

Annual Governance Reflection – 2023-24

In the spring of each year shared governance groups engage in an annual reflection on its processes through three targeted questions. The results of the reflections are published annually in the Educational Master Plan Update and help inform the college's planning process.

Question 1. Reflecting on the work of your governance group over the past year, how did this work help fulfill our mission, values, strategic initiatives, Institutional Core Competencies, and commitment to equity?

Academic Senate

Art on Campus

Black Faculty and Staff Association (BFSA)

BFSA has been working to continue implementing and keeping our students engaged with campus activities and ensuring they're involved with DASG. BFSA is represented on various committees when showing equity concerns that faculty, staff, and administrators included, and we speak out when there is unfair treatment; we feel that having someone representing BFSA has fulfilled the missions, vision, values, etc., of DeAnza. The drive to keep our students and BFAS members in the loop is supported as we continue working as a governance group.

Budget Advisory Committee (BAC)

The committee reviewed and made recommendations on several financial agenda items including funds from retirements. The team reviewed carryforward balances; Student Centered Funding Formula projections; reimagining FHDA; Measure G Bond funds; Dining Services & Printing Services fiscal reports. This overview assisted the college address the current fiscal stability of the campus and identified future fiscal challenges while focused on supporting the needs of the students and the mission and equity goals of the campus.

Classified Senate

College Council

The committee approved recommendations from RAPP which were aligned with the mission, initiatives and commitment to equity. Resource allocation approvals which were also aligned to the college mission and goals. The committee reviewed and updated its membership and engaged in discussion around membership. Overviews and updates of strategic planning and accreditation were provided.

College Planning Committee (CPC)

The CPC focused on the finalization of the accreditation Institutional Self-Evaluation Report (ISER), which was submitted in December and the core inquiries report from the accreditation review team. The college received one core inquiry regarding data disaggregation, which upon further review by the visiting team, may turn into a commendation, and one core inquiry regarding regular and substantive interaction. The college also received a core inquiry for the district around regular updates of policies and procedures.

The oversight of accreditation is core to the college mission and is focused on equity, in particular, the recognition from the visiting team pertaining to the disaggregation of data for narrowing equity gaps.

Curriculum Committee

Our committee is composed of diverse members from various disciplines and backgrounds. The Curriculum Committee fosters collaborative efforts across the college. We actively engage Student Representatives from the De Anza Student Government, integrating their insights into curriculum decisions that directly impact their educational experience. The

Curriculum Committee supports Faculty's innovation by facilitating new course proposals and helping to refine existing courses. Committee Members play a vital role in evaluating proposals for the Baccalaureate program in Auto Technology Management, while also supporting many CTE courses and programs, including the new noncredit translation certificates. By supporting courses for both traditional and nontraditional educational pathways, the Committee remains dedicated to advancing the college's mission, strategic initiatives, ICC, and fostering equity and inclusivity.

De Anza Student Government (DASG)

Over the past year, DASG reinstated the Environmental Sustainability Committee. We increased student engagement by bringing back the Carnival since the pandemic and introducing the brand new Homecoming event. The Elections Committee increased the voter turnout significantly. The Finance Committee created a orientation video to better inform interns on the processes behind DASG. The Marketing Committee improved DASG's outreach by increasing online content via social media.

Equity Action Council (EAC)

Engaging Questions and Curiosities

- What is history of EAC as a shared governance
- Are we a true shared governance body? And if we are, are there any folks who are missing from the table?
- Should affinity groups be included in the shared governance body?
- Can we include senior administrator as a co-chair?
- Can we include a student as a co-chair? As a means to have student centered process
- Who is our liaison among senior staff?
- How do tri chairs get chosen?
- Who is keeping track of the membership? Is there a spreadsheet?
- Is the membership volunteered but confirmed by the respective senates?
- How many terms can a membership have?

