

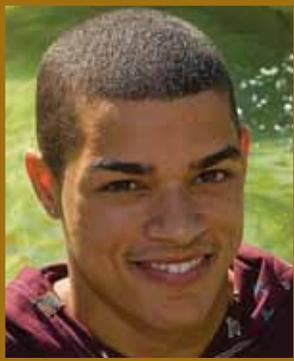
**Follow-Up Report to the
Accrediting Commission for
Community and Junior Colleges**

October 15, 2012



DeAnza  College

21250 Stevens Creek Blvd.
Cupertino, CA 95014



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Follow-Up Report

Submitted by:

De Anza College
21250 Stevens Creek Blvd.
Cupertino, CA 95014

Submitted to:

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

Oct. 15, 2012

Certification Page

To:

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

From:

Brian Murphy, President
De Anza College
21250 Stevens Creek Blvd., Cupertino, CA 95014

I certify that there was broad participation by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

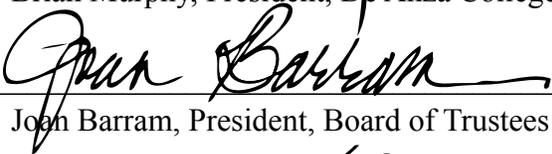
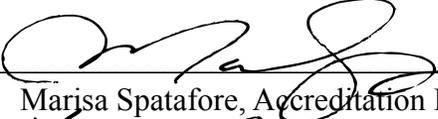
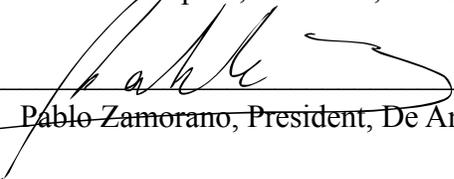
 _____ Brian Murphy, President, De Anza College	Oct. 1, 2012
 _____ John Barram, President, Board of Trustees	Oct. 1, 2012
 _____ Linda M. Thor, Chancellor, Foothill-De Anza Community College District	Oct. 1, 2012
 _____ Marisa Spatafore, Accreditation Liaison Officer	Oct. 1, 2012
 _____ Karen Chow, President, Academic Senate	Oct. 1, 2012
 _____ Reza Kazempour, President, Classified Senate	Oct. 4, 2012
 _____ Pablo Zamorano, President, De Anza Associated Student Body	Oct. 10, 2012

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Statement on Report Preparation

De Anza College submits its Follow-Up Report to the Accrediting Commission for Community and Junior Colleges in response to the three recommendations the Commission made upon reaffirming the college's accreditation in February. The year since the Evaluation Team's visit has been a time of steady progress as outlined within the college's new planning model, as well as in the deeply interrelated, ongoing work on outcomes assessment.

This work is collegewide, involving faculty, staff and administrators in Instruction, Student Services and Educational Resources in outcomes identification, assessment and improvement; the incorporation of outcomes into Program Review and the analysis of these through the Planning and Budget Teams with their broad representation; and the improvements to programs and services as well as resource allocations that follow. De Anza College is continuing its early review of the new planning model and the assessment of its planning processes, and is preparing for a comprehensive review of both in 2013-14.

Major contributions to the preparation of this Follow-Up Report were made by faculty members of the Student Learning Outcomes Core Committee in regular meetings and intensive work throughout the summer, together with the College Research Office and the Accreditation Liaison Officer. The report was reviewed and approved by the Foothill-De Anza Community College District Board of Trustees. Within the college itself, review of the report occurred in the College Planning Committee (Sept. 25); Academic Senate (Oct. 1); Classified Senate (Oct. 4); De Anza Associated Student Body (Oct. 10), as well in the meetings of the three Planning and Budget Teams (Instructional, Oct. 2; Student Services, Oct. 3; and Finance and Educational Resources, Oct. 10). College Council, the ultimate governance committee of the college, voted to approve the report at its first meeting of the fall quarter on Oct. 11.



Brian Murphy, President
De Anza College

Responses to Commission Action Letter

Recommendation 1: Mission Statement

Recommendation 1

To meet the Standard, the team recommends that the college mission statement clearly identify the intended student population for whom the college will provide programs and services (Standards I.A, I.A.1).

This Commission recommendation, together with the additional two recommendations, were initially discussed at College Council in February 2012 upon receipt of the Commission's letter reaffirming De Anza's accreditation (www.deanza.edu/gov/college_council/notes/CCMins02_09_12.html). Also that month, in a preliminary effort to determine how other colleges in the state identify their intended student population, the College Research Office conducted an analysis of the mission statements of the 112 California Community Colleges (www.deanza.edu/ir/deanza-research-projects/Mission%20Statements_112%20Colleges.pdf). A similar review of the form and content of college mission statements, albeit one broader and qualitative rather than quantitative, was undertaken in early 2010 by members of the Educational Master Plan (EMP) Committee in the reaffirmation and recommended updating of the De Anza College mission statement (www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.7).

