

**Educational
Master Plan
Update
2013**

Overview

This document, approved by College Council on Nov. 14, 2013, serves as an annual update to the De Anza College Educational Master Plan 2010-2015.

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Summary of Student Demographics

De Anza College undertakes integrated planning, which includes not only the establishing of goals but also an understanding of key demographics and variables, both internal and external, that affect the college. Key Student Characteristics and Key Data examine trends in student access, success, equity, basic skills and community engagement.

Key Student Characteristics, Fall 2013

- Students from De Anza’s service area represent about 16% of the student population.
- 49% of the college’s students reside in the city of San Jose, about 11% in Sunnyvale, 5% in Cupertino, and 7% in Santa Clara.
- 46% of students are considered full-time, taking 12 or more units.
- 1,863 international students attend the college.
- 12% of students have already completed a bachelor’s degree or higher.
- Female and male students are equally represented.

Listing of Key Data

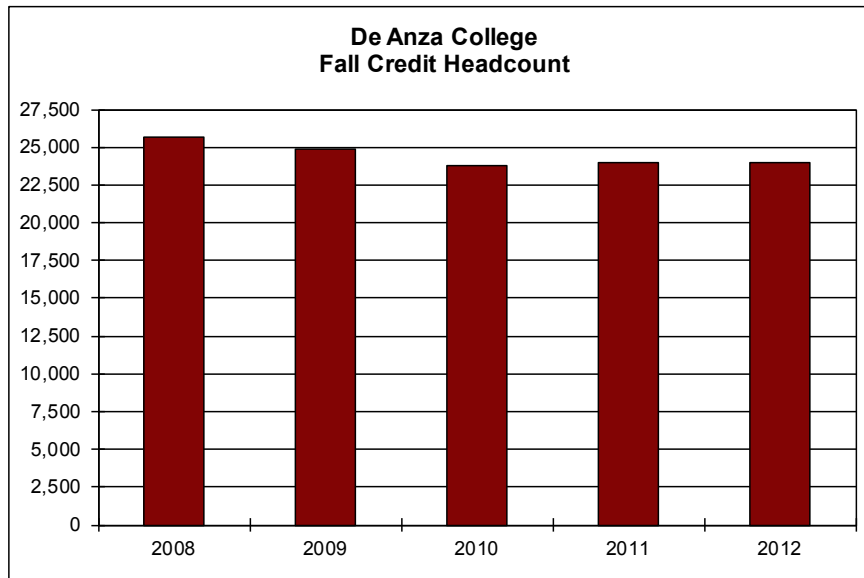
1. Fall Headcount
2. Total Full-time Equivalent Students Enrolled (FTES)*
3. Santa Clara County Public High School Graduate Participation Rate*
4. Santa Clara County Adult Population Participation Rate
5. Santa Clara Adult Population and College Students by Ethnicity
6. Ethnic Distribution of Students
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8. Number of Associate Degrees and Certificates Awarded
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10. Course Success and Retention Rates Compared to the State Average
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* Institutional Metrics

1. Fall Headcount

Fall headcount increased by 1% from 2011 to 2012, from 23,760 to 23,982. The institutional metric was for FTES headcount to increase 5% by 2015.

Figure 1

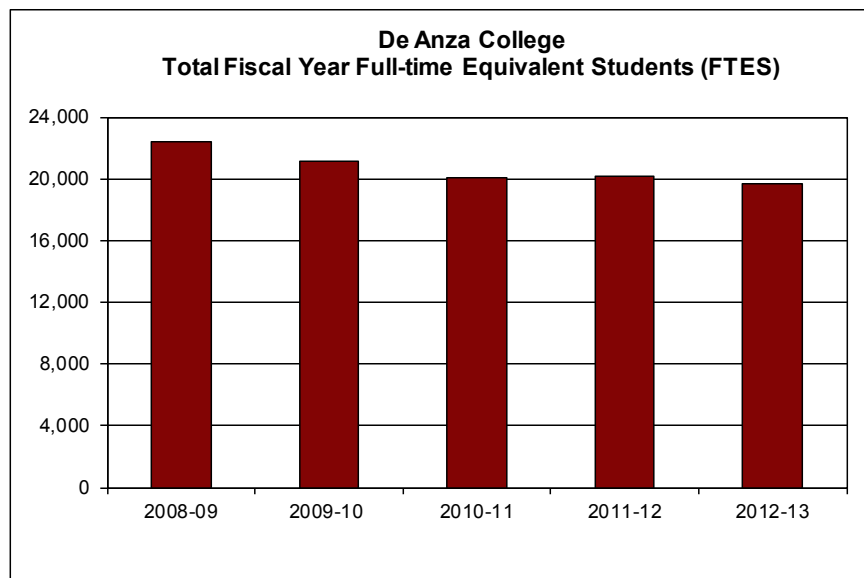


Source: FHDA IR&P

2. Total Full-Time Equivalent Student (FTES) Enrollment*

Full-time equivalent student enrollment decreased from 20,143 in 2011-12 to 19,674 in 2012-13. The institutional metric is for FTES enrollment to increase 5 percentage points by fall 2015.

Figure 2

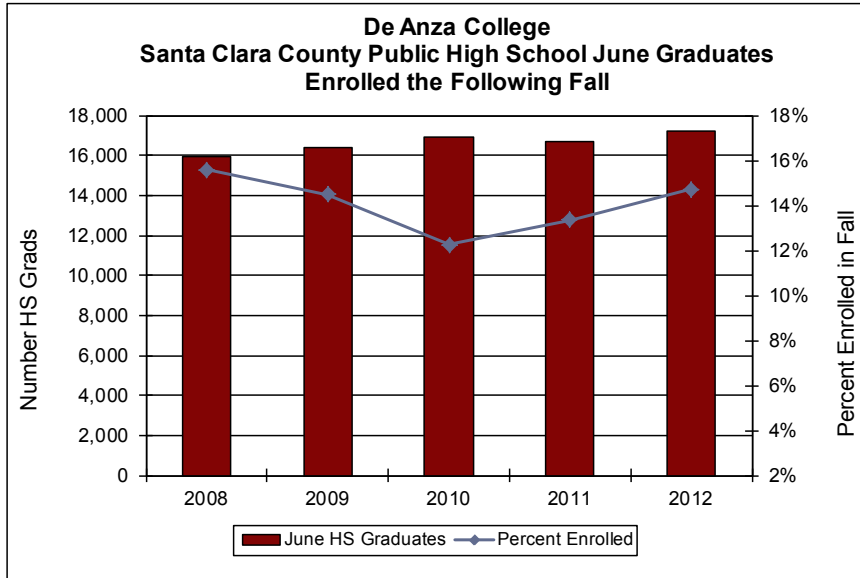


Source: FHDA IR&P and 2012-13 Adopted Budget

3. Santa Clara County Public High School Graduate Participation Rate*

De Anza attracted 14.7% of all Santa Clara County students graduating from high school in 2012, up 1 percentage point from 2011. The institutional metric is to increase the percentage of Santa Clara County Public High School Graduates from 16% in fall 2008 to 20% in fall 2015. Years of reductions in state funding will preclude the achievement of this goal in the near term.

