

EXTERNAL EVALUATION REPORT

**De Anza College
21250 Stevens Creek Boulevard
Cupertino, CA 95014**

**A confidential report prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

**This report represents the findings of the External Evaluation Team that visited
De Anza College October 9-12, 2017**

**Sandra Caldwell, EdD
Chair**

NOTE: this page shall be added to the team report noted below, immediately behind the cover page, and shall become part of the final evaluation report associated with the review.

DATE:

INSTITUTION: De Anza College
21250 Stevens Creek Boulevard
De Anza, CA 95014

TEAM REPORT: Comprehensive Evaluation Report

This report represents the findings of the evaluation team that visited De Anza College October 9-12, 2017.

SUBJECT: Commission Revisions to the Team Report

The comprehensive External Evaluation Report provides details of the team's findings with regard to the Eligibility Requirements, Accreditation Standards, and Commission policies, and should be read carefully and used to understand the team's findings. Upon a review of the External Evaluation Report sent to the College, the De Anza College Self-Evaluation Report, and supplemental information and evidence provided by the College, the following changes or corrections are noted for the Team Report:

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List of Team Members

Dr. Sandra Caldwell (Chair)
President
Reedley College

Ms. Amanda Taintor (Team Assistant)
Faculty Coordinator, Instructional Design
SLO Coordinator
Reedley College

Dr. Christopher McDonald
Vice President of Instruction/Accreditation Liaison
Officer
Irvine Valley College

Ms. Lisa Beach
Director of Distance Education
Santa Rosa Junior College

Ms. Yolanda Bellisimo
Professor, Social Sciences
College of Marin

Ms. Rebecca Benas
English Instructor
Fresno City College

Ms. Stephanie Curry
Academic Senate President/Faculty Grants
Coordinator/Librarian
Reedley College

Dr. Joyce Lui
Dean of Research, Planning, & Institutional
Effectiveness
San Jose City College

Mr. Henry Gee
Vice President, Student Services
Rio Hondo College

Ms. Tre'Shawn Hall-Baker
Director of Human Resources
Santa Monica College

Mr. Peter Hardash
Vice Chancellor of Business Operations/Fiscal
Services
Rancho Santiago Community College District

Dr. Jamillah Moore
President
Cañada College

Summary of the External Evaluation Report

INSTITUTION: De Anza College

DATES OF VISIT: October 9 – October 12, 2017

TEAM CHAIR: Dr. Sandra Caldwell

A twelve member peer review accreditation team visited De Anza College (DAC) October 9 – October 12, 2017 for the purpose of reviewing whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations. The team peer reviewed how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the College. While the peer review team provides its report and recommendations, it is the ACCJC that makes final determination.

In preparation for the visit, the team chair attended a team chair training workshop on August 3, 2017 and with the team assistant conducted a pre-visit to the campus on August 31, 2017. During this visit, the chair met with the College president and accreditation liaison officer and key personnel involved in the self-evaluation preparation process. The entire external evaluation team received team training provided by staff from ACCJC on September 6, 2017.

The peer review team received the college's institutional self-evaluation report and related evidence a few weeks prior to the site visit. Team members found it to be a generally acceptable written document that adequately described some of the processes used by the College to address Eligibility Requirements, USDOE requirements, Accreditation Standards, and Commission Policies. Some areas of the document needed clarity and evidence, which were either obtained prior to the visit or during the visit from the appointed staff. Of note was the limited number of distance education courses, consisting of only 11 different classes, opened to the team members making the ability to assess the federal compliance requirement insufficient for verification of regular and effective contact. The team confirmed that the self-evaluation report was compiled through broad participation by the entire College community including faculty, staff, students, and administration. Further, it contained several self-identified action plans for institutional improvement as part of the Quality Focus Essay.

On Monday morning October 9, 2017, team members visited De Anza College located in Cupertino, California. Upon arrival to the College on Monday morning, the team was welcomed to the College by the president with the first of two open sessions occurring that morning. There was a subsequent second open forum, reception with the college administration, district administration, and board of trustees. Additionally, there were a couple of different tour opportunities for the visiting team to become acquainted with the campus.

During the evaluation visit, team members conducted approximately 45 formal meetings, interviews, and observations involving College employees, students, and board members. There were many less formal interactions with students and employees that took place outside of

officially scheduled interviews, as did observations of in-session classes and other learning environments. There were also formal meetings, interviews, and observations involving District employees and board members. Two open forums provided the community members and College personnel opportunities to meet with members of the peer review team.

The team reviewed a variety of materials and evidence supporting the self-evaluation report, which included documents and evidence supporting the Standards, Eligibility Requirements, Commission Policies, and USDE regulations. Evidence reviewed by the team included, but was not limited to documents such as institutional plans, program review procedures and reports, student learning outcomes evidence and process, distance education documents and some classes, College policies and procedures, enrollment information, committee minutes and materials, and College governance structures as well as access to necessary district documents. The various evidence was accessed primarily electronically via provided flash drives, internal College systems (e.g., TracDat), and the College's internal and public website pages.

The team greatly appreciated the enthusiasm and support from College employees throughout the visit. The team appreciated the assistance of key staff members who assisted the team with requests for individual meetings and other needs throughout the evaluation process. College staff met almost every request and were gracious and welcoming.

The team found the College to be in compliance with all Eligibility Requirements, Commission Policies and Standards and USDE regulations with the notable exception related to distance education requirement for regular and effective contact for online courses. The team found a wonderful collegiate environment with a deep commitment to equity and inclusion with a college focus on social and civic engagement that is pervasive throughout the institution. The team issued a number of commendations to the College. It also issued a few recommendations for improvement and a few recommendations for compliance with the Standards. The district-assigned team found the district to be in compliance with all Eligibility Requirements as well as the Commission Policies and Standards.

Major Findings and Recommendations of the 2017 External Evaluation Team

College Commendations

College Commendation 1

The team commends the College for its college-wide focus and innovative approaches to equity and civic engagement across all areas of the campus in support of their mission. (Standard I.A.1, I.A.3)

College Commendation 2

The team commends the College for exceptional outreach programs for traditionally underserved students and for its spirit of innovation and collaboration in support of student success. (Standard II.A.1)

College Commendation 3

The team commends the College for exceeding standard II.B.1 for efforts toward student learning and support regarding readiness for online courses by providing clear and efficient access to online course information in notifications and orientations before and after registration. (Standard II.B.1)

College Commendation 4

The team commends the College on its enthusiastic and avid commitment to professional development and growth. The commitment to individual and organizational learning includes: opportunities for substantial funding for conferences, a professional growth award, and a professional achievement. The incentives to encourage professional development are exceptional additions to efforts toward attaining an improved, knowledgeable, and highly qualified College workforce focused on student success. (Standard III.A.14)

College Commendation 5

The team commends the College on its creation of communal student space across campus that fulfills multiple needs including, studying, meeting spaces, collaboration and engagement. (Standard III.B.1)

College Recommendations for Improvement and Compliance

College Recommendation 1 (Compliance)

In order to meet the standard, the College should regularly assess all course, program, and institution-level SLOs and report the findings of articulated learning outcomes and ensure the College documents the use of the assessment of these outcomes for improvement and planning. (Standard I.B.1, I.B.2, I.B.4, I.B.5, I.C.1, I.C.2, I.C.3, II.A.1, II.A.2, II.A.3, II.B.3, II.C.2)

College Recommendation 2 (Compliance)

In order to meet the standard, the College should ensure that in every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline. (Standard II.A.2, II.A.3)

College Recommendation 3 (Compliance)

In order to meet the standard and comply with federal regulation 602.17(g) in distance education courses as defined in 602.3, the College should implement processes and structures to ensure regular and substantive interaction with the instructor and initiated by the instructor. (Standard II.A.1, Commission Policy on Distance and Correspondence Education)

College Recommendation 4 (Improvement)

In order to improve, the team recommends that the College ensure fiscal stability during a period of declining enrollments through clearly identifying and utilizing a collegial planning process to address the campus's structural deficit and ensure financial stability. (Standard III.D.1, III.D.2, III.D.3, III.D.4, III.D.11)

College Recommendation 5 (Improvement)

In order to improve, the team recommends that the College, led by the CEO, improve communication regarding long-term budget deficits and declining enrollments and create a process to evaluate mission, values, and priorities for resource planning and enrollment management in light of structural deficit. (Standard IV.B.1, IV.B.3)

District Commendations

None

District Recommendations for Improvement and Compliance

None

Introduction

De Anza College, celebrating its 50th anniversary, was established as the second college of Foothill Junior College District in 1967. De Anza College was constructed on 112 acres of what was once a turn-of-the-century wine producing estate, which is reflected today on the campus in the Historic Quad. Guiding principles for the new college called for creating an “open door” institution to serve students with a variety of abilities, aptitudes and interest, atmosphere of “friendly informality,” and a campus that conveys a sense of “quiet dignity” and “higher learning.” From its first opening fall class of approximately 3,000 students, the College has grown to serve approximately 23,000 students with a focus on transfer education, career technical education, and lifelong learning needs of communities within the region of the Silicon Valley. Today the College is dedicated at its core to diversity and creating a multicultural learning environment.

The College is located in the center of the city of Cupertino, CA with a College district service area consisting of Cupertino, Sunnyvale, Palo Alto, Mountain View, Los Altos Hills, and parts of Saratoga and San Jose. The 2015 Educational Master Plan affirmed that the College’s collective focus is to reach out to historically underserved students throughout the South Bay, to address student retention and success, to ensure cultural competency and to build community collaborations. Central to the community collaborations, De Anza College works to engage students in civic learning and democratic practice to promote an educated citizenry. As such, De Anza’s influence extends far beyond its immediate service area including international students, and the students, faculty, and staff reflect the highly diverse ethnicities, cultures, and backgrounds that make up current Silicon Valley.

De Anza College has intentionally focused on creating a campus environment that supports students and their needs. Significant facilities modernization, new construction and infrastructure improvements have taken place at the College through successful bond measures, which have resulted in new facilities such as the Kirsch Center for Environmental Studies, Science Center, and Visual and Performing Arts Center. In addition to construction, bond proceeds have also resulted in renovations such as the Library and Flint Parking Garage as well as technology and utility upgrades such as the solar arrays and new administrative information system and network.

The College has experienced a limited number of administrative changes with the current College President serving for approximately 13 years creating stability and implementation of the college’s initiatives.

Eligibility Requirements

1. Authority

The team confirmed that De Anza College is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). The ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

The College meets the ER.

2. Operational Status

The team confirmed that the College is operational and provides educational services to approximately 23,000 students each fall semester who are enrolled in degree and certificate applicable credit courses. Of these students, approximately 51 percent are enrolled full-time. Of these students, approximately 85 percent are from outside the immediate De Anza College service area from the surrounding metropolitan area with another approximately 2,000 international students. Roughly 10 percent of students have already completed a bachelor's degree or higher. A majority of students are pursuing educational goals that relate to degree, certificate, or transfer.

The College meets the ER.

3. Degrees

The team confirmed that the vast majority of courses offered lead to a certificate, degree and/or transfer. A majority of the College's students are enrolled in the 54 AA/AS Degree or 12 Associate Degree for Transfer programs offered by the College.

The College meets the ER.

4. Chief Executive Officer

The District's current chief executive officer is highly qualified for the position and has served as chancellor since August 1, 2015. Her full-time responsibility is to the District; she possesses the requisite skills and authority to provide leadership for the District.

The College President/CEO of De Anza College reports directly to the District Chancellor. The College President has been in office since 2004 and has served for approximately 13 years providing stability for the College and ensuring efforts are implemented. The College President/CEO does not serve as a member of the board nor as the board president.

The College meets the ER.

5. Financial Accountability

The College demonstrates compliance with Federal Title IV regulations, and maintains its loan default rates within acceptable limits defined by the USDE. De Anza College annually undergoes and publicizes an external financial audit by an independent firm of its federal, state,

and grant funds. The reports are presented to the college committees through their participatory governance process, as well as the District Audit and Finance Committee of the board of Trustees, district budget committee, and the Citizen's Bond Oversight Committee

The College meets the ER.

Eligibility Requirements 6-21

De Anza College meets all the remaining eligibility requirements. Through examination of the Institutional Self-Evaluation Report, evidence and college interviews confirm that the college meets the ERs that relate to Standards I-VI. The remaining ERs are embedded within each Standards and are specifically identified throughout the peer review report. (ER 6: Mission; ER 7: Governing Board; ER 8: Administrative Capacity; ER 9: Educational Programs; ER 10: Academic Credit; ER 11: Student Learning and Student Achievement; ER 12: General Education; ER 13: Academic Freedom; ER 14: Faculty; ER 15: Student Support Services; ER 16: Admissions; ER 17: Information and Learning Support Services; ER 18: Financial Resources; ER 19: Institutional Planning and Evaluation; ER 20: Integrity in Communication with the Public; ER 21: Integrity in Relations with the Accrediting Commission).

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

- The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
- The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
- The institution demonstrates compliance with the *Commission Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment. [Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team confirmed that the College solicited third-party comment via open forums, email communication, website postings, and public comment during at least one Board of Trustee meeting. The team found one third party comment related to this visit, which was not directly related to Commission Policies and Standards or USDE requirements.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

- The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
- The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
- The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College provided evidence that it has established institution-set standards for course completion, job placement rates for instructional programs, and licensure passage rates for instructional programs.