The Research Office analysis found that almost half of the colleges (47%) are broadly inclusive in ways similar to De Anza's stated intent to serve "students of all backgrounds," using terms such as "students," "diverse students," "diverse community of learners," and "students of diverse backgrounds." Fifty-three percent of colleges identify the students they serve in terms of the community ("diverse community," "our community"). Of these colleges, only 25% – or 15% of all colleges – made reference to a specific geographical area or a particular demographic.

The College Planning Committee (CPC) and College Council will use this compiled information, as well as broad feedback from the campus community, to review the mission and vision statements in 2013-14, in accordance with the timeline established in the college's Six-Year Planning and Assessment Cycle. The conducting of the mission statement review at that time, in the sequence approved as an element of the planning model, was discussed and approved by College Council on Oct. 11, 2012 (www.deanza.edu/gov/college_council/notes/CCMins10_11_12.html).

Recommendation 2: Integrated Planning, Assessment and Resource Allocation Model

Recommendation 2

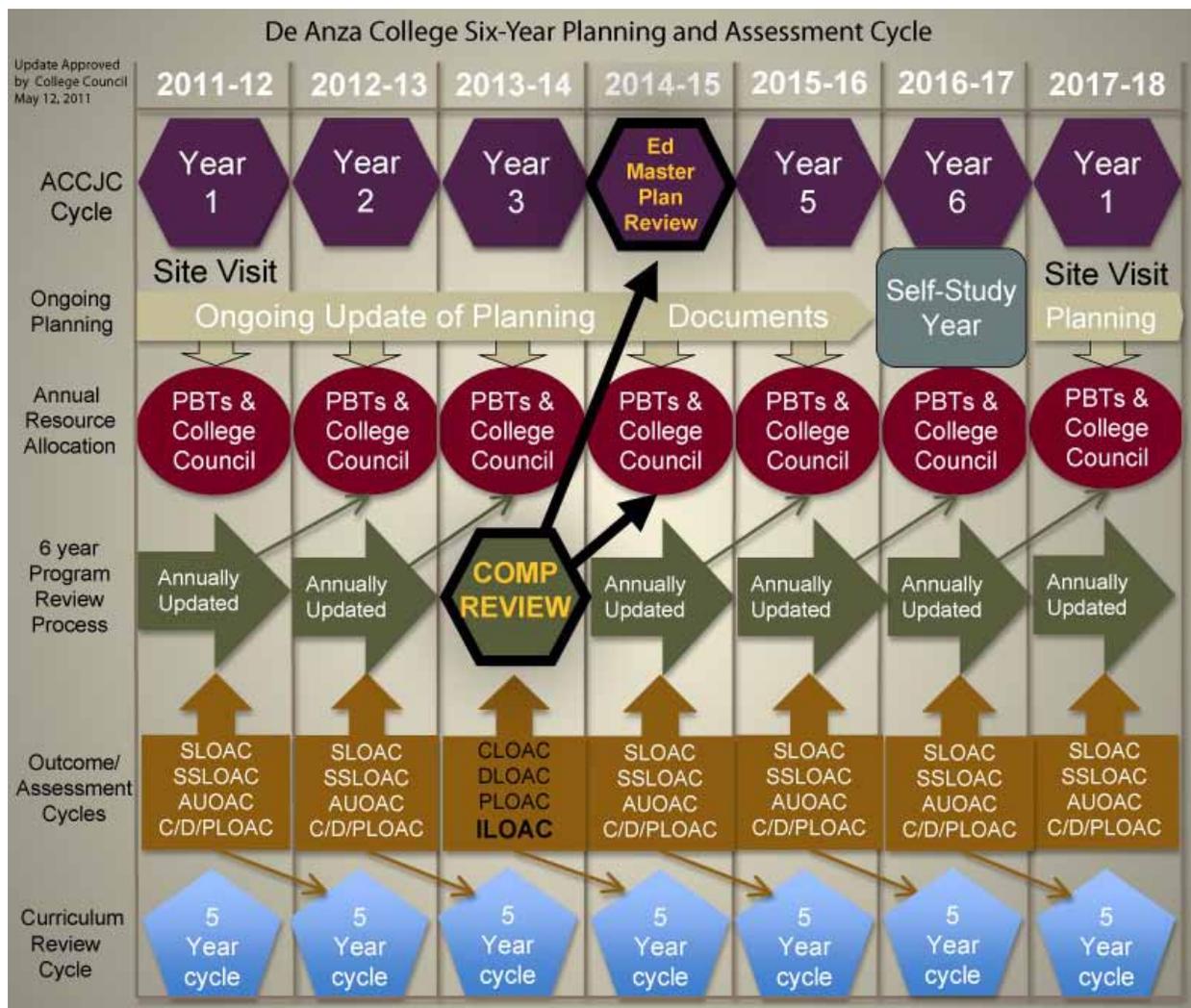
In order to fully meet Standards, the team recommends that the college systematically evaluate the newly implemented integrated planning, assessment and resource allocation model. The model should also be evaluated for its effectiveness in improving programs, services and student learning. At the appropriate point in the cycle, the college should then assess its evaluation processes (Standards I.B.3, I.B.4, I.B.6, I.B.7, III.A.6, III.B.2.b, III.C.2 and III.D.1.a).