Figure 3

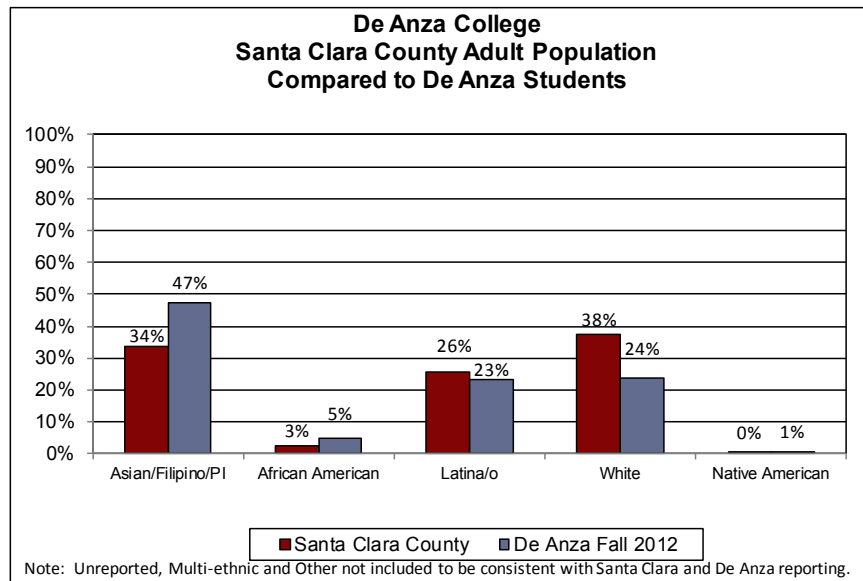


Source: FHDA IR&P and CA Department of Education

4. Santa Clara County Adult Population Participation Rate

The percentage of De Anza students identifying as Asian, Filipino, Pacific Islander or African American is higher than the percentage of the Santa Clara County adult population. Latina/o representation is slightly lower than the adult population while white students are proportionately less.

Figure 4

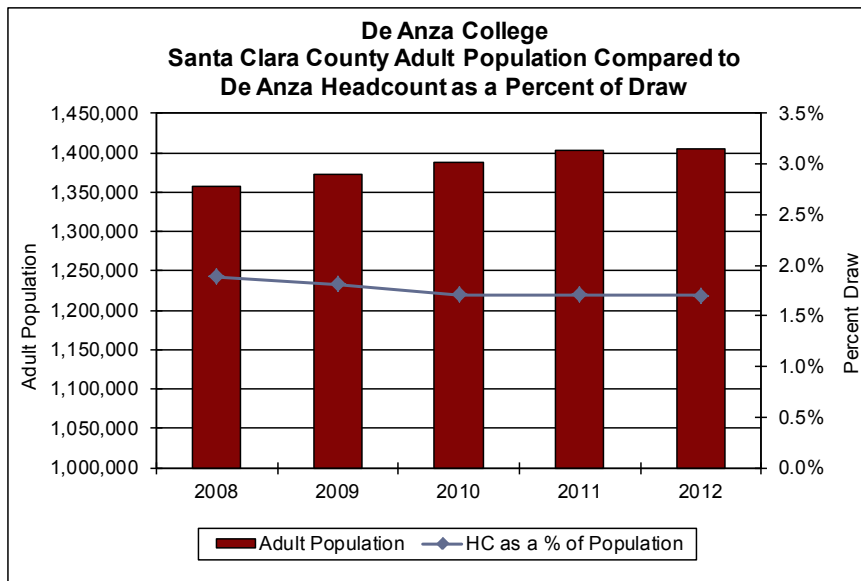


Source: FHDA IR&P and CA Department of Finance

5. Santa Clara County Adult Population and De Anza Students by Ethnicity

In 2012, De Anza enrolled about 1.71% of the projected adult population during fall quarter, which is the same as the percent of draw in 2011.

Figure 5

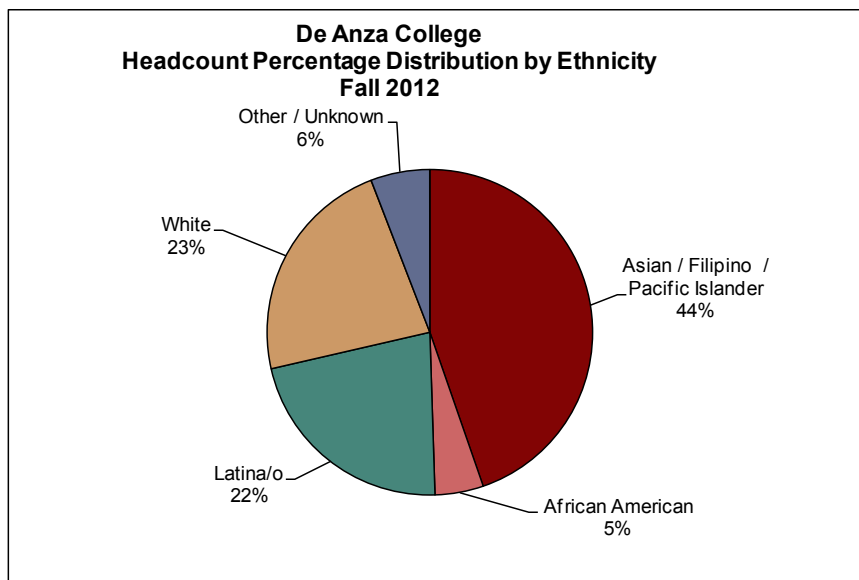


Source: FHDA IR&P and CA Department of Finance

6. Ethnic Distribution of Students

Students identifying as Asian, Filipino or Pacific Islander comprised 44% of the fall 2012 enrollment, consistent with fall 2011. The Latina/o population comprised 22%, a 2 percentage point increase from fall 2011. The African American population increased 1 percentage point, from 4% in fall 2011 to 5% in fall 2012.

Figure 6

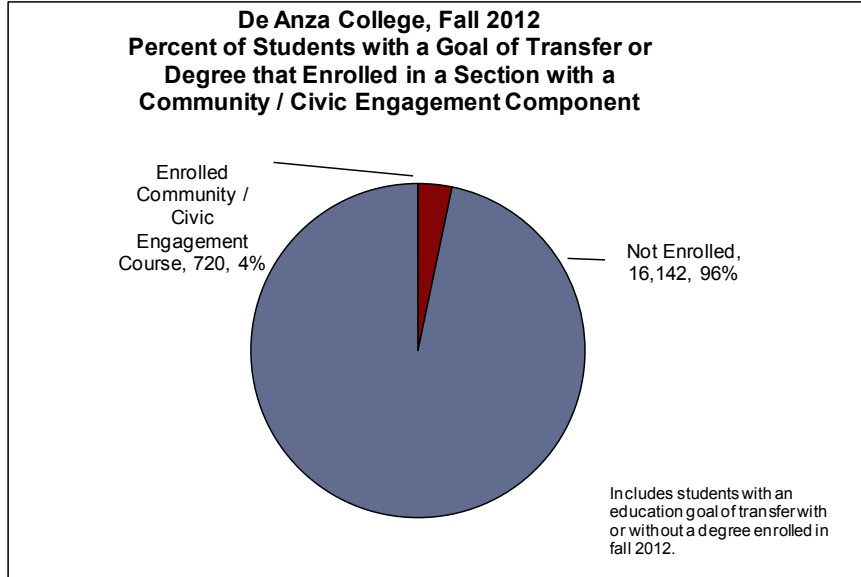


Source: FHDA IR&P

7. Student Participation in Community/Civic Engagement Courses*

Figure 7 measures attainment of the college’s civic engagement goal: to have 10% of students seeking transfer, with or without a degree, enrolled in at least one course with a community/civic engagement component by 2015. The figure is currently at 4%, a 1 percentage point increase from 2011.

