

Quality Focus Essay – 2017-18 Summary of Progress

Introduction

De Anza first identified its Institutional Metrics in the Educational Master Plan 2010-2015. The college reaffirmed these metrics, along with some additions, in the Educational Master Plan 2015-2020. De Anza has committed to achieving the following equity metrics by 2020:

- Targeted groups will persist at a rate within 5 percent of all other groups.
- There will be a difference of no more than 5 percentage points between the annual course completion rate for targeted groups and the rate for all other groups.

Within the Educational Master Plan process, the college also decided to adopt an Equity-Driven Systems Change Model for creating an equity-driven institution, through such processes as reflection and continued improvement. The college used this model to develop a rubric for evaluating its organizational policies and practices, student learning and outcomes, organizational and professional development, community and civic engagement, as well as the sustainability of institutional equity.

In addition to establishing equity goals, the college identified six Institutional Metrics that require additional attention. Through its annual review, the College Planning Committee (CPC) determined in 2016-17 that De Anza should make further progress toward achieving the master plan goal for these six metrics by 2020:

Basic Skills

The Basic Skills English course sequence completion rate will be 77 percent. The Basic Skills Math sequence completion rate will be 57 percent.

The Basic Skills English as a Second Language (ESL) sequence completion rate will be 50 percent.

Civic Engagement

Six percent of students with a goal of transfer or degree will have enrolled in at least one course having a community/civic engagement component each fall.

Career Technical Education

Fifty-seven percent of students who were enrollment in a career technical education program will be employed full time, one year after leaving De Anza College.

Funding

The annual FTES enrollment will increase to 18,500¹.

College Plans for Meeting the Metrics

The College Planning Committee brought these metrics to College Council, which asked the Academic Senate to work with the college community to meet the stated goals by 2020. Since fall 2016, the Academic Senate leadership has been working with the English, Math and ESL departments, Enrollment Advisory Team, the Vasconcellos Institute for Democracy in Action (VIDA) and the Equity Action Council (EAC) to develop a plan and timeline for this effort.

Assessment of Action Projects

De Anza College will annually evaluate its progress in meeting the goals of the QFE, as well as its progress in meeting goals and timeline for the Action Projects. The college will assess the effectiveness of the plans, timeline, responsible parties and outcomes. To ensure the action plans are carried out, they will be embedded in existing college processes for program review and institutional planning. The CPC will be responsible for annually reviewing the QFE goals in connection with De Anza's institutional metrics and the Educational Master Plan. The CPC will use the college's equity-driven change model and rubric as part of this assessment process.

Institutional Self-Evaluation-Action Plans

The following action plans represent strategies for improving outcomes that were identified in the institutional self-evaluation.

Work toward achieving the six identified institutional metrics in order to meet the Education Master Plan goal by 2020. (Standard I.B.3) In 2016, College Council asked the Academic Senate to take the lead in addressing six institutional metrics that it seemed the college may not meet by 2020. The Academic Senate has identified key stakeholders to develop plans for improving performance on these metrics, including steps for implementation, monitoring and assessment of improvement efforts. The stakeholders will present their plans to College Council and provide a quarterly status report.

- On June 1, 2017, the Academic Senate leadership presented the plans submitted from each group to College Council which included detailed plans for how each areas plans to increase their rate (http://www.deanza.edu/gov/college_council/notes/CCMins_06_22_17.html).
- Academic Senate reported on a variety of activities the college underwent in 2017-18 that are aligned with each metric:

¹ Revised to 18,500 by IPBT in 2016-17.

- Formation of the CTE Advisory Committee
- Discussion of noncredit course guidelines for CTE
- Reorganization and new dean position for the Office of Equity
- Formation of the Integrated BSI/Equity/SSSP Committee
- Math, English and Reading departments worked on AB 705 implementation
- Formation of a Guided Pathways Core Team

Increase training for institutional planning, program review and resource allocations. (Standard II.A.14) Work with the Office of Professional Development and the planning and budget teams to provide faculty and staff members with training and information about the institutional planning process, with the goals of improving their understanding and increasing engagement in the process.