Implementation of the New Planning and Assessment Cycle

The Program Review process has been in place for many years at De Anza College and remains the primary source of program information for the three Planning and Budget Teams (PBTs) – Instructional, Student Services, and Finance and Educational Resources – and College Council. Quantitative and qualitative data contained in the Program Reviews have long been used in college decision-making. The 2010-2015 Education Master Plan (EMP) recognized the need to formally integrate outcomes assessment information into the Program Review process.

At the time the EMP was reviewed in 2008-09, the college employed a three-year cycle of Comprehensive Program Review (CPR). This 2008-09 EMP revision incorporated Annual Program Review Updates (APRU) to be submitted annually in the three years between Comprehensive Program Reviews. Since 2009-10, the APRU has been the primary vehicle to communicate outcomes assessment results and enhancement plans to the College's Planning and Budget Teams.

Upon further evaluation, review and discussion in the Student Learning Outcomes Steering Committee, Academic Senate, Classified Senate, the PBTs and College Council, the decision was made in College Council to change the three-year CPR cycle to the current six-year Outcomes Based Program Review process supported by APRUs in each of the five years between CPRs (www.deanza.edu/gov/college_council/notes/CCMins05_13_10.html; www.deanza.edu/gov/college_council/notes/CCMins12_09_10.html). Under this plan, the De Anza Program Review and decision-making model synchronizes with the six-year accreditation cycle of the Accrediting Commission for Community and Junior Colleges (ACCJC). The new Six-year Planning and Assessment Cycle appears in the Educational Master Plan Update Spring 2011 (www.deanza.edu/ir/planning/2010%20state%20of%20the%20college.pdf), which was included in the college's 2011 Self-Study Report and is shown on the next page.



In this model, individual college programs submit an APRU annually, including updates of outcomes assessment activities and results since the previous APRU. Each program also has the opportunity to make any resource allocation requests based on their outcomes results and program improvement plans. Each year, programs submit their APRU to the appropriate PBT at the beginning of the spring quarter. Each of the three PBTs maintain a website at which they post each program's 2008-09 Comprehensive Program Review and APRUs from 2009-10, 2010-11 and 2011-12 for use by the college in decision-making (www.deanza.edu/gov/IPBT/; www.deanza.edu/gov/SSPBT/; www.deanza.edu/gov/ERCOPBT/).

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

Further evaluation and refinement of the new process led to the decision to set the next Comprehensive Program Review for 2013-14. Per the planning cycle, the mission statement is scheduled for review in 2013-14, prior to the review of the Educational Master Plan in 2014-15. In May 2011, College Council established the College Planning Committee (CPC) and charged it with the responsibility of maintaining the new planning model and managing the evaluation of it (www.deanza.edu/gov/college_council/notes/CCMins_05_12_11.html).

The Student Learning Outcomes and Assessment Cycle (SLOAC) is ongoing, with the completion of additional Student Learning Outcomes, Program Level Outcomes and Administrative Unit Outcomes as well as the assessment of these outcomes. The college as a whole is in the process this year of assessing the Institutional Core Competency (ICC) of critical thinking (www.deanza.edu/gov/academicsenate/notes/Notes%20of%20%20January%2030th.pdf). The ICCs are the college's equivalent of Institutional Learning Outcomes (ILOs).

Integrated Planning and Budgeting

The process of resource allocation continues within each PBT and is approved by College Council. Much planning over the past year necessarily focused on developing worst-case and best-case scenarios for budget reductions based on state budget cuts and the passage or failure of tax propositions on the November ballot (www.deanza.edu/gov/IPBT/reductionplans.html; www.deanza.edu/gov/SSPBT/index.html; www.deanza.edu/gov/ERCOPBT/).

