

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Standard II.A: Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Standard II.A.1

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

The college mission and a commitment to high academic standards jointly drive the development, approval, implementation, and evaluation of all instructional programs. Course content review overseen by the Curriculum Committee, faculty rights and responsibilities that are articulated by the Academic Senate and the Faculty Association, and evaluation tasks required of academic administrators are consistently enacted for programs whether they are on campus, off campus, or delivered through mediated learning. In the case of the latter, a separate vote of the Curriculum Committee is required to approve offering a course where more than 50% of instruction is delivered through mediated learning.

Self-Evaluation

Use of student success data in Program Review has been limited, but the college is engaged in discussion regarding Student Learning Outcomes (SLOs).

Planning Agenda

- The Instructional Planning and Budgeting Team (IPBT) will revise its Program Review process to more fully utilize Institutional Research in identifying student learning needs, offering responsive programs, assessing student achievement, and using the assessment results as the basis for program improvement.

Standard II.A.1.a

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

De Anza College curricular options, as guided by its mission statement (Doc. 1), include transfer and general education, vocational education, workforce training, supportive skills instruction, and community education.

De Anza offers lower-division courses in general education and major requirements for transfer in conjunction with CSU and UC requirements. Those students completing 90 units with a “C” or better in prescribed courses may earn either an Associate in Arts or an Associate in Science degree. De Anza offers degrees in six general areas: the humanities and fine arts, natural science and mathematics, social and behavioral sciences, as well as general studies, transfer classes in a specific major, and general education/breadth courses.

Career education courses important to the local economy are offered through the vocational programs. The college offers 135 certificate programs for those students wanting vocational programs that require fewer than two years of full-time study, including Certificates of Completion (11 units maximum), Certificates of Achievement (12-26 units), and Certificates of Proficiency (27-45 units). (Doc. 2)

Supportive skills instruction includes orientation to college, study skills, specialized support for disabled students, career exploration, and developmental skills in mathematics and language arts.

The Community Education Division consists of three self-supporting, fee-based programs: Short Courses, Planetarium Shows, and Extended Year Summer Enrichment Program. (Doc. 3) Program offerings reflect new trends and interests in Silicon Valley in order to provide cutting edge classes for students. These programs solicit and receive constant feedback from students and the community. Students enroll in programs for a brief duration from several hours a day to several weeks. Course offerings are fee-based, not for credit and there are no grades or exams.

De Anza recognizes the importance of meeting the changing needs of the community, as evidenced by the broad spectrum of programs described above. Student enrollments (participation rates) have kept pace with Santa Clara County population growth at just under 2%. Additionally, the college has increased its draw rate (at 18%) of Santa Clara County high school June graduates. A full description of De Anza's comprehensive quality programs can be found in the 2004-2005 College Catalog. (Doc. 2)

Self-Evaluation

The student Accreditation Survey (Doc. 4) was designed to get a sense of student satisfaction with how De Anza had improved their knowledge, skills, and abilities in 12 areas. These areas and the students' responses in the combined "agree" and "strongly agree" categories were:

- Knowledge in academic field – 91%
- Writing – 91%
- Cultural understanding – 90%
- Reading – 90%
- Problem solving – 88%
- Working in group/team – 88%
- Creativity and artistic expression – 87%
- Public speaking – 83%
- Learning on own – 78%
- Mathematical skills – 78%
- Library resources/research projects – 71%
- Computer skills – 71%

It is heartening to see the overwhelming positive evaluations with the low end being 71%. Ideally, all areas would receive satisfaction ratings in the 90% range. However, given the critical role of mathematics in academic success, the satisfaction level of 78% for "Mathematical skills" provides a desirable target for improvement over the coming years. Such a goal is within reach given the numerous strategies that have been implemented and will be implemented. They include but are not limited to: the revised devel-

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opmental mathematics sequence first offered in 2004-2005 (Doc. 5), workshops on pedagogy (Doc. 6), counselor liaisons with mathematics faculty (Doc. 7), learning communities (Doc. 8), and a student resource center to be opened in 2006.

Planning Agenda

- De Anza will work with its college researcher, instructional administrators, and the Academic Senate to improve the identification and satisfaction of student learning needs through the development of a Research Plan for Instruction.

Standard II.A.1.b

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

Faculty utilize a broad array of delivery systems (e.g., classroom, computer, broadcast media) and modes of instruction (e.g., lecture, discussion, small group, laboratory, self-paced). (Doc. 9) Budgetary constraints led to the elimination of the Learning Technologies Department at Central Services in 2002 and the reorganization of the Distance Learning Office at De Anza in 2004. In the latter case, the dean of Distance Learning position was eliminated and the operation was assigned to a classified supervisor under the dean of Academic Services.

Self-Evaluation

The Student Accreditation Survey (Doc. 4) shows that 88% of the respondents agreed that De Anza met their needs in terms of online services and instruction. As student expectations have evolved, faculty have sought more technology training, resources, and support in response to those expectations. Many faculty now provide teaching resources via faculty Web sites, and most use e-mail as their primary and regular means of communication with students and colleagues. In partial response to this area of need, the dean of Academic Services was authorized to hire a faculty member who can provide leadership and assistance with instructional technology.

During the past decade the college's faculty have made extensive use of Internet-based resources in their classes. More recently, many faculty used the ETUDES course management system developed at Foothill College and the Manila content management system. Several hundred De Anza faculty operate teaching Web sites, most of which are based on the Manila system. (Doc. 10)

The college has focused its attention in this area largely on a semi-autonomous Distance Learning program that provides telecourses and online courses. In addition to online instruction, there is a trend toward significant integration of Internet technology into classroom sections and toward a more flexible use of multiple resources rather than a single course management system. For example, some instructors use the Manila content management and weblog system in conjunction with a course management system such as ETUDES and other resources, in Distance Learning and classroom courses. (Doc. 11)

The college has increased support for faculty use of technology in the classroom. A number of “smart classrooms” have been created, providing Internet access, projection capabilities, wireless services, and other resources. However, the development of such classrooms has not kept pace with the demand, and keeping equipment up to date and dealing with thefts have proven challenging.

Additional information on this subject is included in Standard III.C of this Self-Study document.

Planning Agenda

- Develop a De Anza College Technology Plan based on the campus Educational Master Plan that provides direction to the district Technology Strategic Plan.
- College representatives will collaborate in district planning for a 2006 local bond campaign to include instructional technology and other required IT infrastructure.

Standard II.A.1.c

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

A student who completes the De Anza General Education pattern for an associate degree will have demonstrated competency in oral and written communication, mathematical reasoning, and critical thinking. In addition, he or she will have been exposed to introductory courses in broad areas of human knowledge, solid theoretical foundation, appreciation of methods used in the disciplines, and significant knowledge in the course subject matter, including scientific methods as they apply to diverse disciplines. A student who completes a vocational degree or certificate will have demonstrated

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professional competency through performance-based assessments: laboratories, externships, internships, or product generation.

Official course outlines of record identify the course content and expected learning outcomes of every approved course offered at the college. (Doc. 12) In addition, each instructor is required to provide students with a syllabus that states course content, learning outcomes expected, and methods of assessment. (Doc. 13) Instructor evaluation of student learning includes research papers, essays, written examinations, oral reports, problem solving, or presentations demonstrating course mastery. College vocational programs infuse SCANS competencies into all their curricula. (Doc. 14)

Through its curriculum development and approval processes the college identifies and monitors the content, objectives, and student mastery of knowledge and skills of all courses, degrees, and certificates. Course outlines of record are updated every five years and reviewed by the Curriculum and GE committees for responsiveness to student and community needs and for adherence to Title V Standards. (Doc. 15)

Language and computational skills are a required aspect of degree programs at De Anza. The primary measures to evaluate student overall competencies are course final exams and the instructor grading system. These standards are put forth in the course outline of record, which must state behavioral objectives and methods of evaluating those behaviors. Basic skills language competencies are measured by departmentally designed final writing competency tests for ESL (English as a Second Language) and EWRT (English Writing), similar to the undergraduate writing exams in the CSU system. Students must pass these exams to become eligible for college degree courses in the ESL and EWRT. Computational skills are measured by student performance in classes. Math sequences have clearly defined prerequisites that students must complete to advance in the math continuum of classes. (Doc. 16) In 2002, the faculty raised the graduation requirement in mathematics from Elementary Algebra to Intermediate Algebra.

Students in developmental sequences in English composition and ESL courses are required to exhibit mastery of the subject on final writing exams holistically scored by departmental members. (Doc. 17) Comprehensive reports of all students in the College Readiness Program are produced each quarter and distributed to ESL, READ, and EWRT department chairs, the directors of Assessment, Admissions and Records, and EOPS. (Doc. 18)

The Institutional Research Office compiles data on course success rates, based on final grades, by department and division and for special programs such as Puente, Math Performance Success (MPS), Occupational Training Institute (OTI), Learning in Communities (LinC), and others. (Doc. 19)

These data are sorted by demographic groups in order to make program improvements. De Anza also monitors data from California four-year post-secondary institutions as a measure of learning outcomes in transfer preparation. (Doc. 20)

Self-Evaluation

Course outlines and success rates are only a partial indicator and measure of learning outcomes, however. Recently, as part of discussions on the college mission statement, campus governance groups including the Academic Senate, Classified Senate, Curriculum Committee, and College Council, have begun the process of defining learning outcomes expected of degree holders in terms of knowledge, skills, and abilities. (Doc. 21)

Planning Agenda

- The Instructional Planning and Budgeting Team will revise its Program Review process to more fully utilize Institutional Research in identifying student learning needs, offering responsive programs, assessing student achievement, and using the assessment results as the basis for program improvement and creation of Student Learning Outcomes.
- The college's Strategic Planning Initiative in the 2005-2006 academic year will convene the leadership of the Academic Senate to discuss the development of a Learning Outcomes Project.

Standard II.A.2

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary

The college engages in ongoing, purposeful assessment of programs as to quality, effectiveness, relevance, and other outcomes measures. Data from Institutional Research and other sources are used to compare and evaluate programs and to assess trends. Programs respond to community need and to developing trends.

Self-Evaluation

Course and program quality begins with the creation of appropriate, high-quality programs and courses. The process, standards, and methods for as-

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sessing needs are described elsewhere in the Self-Study.

De Anza is responsive to student and community needs. For example, work to maintain articulation with transfer institutions is continuous; advisory boards guide certificate programs; and Continuing Education/Short Course programs respond to community needs.

Program Review is conducted at all levels, from individual programs, through departments and divisions, to the totality of the college. In particular, the IPBT serves to bring a central focus to the assessment of all instructional programs and to provide a framework for evaluating their effectiveness.

The Institutional Research Office provides a range of data that help the college assess the quality and effectiveness of its programs, and these data are used at all levels of planning and review. (Doc. 19)

Planning Agenda

No recommendations at this time.

Standard II.A.2.a

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

Development and revision of curriculum is a shared, multi-step process involving development, review, and approval by discipline faculty, division and college faculty, curriculum specialists, and deans. (Doc. 22) Final approval and evaluation of the curriculum is the responsibility of the Curriculum Committee, acting as a subcommittee of the Academic Senate. To implement curricula and programs, college faculty, staff, and administration participate in shared governance decision-making bodies that make recommendations to the PBTs and then to the College Council. (Doc. 23) The Council provides shared governance oversight of institutional planning, budgetary priorities, and allocations to implement programs.

Self-Evaluation

The Curriculum Committee, working as a subcommittee of the Academic Senate, has accomplished critical work during the past several years. Policies developed by the Curriculum Committee and approved by the Academic Senate spell out both the process and timelines required for timely

review and updating of all courses. The process of submitting, reviewing, and distributing curriculum documents has been automated. (Doc. 24)

The revised course outline model focuses on specific demonstrated SLOs and to clearly link course goals, content, methods, assignments, and assessment of student performance. (Doc. 25)

Beginning in the 2005-2006 academic year, the expectation that courses will be reviewed on a five-year cycle has been clarified and strengthened (Doc. 24), and significant extensions will require approval by the Academic Senate Executive Committee.

Planning Agenda

No recommendations at this time.

Standard II.A.2.b

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.

Descriptive Summary

The major responsibility for developing curriculum at De Anza rests with the faculty. Standards linking learning outcomes, content, process, and assessment are integrated into the curriculum development and approval process and, ultimately, the course outlines. Course goals, content, outcomes, and assessment standards are determined by faculty curriculum writers, based on the discipline expertise of faculty content experts augmented in many cases by advice from and consultation with advisory committees whose membership includes professionals from the community. (Doc. 26)

De Anza and District Institutional Research staff conduct ongoing data collection and analysis that guides the college in assessing the success of academic and other programs individually and at the college as a whole, and in planning and adapting where appropriate. (Doc. 19)

Self-Evaluation

At the heart of this dialogue lies the Program Review process, which was revised in 2002 and may be revised and expanded once again according to minutes from the IPBT meeting of Jan. 25, 2005. (Doc. 27) Program Review, implemented every three years, requires that each instructional and

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administrative unit of the college analyze and evaluate its progress toward enabling students to be successful, to reach those goals set out in the Educational Master Plan. (Doc. 1) Program Review documents incorporate the input of faculty, staff, and administrators. Much of this input grows out of smaller groups and committees within each unit (e.g. the LinC Program, the Developmental Task Force, the Student Success/Writing Center Committee).

In the last three years in particular, many of the conclusions and proposals suggested by these smaller groups stem from the results of research projects conducted by De Anza's Institutional Research officer, who was hired in 2002. The results of these research projects, as well as other pertinent information for the entire college community, now appear on the Web site maintained by the Institutional Research officer. (Doc. 19)

The Program Review process has effectively resulted in recommendations for additional resources or program changes and has promoted accountability by requiring units to identify how they will strengthen their programs and/or services in order to foster increased student success and retention.

Assessment data has been used in justifying the continuance of several programs. For example, data on the LinC and MPS programs has been used to support their continuance even in tight budget years. Data on Counseling 100 students has been used to support program expansion and data on international student success has been used to support new recruiting efforts. Data on the Language Arts WAT Portfolio project has contributed to the department dialogue on the best way to measure student performance in writing. (Doc. 19)

Planning Agenda

No recommendations at this time.

Standard II.A.2.c

High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

An extensive hiring process, a thorough four-year Tenure Review process, and subsequent periodic evaluations by students, peers, and administrators ensure high quality instruction. (Doc. 28) Policies and procedures for part-time faculty hiring and evaluation have been designed to extend these standards to the adjunct faculty. Classified staff contribute to effective instruction by means of their roles as teaching assistants and lab assistants.

Degree and certificate programs at De Anza conform to California Education Code requirements and support the mission of the college. Degree programs in transfer, vocational, and career certificate programs are designed by departmental faculty who, in many cases, receive input from community industry advisors appropriate to each field of study. The breadth and depth of college programs are demonstrated by offering 55 associate degrees, 135 certificates, and 2,400 active courses (Doc. 2) as well as through a comprehensive articulation process. De Anza has extensive articulation agreements including majors and lower division courses, general education patterns, and course-to-course agreements with 17 California State Universities, 9 University of California campuses, and 26 private or out-of-state four-year institutions. (Doc. 29)

The curriculum development process ensures rigor and sequencing of courses. The procedure for initiating new or revised course outlines of record use a structured, documented process outlined in the “De Anza College Curriculum Development Guide” (Doc. 30) developed in accordance with the criteria in the “Curriculum Standards Handbook” from the state chancellor’s office. These courses require consultation with and sign-off by the appropriate department faculty members, chair(s) and division dean(s). A Curriculum Committee, comprised of faculty representatives from every division and co-chaired by a faculty member and the vice president of Instruction, ensures appropriate breadth, depth, rigor, and adherence to college and state guidelines in course outlines in its review and approval process. (Doc. 31)

Self-Evaluation

De Anza takes steps to ensure that complete course sequences are available and that a comprehensive curriculum continues to be offered when budget challenges and enrollment patterns affect course and program offerings. For example, some courses that cannot be offered every term may be offered once each year instead. (Doc. 32) When considering the question of whether to continue offering low-enrollment courses, multiple factors are considered. A compelling reason for offering a low-enrolled course is its role in completing a course or certificate. Such courses might continue in the schedule despite lower enrollment so that students have the opportunity to take the courses at least once each year.