The Office of Professional Development and the Institutional Research Office co-hosted a training session on shared governance and institutional effectiveness for new employees on August 18, 2018. The event was well attended by new employees and will be offered again in the fall term open to all employees interested in the shared governance process. Further, the Institutional Research Office updated the Governance Handbook in fall 2018 and revised the governance webpage to make resources and documents more accessible to users.

Continue the college's commitment to Student Learning Outcomes work at all levels: Student Learning Outcomes (SLO), Student Services Learning Outcomes (SSLO), Administrative Unit Outcomes (AUO), Program Level Outcomes (PLO) and Institutional Learning Outcomes (ILO). (Standard I.B.2)

- **Make the data submission process easier through steps such as encouraging use of the "Assignments" feature in the TracDat system.**
- **More closely align assessment requirements with the five-year curriculum review process, to ensure consistent and ongoing assessment work.**
- **Work with the TracDat developer to improve reports generated by the system.**
- **Promote the need for ongoing assessment cycles through regularly scheduled workshops in conjunction with the Office of Professional Development, as well as Opening Day activities and workshops, weekly "drop-in help" office hours for faculty, and the annual convocation.**
- Within the 2017 Follow-Up Report to the Institutional Self-Evaluation Report, the college cited that during conversations around these Action Items, it was determined that the Nuventive system repository no longer fit the college's needs. As a result, the college has decided to move to a new course management system that can house and link the catalog, SLOs and assessments, curriculum and Program Review. The associate vice president of Instruction is leading this effort in conjunction with the Scheduling Office, the Curriculum Committee and the SLO Core Team. There will be a retreat in summer 2018 to discuss the conversion, with the goal of having the system in place by spring 2019.
- This past year, the core competency of "civic capacity for global, cultural, social and environmental justice was assessed at the March 3 SLO Convocation. The SLO Core Team

continues to hold weekly “drop-in help” sessions each quarter as well as regularly scheduled workshops for department chairs and SSLO and AUO teams.

Continue to advance the college's commitment to equity (Standard I.B.2) Develop and better integrate programs and services that directly address issues of equity among our students and within our institution, through collaboration between the offices of Instruction and Student Services.

In fall 2017 the college hired a dean for Equity and Engagement, this position expanded the scope of the Equity faculty director position. The dean now attends weekly dean’s meetings and thus is better integrated into instruction and student services, as these deans also attend the weekly meetings. The dean meets weekly with the Associate Vice President of Instruction as well. The Office of Student Equity is also working with the Instructional Planning and Budget team and the Student Services Planning and Budget team as well as the Administrative Planning and Budget team to integrate equity-focused questions into the annual program review form. The questions will be on the form starting in fall 2018 upon approval from the shared governance groups. In addition, the Dean serves on the Guided Pathways planning group and the Equity Action Council (shared governance group) to ensure continued collaboration and integration between student services and instruction on this important equity initiative.

Improve the dissemination of information from the planning and budget teams (PBTs) to the campus community. (Standard IY.A.5) Under the direction of College Council, the College Planning Committee will lead an assessment of how information is currently being disseminated and accessed by various groups. Identify ways to improve communication before and after proposed changes take place, as well as communication about how changes will impact other areas.

- Starting in spring 2018, College Council added to its agenda a standing item where each PBT will report out on their activities to College Council and this information is recorded in the meeting minutes.
- In order to better understand how information is disseminated to various groups from the shared governance groups, the College Planning Committee added a question to the Annual Governance Assessment survey that is administered each spring to all governance groups. The question asked the following:

Reflecting on your groups’ ability to disseminate information to its stakeholders, what are some strengths and weaknesses in regards to ensuring that all stakeholders are informed of the committee’s activities, processes, policies and decisions? How can you improve your process for information dissemination next year?

- An analysis of the responses showed that each group post their meeting agendas and minutes online. Many groups discussed that with the revision of the webpage, the standardization of the shared governance pages has made it easier to access information

since the pages all have the same format and agendas and minutes are in the same location on each page. Many committees reported that their members have a permanent seat on other committees and provide report-outs at each of the meetings. The committees also shared that they implemented a mentoring program in collaboration with the shared governance groups and the DASB to mentor the student representative assigned to the committee.