Credits, Program Length, and Tuition

Evaluation Items:

Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).

Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).

Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.

The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The Curriculum Committee as well as the curriculum handbook have an established process for the review of all courses for length, depth, breadth, rigor, course sequencing, time to completion,

student learning outcomes, and minimum degree requirements. The institution does have a limited number of clock hour programs, which met the federal requirement for clock-to-credit hour unit. The institution has an infrastructure that is sufficient to maintain and sustain its distance education. The program review process is used to guide faculty and others to develop a comprehensive program review document.

Transfer Policies

Evaluation Items:

- Transfer policies are appropriately disclosed to students and to the public.
- Policies contain information about the criteria the institution uses to accept credits for transfer.
- The institution complies with the Commission *Policy on Transfer of Credit*.
[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Awarding credit for college coursework completed at another institution requires a student to submit official transcripts showing successful completion of lower-division courses at an accredited institution. The transcript review process includes evaluation of the course description or/and syllabus from the originating institution.

Distance Education and Correspondence Education

Evaluation Items:

- The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
- NO There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
- The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
- The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
- NO The institution demonstrates compliance with the Commission *Policy on Distance*

Education and Correspondence Education.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The Curriculum Committee ensures that course content and method of instruction meet academic and professional standards and expectations including distance education courses. Additionally, the College Distance Education department provides valuable student support and readiness evaluation for online courses. However, the peer review team requested access to online education courses and was granted access to only 15 courses in Canvas in which only 10 had full access to review. Three of the 10 courses did not meet the minimum expectations for regular and effective/substantive contact, which is federal compliance regulation 602.17(g). On numerous occasions before and during the site visit, the team requested additional course access as outlined with the Commission policies. These requests resulted in only a few additional courses with further requests declined.

Student Complaints

Evaluation Items:

- The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
- The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
- The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
- The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
- The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The institution has clear procedures for student complaints and has a systematic process for using this feedback for continuous improvement. The procedures are outlined in the College catalog, website, and in publications within the Student Services division. Complaints are logged and maintained within the Student Services division and shared appropriately.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

- The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
- The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.
- The institution provides required information concerning its accredited status as described above in the section on Student Complaints.
[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- _____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- _____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Information about programs, locations, and policies is communicated to students and the public via the College Catalog, Course Schedule, and/or the College website. The College website provides information about research and data gathering, planning, and the status on accreditation, including annual reports. The College provides accurate program costs, job placement and employment opportunities, and does not guarantee employment in order to recruit students. Scholarships are awarded based on specified criteria to support students in the pursuit of their educational goals.

Title IV Compliance

Evaluation Items:

- The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
- The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
- The institution's student loan default rates are within the acceptable range defined by the

USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

The institution demonstrates compliance with the *Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College demonstrates compliance with Federal Title IV regulations, and maintains its loan default rates within acceptable limits defined by the USDE.

STANDARD I

MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

Standard I: Mission, Academic Quality and Institutional Effectiveness, Institutional Integrity

I.A: College Mission

General Observations

The College has a strong mission statement that is put into action through their college policies and processes. The mission addresses the purpose and vision of the college. The mission describes the educational purpose of the College, types of programs, and an emphatic commitment to student learning and achievement. The College has prescribed institutional matrices that align to the mission and are used to assess the effectiveness of the mission. College practices, policies, and priorities are based on the College mission. The mission is widely published and reviewed systematically.

De Anza College reviews its mission annually through a participatory governance process that initiates with the College Planning Committee. The College updated its mission in 2014 and included five institutional core competencies. The new mission statement reads:

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world. The college engages students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's

Institutional Core Competencies:

- *Communication and expression*
- *Information literacy*
- *Physical/mental wellness and personal responsibility*
- *Civic capacity for global, cultural, social and environmental justice*
- *Critical thinking*

The mission statement specifies the intended student population and intended learning outcomes. Information related to the college mission, values, and strategic initiatives is located in multiple physical locations as well as in the catalog and class schedule, and on the college website.

Findings and Evidence

The College reviews its mission annually through a participatory governance process that initiates with the College Planning Committee. The committee uses internal and external data to evaluate how the mission statement addresses intended student populations, addresses enrollment and demographic changes, and promotes student learning and achievement. Information related to the College mission, values, and strategic initiatives is located in multiple physical locations as well as in the catalog and class schedule, and on the college website. The College updated its

mission in 2014 and included five institutional core competencies (communication and expression; information literacy; physical/mental wellness and personal responsibility; and civic capacity for global, cultural and social and environmental justice; and critical thinking). The College offers online, face-to-face, credit, and non-credit instructional programs. Students have access to a wide array of support services and co-curricular activities regardless of the instructional delivery mode. The College offers basic skills, career technical education, and transfer level courses that are part of clearly articulated credentials in the form of certificates and associate degrees. The College's commitment to equity and civic responsibility is derived from its mission statement. Interviews with participatory governance groups reaffirmed the College's passion for student success and a deep value for equity, civic engagement, and social justice. (I.A.1)

The College uses disaggregated data—both external and internal—to determine the effectiveness of its mission. Evidence supporting data disaggregation, data analysis, and data use can be found in the Educational Master Plan, several surveys with analysis including the Community College Survey of Student Engagement (CCSSE), and the Faculty Inquiry Tool (for data analysis). In interviews with college personnel, the team consistently heard the role of the mission in the college and the use of identified data metrics. The established metrics, including disaggregated data, are used in college-wide discussion and decision-making processes. All program reviews have as a component an analysis of disaggregated student data in the context of improving institutional effectiveness. The College Council discusses institutional metrics each fall to determine how additional resources should be allocated to programs that are not meeting the College's master planning goals. In the most recent employee survey, 80 percent of respondents reported that the College reviews student data to identify and target achievement gaps, and 73 percent of student respondents in the student survey reported that they are welcome to participate in the decision-making process. (I.A.2)

The College's programs and services are aligned with its mission, values, and institutional core competencies. The College adopted four strategic initiatives: Outreach, Individual Attention to Student Retention and Success, Equity and Community, and Civic Engagement to address the goals. These strategic initiatives serve as the driving force behind planning and resource allocation decisions. Team interviews supported the commitment of instructional and student support programs in achieving the mission. Program alignment with the mission is also evident in the College's record for student achievement, including very high success and retention rates, as indicated by the established metric data in the Educational Master Plan. (I.A.3)

The College's mission is reviewed annually and is widely published. Additionally, the College's mission has been approved by the Governing Board. The team found the mission widely marketed on campus and its foci infused throughout College processes. In interviews with the visiting team the College acknowledged that there were significant enrollment management concerns and changing demographics over the past 3 years. The College has self-identified the need for internal and external scans and collegial dialog to review and revise the College mission. (I.A.4)

Conclusion

De Anza College meets Standard IA. The College's mission describes the educational purpose and student population; the College uses disaggregated data to determine how effectively it is accomplishing its mission; the College's programs and services are aligned with its mission; and the College articulates its mission in a widely published statement approved by the Governing Board. The ISER and the associated supplemental evidence support these findings.

College Commendations

College Commendation 1

The team commends the College for its college-wide focus and innovative approaches to equity and civic engagement across all areas of the campus in support of their mission. (Standard I.A.1, I.A.3)

IB: Academic Quality and Institutional Effectiveness

General Observations

The College demonstrates substantive and collegial dialogue about student equity, academic quality, and institutional effectiveness. Through college governance pathways and organizational pathways, the college dialogue is student-centered and mission-focused. There is a lack of evidence related to student learning outcomes being systematically assessed and regularly reviewed. Visiting team members, through reviewing evidence and multiple campus interviews, could not confirm proficiency level implementation of learning outcome assessment. The College demonstrates substantive and collegial dialogue about student equity, academic quality, and institutional effectiveness. Through college governance pathways and organizational pathways, the college dialogue is student-centered and mission-focused.

Findings and Evidence

The College demonstrates a substantive and collegial dialogue about intuitional level student outcomes, such as the SLO Convocation and student equity. Program and course level outcome dialog was less evident. The Academic Senate and the administration encouraged dialogue on student success and academic quality. For example, the College Planning Committee reviews the annual update of the Educational Master Plan. The College demonstrates substantive dialogue as it relates to institutional effectiveness, such as classified professionals' senate members serving as a non-voting member on the Academic Senate. Further, there is wide-spread participation in College Council and the various planning and budget teams. This shows continuous work by the college regarding student achievement. (I.B.1)

The College defines student learning outcomes for all instructional programs on a regular basis. Learning outcomes assessments for instructional and student support programs are part of the program review process and development of new courses including in Distance Education modes. However, there is a lack of documentation on how learning outcomes assessment is regular and effective. There is lack of documentation for student learning outcomes assessment for instructional programs and learning support services. Documentation on the results of outcome assessment and how they lead to improvements is also sporadic. There is no single repository for results of outcome assessment. Faculty and other groups are encouraged but not

required to enter results data into TracDat. In the interview with the Student Learning Outcomes Core Team, it was noted that several of the student services outcomes have not been entered into TracDat. (I.B.2)

The College had established institution set standards (metrics) for student achievement. The achievement standards are appropriate to the College mission. The College has established practices to continuously assess various metrics through the annual update of the Educational Master Plan. One of the ways to assess various metrics includes program review. Within program review, the institutional set standards are reviewed, which serves as a benchmark for faculty to compare with their programmatic data. In particular, the College reviews the institutional metrics related to online education. The College uses the California Community College Chancellor's DataMart and Scorecard, which it reviews through the annual update of the Educational Master Plan. The assessment of these data elements is widely discussed and published annually. The College primarily uses California Community College Chancellor's Datamart. The College also utilizes the USDE Scorecard (IPEDS), in a very limited way to review completion. (I.B.3)

The College reviews assessment data, student achievement data through program review, and institutional processes, such as qualitative data from annual update from Educational Master Plan. By reviewing the quantitative and qualitative data, the College provides support to student learning and student achievement. Additionally, the annual Educational Master Plan update provides a review of the institutional metrics. Program and course level outcome dialog was less evident. The lack of learning outcomes assessment may limit how processes can support student learning. (I.B.4)

The College is lacking documentation that Student Learning Outcomes assessment is being systematically completed. The College assesses progress in meeting its mission through program review, assessing institutional set standards, and evaluating goals and student achievement. Student achievement data points are disaggregated by program type and mode of delivery and that data is shared across campus and in multiple committees. Program review processes are systematic. The processes are data driven related to student achievement. However, the College is not systematically including evidence of SLO outcomes assessments to be used for improvement. Evidence reviewed by the team includes Educational Master Plan, program review data, integrated planning and budget team notes, and online education. (I.B.5)

The College disaggregates institutional student learning outcomes where appropriate. The College disaggregates and analyzes student achievement for subpopulations of students very thoroughly. The College recognizes performance gaps through the program review data inquiry tool and implements strategies such as Men of Color community, which reallocates resources to ameliorate those gaps and reviews the strategies. Resource allocation is driven by program review, which involves institutional achievement data. Distance education is embedded into the College's overall planning; however, within TracDat, there is a lack of evidence in disaggregating student learning outcomes by modality. As the team did not find consistent or complete evidence on the systematic collection of course level student learning outcomes, the team could not confirm that the institution uses data to identify performance gaps. (I.B.6)

The College regularly evaluates its institutional effectiveness in supporting academic quality and accomplishment of the mission through the annual Educational Master Plan Update and Program Review Data Tool. The annual update on the Educational Master Plan includes committee reflections. This provides an opportunity for each committee to provide feedback to the entire campus systematically to improve institutional effectiveness. (I.B.7)

The College broadly communicates assessment and evaluation data to the internal and external stakeholders. The College, using student achievement data, delineates strengths and weaknesses. Academic Senate and Classified Senate are engaged in determining which areas determine institutional priorities through planning and budget teams. The decision-making flow chart helps the campus identify Academic Senate led processes and differentiates between Governance Pathways decision-making. Institutional metric assessment and resource allocation processes are completed through a participatory process. Team interviews with College staff confirm the transparent discussion of data and resource allocation. College Planning Council, using annual update of the Educational Master Plan, determine institutional priorities. The qualitative data provided by committees and summarized in Educational Master Plan improves the institutional effectiveness of the College. The College engages in continuous broad-based evaluation and planning, such institutional metrics led by College Planning Council. However, the long-range needs for educational programs and the human, physical, technology, and financial resources are not clearly taken into the planning as it relates to program review within the IPBTs. (I.B.8, I.B.9)

Conclusions

The College does not meet Standard IB. The College demonstrates a substantive and collegial dialogue about student achievement, academic quality, and institutional effectiveness. The College Planning Committee reviews and assesses the college's progress toward meeting its goals. The College assesses progress in meeting its mission through program review and evaluation of goals and student achievement. Student achievement data points are disaggregated by program type and mode of delivery. Program review processes are systematic, related to student achievement and student learning. However, there is a lack of evidence in the college utilizing learning outcomes data to improve the institution. Further, the College is lacking in documentation for Student Learning Outcomes assessment being systematically completed.