The issue of “time to completion” can be complex in the community college. While moving efficiently and expeditiously through the lower division program is a goal for many traditional students, De Anza also serves many nontraditional students for whom such an approach is not ideal or even possible. The college recognizes that appropriate time to completion for such students may be significantly longer than two years.

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The college's rigorous hiring and Tenure Review processes have produced a qualified, engaged, and highly effective faculty, helping to ensure instructional quality, breadth and depth, rigor, sequencing, progress to completion, and synthesis for students. The Curriculum Review process focuses on course rigor and sequencing, and the development of courses that meet appropriate standards and reflect advice from community advisors.

Planning Agenda

No recommendations at this time.

Standard II.A.2.d

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

Face-to-face classes are the most common mode of instruction at De Anza, but many faculty members have developed methodologies that enhance learning beyond this practice. Faculty use active learning pedagogies, collaborative learning, learning communities, computer lab assignments, research on the Internet, and online discussions, both through bulletin boards and listservs. (Docs. 9,11) Teachers aim to make course content accessible to students from a wide variety of cultural and ethnic backgrounds, and to use the latest research in the field as it applies to classroom practice.

Through the Staff Development program, part-time faculty are now supported in training workshops, most of which take place Friday afternoons and enroll about 30 teachers each time. These workshops include instruction in assessing and teaching to a wide variety of learning styles, with hands-on experience and the opportunity to design lesson plans aimed toward the learning styles and needs of our diverse student body. Workshops in collaborative learning and developing learning communities are offered in a similar format, with full-time faculty members working side-by-side with part-timers. Full-fledged instructional skills workshops, involving intensive four-day, 40-hour training, are offered twice a year. (Doc. 33)

An increasing number of stand-alone classes emphasize interdisciplinary content. (Doc. 34) Faculty from multiple disciplines are experimenting with combining individual courses into team-taught, theme-based linked classes through the LinC program. Increasingly, the learning communities are expanding into the area of developmental education, spearheaded by the Developmental Task Force. (Doc. 8)

As an alternative for students who thrive in non-classroom environments, the Distance Learning program encourages divisions to offer classes in three configurations: completely online, hybridized classroom and online instruction, and televised courses. At the De Hart Learning Center, students have access to off-campus databases and other resources. The Library personnel work with Distance Learning to provide open labs for students who lack access to computers. Self-paced/ modularized classes are offered in academic skills, accounting, business, CAD/CAM, Computer Applications and Office Systems (CAOS), health, mathematics, and speech. (Doc. 9)

The college makes explicit its high expectations of faculty through the Faculty Evaluation form, which asks if a faculty member “demonstrates sensitivity to different student learning styles” and “demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental disabilities.” (Doc. 35)

Another institutional practice in this area can be found in the “Curriculum Guidelines for Student Equity,” which call for “on-going accountable processes that will work toward achieving equity in all measurements of student access and achievement across lines of gender, ethnicity, and disability. Specifically, the college must increase transfer rates and degree and certificate awards, improve access, course completion, course retention and persistence, and importantly, equalize student success rates by gender, ethnicity, and disability.” (Doc. 36)

Self-Evaluation

A variety of delivery modes and methodologies are used at De Anza, including the application of new technologies and learner-centered approaches, such as collaborative learning and learning communities. Courses are offered in the classroom, in hybrid and online versions, and via telecourses. Full- and part-time faculty are supported by a Staff Development program offering workshops that address a variety of classroom teaching methods. (Doc. 33)

Faculty desperately need technology training and support for such basics as developing and using Web sites, listservs, and other computer-aided teaching. There are at present no trainers and no support staff members for faculty technology education.

Reducing differences in success and achievement levels between students has been a primary focus for the college. Programs in place (Puente, MPS and others) have been successful in raising the achievement levels among students in groups having historically lower success rates. Institutional Research has demonstrated the success of these programs and the relationship

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between success in lower level courses and continuing success at higher levels. (Doc. 19) However, despite marked success in this area, gaps remain between identifiable student groups, partly due to the increasing performance in all groups and partly due to the continuing need to support and expand such programs.

Planning Agenda

- Develop a De Anza College Technology Plan that addresses faculty training needs.
- The Instructional Planning and Budgeting Team will revise its Program Review process to more fully utilize Institutional Research in identifying student learning needs, offering responsive programs, assessing student achievement, and using the assessment results as the basis for program improvement including the narrowing of the achievement gap.
- The current equity plans will be comprehensively reviewed during the strategic planning process beginning in 2005-2006, with a view to better guide program and course development, the provision of services to diverse students, and the development of an even more inclusive campus culture.

Standard II.A.2.e

The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

In 2002 Planning and Budget Teams (PBTs) for each major segment of the college were established. The Program Review documents are examined by the appropriate budget and planning team which for instruction is the Instructional Planning and Budgeting Team (IPBT).

The major responsibility for evaluation of courses and programs rests with the faculty; approving and evaluating the curricula are responsibilities of the Curriculum Committee, which is a subcommittee of the Academic Senate. During 2004-2005, the Academic Senate Executive Council and the Curriculum Committee collaborated on enforcement of policies and procedures that call for course outlines and degree and certificate requirements to be updated every five years. (Doc. 24)

The achievement of learning outcomes is accounted for through the course outline elements of “Course Objectives,” “Assignments,” and “Methods of Evaluating Objectives.” (Doc. 24)

Self-Evaluation

Budgetary crises, reductions in work force, and major changes in administrative personnel constricted the role of the IPBT during 2003-2005. (Docs. 37, 42) Attendant timing and confidentiality issues permitted the IPBT only a hurried and superficial review of enrollment, staffing, and budget data for instructional programs.

The publication of the “Endangered Courses List” (Doc. 38) during fall 2004 caught the attention and, occasionally, the ire of faculty whose courses were threatened with deletion from the catalog because the course outlines were more than five years old. Although the Curriculum Committee had been warning all divisions for more than two years (Doc. 39) the reality of implementation elicited a range of responses from compliance to defiance. Ultimately, the vast majority of courses were updated and a grace period was extended to those needing more time. A byproduct of the Curriculum Review was a series of recommendations for streamlining the course approval process. (Doc. 40)

The scrutiny and dialogue related to Student Learning Outcomes needs to be much more robust and specific than has been the case for the vast majority of courses over the years. The Curriculum Committee is taking the leadership role in conjunction with the Academic Senate Executive Council to structure campus wide discussions, assist curriculum initiators, and strengthen curriculum processes. (Doc. 41)

Planning Agenda

- The IPBT will return to its original charge of articulating goals for student outcomes and program mix, and recommending resource allocation to support those goals.
- IPBT will revise its Program Review process to more fully utilize Institutional Research in identifying student learning needs, offering responsive programs, assessing student achievement, and using the assessment results as the basis for program improvement.
- Learning outcomes will be a major theme of discussion and implementation with the first curricular revisions occurring in the 2006-2007 college catalog.

Standard II.A.2.f

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

De Anza lacks a comprehensive planning and evaluation process for Student Learning Outcomes at the program level in many general education or transfer areas. On the other hand, vocational education programs typically undergo more review of currency and achievement thanks to support from industry related advisory councils, and selected programs in academics – notably ESL, Writing, and Reading – employ discipline-based skills evaluation systems to assess student learning. The IPBT does not have cross-course, department-wide, or program-wide learning outcomes as integral parts of the Program Review process. Rather, learning outcomes are integrated into the design and subsequent review of each course in every program and department.

Self-Evaluation

Budgetary crises, reductions in force, and major changes in administrative personnel constricted the role of the IPBT during 2003-2005. (Docs. 37, 42) Attendant timing and confidentiality issues permitted the IPBT only a hurried and superficial review of enrollment, staffing, and budget data for instructional programs.

The scrutiny and dialogue related to Student Learning Outcomes needs to be much more robust and specific than has been the case for programs over the years. The IPBT is taking the leadership role in conjunction with the Academic Senate Executive Council to structure campus wide discussions and revise the Program Review process.

Planning Agenda

- The IPBT will revise the Program Review process to more fully utilize institutional research in identifying student learning needs, offering responsive programs, assessing student achievement, and using the assessment results as the basis for program improvement.

Standard II.A.2.g

If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

The two programs that have standardized exit exams are English Readiness and ESL Readiness.

Self-Evaluation

The English Department-approved scoring guide for the Writing Assessment Test (WAT) is the same set of criteria used by the Readiness Teaching Assistants (RTAs) when they evaluate student in-class essays in weeks five and nine. In week five, almost no one earns a passing score on the essay, but by the WAT, the pass rate is 75-80%, indicating that students have learned the skills and knowledge needed to pass the exam during the course of the quarter.

The WAT is an open response test allowing for a much greater range of responses than multiple-choice tests, and it is scored holistically using a well-tested scoring guide. Papers are scored twice by independent readers who do not know the identity of the writer nor the identity or score of the other reader.

ESL Readiness uses a 4-point scoring guide approved by the department. The RTAs use descriptors from this scoring guide to assess student writing during the quarter. Students also have models of passing essays in their Student Packets so they have a clear understanding of what a passing essay contains. The pass rate for ESL 126 has been consistently around 69-70% the last few quarters. For the most part, instructors of ESL 24, the co-requisite for ESL 126, rarely complain about their students who have failed the exam.

No test is bias free, but the aim is to choose topics that are accessible to the wide range of ESL students at De Anza – international students, immigrants, teens, and 30- and 40-year-olds. Selected themes have included: family structure, immigration/assimilation, higher education, and bilingualism. Similar care is taken with the English Readiness WAT test, and careful records are kept of which topics are the most accessible and successful, as measured by performance results.

The ESL 126 exam is graded like the WAT, holistically, using a scoring guide. Each exam is read by two ESL faculty. They do not know the identity

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of the writer, nor the identity or score of the second faculty reader. After more than four years of study and deliberation, fall 2005 marks the commencement of a portfolio assessment process to replace the WAT. (Doc. 43)

Planning Agenda

No recommendations at this time.

Standard II.A.2.h

The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

The grading policies and the criteria for awarding credit for courses are stated clearly in the college catalog. (Doc. 2) Course outlines of record, for new or revised curricula submitted to the Curriculum Committee, must establish behavioral objectives and a record of the methods of evaluating those objectives, including a document establishing which pre-requisites and/or advisories and other conditions of enrollment address the adequacy of preparation of students. Curriculum Committee review of courses ensures that units of credit are awarded according to the Carnegie unit standard. (Doc. 15)

Self-Evaluation

Course syllabi (green sheets) provide the detail supporting individual class section compliance with the course outline of record. Syllabi are monitored and reviewed during faculty evaluations and during the Tenure Review process to ensure that they are in line with campus policies and that they accurately reflect the content, activities, and assessment methods of the courses.

Planning Agenda

No recommendations at this time.

Standard II.A.2.i

The institution awards degrees and certificated based on student achievement of a program's stated learning outcomes.

Descriptive Summary

The Curriculum Committee – whose earlier actions approved the individual

courses and their respective learning outcomes – approves degree programs in transfer and general education, vocational, and career certificate programs. Students who successfully progress through the required sequence of courses and demonstrate appropriate competencies are awarded degrees and certificates.

Self-Evaluation

De Anza students are only advanced for degrees or certificates upon successful demonstration of competencies as defined by each and every course they complete. Every student who successfully completes a program of study has – almost by definition – demonstrated mastery of learning objectives in those courses he or she has completed. At the same time, not all academic programs have established comprehensive learning outcomes that span the entire program. The scrutiny and dialogue related to Student Learning Outcomes needs to be much more robust and specific than has been the case for degree and certificate completion over the years. The IPBT is taking the leadership role in conjunction with the Academic Senate Executive Council to structure campus wide discussions and revise the Program Review process.

Planning Agenda

- The IPBT will revise its Program Review process to more fully utilize Institutional Research in identifying student learning needs, offering responsive programs, assessing student achievement, and using the assessment results as the basis for program improvement.

Standard II.A.3

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

The college’s “Curriculum Development Guide” (Doc. 30) provides information on the philosophy underlying general education at De Anza. Discipline faculty propose courses to meet general education requirements and the Curriculum Committee approves their inclusion after determining that the rigor and breadth satisfy the general education criteria.

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Self-Evaluation

The General Education Philosophy appears in the college catalog and on the college Web site.

Planning Agenda

No recommendations at this time.

Standard II.A.3.a

An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary

The full scope of all academic and vocational degree programs is stated in the college catalog (Doc. 2), which reflects current GE requirements. The range of GE requirements is from 31-42 quarter units for De Anza A.A./A.S. degrees; 48-61 quarter units for IGETC; 58 minimum quarter units for CSU breadth/GE. The distribution of units falls across five general areas for all three GE patterns. The college catalog also provides a clear summary of the GE requirements for De Anza, CSU, and IGETC.

Self-Evaluation

The results of extensive discussions are embodied in a GE curriculum that provides students with a range of skills and knowledge. Our principles, and the processes that support them, are found in documentation including the General Education Handbook (Doc. 44) and Academic Senate policy documents such as the General Education Statement of Philosophy. (Doc. 45)

Planning Agenda

No recommendations at this time.

Standard II.A.3.b

A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

Changes in the 1998-1999 GE/De Anza pattern (Docs. 2, 46) that promote student capability to become a productive individual and to foster life-long learning skills include:

- Additional math course requirement
- Oral communication requirement
- Critical and analytical thinking requirement
- Physical education

Self-Evaluation

Faculty have taken steps to strengthen student preparation in these areas in several ways. First, the college has increased its minimum course level requirements in language arts and in math. (Docs. 5, 47) De Anza faculty have been involved in efforts through the State Academic Senate to raise these standards throughout the entire system.

The college has not simply increased requirements. We have also recognized that students need additional support in order to be successful in achieving these standards. Institutional Research has gathered data about the effects of success in early courses as students progress through sequences. (Doc. 19)

To some extent, the need for teaching computer literacy has diminished as more students arrive at De Anza with significant previous experience in this area.

Planning Agenda

No recommendations at this time.

Standard II.A.3.c

A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

In recognition of what it means to be an ethical human being and effective citizen, the Academic Senate adopted a “General Education Statement of Philosophy” in June 1999. This statement can be found in the De Anza “Curriculum Development Guide.” (Doc. 30) To ensure that the spirit and intent of the philosophy statement is satisfied, every GE course must meet the stated criteria listed in the curriculum development guide.

Self-Evaluation

The GE pattern includes courses that individually and collectively provide students with knowledge and skills in these areas. A new discussion about

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the importance of civic engagement has begun at the college this year, with the creation of a college-wide Task Force on Civic and community Engagement. (Doc. 48) Chaired by two members of the faculty and broadly representative of all college constituencies, the task force will focus on ways of further engaging De Anza students in the preparation for a civic life.

Planning Agenda

- The Task Force on Civic and Community Engagement will publish a white paper in January 2006 that describes the action plan for improving the preparation of students to participate fully in their communities.

Standard II.A.4

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

All degree programs offered at De Anza require students to declare a major or concentrate in at least one area of focused study or interdisciplinary core, such as science or humanities, and students must follow the requirements of the respective majors outlined in the catalog and elsewhere.

Self-Evaluation

De Anza offers 55 associate degrees and prides itself on the rich array of options for students. Transfer degree majors prepare students for upper division work in a particular subject matter and range from narrow specialty majors (e.g., Biological Sciences) to broad course patterns that also satisfy university GE requirements (e.g., University Transfer Studies). Career degree majors prepare students for immediate employment and/or upgrading of their employment skills and include specialized occupational courses. Career degree majors may also prepare students for upper division work in a particular subject matter (e.g., Business Administration).

Planning Agenda

No recommendations at this time.

