Quality Focus Essay – 2019-20 Summary of Progress

Introduction

In the Quality Focus Essay, De Anza identified six Institutional Metrics that were originally identified in its Educational Master Plan 2010-2015. The college reaffirmed these metrics, along with some additions, in the Educational Master Plan 2015-2020. 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. These metrics were included in the QFE:

1. The Basic Skills English course sequence completion rate will be 77 percent.
2. The Basic Skills Math sequence completion rate will be 57 percent.
3. The Basic Skills English as a Second Language (ESL) sequence completion rate will be 50 percent.
4. 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.
5. 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.
6. The annual FTES enrollment will increase to 18,500[1].

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.

In spring 2019, the state Chancellor's Office required all colleges to submit an Equity plan with goals that align to the vision for success. **The CPC determined that it was best to ensure that college metrics are aligned with state equity plan, vision for success, and ACCJC goals and took the opportunity to overhaul our Institutional Metrics. Therefore, the 6 aforementioned metrics are no longer included in the college's Institutional Metrics.** However, the college will continue to remain committed to these new metrics. The CPC will continue to provide an annual update on the metrics to College Council, and identify and report to College Council any metrics that they college may not achieve at the current rate of improvement.

Assessment of Action Projects

Over the 2019-20 year De Anza College implemented processes and practices that enable us to remain on track to achieving our the goals and Action Projects outlined in the QFE. In fall 2018 the CPC reviewed the effectiveness of the plans, the timeline, responsible parties and current outcomes. The CPC also examined if the action plans continue to be embedded in existing

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

college processes for program review and institutional planning and determined opportunities for the plans and projects to be embedded in additional processes. For example, the Instructional Planning and Budget team expanded upon the current equity questions to include more specific questions and goals around equity plans at the department level to meet some of the goals in Action Plan 1. Further, in fall 2019 departments were required to look at and report on disproportionate impacts for various student groups including ethnicity, gender, Foster Youth, disability, and veteran status. The CPC continues to be responsible for annually reviewing the QFE goals in connection with De Anza's institutional metrics and the Educational Master Plan.

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.

- The college developed and adopted a new set of Institutional Metrics which align with the state Equity Plan, Vision for Success and ACCJC metrics. The CPC will continue to review the metrics annually and provide updates to the College Planning Committee.

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 for new employees at the start of the fall quarter as part of new employee orientation.
- The Academic Senate and the Student Learning Outcomes core team held trainings on program review for all department chairs in the winter quarter.
- The Institutional Research Office updated the Governance Handbook in fall 2020 by collecting updates in spring 2019 to include in the fall 2020 version of the handbook and included the addition of Best Practices for Student Voices in Shared Governance, developed by DASB.
- The IR office also provided one on one training to all department chairs and program coordinators who elected to participate in regards to the program review and inquiry

tools and held workshops on program review on Opening Day.

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)
- o Make the data submission process easier through steps such as encouraging use of the "Assignments' ' feature in the TracDat system.
- o More closely align assessment requirements with the five-year curriculum review process, to ensure consistent and ongoing assessment work.
- o Work with the TracDat developer to improve reports generated by the system.
- o 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.

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)
- A data submission process has been put in place to collect assessment data while we wait for eLumen to be configured to house curriculum, catalog, program review and outcome assessments.
- Presentation to the Academic Senate (November 2019) focused on inviting faculty to give input on ways that would make assessment data collection and analysis more useful in informing delivery of curriculum to foster student success and equity.
- Convocation 2020 (June 5 & 12, 2020), held soon after Covid-19 flip to online, provided a platform for faculty to share their successes and challenges in online teaching. From the other viewpoint, faculty heard student voices sharing their challenges and successes as online students.
- Opening Day workshop (October 2, 2020) presented by SLO Core Team focused on designing non-traditional assessments that focus on how the student sees him/herself in the class and in relation to the curriculum. The problem statement was driven by equity, but solution was based on input from faculty during Academic Senate presentation (Nov 2019).
- During COVID-19 the SLO Core Team continues to hold weekly "drop-in help" sessions via Zoom.
- SLO Core Team is endeavoring to shape implementation of eLumen to house quantitative assessment data that is disaggregated and, equally important, student artifacts aimed to show student success from a holistic viewpoint.