In order to meet the standard, the team recommends that the College implement a process to document and store learning outcomes in all programs and courses and support systematic dialogue on continuous improvement of student learning and achievement, including reviewing their efforts on institutional effectiveness. (I.B.1, I.B.2, I.B.4, I.B.5, I.B.6, I.B.8, I.B.9)

College Recommendations for Improvement and Compliance

College Recommendation 1 (Compliance)

In order to meet the standard, the College should regularly assess all course, program, and institution-level SLOs and report the findings of articulated learning outcomes and ensure the College documents the use of the assessment of these outcomes for improvement and planning. (Standard I.B.1, I.B.2, I.B.4, I.B.5, I.C.1, I.C.2, I.C.3, II.A.1, II.A.2, II.A.3, II.B.3, II.C.2)

IC: Institutional Integrity

General Observations

The college provides clear and accurate information to prospective and current students, personnel, and the public related to its mission statement, education programs, and student support services. The College website provides clear and easy links to vital information for students, staff, and the public. It is user-friendly and thorough. While there is vital information regarding mission, educational programs, student support services, and accreditation status, it is not clear what other documents are included in the college's reference to "major documents". Not all courses and programs have clear learning outcomes in TracDat. Course outlines are inconsistent and there is not a clear link to student learning outcomes on the website.

(I.C.1) Thorough documentation of student learning is not apparent on the website or in TracDat. Some learning outcomes are missing from TracDat, and entire programs contain no information. The college indicated that learning outcomes are provided in the catalog; however, there was no evidence either on the website, documents, or through conversation with the SLO coordinators that these existed. It is not clear how evaluation of student performance as related to academic quality is communicated to appropriate constituencies within the college. (I.C.3)

Findings and Evidence

The college provides clear and accurate information to prospective and current students, personnel, and the public related to its mission statement, education programs, and student support services. The team reviewed outreach and college documentation including the catalog, class schedule, and website for accuracy. The college has an Office of Communication that oversees and approves college publications including the catalog. The College has a publicly available accreditation webpage that provides information on the College's accreditation status to students and the community. Not all courses and programs have clear learning outcomes that are made public in TracDat. While Course Outlines with student learning outcomes are available on the website, they may not be the ones in use for the courses. Upon review and interviews with the SLO coordinators, Course Outlines may not be consistently updated and used with the ones identified on the website and may have different learning outcomes across classes.

The college catalog is available in print and online. The catalog contains thorough information on facts, requirements, policies, and procedures. Team members reviewed the catalog to ensure that all "Catalog Requirements required" in ER 20 were included and accurate. (I.C.1, 1.C.2)

Complete documentation of student learning outcomes and the evaluation of those outcomes are not apparent on the College website or in TracDat. Some SLOs are missing from TracDat, and there are entire programs that contain no information. The college states its PLOs in the catalog, but the results of the assessment are not accessible or regularly updated. Perspective students and the public do not have easy access to outcome assessment or the results to communicate matters of academic quality. The College does not actively use outcome assessment to communicate academic quality internally or externally. The College does use achievement data and established matrices to communicate quality and efficiency. (I.C.3)

A review of the College catalog and website provides documentation that the institution describes its certificates and degrees in terms of their purpose, course requirements, and expected learning outcomes. (I.C.4)

The College states that it has structures and processes for conducting reviews and evaluations of its policies, procedures, and publications on a regular basis, but evidence was not provided during the visit nor is it clearly available on the institution's website. Some Board Policies and Administrative Procedures were last updated prior to 2000. Interviews with college administrators confirm that the College generally waits for an update from the Community College League before revising policies. The District has an Academic and Professional Matters Committee that is tasked with reviewing Board Policies that are non-operational. (I.C.5, I.C.7)

The College provides total cost calculators on its website, making available the total cost of education to students. The calculations include fees, book and supplies, room and board, transportation, and personal needs. The College catalog and student code of conduct make clear the policies on academic honesty, responsibility, and integrity. Board Policies and Administrative Procedures make clear the consequences for dishonesty. (I.C.6, I.C.8)

There are clear board policies that guide academic freedom and integrity. District Board Policy 4190 explicitly addresses academic freedom and responsibilities for all constituencies including faculty and students. The Academic Senate promotes the statement of the American Association of University Professors on Professional Ethics, and the Curriculum Committee verifies that course outlines represent officially accepted views while respecting faculty academic freedom. The College does not hold a particular world view and provides a safe environment for students and faculty to express their opinions and viewpoints. This was made clear through conversations with faculty and staff who voiced the overall safety in speaking their views and the collegiality observed among faculty groups. (I.C.7, 9, 10)

The College catalog and student code of conduct make clear the policies on academic honesty, responsibility, and integrity. Administrative Procedures AR 5500 details the student code of conduct and AR 5520 Student Due Process and Discipline makes clear the consequences for dishonesty. (I.C.8)

The college does not operate in foreign locations. (I.C.11)

The college has shown in action and in its publications that it believes that it complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. College staff was open and welcoming to the visiting team. A thorough list of relationships with external agencies is listed on the college website, thus making this information public. The College describes itself accurately and consistently. (I.C.12, 13)

Through discussions with faculty and staff, it is apparent that student learning is the primary focus of the College. The goals of the College are clearly stated in the Educational Master Plan. There are numerous data matrices in the Educational Master Plan. These matrices provide extensive information about student achievement and are used across the campus by departments

and committees. The College has a strong student focus that was evident in documents, evidence, and interviews with visiting team member. (I.C.14)

Conclusions

The College does not meet Standard IC. The College's mission describes the educational purpose and student population; the College uses disaggregated data to determine how effectively it is accomplishing its mission; the College's programs and services are aligned with its mission; the College articulates its mission in a widely published statement approved by the Governing Board. The College itself identified the need to review and revise their mission due to changing enrollment and demographics and resulting budget deficit. The ISER and the associated supplemental evidence support these findings.

The College engages in continuous broad-based evaluation and planning, such as program review, annual updates of the Educational Master Plan, institutional metrics led by College Planning Council, and clear delineation of various pathways of governance. To continuously evaluate institutional effectiveness, the annual Educational Master Plan review provides updates on institutional metrics, using valid data sources and follows consistent process, and provides an opportunity for qualitative reflections. Further, the College includes wide participation across the campus community to ensure evaluation and planning is a representative of various constituency groups. College documentation provides clear and accurate presentation of vital information for students, staff, and the public. However, course outlines used for active courses may not be consistent with the course outlines available to the public. Additionally, the student learning outcomes and goals for each outcome are cataloged on the College website, but there are many courses that do not have active assessments. Additionally, the results of these assessments are not clear. Further, it is also not clear how the learning outcomes for courses and programs inform planning and institutional improvement. The Program Review sections in the publicly viewed TracDat website are empty for many programs. (I.C.14)

In order to meet the standard, the team recommends assuring that all students receive a course syllabus and all course syllabi include student learning outcomes (I.C.4). Further, the team recommends that all learning outcomes be assessed for all courses, and program reviews for all programs be current and available to the students and public. (I.C.14)

College Recommendations for Improvement and Compliance

See College Recommendation 1 (Compliance)

STANDARD II

STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

Standard II: Instructional Programs, Library and Learning Support Services, Student Support Services

STANDARD II.A: Instructional Programs

General Observations

De Anza College has a rich history that has been shaped by the civil rights movement with equity and justice serving as seminal themes in the mission. The College has embraced the core competency of “civic capacity for global, cultural, social and environmental justice,” and there is ample programmatic evidence that demonstrates the institutions commitment to these principles.

To illustrate, the College’s programmatic and support services include:

- Anglo-Black Chicano Project: committed to success for all students
- 1969 launch of an Ethnic Studies Division that is now known as the Intercultural/International Studies Division
- Latino Empowerment at De Anza (LEAD): student leadership development program
- Men of Color Community (MC2): serves underrepresented male students
- REACH program to support student athletes
- Equity training for all tutors and a mobile tutor program
- Reorganization of the Sankofa Scholarship program into the Umoja program
- Vasconcellos Institute for Democratic Action (VIDA)
- Puente Program: provides counseling and mentorship
- The Office of Equity, Social Justice and Multicultural Education

De Anza College has processes and procedures in place for ensuring student success and the attainment of identified learning outcomes leading to degrees, certificates, employment, or transfer. There are three noteworthy ties to this standard that the College has clearly articulated through its mission and/or institutional practices, namely: a commitment to the philosophy of a well-rounded education with an emphasis on civic engagement and social justice; high quality instructional programs with defined competencies, learning outcomes, and expectations for student attainment; and regular and systematic evaluations of instructional programs.

The faculty at the College establish and maintain standards for student success that are commensurate with the generally accepted standards for higher education. Decisions regarding curriculum, learning outcomes, instructional programs, and funding involve multiple constituent groups through a long-established participatory governance system. In addition, the College has a robust offering of courses that allows students to complete their educational goals in a timely manner.

The established review and approval processes for courses and instructional programs include components related to student learning and student achievement. The College maintains officially approved course outlines of records (CORs) that include Student Learning Outcomes (SLO) and the College uses TracDat as the official repository for SLO assessment information. However, SLOs in the class syllabi are not necessarily the same as the SLOs identified in the COR. Additionally, there is a lack of evidence related to student learning outcomes being systematically recorded, stored, assessed, and regularly reviewed. Visiting team members, through reviewing evidence and multiple campus interviews, could not confirm proficiency level implementation of learning outcome assessment.

Findings and Evidence

De Anza College has processes and procedures in place for ensuring student success and the attainment of identified learning outcomes leading to degrees, certificates, employment, or transfer. There are three noteworthy ties to this standard that the College has clearly articulated through its mission and/or institutional practices: commitment to the philosophy of a well-rounded education with an emphasis on civic engagement and social justice; high quality instructional programs with defined competencies, learning outcomes, and expectations for student attainment; and regular and systematic evaluations of instructional programs.

The College has also incorporated the Research and Planning (RP) Group's six factors for student success into its value statement and the College has set and met high standards for student achievement that are outlined in the Educational Master Plan. At De Anza, there is a spirit of innovation and collaboration in support of student success. To illustrate, the College community has engaged in activities including:

- Learning in Communities (LinC) program: pairs faculty from different disciplines to teach two cohort based courses
- Developmental and Readiness Education Task Force (DARE): use data to identify objectives and groups that need additional support
- Math department participation in multiple measures and the implementation of Statway
- Annual themed Partners in Learning Conference: brings faculty together from across the College
- Community Partnership for Social Learning
- Participation in the Common Assessment Initiative (CAI)
- Piloting the use of iPads in classrooms – automotive and language arts
- Learning Outcomes Convocation: annual faculty and staff gathering to discuss ideas related to student learning
- Participation in the Community College Survey of Student Engagement (CCSSE)
- Offering supplemental instruction in basic skills and several general education courses

The faculty at the College establish and maintain standards for student success that are commensurate with the generally accepted standards for higher education. Decisions regarding curriculum, learning outcomes, instructional programs, and funding involve multiple constituent groups through a long-established participatory governance system. In addition, the College has

a robust offering of courses that allows students to complete their educational goals in a timely manner.

The College ensures that courses and programs are aligned with its mission. The college website, catalog, and class schedule contain information about the programs of study, degrees, and certificates that are offered by the College in multiple delivery modes. General education requirements are outlined in the catalog for CSU and IGETC certification and within associate degrees including AD-Ts. De Anza College currently offers 54 Associate of Arts or Science degrees, 12 associate degrees for transfer, three skills certificates, and 82 certificates of achievement. The established review and approval processes for courses and instructional programs include components related to student learning and student achievement. (II.A.1)

Faculty through the Curriculum Committee ensures that course content and method of instruction meet academic and professional standards and expectations. The peer review team requested access to online education courses and was granted access to only 15 courses in Canvas of which five courses did not allow full access. Three of the 10 fully accessible courses did not meet the minimum expectations for regular and effective/substantive contact, which is federal compliance regulation 602.17(g). (II.A.1)

The Instructional Planning and Budget Team (IPBT) uses the evaluation of Student Learning Outcomes (SLO) and a program review process that undergoes continuous improvements to inform decision making and recommendations. Institutional competencies are discussed during annual convocations, which resulted in a rubric for assessing critical thinking development for students in any course. Programs are reviewed on a six-year cycle and courses are reviewed and assessed regardless of the instructional mode through the five-year curriculum review cycle and the “reflection” phase of the SLO process. SLO assessment documents are stored in TracDat, but there were clear discrepancies in terms of the information entered for individual courses and programs. Specifically, many courses have stated SLOs, but are missing assessment data and documentation of the use of results. In numerous interviews, it was confirmed that the College is not systematically including evidence of SLO outcomes assessments to be used for improvement. Multiple data sources including the Faculty Inquiry Tool and Education Master Plan are made available so users are able to review available disaggregated information on a variety of characteristics including differences between online and face-to-face classes. The College also assesses prospective online students to determine their motivation, learning style, technical skills, and study environment. (I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.C.3, I.C.14, II.A.2)

There is evidence of College-wide discussions about learning outcomes, and program level outcomes are published in the catalog. The College maintains officially approved course outlines of records (CORs) that include SLOs and the College uses TracDat as the official repository for SLO assessment information. However, SLOs in the class syllabi are not necessarily the same as the SLOs identified in the COR. The faculty can change SLOs in the syllabus prior to updating the change in the COR. In addition, not all online or face-to-face courses list SLOs on the class syllabus. A random review of course syllabi across divisions revealed syllabi with SLOs listed as “objectives”, or course objectives included in the syllabus but not the SLOs, or no SLOs or objectives included. (I.B.2, I.B.5, I.B.6, I.C.3, I.C. 14, II.A.3)