Standard II.A.5

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

Vocational (career-technical) certificates and degrees are designed to prepare students for professions that have published standards for employment and practice. Workforce Education and other program administrators at De Anza regularly review federal, state, and local labor market and employment outlook projections to determine the current and future demand by employers for program graduates. (Doc. 49) These data guide decision-making regarding the college's career-technical program offerings. Likewise, all career-technical programs are required to convene regular advisory committee meetings, in order to gain important input from area employers and program graduates regarding necessary skills and trends in the field. (Doc. 50)

De Anza's career-technical program faculty require their students to demonstrate professional competency through performance-based assessments: laboratories, externships, internships, or product generation. The results of a recent survey of faculty and administrators revealed that many career-technical programs at De Anza also track student success after graduation. (Doc. 51) Some programs, such as Automotive Technology, Massage Therapy, and Paralegal Studies, conduct surveys to determine if graduates have found gainful employment in the field and if the program satisfactorily prepared them for the profession. (Doc. 52) Other programs, such as Child Development and Nursing, receive data from the state licensing boards that enable them to track graduates' applications for licenses, permits, industry-recognized certification, or credentials.

Self-Evaluation

In 2003, De Anza reorganized its administrative structure such that the vice president of Work Force and Economic Development position was eliminated. Leadership of vocational education was assigned to the dean of Biological and Health Sciences, thereby eliminating artificial distinctions from the Office of Instruction. (Doc. 37)

The Workforce Education program coordinator works with other campuses and California Community Colleges system entities to monitor the outcomes of career-technical program students in aggregate. In 2003-2004, Workforce Education coordinated the development and dissemination of an online survey of employment outcomes of De Anza certificate and degree awardees. (Doc. 53)

The Occupational Training Institute (OTI) at De Anza provides supportive services for special populations enrolled in employment training programs, including: CalWORKS, Workforce and Economic Development, Workforce Investment Act (WIA), and some short-term grant-funded programs. These programs require tracking and reporting of certification, employment, and

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wage data of program participants. Discussion is under way regarding institutionalizing OTI's employment training and career development services to assist students in all of the college's career-technical programs. (Doc. 54)

Planning Agenda

- Under the leadership of the dean of Biological/Health Sciences and Workforce Education, expand the Workforce Education Survey and tailor it to collect program-specific outcome data about career/technical program students.

Standard II.A.6

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Descriptive Summary

De Anza recognizes the importance of providing students with accurate, accessible, and up-to-date information that will help them understand and meet requirements for degrees, certificates, and transfers. The college provides extensive information through a variety of methods and media, including the catalog and the Web site. Course syllabi describe course methods and objectives and provide a contract between students and their teachers.

Self-Evaluation

Students are most concerned with obtaining clear, accurate, and understandable information about programs that will enable them to plan and complete course sequences leading to degrees, certificates, and transfer. This information is primarily presented in the form of program requirement descriptions such as those found in the "Career and Curriculum Certificates and Degrees" section in the catalog. (Doc. 2) More concise versions of these lists are provided in other formats as well, and counselors assist students in preparing course sequences that will lead to completion of their objectives.

When creating degree and certificate programs, De Anza focuses on compatibility with similar programs and on articulation with programs into which students will transfer. Course sequences are designed to ensure that students obtain not only the required courses, but also the knowledge and

skills necessary for success. Program and course descriptions are the core of this effort. During the past few years the college has modified and improved the design of and process for approving new and revised course outlines. The new model focuses on linking defined learning outcomes with specific course content, knowledge, and skills to appropriate and measurable student outcomes. (Doc. 30)

Syllabi embody the course outlines in a practical form describing the operational details of each course, and function as a contract between students and their teachers. Divisions review syllabi for consistency with appropriate standards, including content, methods, and college policies.

Planning Agenda

No recommendations at this time.

Standard II.A.6.a

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

Each division initiating potential transfer curricula and the Articulation officer at De Anza make an effort to ensure that course offerings correspond with coursework at other institutions. De Anza participates in a regional GE reciprocity agreement with 6 other community colleges and has articulation agreements with 17 CSU campuses, 9 UC campuses, and 26 private and/or out-of-state four-year institutions. (Doc. 55) Faculty members representing specific programs accomplish articulation of courses and programs with high schools.

A student may receive credit for lower division coursework previously completed at a college accredited by one of the six regional accrediting associations. Students must have official transcripts sent to the Admissions and Records Office at De Anza. To be official, transcripts must be sent from college to college or hand-carried in a sealed, unopened college envelope. To receive credit, students must request an evaluation by making an appointment with a counselor after all official transcripts are available.

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A student may receive up to 18 quarter units of elective credit for course-work completed at a college accredited by other accrediting associations recognized by the Council of Postsecondary Accreditation (COPA). Credit awarded is nontransferable toward a bachelor's degree. Official transcripts are required, and students must initiate a request for an evaluation. This credit will be added, if needed, prior to graduation.

Self-Evaluation

The college relies on accreditation status to ensure comparability of learning outcomes between courses accepted in transfer and those offered at De Anza. It is hoped that as the accreditation process evolves with regard to documentation of learning outcomes, continued reliance on regional accreditation will obviate the need for some more cumbersome screening of transfer credit.

Planning Agenda

No recommendations at this time.

Standard II.A.6.b

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

In the event that one of the college programs needs to undergo a change affecting student enrollments, every attempt is made to announce changes or closures in advance. Additionally, the college will offer required courses so that continuing students will be allowed to finish the program according to the catalog description existing at the time of their initial enrollment. In some cases, students are offered alternatives such as course waivers and substitutions.

Self-Evaluation

Since the last Accreditation Self-Study, the college eliminated the Physical Therapist Assistant program with ample warning to students and communication with the national accrediting agency. (Doc. 56) Students were able to complete their course of study as planned.

If the elimination of an entire program were deemed necessary, such a decision would not be reached without a plan of action, which would include a warning to the program as well as time to improve the situation leading to

elimination. The specific steps leading to program elimination need better definition.

Planning Agenda

- As part of its revision of the Program Review process, the IPBT will articulate a process for program discontinuance as part of its Program Review guidelines.

Standard II.A.6.c

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

Knowledgeable personnel annually review institutional policies and procedures prior to publication of the college catalog. Quarterly schedules of classes utilize the catalog text throughout the year to further remind students of their rights and responsibilities. Web sites and e-mail have become a major means of communication.

Self-Evaluation

Of the employees who participated in the Accreditation Survey, 80% agreed that college Web sites are effective in providing information that is easy for students to locate. (Doc. 57) Information has become more accurate and complete as evidenced by the availability of real time class schedule data. (Doc. 58) According to the Accreditation Survey, 63% of employees also agree that there is effective (clear, current, and widely available) communication at De Anza.

Planning Agenda

No recommendations at this time.

Standard II.A.7

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary

Governing board policies and administrative procedures addressing issues of academic freedom and responsibility, including student academic honesty, are developed with shared-governance participation, most importantly by the Academic Senate. Adopted policies are available at the FHDA Web site. (Doc. 147) The most relevant documents are found in "Article 5: Students," and "Article 6: Instruction and Curriculum."

Being a public institution, De Anza cannot be said to have an institutional belief or worldview. However, the college mission describes broad goals focused on challenging "students of every background to develop their intellect, character and abilities; achieve their educational goals; and, serve their community in a diverse and changing world." In addition, the Board Policy Manual describes the mission as follows: "The Foothill-De Anza Community College District provides a dynamic learning environment that fosters excellence, opportunity and innovation in meeting the educational needs of our diverse students and community."

Relevant policies and procedures are available to members of the campus community from other sources. These include the college catalog, the mission statement, and the Academic Senate Web site. (Doc. 148)

Self-Evaluation

Revision of the college Educational Master Plan began this year and will continue during the 2005-2006 academic year. While a revision was scheduled for the 2004-2005 academic year, the delay in completing this work was the result of the hiring of a new president. It cannot be imagined that any future revision of institutional mission would neglect an affirmation of the college's commitment to the free pursuit and dissemination of knowledge.

Work by the Academic Senate on several projects, most notably the "Course Materials Policy," has focused attention on issues of academic freedom and responsibility. Final approval of this document is likely by the end of the 2004-2005 academic year. (Doc. 62) Discussions concerning student academic honesty have taken place at Academic Senate, including dialogue with colleagues from the Student Services area. (Doc. 63)

Planning Agenda

No recommendations at this time.

Standard II.A.7.a

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

The Academic Senate has developed policies regarding this issue, including the 2002 “Academic Integrity and Student Success: The Role of Faculty, Students, Staff, and Administration of De Anza College;” a Statement of Professional Ethics; and a Professional Relations process. (Docs. 59, 60, 61)

Self-Evaluation

This is always an important issue in higher education, but it is also to a certain extent a more visible one now. There has been a small but not insignificant increase in the number of complaints in this area. However, a variety of factors could be involved ranging from the ease of filing a complaint in the age of e-mail to a political environment that seems more starkly divided.

There is also recognition that the issue may often be less about the inclusion of personal conviction in the classroom and more about classroom management and style issues that may have a role. The Academic Senate has had extensive discussions on these issues and has published statements. Additionally, 2004-2005 senate discussions of policies on textbooks and course materials have again addressed these issues. (Doc. 62)

Controversy and personal conviction cannot and should not be eliminated from the classroom. In fact, an important goal for students is to learn how to understand and evaluate ideas different from their own, and how to distinguish personal conviction from established fact.

Within disciplines there is naturally disagreement among experts, and learning to deal with this is part of the educational process. Evaluation and discussion of the existing senate professional relations process is under way now that the policy has been in place and used.

Planning Agenda

No recommendations at this time.

Standard II.A.7.b

The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

The Academic Senate has engaged in extensive and ongoing discussion of academic integrity. “Academic Integrity and Student Success: The Role of Faculty, Students, Staff, and Administration of De Anza College,” approved by the Senate in 2002, addresses academic integrity from the perspectives of all participants in the learning process. (Doc. 59) More recently, discussions of plagiarism and cheating have focused on the use and misuse of online materials. (Doc. 63)

Self-Evaluation

Recent Academic Senate discussions of academic integrity have included an all-faculty meeting and discussion with representatives from the American Association of University Professors at the start of the 2004-2005 academic year; a review of college policies and consequences for cheating and plagiarism with representatives from Student Services; and a consideration of resources for dealing with plagiarism of online resources. (Doc. 64)

Faculty and others recognize that dealing with individual cases of cheating and plagiarism can be complex. For example, it is important to differentiate between students whose violations are intentional and those who do not understand the boundaries of academic integrity. In addition, when students violate standards of academic integrity it is important that consequences are appropriate and significant, but also that they may result in growth and change on the part of students.

Planning Agenda

No recommendations at this time.

Standard II.A.7.c

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

De Anza strives to instill an appreciation of all perspectives and points of view. The Board of Trustees and constituent groups at the college have

policies and offer training regarding sexual harassment, accessibility, non-discrimination, drugs and alcohol, and non-smoking. (Doc. 65) The board policy on ethics and conduct is clear and periodically reviewed. (Doc. 66) A proposed Senate Textbook Policy addresses the issue of using controversial and/or possibly offensive materials in class along with other ethical issues.

Self-Evaluation

Being a public non-sectarian institution, De Anza promotes the acceptance and exploration of a wide variety of perspectives and points of view. In areas where legal and other factors are relevant, such as sexual harassment, numerous shared-governance constituent groups have developed policies, procedures, and training programs. Board policies and administration regulations are distributed widely, new faculty and staff receive thorough orientation to those policies and procedures, and the Staff Development Office provides ongoing training and orientation for staff.

Planning Agenda

No recommendations at this time.

Standard II.B: Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Descriptive Summary

De Anza provides comprehensive student support services to facilitate and direct students toward achieving their educational and/or career goals. The services described below indicate the depth of De Anza's offerings and its understanding of our students and their diverse needs, learning styles, economic and academic backgrounds. Faculty and staff of the Student Services and Instruction divisions have developed a strategic partnership that includes working closely together, sharing resources, and creating activities and programs aimed at facilitating student access, retention, persistence, and success through a holistic approach.

In an effort to address the diversity of needs and skills of our students, De Anza is in the process of developing a Web-based delivery system for

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student support services. (Doc. 67) We believe that every service a student needs or requires should be available both online and in person. A comprehensive, Web-based system will allow self-sufficient students to access the services they need, leaving staff and faculty to provide one-on-one service to the students who require more direct assistance.

We have allocated ongoing Pfe funds to this initiative and involved a large number of individuals, offices, departments, programs, and vendors in the integration of technologies for this system. The technologies include the College Access, Transfer and Success Project (CATS), the Oracle Portal Project, the On Line Advisor, Student Tracking (EFM), Financial Aid Assistance and the FIPSE-funded Early Alert/Intervention project. This technology system will be available to all students, but it will be focused on increasing access to support services for at-risk and/or underrepresented students. The college president, district chancellor, and faculty and staff of both campuses support this initiative.

Self-Evaluation

Based upon the Student Services department Program Reviews, there is a need for increased resource allocations to support activities for student academic success. (Doc. 68)

In spite of the lack of resources, many collaborative partnerships have been initiated to provide services to De Anza's at-risk populations. The Puente Project and Student Success and Retention Services Center (SS&RSC) partnership with the Language Arts Division provides early intervention activities for students identified by faculty through the Early Alert project, managed by the dean of Admissions and Records. Early Alert provides a Web-based environment where faculty can identify students experiencing difficulty in class and route them to appropriate interventions. In spring 2004, a cohort of language arts faculty piloted this project. Full implementation is expected in fall 2005. (Doc. 69)

De Anza also responds to the issue of access for other populations by providing the following programs and services:

- College Advantage, a partnership with the Fremont Unified School District (FUHSD) that allows academically high-performing high school students to complete their senior year at De Anza, taking courses not offered by FUHSD.
- Middle College, a program that allows students who are experiencing difficulties in high school, but have the potential of academically succeeding, to complete their high school requirements at De Anza. These students receive a diploma from their high school of residency after they complete the program. Last year

100% of all the Middle College students completed the program and stated intent to enroll at a college for the next academic year.

- Extended Opportunities Programs and Services (EOPS), aimed at providing access to low-income students.
- Disable Student Services (DSS), aimed at providing access to students with disabilities.
- RENEW Re-Entry, a service for re-entry or returning students.
- CalWORKS and Occupational Training Institute (OTI), aimed at providing training and educational opportunities for low-income adults.

Other collaborative programs such as the MPS and LinC continue to support student success in the classroom. Counselors and advisors are assigned to academic divisions to assist with improving student learning and outcomes along with personal counseling.

The Program Review process is another means of evaluating and measuring success in Student Services. This annual process includes a comprehensive review of programs and services, delivery of operations and functions, budget, and program needs. Criteria is developed and used to evaluate the effectiveness of programs and determine specific outcomes for student learning and success and to prioritize the allocation of resources. (Doc. 68)

In addition, an annual Student Services retreat (Doc. 70) provides an opportunity for the Student Services Division to meet with faculty and staff from other divisions to review and evaluate yearly operations and to plan for more effective service delivery for the upcoming year.

In the fall of 2005, a new Student and Community Services Building will open, and several areas of Student Services will be relocated to this new building, including Admissions and Records, Counseling, Career Center, DSS, SS&RSC, Transfer Center, Assessment, Articulation, Coop Education, and Outreach. Centralizing these student support services in one location will facilitate the access to services.

Planning Agenda

- Under the direction of the Enrollment Management Task Force, expand outreach efforts to focus more on access to De Anza by Spanish speaking students from East San Jose.
- Under the direction of the Enrollment Management Task Force and Outreach, develop a combined recruitment and transfer guarantee partnership with National Hispanic University that will address concerns related to successful completion of English courses.

Standard II.B.1

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

The college enrolls approximately 22,000 credit students each quarter. According to data provided by the District Institutional Research Office, the average student attending De Anza College is 27 years old, living on his/her own and taking an average of 9.21 quarter units with an undecided educational or career goal. (Doc. 19) Student needs are identified through admission, registration, matriculation, orientation, counseling sessions, and various other applications and information-collecting processes of the college. Effectiveness in meeting those needs is evaluated through the use of student evaluation forms and surveys for counseling and other services, through Program Reviews, survey of graduates and periodic student surveys by departments and programs. (Doc. 57)

De Anza believes that programs and services must be flexible and considerate of the diversity (social, economic, learning styles, educational background, gender, ethnicity, etc.) of the students we serve. Each program submits an annual Program Review that identifies and quantifies its work with students and its plans for improvement as they relate to achieving the college's mission and goals. (Doc. 68) The Student Services Planning and Budget Team and the Student Services Council participate in the review and development of the college's Educational Master Plan (Doc. 1), including the college's mission and goals.