Student Learning Outcomes (SLO) Committee

Making It Meaningful: Program Review with emphasis on Mission & Goals presented October 6, 2023 Presentation to Curriculum Committee to foster meaningful and assessable outcome statements. Presentation to Academic Senate at Department Chairs Meeting February 15, 2024 focused on exploring ideas for authentic assessments and class "climate" surveys facilitated by anonymous quiz feature of Canvas. Encouraged and promoted the ongoing assessment of course level student learning outcomes through Zoom meetings, one-on-one meetings on campus, and emails. Connected with Office of Professional Development and Office of Online Education to develop workshops and presentations promoting authentic assessments. Ongoing work with Student Services ensuring continuous assessment on student services learning outcomes. Student Services has chosen CAS Standards as the framework for sharing assessments. SLO/SSLO/AUO coordinator participated in Student Success and Retention Services Retreat February 9, 2024

Technology Committee

Resource Allocation and Program Planning (RAPP)

Program Review: RAPP implemented a brand-new program review process that was aligned with the college mission, strategic initiatives and equity. The updated program review form for all areas required submitters to provide their area mission statement and state how their mission is aligned with the college mission. Each area was required to set goals and discuss how their goals help meet their mission and the college mission. RAPP reviewed the forms and provided feedback, for the first time in the program review process, on the area's mission, goals and commitment to equity.

Resource Allocation: RAPP implemented a new resource allocation process. The request form asked submitters to indicate the following: How is this item aligned with your program mission? Directly/Indirectly and Indicate which goal from your comprehensive program review the request aligns with (e.g., goal 1)

Personnel Requests: RAPP went through the first full year of personnel requests after making adjustments to the prior year's process. The process included a new submission form that asks the submitter to report how the position is aligned to the college mission, strategic initiatives and equity. RAPP reviewed each position on how well it was aligned with the college's strategic initiatives, educational master plan, and equity plan reimagined.

Through these processes, RAPP strives to ensure there is alignment across resource allocation and program planning with the college's mission, values, strategic initiatives and commitment to equity.

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

Academic Senate

Art on Campus

Black Faculty and Staff Association (BFSA)

The co-chairs who direct the bi-weekly meeting meet each month to connect and get feedback from the group on what is working and what is not and how things can be improved or changed. BFSA governance group representatives are on various committees to express what we feel suits the BFSA group. We utilize what we worked on in the past year, improve as needed, and move forward with any changes for the group's betterment. We will keep BFSA members involved as we work as a governance group, networking, supporting, and expressing concerns when they occur.

Budget Advisory Committee (BAC)

This was the first full year for the Budget Advisory Committee after its transition from the Budget Tsk Force. The committee is now permanent within the participatory governance structure of the college. Training and in-depth knowledge from previous meetings helped build a collaborative and collegial member base. Continuity and understanding of the role of the committee has assisted in understanding and identifying available fiscal resources. Maintaining a strong reporting link to the allocation of resources committee (RAPP) is key to the success of the shared governance process at De Anza College.

Classified Senate

College Council

The committee reviewed and updated its membership. The agenda report outs are an opportunity for communication from various groups on campus. College Council continues to serve as the hub of shared governance to continuously assess processes. Potentially adding a leadership report from particular bodies to increase communication from these groups, this would be placed at the start of the meeting. The approval process was changed from College Council recommend the decision to the president, who then decides the outcome, now College Council makes a recommendation to the president and the president shares their decision at the meeting at the time of the vote, unless more time is needed, at that time the president will inform the committee that more time is needed.

College Planning Committee (CPC)

Since the CPC adjusts its purpose annually based on the planning cycle, it is able to serve multiple purposes and needs on campus around institutional planning. As we transition out of the accreditation writing and review process, the CPC will focus on a review and update of the college mission statement as well as continued implementation and monitoring of the strategic planning implementation action plans that were developed by initiative teams in 2023-24. This coming academic year will focus on supporting the teams in the implementation of their plans.