While the faculty are held accountable for SLO development, assessment and use of results, the team's analysis revealed there is not consistent documentation and tracking, consistent use of terminology, nor consistent assessment across disciplines and programs. Interviews with the SLO four coordinators confirmed that there are inconsistencies with SLO assessment and use of assessment results. (II.A.3)

The College has established processes for offering and distinguishing pre-collegiate and community education courses from college-level courses. A review of the pre-collegiate curriculum indicates clear pathways to college-level coursework. The Curriculum Committee approves course credit type and delivery mode while the Developmental and Readiness Education (DARE) committee refines plans for assisting students. The multi-year program review cycle ensures the alignment of developmental courses with college-level curriculum. Programs such as Learning Communities and Statway support multiple student pathways into college-level programs. (II.A.4)

The College has extensive articulation agreements and offers a breadth of associate degrees and certificates. Associate degrees have a minimum of 60 units and a minimum of 18 units of general education. High-quality instruction is ensured through faculty hiring processes and the tenure review process that includes evaluation by students, peers, and administrators. Faculty are provided employee orientation and professional development opportunities. The Curriculum Committee maintains a program and course approval procedure that ensures appropriate breadth, depth, rigor and adherence to college and state guidelines. New online courses are initiated by faculty and involve the Online Education center and the Curriculum Committee and division faculty. (II.A.5) (ER 12)

In general, the College schedules courses in a manner that offers students the opportunity to complete their course of study in a timely manner, but some improvements can be made. Interviews with the administrators revealed that there is some resistance to the idea of moving to a defined block-schedule to minimize conflicts and allow students the option of taking more courses in a given term. The College evaluates its performance against the standard through an annual review process. While 73 percent of respondents surveyed agreed that the College schedules courses in a manner that allows students to complete certificate and degree requirements in a realistic time period, 22 percent of the most recent survey respondents disagreed or strongly disagreed. (II.A.6) (ER.9)

The College uses varied delivery modes and teaching methodologies that reflect the diverse and changing needs of its student population. De Anza promotes student success by embracing the "Six Success Factors" and employing innovative support programs across groups and across the curriculum. The Curriculum Committee makes recommendations if teaching methods do not appear to meet diversity needs. Exemplary programs and support include the Partners in Learning Conference, Faculty Inquiry Tool, reports on learning communities and special populations, and the assessment instrument for prospective online students. (II.A.7)

The College uses assessment tools, including Accuplacer, that have been vetted for reliability and validity (see II.C.7). The Nursing Department uses the statistically valid and reliable HESI Admissions Assessment Exam for program admission. (II.A.8)

The Curriculum Committee is responsible for ensuring that the institution awards credit consistent with accepted higher education norms and credits are awarded based on student performance as measured by learning outcomes at the course, program, and degree level. Every course is required to have SLOs, which are correlated to program learning outcomes that are published in the course catalogue and on the college website. It is important to note that as previously stated, the SLOs in the class syllabi are not necessarily the same as the SLOs identified in the COR. The faculty can change SLOs in the syllabus prior to updating the change in the COR. In addition, not all online or face-to-face courses list SLOs on the class syllabus. The College offers a limited number of courses based on clock hours and these follow federal standards for clock-to-credit hour conversions. (II.A.9)

The College has policies and procedures for awarding degree and transfer of credit. These policies are published in the catalog and are available on the website. The College has articulation agreements that are published on the website. The College's AA and AS transfer degrees are intended to encourage students to focus on specific areas of interest and establish a transfer pattern early in their college careers. The College offers transfer admission guarantees to nine universities and participates in the transfer program to 21 Historically Black Colleges and Universities. Transfer policies are described on the college website and in the catalog. When meeting with students, counselors and academic advisers use IGETC, CSU general education requirements, and assist.org in preparing a transfer plan and the Transfer Center offers workshops covering a variety of transfer related topics. Transfer policies are reviewed yearly by the articulation officer and the Curriculum Advisory Team. There is a process in place for articulation agreements for new courses that involves program or discipline faculty and the Curriculum Committee. The process follows the California Articulation Policies and Procedures Handbook. Articulation agreements and transfer of credit are the same for online and face-to-face courses. (II.A.10)

De Anza College has learning outcomes for all its programs in the college catalog. A review of the catalog revealed that all degrees and certificates have learning outcomes tied to one or more of the following competencies: quantitative reasoning, ethical reasoning, analytic inquiry, critical thinking and analysis, a diversity perspective, civic responsibility, information competency, or global awareness. (II.A.11)

The College's general education (GE) philosophy emphasizes breadth of experience and depth of knowledge across disciplines and focuses on five areas:

- Communication, expression, critical thinking, and information literacy
- Natural sciences
- Arts and humanities
- Social and Behavioral Sciences
- Physical/mental wellness and personal development

The GE curriculum spans the breath of expected knowledge for higher education to ensure that all students receive a well-rounded education that prepares students for responsible participation in a civil society. The GE requirements are regularly reviewed by the Curriculum Committee. The faculty's written rationale for general education is "essentially contained" in the

catalog in lieu of a statement of philosophy. GE course outlines list the outcomes that students are expected to acquire in one or more of the focus areas. (II.A.12)

The College degree programs include focused study within relevant disciplines as well as general education requirements. Outcomes are well written and include appropriate mastery of key theories and concepts as appropriate for each program. Each certificate or degree is developed through a review of the program's goals and objectives and a discussion about why the program is needed that includes analysis of enrollment projections. (II.A.13)

The Workforce Education Office maintains current employment information and records for all Career and Technical Education (CTE) Programs. Each CTE program is reviewed annually through the Instructional Planning and Budget Team evaluation process and the program review process and all courses are on a five-year curriculum review cycle. Most CTE programs have an advisory committee and include representatives from related industries, faculty from other schools, and former students. The CTE programs determine employment prospects through a combination of labor market information and employment forecasting data. (II.A.14)

The College has a process for evaluating the viability of programs and addressing the impact of the decision to eliminate or significantly change a program, which is outlined in the Viability Procedures. The process is generally triggered by an assessment conducted by the IPBT as a result of the program review process. The process includes the creation of a Viability Advisory Team with notice to the Academic and Classified Senates and discussion of the recommendation at a meeting of the IPBT. Discontinuance includes a phasing-out period to ensure that all students in the program can complete the program. This process is consistent with District policy. Based on interviews, the program viability process has been initiated sparingly. The languages Urdu and Italian have recently gone through the process. Urdu was discontinued, and conversational Italian 4, 5, and 6 were also discontinued. Based on consultation and recommendations from the Italian Consulate, Italian 1, 2, and 3 have been preserved. (II.A.15)

Instructional program evaluations are conducted by the Curriculum Committee and through the annual program review update and the comprehensive program review processes. The process is led by the Instructional Planning and Budget Team (IPBT), which is a shared governance committee. During the process, faculty and staff from each program are expected to evaluate SLOs and discuss student equity goals as well as enrollment, retention, and success data in the context of program resources, services, and personnel allotment. Each annual review report concludes with a plan that ties into the Educational Master Plan and mission statement and considers how the program will sustain good practices to support student success. The report includes steps to revise ineffective practices and sets targets based on data used to track student outcomes. A standard form is used to collect achievement data from all programs and is disaggregated to show performance by targeted student groups. Results of the reviews are used in conversations by faculty and staff, which leads to development of plans for improving instructional programs and courses. As a result of these evaluations, the College makes decisions regarding allocation of resources, personnel and helps direct resources and personnel to areas in which enrollment is increasing. Online courses are evaluated in the same manner as face-to-face courses. (II.A.16)

Conclusions

The College does not meet Standard IIA. The College ensures that courses and programs are aligned with its mission. The faculty at the College establish and maintain standards for student success that are commensurate with the generally accepted standards for higher education. De Anza College has processes and procedures in place for ensuring student success and the attainment of identified learning outcomes leading to degrees, certificates, employment, or transfer. Student Learning Outcomes assessment documents are stored in TracDat, but there were clear discrepancies in terms of the information entered for individual courses and programs and what students received in course syllabi. Additionally, there is a lack of evidence related to student learning outcomes being systematically assessed and regularly reviewed. Visiting team members, through reviewing evidence and multiple campus interviews, could not confirm proficiency level implementation of learning outcome assessment. In order to meet the standard, the College should ensure that in every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline. (Standard II.A) To further meet the standard and comply with federal regulation 602.17(g) in distance education courses as defined in 602.3, the College should implement processes and structures to ensure regular and substantive interaction with the instructor and initiated by the instructor. (Standard II.A)

The College provides a vast amount student support services for on campus as well as online students. Through the approved Substantive Change Proposal, online interactive services have been increased to meet the growing online population served. Student Support Services participate in annual program reviews.

Commendations

College Commendation 2

The team commends the College for exceptional outreach programs for traditionally underserved students and for its spirit of innovation and collaboration in support of student success. (Standard II.A.1)

College Recommendations for Improvement and Compliance

See College Recommendation 1 (Compliance)

College Recommendation 2 (Compliance)

In order to meet the standard, the College should ensure that in every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline. (Standard II.A.2, II.A.3)

College Recommendation 3 (Compliance)

In order to meet the standard and comply with federal regulation 602.17(g) in distance education courses as defined in 602.3, the College should implement processes and structures to ensure regular and substantive interaction with the instructor and initiated by the instructor. (Standard II.A.1, Commission Policy on Distance and Correspondence Education)

STANDARD II.B: Library and Learning Support Services

General Observations

The College supports student learning and achievement with strong and varied library and learning support services. These services are available to all students regardless of their location. Librarians, learning support services faculty, and instructional faculty collaborate to provide resources and services to support students in achieving their educational goals. Programs participate in annual and comprehensive program reviews to assess the effectiveness of their programs. Outcome assessment and the use of that evaluation for effectiveness has limited documentation in TracDat.

Findings and Evidence

The College provides robust library and learning support services to students including library services, peer-tutoring, online tutoring, supplemental instruction as well as credit courses and workshops in library and study skills. A recent survey shows that 78 percent of students believe that the College library provides sufficient print and online resources to support student learning. Support services are of sufficient variety (Math, Science, Reading, and Writing, Languages etc.) to support all educational programs. The College provides strong support for online students through the Online Education Center and a significant number of online library resources and online tutoring. Publications in Admissions and Records, searchable course syllabi, and online orientation inform students for decision making. Student readiness for online courses is supported with course access dates, SSO logins, online orientation, and online support at the time of registration. This work is evidenced by the library's substantial web presence and statistics provided by student support centers. The Student Success Center provides ongoing workshops including topics such as Avoiding Plagiarism, Textbook Reading Skills and Thesis Statements. (II.B.1)

The College shows evidence of using the expertise of faculty and librarians in the selection and maintenance of resources to support student learning. Collaboration between librarians and faculty has contributed to expanded e-book offerings as well as other improvements. A strong collaboration has been established between librarians and communication studies faculty to create embedded information literacy outcomes and instruction in communications courses. Student surveys have also been used to identify student needs and inform purchases for the computer lab including types of computers and accessories. Student input has also led to a strong technology loan program including laptops, calculators and iPads. Librarians and other support faculty are fully integrated in the committee structure of the College allowing for dialogue and faculty collaboration. (II.B.2)

The College uses data and surveys to evaluate library and learning support services. Data are used to identify and meet student needs. Programs including the Library, Student Success Center and Online Education Center complete annual and comprehensive program reviews. Annual reports focus on demographic and disaggregated success and achievement, but do not include substantive analysis of the data or outcome assessment including the use of evaluation for improvement for programs or courses. TracDat reports shows some outcome assessment and a few enhancements that were instituted. The comprehensive program review for the Student

Success Center shows no narrative on outcome assessment. In interviews, Student Success staff reported evaluations of services, primarily through surveys, have led to improvements including the introduction of mobile tutoring in Math and Physics and Math in Español to address identified student needs. Identified outcomes were in evidence in TracDat for a limited number of both courses and programs. The evaluation and reporting of the assessments of the outcomes has not been consistent or systematic. (II.B.3)

The College has a contract with the online tutorial program Smarthinking to provide 24/7 online tutorial support. Access to Smarthinking is available on the website with clear instructions for use. College faculty and staff use the internal Smarthinking surveys, recorded sessions and transcripts to regularly review and evaluate the effectiveness of the resource. All other library and learning support resource and services are provided internally. (II.B.4)

Conclusions

The College provides a wide variety of library and learning support services to both on campus and online students. The college has taken special note to provide specific resources and services to support the needs of online students through the Online Education Center. Library and learning support programs participate in annual and comprehensive program reviews and continuously evaluate their programs through surveys and data analysis. Information from this analysis has been used for program improvement. Identified learning outcomes have been identified but are not systematically evaluated. There is little documented evidence of specific learning outcome assessment being linked to program improvement.