IPBT

In 2011-12, the IPBT used the previous year's APRU information in making allocation decisions for Measure C funds, faculty position prioritization and budget reduction scenarios. The IPBT also approved and implemented a program viability and discontinuance process predicated on Program Review information. Since 2009-10, the IPBT has used a process in which its members are assigned the responsibility to thoroughly read APRUs and to develop questions related to topics such as program viability and resource requests (www.deanza.edu/gov/IPBT/program_review_files.html). In spring 2012, the IPBT made the first attempt to use the newly implemented TracDat system for the APRU. The results of this effort are being reviewed by the IPBT and the SLO Core Team.

SSPBT

In 2011-12, the SSPBT used the previous year's APRU information in making decisions for resource allocation and in developing budget reduction scenarios. The SSPBT also approved a service viability and discontinuance process based on Program Review information for service areas. Based on a review of the 2011-12 Program Review process, the SSPBT has made two significant changes effective for 2012-13. The SSPBT will follow the IPBT process in which members are assigned APRUs to report on to the SSPBT, and all APRUs will be due in December, making the outcomes assessment information more current and readily available for spring decision-making. The SSPBT will determine the criteria and inform the programs of this change (www.deanza.edu/gov/SSPBT/Resources.html).

FERPBT

In 2011-12, the FERPBT used the previous year's APRU information in making allocation decisions for Measure C funds and budget reduction scenarios (www.deanza.edu/gov/ERCOPBT/ProgReviews.html).

The college will continue these ongoing processes in 2012-13 and will begin to prepare for the comprehensive evaluation of its planning processes in 2013-14.

Assessment through the College Planning Committee

In 2012, the College Planning Committee (CPC) developed an assessment of the governance groups, the Annual Governance Assessment form, which was piloted in the three Planning and Budget Teams. The feedback regarding the form will be used to improve the current instrument, which will then be sent to all governance groups in spring 2013 for a second year of evaluation. The data collected next year will be used to assess the college's governance groups as well as assess the six-year planning cycle.

The committee also developed and published the annual planning calendar, which was shared with the Planning and Budget teams (www.deanza.edu/ir/planning/planning_files/Calendar.pdf).

The committee developed a template used to monitor the progress and completion of the college's planning agendas, which will be taken to College Council for approval in fall 2012. The approved version will be distributed to each governance group for submission each spring so the committee can monitor progress in completing the planning agendas for the Accreditation Self-Study report in 2016-17.

The CPC established goals for 2012-13, including reviewing the college values statements and recommending updates, reviewing and updating the Governance eHandbook, monitoring progress on the planning agendas from the 2011 Self-Study, and assessing the data received from the Annual Governance Assessment form (www.deanza.edu/ir/planning/College%20Planning%20Committee%20Meeting%20Minutes%206.21.12.doc).

Assessment of the Planning Cycle

In order to assess the planning cycle, the College Planning Committee in spring 2012 developed the Annual Governance Assessment Form (http://irp.fhda.edu/cgi-bin/rws5.pl?FORM=CPC_GAF), which was then used by all three Planning and Budget teams (www.deanza.edu/gov/IPBT/notes/IPBTNotes05_08_12.html; www.deanza.edu/gov/SSPBT/notes/SSPBTNotes05_02_12.html; www.deanza.edu/gov/ERCOPBT/notes/FERPBTNotes10_10_12.html). The teams were asked if they had effectively improved a program, a service or student learning this year. The results showed that IPBT had done all of these. Examples of curricular improvements include the elimination of two instructional programs (Technical Writing and Computer and Office Systems [CAOS]) in order to fund high-demand programs. A student learning improvement includes approving the hiring of the faculty director of Equity, Diversity and Multicultural Education to continue to address equity issues and the achievement gap. The SSPBT reported that it effectively improved a service provided to students by developing "Getting Started" workshops for new students who may not enroll in the orientation course but could benefit from college success information in workshop format in their first quarter.

The FERPBT, which in fall 2012 assessed its work of the previous year, reported that it had used Program Review to improve both student learning as well as service to student parents in the Child Development Center. This occurred through increased collaboration with the Child Development Education instructional department and resulted in improved education of toddler students in the practicum – the lab school – as well as students studying to become child development teachers. The annual parent survey provided additional feedback used for improvement.

The form also asked the teams whether their processes were adequate to achieve their intended outcomes, and if not, to discuss alterations or modification that will be implemented. All three teams reported that the committee processes are adequate to achieve intended outcomes.

