments are made. These changes are communicated to faculty and staff through the distribution of organizational and functional charts on both campuses as well as during retreats and meetings. In addition, the chancellor and vice chancellors have developed a matrix to demonstrate the relationships between the college and district functions.

Self-Evaluation
The Accreditation Survey (Doc. 10) asked employees if the district clearly delineates the responsibilities and functions of the district from those of the college, and if it consistently adheres to this delineation in practice. Of the 157 respondents, 69% agreed or strongly agreed that the district does this.

The survey results appear to support the assertion that faculty and staff know the difference between what the college does and the district does. However, it was not until the fall of 2004 that the district produced its organizing principles. With so many top leadership changes in the last several years, it appears from the survey that many faculty and staff do not clearly understand the decision-making processes. With a college community as large as De Anza's, it is extremely important to communicate how decisions are made and how employees, especially newly hired faculty and staff, can participate in the decision-making process.

Planning Agenda
No recommendations at this time.

<u>Standard IV.B.3.b</u>
The district/system provides effective services that support the colleges in their missions and functions.

<u>Descriptive Summary</u>
The district provides the infrastructure that enables the colleges to focus on their primary mission: teaching and learning. The district's Central Services is divided into three major units, each supervised by a vice chancellor: Technology, Business Services, and Human Resources and Equal Opportunity. Each reports to the chancellor. (Doc. 46)

The vice chancellor of Technology oversees Educational Technology Services (ETS), which provides the infrastructure, equipment, and maintenance of technology services to support the college in meeting its educational goals. Each year, ETS conducts a survey of all faculty, staff and administrators of its services. (Doc. 47) Instructional Research and Planning is a part of ETS. Instructional Research and ETS affect Student Learning Outcomes by equipping the classrooms with the necessary technology, providing support to faculty and staff, and researching demographics of student success and areas of improvement needed. In addition, according to its mission statement, Institutional Research "provides reports, research, and institutional data that enable administrators, faculty and staff to support the mission and achieve the goals of the district, thereby continually improving student learning and success and services to the community."

The office of Human Resources and Equal Opportunity (HR) facilitates the recruitment, selection, and evaluation of personnel as well as the implementation of board hiring and diversity policies and administrative procedures.

The vice chancellor of Human Resources and Equal Opportunity also serves as chief negotiator for the district with teams drawn from Central Services and college administrators who negotiate collective bargaining agreements with all employee unions (Faculty Association, SEIU, CSEA, and Teamsters) as well as with the "meet and confer" employee groups (confidential and Administrative Management Association). District staff members are knowledgeable about collective bargaining contracts and serve as resources for contract interpretation, conciliation processes, grievances, and claims.

HR is responsible for providing training and assistance in the hiring of full- and part-time faculty and staff, including the training of district employees who serve as Equal Opportunity representatives on all hiring committees. HR also monitors the full-time faculty obligation, making this information available to the colleges to assist in staff planning.

HR coordinates faculty and staff development efforts as provided in the collective bargaining contract with the appropriate committees that oversee the quality of proposals. The district also supports staff development efforts for district administrators and supervisors through programs provided at monthly meetings of these groups. (Doc. 48) HR provides training in preventing sexual harassment and discrimination, and coordinates training on workplace violence with Risk Management. (Doc. 48)

HR leads the district's diversity program in consultation with the District Diversity Advisory Committee (Doc. 49) and the college diversity committees.

HR participates regularly in annual Central Services and Educational Master Plan efforts that are adopted by the board. (Doc. 45)

The vice chancellor of Business Services, in consultation with the District Budget Advisory Committee and the executive staff, oversees the development of the annual budget and the distribution of state funds and local resources in accordance with the Educational Master Plan and the annual goals and objectives of the colleges and Central Services.

The chancellor, presidents, and vice chancellors take the lead in recommending allocations for and distributing financial resources through the District Budget Advisory Committee that reports to the Chancellor's Advisory Committee (CAC) and ultimately to the chancellor, and through annual goals and action planning for all Central Services programs.