Figure 7

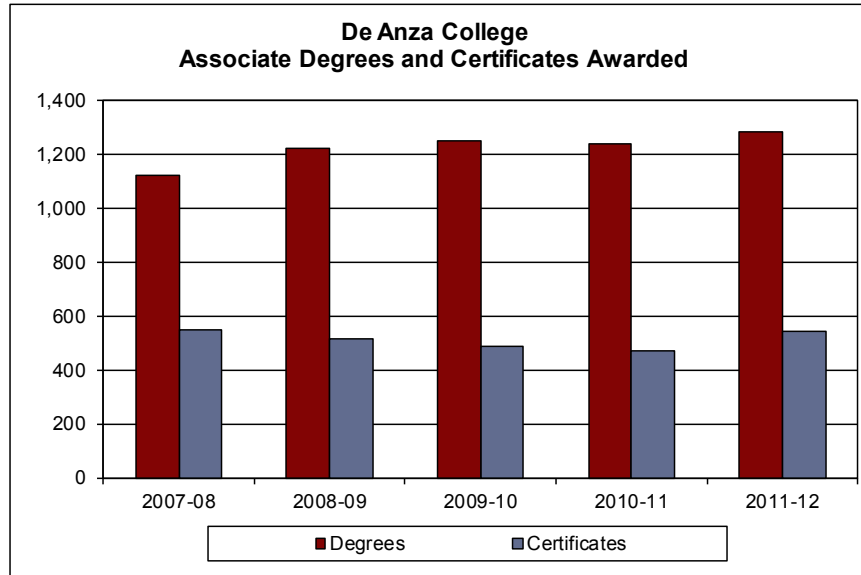


Source: FHDA IR&P

8. Number of Associate Degrees and Certificates Awarded

Between 2010-11 and 2011-12 the number of degrees awarded increased from 1,242 to 1,286. The number of certificates awarded increased from 472 in 2010-11 to 544 in 2011-12.

Figure 8

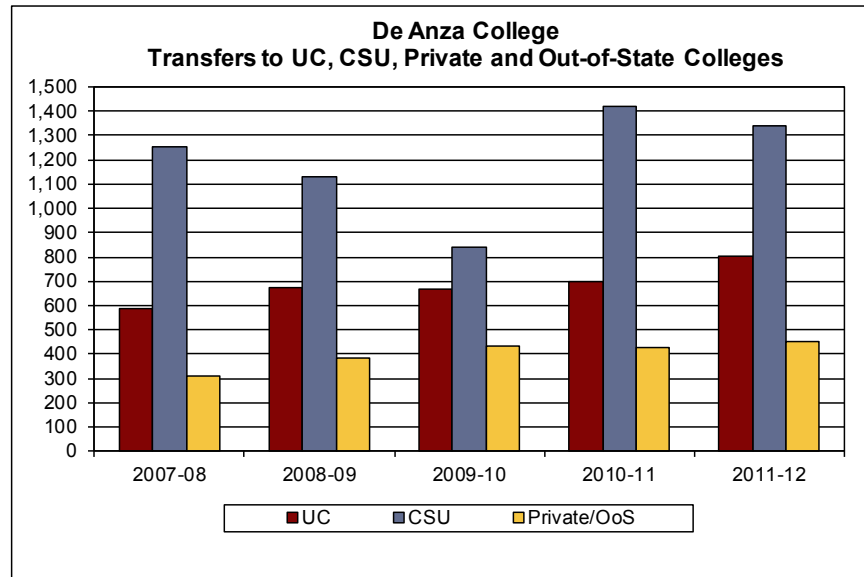


Source: FHDA IR&P

9. Transfers to Four-Year Institutions

Total transfers to a four-year college or university in 2011-12 were 2,598. UC transfers increased 15% from 699 to 804, while CSU transfers decreased 6% from 1,422 to 1,342. Transfers to in-state private institutions remained stable, while transfers to out-of-state private institutions increased 15%, from 190 to 218. The lower CSU transfer figure reflects decreased transfers to San José State University, specifically: 829 in 2011-12 as compared to 984 in 2010-11. This is a direct result of changes to the university’s admissions procedures. SJSU declared all majors “impacted” in 2011-12 and now ranks applicants by GPA, resulting in students competing for available spots within each impacted major. SJSU also eliminated its local service area preference.

Figure 9

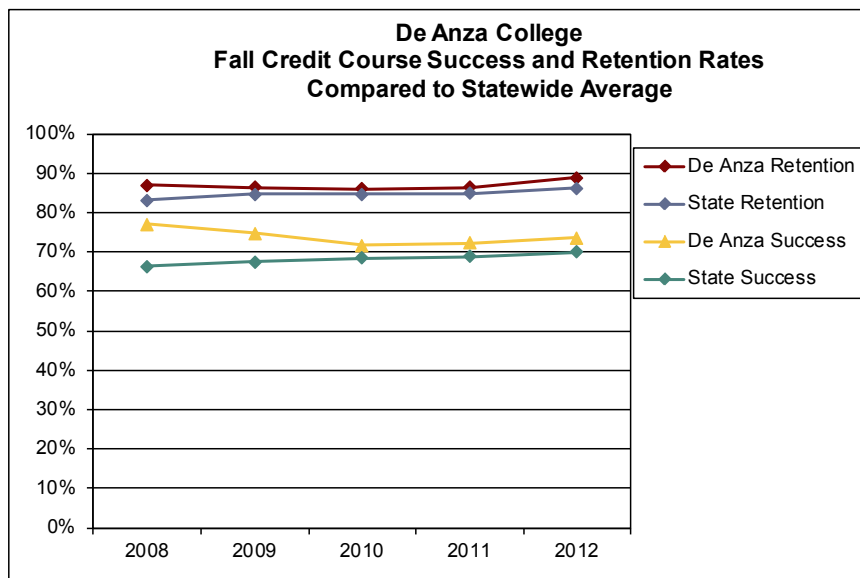


Sources: CCCCCO, CSU, UC

10. Course Success and Retention Rates Compared to the State Average

The course success rate for credit courses, at 73.6%, is 3.6 percentage points above the state average, and the course retention rate of 88.8% is 2.6 percentage points above the state average.

Figure 10

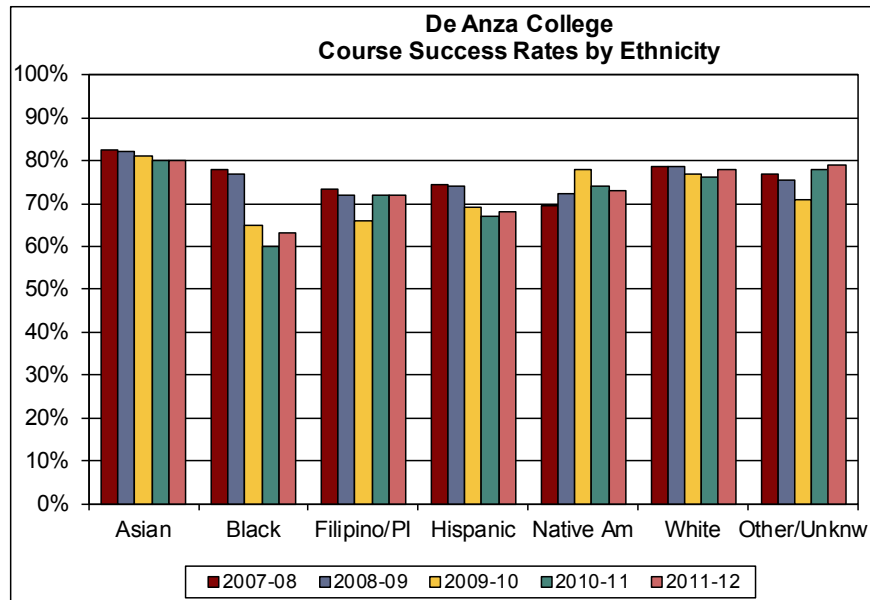


Source: FHDA IR&P and CCCCCO Data Mart

11. Course Success Rates by Ethnicity*

An institutional metric is to achieve a less than 5 percentage point difference between the annual course success rate for underserved groups and all other groups. Filipino/Pacific Islander students had a course success rate of 72%, stable from 2010-11, while African American students had a course success rate of 63%, up from 60% in 2010-11. Latina/o students had a success rate of 68% in 2011-12 compared to 67% in 2010-11.