The teams were also asked about their use of data to improve a program, a service or student learning. All reported that they used data collected and assessed by their respective programs; collected and assessed for student learning outcomes; collected through the Program Review process; and provided by the Research and Planning Office.

The additional feedback gathered from the survey showed that both IPBT and SSPBT have formally incorporated the program review process into decision-making with the adoption of their respective program or service viability and discontinuance processes. As a result of the review and evaluation of the integrated planning process, starting in 2012-13, the SSPBT decided to require APRU submissions at the end of the fall quarter. The SSPBT believes this will make more efficient and timely use of Program Review and outcomes assessment information. FERPBT reported it has used Program Review to inform necessary budget reduction decisions.

The college will continue these ongoing planning processes, as well as early methods of evaluation, in 2012-13, and will begin to prepare for the comprehensive evaluation of its planning processes in 2013-14. At that point, sufficient time within the delineated six years of the planning model will have elapsed, offering the best opportunity to thoughtfully and thoroughly evaluate what is still, as of this writing, the early stage of a Six-Year Planning and Assessment Cycle.

Response to Recommendation 3: SLO, SSLO and AUO Proficiency

Recommendation 3

To meet the standard at the level of proficiency by 2012, the team recommends that the college accelerate the implementation of the SLO, SSLO and AUO assessment cycles at the course, program and institutional levels. The college should assess the effectiveness of these processes aimed at improving programs, services and student learning. Additionally, the college is reminded that the standard requires institutions to include “effectiveness in producing learning outcomes” in the evaluation of faculty and others directly responsible for student progress toward achieving stated student learning outcomes (Standard II.A.1.a, II.A.1.c, II.A.2.b, II.A.2.f, II.A.2.h, II.A.2.i, and III.A.1.c).

The college is at the proficiency level as described in the Commission rubric, and in addition, is assessing its processes.

Assessments in Place

Student Learning Outcomes (SLOs): All 1,098 of the courses currently taught have Student Learning Outcome statements. These are now required to be part of the course outline as each is submitted for approval or five-year review to the Curriculum Committee. Seventy-four percent of courses have ongoing assessments; therefore, the college is well on track to reach 100% by the time of the Comprehensive Program Review in 2013-14.

Program Level Outcomes (PLOs): All 57 instructional programs, including 100% of certificates and degrees, have Program Level Outcome statements. Seventy-one – or 25% – of 288 PLO statements have methods of assessment. The college is on target for reaching the goal of 100% by the time of the Comprehensive Program Review in 2013-14 (<http://puma.atc.fhda.edu/distribute/PAPE/SLO%20Info/RubricOneEvidence/>).

Institutional Core Competencies (ICCs): All PLOs are mapped to the ICCs – the college’s equivalent of Institutional Learning Outcomes. All ICCs are being assessed within the Six-Year Planning and Assessment Cycle beginning in 2011-12 and concluding in 2017-18. The task force on ICCs in 2011 selected Critical Thinking as the first of the five ICCs to be assessed, and will present to faculty in fall 2012 a recommended rubric to be used campuswide for the direct assessment of that ICC. The second ICC to be assessed through mapping will be identified in spring 2013.

Student Services Learning Outcomes/Administrative Unit Outcomes: Instructional support programs in the areas of Student Services (16), Instructional Services (six), and Academic Services (seven) have outcome statements and are involved in ongoing outcomes assessment. Coordinators for all but two program areas have been trained in how to use the TracDat system to organize, plan, record and report their Outcomes Assessment Cycles and related information. Instructional support programs are on track to achieve the college goal of completing at least one SSLOAC and AUOAC for each active outcome statement before the Comprehensive Program Review to be completed in 2013-14 in accordance with the Six-Year Planning and Assessment Cycle.

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

Widespread Dialogue

The annual all-faculty assessment convocation, first held in 2011, features vigorous dialogue both across and within departments (<http://puma.atc.fhda.edu/distribute/PAPE/SLO%20Info/ConvocationEvidenceRubricTwo/>).

The 2012 convocation resulted in the development of a rubric for assessing critical thinking at course, program and institutional levels (<http://puma.atc.fhda.edu/distribute/PAPE/SLO%20Info/CovocationResponsesAndRubrics/>). The cross-disciplinary model through which this rubric was developed will inform future campuswide assessment methods for other Institutional Learning Outcomes.