Curriculum Committee

Technical reviews in small groups have proven highly effective. Committee members particularly appreciate the collaborative meetings where small groups present their findings from course reviews and train each other. Special recognition goes to the Division Curriculum Representatives who oversaw the review of the GE form. With the coordination of the curriculum office, integrating the GE form into one of the stages in elumen will streamline our workflow process from 15 to 14 stages. This enhancement will enable earlier feedback from faculty members on GE criteria during the review and proposal process in elumen. The review of the DA General Education form will be integrated into the elumen workflow process. Beginning in fall 24, the implementation of a course sunset policy and new course and proposal forms will bring several benefits. Course sunseting allows us to retire outdated courses, ensuring our curriculum remains relevant. It also frees up resources and faculty time for the development of new courses that better serve our students and community. The introduction of the new course and program forms will improve transparency in curriculum development. By completing new course and program proposal forms earlier in the process, Faculty will receive timely feedback, avoiding wasted time on infeasible proposals and enabling adjustments to be made promptly. Faculty will also benefit from the ability to self-enroll in a Canvas course webpage featuring eLumen tutorials. These tutorials aim to address faculty's most frequently asked questions about completing workflows in eLumen. The Committee needs to improve communication with its members to convey that missed meetings can result in delays or halts in course offerings. Also, the Upper division course form should be updated to provide clearer guidance on how to complete the form accurately and effectively.

De Anza Student Body (DASG)

Improvements to voting system to improve De Anza students' voice. For future years we aim to improve Budget Request Forms for the different programs we fund on campus. We plan to significantly change and redefine diversity within DASG. We also aim to improve outreach to programs regarding Special Allocations and the Budget Request Forms.

Equity Action Council (EAC)

Some challenges are students' schedule changes, and we cannot compensate them, and it does need more time than students have capacity. DASG and ICC are already represented in the membership. The tri chair model is hard to sustain and having a student chair may be taxing to them.

Student Learning Outcomes (SLO) Committee

SLO Coordinators are reaching out to Resource Allocation and Program Planning (RAPP) Committee to ensure that assessment work drives resource allocation. In the past, we have found such membership facilitates the interconnectivity between resource allocation and assessment work. During 2023-24 academic year we did have a voting member of the SLO Core Team on Academic Senate, Curriculum Committee, Guided Pathways, Program Planning Committee and Technology Committee. For 2024-25 academic year we will increase our participation in shared governance by having SLO Coordinators take a more active role in RAPP and to resume non-voting membership on College Council. Individual departments are recognized for assessment work completed and are encouraged and supported with assessment work as appropriate. To further collaboration within departments reinstatement of the LOAC award is being considered. Assessment work continues to be collected. Microsoft form link is provided for faculty to enter assessments. The data collected follows the data summary, reflection, and enhancement model that was entered into Nuventive's TracDat/Improve's system and similar to the collective assessment for eLumen application. Since De Anza faculty engage best when the work is perceived as authentic and meaningful, the SLO Core Team is considering implementation of eLumen's new Insights application rather than eLumen's current assessment application. The latter requires learning of a new system and "data entry" work. Insights incorporates assessment into the known tool of SpeedGrader in Canvas.

Technology Committee

Resource Allocation and Program Planning (RAPP)

RAPP has implemented an iterative feedback loop, where it collects feedback on processes throughout the process and schedules time at the end of any process to gather additional feedback and make changes. The personnel prioritization process has been continuously updated and revised and will continue to do so as improvements are identified.

We have determined that allowing for verbal responses to questions from deans/managers on positions leads to inequity when the deans/managers use it as an opportunity to advocate for their position, rather than answer the questions posed. If not all managers have this opportunity, it leads to inequity. We will be revisiting this process next year and likely moving to written responses.

We began to split up the review of positions into separate groups, instructional faculty, non-instructional faculty, administrators, and classified. We have started discussion on the 50% law as well as the funding source. We are ready to continue these discussions into the next year.

RAPP also developed criteria and a process for emergency requests this year.

Question 3. Reflecting on your groups' ability to disseminate information to its stakeholders, what are some strengths and weaknesses in regards to ensuring that all stakeholders are informed of the committee's activities, processes, policies and decisions? How can you improve your process for information dissemination next year?