Services to meet a variety of student needs are coordinated through the Student Services Division, directed by the vice president of Student Services and supported by Institutional Research. The division includes the following departments:

- Admissions and Records
- Counseling and Matriculation
- Disabled Students Services (DSS)
- Financial Aid and Scholarships
- Extended Opportunities Programs and Services (EOPS)
- Veterans Office
- Cooperative Agency Resources for Education (CARE)
- CalWORKS
- Health Services

- International Students Office
- Student Success and Retention Services (SS&RSC)
- Transfer Center
- Career Center
- Student Activities Office (includes student government, Inter Club Council)

The Admissions and Records Office provides admissions, registration, records maintenance, transcript evaluation, graduation evaluation, and transcript and veterans services to students. All Admissions and Records policies and regulations adhere to state, federal, and local rules and regulations. The Admissions and Records Office reports to the vice president of Student Services. (Doc. 23)

There are 18 full-time equivalent staff (FTES) members in Admissions and Records providing service in person, on the Web site or by telephone. These methods of student contact have enabled the office to maintain a high level of service despite a reduction of 3.0 FTES since 2002. More than 95% of the applications for admissions and adds/drops are submitted online. In partnership with the Counseling Division, Admissions and Records has implemented a degree audit system to automate the evaluation for associate degrees, certificates, and general education certifications. The office's diverse personnel provide services in a variety of languages including Spanish, Vietnamese, Mandarin, and Cantonese.

The Counseling and Matriculation Division includes 20 full-time counselors, seven academic advisors (classified staff), one EOPS counselor, and two DSS counselors with a variety of specialty skills. Counseling personnel provide services in the following areas:

- Career
- Re-entry
- Articulation
- Transfer
- Leadership mentoring
- Psychological services
- Health services
- Bilingual services
- General academic and personal counseling

Members of the counseling staff also teach human sexuality and orientation courses. A counselor is assigned to coordinate and to review the orientation classes. A number of new initiatives have been implemented including

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group counseling, an online orientation course, and assignment of counselors within the Language Arts and Mathematics Divisions to support student success and retention efforts.

The dean of Counseling and Matriculation resigned during the summer 2004, and due to budget reductions the position will not be replaced in 2004-2005 or 2005-2006 academic years. An interim executive head selected from among the counselors was hired to coordinate the division's activities. The interim executive head reports directly to the vice president of Student Services. (Doc. 23) A decision will be made in the 2005-2006 academic year about the replacement of the dean of Counseling and Matriculation position.

The Financial Aid Office processes applications and monitors an array of federal, state, and local financial aid programs including grants, loans, scholarships, and the work-study program. (Doc. 71) The Financial Aid Office also coordinates scholarships offered by De Anza, which come from a number of funding sources including the Foothill-De Anza Foundation, De Anza Student Body (DASB), and local service organizations. In 1997-1998 the college provided scholarships to 200 students totaling \$100,000.

Subsequent years' totals were:

- 1998-1999 \$205,554
- 1999-2000 \$223,324
- 2000-2001 \$311,215
- 2001-2002 \$366,295
- 2002-2003 \$314,069
- 2003-2004 \$348,877
- 2004-2005 Disbursements not complete yet for this academic year

The Financial Aid program participates in all the major federal and state financial aid programs, and numbers of students receiving aid and dollars awarded have increased dramatically since the last Self-Study.

Dollars awarded to students in round figures:

- 1997-1998 \$7.5 million
- 2003-2004 \$12.9 million

FAFSA applicants:

- 1997-1998 6,035
- 2003-2004 8,893
- 2004-2005 8,575

Number of students receiving aid:

- 1997-1998 5,400 (11.4% of 47,293 students)
- 2003-2004 6,789 (15.6% of 43,447 students)
- 2004-2005 Figures not yet available

While federal administrative allowances have remained constant, the BFAP administrative allowance was decreased from \$120,940 to \$78,213 in 2002-2003 and then increased substantially to \$539,628 in 2003-2004, and \$581,349 in 2004-2005. We have used BFAP funds from the last two years to hire Financial Aid Outreach staff in addition to increasing our marketing of financial aid and increasing our delivery of financial aid through technological improvements. The staff has increased from 10 full-time employees (including the manager) to 13. The additional BFAP funding has enabled us to outreach to more students and families both on- and off-campus.

EOPS offers a variety of counseling, advising, outreach, and financial aid services. De Anza's program has been cited as a model program. (Doc. 72) EOPS has a close working relationship with the Financial Aid Office and serves approximately 1,000 unduplicated students each year. The staff of the EOPS office includes a full-time coordinator, a secretary, an academic advisor, two counselors, an assistant, a CARE coordinator, a grants-and-budget specialist, and an office clerk. EOPS reports to the dean of EOPS and Student Development. (Doc. 23)

The CARE program is part of the EOPS program. CARE offers additional services to students receiving public assistance by coordinating with local social service agencies and providing childcare assistance. The college currently enrolls 81 students who qualify for the CARE program.

The former Student Transfer Academic Retention Services program, (STARS) and the Student Leadership and Mentoring Services program, (SLAMS) were consolidated into the new Student Success and Retention Services Center (SS&RSC) in fall 2004 as a result of budget reductions. SS&RSC has evolved into a new retention model that eliminates duplication of existing services while maintaining the same program services to students and now also includes the MPS program. The center serves the historically underrepresented and first-generation college students to support their matriculation, transfer, and graduation goals. The following staff were combined into the SS&RSC: two counselors and one academic advisor and student assistants from the STARS Program; one coordinator, one counselor and student assistant help from the SLAMS program; one coordinator, one administrative assistant, two academic advisors and one counselor from the Transfer Center; one coordinator and a few student assistants from MPS,

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and a part-time coordinator and a part-time administrative assistant from Puente. SS&RSC tracks the retention rates and measures student outcomes based on academic and educational achievement, counseling contacts, treatments and interventions, and attendance at workshops and seminars. (Doc. 73) SS&RSC students participate in the Early Alert project when identified by faculty as at-risk, as early as the third week of classes.

The Veterans Services program at De Anza processes applications for benefits, resolves problems related to benefits, and assists with general information regarding college policies and procedures. The number of veterans served has grown 100% over the last three years from 70 to 150+ students. (Doc. 74) The college is submitting veteran certifications online and works closely with the counseling division to provide veteran educational plans. De Anza is planning to increase the number of veterans served by actively recruiting veterans to enroll.

The DSS program is in compliance with the Americans with Disabilities Act, Sections 504 and 508 of the Vocational Rehabilitation Act, and California Education Code in its implementing regulations. (Doc. 75) DSS provides services to more than 2,000 students with various types of disabilities each year. The program also coordinates the High Tech Training Center of the California Community Colleges, funded by a grant from the state chancellor's office. The center's program trains more than 500 faculty and staff members each year in the use of technology to assist disabled students. DSS also coordinates an Educational Diagnostic Center, which serves more than 300 students with learning disabilities each year.

The Transfer Center is staffed by five people and is part of the Counseling Division. The center offers a variety of transfer-related services for all students including drop-in advising, transfer workshops, annual transfer day, regular visits from university/college representatives, application workshops, and classroom presentations. (Doc. 76) As mandated by the California Education Code, emphasis on the retention and transfer of historically underserved students is provided through specialized services including individual appointments, tracking, and follow-up. In fall 2004, more than 45% of the students enrolled at De Anza self-identified transfer as their goal on their application for admission.

Health Services is staffed by one coordinator, one full-time health educator, and part-time assistants, all under the direction of the dean of Counseling and Matriculation. Since the resignation of the dean of Counseling and Matriculation, Health Services reports to the vice president of Student Services until such time as the position is filled. Services include health counseling, referrals, health screening, preventative services, birth-control information

and clinic, pregnancy tests, blood-pressure testing, immunizations, AIDS information/referral, alcohol and substance use/abuse information, first aid, emergency care, health education, and over-the-counter medication. Students can make appointments through the health office to see health professionals.

The International Student Office is the primary support service for De Anza's international students. The director reports to the dean of Counseling and Matriculation. The office is a resource for information about basic laws and current federal immigration regulations. The International Student Office has been expanded to include a full-time coordinator to oversee the day-to-day operation of the office. Each year, the office assists approximately 400 students who are in a temporary, non-immigrant status (F-1) with admissions, orientation, and graduation/transfer information.

Self-Evaluation

The Student Services Council, comprised of coordinators, administrators, and program heads for programs and services in the Student Services Division, meets twice a month to discuss Student Services issues. (Doc. 77) The Student Services Planning and Budget Team (SSPBT) is a shared-governance committee charged with coordinating the overarching decision-making process for program resource allocation and budget recommendations. The SSPBT works collaboratively with the Student Services Council. Each program or service conducts regular staff meetings and engages in training and staff development activities.

In August of 2005, a number of programs and services will be moving into the new Student and Community Services Building. The building was designed to facilitate the flow of students based on an assessment of new and continuing student matriculation needs. A significant part of the planning for the move has been the dialogue between the new building occupants regarding relationships, duplication of services, shared information, referrals and follow-up. In addition, conversations included retention, persistence and transfer issues related to equity, diversity, outreach. The Working Registration Committee has been expanded into the Enrollment Management Task Force that meets weekly to support the outreach, admissions, retention, and success of students. The Enrollment Management Task Force reports to the president and has been effective in prioritizing and implementing enrollment and retention strategies. (Doc. 78)

The matriculation program operates according to the college Matriculation Plan (Doc. 79) to help ensure the access and success of its students. A counselor is assigned to coordinate the matriculation program and reports to the dean of Counseling. The Matriculation Advisory Committee is composed

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of staff from all areas of the campus and meets to accomplish particular matriculation-related goals.

The De Anza Faculty and Staff Accreditation Survey conducted in 2004 (Doc.4) indicates that 96% of the respondents agreed or strongly agreed that employees were aware of student support programs on campus, while 63% disagreed or strongly disagreed that student services were adequately staffed.

Since 1999, several surveys have been conducted in Student Services departments. In the Financial Aid Office, a survey was conducted as a means to receive feedback about the new direct deposit service that was introduced in spring 2001. Planning for the service took place a year prior to its inception. In addition, a pilot was conducted to test its accuracy. (Doc. 81)

Some of the results showed that the majority of students were satisfied with the service and that 65 out of 76 (86%) respondents would recommend the service to others. Students felt that the direct deposit was convenient and expedient. They did not seem bothered that the direct deposit does not distinguish the type of aid represented by the deposit. Some of the benefits indicated by students were:

- It saved time and money
- Did not have to deal with banking issues
- No monthly fees
- Doesn't get lost in the mail
- No going to bank in between classes
- No worry about a check being lost or stolen

Other surveys were conducted in a variety of areas. A survey on student equity was conducted in the division of Physical Education and Athletics to address equity issues at De Anza. A learning survey was conducted to address changes in the institution. In addition, the Career Center produces job fair surveys to receive feedback on services provided to students.

The Web-based Individual Education Plan (IEP) will be piloted for the development of Educational Plans for Veterans beginning Spring 2005.

The dean of Student Development and EOPS intends to have an electronic student handbook up and running by fall 2005.

An Early Alert Project funded by FIPSE funds will be implemented in summer/fall 2005 to enhance student success through early intervention.

Planning Agenda

- Expand the resources allocated to advising veterans to include a targeted outreach and recruitment component.

Standard II.B.2.a

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General information

- Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
- Educational Mission
- Course, Program and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

b. Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

c. Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

d. Locations or Publications Where Other Policies May be Found

Descriptive Summary

There is a commitment to communicate with clarity, accuracy, coherence, and consistency in all college representations to the public, faculty, staff, students, and other local, state, and federal agencies.

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The De Anza College Catalog is published every year and includes information on:

- Student services and academic programs
- Admissions and academic policies and procedures
- Financial and refund policies
- General education and graduation requirements
- Social policies
- Student code of conduct standards
- Complaint and grievance procedures
- The faculty, Board of Trustees and administration
- The academic calendar

The catalog is given to students who enroll and attend an orientation class and is available for purchase in the college Bookstore. The searchable catalog is available to view and to download at our Web site. All faculty and administrative offices have a copy and copies are in the college's Learning Center. (Doc. 2)

The schedule of classes is published each quarter and is available in paper and online, where it is also fully searchable. (Doc. 9) The schedule provides information regarding admissions and registration policies and procedures, fees and refunds, placement and assessment, and complaint/grievance procedures. The schedule also announces new or changed policies and procedures approved during the academic year. New and continuing students, notified by e-mail, receive a free printed schedule upon request through the Bookstore.

Program brochures including curriculum guides, health services, transfer guides, and assessment testing are available on the Web site or in the Counseling Center, the Financial Aid Office, the Student Activities Office, and at other locations around campus. A student handbook is online for students. All new matriculating students are required to take an orientation class or view an interactive video, which contains information similar to that taught in the orientation class. DSS has a handbook as well as an online "Disability Information Student Handbook" (DISH) for its students. (Doc. 82) The "Students with Disabilities Faculty and Staff Resource Guide" is made available to all DSS faculty and staff. (Doc. 83)

The Outreach Office coordinates the college's outreach efforts in more than 35 high schools in Santa Clara County. The Outreach Task Force includes staff from programs and departments including Admissions and Records, Financial Aid, Counseling, Marketing, EOPS, and academic departments

who provide information at high school events about the wide range of programs and services available at De Anza. Outreach teams work with high school seniors to provide online application assistance and information about admission requirements, academic and vocational programs, financial aid, transfer options, campus life, and student support services. Outreach services include presentations at area high schools, participation in college and parent nights, attending college fairs, providing campus tours, and assisting new students and parents one-on-one with any questions they might have. (Doc. 84)

Each year the college updates a survival guide (Doc. 85) given to all faculty and staff to help them understand issues related to student conduct, student rights and responsibilities, and student complaints and grievances. The survival guide also outlines faculty and staff rights related to student behavior.

The De Anza Associated Student body (DASB) has a vice president of Student Rights who works closely with the dean of Student Development and EOPS to ensure that student rights and due process are being followed.

Self-Evaluation

The number of publications from the college has increased. Accurate and comprehensive campus communication comes in the form of administrative, classified, faculty, and college-wide retreats; the president's open forums, town halls, and open office hours; shared governance planning and budgeting teams; and a new Educational Master Plan. College catalogs and schedules aim at a user-friendly format. In addition, the college's Web site, its departments, divisions, and programs function with the same user-friendly character through a common design, look and feel. Brochures and other publications from divisions and departments present greater detail on instructional programs and support services. (Doc. 86) The increased use of the online schedule of classes has reduced the quantity of printed schedules by more than 50%. Finally, a new structure (Doc. 23) for administrative organization aims at clear and accurate communication for a more integrated community.

Based on the responses from the Accreditation Survey, it appears that communications via the Web site (80%) have been effective in providing information to students. (Doc. 4) The efforts by the Student Services Division in strengthening linkages to departments and enhancing communications to the college community via the Web site and e-mail has had a positive impact on our students.

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The district's Educational Technology Services (ETS) has entered into a contract with Oracle that will allow both colleges and the District Offices to use a portal environment for communicating with faculty, staff, students, and members of the community. It is the intent of the faculty, staff, and leadership of Student Services at De Anza to use this technology to increase the ease, access, and efficiency of our communication with students and simplify their online interactions with the college.

Planning Agenda

- Under the direction of the vice president of Student Services and Educational Technology Services, complete the development and linking of support services technologies and integrate them into the portal environment to make students' access to support services seamless and user-friendly.

Standard II.B.3

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

De Anza's college researcher reports to the vice president of Student Services and Institutional Research. This organizational relationship has enhanced the ability of Student Services to reference data as evidence of, and in support of, its work with students. As a result of the Student Services Council and the Student Services Planning and Budget Team's access to data, meaningful dialogue takes place on measurable outcomes of students. (Doc. 87) The analysis of data and information included in Program Reviews submitted by support services drives decision-making, resource allocation, and planning. As a result of these discussions, programs have been merged and issues related to duplication and effectiveness have been successfully addressed.