Discussions of outcomes work also extend beyond instruction and have yielded significant changes to institutional decision-making. Concurrent with the development of outcomes assessment at the course and program levels, discussions at college committees over the last five years have resulted in significant revisions to both the Comprehensive and Annual Program Review processes. The Comprehensive Program Review process has moved from a three-year to a six-year cycle as a direct result of outcomes assessment and analysis. Annual Program Review work now includes the specific analysis of outcomes-based data to inform planning and budgeting decisions (<http://puma.atc.fhda.edu/distribute/PAPE/SLO%20Info/College%20governance%20meetings%20featuring%20SLO%20dialogue/>).

SLO-related dialogue continues to affect specific changes within the classroom as well, as evident in the dialogue recorded in the SLO newsletters (www.deanza.edu/slo/archivedocs.html), discussions documented in TracDat and annual workshops on SLOs at De Anza's Partners in Learning Conference. Outcomes assessment is now an integrated component of the culture of the institution (<http://puma.atc.fhda.edu/distribute/PAPE/SLO%20Info/PartnersInLearningPresentations/>).

SLO Reports

De Anza College made a long-term commitment to the sustainability of the Student Learning Outcome process with the implementation of the TracDat data collection system. Three SLO coordinators and a team of liaisons who represent their respective departments support the creation of meaningful assessment methods and their documentation and enhancements. Reports on progress can be generated at the institutional level, at the division level and at the department level.

Each faculty member within a department can readily run a report to ascertain what enhancements have been entered for a given course and how those enhancements have affected student learning. The faculty member can then choose whether or not to implement the enhancement into his/her course. Faculty members teaching the same course have used data from multiple assessment cycles to improve student learning.

Department chairpersons have real-time access to reports listing all completed SLO process work at the program level and at the course level. This data includes the course name, SLO statement, data summaries, reflection and analysis of the data and proposed enhancements. Division deans have the capability to generate reports showing this same data across their entire division (<http://puma.atc.fhda.edu/distribute/PAPE/SLO%20Info/RubricFive/>).

Use of Outcomes Assessments in Decision-Making

The 2010-15 Educational Master Plan recognized the need to formally integrate outcomes assessment into the Program Review process, and Annual Program Review Updates (APRUs) now require information on outcomes assessment activities in the preceding year. Resource allocations are requested based on outcomes results and program improvement plans. Each of the three Planning and Budget Teams (PBTs) – Instructional, Student Services, and Finance and Educational Resources – maintains a website to which they post each program’s 2008-09 Comprehensive Program Review and APRUs from 2009-10, 2010-11 and 2011-12 (www.deanza.edu/gov/IPBT/program_review_files.html; www.deanza.edu/gov/SSPBT/Resources.html; www.deanza.edu/gov/ERCOPBT/ProgReviews.html). The process through which outcomes assessment was incorporated into Program Review and ultimately the college’s Six-Year Planning and Assessment Cycle is detailed at the beginning of the response to Commission Recommendation 2 on page 3.

Alignment of Outcomes

SLOs are aligned with degree programs, as evidenced through the two tiers of mapping that have been established in the TracDat system. Each program level outcome statement is first mapped to one or more of the Institutional Core Competencies (<http://puma.atc.fhda.edu/distribute/PAPE/SLO%20Info/Summary%20of%20Mapping%20to%20ICCs.pdf>). To make this mapping meaningful for each of the many curriculum areas, each ICC was broken down into smaller phrases matching the description of the five Institutional Core Competencies (www.deanza.edu/about/icc.html). In turn, each of these programs is mapped to the course or courses at which the student is first introduced and/or practices and/or achieves the skill stated in the Program Level Outcome.

These mapping decisions are the product of department dialogue. While such dialogue is encouraged at departmental meetings throughout the year, dedicated times are set aside on Opening Day and convocation days. At all Opening Day department meetings since 2009, participants have been asked to commit to an assignment calendar stating which SLOs, at both the course and program levels, are to be assessed that year. An SLO survey was designed and administered in fall 2012 to act as a self-assessment of instructional area SLO progress and to direct planning for which courses to assess (<http://puma.atc.fhda.edu/distribute/PAPE/SLO%20Info/Opening%20Days%202012-13%20Survey.pdf>). The follow-up to this exercise will be more easily facilitated as all begin to use the “assign” feature of the TracDat software.

Student Awareness of Outcomes

Students are made aware of learning outcomes for courses and programs and are informed of Institutional Learning Outcomes. Per faculty “best practices” regarding syllabi determined by the Academic Senate, faculty are encouraged to participate in this practice by including their outcomes on their course syllabus or via their course content in Catalyst, the online course management system. Students are thereby made aware of course-level outcomes from the very first day of class, when syllabi are distributed.

