

Annual Governance Reflections Survey – Spring 2017

Starting in Spring 2016, each shared governance group was asked to annually reflect on their processes through two targeted questions. The results of the reflections are published annually in the Educational Master Plan Update and help inform the college's planning processes. The questions replaced an older Annual Governance Assessment Survey.

Question 1. Reflecting on the work of your governance group over the past year, how did this work help fulfill our [mission, Institutional Core Competencies](#), and commitment to equity?

Instructional Planning and Budget Team (IPBT)

Faculty ranking and hiring is an essential part of shared governance and is aligned to student success rates and enrollment in each program. The Program Review Updates are linked to equity goals and student learning outcomes. The committee has discussed and decided upon resource allocations within the program review process and has created and updated documentation. The committee also created a process for allocating Strong Workforce funds for the first time within the existing resource allocation model. The committee includes voting members from a wide range of constituency groups. Instructional equipment and Strong Workforce funds were allocated based on programs responding to a question of "how the funds will help them improve their equity outcomes". The committee embraces integrity, honesty, and open communication in all of its processes, as aligned with the college mission statement. The committee welcomes members of the public to share information at meetings to help inform decisions. The college rolled out the self-service Program Review data tool that can be used by department chairs and others to drill down and explore their program review data including disaggregated categories such as ethnicity, age, gender, etc. The committee collaboratively worked on the writing of Standard II.A for the accreditation self-study report through an equity lens.

SLO Steering Committee

The annual Convocation focuses on the Institutional Core Competencies along with assessments of course and program outcomes, including reflections and enhancements. These all contribute to the college's overall equity goals. SLO, PLO, SSLO, and AUO assessments also ensure that the college continually improves the learning environment and supports services for students in keeping with our mission.

Curriculum Committee

The Curriculum Committee reviews all course outlines and reviews the courses to ensure two aspects: that the course is in compliance with state regulations; and, that the college's mission and ICCs are reflected in the course outlines. More recently we have also begun to examine three specific aspects of the course outlines from an equity perspective including assignments, methods of instruction, and methods of evaluations.

Campus Budget Team

The Campus Budget Team worked on the accreditation Self-Evaluation Report as well as ongoing reviews of budget information throughout the year in-line with the college mission and standards. Review and augmentation of the B-budget increases allowed for increases in areas that support equity and success programs across the campus. The Campus Budget Team also participates in the dissemination of information on budget priorities and updates to the campus community to inform decision-making.

Developmental and Readiness Education (DARE)

The Developmental and Readiness Education (DARE) committee aims to enhance success in targeted populations such as with the development of the Jumpstart pilot in English. There are plans to develop a similar pilot with Math and Reading. DARE also provided a forum for many areas on campus to discuss larger issues that impact the campus community. The forum looked at the objectives of Equity, SSSP, and BSI to see where BSI fits into the integrated model and to determine any overlaps. DARE also provided an opportunity for discussion about placement reforms and words that label students as developmental.

Classified Senate

The 2016-2017 De Anza Classified Senate used their Leadership Retreat to engage in the mission of De Anza. During the year, the De Anza Classified Senate created language to establish a fund for direct student support; to be used for programs such as book vouchers, funding for the library reserves desk, food vouchers, or a program that the Senate chooses. In March, the Senate wrote and unanimously supported our Letter in Support of Marginalized Students. We invited all De Anza Classified Professionals to sign the open letter; this letter is published on our website - <http://www.deanza.edu/gov/classifiedsenate/letter/index.html> The Classified Senate has chosen to support our campus through the distribution of the U.S. Constitution. This project helps with student civic engagement, and it covers the Department of Education's requirements for our school to celebrate Constitution Day. The Senate members have been handing them out at different events and at their desks. We plan to have more structured booths next year. The Classified Senate participated in a Foster Youth Book Drive with the Foothill and Central Services Classified Senate. We plan to continue this participation.