Self-Evaluation

De Anza has engaged in a number of activities to assess how well the campus interacts with students and local communities. One of the approaches used was assessing enrollment efforts and strategies. Discussion about enrollment takes place in the weekly Enrollment Management Task Force meetings. (Doc. 88) The restructure and revitalization of Outreach services was a direct result of these conversations. In 2003, due to declining fiscal resources, the Outreach program was reduced significantly. The Outreach position was reduced to part time and outreach to the high schools was re-

duced. This year an Outreach Task Force was formed and continues to meet regularly to guide and implement outreach activities, such as Parent and Student Orientation nights. These successful events yielded a large number of student applicants for the fall of 2005.

Student Services personnel conduct annual Program Reviews to evaluate services, assess program strengths, and create strategies to improve the effectiveness of operations. (Doc. 68) Within Student Services a number of retention-based programs exist that provide a plethora of support services, ranging from counseling and advising, mentoring, supplemental instruction, tutoring, early alert intervention, personal counseling, and self-development.

In December 2004, the Counseling Department and Admissions and Records collaborated to increase the number of applications for graduation through the use of the degree audit system. Of the 333 student contacts, 16% resulted in a petition for graduation. Similar initiatives were completed in February and March 2005.

De Anza is in the process of dialoguing with its Academic Senate to reach agreement on a process for defining/developing learning outcomes. Meanwhile, the Student Services Planning and Budget Team (SSPBT) and the Student Services Council (SSC) have decided, for Program Review purposes, to use established course objectives in place of learning outcomes. This allows the members of Student Services to address the learning that happens with students in some agreed upon way until a definition of learning outcomes has been reached by the college. In addition to discussions on Student Learning Outcomes, SSPBT and SSC have begun a discussion on how to quantify the work of support services programs by performance outcome measure. The group has identified access/enrollment, retention, successful course completion, transfer, and graduation, as examples of performance outcomes.

Planning Agenda

- District and campus Institutional Research personnel will develop a model for measuring the impact on performance outcomes by support services of the college.

Standard II.B.3.a

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

In order to assure equitable access, De Anza has restructured its Outreach efforts and developed an Enrollment Management Task Force that includes representatives from Admissions and Records, Instruction, Student Services, Counseling, Marketing/Communications, Financial Aid, and programs focused on the access and success of underrepresented and targeted populations. (Doc. 88)

De Anza's philosophy is that access alone does not lead to success. The college has also linked Outreach efforts with programs and instructional divisions to assure that students who need support services are given the opportunity to link with those services at their point of entry with the college.

There have been efforts to enhance the application and registration process for students through the refinement of our current online application and the development of more Web-based services. About 90% of services provided by Admissions and Records are accessible at www.deanza.edu, including application for admission, registration, adding or dropping classes, fee payment, financial aid fee waiver, catalog, schedule of classes, open classes, forms, grades, transcript request and verification of enrollment requests.

There are many special programs and projects that support at risk and underrepresented students:

- Student Success and Retention Services (SS&RSC), which includes the Puente Project
- Bridge to Success, which is a national, award-winning program
- MPS, which offers students a team approach to math success in the classroom and group tutorial support
- Extended Opportunities and Program Services (EOPS), which provides support services for economically and academically disadvantaged students
- Disability Support Services (DSS), which provides special services and instruction for students with physical or psychological disabilities or chronic health impairments
- RENEW Re-Entry Services, which provides assistance to nontraditional students returning to school
- Office of Veterans Affairs, which helps veterans plan their educational goals

SSPBT's analysis of Program Review documents includes questions and observations based on physical disabilities, learning styles, ethnicity, and alternative deliveries that address physical and economic access. Membership on the SSPBT includes the dean and program coordinator of DSS and the diversity coordinator. A recent discussion on access and technology resulted in the college developing technology priorities that propose linking existing technologies to allow scalable Web-based access and delivery of support services. (Doc. 89) This would allow high-performing students an alternative to waiting in lines for services, resulting in more time for service providers to work with those who need the one-to-one contact.

Self-Evaluation

Many Student Services departments work closely with Instruction to maintain a bridge for students. These partnerships are designed to engage students in the learning process. Two of our model partnerships are MPS and LinC (math and language arts), developed to strengthen the relationship between Instruction and Student Services as we ensure student success and retention.

Other efforts are performed in EOPS and Puente, where targeted populations are provided specific services such as advising, counseling, mentoring, and financial aid. Puente works closely with the Language Arts Division in supporting the needs of students. One counselor works 50% of the time with Puente; the remaining time is dedicated to the Counseling Division.

Outreach to schools and the community continues to be an important component in our efforts to recruit students to De Anza. In fall 2004, there was revitalization of our Outreach efforts through the development of an Outreach Task Force and a strengthened relationship with the college's Marketing/Communications Office. The task force has organized the efforts of Admissions and Records, Financial Aid, Marketing, Counseling, and Transfer into a single resource for more effective use of resources. A number of initiatives were instituted including more advertising in multiple media, increased high school visits, new Parent and Student Nights, and the development of a Getting Started listserv. The impact of the task force's efforts won't be realized until summer/fall 2005. (Doc. 90)

Planning Agenda

- Under the direction of the Enrollment Management Task Force, develop the partnership between Outreach and Marketing to increase effectiveness of communication with potential students and community.
- Under the direction of the Enrollment Management Task Force, determine the number of new students who enroll because of the Outreach, Marketing, and recruitment efforts of the college.

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- The Student Services Technology Committee will work with the college Technology Committee to develop opportunities for increased retention by connecting new students to programs and services in a real and virtual environment.

Standard II.B.3.b

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

De Anza has 81 clubs and a student government association with 32 student officers and senators. (Doc. 91) A number of programs developed by Student Services to address issues of culture, ethnicity, gender, civic engagement, and emotional and intellectual development are funded and supported by student government and the Inter Club Council (ICC).

The college provides three full-time Student Activities staff members and an office to support and engage students in a number of co- and extra-curricular activities. The activities and programs of Student Activities Office are viewed as a part of the college's outreach and retention efforts. The college campus includes four outdoor gathering spaces for students called quads. The Main Quad, located between the Administration Building and the Campus Center, includes an event area and free speech area. The college recognizes the value and contribution of co-and extra-curricular activities to student education.

Self-Evaluation

De Anza has an active and involved student leadership body. The DASB and the ICC meet on a weekly basis during each quarter with the exception of the first and final weeks of the quarter. (Doc. 92) A club with high visibility that often provides leadership to students on local, state, and national issues is the Students for Social Justice Club. This club is linked to a series of classes offered through the Social Sciences/Humanities and Inter-cultural/International Studies divisions, aimed at increasing student awareness and participation involving issues related to cultural and social welfare. The members of this club are often at the forefront of promulgating and debating issues they consider important to the welfare of students. The DASB and the Students for Social Justice worked collaboratively to recruit students to attend the March in March demonstration in Sacramento. The March in March activity was well attended by De Anza students and included strong representation from the De Anza Disabled Student Organization. A number of De Anza clubs have been active during presidential elections, September

11, and other significant events in our community. They support an annual blood drive, food drive, eyeglass drive, and an alternative transportation office. The DASB contributed funds to the Environmental Studies Department that were used to fund drawings of an Environmental Studies building (the Kirsch Center for Environmental Studies). As a result, other funds were identified and the building is now under construction.

Further, this past year saw the establishment of a student organizing drive by Democracy Matters (a national civic education non-profit group) and a major voter registration drive sponsored by the DASB. Finally, the college entered into a partnership with the New York Times under the auspices of the American Democracy Project. The Times provided free copies of the paper on campus for many weeks, and invited two student journalists from the campus newspaper to join their “Day at the Times” event in New York.

De Anza’s President Brian Murphy is actively engaged in promoting civic and community relationships amongst the students, faculty, and staff. Civic and community engagement has been a significant piece of the De Anza culture for a number of years. (Doc. 93)

Planning Agenda

- Work with Task Force on Civic and Community Engagement to identify opportunities to link the college’s civic engagement efforts with student learning and performance outcomes.

Standard II.B.3.c

The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

The position of dean of the Counseling and Matriculation Division is vacant and probably will remain so until the 2005-2006 academic year. While the vice president of Student Services functions as the administrator for the Counseling Division, a faculty member/counselor serves as the department chair. Under the leadership of the department chair, staff members meet regularly to conduct in-service training, review the services and programs of the division, and share information essential to successful counseling and advising of students. (Doc. 23)

The college’s articulation officer is a member of the Counseling and Matriculation Division and serves on the college’s Curriculum Committee. (Doc. 31) The articulation officer is an example of the structure and links between

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Student Services and Instruction that address the preparedness of the counselors, advisors and program personnel of Student Services. The articulation officer works closely with the Transfer Center faculty and staff.

The Counseling and Matriculation Division's leadership and the dean of Student Development and EOPS work collaboratively to facilitate the information exchange and training of faculty and staff in both areas. This collaboration focuses attention on the non-traditional student who uses the services of both areas. Their work has resulted in greater efficiency in serving the counseling and advising needs of our students.

A number of staff and faculty of the Counseling and Matriculation Division have applied for and been awarded opportunities for staff development leave. Frequently these leaves result in the review of existing practices and changes within the Counseling Division. (Doc. 94)

Self-Evaluation

The Counseling and Matriculation Division received PFE funding to create four new positions. This included a counselor and academic advisor assigned to work with the faculty of the Language Arts and Math Divisions. The intent of these assignments was to increase the retention and success of at-risk and/or underrepresented students in these divisions. The counselor and advisor in each division attend the meetings of those divisions and work closely with the faculty to develop support strategies for students experiencing academic difficulties. This has proven successful and it has changed the relationship between math and language arts faculty and the Counseling Division. (Doc. 95)

The coordination of work between Counseling and the programs directed by the dean of Student Development resulted in greater efficiencies and less duplications of contacts with students. Out of this effort the college merged two programs and was able to reduce the resources committed to these programs. This resulted in doubling the number of students served by the newly created Student Success and Retention Services Center (SS&RSC). (Doc. 96) SS&RSC counselors will work closely with the implementation of the Early Alert Program, using students of that program to test the technology. When SS&RSC counselors receive an Early Alert notice from participating faculty, they will contact the students identified as having difficulty in their classes and prescribe an intervention. It is our belief that early interventions help students successfully complete these courses and be better prepared to succeed at De Anza.

Transfer Center staff assist the Counseling Division during the first week of each new quarter by staffing a triage center aimed at helping students who are requesting information from a counselor. This model has proven very useful to students during high-demand periods of the quarter.

The college is completing construction of a Student and Community Services Building, which will house Counseling and counseling-related programs that are currently spread out around the campus. The faculty and staff of Counseling and the programs moving into the new building have been holding a series of meeting to discuss how they will interact, cross train, and share resources to increase their efficiency in working with students and to avoid multiple contacts with students where possible, keeping in mind the students' best interest. (Doc. 97)

An example of a successful program that grew out of the relationship between Counseling and an academic division is the Math Performance Success program. This program includes a math faculty member and a counselor collaboratively working with students who have not been successful in completing college level math courses, in a classroom environment. Faculty members lecture, students meet in small groups and the counselor works with the small groups and follows up on information provided on student performance in the class. The MPS program has increased the successful completion of the course by enrolled students and their movement to the next level of math. (Doc. 98)

Planning Agenda

- Under the direction of the vice president of Student Services, expand the theories and practices used in the Math Performance Success program to other academic divisions, using technologies such as the Web-based Educational Plan, the Early Alert program, and the student tracking system to increase the number of students served.

Standard II.B.3.d

The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

Several years ago the college established a faculty position titled diversity coordinator with a full-time clerical support staff person. The college has developed and continuously updates a college Diversity Plan. (Doc. 99) All Instruction and Student Services divisions are required to prepare Student Equity Plans for their areas. (Doc. 100) The diversity coordinator is a voting member of the College Council and serves as the co-chair of the SSPBT. The diversity coordinator and other staff and faculty work with the DASB to develop and offer a number of programs and activities that support and enhance student understanding and appreciation of diversity. (Doc. 101)

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Self-Evaluation

The Program Review process used by Student Services (Doc. 102) includes requirements that each program and service address issues, service delivery, and the diversity of the students served. The instrument also asks that each program and service address student equity, including having a student equity plan on file. Additionally, the instrument asks programs and services to explain how they support the mission and Educational Master Plan Goals of the college, which includes serving a diverse student population. This has been particularly important as the college asks that all areas reduce their operational budgets. The information supplied in the Program Review process is central to decision-making regarding resource allocations and budget reductions.

For example, in 2003 the former STARS (Student Transfer Academic and Retention Services) and SLAMS (Student Leadership and Mentoring Services) programs merged into the SS&RSC and lost one position as a result of the budget. The positive aspect of this decision was that the merging of these two programs still provided an opportunity for the same populations to be served, but in a more collaborative manner. There were more counselors available to meet students needs, thereby more opportunities for individual appointments with students. In addition, by including the Transfer Center, MPS and Puente as part of the retention model in SS&RSC, all students gain a greater benefit, as each provides unique support services to its participants.

Planning Agenda

- Under the direction of the president, work with the college's diversity coordinator and members of the Student Services Council to identify common themes and concerns of individual Student Services programs and departments.
- Under the direction of the vice president of Student Services, identify training or practices that better address the concerns of equity and diversity of support services.

Standard II.B.3.e

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

The admission and placement process of the college is a topic of ongoing review and discussion to facilitate access for students. The admissions process is available online. (Doc. 103) Admissions regulations adhere to Title V

requirements and regulations. The college has an admissions appeal process for students through the dean of Admission and Records or the Academic Council. The college offers special admission to elementary, junior, and high school students and others wishing to take classes at De Anza based on appropriate state and FHDA Board policies.

De Anza placement instruments are reviewed and their use determined by the college's director of the Assessment Center in collaboration with discipline faculty. The placement instrument follows State Matriculation Guidelines of effectiveness and multiple measures. De Anza is experimenting with other assessments for placement in high demand courses in math and science and impacted programs. These assessments are a topic of ongoing discussion. The college researcher and the director of the Assessment Center are involved in collecting data, reviewing student outcomes and discussing the effectiveness of our placement practices. (Doc. 104)

Self-Evaluation

Admissions and Records has been an early adopter of technology with the introduction of online registration in 1996 and the use of e-mail as a method of communication with its students. There is a vision to provide all student services in an electronic format so that self-sufficient students can quickly take advantage of services and others can receive one-on-one help.

The assessment instruments and procedures utilized by the college are appropriate and in accordance with their intended use as defined and described by AB3 and Title V regulations.

The Assessment Center coordinates the taking of placement exams for the college. The center is now located in two separate facilities, although it will be merged into one space in the new Student and Community Services Building. The Assessment Center has a staff person who is responsible for doing assessment/placement testing at all of our in-district high schools. The department chair for Counseling and the Assessment Center director are looking into moving toward electronic testing/assessment. The move would also allow the college to look at ways of making pre-tests or sample tests available to students electronically.

The college's matriculation coordinator works closely with the assessment staff and the Curriculum Committee. The matriculation coordinator and the director of the Assessment Center have been working closely with the dean of Biological/Health and Environmental Sciences on the use of a new placement instrument. There has been a great deal of discussion regarding the use of this instrument and how it address effectiveness, bias and validity. The college researcher has also been directly involved in this discussion and has been generating data related to the use of this new test/practice. (Doc. 104)

Planning Agenda

- Under the direction of the vice president of Student Services, explore a formal relationship between the Assessment Office and Institutional Research.
- Under the direction of the dean of Counseling and Matriculation, revise and put into place the Matriculation Advisory Board by fall 2005.

Standard II.B.3.f

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

The student computer data files are maintained and backup files are created and stored appropriately. Student records prior to 1999 are stored on microfilm and since 2000 a document imaging system has been used to store them. Student academic records are stored virtually with Web accessibility to counselors and other staff. Student and faculty records stored on microfilm or optical image technology with appropriate backups are maintained in compliance with the district's records disposition schedule. (Doc. 105)

The dean of Admissions and Records is the college designee to coordinate the inspection of student records as defined by The Family Educational Rights and Privacy Act (FERPA). The FERPA guidelines are published in the schedule of classes and catalog. (Docs. 2, 9)

Self-Evaluation

The college is maintaining records securely with appropriate backups as required by regulation.