With advice from the District Budget Advisory Committee and CAC, the vice chancellor of Business Services allocates financial resources to each college in consultation with the chancellor, presidents, vice chancellors and vice presidents. (Doc. 45)

All fiscal planning and budgeting committees use available data from the state and the district's budget information, according to board-adopted budget development guidelines. (Doc. 45) These guidelines include requirements for continued use of reserves consistent with state guidelines as well as the board's compensation philosophy. The budget allocation plan is consistent with educational master plans of colleges and their annual goals and objectives.

Business Services facilitates purchasing and the competitive procurement of goods and services. The procurement process was recently streamlined through business process reengineering and new Web-based information is now in place for purchasing and vendor outreach. (Doc. 45)

Central Services supports the Foothill-De Anza Foundation (Doc. 45) with the help of its commissions, which raise funds to support instruction, student services, facilities, equipment and scholarships as well as special projects. Annually, the foundation provides fundraising information and training to college faculty and staff on each campus.

The executive director of Facilities and Operations, reporting to the vice chancellor of Business Services, facilitates the design and implementation of the District Facilities Master Plan (Doc. 45), consistent with the adopted District Educational Master Plan that brings together the Educational Master Plan for each college and the support functions of Central Services.

The executive director of Facilities and Operations conducts periodic facilities condition assessments and, with input from the colleges, catalogs and prioritizes ongoing and scheduled maintenance. A plant services manager on each campus supervises the maintenance operations.

The Board of Trustees meets at least once a year in a special study session to review the long-term budget strategies, including the multi-year equipment replacement plan, funding options for long term facilities renovation and construction, and multi-year staffing projections for faculty, administrative and classified positions.

Self-Evaluation
While it appears that the district provides effective services that support the colleges in their missions and functions, and that Central Services functions and its relationship to the colleges is clearly defined, Accreditation Survey results (Doc. 10) are mixed. When De Anza administrators, faculty, and staff were surveyed on this subject in November 2004, almost 69% of the respondents indicated that district responsibilities and functions are clearly delineated from those of the college and that the district consistently adheres to these delineations in practice. Nearly 32% either disagreed or strongly disagreed with the statement.

When asked if the Board of Trustees provides the vision necessary to lead the district effectively, 60% of the respondents agreed or strongly agreed while 40% disagreed or strongly disagreed.

In addition, when asked if the Board of Trustees establishes broad institutional policies and appropriately delegates responsibility to implement them, 69% agreed or strongly agreed while 31% either disagreed or strongly disagreed.

Planning Agenda
No recommendations at this time.

Standard IV.B.3.c
The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary
The chancellor has responsibility for the oversight and allocation of resources to the colleges. Each college prepares an annual budget that is reviewed and approved by the chancellor and her cabinet. (Doc. 42) Formulas for resource allocation have been developed by the district to direct this process. Within the fiscal constraints the district faces, each program and its leaders are able to advocate for their needs. The District Budget Advisory Committee advises the chancellor. Its members include management, faculty, staff, and students from each college, as well as union representatives.

<u>Self-Evaluation</u>
The district has established a fair and equitable system for the allocation of resources. Funds are allocated utilizing the district's Budget Principles and Strategies Model. (Doc. 25) The colleges then distribute the resources utilizing their own resource guiding principles. There is a concern on the campus level, however, regarding how resources allocated from the district are redistributed at the campuses. What follows is a list of responses to questions on the Accreditation Survey about the distribution of resources:

- De Anza supports its educational programs with adequate resources: 61% of the respondents agreed or strongly agreed and 39% disagreed or strongly disagreed.
- The resource allocation process fairly provides for materials, equipment, and personnel: 38% of the respondents agreed or strongly agreed and 62% disagreed or strongly disagreed.
- Human resource planning is integrated with institutional planning: 47% of the respondents agreed or strongly agreed while 53% disagreed or strongly disagreed.
- Institutional guidelines and processes for financial planning and budget development are clearly defined and followed: 46% of the respondents disagreed or strongly disagreed.
- Financial planning is linked to college strategic planning and supports institutional goals: 42% disagreed or strongly disagreed.
- Employees had appropriate opportunities to participate in and influence the development of college financial plans and budgets: 43% of respondents disagreed or strongly disagreed.
- The financial management system creates appropriate control mechanisms and provides dependable and timely information to enable sound fiscal decision-making: 48% of respondents disagreed or strongly disagreed.