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 our learning communities, we developed a FLOW Hip Hop Pedagogy cohort integrating student services and instruction to better serve students. Embedded peer mentors from the Men of Color program provided peer to peer support in the course.
- LEAD (Latinx Empowerment at De Anza) was restructured to a cohort model integrating student services, instruction, and community engagement with peer mentoring.
- This past year we hired a full-time counselor dedicated to the IMPACT AAPI cohort. This position helped yield high success rates and supported the CREM cohort with similar success rates. This work helped expand support to other cohorts serving DIS populations as well.
- For the second consecutive year, the learning community's faculty coordinators met in April to discuss and share best practices, coordinate course sequences, faculty scheduling, curriculum and integration of student support. This year's Coordinators meeting expanded to include sharing practices for remote learning and student services and was continued in the summer through the LinC Summer Institute involving counselors, instructors, and student success and instructional staff.
- The Office of Equity hosted Student Equity Partners meetings to support, promote and coordinate efforts working with DI groups and closing the student equity gaps. Three areas where we expanded our work include the Equity Peer Training involving Men of Color and Math Performance for Success (MPS) student employees. The second area involved the expansion of Summer Bridge to include Men of Color and IMPACT AAPI cohorts. The third area was hosting bi-quarterly meetings with the Student Equity Partners to share information, resources, events and best practices.
- This past year a more coordinated effort was implemented to better serve our undocumented students. This campus wide effort involved the Undocumented Advisory Committee, the UndocuWelcome Orientation, UndocuAlly Training and HEFAS Undocumented Student Center working on policies, services, resources and trainings.
- This past year we intentionally expanded the role and scope of the former Umoja Counselor/Coordinator to encompass African American/Ancestry Student Programs serving as an umbrella to many of our learning communities and collaborating with existing services (Men of Color, FYE, REACH, STEM, College Promise and EOPS) to ensure a wider net of support for our Black and African American students.
- This past fall in collaboration with the Black Faculty and Staff Association, the Equity Office co-sponsored a Welcome Mixer for all new Black and African American students to meet the staff, faculty and administrators and to learn more about support programs for them. Eighty new students were in attendance and it is our hope to grow and build community for their success through these types of collaborations.
- In collaboration with the Office of Professional Development and Office of Equity, the staff created an Equity Certification training. The training (7.5 hours PGA) certification provides De Anza Classified Professionals both in instruction and student services with practical strategies and approaches to implement equity in their daily job functions.

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. This process has continued throughout the 2019-20 academic year.
- 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 college has now collected responses to this questions for the past two years. 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 posts 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 groups also indicated that they would like to introduce a more robust and document orientation for new members. The results are available [here](#).
- Further, in late-spring 2020 the college underwent a discussion of how shared governance is organized that is ongoing.

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

- 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.
- All hiring recommendations or reductions from the PBTs are taken to College Council for approval.
- The 2018-19 academic year was a challenging year in that De Anza was faced with budget reductions. Each of the PBTs developed Phase 1 and 2 reduction plans that were each approved by the respective groups, then by College Council. The reduction plans are posted online here: SSPBT: https://www.deanza.edu/gov/sspbt/budget.html APBT: https://www.deanza.edu/gov/apbt/about.html
- Further, it was discussed by the CPC that the role of College Council is to receive information from the PBTs, ask questions, and make a decision, rather than provide guidance or direction in the decision making process, as the PBTs are best equipped to make the decisions as they are reviewing the data closely, ask needed questions, gather information, and vote as a shared governance body.
- A review of the role of College Council in the decision making process began in late spring 2020 and will continue into the 2020-21 academic year

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 – Created a new collegewide equity plan in spring 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	Equity Office conducted the analysis in summer 2019
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	IPBT implemented in fall 2018, working with SSPBT and APBT

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	SLO Steering Committee to discuss in F2019: How has student learning increased?
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 and Workshops
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 took place through the integration of equity questions into program
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 goi ng wo rk wit h AB

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	
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	All APRUs are completed in the spring. Each PBT incorporates equity questions into their forms

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, all hiring is approved by College Council. Each PBT has established their own criteria for ranking positions.
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	Ongoing
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	Ongoing – SLO core team has a designated AUO individual to work with departments
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	Ongoing – Office of Professional Development Training and New Employee Orientation
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.