Planning Agenda

No recommendations at this time.

Standard II.B.4

The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they are contributing to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

All Student Services support programs are required to prepare and submit annual Program Reviews. The SSPBT reviews these documents for the purpose of making recommendations to the College Council on program changes and resource allocation. The practice of the SSPBT is to discuss its findings and recommendations with the Student Services Council (SSC), which includes the majority of the persons responsible for writing the Program Reviews. The SSPBT identifies a set of criteria to be used for evaluating the Program Reviews. (Doc. 106) The SSPBT also reviews the documents in context of the recommendations and decisions that result from the Student Services Retreat. (Doc. 107)

The intent of the review and discussion between the SSPBT and the SSC is to identify the practices that are working or not working and determine what changes are needed to ensure student success. This evaluation and discussion process is being used in regard to moving Student Services programs into the new Student and Community Services Building. Indeed, the very design of the new Student and Community Services Building, as well as the placement of offices, reflects the ongoing evaluation of student services and their relationships to one another.

Several of the services and programs moving into the new building have resided in different locations around the campus. The current discussions are evaluating expanding partnerships, cross training, and developing clear practices. By discussing real situations and tracking or mapping the path, contacts, and interventions prescribed for specific types of students, services and programs can be more efficient and students better served. The types of students tracked will be transfer, first generation in college, low-income, honors, and ESL students. Evaluation of Student Services practices is ongoing and an important part of planning and resource allocation efforts.

Student representatives serve on a number of college-wide committees including the Matriculation Advisory Committee, the SSPBT, the DSS Advisory Committee, the Academic Council, the Diversity Advisory Council, and the College Council.

The SSPBT is responsible for coordinating the Program Reviews for all student support services. The DASB and ICC have representatives on the SSPBT. Student input is actively sought by a number of offices through the use of surveys. (Doc. 81) Students have a clearly defined role in the institutional governance process as outlined in AB 1725 and the Educational Master Plan of the college. There are students on all planning and budgeting teams.

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Each year a student committee selects a student trustee to serve as a member of the Board of Trustees. As an advisory voting member of the governing board, the student trustee is in a strong position to articulate the needs of students in planning and evaluating new and existing services.

All student services have been conducting annual Program Reviews since 1995. The review process was revised during the 1998-1999 academic year to examine each program and relevant outcome data, methods of service delivery, quality of community and campus relations, fiscal issues, and student needs. Outside reviews are conducted for EOPS, DSS, and Matriculation. The information obtained from these reviews is factored into the planning and budgeting process of Student Services.

Self-Evaluation

De Anza makes a concerted effort to meet the needs of students by providing support services that affect their success. Faculty and staff are committed to student success but there is a continuing need to focus on underrepresented students to increase their basic skills, improve their retention rates, assist them in developing and attaining their goals. These efforts are addressed through dialogue exchanged in the meetings of Student Services Council, SS&RSC, all deans, and the Counseling Division. (Docs. 81, 109)

Program Reviews are essential in the evaluation of how we assure adequacy in meeting identified student needs. The process used is based on criteria to help establish program delivery service levels, effectiveness of services, and size of programs. This work is further augmented by retreats that allow staff to engage in discussion on ways to evaluate and improve services that assist students with achieving Student Learning Outcomes. (Doc. 107)

Planning Agenda

No recommendations at this time.

Standard II.C: Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses

these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Standard II.C.1

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary

The Library Services Division, under the direction of the dean of Library Services, is composed of the Library, the Open Media Lab, and the Broadcast Media Center. The division reports to the vice president of Instruction. (Doc. 23) Other learning support services at De Anza include the College Readiness Program, an Academic Skills Center, a Tutorial Center, and various campus computer labs.

LIBRARY AND OPEN MEDIA LAB

The Library is housed in a 48,000-square-foot complex, taking up almost all floor space in the main Learning Center and the top floor of Learning Center West. The Library can accommodate approximately 1,200 students at individual study carrels and small group tables. In addition, there are seven small group study rooms available for student use. Shelving for the Library's collection is more than adequate and will accommodate expansion well into the future.

The Library's Internet Lab contains 20 computers for Internet research, Library orientations, and Library instruction. When not in use for these purposes, the Internet Lab becomes an "open lab" for student use. Students can print materials to a laser printer located in the lab. In addition, there are 15 workstations in the Reference and Information Desk area for accessing iLink, the online catalog of Library holdings, and other research databases to which the Library subscribes. Students can print materials to two laser printers located at the Circulation Desk.

The Library has two computer workstations and the Open Media lab has one workstation dedicated to students with special needs. The three stations contain software to support students with a wide range of special needs and include programs such as Dragon Naturally Speaking, Kurzweil 1000 and 3000, Jaws for Windows, Omni Page Scanning software, Inspiration, Zoom Text, WordSmith, and Text Aloud.

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One of the Library's group study rooms has been set aside for students with disabilities. The Assistive Technology Room contains workstations and other equipment and software designed to help students with disabilities in a private setting.

The Open Media Lab (OML), located on the lower level of Learning Center West, contains 90 computers, 13 video workstations, and 12 audio playback stations for use by students and faculty. The OML is used by students on an open access basis to do online research, explore the Internet, access the online Library resources, do class assignments, use multimedia applications assigned for classes, and prepare written reports. Students can print to two laser printers located in the lab. Course videotapes for the Distance Learning Program are housed in and circulated from the OML.

Library and Open Media Lab Staffing

Staffing in the Library and Open Media Lab includes the following positions:

- 1 FTE dean of Library Services
- 4 FTE Library faculty each with lead responsibility for one area including Technical Services, Automation and OML, Reference and Multicultural Collection Development, and Instruction, Periodicals and the Library Web Page
- Additional librarian with responsibility for Circulation and Electronic Reserves has been hired for fall 2005
- 6 FTE senior Library technicians
- 1 FTE computer lab operations coordinators
- 1 FTE testing proctor for the Library (This position was eliminated as of Aug. 6, 2005 due to budget cuts.)
- 1 FTE division administrative assistant
- 9,800 student assistant hours per year

(Doc. 110)

BROADCAST MEDIA CENTER

The Broadcast Media Center creates and distributes instructional media directly to De Anza's student population through an ever-changing use of technology. The center is housed in a 4,200-square-foot complex, with the majority of that footage (3,664 sq. ft.) dedicated to the creation and delivery of instructional content. Staffing is comprised of one supervisor, three classified staff, and numerous student interns. The combined group of student interns works an average of 4,250 hours per year. (Doc. 111)

Live college courses are delivered to students via cable television, reaching more than 400,000 Northern California homes, and in streaming form

over the Internet, making De Anza courses available worldwide. Complete courses and supplemental lessons are also delivered using IP and ISDN videoconference systems, videotape, DVD and CD. The Broadcast Media Center supplies equipment and technical support for captioning of videos, DVDs and Webcasts. In an average year, the center captions more than 1,200 hours of finished videotape or Web video files. (Doc. 112)

Media Center technologies are utilized primarily to support the instruction of more than 10,000 De Anza College Distance Learning students who enroll in television and Web-based courses each year. New delivery methodologies are researched and implemented as soon as they are determined to be reliable, economical, and of significant instructional value to De Anza's students. More information about the mediated course offerings and their associated delivery methods is available on the Distance Learning Web site. (Doc. 113)

Broadcast Media Center Staffing

- 1 FTE production supervisor
- 1 FTE systems engineer
- 1 FTE production coordinator
- 1 FTE broadcast/scheduling coordinator
- 6 FTE paid interns

COLLEGE READINESS PROGRAM

The College Readiness Program in the Language Arts Division is a small-group instructional support program providing co-requisite, .5-unit lecture/lab instruction for developmental students taking English writing, reading, or ESL classes. (Doc. 114) Readiness classes include:

- Guided Practice in Writing (EWRT)
- Guided Practice in Preparatory Reading and Writing (EWRT)
- Guided Practice in Reading (READ)
- Reading Fundamentals (READ)
- Reading and Writing Practice (READ)
- Practice Basic Writing (ESL)
- Practice Essay Writing (ESL)
- Listening/Speaking/Grammar Practice with Interactive Multimedia (ESL) (Doc. 115)

In addition, Readiness classes give language arts departments assistance in preparing students for departmentally agreed-upon standards for promotion to the next levels in English Writing, ESL, and Reading.

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Each quarter, the Readiness Program offers about 330 sections, with 7 or 8 students per section. About 8,000 students are served a year, generating about 9,200 Weekly Student Contact Hours (WSCH) at high levels of productivity. (Doc. 116) Readiness Teaching Assistants (RTAs) lead small group sessions. Each discipline of Readiness classes (EWRT, ESL, and READ) has an assigned certificated language arts faculty member who creates the course material and trains and supervises the RTAs.

The Readiness Program area consists of nine small group study rooms and a small office shared by three faculty members. One computer is available for use by students enrolled in Listening/Speaking/Grammar Practice with Interactive Multimedia. One computer is available for use by the instructional assistants working in the program. There is one photocopier available for staff use.

College Readiness Program Staffing

- 3 faculty completing part of their load in Readiness
- 3 classified instructional associates
- 1 classified program secretary
- 40-50 classified hourly teaching assistants (RTAs)

ACADEMIC SKILLS CENTER

The Academic Skills Center (Doc. 117) offers two types of .5-unit courses: Individualized, self-paced courses in

- Reading
- Writing
- Grammar
- Vocabulary
- Spelling
- Study Skills
- Basic Math

Adjunct Study Skills courses linked to GE courses such as

- Biology
- History
- Political Science
- Economics (Doc. 9)

In self-paced classes, which enroll 200-250 students each quarter, students work on individualized modules at a pace that is appropriate to them. (Doc. 118) The linked Adjunct Study Skills courses, which enroll 350-400 stu-

dents each quarter, combine weekly small group study and skills development sessions with self-paced work in the Skills Lab. (Doc. 119) Small-group workshops on a variety of topics are available to any student enrolled in any Skills course. (Doc. 120)

The Academic Skills Center shares operational space with the Tutorial Center. Space and location may change due to campus construction. Skills students use three computer workstations, shared with Tutorial. Students share the printer with the program coordinator.

Academic Skills Center Staffing

- 15-25 student instructional assistants
- 5-7 volunteer instructional assistants
- 1 faculty instructor/coordinator (full time, but shares responsibility for Tutorial Center)
- 1 classified program coordinator
- 1 classified secretary (shared with Tutorial)
- 2 part-time instructors (each typically loaded at .0925/quarter)
- 2 hourly instructional assistants at 10-15 hours each per week

TUTORIAL CENTER

The Tutorial Center (Doc. 117) provides free academic support for most De Anza courses with drop-in, individual, online and/or group tutoring for specific classes. The center serves 800-1,000 students each quarter. (Doc. 121) Online tutoring in writing began in fall 2004 and has been increasing each quarter. Study Skills and subject-area workshops are also available. Tutors are required to take a 1-unit training course, LRNA 98. (Doc. 122)

The Tutorial Center has two locations: Tutoring for language arts, foreign language, accounting/business, and social sciences shares a classroom with the Skills Center. Tutoring for math, science, and computer information systems (CIS) takes place in E-36. Space and location may change due to campus construction.

Online tutors and students use three computer workstations, shared with the Skills Center. Students share the printer with the program coordinator. One photocopier is shared with the Skills Center.

Tutorial Center Staffing

- 50-80 student tutors (instructional assistants)
- 50-80 volunteer tutors
- 1 faculty instructor/coordinator (shared with Skills)

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- 1 classified Tutorial Center associate
- 1 classified instructional associate
- 1 classified secretary (shared with Skills)

CAMPUS COMPUTER LABS

There are academic computing labs scattered throughout the campus, primarily available to students enrolled in certain programs, including:

- Applied Technologies
- Automotive Technologies
- CNC Programming and CAD/CAM
- Computer classroom and a Resource Center with an open lab (both in the new Science Pavilion)
- CAOS, CIS, and Business/Accounting (large lab in the Advanced Technology Center)
- Graphics Design
- Film/TV
- Animation
- Language Arts (also a Listening and Speaking Lab for language instruction)
- Student Publication (La Voz)
- Math & Stats
- Engineering
- Physics
- Psychology
- Computer Access Lab (for students with disabilities)

More information on all these facilities is given in Standard IIIC.

Self-Evaluation

LIBRARY FACILITIES AND EQUIPMENT

The Learning Center expansion/remodeling project, completed in 1997, gave the Library and Open Media Lab (OML) a tremendous increase in seating, study space, and shelving. In the Library, these increases have been more than adequate in handling current enrollment. Based on enrollment projections, the current seating, study space, and shelving in the Library should be adequate for at least the next five years.

While the expansion/remodel project tripled capacity in the OML, the design of the facility makes future expansion difficult, if not impossible. Even with current enrollment, there are many times during the day that the OML is filled to capacity and students often have to wait for a computer.

The premise of the OML and the Internet Lab has always been to provide student access to computers and the Internet freely – not in connection with any class. The Library should be commended for this undertaking, as there are no other labs on campus where students can access computers, software, and the Internet, unless it is in direct connection to a class. There is no question that the premise is a sound one as both of the labs are used to capacity every day.

The staff in each of the labs works hard but by the time they turn on the machines, fill the printers with paper and ink, troubleshoot hardware and network problems, check users for their ID cards, and schedule student workers to work in the labs, there is little or no time remaining for any instruction or assistance. Unfortunately, the largest of these labs is in a separate building from the Library. If a student writing a paper has a “library” question, he or she has to leave their computer, pack up all their papers, and walk over to the Library. The same situation repeats itself in the smaller Library Internet Lab. There is only one student working in the lab who has little time or knowledge of how, for instance, to compile a bibliography. There is a need for a resource person to be available at least some of the open hours to assist students with software questions as well as information competency.

The Library Internet Lab (20 machines) is used for Library instruction and information competency orientations (as well as an open lab.) Due to limited technician availability, there is rarely a time when all 20 machines are operating. The number of working machines usually ranges between 12 and 15. This creates an unfortunate situation when a class of 25 or even 20 students comes to the lab for hands-on practice. It is also disheartening for the librarian leading a Library instruction session to meet a class and instructor in a lab where “out of order” signs are posted on a third of the machines.

Library staff work hard to maintain machines in appropriate places and to maximize the use of existing equipment. Operating systems, including the Integrated Library System, SIRSI, are upgraded frequently: We pride ourselves on the currency of the ILS, for example. The budget for replacement equipment and upgrades is not adequate and is not consistent.

The glaring downfall of the Library in terms of equipment is a lack of switches and routers to connect previously installed ports to the live campus network. This would enable students with laptops to use their own computers to connect to the Internet for research, e-mail, and database searching. All of the librarians are aware of this problem because every day, students come to the Library with their laptops and ask where they can plug in to access the network. If students were able to use their own laptops to access the Internet, several of the problem situations outlined above would be eased considerably.

BROADCAST MEDIA CENTER FACILITIES AND EQUIPMENT

The Broadcast Media Center is well known within the college community as a group that provides high quality, focused support of mediated instruction for Distance Learning, classroom instruction, and mediated self-study courses. It is currently able to meet the needs of mediated instruction at De Anza, but just barely, and does not have the budget, staffing, or organizational structure to support future college growth.

During fiscal year 2002-2003, the Broadcast Media Center lost two full-time positions, one to layoffs, and one to reorganization – both forced by budget cuts. These two lost positions (an engineer and a multimedia production specialist) represented a 1/3 reduction in staff and were critical to the growth of mediated learning. In addition, the center's operating budget has suffered a dramatic decline over the last three years. In 2002-2003, the operating budget was \$133,490. It was reduced to \$75,000 for 2003-2004, and then further reduced to \$52,000 for 2004-2005. The operating budget for 2005-2006 will be about \$25,000. (Doc. 123) Current needs have been met through the department's constant and determined focus on efficiency and automation, but the maximum limit for improvement in these areas is rapidly approaching.

There are steps that the campus can take to improve efficiency and coordination in the area of mediated learning, whether or not lost positions and operating budgets are restored. The campus has a Broadcast Media Center, a Distance Learning Center, and an A/V classroom support group, each reporting to different administrators on campus and at the district. This makes coordination of services between these groups difficult and cumbersome, yet all work toward the same goal: support of mediated learning. There was a recent attempt to combine all of these services at the district level, as part of an IT group, where they remained for three years. The district and the college must continue to explore more efficient and effective ways to deal with mediated instruction.