College Planning Committee (CPC)

The CPC transformed into the Accreditation Steering Committee last year and this year to lead the college through the accreditation report writing and review. Continued to look at the Equity-Driven Change model and rubric and how we can use it moving forward. Reviewed the Institutional Metrics and shared with College Council, who then asked Academic Senate to lead the charge on moving the metrics forward. We had a discussion around the continued use of "Targeted Populations" and if that was still an appropriate term for our students and groups.

Finance and College Operations Planning and Budget Team (FCOPBT)

The Facilities Planning Committee was responsible for guiding the college through the Facilities Master Plan Process. The committee ensured that equity was a common thread through the plan and that the plan could be tied back to the Educational Master Plan.

College Council

College Council provides a common space where all constituencies have a voice and also can hear and report back to their constituencies on all institutional matters (e.g. budget, Scorecard, and accreditation). College Council constantly reinforces our core institutional commitments. The Council provides opportunities for updates of student success data and reflections on the data. The members receive updates on tools available on MyPortal to look at student success and program review information. These updates are extremely useful and directly related to our equity work. This dedicated time to review critical information on how we advance our mission is essential.

Academic Senate

The Academic Senate Executive Committee disseminates information to the campus community and keeps faculty apprised of activities. The Senate has received presentations from various campus programs and has learned how faculty and Senators are engaged in those activities. The Senate has been intentional in bringing groups in and having conversations which demonstrate how deeply we approach equity work collegewide. The Senate follows up on discussions and acts upon them, such as a recent conversation regarding campus police conduct. The Senate has been actively involved in the campus Starfish early alert project as well. The Senate played a leadership role in the conversion to Canvas, the new online education platform. The Senate is intentional and committed to demonstrating how, as a body, we fulfill our college mission, make strides towards equity and the work under our purview.

Technology Committee

Each of these foundational elements is key to the work of the Technology Committee. Over the past year, this was manifest in the clear focus on equity in the development and first-year implementation of the Technology Plan. Two of the ICCs, Communication and Expression (with respect to mediated forms), and Information Literacy (in terms of providing appropriate tools), figure prominently in the plan goals and implementation. The mission and its fulfillment were demonstrated in the work of the committee on Standard III.C of the Institutional Self-Evaluation Report (ISER) for accreditation, in which the mission is the guiding document.

Question 2. Reflecting on your governance group's processes and practices over the past year, please identify what has been working and what changes you plan to implement over the next academic year to ensure continuous improvement?

Instructional Planning and Budget Team (IPBT)

Communication with other PBTs and shared governance groups is an area the committee hopes to enhance and is looking for ways to strengthen channels for communication. The committee implemented the updated APRU form which was revised last academic year. The committee is determined to move the timelines for Perkins, Strong Workforce, and Instructional Equipment resource allocations to the fall quarter. This is so the spring quarter can be used for the committee to review the program review forms and discuss if programs are meeting their stated goals and the goals of the college. The fall term will be reserved to review the APRU forms for resource allocation as the goal of this review. The committee has been trying to move in this direction and thinks it will be able to implement this change this year and next. The committee would like to explore the possibility of having three-year membership terms rather than two.

SLO Steering Committee

The committee considers increasing the number of SLO Coordinators from three to four. While the liaison model was working well up through 2015-16, finding new liaison volunteers is difficult with the advent of other focuses (Equity Plan, SSSP, Star Fish Early Alert, etc.). Thus, the model will be changed to areas being assigned to specific SLO Coordinators. Coordinators will contact department chairs or leads to be placed on the department meeting agenda. Communication has increased with instructional division deans and division assistants. The SLO newsletters and other SLO communications are sent to division assistants and/or deans who then disseminate them to the faculty. Using TracDat as the collection of responses for the program review has been expanded from the IPBT to include appropriate questions, boxes, and instructions for each: the program review of areas within purview of Student Services Planning and Budget Team, and the program review of areas within the purview of Finance and College Operations Planning and Budget and Budget Team.

Curriculum Committee

The committee is undertaking a study of the paperwork required for submitting curriculum. A report will become available during the next academic year. The committee is also undertaking a study of the timeline of the curriculum process in order to determine the need for a one year lead time. The curriculum review process has been well streamlined and is working efficiently. In addition, the tiered deadline system implemented this academic year has eased the traffic jam ahead of the deadline.