Figure 11

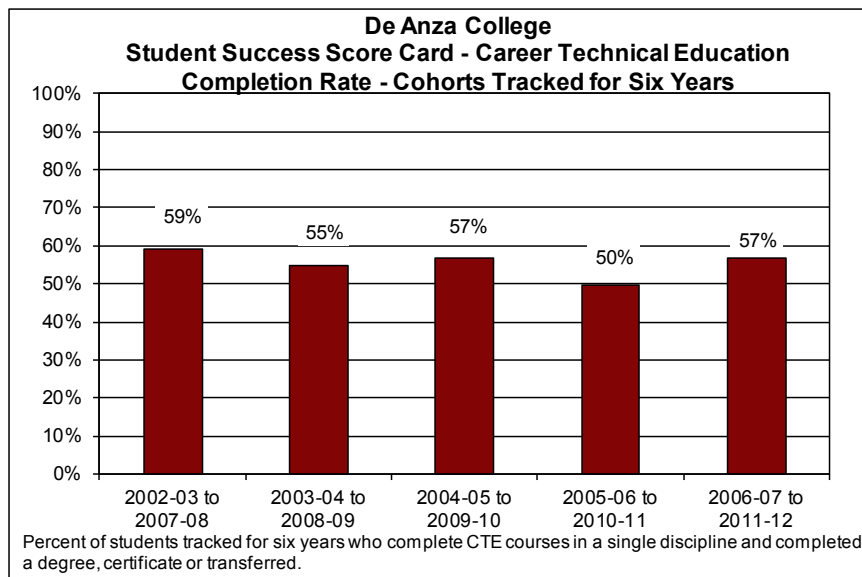


Source: FHDA IR&P

12. Career Technical Education (Vocational) Completion Rates*

The Career Technical Education completion rate increased 7 percentage points from 50% in 2010-11 to 57% in 2011-12. The increase in success rates is attributable to the elimination of the Job Corps program and the declining number of Job Corps students in each successive year of the cohort analysis. Job Corps does not include completion as a goal. (The methodology changed with the new Student Success Scorecard and peer groups are no longer reported for this metric.)

Figure 12

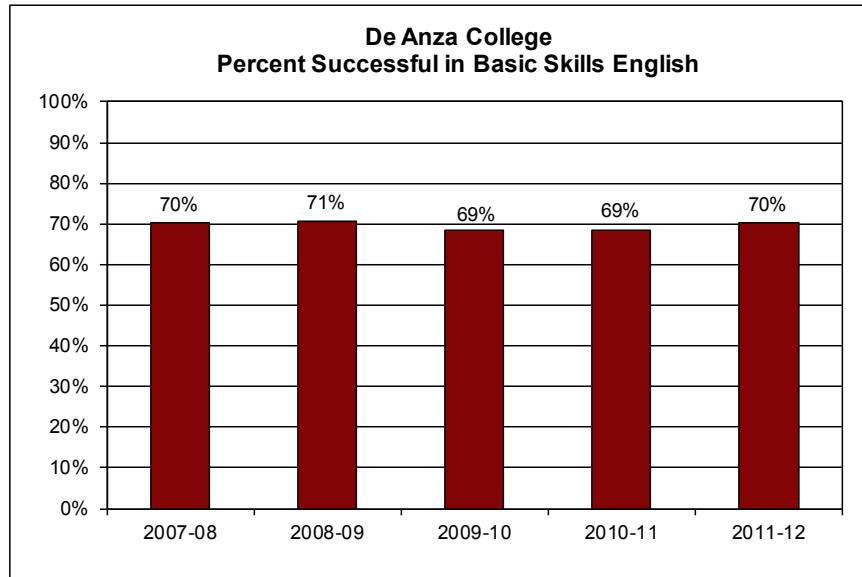


Source: SSSC 2013 (Methodology changed from previous ARCC Report)

13. Basic Skills Course Success Rates in English*

An institutional metric is to achieve 85%, or the highest score within the peer group, in basic skills course success rates by the year 2015. (De Anza last year was highest in the peer group, a comparison no longer assessed for the new Student Success Scorecard.) The success rate in English is 70%, a slight increase from 69% in 2010-11 and 2009-10.

Figure 13

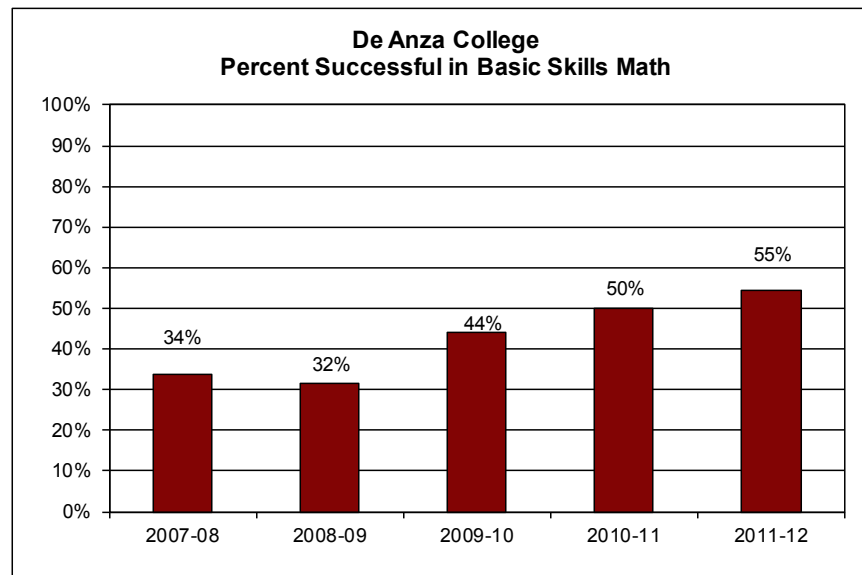


Source: SSSC 2013 (Methodology changed from previous ARCC Report)

14. Basic Skills Course Success Rates in Math*

An institutional metric is to achieve 85%, or the highest score within the peer group, in basic skills course success by the year 2015. (The new Student Success Scorecard no longer compares peer groups for this indicator.) The success rate in math is now 55%, a substantial increase from 50% in 2010-11 and 44% in 2009-10. African American, Asian, Filipino and Latina/o students within the cohort also experienced significant increases in success rates. The increased success rate is congruent with the addition of sections in the Math Performance Success (MPS) learning community, from 163 in 2004-05 to 317 in 2006-07. Grant-funded interventions were also in place for a time, including math tutoring modules and preparatory sessions for basic skills courses.

Figure 14

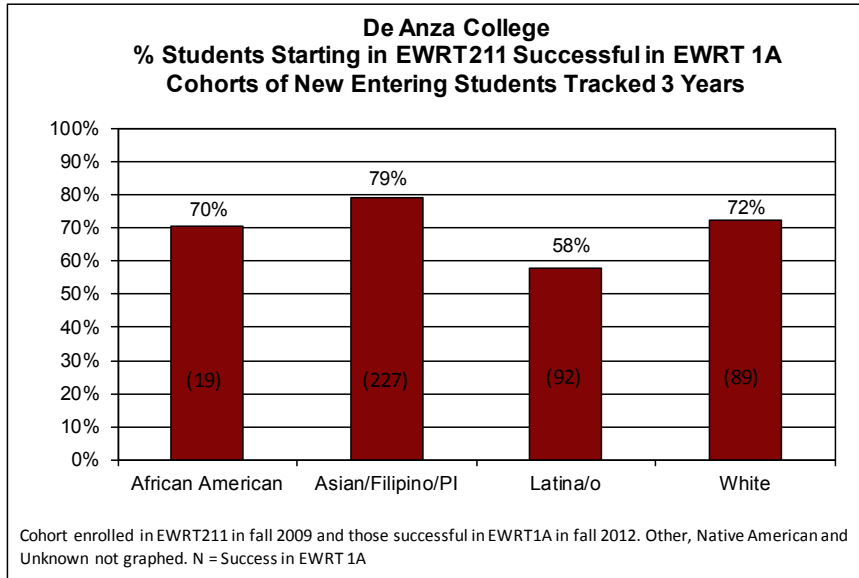


Source: SSSC 2013 (Methodology changed from previous ARCC Report)

15. Next-Course Success Rates in English for Basic Skills Students

In English writing (EWRT), Asian, Filipino and Pacific Islander students demonstrate the highest course success rates at 79%. Course success rates are 72% for white students, 70% for African American students and 58% for Latina/o students.