READINESS, ACADEMIC SKILLS, TUTORIAL CENTER FACILITIES

The College Readiness Program continues to be both productive and effective in serving students in developmental courses in language arts, despite several important changes that affected the program in 2004-2005. (Doc. 124) In January 2005, following a long period of negotiation between SEIU and the district, approximately 50 casual hourly instructional assistants who teach the small group co-requisite classes were converted to SEIU hourly classified employees, now called Readiness Teaching Assistants (RTAs). (Doc. 125) Though the impact on students has been minimal thus far, many procedural and budgetary changes were required. At the same time, several faculty members have served as interim director after the Readiness director

went on medical leave and later retired. A job search for the position of Director of Language Arts Student Success and Readiness Programs is under way, and it is hoped that the position will be filled by August 2005. (Doc. 126) The job description for this position has changed to include responsibilities for the Listening and Speaking Lab and the Language Arts Student Success and Writing Center, which is in development.

Plans for the College Readiness Program include revising the EWRT 160 co-requisite in light of the replacement of the Writing Assessment Test (WAT) with a portfolio. Similar changes in ESL and Reading are being researched and discussed in those departments. (Doc. 127) The ESL program plans to:

- Continue liaison with San Jose State University's MA-TESOL Program to provide practicum experience for graduate students and create a pipeline for trained future ESL faculty
- Offer an intermediate-to-advanced level ESL elective grammar course (fall 2005)
- Develop a required .5-unit lab co-requisite for ESL 72, Advanced ESL Reading

Readiness staff will complete the procedural and budgetary changes involved in the transition of personnel from Instructional Associates to Readiness Teaching Assistants. The new Writing Center will also play a role in creating new co-requisite options for some students. Other plans will emerge after the new director begins work in fall 2005.

The Academic Skills Center has expanded its offerings of Adjunct Study Skills classes, and instructors have reported greater student success in those courses linked to adjuncts. (Docs. 128, 129, 130) Student evaluations of both self-paced and Adjunct Study Skills courses are overwhelmingly positive. (Doc. 131) Self-paced skills course have expanded to the extent possible, given staff limitations, and have added online options. (Doc. 132)

A subcommittee of the Developmental Education Task Force has been planning for the new Writing Center to open on the third floor of the ATC building. The Writing Center, in combination with the Writing/ESL Lab and the Listening/Speaking Lab in the ATC building, will form a nexus of student support called the Language Arts Student Success Center. Fundraising for this project has already begun; adequate space, staffing, and funds will be needed to ensure success. With the development of the Language Arts Student Success Center, skills options and workshops can be expanded further.

The Skills Center is evaluating the possibility of moving to the ATC building to share resources and services with the new Writing Center. This could

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permit the program to work more closely with language arts faculty, use additional staff and faculty to increase workshop offerings (including writing across the curriculum), and expand online options.

The Tutorial Center has increased its services to students, improved outreach, and implemented systematic student evaluations. Student evaluations of Tutorial services are overwhelmingly positive. Placement rates average about 86%. (Doc. 133) Student awareness of and support for Tutorial is high, as reflected on the Student Survey where about 84% of students agreed or strongly agreed that De Anza provides Tutoring resources to meet their needs. (Doc. 134) Another measure of student support is the large portion of student tutor salaries that has been funded by the De Anza Associated Student Body in its annual budget. (Doc. 135) There are students, however, including evening students, who do not know about or use the Tutorial Center. New efforts to expand online tutoring and new outreach efforts to lower-level math students may help retention and success among underserved students. (Doc. 136) With the development of the Language Arts Student Success/Writing Center, tutoring in language arts can be expanded further.

The Tutorial Center is also evaluating options for moving some of its operation to the ATC building in order to facilitate coordination with the new Writing Center. Plans to increase quantity, quality, and options for language arts tutoring and support include intensifying the recruiting for peer tutors and offering a separate tutor training course for writing and ESL tutors. Faculty and students have expressed a desire for more drop-in tutoring, peer editing groups, and tutors in classrooms, and those options will be developed and offered as staffing and budget permit.

LIBRARY STAFFING

Given its small size, the professional and classified staff of the Library and OML have been remarkably resourceful in trying to serve a population of 25,000 students and more than 500 faculty and staff. Further development of existing and new programs can only be minimal if the Library remains short-staffed. For example, the four librarians play indispensable roles as part of the librarian team and in the process they all wear several hats. Each librarian has lead responsibility for more than one major component of the Library:

- Technical Services and Collection Development
- Automation and Open Media Lab
- Reference and Multicultural Resources
- Instruction, Periodicals and the Library Web Page

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In addition, each librarian provides 10-12 hours of one-on-one instruction at the Reference Desk each week, shares in collection development, and conducts subject-specific Library orientations. During winter 2005 there were nearly 30 faculty requested orientations. The librarians also take part in the campus governance system by serving on committees such as Academic Senate and the Curriculum Committee. They spread themselves even more thinly by taking active roles on other campus committees such as IPBT, ETAC, and APA Heritage Month. Such committees are essential components of the budgetary, technological, and cultural aspects of the campus.

All of the librarians also serve as liaisons to the various disciplines across the curriculum. (Doc. 137) The Library faculty values the development of partnerships with classroom faculty, and each librarian is either liaison or co-liaison to multiple academic divisions. The librarians also develop individual contacts with faculty that often lead to productive collaboration in the areas of collection development and instruction.

Library faculty have long wanted to engage in more outreach to faculty, staff, and students but have been holding back due to workloads that are already at capacity. Librarians should be publicizing instructional sessions and other Library services to faculty and staff, but realize that if the majority of classes that needed course-related Library instruction were to schedule an orientation, they would not be able to accommodate the sheer volume of requests.

The Library is committed to providing professional staffing at the Reference Desk during all of the hours that it is open. Library Services has long recognized the need to have a professional librarian on duty for specified hours in the OML. However, with only four full-time professional librarians, this remains a need to be filled in the future when and if additional librarians are hired. There are also the information needs of the college's 10,000 Distance Learning students that must be addressed. Ideally, the Library would also be able to provide information services in a Virtual Reference Desk environment with an online reference component. Creating an interactive online tutorial could be another method for instructional delivery. With more professional staffing, the librarians could begin to take initial steps in one or both of these directions.

Insufficient Library staffing adversely affects collection development and management. At the beginning of the Self-Study period, Library Technical Services was staffed by three senior Library technicians, each specializing in acquisitions, processing, and cataloging. The acquisitions position has been eliminated. The position specializing in processing is unfilled, leaving only one senior Library technician in Technical Services, who has assumed all acquisition duties for the time being. All librarians feel overburdened with

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multiple responsibilities throughout the Library and cannot dedicate sufficient time to collection development. The Technical Services librarian also coordinates weeding of Library materials, but only works a 10-month contract. The best time for concentrated weeding is during the summer months, but the Technical Services librarian does not work during summers.

Planning Agenda

- Under the leadership of the dean of Library Services, develop and implement a plan to expand capacity and functionality of the OML.
- Under the leadership of the dean of Library Services, develop a plan for increased faculty involvement in all lab areas. The plan should address methods of funding the expansion as well as additional staffing, furniture, and equipment.
- Activate previously installed ports in the Library, giving students the ability to connect to the Internet using their laptop computers.
- Explore ways to more efficiently and effectively deal with mediated learning at the district and college levels.
- Revise EWRT 160 co-requisite in light of the replacement of the Writing Assessment Test (WAT) with a portfolio.

Standard II.C.1.a

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

For purposes of this Self-Study, Library materials and resources include books, video recordings, audio recordings, periodical titles, microforms, and electronic databases. The following information is taken from the “2003-2004 California Academic Library Report.” (Doc. 110)

- Books 84,113
- Video Recordings 3,778
- Audio Recordings 1,368
- Periodical Subscriptions 344
- Microform Units 20,677
- Electronic Databases 5

In the process of selecting Library materials and resources, the librarians consider:

- Materials/resources that support the college curriculum
- Research demands of students
- Requests from students, faculty, and staff
- Subject areas with high circulation
- Recommendations from faculty librarians

While one librarian has lead responsibility for overall collection development, all librarians participate in the process. Each librarian has liaison responsibilities to the instructional divisions. In addition, one librarian has the specific responsibility for development of the Library's multicultural resources.

Since 1996, the Library's automation vendor has been the SIRSI Corporation. In 2004, the Library migrated to the latest version of the SIRSI software, Unicorn 2003.1.3. The online catalog interface is SIRSI's iLINK. The Library's catalog and many of the online databases to which the Library subscribes are available both on and off campus.

As reported in the "2003-2004 California Academic Library Report," the Library and OML budget for materials and resources was:

- Books
 - \$26,000 for Library continuations from the operating budget
 - \$50,000 from state instructional materials/equipment funds
- Periodicals
 - \$27,000 from the operating budget
- Microforms
 - \$11,000 from the operating budget
- Non-Print Materials
 - \$3,300 from the operating budget
- Databases
 - \$8,000 from the operating budget
 - \$36,000 from state TTIP funds

The 2003-2004 Library/OML operating budget was \$157,000. This was augmented by the above-mentioned \$50,000 in instructional materials/equipment allocation and the \$36,000 in TTIP funding.

The 2004-2005 Library/OML operating budget is \$127,000. This will be augmented by \$33,000 in TTIP funds and a yet to be determined amount in

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instructional materials/equipment funds. The Library Services Division has no money allocated for the purchase of capital equipment.

Self-Evaluation

Instructional Materials

The print collection has depth in areas of highest utilization. These areas include contemporary literature, multicultural studies, current events, and popular social and cultural issues. The print collection lacks depth and currency in areas of lower utilization, such as the physical sciences and health and medicine. The print serials collection is more than adequate for students' needs.

The video collection has both the breadth and depth to support student learning.

The audio book collection continues to grow and is used by students for class assignments as well as the campus general population for personal enjoyment.

Electronic databases are adequate to support students in literature, the humanities, and social sciences, but support only the minimal needs for students researching business, health, nursing and medicine, and the physical sciences.

The Library does not receive a budget sufficient to meet the instructional materials needs for the current enrollment. The budget reported in the descriptive part of this document for 2003-2004 was a typical budget year for Library acquisitions during the evaluation period. Campus budget shortfalls have added uncertainty to the materials budget in the current year and also for the past two budget cycles. The allocation for Library continuations, print periodicals, microforms and non-print items has remained relatively level. However, in 2003-2004 the librarians elected to reduce the print periodicals and microforms budget by \$10,000 to preserve existing database subscriptions. The Library has also recently been obligated to renew legal reference subscriptions, which will cost approximately \$8,000 annually. The librarians collectively deselected continuation titles for the reference collection of \$8,000 to make room for the legal reference subscriptions within the existing budget allocation. For the current academic year, \$40,000 from state funds was transferred to the Library in February 2005. Early budgetary allocation decisions would better allow librarians to coordinate and plan collection development activities.

Librarians have made presentations at division and department meetings to demonstrate electronic databases and to solicit input in collection development activities. Liaison activities must continue in order to foster a col-

laborative and cooperative relationship between the Library and academic divisions.

The Library's collection has expanded in important ways to meet the needs of the college's increasingly diverse student population. The multicultural librarian has taken on the lead role to select print and non-print materials from all disciplines with a multicultural perspective and has used an \$80,000 gift from the DASB to purchase multicultural materials. In addition, the Library has received a gift of \$10,000 to purchase materials on Asia and Asian Americans from the Lee Foundation. Seven thousand dollars of the total has been spent as of May 2005. The J. C. Miner Audio Book Collection now numbers more than 1,000 titles and is used by a wide spectrum of patrons. The De Cillis Vietnam Conflict Collection in the Library's Special Collections area continues to receive new donations of books and videos and is used extensively by students from several college divisions. The collection has received state and national recognition.

The Library has made it easier for users to request material from other libraries. An online form to submit inter-library loan requests has been added to the Library Web site. (Doc. 138) An online suggestion form was also added to the Library Web site and material requests are received in this way. (Doc. 139) The hiring of a new librarian in charge of coordinating collection development has improved the Library's ability to respond to faculty requests and ensure that requested materials are acquired, cataloged, processed, and made available to faculty in a timely manner.

The Library has made cuts to the acquisition of print periodicals and microfilms in order to maintain a minimum level of electronic database subscriptions. The Library subscribes to two general magazine and journal databases, Info Trac Custom Journals Collection and EbscoHost Academic Search Elite, and also subscribes to Proquest for a national newspaper database. The Library subscribes to Gale's Literature Resource Center, a specialized literature database. These databases receive extremely high usage by students and support student learning needs across the curriculum. The database subscriptions offer sufficient coverage of the social sciences, the humanities, and literature, but meet only the minimal need for students in the physical sciences, health, nursing, and medicine and business. Librarians often suggest students use local public libraries to meet information needs in these areas.

To summarize, the Library has taken meaningful and useful strides to diversify the Library collection and make it more attuned to the needs of an increasingly diverse student population. Communication with academic divisions has improved with the re-implementation of liaison duties by li-

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brarians to each division. The collection of subscription databases meets the needs of students for most classes, but is insufficient to meet the needs of students in the sciences, health and related disciplines, and business. The Library needs a larger budget to increase spending on print and non-print items to enhance the collection in strong areas, as well as to bring other areas up to date. Equally important, increased staffing, both at the faculty librarian and classified staff level, is needed to allow the Library to improve the collections through new acquisitions and collection management.

Planning Agenda

No recommendations at this time.

Standard II.C.1.b

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

In some of the California Community Colleges, the information competency initiative is centered in the Library. De Anza chose to incorporate development of information competency skills throughout the curriculum. The Library acts as a partner with the classroom instructor in developing these skills in the students served.

The Library provides ongoing instruction for users so that students are able to develop skills in information competency in three ways:

- Individualized assistance at the Reference/Information Desk
- Library orientations for classes
- Library Instruction Program

The Reference/Information Desk is staffed with professional librarians who work individually with students and other patrons approaching the desk or working on the computers surrounding the desk. During the reference interview, the librarian determines the level of assistance the patron needs. Questions range from the simple to the complex. The role of the librarians is not to answer the patron's question, but rather to instruct and guide the patron through the myriad resources available, thus enabling the patron to develop research and information competency skills. The "2003-2004 California Academic Library Report" shows that more than 38,000 individual reference contacts occurred during that year. (Doc. 110)

Instructors may request Library orientations for their classes. Orientations are generally of two kinds: general and subject specific orientations. General orientations provide the students with Library policies and procedures

and an overview of the Library's Web page contents. Students learn how to use the Library catalog. In addition, they learn about the Library's databases, their contents, and how to access them. Subject specific orientations are tailored to the instructor's specific research topic. Students learn what resources are available on their topic as well as how to access those resources. Both types of orientations are performed in one of two areas: the Library's Internet Lab or the Library classroom. Most librarians prefer using the Internet Lab where students have the ability during the orientation to do hands-on work. The classroom is usually used when the lab is not available. In the classroom the librarian utilizes a computer and projector to instruct the students in use of the various resources. Most Library orientations last 50 minutes. As reported in the 2003-2004 California Community Colleges Library and Learning Resources Programs Annual Data Survey, the Library conducted 68 orientations, or approximately 23 orientations per quarter.

The Library also offers courses to help students develop information competency skills. For example, for fall quarter 2005 the Library is offering two courses: LCEN 50: Introduction to Online Research and LCEN 53: Advanced Internet Searching Skills. Both of these are 1-unit, self-paced courses, offered through the Distance Learning Program. (Doc. 9)

Self-Evaluation

The Library offers several 1-unit courses through De Anza's Distance Learning program. Recently, the course description and outline for LCEN 50: Introduction to Online Research was formally updated through the Curriculum Committee to reflect current trends in information research. (Doc. 140) Another step to explore for these courses may be to seek curriculum approval for the GE pattern.

Course-related instructional sessions are another means by which the Library contributes to the promotion of information literacy at De Anza. Increasingly, the Library's instructional sessions are becoming more and more subject-specific. Students respond more positively and are more engaged when the content of a Library orientation is relevant to their specific research assignments. As a result, these tailored instructional sessions require much more intensive preparation time for the librarians.