Commendations

College Commendation 3

The team commends the College for exceeding standard II.B.1 for efforts toward student learning and support regarding readiness for online courses by providing clear and efficient access to online course information in notifications and orientations before and after registration. (Standard II.B.1)

College Recommendations for Improvement and Compliance

See College Recommendation 1 (Compliance)

STANDARD II.C: Student Support Services

General Observations

De Anza College responds to the needs of its student population through the implementation of programs and services. The College provides equitable, comprehensive, and quality student support services to its students. The services are available regardless of location or means of delivery, including distance education. The student support services faculty and staff strive to provide appropriate and reliable support services to students in order for them to be successful in their pursuits. The College has worked diligently to promote student engagement and improve

student experiences. The effects of the College's efforts are positively reflected in the Community College Survey of Student Engagement (CCSSE) Survey in which 82 percent of students indicate that they [the students] had a good or excellent experience at De Anza.

Findings and Evidence

De Anza College has implemented a broad range of online and in-person student support services. Support services are offered to students in all modes of instruction including face-to-face, online, or hybrid modalities. The College regularly evaluates the quality of its student support services through direct observation, formal program reviews, formal planning processes, surveys, and student feedback. To illustrate, in the most recent student survey, 93 percent of survey respondents report that the College supports learning through the library, tutoring, and counseling. A Substantive Change Proposal was approved in 2016 which outlines increased enrollments and the requisite services for students taking online courses. (II.C.1)

In the self-evaluation report, the College specifies a commitment to utilizing student services learning outcomes, student learning outcomes, and administrative unit outcomes for assessing each service program. A review of the corresponding evidence revealed some inconsistency in the assessment and documentation of the use of results for student services learning outcomes (SSLOs) despite the availability of a SSLO Assessment Handbook. However, there was ample evidence that other forms of assessments were used to ascertain the effectiveness of student support services and programs including the Accreditation Survey, CCSSE Survey, and Program Review Data Sheets. (II.C.2)

De Anza College assures equitable access by providing comprehensive student services. The College uses program review and student survey information to assess needs and modify services to meet those needs. Annual and comprehensive program reviews are conducted for student service programs, including online services. Program reviews allow service areas to analyze student success data and make recommendations for improvement. Successful examples of the use of assessment results include improved workshop offerings from the offices of Counseling and Academic Advising, Disability Support Programs and Services, Extended Opportunities Programs and Services, Financial Aid, Student Health Services, and Psychological Services. (II.C.3)

The College provides co-curricular and athletic programs by considering student interest, participation, and results of program review. Faculty members are able to incorporate co-curricular projects into their teaching through service-designated courses that allow students to complete community service hours as part of the class requirement. Co-curricular programs are overseen by multiple units. For example, the Division of Student Development oversees student government and student clubs, while the Office of Instruction oversees the Vasconcellos Institute for Democratic Action (VIDA) and the Community Partners for Service Learning. The co-curricular program offerings are aligned with the College's mission and value statements. (II.C.4)

De Anza College offers comprehensive counseling and advising services to its student population. The counseling and advising department hosts orientations and workshops designed to help students achieve their personal, academic, and career goals. The College has incorporated findings from the Research and Planning (RP) Group into the College's approach to counseling to meet student needs. The College has assigned 24 counselors and one academic advisor outside the general counseling and advising office. There is a total of 42 full-time counselors and eight academic advisors to serve a student population of 23,000 students. (II.C.5)

De Anza College has adopted and adheres to admission policies that are aligned with its mission and has specified pathways for students to complete degrees, certificates, and transfer goals. The College adheres to its admissions policies and its mission. Students are provided opportunities to meet face-to-face with college personnel or online to seek information about admissions. The Transfer Center provides advisement for admissions to four-year institutions, while DegreeWorks is utilized by students with a counselor to develop a clear education plan. (II.C.6)

The College uses the online application system provided by the California Community College's Chancellor's Office, OpenCCCApply. The College uses placement instruments that have been validated for effectiveness to minimizing biases. English, reading, and English as a Second Language are assessed using Accuplacer. The College is poised to be a pilot institution for the California Assessment Initiative (CAI) and is also piloting the Multiple Measures Assessment Project (MMAP) for mathematics assessment. In an interviews with the Assessment Center, it was mentioned that the College is considering utilizing the Early Assessment Program (EAP) for placement in the near future - as a pilot. (II.C.7)

The college maintains student records permanently, securely, and confidentially. There is a secure back-up for all files. The College securely maintains records of student complaints with Title IX complaint files being stored in the office of the vice president of student services and harassment complaints being stored in the Human Resources Office. (II.C.8)

Conclusions

The College meets standard IIC. The College provides a wide variety of library and learning support services to both on campus and online students. The College has taken special note to provide specific resources and services to support the needs of online students through the Online Education Center. Library and learning support programs participate in annual and comprehensive program reviews and continuously evaluate their programs through surveys and data analysis. Information from this analysis has been used for program improvement. Learning outcomes have been identified but are not systematically evaluated. There is little documented evidence of specific learning outcome assessment being linked to program improvement.

College Recommendations for Improvement and Compliance

See College Recommendation 1 (Compliance)

STANDARD III RESOURCES

Standard III: Human Resources, Physical Resources, Technology Resources, Financial Resources and Planning

III.A: Human Resources

General Observations

De Anza College is a part of a multi-college District with a centralized Human Resources system. The Office of Human Resources is located on the Foothill College campus. Many of the Human Resources functions for the College happen away from the College, with human resources staff explicitly assigned to the College for human resources employment processing. The centralized approach appears to be efficient for the human resources services needed at the De Anza College. The Office of Human Resources is responsible for recruitment and hiring of all employees including faculty, classified, managers, and administrators. There are processes, policies, and procedures in place for the effective and proficient recruitment and selection of employees. The methods in place for recruitment and selection are designed to ensure that the best possible effort is made to recruit and retain qualified, diverse and fully capable employees to serve the College's student population. There is also a good faith effort to prepare faculty for distance learning assignments, which include training and support. The Office is also responsible for the coordination and monitoring of systematic evaluation procedures for all employees, adequate staffing levels, professional development, updating of personnel procedures and other services critical to the success of human capital. Human resources services are fully integrated into all areas of responsibility related to the employee life-cycle and have processes and procedures that are connected back to the mission of the College.

Findings and Evidence

The College, through the Office of Human Resources, provides a full range of services and resources to its employees. The resources and services are for all employee groups. The College uses surveys and program review to assess need and improve the resources provided. All services and resources provided are developed and improved with consideration given to the College's mission statement and with a focus on student success. The College's human resources practices also appear to display a commitment to diversity and equity.

The College makes it a priority to hire the best and most qualified candidates based on specific criteria, using a prescribed process that is fair and equitable. As a part of the hiring process, most of the full-time positions at the College have job descriptions that are reviewed and posted on the District website. A hiring committee is established, an equal employment opportunity (EEO) officer is assigned, and the needs of the College are assessed when hiring for new full-time faculty positions. All hiring panels are trained on the EEO tenets and best practices for all employee groups. The qualifications, job specifications, and selection of qualified candidates are strategically aligned with the College's student population and the mission. The College's hiring

criteria are well developed and supported by evidence. The College uses an annual prioritization system as one of the tools for identifying hiring priorities for faculty and faculty are involved in the hiring process. The president of the College and senior staff are intricately involved in the hiring process, including the development of job summaries and announcements. The qualifications of applicants are assessed based on District policies, procedures and administrative regulations that include the state minimum qualification standards. Hiring for online instruction reflect the standards of traditional instruction. (III.A.1)

As a part of the recruitment and selection process, the College examines minimum qualifications, but also makes it a practice to develop additional criteria that include preferred qualifications that are a reflection of the College's needs and unique environment. Examples include identifying candidates with an effective teaching style and those that can demonstrate their expertise in the discipline area. (III.A.2) (ER 14)

The College maintains job descriptions that are in compliance with internal processes and procedures and that are aligned with the College's mission. As a result, employees are appropriately qualified to perform successfully for the College. (III.A.3)

The College scrutinizes applicant information to authenticate qualifications, including education to verify that degrees are from accredited institutions. In the review of candidate transcripts, the Office of Human Resources and the College follow employment best practices related to EEO by redacting grades to minimize unconscious biases during the selection process. (III.A.4)

The College has Board of Trustees approved policies and procedures in place and collective bargaining agreements for the timely facilitation and administration of performance evaluations of employees. Performance evaluation processes include indicators that assess competencies and components, and that have goals and objectives inherently built in to the process that are tied to the College's vision for student success. All employee groups have an evaluation process that is appropriate for that group and intended to measure performance outcomes related to the quality of service and areas that may need improvement. All nonteaching groups have additional mechanisms for performance improvement as needed in-between systematic evaluation processes. (III.A.5)

The College has engaged in a continuous cycle of assessment, feedback, and learning for its employees to improve services and student success. Organizational self-assessment processes are collaborative and involve various stakeholders. Evaluations include components built into the faculty peer review process that deliberately considers student learning including distance education. (III.A.6)

The College uses the program self-assessment method to determine program and staffing needs for instruction and support services. The self-assessment includes determining staffing levels and student need. Distance learning staffing needs are also identified through self-assessment and program review. (III.A.7)

Through the Office of Professional Development, the College has a prescribed system for the orientation and professional development of part-time faculty. Programs like technology training

and instructional skills workshops are given to provide professional growth opportunities. Part-time faculty members also have access to conference funds. Part-time faculty members are normalized into the environment through quarterly orientations that cover the College's mission, demographics, and goals for student success. Part-time and full-time faculty members also have opportunities to engage with each other to share ideas and experiences. (III.A.8)

To determine the appropriate number of staffing needs, the College uses the program review process. Surveys are also conducted to assess customer service and satisfaction. Job descriptions are crafted in a manner that supports the College's mission and commitment to student success, and there is a systematic process to review job responsibilities and classification studies. The retention and recruitment of qualified classified professional staff is also important to the institution. (III.A.9) (ER 8)

Similar to the process with professional support staff, the College relies on program review and surveying to determine the adequate number of qualified administrators to support the institution's mission. The need, job responsibilities, classifications, and performance are assessed regularly. Program needs and customer satisfaction are also reviewed. (III.A.10)

The College relies on Board of Trustees' policies and administrative regulations that support equal employment opportunity, diversity and an environment free of harassment and discrimination. Policies and procedures on diversity and inclusion are publicized, and supervisors at De Anza are given the mandated sexual harassment training regularly. The fair treatment of all stakeholders is promoted throughout the College and online, including the agreements with the faculty and classified unions. Managers, confidential employees, and other under-represented employee groups are also given the opportunity to express concerns regarding unfair treatment. Responses to unjust or unethical treatment are done promptly. (III.A.11)

The College has adopted critical principles related to equity and diversity and relies on the policies of the institution's Board of Trustees for guidance on the promotion of equity and diversity. Surveys are used to assess performance related to equity and diversity implementation. The College considers the diverse student body and the tenets of the mission statement when developing the learning environment. Program review is one of the tools used to determine the effectiveness of the measures taken to build and maintain a system of equity and diversity. Representatives from the Office of Professional Development provides multiple trainings, workshops, and opportunities for cross-team collaboration. All College programs are regularly assessed for need, effectiveness, and development, and the College publishes a diversity report to provide transparency on the ethnicity and demographic information of the employees. Provisions found in collective bargaining agreements and handbooks are put in place to warrant fair treatment and other protections for all students and employees of the College. (III.A.12)

The College provided evidence that ethical standards were a part of the collective bargaining agreements and in other policies and codes of ethics. The College has established processes and procedures that include ethical standards and provide a mechanism for reporting unethical behavior. There are also measures in place for corrective action should complaints of unethical conduct be substantiated. There is an expectation that all employees display professional and ethical behavior. (III.A.13)

The College has professional development and growth opportunities that are overseen by the Office of Professional Development and the associate vice president of instructions, academic services and learning resources. The courses offered to promote professional growth and institutional development include: New Employee Orientation and Support, Faculty and Staff First Year Experience, Technology Training, Peer Evaluation Training and the Partners in Learning Conference. Some of the professional growth opportunities are also in sync with the College's strategic and educational master plans. They are geared towards equity, service excellence, and civic engagement. Faculty and staff can get funding to attend professional growth opportunities outside of what the College is offering. The Office of Professional Development has dedicated staff and makes student success an essential aspect of existing and the establishment of professional development opportunities. The Office also works to improve services through surveying program effectiveness and need. The College promotes professional development through the life cycle of employment with the College such as encouraging professional development during the tenure process to offering Professional Growth and Professional Achievement Awards to existing employees who seek professional development opportunities. There is also evidence that professional development growth are a part of the employee performance evaluation process. The College has implemented an action plan to increase training for institutional planning, program review, and resource allocation. (III.A.14)

The College complies with laws, processes, procedures and the collective bargaining agreements related to the security, confidentiality, and access to employee personnel files. The District maintains the personnel files and employees have the right to inspect their files. Employees are also given notice before any information of a derogatory nature is put into their file. (III.A.15)

Conclusions

The College meets Standard IIIA. The College human resources services are sufficient and are systematically assessed and surveyed. Many of the College's human resources services provided to employees working in the traditional environment mirrors those offered to employees in web-based environments. The College bases staffing needs on various objective factors and highly encourage diversity and equity. Professional development opportunities are provided to all employee groups, including funding for opportunities for professional growth outside of the College. The College promotes a professional and ethical interactions within the institution. The College does an exceptional job at professional development facilitation and is very creative in the development of and approach to professional growth that is efficient and that engages all employees.