Figure 15

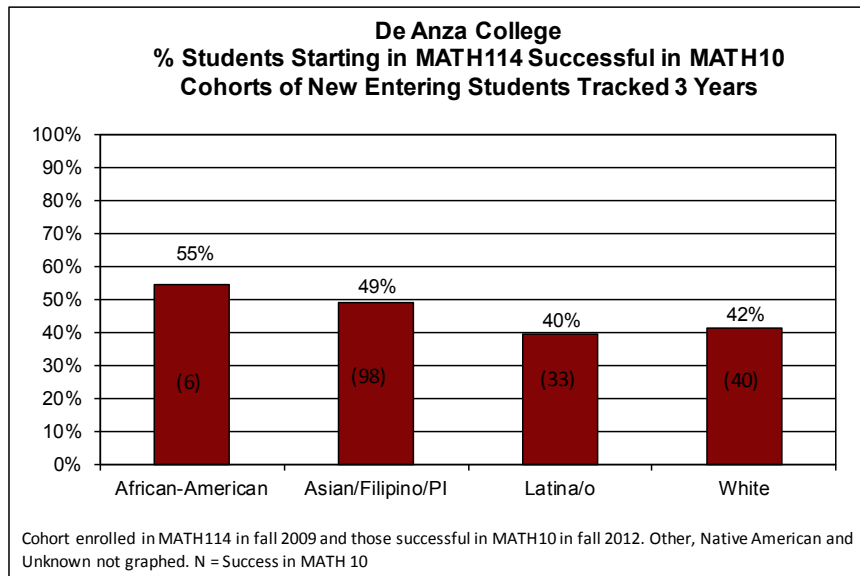


Source: CCCO Data Mart, Basic Skills Cohort Tracking Tool

16. Next-Course Success Rates in Math for Basic Skills Students

The course success rates of students starting in a basic skills math course are highest for African American students at 55%, followed by Asian, Filipino and Pacific Islander students at 49%. White and Latina/o students demonstrate success rates of 42% and 40%, respectively.

Figure 16

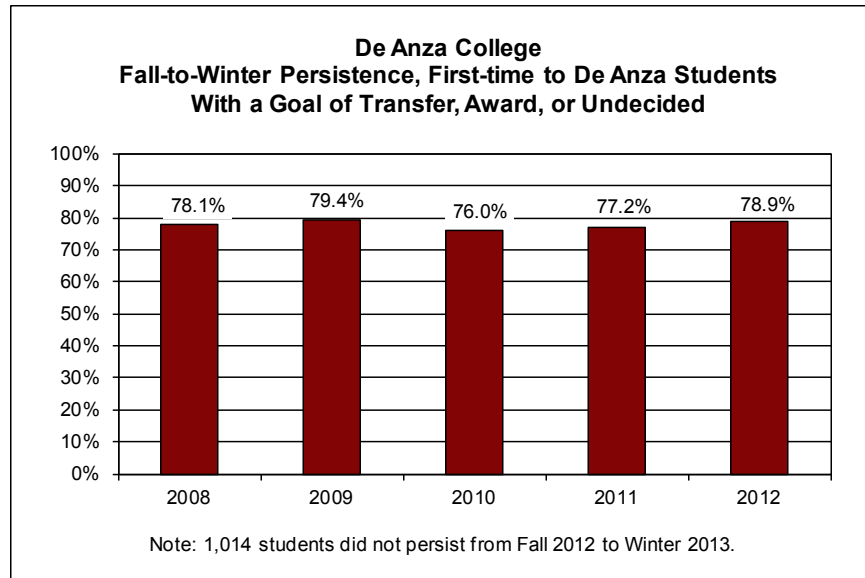


Source: CCCO Data Mart, Basic Skills Cohort Tracking Tool

17. Fall-to-Winter Persistence of First-Time Students

The fall-to-winter persistence rate of first-time De Anza students (new students as well as those who may have previously attended another college) increased from 77% in 2011 to 79% in 2012.

Figure 17

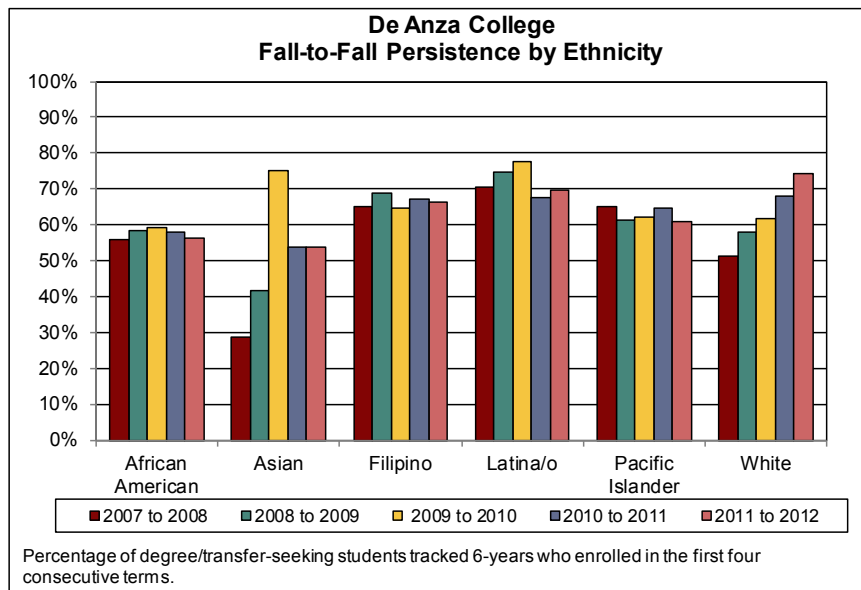


Source: FHDA IR&P

18. Fall-to-Fall Persistence by Ethnicity*

The persistence rate of degree- and/or transfer-seeking students enrolled in four consecutive terms increased for Latina/o and white students while the rate remained relatively stable for African American, Filipino and Asian students. Students who obtained a degree/certificate or transferred within four consecutive terms are not included in the data.

Figure 18

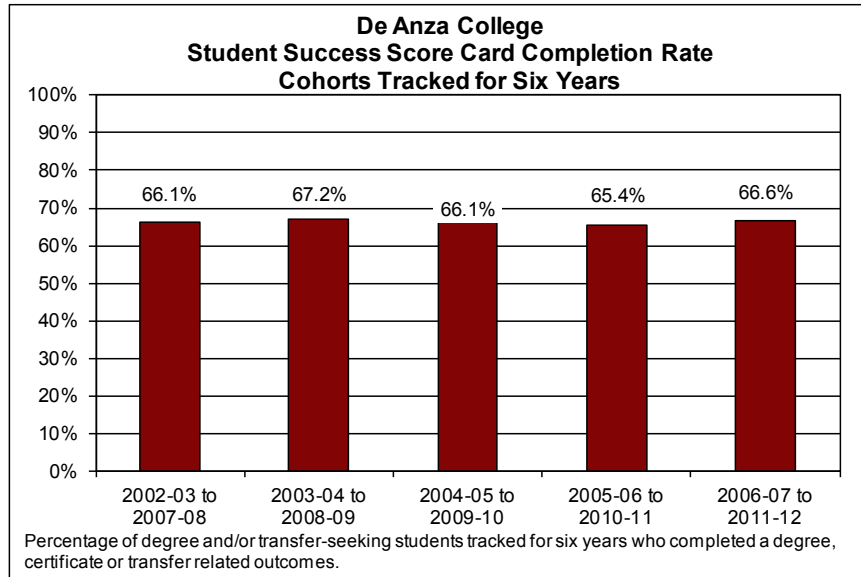


Source: SSSC 2013 (Methodology changed from previous ARCC Report)

19. Completion Rate*

The completion rate for the cohort beginning in 2006-07 increased from 65.4% to 66.6%, the highest score within the peer group. This metric is part of the Student Success Scorecard and was previously measured by the Student Progress and Achievement Rate, or SPAR.