The Library receives positive and often enthusiastic responses from faculty who are already participating in the Library's instructional program. However, faculty feedback regarding student success is informal and anecdotal. The librarians recognize the need to begin creating and administering an assessment instrument for measuring Student Learning Outcomes in course-related instruction. An initial step would be to draw a sample of Library orientations and to consult with classroom faculty.

Planning Agenda

No recommendations at this time.

Standard II.C.1.c

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

Library and OML hours have decreased during the period covered by this Self-Study. During the period 1999-2003, the Library and OML were open 70 hours a week. From 2003 until fall quarter 2004, the facilities were open 56 hours a week. For a short time at the beginning of fall quarter 2004, the hours in both facilities were reduced to 42 hours a week. Reduced numbers of professional and classified staff and reduction in the operating budget caused the changes in hours of operation. Student government petitioned the De Anza administration and the District Board of Trustees asking for a restoration of hours in the facilities. College administration, led by President Murphy, came up with approximately \$40,000 to hire part-time librarians and student assistants. This effort enabled the Library and OML to restore hours to spring 2004 levels in early November of 2004. As of that date, Library and OML hours were: Monday through Thursday from 8 a.m. to 8 p.m. and on Friday from 8 a.m. to 4 p.m.

The Library's collections include non-circulating reference materials, the circulating general collection (print and non-print), and reserve materials related to specific courses with limited circulation. The OML provides a circulating collection of telecourse materials in support of the Distance Learning program. Loan periods for materials vary according to material type and intended use.

While the Library's collections are only available to patrons who come to the campus, many Library resources are available, via the Internet, from remote locations. From the Library's Web page (www.deanza.edu/library), patrons can access many valuable resources including the online catalog, newspaper and magazine databases, selected Internet sites, search engines, Library courses, as well as general information.

As mentioned earlier, the Library provides students with disabilities access to three workstations loaded with assistive technology software including Zoom Text and JAWS, a screen reader program. In addition, the Assistive

Technology Room is equipped with a Kurzweil Reader, a scanner and a text enlarger for use by physically challenged students.

Four photocopy machines are provided for personal copying.

Self-Evaluation

The word “adequate” might accurately describe the level of Library services provided to our on-campus students. In spite of inadequate staffing levels and budgets, the Library provides them with the resources and services they need to complete their course work.

The same cannot be said for the 10,000 students enrolled in the college’s Distance Learning program. Students can remotely access the Library’s on-line catalog and some of the Library’s databases. They can use the telephone to get help from a librarian. They can even, from a remote location, complete the self-paced courses offered by the Library.

However, Distance Learning students cannot remotely accomplish the following:

- Check out a book
- Access some of the Library databases
- Receive interactive online reference assistance
- Library orientation

Planning Agenda

- Under the leadership of the dean of Library Services, develop and implement a plan to make available a full range of Library services for off-campus use.

Standard II.C.1.d

The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

Building security in both the Library and the OML is maintained with electronic key access. The electronic keys are employee specific and can be programmed to allow access to prescribed areas and at prescribed times. Both buildings are equipped with sensitive motion detectors.

The Library’s collections are secured with 3M brand security strips and 3M brand security gates.

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District Educational Technology Services (ETS) is responsible for maintaining security of the Library's automated system, computer systems, software, and Internet access.

Self-Evaluation

Both the building and its contents, physical and electronic, are maintained securely.

Planning Agenda

No recommendations at this time.

Standard II.C.1.e

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

The Library has formal contractual agreements with the 3M Company for the Library security gates and with the SIRSI Corporation for the automated system (the online catalog). Also, on an annual basis, the Library participates in the Community College League of California buying consortium for subscription to Library databases. (Docs. 141, 142)

Self-Evaluation

All contractual agreements are functioning well and are adequate for the Library's needs.

Planning Agenda

No recommendations at this time.

Standard II.C.2

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The Library and OML have a long history of conducting Program Reviews and self-evaluations. The last official review was completed in 2001, with updates as requested by the Instructional Planning and Budget Team submitted yearly. Consideration is given to the following information in evaluating the Library's collection and services:

- Circulation statistics including usage of materials, areas of high use, items to be considered for discard
- Annual statewide library surveys showing size of collection and staff, open hours, and availability of technology resources. (Doc. 110)
- Anecdotal input from faculty and students indicating whether the collection is meeting their needs and supporting the curriculum
- Observations from the Reference Desk indicating what types of materials the students are searching for
- Database statistics showing details of use both from campus and remote computers, including specific titles receiving high and low use. (Doc. 143)
- Reports showing computer use including total WSCH in the Open Media Lab and Library Internet Lab. (Doc. 144)
- Formal student satisfaction surveys, conducted yearly until fall 2001, and planned again for fall 2005. (Doc. 145)
- Open Media Lab surveys indicating preference for various formats for Distance Learning materials (video, DVD, and streaming video) (Doc. 146)

Although assessing the Library's contribution to Student Learning Outcomes has not been a part of past evaluation processes, new initiatives are under way to determine evidence of contributions made, particularly by Library orientations and bibliographic instruction.

Self-Evaluation

The Library needs to continue to work with faculty and staff to determine how best we can continue to meet the needs of students and how we can in fact determine that our efforts are contributing to student learning.

Planning Agenda

No recommendations at this time.

Sources for Standard II

- Doc. 1 DE ANZA 2005 Pathways to Excellence, spring 1999
- Doc. 2 2004-2005 and 2005-2006 College Catalogs
- Doc. 3 <http://communityeducation.fhda.edu/>
- Doc. 4 De Anza Student Accreditation Survey Results Summary, November 2004
- Doc. 5 Revised Developmental Mathematics Sequence
- Doc. 6 Pedagogy Workshop Agendas
- Doc. 7 Evidence of Counselor/Math Faculty Meetings, Contacts
- Doc. 8 LinC Web site <http://www.deanza.edu/linc/>
- Doc. 9 Schedule of classes (copies of multiple quarters) and www.deanza.edu/schedule
- Doc. 10 <http://faculty.deanza.edu/>
- Doc. 11 Green Sheets/Course Outlines Showing Hybrid of Course Management Systems
- Doc. 12 Official Course Outlines
- Doc. 13 Course Syllabi (examples)
- Doc. 14 SCANS Competencies in Curricula
- Doc. 15 Evidence of Curriculum and GE Reviews (committee agendas, meeting minutes, new curriculum sheets)
- Doc. 16 Evidence of Math Sequence Prerequisites
- Doc. 17 English Composition and ESL Final Exams (examples)
- Doc. 18 College Readiness Program Comprehensive Reports
- Doc. 19 Institutional Research Web site <http://research.fhda.edu/factbook/factbook.htm>
- Doc. 20 Institutional Research Chart of Full-Year Transfer Students to UC and CSU 1993-1994 to 2002-2003
- Doc. 21 Meeting Agendas/Minutes of Shared Governance Groups Discussing Mission Statement and Definition of Learning Outcomes
- Doc. 22 Development, Review, and Approval of Curriculum by Discipline Faculty (examples)
- Doc. 23 Organizational Function Chart
- Doc. 24 New Policies Developed by Curriculum Committee for Review and Updating of Courses
- Doc. 25 Revised Course Outline Model

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- Doc. 26 Evidence of Collaboration/Consultation with Advisory Committees, Community Professionals
- Doc. 27 Minutes of Instructional Planning and Budget Team Meeting of Jan. 25, 2005
- Doc. 28 Examples of Hiring Process, Tenure Review Process, and Evaluations by Students, Peers, and Administrators
- Doc. 29 Articulation Agreements www.deanza.edu/transfer
- Doc. 30 De Anza College Curriculum Development Guide
- Doc. 31 Curriculum Committee Membership
- Doc. 32 Once-a-Year Course Offerings (examples)
- Doc. 33 Evidence of Staff Development Instructional Training Opportunities
- Doc. 34 Stand-Alone Classes (examples)
- Doc. 35 Faculty Evaluation Form (example)
- Doc. 36 Curriculum Guidelines for Student Equity
- Doc. 37 Charts with Evidence of Major Changes in Administrative Personnel
- Doc. 38 Endangered Courses List, Fall 2004
- Doc. 39 Evidence of Communications to Divisions from Curriculum Committee Regarding Endangered Courses
- Doc. 40 Recommendations for Streamlining Course Approval Process
- Doc. 41 Evidence of Leadership Role of Curriculum Committee in Curriculum Process Discussions
- Doc. 42 Evidence of Budget Crises, Reductions in Force
- Doc. 43 Evidence of Portfolio Assessment Process to Replace WAT
- Doc. 44 General Education Handbook
- Doc. 45 General Education Statement of Philosophy
- Doc. 46 1998-1999 GE/De Anza Pattern Compared to Current GE Pattern
- Doc. 47 Evidence of Increased Minimum Course Level Requirements in Language Arts
- Doc. 48 Evidence of Discussions Linked to Civic Engagement
- Doc. 49 Evidence of Review of Labor Market and Employment Outlook Projections
- Doc. 50 Evidence of Advisory Committee Meetings of Career-Technical Programs Regarding Necessary Skills and Trends in the Field

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- Doc. 51 Faculty and Administrator Survey
- Doc. 52 Program Surveys of Graduates (auto tech, massage therapy, paralegal studies)
- Doc. 53 Workforce Education Online Survey
- Doc. 54 Evidence of Discussions Regarding Institutionalizing OTI Training
- Doc. 55 TAA Agreements www.deanza.edu/transfer
- Doc. 56 Evidence of Notification of Elimination of Physical Therapist Assistant Program to Students and National Accrediting Agency
- Doc. 57 Faculty and Staff Accreditation Survey Results Summary, November 2004
- Doc. 58 Online Searchable Schedule www.deanza.edu/schedule
- Doc. 59 2002 Academic Integrity and Student Success: The Role of Faculty, Students, Staff, and Administration of De Anza College
- Doc. 60 Statement of Professional Ethics
- Doc. 61 Professional Relations process
- Doc. 62 Academic Senate's Course Materials Policy and Evidence of Discussions
- Doc. 63 Evidence of Academic Senate Discussions of Academic Integrity, Including Use and Misuse of Online Materials
- Doc. 64 Evidence of All-Faculty Meetings and Agendas Regarding Academic Integrity with On- and Off-Campus Entities
- Doc. 65 Evidence of Policies and Training in Stated Areas
- Doc. 66 Board of Trustees Policy on Ethics and Conduct
- Doc. 67 Evidence of Discussion, Planning for Web-Based Student Support Services
- Doc. 68 Student Services Departments' Program Reviews
- Doc. 69 Early Alert Project Information
- Doc. 70 Student Services Retreat Agenda and Program
- Doc. 71 Financial Aid and Scholarships Web site www.deanza.edu/financialaid
- Doc. 72 EOPS Citation as a Model Program
- Doc. 73 Evidence of Tracking of SS&RSC Students
- Doc. 74 Evidence of Veterans Served Over Last Three Years
- Doc. 75 Evidence of DSS Compliance with ADA and CEC
- Doc. 76 New Transfer Center Brochures

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- Doc. 77 Student Service Council Meeting Schedule/Agendas
- Doc. 78 Enrollment Reports
- Doc. 79 Matriculation Plan
- Doc. 81 Student Services Surveys Binder (includes direct deposit survey, student equity in P.E./Athletics survey, learning survey, job fair surveys, etc.)
- Doc. 82 Disability Information Student Handbook (DISH)
- Doc. 83 Students with Disabilities Faculty and Staff Resource Guide
- Doc. 84 List of Outreach Activities
- Doc. 85 Faculty and Staff Survival Guide
- Doc. 86 Samples of Brochures from Departments, Programs, etc.
- Doc. 87 Evidence of Dialogue Between Student Services Council and PBT on Student Learning Outcomes
- Doc. 88 Enrollment Management Task Force Membership List and Meeting Minutes/Agendas
- Doc. 89 Evidence of Dialogue on Access and Technology
- Doc. 90 Outreach Task Force Membership List, Meeting Minutes/Agendas
- Doc. 91 www.deanza.edu/studentactivities
- Doc. 92 DASB and ICC Meeting Schedule/Agendas/Minutes
- Doc. 93 President Murphy's E-mail of May 5, 2005 on Civic and Community Engagement Task Force
- Doc. 94 Evidence of Staff Development Leave in Counseling
- Doc. 95 Evidence of Counselor and Academic Advisor Work with Faculty Leading to Student Retention/Success
- Doc. 96 Evidence of Number of Students Served by SS&RSC
- Doc. 97 Evidence of Discussions Among Programs and Services Moving into New Student and Community Services Building
- Doc. 98 Evidence of MPS Students' Success
- Doc. 99 De Anza Diversity Plan
- Doc. 100 Binder with all Divisions' Student Equity Plans
- Doc. 101 DASB Budget, Listing Allocation Items
- Doc. 102 SSPBT and College Council Meeting Minutes/Agendas on Program Reviews
- Doc. 103 www.deanza.edu/admissions/getstarted.html
- Doc. 104 Evidence of Review/Discussions on Placement Assessment Among Assessment Center, Matriculation, Curriculum Committee, Bio/Health Dean, Institutional Research

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- Doc. 105 Evidence of Proper Storage and Backup of Student Records
- Doc. 106 Set of criteria made by SSPBT for Program Reviews
- Doc. 107 Student Services Retreat Notes, Agenda
- Doc. 108 Surveys Requesting Student Input by Various Offices
- Doc. 109 Student Services Council Meeting Minutes
- Doc. 110 California Community College Academic Library Report 2003-2004
- Doc. 111 FRS Reports of Student Interns' Work in Broadcast Media Center
- Doc. 112 Deaf Services Year End Report (video captioning)
- Doc. 113 <http://distance.deanza.edu/technology.shtml>
- Doc. 114 <http://group.deanza.edu/readiness/>
- Doc. 115 College Readiness Program Course Outlines
- Doc. 116 Readiness Master Schedule, 2004-2005
- Doc. 117 www.deanza.edu/tutorial
- Doc. 118 Spring 2005 Self-Paced Course Green Sheet
- Doc. 119 Spring 2005 Adjunct Study Skills Green Sheet
- Doc. 120 Spring 2005 Skills Workshop Schedule
- Doc. 121 Spring 2005 Enrollment Data for Tutorial Center (SIS screen)
- Doc. 122 Tutor Application, Spring 2005 LRNA 98 Checklist
- Doc. 123 Broadcast Media Center FRS reports for 2003-2004, 2004-2005, 2005-2006
- Doc. 124 End of Quarter Statistics for Spring 2004, Fall 2004, and Winter 2005 for Language Arts
- Doc. 125 District-SEIU MOU
- Doc. 126 Job Announcement – Director Language Arts Student Success and Readiness Programs
- Doc. 127 Evidence of Department Discussions on Changes to ESL and Reading Courses
- Doc. 128 De Anza Skills Center (Winter 2005 and prior)
- Doc. 129 De Anza Skills Center Statistics Graph (Winter 2005 and prior)
- Doc. 130 Skills Center Adjunct Program Evaluation Reports (Winter 2005 and prior)
- Doc. 131 Skills Center Student Evaluation Report (Winter 2005 and prior)
- Doc. 132 www.deanza.edu/selfpaced.html
- Doc. 133 Tutorial Center Statistics (winter 2005 and prior)

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- Doc. 134 Student Accreditation Survey Results, November 2004
- Doc. 135 DASB 2005-2006 Budget
- Doc. 136 Spring 2005 Math 132 Outline
- Doc. 137 Librarian Liaison Assignments
- Doc. 138 Online Inter-library Loan Request Form
- Doc. 139 Online Library Suggestion Form
- Doc. 140 LCEN 50 Updated Course Description and Outline
- Doc. 141 3M Agreement 2004-2005
- Doc. 142 SIRSI Corporation Agreement 2004-2005
- Doc. 143 Database Statistical Reports
- Doc. 144 OML WSCH Surveys
- Doc. 145 Student Satisfaction Surveys
- Doc. 146 OML Surveys
- Doc. 147 www.fhda.edu/about_us/board/policy
- Doc. 148 <http://faculty.deanza.edu/academicssenate/>