Commendations

College Commendation 4

The team commends the College on its enthusiastic and avid commitment professional development and growth. The commitment to individual and organizational learning includes: opportunities for substantial funding for conferences, a professional growth award, and a professional achievement. The incentives to encourage professional development are exceptional additions to efforts toward attaining an improved, knowledgeable, and highly qualified College workforce focused on student success. (Standard III.A.14)

III.B: Physical Resources

General Observations

The College follows a well-defined program review process to evaluate and identify facilities and equipment related needs. The College's Facilities Master Plan evolved from the College's Educational Master Plan process and documentation. The Facilities Master Plan is effective at connecting the education plans with facilities assessment needs. Through the College's Campus Facilities Team, College constituent groups routinely participate and assess facilities conditions and program needs. The College identified the primary funding sources to address their campus needs. The Funding sources are Measure C, a district-wide General Obligation (GO) Bond measure, the State Scheduled Maintenance program, and the local campus maintenance program budget. An additional GO Bond is being evaluated at the District level to potentially be sought in the future. Measure C bonds are currently the primary source of funding for certain maintenance project plans and technology equipment purchases. The College's Educational Master Plan and the complimenting Facilities Master Plan provide the basis for six major goals related to facilities planning: enhancing student achievement; improving campus connectivity; improving efficiency of facilities; right-sizing facilities to meet program needs; improving security; and safety and promoting sustainability.

Findings and Evidence

The College is actively assessing and planning future facilities needs through the defined planning process. The Facilities Master Plan is an example of tying future needs and wants into a comprehensible document, while maintaining focus on what is best for students. (III.B.1, III.B.2,)

The foundation of the Facilities Master Plan is based on the College's Educational Master Plan for the years 2015-2020. To fund capital construction needs, the College is currently utilizing residual funding from the authorized Measure C/G.O. Bonds. A Certificate of Participation (COP) financing was issued to fund seismic upgrades for a College parking structure. The campus is a clean, accessible and a welcoming environment for students, staff and the community. (III.B.1, III.B.2, III.B.3)

The Master Plan Space Program process indicates no need for additional space at the College through 2025, primarily due to declining enrollments and lower capacity load ratios; however, the College's program reviews indicate a continuing need for improved space to enhance learning environments and support student program needs. The College's desire is to better serve students and facilitate a welcome and supportive environment. It is the College's chief priority for physical resources to provide student access to the expanding and future instructional student support programs and services with the renovation, and repurposing of existing facilities and various campus site improvements. (III.B.1, III.B.2, III.B.3, III.B.4)

The District is currently assessing the possibility to pursue an additional GO Bond Measure in order to address continuing unfunded facilities needs at both campuses. The identified needs are primarily to modernize and rehabilitate existing facilities. (III.B.4)

Conclusions

The College meets Standard IIIB. The College follows a well-defined program review process to evaluate and identify facilities and equipment related needs. The College's Facilities Master Plan evolved from the College's Educational Master Plan process and documentation. The Facilities Master Plan is effective at connecting the education plans with facilities assessment needs.. The College's Educational Master Plan and the complimenting Facilities Master Plan provide the basis for six major goals related to facilities planning: enhancing student achievement; improving campus connectivity; improving efficiency of facilities; right-sizing facilities to meet program needs; improving security; and safety and promoting sustainability.

Commendations

College Commendation 5

The team commends the College on its creation of communal student space across campus that fulfills multiple needs including, studying, meeting spaces, collaboration and engagement. (Standard III.B.1)

III.C: Technology Resources

General Observations

The College ensures that it identifies and addresses technology needs in all areas including management, operations, academics, and support services. A variety of channels are used to identify the needs in each area including program reviews, committees, surveys, and planning processes. The same committees and mechanisms are used to evaluate the adequacy and effectiveness of the technology provided.

Findings and Evidence

The College regularly surveys technology users to discover whether the technology provided to stakeholders is adequate and appropriate to support the work. In a survey of faculty, staff and administrators conducted in May of 2016, 99 percent of respondents stated that their computer hardware needs are being met. In that same month, an employee survey found that 76 percent of all employees agreed or strongly agreed that the College was providing sufficient training in the use of technology to effectively carry out responsibilities.

The results of the surveys are analyzed and become catalysts for changes in the College's and District's Technology Plans. Each plan details the steps that they plan to take in the coming years to improve the technology to support both instruction and College operations. Each plan is posted on the College website. The survey results are also considered when discussing budgetary needs at the Instructional Planning and Budget Team meetings.

The College evaluates the effectiveness of technology in the College's general academic arena, by discussing and evaluating technology priorities in the Technology Committee and the Educational Technology Advisory Committee. The College makes a special effort to evaluate technology used in their online education programs. To that end, it has added members of their Online Education Center to the Technology Committee, and include a regular standing agenda item to report on this topic. (III.C.1)

The College has an organized committee structure that continuously reviews current technology, evaluates requests for new technology, and plans for the upgrade or replacement of outdated technology. The College's Technology Committee conducts regular surveys to discover the technological needs of faculty and staff. The Technology Procurement Team is made up of two De Anza College teams: the Technology Committee and the Furniture Fixtures and Equipment Team with inclusion of the District-level Educational Technology Services department. That group then reviews the annual program review requests for technology to determine priorities.

At the College level, the Technology Committee reviews the recommendations of the Online Education Advisory Committee to ensure that online teachers have the technology necessary to meet the needs of students in their courses. Finally, the College developed a Technology Plan outlining the strategy to support all areas of the College with technology resources to meet needs and improve programs. The plan is updated each year to determine a proposal for technology for the next three years moving forward. (III.C.2)

The District has an Educational Technology Services (ETS) department that supports the implementation, maintenance, and security of its information technology systems. The website includes information available to users of on-campus equipment as well as mobile and cloud-based services. They have two full-time staff that handle help-desk calls from faculty and staff.

The District's ETS hosts both on and off site backup systems that can be activated in the case of system failure. The ETS managers and vice chancellor of technology review all contracts for security and require information security agreements from all hosted services. An exception is that librarians are tasked with ensuring the integrity of library systems by vetting each vendor for effective security measures.

The District also restricts security credentials based on functional needs, which works to limit exposure to malware. An aggressive email security program, improved firewall, and software that monitors all network, and server logs work together to add an additional layer of security. The District is also working with the California Community College Security Center to adopt a new "Securing the Human" training package, which helps all employees understand how to reduce their own exposure to potential security risks. (III.C.3)

Online training is provided to students as an orientation and training resources. Students can also visit the Online Education Center or one of the campus computer centers to get assistance with Canvas or for other online course concerns.

Training on the use of online education tools is provided to faculty who teach online courses through the Online Education Center. Two instructional designers and an instructional associate are available to help faculty learn more about Canvas, online teaching pedagogy, and online course design. The instructional designers and instructional associate staff also support faculty with their questions about Canvas, regardless of the modality they teach. Faculty can submit a support request through the Canvas ticketing system.

Training in the use of technology by non-instructional staff is handled by the full-time instructional associate in the Online Educational Center. (III.C.4)

Board Policy 3250 outlines the rights and responsibilities of all employees in the use of District computers and networks. Board Policy 3260 has clear language about the legal and ethical obligations of all employees to employ safe and ethical practices in the use of District technology. (III.C.5)

Conclusions

The College meets Standard IIIC.

III.D: Financial Resources Planning

General Observations

The District and College have demonstrated a history of fiscal responsibility and appear to be in a stable financial condition at this time. Nonetheless, the College has experienced declining enrollment for a number of years and has not fully included the College constituency in gravity of the long-term consequences. Although the District has adopted a 2017-2018 budget that includes deficit spending by approximately \$10 million and that depends on a modest budgeted spend down of the District Stability Fund from reserves, the District and College administration are aware of the situation and appear to be planning to address the financial condition. The College may need to re-envision itself and determine best approaches using a college-wide constituency planning process to develop strategies and actions to address the long-term consequences of a structural deficit.

Findings and Evidence

It appears that the College's current financial resources, which include campus reserves and a modest planned spend down of District reserves, are sufficient to support and sustain student learning programs and services, and improve institutional effectiveness in the current fiscal year. (III.D.1, ER18, III.D.4, III.D.5)

The six year pattern of declining enrollments and related loss of funding is projected to continue for some time in the geographic region. The College and District will need to bring the ongoing budget structural deficit into balance with additional new unrestricted revenues or through planned reductions in expenditures (or a combination of both). The College appears to be making efforts to counter the enrollment declines by expanding its online education offerings, strengthening support programs for current students, and through continuing outreach strategies. (III.D.1, III.D.2, III.D.6)

The College governance structure outlines guidelines and processes for financial planning and budget development. In the College's Decision-Making Flowchart, termed the governance pathway, appears to be the main pathway or process for discussions and recommendations related to programs and budgets. The governance pathway for budget decisions include the following committees: Instruction Planning and Budgeting Team (IPBT); Student Services (SSPBT); Finance and Educational Resources (Finance and College Operations) (FCOPBT); and the College Budget Committee. The committees mentioned above inform and advise the College Council. The College Budget Committee is defined as an informational sharing committee that generally does not make any recommendations. It is unclear through their planning process how other College constituencies may have appropriate opportunities to participate in the development and review of institutional plan- including, budgets, and possible future program reductions- other than through the IPBT, SSPBT and FCOPBT committee process. (III.D.1, , III.D.2, III.D.3, III.D.4, III.D.5)

The District prepares multi-year budget projections utilizing various enrollment scenarios. This financial information is shared with the Colleges on a routine basis, primarily through the frequent meetings between the vice chancellor of business services and each of the College finance vice presidents. (III.D.1, ER18, III.D.2, III.D.3, III.D.4)

The District has policies and procedures to ensure sound financial practices and financial stability. Appropriate routine financial information is disseminated throughout the institution in a timely manner. (III.D.8, III.D.9)

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately. Annual financial audit findings have been infrequent and when identified immediately addressed. (ER5, III.D.6, III.D.7)

Student loan default rates are well within acceptable levels. (III.D.15)

The District is addressing their long term obligations and is actively contributing to the employee retiree health benefits Other Post-Employment Benefits (OPEB) obligation, through an established trust, budgeting annual contributions to the unfunded liability and through the annual pay-as-you go retiree health care premiums. Contractual obligations are appropriately managed and maintained. (III.D.10, III.D.11, III.D.12, III.D.13, III.D.14, III.D.16)

Conclusions

The College meets Standard IIID. The College and District act in a fiscally prudent manner by planning and budgeting annually. The Board of Trustees adopted a budget with deficit spending

and that included the utilization of the stability fund. The District appears to be strategically reducing their reserves as they plan for other future reductions or revenue enhancements. In the 2016-17 fiscal year, the District planned for a \$12 million spend down of reserves, but had an actual spend down of \$9 million. The District is planning an additional \$10 million spend down of the stability fund in the 2017-18 fiscal year. The College is also planning to spend down the College reserves by \$1 million in 2017-18. The loss of enrollment funding due to declining enrollments, if not adequately addressed, will create an additional continuing challenge to the District and College finances. While the College administration is aware of the long-term consequences, it is unclear that the college-wide constituency groups understand the gravity of the situation. The Board of Trustees have implemented a three year \$10 million reduction plan to offset the declining enrollment funding and cost increases. The College is encouraged to clearly identify their planning and resources allocation process in order to systematically evaluate their planned reduction strategies. In order to improve, the team recommends that the College ensure fiscal stability during a period of declining enrollments through clearly identifying and utilizing a collegial planning process to address the campus's structural deficit and ensure financial stability.

Recommendations for Improvement and Compliance

College Recommendation 4 (Improvement)

In order to improve, the team recommends that the College ensure fiscal stability during a period of declining enrollments through clearly identifying and utilizing a collegial planning process to address the campus's structural deficit and ensure financial stability.

(Standard III.D.1, III.D.2, III.D.3, III.D.4, III.D.11)

STANDARD IV LEADERSHIP AND GOVERNANCE

Standard IV: Decision-Making Roles and Processes, Chief Executive Officer, Governing Board, Multi-College Districts

Standard IV.A. Decision-Making Roles and Processes

General Observations

The College has policies and practices that recognize and facilitate the expertise of faculty, students, administrators and classified staff in leadership with a goal of promoting student success, academic quality, integrity, fiscal stability and continuous quality improvement of the College. Roles of each of these groups are clearly defined and the decision-making process for the campus is clearly articulated.