As stated earlier, these responses reflect the opinions of administrators, faculty, and staff as to how resources are allocated at De Anza. A separate survey would need to be developed to determine if the respondents felt the same way about the resource allocation process at the district level.

<u>Planning Agenda</u>
- De Anza will communicate the district's role in the resource allocation process to appropriate constituent groups and make it a topic of all college forums.
- De Anza will reevaluate the process and criteria by which resources are allocated on campus.
- De Anza will reevaluate how those decisions are communicated.
- A separate survey will be conducted to determine if respondents feel the same way regarding how resources are allocated from the district level and whether the current allocation formulas warrant a re-evaluation.

Standard IV.B.3.d
The district/system effectively controls its expenditures.

Descriptive Summary
The responsibility for fiscal solvency rests on the shoulders of the vice chancellor of Business Services. Each campus is responsible for its respective budget, but the vice chancellor ensures that the colleges and Central Services function within allocated budgets. The chancellor and the board rely heavily on the vice chancellor's recommendations regarding fiscal solvency. The vice chancellor provides a budget update at each Chancellor's Advisory Council (CAC) meeting. (Doc. 50)

The district has an A++ bond rating. (Doc. 51) There is an Audit and Finance community committee that provides oversight to the district. There are many checks and balances built into the operations of Business Services. (Doc. 29) In the most recent external audit, there were no negative material findings. (Doc. 29)

Self-Evaluation
Although the district has an A++ bond rating, it is struggling financially. Finance is the greatest challenge the district and the colleges face today. Fiscal resources continue to decline, as does state funding. The district is increasingly hard pressed to provide the resources necessary to complete the goals identified in the college mission statement. It is predicted that this situation will continue for at least several more years.

Planning Agenda
No recommendations at this time.

Standard IV.B.3.e
The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary
The previous chancellor resigned in December 2002. From January through June 2003, the district employed an outside interim chancellor. In July 2003, the permanent chancellor was hired. The chancellor was previously the De Anza president. Once the president of De Anza became chancellor, De Anza's vice president of Instruction assumed the interim college president position from July 2003 through June 2004. In June 2004, the new college president, hired from outside the district, officially started in his position.

Under the leadership of the previous and interim chancellors, the college president maintained the authority and responsibility to operate the college and to administer delegated district policies. The chancellors did not interfere in the college president's role. With the previous college president as the current chancellor, and with no permanent college president for one full year, the chancellor mentored and guided the

interim president. It is too soon to evaluate the relationship between the current chancellor and president. However, there is every indication that the chancellor will give full responsibility and authority to the president without interfering in the president's role. For instance, the chancellor contacts the president each time she will be on the De Anza campus. She only attends college committee meetings when she is explicitly invited.

Self-Evaluation
The chancellor has given full responsibility to the college president to implement and administer delegated district/system policies. The chancellor provides thoughtful and proactive leadership for the district and allows each college to operate autonomously under the leadership of their respective presidents.

Planning Agenda
No recommendations at this time.

Standard IV.B.3.f
The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary
After each board meeting, the "Board Highlights" newsletter (Doc. 52) is e-mailed to all faculty and staff. Digital copies of these reports and minutes of the meetings are placed on the district's Web site. (Doc. 53) On-campus e-mail has become extremely valuable as a communication tool. Individuals e-mail communications about important information as well as posting information on the college Web site. (Doc. 44) All board policies, board minutes, and minutes of the CAC are on the district Web site. (Doc. 53) Discussions go back and forth between Joint Development Group (JDG) and CAC. An example of a current discussion is the Public Domain policy on the Nov. 15, 2004 agenda packet. When the board does pass a policy, there has been much discussion on the two campuses and through JDG and CAC.