Figure 19

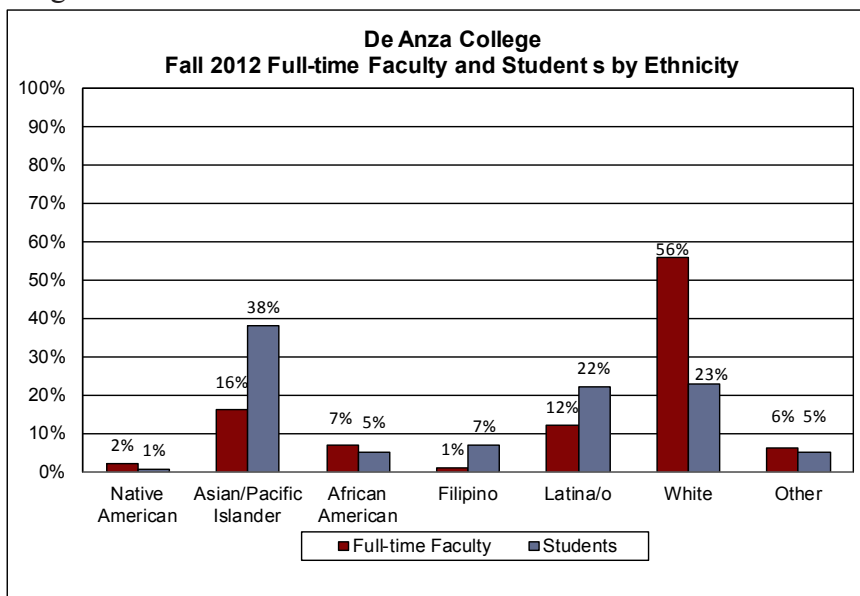


Source: SSSC 2013 (Methodology changed from previous ARCC Report)

20. Faculty-to-Student Ethnic Distribution

Faculty-to-student ethnic distribution is within 1 to 6 percentage points for Native American, African American and Filipino ethnic groups. The distribution of Latina/o full-time teaching faculty is half that of Latina/o students. White instructors comprise more than half of the faculty, while white students comprise less than a quarter of the student population. The percentage of non-white faculty has been increasing over the past several years, resulting in a faculty ethnic distribution closer to that of the student population.

Figure 20

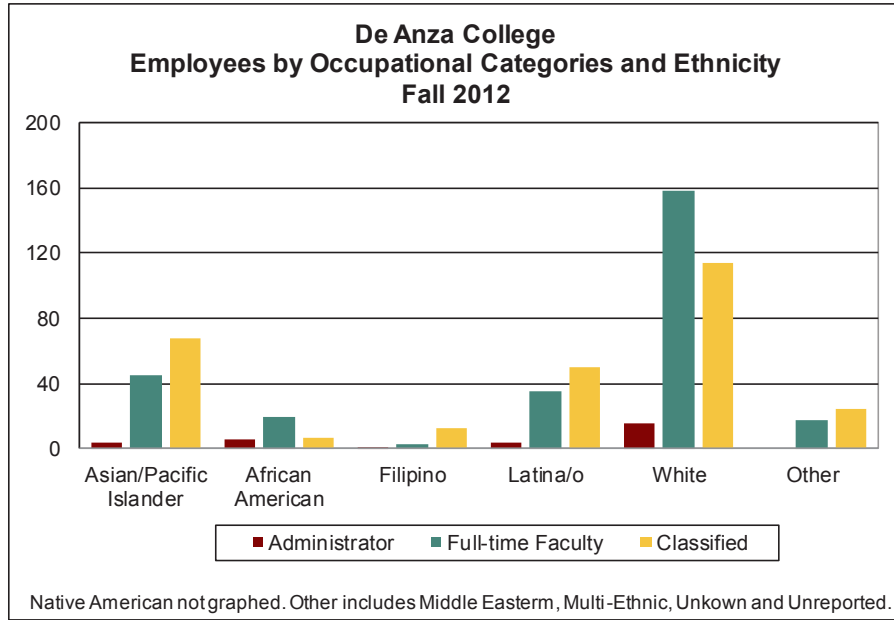


Source: FHDA IR&P and CCCCO Data Mart

21. Employees by Job Group and Ethnicity

Classified employees comprise the largest proportion of the employee population that identify as Asian, Pacific Islander or Latina/o, while full-time faculty are the largest proportion of employees that identify as white.

Figure 21



Source: FHDA IR&P

Institutional Metrics

The college developed nine institutional metrics outlined in the Educational Master Plan 2010-2015. Targets for each institutional metric are set for achievement by fall 2015, with progress reported annually. Goals based upon De Anza College's institutional Strategic Initiatives – Outreach, Student Retention and Success, Cultural Competence and Community Collaborations – continue to be tracked through several metrics. The list includes selected indicators that are also part of the Foothill-De Anza Community College District Strategic Plan.

The Institutional Metrics will be analyzed and the stated goals reassessed as part of the Educational Master Plan review process in 2014-15.

- *FTES enrollment will increase 5 percentage points by fall 2015.* Full-time equivalent student enrollment decreased from 20,143 in 2011-12 to 19,674 in 2012-13.
- *The percentage of June Santa Clara County high school graduates attending De Anza will increase from 16% to 20% by fall 2015.* The percentage of Santa Clara County public high school graduates enrolling at De Anza College is currently at 14.7%.
- *By 2015, 10% of students with a goal of transfer, with or without a degree, will have enrolled in at least one course having a community/civic engagement component.* Currently, 4% of students have enrolled in at least one such course.
- *By 2015, the college will achieve a less than 5 percentage point difference between the annual Course Success Rate for historically underserved groups and all other groups.* Filipino/Pacific Islander students had a course success rate of 72%, stable from 2010-11, while African American students had a course success rate of 63%, up from 60% in 2010-11. Latina/o students had a success rate of 68% in 2011-12 compared to 67% in 2010-11.
- *By 2015, the college will achieve a 90% course success rate or the highest score within the peer group for career technical (vocational) courses.* The vocational course success rate increased 7 percentage points from 50% in 2010-11 to 57% in 2011-12. The increase in success rates is attributable to the elimination of the Job Corps program. Job Corps does not include completion as a goal. (The methodology changed with the new Student Success Scorecard and peer groups are no longer reported for this metric.)
- *By 2015, the basic skills course success rate will reach 85%, or the highest score within the peer group.* The college's success rate in English was the highest in the peer group last year at 69%, and the rate is currently 70%. (The new Student Success Scorecard does not compare peer groups for this indicator.) The success rate in math, at 55%, is a substantial increase from 50% in 2010-11 and 44% in 2009-10. African American, Asian, Filipino and Latina/o students within the cohort also experienced significant increases in success rates. This increased success rate is congruent with the addition of sections in the Math Performance Success (MPS) learning community, from 163 in 2004-05 to 317 in 2006-07. Grant-funded interventions were also in place for a time, including math tutoring modules and intensive preparatory sessions for basic skills courses.
- *By 2015, underserved groups will persist from fall to fall at a rate at least as high as all other groups.* Persistence rates for Latina/o and white students increased from 2010-11 to 2011-12 and remained relatively stable for African American, Filipino and Asian students.
- *By 2015, the college will achieve 75%, or the highest score within the peer group, on the completion rate (formerly the Student Progress and Achievement Rate, or SPAR), which measures attainment of specific outcomes within six years.* The student completion rate increased for the cohort beginning in 2006-07 from 65.4% to 66.6%. The college achieved the highest score within the peer group for this metric.

Program Review and the Six-Year Integrated Planning, Assessment and Resource Allocation Cycle

The Six-Year Integrated Planning, Assessment and Resource Allocation Cycle

In accordance with the college-approved planning cycle, the process of resource allocation was continued within each Planning and Budget Team (PBT) and approved by the College Council. The past year included the development of best- and worst-case scenarios for budget reductions based on the state budget and a tax initiative on the November state ballot (<http://www.deanza.edu/gov/IPBT/reductionplans.html>).