Findings and Evidence

The College has a strong participatory governance process that is detailed through a decision-making flow chart. The chart details organizational and governance pathways for decision making that advises the President. This organizational structure encourages the College to assess and improve practices, programs, and services through committee work, assessment of institutional performance data, and the program review process. Academic and Classified Senate representatives state that they feel there is a strong shared governance philosophy on campus that is put into practice with the structures of College committees. One small gap identified in interviews with Classified Senate leadership was that they, on occasion, receive materials to review after they have been approved at College Council. Clear organization of decision-making roles support innovation across the College. College faculty and staff state that they are encouraged and supported by the College to be innovative. One example is the College's support for innovations in addressing equity gaps. (IV.A.1)

The College established and implemented policies on faculty, staff and student participation in decision making through District Board Policy. Foothill-De Anza Community College District Board policy details the governance role of students (BP 2222), Academic Senates (BP 2223) and classified staff (BP 2224). There is not a specific BP for administrative authorization. The application of these Board policies is detailed in the De Anza College Governance Handbook. The Handbook does include the roles of administrators in governance and identifies the Administrative Management Association (AMA) constituency group. Board policies specify the manner in which each identified group can participate in policy, planning and committees. Administrators and faculty have a substantive role in areas of policy development and review, planning and budget practices. Faculty and administrators have active roles on local planning and budget teams as well as the program review process. Faculty purview is defined in (BP 2223)

and evidenced in the College Decision-Making Chart and Governance Handbook. (AR13, AR14, IV.A.2, IV.A.3)

The De Anza College Governance Handbook defines the structures for faculty and academic administrators to participate in recommendations about curriculum and student learning programs and services. For faculty, this purview is defined in District BP 2223 where the Board states it will rely primarily on the advice and judgment of the Academic Senate. The College has established a Curriculum Committee that is a subcommittee of the Academic Senate. Membership of the committee provides evidence of the participation of faculty and administration. Leadership of the Curriculum Committee is also defined with faculty and administrative co-chairs. Other committees where faculty and administrators participate in recommendations include student learning programs, and services include College Council, SLO, Program Review and Budget Teams. Planning and Budget Team members stated during the visit that they review College goals, identify institutional priorities and participate in program reviews. They use that information to validate program effectiveness and recommend funding to support programs and services. (IV.A.4)

Board policies and governance documents show that the College encourages collaboration and welcomes perspectives from all constituency groups. Through the Governance Handbook, the College has clearly defined each constituency group and their role on each College committee. The established decision-making process allows for timely action on institutional planning and governance. The work of these committees is communicated through a clear and defined process ensuring that all constituency groups have an opportunity for input and participation in dialogue. The College's commitment to broad participation and discussion of equity and institutional improvement is evident through their institutional set standards. (IV.A.5)

The College has a dedicated governance webpage where all guiding documents, including the Mission, Strategic Plan and Educational Master Plan, are easily located. In addition, meeting Agendas, Minutes and Notes are accessible for all governance teams, stakeholders, bargaining units and advisory groups. These webpages are kept current and detail processes for decision-making and the resulting decisions. The College also has a College Council that ensures information and decisions are communicated to all constituency groups. Interviews with multiple constituency groups confirm that there is ongoing communication across the campus, but that it could be improved and more formalized. Communication was an identified area of improvement in the College's Quality Focus Essay. (I.V.6)

The College regularly evaluates its governance process. The College uses surveys evaluated through the College Planning Committee. The purpose of this committee is to systematically review all aspects of the planning cycle and report those results to the College Council. In spring 2016, the College started annual reflections for committees and governance groups, which asks them to reflect on the previous year and propose changes to improve effectiveness. The reports from these groups are available to the College community on the Institutional Planning website. (IV.4.7)

Conclusions

The College meets Standard IVA. The College has a strong commitment to involving all constituent groups in the decision-making process. Board policies clearly define roles and the colleges Governance Handbook provides clear guidance in the application of those policies. Faculty, Staff, Administrators and Students have the opportunity to dialogue and make recommendations on areas of student learning and achievement, curriculum, budgeting, and program improvement. The college has an established process for reviewing its decision-making process through annual reflections from each committee. These reflections provide an opportunity to identify gaps and needed changes to increase effectiveness.

STANDARD IV.B: Chief Executive Officer

General Observations

The President/Chief Executive Officer (CEO) has the primary responsibility for the quality of the institution. The President of the institution provides leadership in organizing, research, planning, budgeting, developing personnel, and assessing institutional effectiveness and shares and communicates the goals and values of the College. The President also selects and develops personnel including administrative and full-time faculty positions. The role of the CEO is clearly defined through policy (Board Policy 3100 and Administrative Procedure 3100), as well as a focus on student learning throughout the campus.

Findings and Evidence

In providing effective campus and District leadership, the Chief Executive Officer engages in several committee and campus governance structures to assess institutional effectiveness, support a culture of evidence and foster student learning campus wide. This work is done through the College Planning Committee, the revising of the Educational Master Plan and the Institutional Metrics. The President takes the lead role in this process as the primary responsibility for the institution. An example of this is found in the College 2020 goal, Institutional Metrics of 2016, the revised Educational Master Plan, and the Institute for Community and Civic Engagement (ICCE). (IV.B.1)IV.B.1, IV.A.7, I.A.1, I.C.4, I.A.3, IV.B.1, I.B.6, III.D.2.)

The College shows evidence of meeting this standard through the work of the senior team, which consists of the College Vice Presidents and Associate Vice Presidents. Working in the areas of instruction, financial aid, College operations, and external relations, the Chief Executive Officer has delegated areas of responsibility to key staff to ensure accountability and adherence to the mission. An example of this can be found in the organizational chart and the employee accreditation survey. (IV.B.2)

Through policies and procedures and an established shared governance, the College is committed to institutional performance standards for student learning through the planning process and Institutional Metrics. The President has supported the institution through the development of Learning Communities and an equity framework. Through the revision of the Educational Master Plan, the President has led the charge in the identification of nine themes that will focus the institution on future planning efforts. The Chief Executive Officer has worked with the

College in promoting a culture of evidence, which has established a strong link with the Office of Institutional Research and Planning. This partnership has led to the development of surveys and inquiries that build a better understanding of the learning needs for the College.

The College conducted an environmental scan in 2014. The areas reviewed were economic, educational and demographic trends that helped to inform the planning process for the College. Through Program Review and leadership of the President, the College has linked institutional research with planning and resource allocation. This work is supported through the College Planning Council and the Office of Institutional Research. This work is also connected to equity and student success. Through the College Planning Council, the President is integrally involved in long-term planning and resource allocation. However, there seems to be an inconsistency in the communication shared with the campus regarding potential budget deficits and declining enrollment. The College stakeholders lack evidence that it has consistently and systematically documented the dialogue and engaged in a planning process that effectively shared information regarding enrollment and budget deficits. The College lacks a concise plan of action on how to address the current challenges in enrollment and budgeting. This is evident in the six-year enrollment decline and two-year structural deficit. The College, led by the President, may benefit from a process to re-envision itself and set mission, values and priorities inclusive of analysis of both internal and external conditions in order to address the need for planning and enrollment management. (IV.B.3)

The Chief Executive Officer takes a lead role in ensuring the College is prepared for the accreditation process. The President has assigned appropriate staff, and through the College shared governance process, each committee was assigned a standard closely related to their area. The College Planning Council also became the Accreditation Steering Committee with the responsibility for the Institutional Self-Evaluation Report (ISER). It was the College Planning Council that took an active role in addressing the 2010 Commission recommendations. The President participated in the discussions and process on how to meet those recommendations.

The President took on an active role through participation in the Accreditation Steering Committee, taking part in the training sessions, speaking regularly at College town halls and hosting the Accreditation Café for classified professionals. The President updated the Board on accreditation activities, as well as the College campus. This helped to ensure that staff, faculty, and students are fully integrated in the accreditation process. In addition, the College President also ensured that there was collaboration and input from key stakeholders on the ISER. The College invited College wide and public comment on the ISER through postings on the College website and a Town Hall. Accreditation is a shared campus responsibility, and the College President actively engaged with the staff, faculty and administration in the pursuit of continuous quality improvement. (IV.B.4)

The College President ensures that the institution is in compliance with regulations, statutes and governing Board policies. In collaboration with the College President's senior staff, specifically the Vice President of Finance through College Operations, the CPC, planning and budgeting teams, the College works together to ensure that College strategic initiatives are shared through the governance process. The College President also attends the Chancellor's Council, which is the primary District wide participatory governance team that advises the Chancellor on

institutional planning, budgeting and policies. In addition, the College President also attends statewide meetings, and both the President and senior staff work to stay informed about Board regulations and state statutes. The College President also shares information in messages to the campus and in his work with civic engagement and The Democracy Commitment. (IV.B.5)

The College President communicates consistently with the College via campus wide messages, Op-eds, Town Halls, open forums and attends campus and community events. The College President strives to communicate with external parties. He maintains membership in local, state and national organizations. The College President is a member of the Chamber of Commerce, Rotary Club, Silicon Valley Education Roundtable, Community College League of California (CCLC), California Community College CEO group, American Association of Colleges & Universities (AAC&U) and The Democracy Commitment. Through the College President's policy-like engagement, the College also has the Institute for Community and Civic Engagement (ICCE), which is now called the Vasconcellos Institute for Democracy in Action (VIDA). These programs are designed to support community college students in civic learning.

Conclusions

The College meets Standard IVB. The College has a strong commitment to participatory governance and with the leadership of the college president engages in collaborative decision-making with an emphasis on collegiality. Through the College Planning Council, the President is integrally involved in long-term planning and resource allocation. However, there seems to be an inconsistency in the communication shared with the college regarding the consequences from long-term budget deficits and declining enrollment. The College stakeholders lack evidence that it has consistently and systematically documented the dialogue and engaged in a planning process that effectively shared information regarding enrollment and budget deficits. The College lacks a concise plan of action on how to address the current challenges in enrollment and budgeting. This is evident in the six-year enrollment decline and two-year structural deficit. In order to improve, the team recommends that the college, led by the CEO, improve communication regarding long-term budget deficits and declining enrollments and create a process to evaluate mission, values, and priorities for resource planning and enrollment management in light of the structural deficit.

Recommendations for Improvement and Compliance

College Recommendation 5 (Improvement)

In order to improve, the team recommends that the college, led by the CEO, improve communication regarding long-term budget deficits and declining enrollments and create a process to evaluate mission, values, and priorities for resource planning and enrollment management in light of the structural deficit. (IV.B.1, IV.B.3)

Standard IV.C: Governing Board

General Observations

The Foothill-DeAnza Community College District Board of Trustees is comprised of five at-large members who are responsible for oversight of two colleges: De Anza College and Foothill College. The District Chancellor is the chief executive officer of the District and responsible to the Board of Trustees. The College Presidents report directly to the Chancellor. The Board establishes policies that are consistent with the Colleges' missions. The Board reviews both De Anza and Foothill College's educational programs as part of its authority given through Board policy. The District Chancellor executes policies and procedures and provides oversight to the needs of the operations of De Anza College through the College President. Under the Chancellor's Advisory Council, the District has four District wide councils and committees led by vice chancellors and individuals who report directly to a member of the Chancellor's Cabinet. District and College administrative staff, faculty, classified staff and students engage in District wide participatory governance. All District wide governance councils and committees undergo a process of comprehensive evaluation however, there is no regular schedule for the evaluation, and those interviewed explained they are reviewed on an as-needed basis.

Findings and Evidence

The District's locally elected Board has the authority over and has adopted the necessary policies to assure the proper operation and financial stability of the District. The Board has adopted a policy manual that outlines its role in assuring academic quality and fiscal stability. More specifically, Board Policy 2200, Board Philosophy, Mission, Roles, and Responsibilities clearly outlines the duties and responsibilities of the Board. This policy is quite detailed and includes a separate mission statement for the Board with detailed responsibilities concerning the Board's leadership, oversight and representation, and expectations for Board conduct, performance and statutory responsibilities. This extensive policy assures effective oversight of academic quality, integrity, and effectiveness of student learning programs and services, as well as the financial stability of the College. Board policies are available on the District's website. (IV.C.1)

Board Policy 2200 includes the Board pledge to "work together on behalf of our community" and to "work with fellow Board members in a spirit of harmony, respect, and cooperation." All Board members support decisions made by the Board and act in a respectful manner in all interactions with the administration, the public and students. Through interviews, the team confirmed that the Board not only meets the standard but exceeds it. Nearly all individuals interviewed spoke to the Board's professionalism, respect for one another, preparation and poise. The Board was consistently described as stable, well-functioning and effective. When asked, those interviewed could only recall two instances of split votes in the last 11 years. In each case, the Board was able to discuss the issue, disagree, vote as they believed and move forward. They noted that there were no lingering negative impacts from disagreements and saw disagreements as a natural part of critical inquiry and oversight. (IV.C.2)

Three Board policies provide evidence of the Board's responsibilities for selecting and evaluating the Chief Executive Officer of the District. First, Board Policy 2200 includes language that the Board is responsible to "appoint, support, and evaluate" the Chancellor. Board Policy 2431 codifies that responsibility, while Board Policy 2435 calls for annual evaluations of the Chancellor of the Board. The Board hired a new Chancellor in 2015 and followed its

established policy in that regard. The Board and the Chancellor mutually agree on criteria for the Chancellor's evaluation, and evaluations of the Chancellor are calendared as closed session items in February and August annually. Interviews with both the Chancellor and the Board confirmed that these candid conversations were occurring as described. (IV.C.3)

The Board goes to great lengths to ensure that both public interest and the College itself are protected from undue political pressure. Board Policies 2310 (Regular Meetings of the Board), 2340 (Board Agenda), 2345 (Public Participation) and 22350 (Speakers) ensure that the public has ample opportunities to request information, share concerns or participate in the Board's meetings. Additionally, the Board has codified the participation of students, faculty and classified professionals in the participatory governance processes (Board Policies 2222, 2223 and 2224). The team learned that the Board takes great care to ensure all constituent and public voices are included as part of its operation of the District and has even granted student trustees advisory voting privileges. (IV.C.4)