Campus Budget Team

The Campus Budget Team made changes to the B-budget allocations based on identifying areas that needed additional support to advance success and equity work. The committee will continue to monitor B-budgets next year to ensure they were allocated appropriately. A 5-year plan was developed to spend down the carry forward balance and educated the campus community on the

importance of a 5-year plan. Process included: developing a standardization plan based on a review of prior years, then using that information to project forward to the next 5 years. Next year the committee will discuss ways to integrate a greater focus on equity within the committees work and focus and integrate the varying categorical funds such as SSSP, BSI, and Equity funds.

Developmental and Readiness Education (DARE)

As we move into an integrated model with Equity and SSSP funding sources and plan and reporting, we have changed the meeting structure to an hour meeting once in two weeks. We have brought people in to share their work and in turn share with the rest of the campus community. Mini grants seemed to have worked before. DARE did not have as much funding this year. There was a need for a sustainability piece to the mini-grant process and hence the choice was to move away from the mini-grant process. For the next year, given the integration model, there is a need to discuss various options and to look for external grant funding. There is a changing role for DARE.

Classified Senate

The 2016-2017 Classified Senate had an improvement in communication to their membership during the year. It also held the required General Membership meetings. However, participation in Senate activities is low, that is why a better time and a consistent place to meet for our next year's bi-monthly meetings is needed. The goal is to improve attendance by both Senators and guests. The Senate wants to be more visible to the members and to help members understand our role on campus.

College Planning Committee (CPC)

The committee will continue to work on the Equity-Driven Change model and serve as the main overseer of the action plans and projects from the ISER. It will also continue to review the Institutional Metrics, review the mission statement, and continue to discuss revisions to the Low Income Indicator.

Finance and College Operations Planning and Budget Team (FCOPBT)

The committee is adding a new process for faculty and staff to request FF&E. Each request will be reviewed and approved by the committee. Previously the committee did not review the requests and this added procedure will ensure more transparency in the process.

College Council

When budgets are stable and the shared governance processes are working well, College Council does not have to intervene or, candidly, even convene often. Next year, when the budget/enrollment issues may require college-wide discussion, the Council will provide leadership and debate. That means more conversations, more meetings, probably more disagreement, which is fine. Presentations from individuals leading various campus-wide projects is an excellent means to stay informed, inform others and reflect on what needs to be improved. Information comes to us vetted for final review and approval. This process works. A change could be associated with information and initiatives to research prior to its finalization.

Under the direction of College Council, the Academic Senate has been working on the institutional metrics to meet the 2020 Educational Master Plan goals. The Senate has shown great leadership to ensure we meet our institutional goals and engage in continuous improvement. It is worth noting that the campus social media strategy and the Canvas conversion are examples of processes and practices that work.

Academic Senate

The Academic Senate improved on some of its processes such as revamping the public comment and conduct protocols and having applied the strategy of creating a call-in culture. A culture of call-in is an equity strategy to hold dialogue and deliberation in a respectful manner, considering our own biases and emotions. It's also the continual reflection, analysis, and improvement that we build in. Changes to discuss and implement include improving our behavior with guest speakers (reducing interruptions while speakers are speaking). There is a desire to further examine how to extend equity work to not only students and faculty, but also with classified professionals. The relationship between the Curriculum Committee and the Executive Committee of Academic Senate must be evaluated to clarify direction and to improve the working relationship. The Senate is committed to improving communications and understandings with the Instructional Planning and Budgeting Team (IPBT).

Technology Committee

The early collaboration among the district vice chancellor of Technology and chairs of both college's Technology Committees resulted in the development of aligned frameworks for the college and district technology plans. This also resulted in an appropriately delimited timeline of three years and a feasible implementation plan structure. Working groups and the larger committee were successful in developing both the Technology Plan and ISER Standard III.C, both acknowledged. In addition, overall communication and integration with district ETS has improved over time, and maintaining that partnership is important. The college could also benefit from committee members sharing technology information collegewide, with the promotion of the technology map as a key example.