The outcomes and assessment cycle continued with the completion of additional Student Learning Outcomes, Program Level Outcomes and Administrative Unit Outcomes as well as the assessment of these outcomes. The college as a whole assessed the Institutional Core Competency of Critical Thinking last year (<http://www.deanza.edu/gov/academicsenate/notes/Notes%20of%20%20January%2030th.pdf>) and will begin to assess the Global, Cultural, Social and Environmental Awareness Institutional Learning Outcome in 2013-14.

In addition, College Council convened the Values Statement Taskforce which reviewed the colleges' values statements, drafted a revised set of statements, opened the draft for feedback and incorporated the feedback into the final draft approved by College Council on May 23, 2013 (www.deanza.edu/gov/college_council/notes/CCMins06_27_13.html).

The college will continue its planning processes in 2013-14 as well as enter into Comprehensive Program Reviews in each of the planning teams. The College Planning Committee (CPC) will continue to assess the governance groups on campus through the Annual Governance Assessment Survey. In addition, the Curriculum Committee will continue to review curriculum based upon the five-year curriculum review cycle.

Also in line with the planning cycle, College Council in 2013-14 will convene a Mission Statement Taskforce to review, evaluate and potentially update the college's mission statement. Mission statement review will occur regularly in the planning cycle in year three. The college believes that a review of the mission statement, within the timeframe of the planning cycle, will provide the time and space for broad-based dialogue with the ultimate goal of improving student learning.

College Planning Committee

Earlier in 2013, the College Planning Committee led the college in convening a Values Statement Task Force, established by College Council and composed of faculty, classified professional, administrator and student representatives. The task force was responsible for drafting an updated values statement for the college in alignment with the mission statement. The review and updating of De Anza's stated values was a collegewide activity scheduled as part of the Six-Year Integrated Planning, Assessment and Resource Allocation Cycle.

The task force requested public feedback through governance and constituency groups regarding the values statement, a webpage developed for the project, and an email message to all employees on May 6 and May 23. College Council approved the values statement at its meeting of June 13. The final draft was shared at the Opening Day convocation on Sept. 20 and will be incorporated into the Educational Master Plan Review in 2014-15 (<http://www.deanza.edu/valuesfeedback/pdf/ValuesFinal.pdf>).

In order to assess the Six-Year Integrated Planning, Assessment and Resource Allocation Cycle, as well as the processes of the college's shared governance groups, the College Planning Committee developed and piloted the Annual Governance Assessment survey in the Planning and Budget Teams in spring 2012. In spring 2013, the survey was sent to 20 shared governance groups listed in the Governance Handbook, with eight governance groups participating in the survey in 2013.

The survey asked the teams if they had improved a program, service or student learning in the past year. One hundred percent of groups responded said that they had. The form also asked whether team processes were adequate to achieve their intended outcomes, and if not, to discuss alterations or modifications that would be implemented the next year. All respondents stated that the committee's processes were adequate to achieve intended outcomes. One group said it needed to make changes to human resource planning (http://www.deanza.edu/ir/planning/Annual%20Governance%20Assessment%20Survey_2013.pdf).

The teams were then asked if they used data to effectively improve a program, a service or student learning. Three-quarters of respondents stated they had, with three-quarters also reporting they used data collected through the program review process and/or data provided by the Research Office to improve a program, service or student learning. Sixty-three percent of respondents stated they used data collected and assessed by an Instructional or Student Services program, or a survey of students and/or employees.

The committee also developed and published the annual planning calendar, which was shared with the Planning and Budget teams: <http://www.deanza.edu/ir/planning/Planning%20Calendar%202012-13.pdf>. CPC developed a template (<http://www.deanza.edu/ir/planning/>) to monitor the progress and completion of the college's planning agendas, which was approved by College Council on December 13, 2012 (http://www.deanza.edu/gov/college_council/notes/CCMins12_13_12.html). It was distributed to each governance group in April 2013 for submission in June 2013. The response rate on the template was 82%, which allowed the committee to monitor the college's progress in completing the planning agendas for the Accreditation Self-Study report in 2016-17.

The committee developed narrative documents to accompany the planning cycle. The narrative describes the planning activities that will take place each year from 2011-12 to 2016-17 (http://deanza.fhda.edu/ir/planning/planning_files/NarrativeYear.pdf) and the narrative by topic describes each planning topic that will take place within each year from 2011-12 through 2016-17 (http://deanza.fhda.edu/ir/planning/planning_files/NarrativeTopic.pdf). The planning cycle was also updated to include planning activities from 2011-12 through 2017-18 (<http://deanza.fhda.edu/ir/planning/PlanningChart.pdf>). The new narratives and the updated Six-Year Integrated Planning, Assessment and Resource Allocation Cycle were approved by College Council on May 9, 2013 (http://www.deanza.edu/gov/college_council/notes/CCMins05_09_13.html). The CPC also reviewed and updated the Governance eHandbook to ensure that all information was current. (<http://www.deanza.edu/ir/deanza-research-projects/2013-14/GovHand2013.pdf>).

The College Planning Committee established its goals for 2013-14, which include: reviewing and evaluating the college mission statement; supporting the Comprehensive Program Review process; reviewing and updating the Governance eHandbook, providing ongoing support for the planning agendas; continuing to provide for the assessment of the college's governance groups; and update the Educational Master Plan (<http://www.deanza.edu/ir/planning/College%20Planning%20Committee%20minutes%2006.20.13.docx>).

Student Learning Outcomes

Progress in SLO/SSLO/AUO Assessments

An evaluation team representing the Accrediting Commission for Community and Junior Colleges conducted a follow-up visit to the college on October 24 and 25, 2012. One of the recommendations the team addressed during its campus visit was the Evaluation Report Recommendation 3 pertaining to student learning outcomes:

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

The team reported that the college “provided evidence that it has accelerated its efforts to reach proficiency towards the implementation of SLO, SSLO, and AUO assessment cycles at the course, program, and degree levels. The team found evidence that the College is at the proficiency level for SLOs and is on track to be at the proficiency level for SSLOs and AUOs. The team concluded that the college has met the requirements of this recommendation.” (http://deanza.edu/accreditation/ACCJC_ReportOn2012Follow-UpVisit.pdf)

SLOs

Student Learning Outcomes have been written for all 1,210 of the courses currently taught. SLOs are now required to be part of the course outline as each is submitted for its five-year review to the Curriculum Committee. Sixty-two percent of active courses taught at least once during the 2012-13 academic year include ongoing assessments, compared with 59% in October of 2012.

Program Level Outcomes

All 57 instructional programs, including all certificates and degree programs, have Program Level Outcome (PLO) statements, while 37 of 57 program areas – 65% – have one or more PLO statements being assessed.

Institutional Level Outcomes (Institutional Core Competencies)

All institutional learning outcomes – the college’s five Institutional Core Competencies (ICCs) – are being indirectly assessed through the mapping of the Program Level Outcomes to the ICCs. Direct assessment of the ICCs is also well under way.

The SLO Convocation held annually in April presents activities to faculty to initiate dialogue for the assessment of a chosen ICC. The 2012 SLO Convocation included morning activities focused on the assessment of Critical Thinking, the task force for which was formed at the end of the 2011-12 academic year. The task force developed and tested an assessment rubric, which will be rolled out for faculty use in fall 2013 (http://deanza.edu/slo/critical_thinking_assessment/ct_rubric.html).

The ICC chosen for assessment in 2013-14 is Global, Cultural, Social and Environmental Awareness. One assessment mechanism is the Community Engagement Survey in which students participated

in spring 2013 (http://www.deanza.edu/ir/deanza-research-projects/2013-14/Community%20Engagement%20Survey_Spring2013.pdf). Eighty-six percent to 89% of the students participating in the survey agreed or strongly agreed that their experiences attending De Anza College improved their ability to see things from the perspective of others; to converse constructively with someone from another ethnic background; to work with others from diverse backgrounds; and to understand people from other cultures or ethnicities.