Academic Senate

Art on Campus

Black Faculty and Staff Association (BFSA)

BFSA has several activities during the year, and our strength is bringing excellent speakers. During Black History Month, the Martin Luther King birthday celebration, and so much more, the stakeholders learn about the history of African American & African Ancestry. The weakness, for the most part, is the need for more funding to organize the activities and invite speakers or entertainment to make this happen on the DeAnza campus. One of the essential things is communicating with all the individual groups of various ethnicities to ask them to attend the events and become involved. We continue to improve what we, as the BFSA group, are doing and get as much support as we can to stay afloat. Continue what we're doing and bring new and different concepts.

Budget Advisory Committee (BAC)

The committee has a website where agendas and notes are posted. Handouts are posted to a SharePoint site where members can collaborate in real-time or when meeting with their constituent groups. Emails are sent with timely information for current topics e.g., stage budget, Bond news, etc. and links are posted to the website. Members make regular updates to their constituents. The main challenge of the committee continues to be members' time to attend meetings & report back/gather feedback from their constituents. Continuity of members has been a strength due to the amount of detailed information needed to be an effective member. Changes in membership allow for equitable participation, however, the learning curve is steep and fiscal agenda items tend to be time sensitive. The committee added a student mentor to assist the student representatives.

Classified Senate

College Council

Potentially adding a leadership report from particular bodies to increase communication from these groups, this would be placed at the start of the meeting.

College Planning Committee (CPC)

A strength of the committee is that it includes representatives from all constituencies and serves as a key way to disseminate information and gather input on planning processes. As we move into the mission review cycle, we will

need to ensure we are using the established communication channels, through constituent representation, to collect input and disseminate information.

Curriculum Committee

The Curriculum Committee is grateful to all Curriculum Division Representatives for their time and support in guiding Faculty Initiators through completing all necessary requisite forms. One notable achievement includes the reduction in review time for matrices for the Content Liaison Coordinator role in elumen. Starting fall 2024, Faculty will also benefit from the ability to self-enroll in a Canvas course webpage featuring eLumen tutorials on the brand-new Curriculum Committee Website. These tutorials aim to address faculty's most frequently asked questions about completing workflows in eLumen. The Curriculum Committee recognizes that if there is a recognized need for additional support, particularly from part-time Faculty who play a crucial role in curriculum development, Administrators are essential to facilitate this process effectively. A weakness identified was the confusion among Faculty Initiators due to unclear deadlines. We are actively working on improving communication regarding due dates in elumen workflows, aiming for clearer expectations with defined initial and final stage due dates.

De Anza Student Body (DASG)

Considering our stakeholders are the students of De Anza, we could improve our outreach when tabling during events such as the Mini Flea Market.

Equity Action Council (EAC)

One solution is offering scholarships, and the question is where to get monies. The role of the chairs is to have the power to set the agenda and usually the working professionals had more privilege to create the agenda and attend meetings because a student's schedule fluctuates.

Remembering our charge, and our purpose is to make recommendations and or proposals to the College Council. We can ask for changes through college council

Student Learning Outcomes (SLO) Committee

Student Learning Outcome website was redesigned. SLO Core Team has taken an active involvement in the Program Review process to ensure that SLO assessments play a crucial role in determining resource allocations. SLO Core team (Coordinators plus Academic Senate President or designee, Institutional Research Director, Curriculum Coordinator) plan to be active participants in Resource Allocation and Program Planning Committee, Curriculum Committee, College Council, Guided Pathways, and Technology Committee. Minutes of meetings are posted on SLO Website. Current Course Student Learning Outcome statements are posted on the SLO website. Current and archived assessments are posted on the SLO website.

Technology Committee

Resource Allocation and Program Planning (RAPP)

RAPP emphasizes that members disseminate information to their constituents after each meeting.

RAPP brings an item for a first read and asks members to share the information with their group and bring that back for the second read.

RAPP also began to collect input on personnel requests by constituency groups to ensure all groups have an opportunity to share.