Beginning with the 2012-13 college catalog, Program Level Outcomes are listed for every certificate and degree offered at the college. Students have access to this catalog both online (in three formats: searchable, PDF and flipbook, at www.deanza.edu/publications/catalog, and in hard copy. The Institutional Core Competencies are also included in the college catalog as well as listed on the De Anza College website. There are also posters of the mission statement and institutional core competencies/outcomes (since they are intricately linked) in almost every classroom and meeting room across the college. Therefore, students have both access and exposure to Program Level and Institutional Level outcomes while on campus.

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

Faculty Evaluation and SLOs

Following extensive negotiations, the participation of faculty in "SLO/SAO processes" as an element of their professional contributions was approved on Aug. 1, 2012, as an addition to the Administrative and Peer Evaluation Form (Appendix J1 of the Faculty Association Agreement, Section 1, Part B, Number 2). The new form is now in use (http://fa.fhda.edu/faculty_forms.html).

De Anza College is at the proficiency level. Learning outcomes have been established and are actively being assessed in all instructional areas, student and academic service areas, and college services. The college is well on target to achieve its original goal of completing at least one assessment cycle for every course and service by the end of 2012-13. PLOAC, SLOAC, SSLOAC and AUOAC information is being documented in the new TracDat data collection system. The college is moving deliberately and steadily toward creating a sustainable process through ongoing support in the development and assessment of learning outcomes and in the training of instructional faculty and student service coordinators in the use of TracDat.

Summary Update of Outcomes and Assessment Planning Activities

Opening Day 2011

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

2012 Partners in Learning Conference

- An SLO coordinator presented a workshop on assessment, "Would you teach differently if you didn't have to assign grades?" (www.deanza.edu/academic-services/pil.html)

TracDat

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

Program Review

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

April 27 Faculty SLO Convocation

- A campuswide dialogue has been launched to focus on assessing the ICC of Critical Thinking. A task force has established plans and a timeline (www.deanza.edu/slo/newsletters/SLO_Convocation_Flyer_2012.pdf).
- The "asks" in SLO process work were presented to all faculty. These were that each faculty member participate in the assessment of one course, and that each department completes the assessment of one PLO. The target date for completion and entering work into TracDat was July 15, 2012.

Faculty Helpshops

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

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

Presentation to Academic Senate

- On Jan. 30, 2012, two SLO coordinators presented to the Academic Senate a plan to directly assess the college’s Institutional Core Competency of critical thinking (www.deanza.edu/gov/academicsenate/notes/Notes%20of%20%20January%2030th.pdf).

Conference

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

Appendix

List of Evidence Cited in Response to Commission Recommendations

Recommendation 1: Mission Statement

1. College Council Meeting Notes of Feb. 9, 2012, www.deanza.edu/gov/college_council/notes/CCMins02_09_12.html
2. Research of Community College Mission Statements, www.deanza.edu/ir/deanza-research-projects/Mission%20Statements_112%20Colleges.pdf
3. Educational Master Plan 2010-2015, p. 7, www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf
4. College Council Meeting Notes of Oct. 11, 2012, www.deanza.edu/gov/college_council/notes/CCMins10_11_12.html

Recommendation 2: Integrated Planning, Assessment and Resource Allocation Model

1. College Council Meeting Minutes of May 13, 2010, www.deanza.edu/gov/college_council/notes/CCMins05_13_10.html
2. College Council Meeting Minutes of Dec. 9, 2010, www.deanza.edu/gov/college_council/notes/CCMins12_09_10.html
3. Educational Master Plan Update 2011, www.deanza.edu/ir/planning/2010%20state%20of%20the%20college.pdf
4. Instructional Planning and Budget Team webpage, www.deanza.edu/gov/IPBT/
5. Student Services Planning and Budget Team webpage, www.deanza.edu/gov/SSPBT
6. Finance and Educational Resources Planning and Budget Team webpage, <http://www.deanza.edu/gov/ERCOPBT>
7. College Council Meeting Notes of May 12, 2011, www.deanza.edu/gov/college_council/notes/CCMins_05_12_11.html
8. Academic Senate Meeting Notes of Jan. 30, 2012, www.deanza.edu/gov/academicsenate/notes/Notes%20of%20%20January%2030th.pdf
9. IPBT Budget Reduction Plans, www.deanza.edu/gov/IPBT/reductionplans.html
10. SSPBT Budget Reduction Plans, www.deanza.edu/gov/SSPBT/index.html