Central Services vice chancellors and the chancellor often attend campus Town Hall meetings and are sometimes on the agenda. (Doc. 42)

The district offices, together with the college presidents, are the primary liaisons with the board. The executive staff of the district and representatives of the governance groups attend each board meeting. This is the same group that composes the CAC, so there is a strong link between board actions/discussions and the CAC. A summary of the board meeting is prepared and sent to the entire college. All board agendas and minutes are posted online as well as agendas and minutes of the Budget Advisory Committee. (Doc. 53)

<u>Self-Evaluation</u>
In 2004, the vice chancellor of Business Services gave 52 presentations to various groups within the district including presentations at Town Halls at De Anza, and meetings of CAC, Board of Trustees, divisions, SEIU, FA, Central Services, and Plant Services. Budget updates (Doc. 54) presented to the Board of Trustees are posted in an online archive with the presentations and the manner in which solutions or new challenges emerge over the year.

The Accreditation Survey (Doc. 10) asked if the chancellor fosters effective communication between the Board of Trustees, administration, faculty, staff, and students. Of the 196 respondents 84% agreed or strongly agreed that the chancellor does. Even though 84% is a large number, a larger number of people did not answer affirmatively or did not answer at all. Even though every effort appears to be made on the district's part to communicate with the colleges and the board, there is not the same commitment to foster communications between both colleges. The district as liaison is charged with the responsibility of creating processes for both colleges, from administration to classified to faculty, to share information on timely issues and concerns.

<u>Planning Agenda</u>
- De Anza recommends that the district immediately seek new ways to increase communication between itself and the colleges and between the two colleges.
- De Anza recommends that the district continue to expand the distribution of information through the use of newsletters, e-mails, and district Web sites.

<u>Standard IV.B.3.g</u>
The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

<u>Descriptive Summary</u>
The board had an orientation on Nov. 4, 2003. (Doc. 55) The chancellor then took the board members to the Community College League Leadership Conference. (Doc. 56) In the past, the district struggled with the issue of college autonomy and centralization. In the 1999 Educational Master Plan, it recognized the need to issue a statement that would clearly delineate the operational responsibilities and functions of the district and the colleges. The purposes and functions of the colleges, Central Services, the chancellor, the Board of Trustees, and the community are outlined in the draft of the new mission booklet, "Philosophy, Mission, and Priorities of the Foothill-De Anza Community College District," that the chancellor presented to the Chancellor's Advisory Council and Board of Trustees in a November 2004 meeting. (Doc. 45) In the summer of 2004, the board adopted a revised "Roles and Responsibilities of Trustees." (Doc. 57)

The Board of Trustees conducts an annual self-evaluation. (Doc. 33) The results of the most recent one were given at the July 19, 2004 Board of Trustees meeting. (Doc. 33)

The district evaluated its decision-making structures in 1998 and embarked on a unification initiative that allowed for more efficiency in educational programs and support services. As a result, campus safety, the bookstores, custodial services, and educational technologies were centralized in 2000 after considering the recommendations and feedback from all constituent groups. De Anza and Foothill Colleges also aligned their curricula in mathematics and biology to better meet student needs.

Self-Evaluation
Sixty-nine percent of administrators, classified staff, and faculty who responded to the Accreditation Survey (Doc. 10) agreed and strongly agreed that the district clearly delineates the responsibilities and functions of the district from those of the colleges, and consistently adheres to this delineation in practice.

Planning Agenda
- De Anza recommends that the district review its methods and criteria of evaluating its effectiveness and disseminate that information.