- The results are available here:
<http://deanza.edu/ir/planning/AnnualGovernanceReflectionsSurvey2018.pdf>

Improve coordination between the PBTs. (Standard I.B.9) Improve integration between the PBTs on matters such as resource allocation and hiring, so as to have a college-driven process in which members of College Council provide leadership and guidance as opposed to merely receiving information. This is aimed at helping the campus community better understand how factors such as hiring, reductions and program viability affect the college as a whole. College Council will serve as the lead for integration and ask for a status update from the PBTs at each meeting to increase the sharing and discussion of information.

- Starting in spring 2018, College Council added to its agenda a standing item where each PBT will report out on their activities to College Council and this information is recorded in the meeting minutes.

Action Project 1: Student Equity

Goal: Create a collegewide vision for reaching equitable outcomes for all student groups and a plan to achieve this vision.

A collegewide vision for student equity will enable the college to focus its efforts in one direction with a clear plan for achieving its goal. The plan would include a holistic assessment of current practices and policies, a review of what works nationally in order to implement locally, and a collegewide commitment to the vision. Specific implementation activities are listed in the table below.

Desired Outcome	Action Steps	Timeline & Party	Status
Promotion of equity vision	Assist and support the president, who has primary responsibility for promoting the collegewide vision.	2017-18 Senior staff	Created a vision statement in spring 2018
Continued development of Equity Plans	Continue to support development and implementation of department and division Equity Plan goals.	2017-18 Deans, chairs, Equity Office	Integrated equity plans into program review – fall 2018
Assessment of equity work	Assess equity plans to determine which prototypes are achieving Institutional Metric goals; determine which should be enhanced or supported with equity funding.	2018-19 Equity Office	Will take place in spring 2019 after program review submitted
Assessment of equity work nationally	Conduct a review of equity practices nationally to identify effective strategies for De Anza.	2018-19 Equity Office	Ongoing
Equity Plans linked to program review	Incorporate the department equity action plans into the Annual Program Review Update (APRU) form used by PBTs.	2018-19 PBT chairs	Fully implemented in fall 2018
SLO work linked to Equity Plans	Encourage integration of program SLOs, SSLOs and AUOs with equity plan goals so more assessments are linked to an equity component, such as the Institutional Core Competency of Civic Capacity for Global, Cultural, Social and Environmental Justice.	2018-19 SLO Steering Committee & Equity Office	Better integration will result as equity plans are linked to program review
More time available for equity work	Hold an Equity Flex Day at which departments and divisions have time for dialogue about playing a key part in advancing the vision of equity and achieving the college's goals.	2018-19 Office of Instruction & Equity Office	Integrated into Annual Convocation

Integration of planning and equity work	Integrate current equity metrics into those tracked for the QFE action project, while linking that integration to all planning documents.	2016-17 Accreditation Steering	Completed
Advancement of equity vision	Continue to promote this vision on a regular basis.	2017-18 President	Ongoing
Integration of planning and equity work	Integrate a seven-year equity planning cycle into the college planning calendar. Have each department and service area develop a plan-with activities, responsible parties and timelines -for how their area will help achieve this goal in the next seven years.	2018-19 College Planning Committee & all departs. & service areas	This will take place through integration of equity plans into program review
Expansion of programs that work to close the equity gap	Continue to assess the First Year Support cohort program and its preliminary success. Evaluate the feasibility of expanding the program and assess what resources are needed, such as personnel, facilities, leadership and funding.	2017-18 Outreach Office	Ongoing
Expansion of programs that work to close the equity gap	Define the elements of each program that are closing the equity gap and identify which populations are having more success. Allocate resources to programs that are closing the gap.	2018-19 College community as a whole	Ongoing work with AB705 and Guided Pathways
Achievement of equity goals	Continue to work with designated departments on strategies for meeting the institutional metric of closing the achievement gap by 2020. Monitor and continue the work that the Academic Senate is already supporting.	2017-18 Academic Senate, English, ESL, Reading, Math departs.	On going

Action Project 2: Integrated Planning and Communication

Goal: Develop better integration between the planning and budget teams.