Board Policy 2200 and the District's Strategic Plan, which was Board approved in March 2017, demonstrate the Board's commitment to ensure the quality, integrity and improvement of student learning programs and services. The Board monitors the financial integrity and stability of the District in accordance with state and federal laws and regulations as described in Board Policy 3000, Principles of Sound Fiscal Management. In Board Policy 6401, the Board established an Audit and Finance Committee that includes two Board members and four members from the community. The Board has also established a Citizens' Bond Oversight Committee through Board Policy and Administrative Procedure 6740, who provides oversight of bond expenditures. The team learned that these advisory groups provide valuable feedback to the Board and do not interfere with the operation of the College. The Board members explained that the Audit and Finance Committee in particular allows the District to benefit from the special expertise of individuals in the community. Additionally, it was clear to the team that the Board's main priorities were student learning, success and equity, as well as fiscal stability. (IV.C.5)

Chapter Two of the Board's Policy Manual includes 15 Board Policies that prescribe the Board's composition (2010), roles and responsibilities (2200), elections (2100), meeting protocols (2310, 2315-2365) and organizing principles (2305, 2410). All Board policies are available on the District's website. The District is in the process of converting to the Community College League of California's (CCLC) policy structure. The Board has participatory governance structures for the review and revision of Board Policies and Administrative Procedures as specified in Board Policy 2410. In addition to these policies, the Board annually reviews and adjusts its Board Priorities and Legislative Principles. The team found that these priorities and principles assure that the Board is current and is able to effectively advocate for the District and the College. Through interviews, the team validated that the Board acts in a manner consistent with its policies and bylaws. However, there is no regular schedule for the evaluation of policies, and those interviewed explained they review policies on an as-needed basis. (IV.C.6, IV.C.7)

The Board monitors student performance through the review of College plans and associated metrics, including institution-set standards. For example, each August, the Board reviews the College's Student Success Scorecard. The Board also approves the District Strategic Plan, the

College's Student Success and Support Program Plan, and the Colleges Educational Master Plan and annually examines institutional effectiveness goals related to student performance. (IV.C.8)

The Board has an ongoing program for Board development that includes regularly scheduled study sessions, attendance at conferences and workshops related to effective trusteeship and advocacy and a comprehensive new trustee orientation that is codified in Board Policy 2740 (Board Education). The District maintains records of each trustee's professional development activities. As prescribed in Board Policy 2100 (Board Elections), trustee elections are staggered to ensure continuity of Board membership.

In November 2016, two new members were elected to the Board. The team confirmed that the Chancellor provided an effective orientation for the new Board members, which included materials and training from the Community College League of California (CCLC) and meetings with herself, the Vice Chancellors, and other College and District personnel. Consistent with IV.C.2, the Board was able to smoothly acclimate the new Board members into their roles and reported that there was no disruption with the change in Board membership.

With respect to professional development, the Board explained that they also serve on the board or as a representative of state and national agencies, including the Community College League of California Trustees (CCCT) and the Association of Community College Trustees (ACCT). The Board was also proud and appreciative of the fact that faculty and staff also served in leadership capacities in other statewide organizations, which helps keep the Board informed and current. (IV.C.9)

The annual process for Board self-evaluation is codified in Board Policy 2745 (Board Self-Evaluation). Criteria included in the self-evaluation include individual and collective performance related to the Board's philosophy, mission and ethics statements, as well as the identification of strengths, weaknesses and strategies for improvement. The team confirmed that the Board regularly conducts its annual self-evaluation and makes public the results of that evaluation each July. (IV.C.10)

Board Policies 2355, 2710, 2715, 2716 and 2717 regulate how trustees are to conduct themselves in an appropriate and legal manner, as well as follow the Brown Act. Individual trustees annually complete a Conflict of Interest form to avoid any potential conflict of interest. Board Policy includes corrective action for dealing with behavior that violates the policy. None of the District Board members have employment, family, ownership or other personal financial interest in the District and do not have family members working for the District. The team confirmed that no violations of the policies have occurred, and the policies do prescribe courses of action for dealing with errant behavior. (IV.C.11)

The Board has adopted and complies with Board Policies 2430, 2432 and 2435 that delegate administrative and operational authority to the Chancellor and follows a process that holds the Chancellor accountable through annual performance evaluations as well as ongoing communication. During interviews with multiple constituent groups, the team found no evidence of Board members interfering with the Chancellor's operational control of the District. (IV.C.12)

Through Board Policy 3200 (Accreditation), the Board ensures that the Chancellor keeps the Board informed about all matters of accreditation. Trustees were provided the Commission's Guide to Accreditation for Governing Boards, designated a trustee as liaison to the Accreditation Steering Committee, and reviewed and approved all College reports submitted to the Commission. With respect to this self-evaluation, the Board was involved in study sessions on all aspects of accreditation on August 29, 2016 and February 6, 2017. Additionally, the Board uses the accreditation standards in its self-evaluation. (IV.C.13)

Conclusions

The College meets Standard IVC. The District Chancellor is the chief executive officer of the District and responsible to the Board of Trustees. The College Presidents report directly to the Chancellor. The Board establishes policies that are consistent with the Colleges' missions. The Board reviews both De Anza and Foothill College's educational programs as part of its authority given through Board policy. The District Chancellor executes policies and procedures and provides oversight to the needs of the operations of De Anza College through the College President.

The Board for the District has requisite policies and practices in place to assure that quality student learning, success, and achievement are occurring and that the District is fiscally viable. The Board has an excellent reputation among constituent groups, and those interviewed expressed appreciation and gratitude for the professionalism, teamwork, and stability that the Board consistently displayed.

Standard IV.D: Multi-College Districts

General Observations

The District also supports effective governance through a District-wide committee, Chancellor's Advisory Council (CAC), which ensures constituency governance roles and provides constituency voice in institutional policy and District/College planning. Participatory governance process is the primary method through which all College constituents participate in the District-level decision-making process.

The District engages in an annual update of the Delineation of Function Map. The map describes and communicates the operational responsibilities and functions of the District departments, providing clarity for all College constituencies.

The District has a budget process delineated in Board Policies 3000, Principals of Sound Fiscal Management that supports allocation and reallocation of resources to ensure the sustainability and effectiveness of the Colleges. The District funds the Colleges based upon each entity's proportional share of the District's FTES target.

Findings and Evidence

The Chancellor has worked at the District for 19 years in multiple capacities and was appointed Chancellor in July 2015. The Chancellor establishes and communicates expectations about educational excellence and integrity in a number of ways. First, the Chancellor addresses the entire District at each Opening Day event, bringing all constituent groups together to discuss plans and goals for the academic year. Next, the Chancellor works closely with the Chancellor's Advisory Council (CAC), the main participatory governance body at the District. Membership in CAC includes students, staff, faculty and administrative organizations. A third way the Chancellor provides leadership is through Chancellor's Cabinet, which includes the College presidents and vice chancellors, during which she establishes alignment between the Colleges and the District. Finally, the Chancellor calls periodic meetings with all administrators, supervisors, and senior administrators from both Colleges and Central Services to discuss District wide concerns. The Chancellor has established, regularly reviews, and communicates clearly defined roles and responsibility of the Central Services departments through the Delineation of Function Map. (IV.D.1)

The Chancellor uses the District's organizational structure and the Delineation of Function Map to delineate, document and communicate the operational responsibilities of the District from those of the Colleges. The College Presidents are held accountable for College operations through regular meetings with and evaluations by the Chancellor. The Chancellor assures the Colleges receive effective and adequate services through a Central Services structure, which includes the Chancellor's Office, Business Services, Human Resources and Equal Opportunity, and Educational Technology Services. All offices within Central Services participate in annual evaluation activities, such as an Administrative Unit Review, annual reports and a Sound Fiscal Management Self-Assessment (Business Services). (ER4, ER7, IV.D.2)

The District has Board Policies and Administrative Procedures that guide the allocation of resources to support the effective operations and sustainability of the Colleges and the District. The Vice Chancellor of Business Services holds District authority to supervise, administer and ensure adequate controls to comply with all laws and regulations regarding the financial status of the District. Board Policies and Administrative Procedures delineate the roles, responsibilities and process of budget development. The annual resource allocation is based primarily on the state revenue apportionment funding, state restricted funds, and all federal, state, and local grants and contracts in the fiscal year. The District's resource allocation formula is used in the development of the annual budget and provides effective control of expenditures. College FTES targets are translated into FTEF funding for each institution. The Colleges and Central Services departments are responsible for resource allocation within their areas of responsibility according to their own operational needs, planning documents and the Resource Allocation Formula.

The District provides comprehensive budget and financial oversight, including an annual finance and budget report (CCFS-311), a final budget, an annual financial audit, a bond financial audit report, a performance audit or bond construction programs, year-end balance and open-order reports, full-time Faculty Obligation Number (FON) reports and targets, enrollment projections and year-to-year comparisons with enrollment targets. The District website has detailed monthly expenditure reports for the District and the Colleges to assist with tracking, monitoring, and maintaining budgets, financial commitments, and expenditures. The Colleges and District financial reports are reviewed by staff and are submitted to the Board. Evidence in the self-

evaluation reports illustrates that College Presidents have full responsibility and authority to conduct their work without interference from the Chancellor. College Presidents have full authority in the selection and evaluation of their staff and management teams. This is evident in Board Policies 2430 (Delegation of Authority). (IV.D.3)

Through Board Policies 2430 (Delegation of Authority) and 3100 (Organizational Structure), the Board designates authority to the Chancellor, who then delegates authority to the Presidents. College Presidents are held accountable for the performance of the Colleges by the Chancellor, the Board and the communities they serve. The Chancellor expects that College Presidents adhere to all District policies, and that communication between the Colleges and the District be thorough and regular. The College Presidents regularly communicate through monthly reports or newsletters that are widely distributed. All critical and negative matters are immediately communicated to the Chancellor by the College Presidents. (IV.D.4)

The District adopted a Planning Cycle to illustrate the planning processes of the District and intersection with the Colleges. The District Strategic Plan priorities and goals are derived from the District mission statement and aligned with the goals articulated in the Colleges' educational master plans and facilities master plans. Multiple stakeholders are involved in the development of strategic plan goals, operational planning, budget development and continuous improvement. This is evident in the colleges Decision Making Chart and Governance Handbook. (IV.D.5)

The District values strong communication and ensures effectiveness by employing a variety of methods of two-way information sharing. The District's primarily participatory governance group is the Chancellor's Advisory Council (CAC), which includes all constituent groups. From there, information flows through four key advisory committees (i.e., District Diversity and Equity Advisory Committee, Budget Advisory Committee, Human Resources Advisory Committee, and Educational Technology Advisory Committee) before moving the College-specific participatory governance processes councils. In addition to CAC, Chancellor's Cabinet, all administrators and supervisors, and District senior administrators meetings also support the flow of information critical to decision making and effectiveness.

Meetings are open to anyone from the District to attend and provide an important venue for sharing information. Meeting minutes and agendas for the District governance councils and committees are available on the District website. Presentations, campus meetings and reports provide additional avenues of communication. Meetings are held at campus locations periodically to ensure students, faculty and staff have the opportunity to hear directly from representatives of the District and to ask questions and share concerns. Nonetheless, results from the Employee Accreditation Survey indicate that only 40 percent of respondents agreed that there is effective communication. (IV.D.6).

The District makes strong use of electronic media to support effective communication. The District's website is maintained with current information from each of the District's primary services. Email is used to provide regular updates from the District's service areas. Social media is used to communicate with members of the public as well as District employees and students. District social media platforms include.

A number of evaluative activities regularly occur to determine the effectiveness of District participatory governance structures and processes. These include the processes used to review and evaluate the Delineation of Function Map and the District Strategic Plan. In preparation for accreditation, the District surveyed employees – The outcomes of this survey are available to the college community on the accreditation website. (IV.D.7, I.A.1-10)

Conclusions

The College meets Standard IVD. The District supports effective governance through a District-wide committee. The committee ensures constituency governance roles and provides constituency voice in institutional policy and District/College planning. Participatory governance process is the primary method through which all College constituents participate in the District-level decision-making process.

The District Board has requisite policies and practices in place to assure that quality student learning, success and achievement are occurring, and that the District is fiscally viable. The Board has an excellent reputation among constituent groups, and those interviewed expressed appreciation and gratitude for the professionalism, teamwork and stability that the Board consistently displayed.

Quality Focus Essay Feedback

Identification of the Projects:

The College has identified projects that are well articulated and truly aligns with the mission. Both projects, Student Equity and Integrated Planning and Communication, are clearly identified and connect to increasing effectiveness of various standards. The projects are vital to the long-term improvement of student learning and achievement over a multi-year period.

Desired Goals/Outcomes:

The College has identified goals and outcomes are clearly articulated. They relate to increasing student success (Student Equity) and increasing institutional effectiveness (Integrated Planning & Communication).

Actions/Steps to be Implemented:

The College has identified action steps to be implemented for each project.

Timeline:

The College has developed a timeline for both action projects.

Responsible Parties:

The College has provided clear lines of responsibilities for implementation and sustainability of projects. The responsible parties include the entire campus, including various campus committees, all instructional departments, senior staff, and the President.

Resources:

The College has included a plan for resources the College will need in order to implement and sustain the projects.

Assessment:

The College has a plan for evaluating the outcomes and effectiveness of Student Equity and Integrated Planning and Communication.