Sources for Standard IV

Doc. 1 – Board Code of Ethics (July 12, 2004)
Doc. 2 – Foothill-De Anza Community College District Administrators Handbook, pages iii-v, ACCA Statement of Ethics
Doc. 3 – De Anza College Academic Senate Statement on Professional Ethics
Doc. 4 – http://www.deanza.edu/staffdev/index.html
Doc. 5 – 2000-2001 De Anza College Annual Report: Excellence and Opportunity
   • Part I. Educational Master Plan Update: Internal and External Assessment
   • Section 4. Collegial Campus Climate and Shared Governance
   • League for Innovation in the Community College: Innovation of the Year Award: http://www.academicsenate.cc.ca.us/LocalSenates/Awards/Exemplary.htm
   • http://pdc.cvc.edu/cvcaward/
Doc. 6 – http://www.deanza.edu/instruction
Doc. 7 – http://www.deanza.edu/tutorial/history.html
Doc. 8 – Agreement Between FHDA and the Foothill-De Anza Faculty Association
Doc. 9 – List of Faculty-authored Textbooks Used in De Anza College Classes
Doc. 10 – De Anza College Faculty and Staff Accreditation Survey Results November 2004
Doc. 11 – De Anza College 2003-2004 State of the College Annual Report Part I: Internal and External Assessment
Doc. 12 – http://facultyfiles.deanza.edu/gems/senatede/constitution2001.pdf
Doc. 13 – De Anza College Classified Senate Constitution and Bylaws
Doc. 14 – http://www.deanza.edu/dasb/docs_forms/codes/Constitution.pdf
Doc. 15 – De Anza College 2000-2001 State of the College Annual Report Part I: Internal and External Assessment
Doc. 16 – http://www.deanza.edu/faculty/sharedgov/collcouncil.html
Doc. 17 – http://www.deanza.edu/faculty/sharedgov/finance.html
Doc. 18 – http://www.deanza.edu/dasb/docs_forms/codes.html
Doc. 19 – De Anza College Student Accreditation Survey Results November 2004
Doc. 20 – DASB Resource Binder
Doc. 21 – Board Policy 2222
Doc. 22 – Board Policy 2224
Doc. 23 – Midterm Report – Response to Team Recommendations Submitted to the Accrediting Commissions Oct. 15, 2004
Doc. 24 – http://www.deanza.edu/president/masterp.pdf (Educational Master Plan 2015)
Doc. 25 – Philosophy, Mission, and Priorities of the Foothill-De Anza Community College District: http://www.fhda.edu/about_us/board/mission
Doc. 26 – Board Policy Manual
Doc. 27 – Board Policy 1130, Administrative Procedures/Appendix to Board Policy Manual
Doc. 28 – Board Code of Ethics (amended and reaffirmed: Board Minutes July 12, 2004)
Doc. 29 – http://www.fhda.edu/about_us/board/getInfo (Audit and Finance Committee)
Doc. 30 – http://www.fhda.edu
Doc. 31 – Administrative Procedures/Appendix to Board Policy Manual
Doc. 32 – FHDA Board of Trustees Meeting Minutes, July 19, 2004

Doc. 33 – FHDA Board of Trustees Self-Evaluation Summary of Responses, July 19, 2004
Doc. 34 – Board Handbook
Doc. 35 – Board Roles and Responsibilities
Doc. 36 – List of Accreditation Self-Study Team Members
Doc. 37 – Board Policy 9200
Doc. 38 – Employee Demographics 2003, Institutional Research
District Diversity Climate Survey
Doc. 39 – Student Demographics Fact Sheet 2003, Institutional Research
Doc. 40 – http://research.fhda.edu/mission.htm
Doc. 41 – http://research.fhda.edu/researchreports (Enrollment Analysis)
Doc. 42 – http://www.deanza.edu/president/budget.html (Annual budget, Town Hall Meetings)
Doc. 43 – De Anza President's Reports to Board of Trustees
http://www.deanza.edu/president/publications.html
Doc. 44 – E-mails from Brian Murphy, President of De Anza
Doc. 45 – Organizational Structure Delineating Central Services and Colleges' Functions and Responsibilities
Doc. 46 – De Anza College Administrative Functions Chart
Doc. 47 – ETS Technology Survey
http://pixel.fhda.edu/newsbytes/nb013105/html/story2.html
Doc. 48 – District Training http://hr.fhda.edu/train_dev/district/
Doc. 49 – Diversity in the Workplace http://hr.fhda.edu/diversity/
Doc. 50 – Chancellor's Advisory Committee
http://www.fhda.edu/about_us/stories/storyReader$136
Doc. 51 – Audit Report
Doc. 52 – Board Highlights http://www.fhda.edu/about_us/board/
Doc. 53 – http://www.fhda.edu
Doc. 54 – http://www.fhda.edu/budget_update
Doc. 55 – Board Orientation Meeting Minutes/Agenda for Nov. 4, 2003
Doc. 56 – The Community College League of California (CCLC)
http://www.ccleague.org Publications, Trustee and CEO Resources
Doc. 57 – Board Roles and Responsibilities (amended and reaffirmed: July 12, 2004)
Doc. 58 – DE ANZA 2005 Pathways to Excellence, spring 1999
Doc. 59 – Multicultural Plan, 1999