Questions related to political engagement and social change received somewhat less affirmative responses, with 61% of the students agreeing or strongly agreeing that attending De Anza College improved their ability to have an impact on social change or political change and 63% believing more than they did before that they are able to effect social or political change. Sixty-three percent of respondents stated that they strongly agree or agree that they believe more now than before attending De Anza that helping others is personally rewarding.

Student Services Learning Outcomes (SSLOs) and Academic Administrative Unit Outcomes (AUOs)

Among instructional support programs, Student Services (16 areas), Instructional services (six areas), and Academic Services (seven areas) have outcome statements and are involved in ongoing outcomes assessment. Coordinators for all program areas have been trained in using the TracDat system to organize, plan, record and report their outcomes assessment cycles and information. Instructional support programs are on track to achieve the college goal of completing at least one SSLOAC and AUOAC for each active outcome statement before the CPR year of 2013-14.

Administrative Unit Outcomes (AUOs)

Within college services, finance (eight areas) and educational resources (eight areas) have outcome statements and are involved in ongoing outcomes assessment. In 2013-14, the 16 programs will be consolidated into 6 programs, making the administration of outcomes assessment and TracDat more manageable. The coordinators of the programs will be identified and trained in how to use TracDat to organize, plan, record and report the outcomes assessment cycles and information. College services areas are on track to achieve the college goal of completing at least one AUOAC for each active outcome statement before the Comprehensive Program Review year of 2013-14.

Integrated Planning and Budgeting

Annually each fall, the PBTs review and confirm the Annual Program Review Update (APRU) criteria to be reported in the spring of that academic year. Over the past three cycles the criteria is becoming more firmly established and will be incorporated into the Comprehensive Program Review (CPR) due 2013-14.

Institutional Planning and Budget Team (IPBT)

In 2012-13, IPBT used the previous year's APRU information in making decisions for college resource allocation. Since 2009-10, IPBT has used a process in which members are assigned the responsibility to thoroughly read APRUs and develop questions related to topics such as program viability and resource requests (http://www.deanza.edu/gov/IPBT/program_review_files.html). The 2012-13 APRU contained two updated questions and two additional questions concerning SLO work at the course and program level.

Student Services Planning and Budget Team (SSPBT)

In 2012-13, SSPBT used the previous year's APRU information in making decisions for resource allocation and in developing scenarios including budget reduction scenarios. The SSPBT also approved a service viability and discontinuance process predicated on Program Review, and in 2013-14 will finalize an agreement with the IPBT for instructional viability review. Starting in 2011-12, APRUs were assigned to readers who are to report back to the SSPBT. In 2012-13, all APRUs were submitted in early April, making the outcomes assessment information more up-to-date and readily available for decisions to be made in the spring (<http://www.deanza.edu/gov/SSPBT/Resources.html>).

FERPBT

In 2012-13, the FERPBT used the previous year's APRU information in making allocation decisions for Measure C bond funds and budget reduction scenarios (<http://www.deanza.edu/gov/ERCOPBT/ProgReviews.html>).

Summary Update of Outcomes and Assessment Planning Activities

In order to move forward from proficiency to achieving sustainability, and to assess the effectiveness of its planning processes, the college engaged in the following activities this year:

TracDat

By the start of fall 2012, TracDat was updated to reflect deleted courses, added courses, and new SLO statements as appropriate.

New Faculty Orientation

Presentation outlined the SLO assessment process at the course level (http://deanza.edu/slo/New_Faculty_SLO_Presentation.ppt).

Opening Day 2012

- Each department ran a report of its current SLOAC work from within TracDat, and completed a survey to act as a self-assessment for SLOAC progress (http://deanza.edu/slo/2012_SLO_Survey_Results.pdf).

Reports Prepared

- 2012 Status Report on SLOs (<http://deanza.edu/accreditation/DeAnzaStatusReportOnSLOs2012.pdf>)
- ACCJC Planning Agendas Report
- Governance Assessment
- ACCJC Annual Report 2012 (http://deanza.edu/accreditation/ACCJC_Annual_Report_2012.pdf)

2013 Partners in Learning Conference

SLO coordinator Toño Ramirez presented a workshop on assessment, *Care Comes Cheap: How do I know if I'm really doing what I claim to care about?* http://prezi.com/l25jjjago7eb/2013-de-anza-partners-in-learning/?auth_key=5d4a08bd3bbd70a54a27c49f5d2e796183691b5d

Program Review

- The SLO liaisons and coordinators worked with departments and individual department chairs assisting with the completion of the APRU.
- SLO coordinator Mary Pape made a presentation to the instructional deans to coordinate updates and the reports needed from TracDat.

Faculty SLO Convocation (April 26, 2013)

- The morning general session focused on the direct assessment of the Institutional Core Competency of Global, Cultural, Social and Environmental Awareness, with objectives for faculty, staff and students to deepen their understanding of the ICC through the lens of civic capacity for equity and social justice (http://deanza.edu/slo/2013_Convocation_Slides.pptx; <https://picasaweb.google.com/102327053405377212304/ConvocationApril262013?authuser=0&authkey=Gv1sRgCNv70r2R2qjShwE&feat=directlink>; http://deanza.edu/slo/GCSEA_Assessment_Worksheet.doc).
- The outcome for the afternoon session was for faculty to engage in dialogue on SLO work at course and program levels. The departmental faculty met to work on SLOACs and PLOACs. Drop-in help was available on any aspect of the SLO process.

Training for Student Services and Administrative Units

- Follow-up trainings were conducted in the winter quarter, primarily on AUOs for the college and for Foothill-De Anza Community College District staff. More training sessions will be conducted in fall 2013 for college services programs.

Training for Faculty

- Coordinators worked with the Language Arts Division; departments including Environmental Studies, Child Development and Mathematics; and with individual Journalism and Photography instructors.
- Ongoing “helpshops” guide faculty through the process of choosing assessment methods, stating data summaries and reflections, and choosing meaningful enhancements at the course and program levels. Faculty members are also assisted in the actual entry of the SLOAC or PLOAC information into the TracDat system. Helpshops were available at the SLO Convocation, on College Opening Day and on Oct. 10, 2012.
- Drop-in help sessions are provided throughout the year during SLO “office hours” in the Academic Senate office, with specific times adjusted each quarter.

Presentations to Academic Senate (<http://www.deanza.edu/gov/academic senate/notes/index.html>)

- A report to the Academic Senate on October 8, 2012, focused on the progress of the Critical Thinking Task Force and data presented in the College Status Report on SLO Implementation submitted to ACCJC in fall 2012. The attendees at the meeting concluded that the SLOAC process is part of the responsibility of teaching the class, much like the creation of the syllabus. Faculty were encouraged to keep their assessments on the SLOAC worksheet and get together for “SLO Parties” to enter data into TracDat and at which discussions will assist in the Reflection and Analysis and Enhancement stages.
- The presentation on January 14, 2013, focused on choosing the next ICC for assessment and informing faculty that SLO statements will become visible beginning fall 2013 (http://deanza.edu/slo/Selecting_2013_ICC_for_Assessment.ppt).

- A request for financial support for the third annual SLO Convocation was made on Feb. 28, 2013.
- SLO work for 2012-13 was summarized for senators on June 3, 2013. (http://deanza.edu/slo/2012_13_SLO_ProgRpt.ppt).

Self-Assessment of the SLO Process

The Curriculum Committee oversees quality control, requiring some faculty members to reword SLO statements included in course outlines submitted for five-year review.

Publication

In spring 2013, SLO Coordinator Toño Ramirez published a rebuttal (“SLO Solutions,” <http://bcrain.uberflip.com/i/125078>, p. 5), to “No Simple Solution,” an opinion piece in FACCTS, the journal of the Faculty Association of California Community Colleges (http://library.constantcontact.com/download/get/file/1102506053689-401/rwinston_nosimplesolution.pdf).