11. FERPBT Budget Reduction Plans, www.deanza.edu/gov/ERCOPBT
12. IPBT Program Review, www.deanza.edu/gov/IPBT/program_review_files.html
13. SSPBT Program Review, www.deanza.edu/gov/SSPBT/Resources.html
14. FERPBT Program Review, www.deanza.edu/gov/ERCOPBT/ProgReviews.html
15. College Planning Calendar 2011-12, www.deanza.edu/ir/planning/planning_files/Calendar.pdf
16. College Planning Committee Meeting Notes of June 21, 2012, www.deanza.edu/ir/planning/College%20Planning%20Committee%20Meeting%20Minutes%206.21.12.doc
17. Governance Assessment Form, http://irp.fhda.edu/cgi-bin/rws5.pl?FORM=CPC_GAF
18. IPBT Meeting Notes of May 8, 2012, www.deanza.edu/gov/IPBT/notes/IPBTNotes05_08_12.html
19. SSPBT Meeting Notes of May 2, 2012, www.deanza.edu/gov/SSPBT/notes/SSPBTNotes05_02_12.html
20. FERPBT Meeting Notes of Oct. 10, 2012, www.deanza.edu/gov/ERCOPBT/notes/FERPBTNotes10_10_12.html

Recommendation 3: SLO, SSLO and AUO Proficiency

- 1a-1d. Active Courses with SLO Statements; SLO statements with Ongoing Assessments; SLOACs Completed before TracDat Implementation; PLO statements with Ongoing Assessments, <http://puma.atc.fhda.edu/distribute/PAPE/SLO%20Info/RubricOneEvidence/>
- 2a-2d. 2011 Convocation Day PowerPoint Slides; 2011 SLO Convocation Manual; SLO Convocation 2012 – photos; SLO Convocation Flyer 2012
<http://puma.atc.fhda.edu/distribute/PAPE/SLO%20Info/ConvocationEvidenceRubricTwo/>
- 3a-3d. 2012 Convocation Responses; Dickson ICC Rubric Template; Pape ICC Rubric Template; Ramirez ICC Rubric Template <http://puma.atc.fhda.edu/distribute/PAPE/SLO%20Info/CovocationResponsesAndRubrics/>
- 4a-4n. Academic Senate Notes Jan. 31, 2011; Academic Senate SLO Resolution June 2011; Classified Senate Agendas of April 16 and Dec. 3 2009; College Council Meeting Notes of May 27, 2010; Academic Senate Meeting Notes of May 24, 2010; Nov. 8, 2010; April 25, 2011; June 6, 2011; May 16, 2011; Nov. 29, 2010; April 16, 2012; Jan. 30, 2012; June 18, 2012 <http://puma.atc.fhda.edu/distribute/PAPE/SLO%20Info/College%20governance%20meetings%20featuring%20SLO%20dialogue/>

5. SLO Newsletters, <http://www.deanza.edu/slo/archivedocs.html>
6. Partners In Learning Conference, <http://puma.atc.fhda.edu/distribute/PAPE/SLO%20Info/PartnersInLearningPresentations/>
- 7a-7d. Sample Department Chair Report on SLOAC Work, Screen Shots for Obtaining Department Chair and Liaison Reports, Division Deans Reports showing SLOAC Progress, Screen Shots for Obtaining Deans Reports <http://puma.atc.fhda.edu/distribute/PAPE/SLO%20Info/RubricFive/>
9. IPBT Program Review, www.deanza.edu/gov/IPBT/program_review_files.html
10. SSPBT Program Review, www.deanza.edu/gov/SSPBT/Resources.html
11. FERPBT Program Review, www.deanza.edu/gov/ERCOPBT/ProgReviews.html
12. Summary of Mapping to ICCs <http://puma.atc.fhda.edu/distribute/PAPE/SLO%20Info/Summary%20of%20Mapping%20to%20ICCs.pdf>
13. Descriptions of Institutional Core Competencies (ICCs), www.deanza.edu/about/icc.html
14. Opening Days 2012-13 Survey, <http://puma.atc.fhda.edu/distribute/PAPE/SLO%20Info/Opening%20Days%202012-13%20Survey.pdf>
15. De Anza College catalog, www.deanza.edu/publications/catalog/
16. Results, Community College Survey of Student Engagement (CCSSE), www.deanza.edu/ir/CCSSE.html
17. Updated Appendix J1 of the Faculty Association Agreement, Section 1, Part B, Number 2, http://fa.fhda.edu/faculty_forms.html
18. Assessment workshop, “Would you teach differently if you didn’t have to assign grades?” www.deanza.edu/academic-services/pil.html
19. SLO Convocation 2012 Flyer, http://www.deanza.edu/slo/newsletters/SLO_Convocation_Flyer_2012.pdf
20. Academic Senate Minutes of Jan. 30, 2012, www.deanza.edu/gov/academicsenate/notes/Notes%20of%20January%2030th.pdf