By increasing integration between the planning and budget teams, the college will increase opportunities for cross-campus dialogue about resource allocations, hiring, program viability, Student Learning Outcomes assessment and other important issues. Better integration will produce greater transparency, make processes more effective and ultimately contribute to better student outcomes. Implementation activities in support of the project are listed below.

Desired Outcome	Action Steps	Timeline Party	Status
Better understanding of current planning processes within the PBTs	Conduct a needs assessment to identify strengths and weaknesses of the integrated planning process.	2017-18 President, Research Office	Ongoing assessment and reflection through the Annual Governance Survey
Improved coordination between PBTs	Schedule joint meetings of PBT committees annually. Identify a lead responsible for establishing the agenda and calendaring the meeting.	2017-18 PBT chairs	President and IR will schedule and set agenda for fall 2018
Improved interaction between shared governance groups	Develop guidelines for increasing PBTs' involvement and communication with other shared governance committees.	2017-18 PBT chairs	Standing report out to College Council, added review to annual governance assessment survey
Improved alignment of the program review process	Align timelines and cycles for all PBTs. Each PBT will maintain their own program review form, but work toward integrating overarching goals such as student equity and success.	2018-19 PBT leadership, College Council	Check with PBTs on timing.

Increased visibility of hiring processes	Establish channels for sharing information about hiring processes so each PBT has better understanding of hiring by other PBTs. Establish similar criteria for ranking positions across the PBTs. Criteria may include a link to Student Learning Outcomes (SLOs) and evaluation of SLOs. Establish a rubric that is used for deciding on the positions.	2018-19 PBT leadership, College Council	Standing report out to College Council,
Sustained links between planning and SLO work	Ensure that all PBTs integrate APRUs to Student Learning Outcomes (SLOs), Student Services Learning Outcomes (SSLOs), Administrative Unit Outcomes (AUOs).	2018-19 PBTs, SLO Committee	Check with SLO committee on this one
Streamlined reporting structure	Ensure that all PBTs complete the APRU and Comprehensive Program Review (CPR) in TracDat.	2017-18 PBTs, SLO Committee	Ongoing
Increased communication and dissemination of information	Establish a process at College Council by which representatives from each PBT report on activities monthly.	2017-18 PBTs, College Council	Complete – started spring 2018
Standardized program review process for resource requests	Carry out an evaluation by the College Planning Committee of which departments, divisions and offices complete learning outcomes and program review, to determine if any areas have been left out and should be included.	2017-18 College Planning Committee & College Council	IR to complete fall 2018
Increased communication and dissemination of information	Launch assessment by College Planning Committee of how much campus stakeholders understand the planning and resource allocation process, and tailor trainings around their needs.	2017-18 College Planning Committee & College Council	Fall 2018 – Office of Professional Development Training
Increased communication and dissemination of information	Launch assessment by College Planning Committee of how information about planning and resource allocation is disseminated, with the goal of understanding what information is being shared, what information the college community wants, and what the best channels are for sharing the information.	2017-18 College Planning Committee & College Council	Spring 2018 – Question added to Annual Governance Assessment Survey

Timeline and Process for Annually Assessing the Quality Focus Essay

September: The accreditation liaison officer will convene the College Planning Committee to develop a process for gathering feedback from the governance groups responsible for implementing the plan, and for reviewing the work each fall to produce a progress report. The college president will reemphasize his vision and De Anza's commitment to these projects, at the beginning of each academic year. Responsible parties identified in the QFE will ensure that plans are in place and moving forward.

October-November: The College Planning Committee and Office of Institutional Research and Planning will compile information on De Anza's progress toward meeting the stated goals. The CPC will monitor achievement of the goals against the established timeline. If goals are not being met, the CPC will report this information to College Council, which will determine the best way to proceed.

December: The college president will provide a progress report to College Council.

January-February: The College Planning Committee and Institutional Research office will summarize all feedback and produce a report on the results. The report will be shared with College Council to determine if De Anza is on track to meet its goals.

March-April: The College Planning Committee and relevant governance groups will assess the findings and recommend improvements as well as strategies for continuous improvement.

May-June: Responsible parties will determine how to implement plans for the following year, so as to continue progress and meet the goals.