

## **Tab 8 Appendix**

- Expanded Facilitator Workshop Outline
  
- Annual Update form
  
- Campus Planning Chart
  
- June 25, 2009 letter from ACCJC “Warning Letter”
- Jan 29, 2010 letter from ACCJC “Warning Letter”
- ACCJC Standards Annotated for Continuous Quality Improvement (CQI) and Student Learning Outcomes (SLO) (Jan 06) (annotated in yellow and blue re: SLOs/SSLOs)
  
- Strategic Planning Initiatives
- Institutional Core competencies (ICCs)
- Mapping Student Learning Outcomes (SLOs) to ICCs
- Sample ECMS Narrative for Phase III: Reflection and Enhancement (Use of Results)
  
- Cultural Proficiency (Definitions Cultural Proficiency Continuum)
  - Five Essential Elements for Cultural Proficiency
  - Cultural Proficiency in Educational Institutions
  - Culturally Proficient Institution
  
- Designing a Workshop & Facilitating
  - Designing an Inclusive Workshop
  - Understanding your Audience
  - Communities of Practice
  - Domains of Operation/Learning/Change
  - Ways of Listening
  - Cross cultural facilitator characteristics
  - Ways of Listening
  
- Closing Thought

# Liaison Workshop Outline for facilitators

(3 hours)

Time	What	Who
<b>10 minutes plus... depending</b>	<p><b>I. Introductions and Purpose</b></p> <p>Learning Outcomes for this workshop:</p> <ul style="list-style-type: none"> <li>➤ Engage colleagues in conversation about assessment of SLOs, assessment tools, know where and when Assessment Workshops will be held &amp; get your people there &amp;/OR arrange for resource persons to come to your group to give an assessment workshop. Know where to send faculty to find assessment tools/strategies.</li> <li>➤ Create a Workshop outline for a Reflection and Enhancement that you will facilitate in the <i>spring 2010</i> workshop and capture the information to ECMS (or designate)</li> <li>➤ Have the information you need to develop a time line in which you will complete one SLO Cycle for EVERY SLOAC within your purview.</li> </ul>	<b>Coleen</b>
<b>5 minutes</b>	<p><b>II. Assess group re: SLOs/SSLOs (what do you know? What have you done re: this process?)</b></p> <ul style="list-style-type: none"> <li>➤ Context setting with SLO Process (Coleen)</li> <li>➤ the Role of the Liaison = Point Person = what the job is and what the job is not (both)</li> </ul>	<b>both</b>
<b>30 minutes</b>	<p><b>III. From SLOs to Assessment</b></p> <ul style="list-style-type: none"> <li>➤ How many have gone to Donna &amp; Mike's workshop?</li> <li>➤ What is assessment?</li> <li>➤ How do you determine if the assessment is appropriate for what you want to assess?</li> <li>➤ How and when are you going to analyze the assessment? (in the 1<sup>st</sup> workshop or the 2<sup>nd</sup>?) What questions do you ask?</li> </ul>	<b>Coleen</b>
<b>15 - 20</b>	<p><b>IV. Managing Logistics</b></p> <ul style="list-style-type: none"> <li>➤ Organizing the work load &amp; developing a time line</li> <li>➤ Documentation to ECMS</li> <li>➤ How to get people to go to your workshops?</li> </ul> <p style="text-align: center;"><b>Organization for Next 4 quarters</b></p>	<b>Coleen &amp; Anu</b>

5 - 10	<b>V. Resources</b> ➤ (review helpful sheets for when you are building YOUR Workshop in another 45 minutes!!!)	Coleen
45 minutes	<b>VI. Workshop Design &amp; Facilitation Strategies</b> ➤ How are you going to analyze the assessment? When? ➤ How do you create an environment for discussion and conversation that leads to reflection? ➤ Questions need to center on = "how does this inform my practice?" ○ Was the assessment good and the SLO not? ○ Was the SLO good and the assessment inappropriate? ○ Were both the assessment and SLO good? If so then how does the assessment support that? (...and in relation to the ICCs of the college?)	Jackie
45 minutes	<b>VII. Reflection, Enhancement &amp; Use of Results Workshop Design (=Completing an SLO/SSA Cycle)</b> ➤ Designing a Workshop that will work for YOU and YOUR group ➤ Report Outs	Jackie But all help
5-10 & 5 for closing	<b>VIII. Deconstructing/ Closing / other questions</b>	Jackie

## De Anza College Annual Update Form, Spring 2010

Who completes this form? *The people who normally complete your Program Review Documents*  
 When create this form? *After "groups" of faculty and staff gather to discuss their SLO assessment results and how they would like to enhance their programs based on the data.*

**What to attach to this form:** lists of courses or programs should accompany this sheet?

When submit the form? *June 1, 2010.*

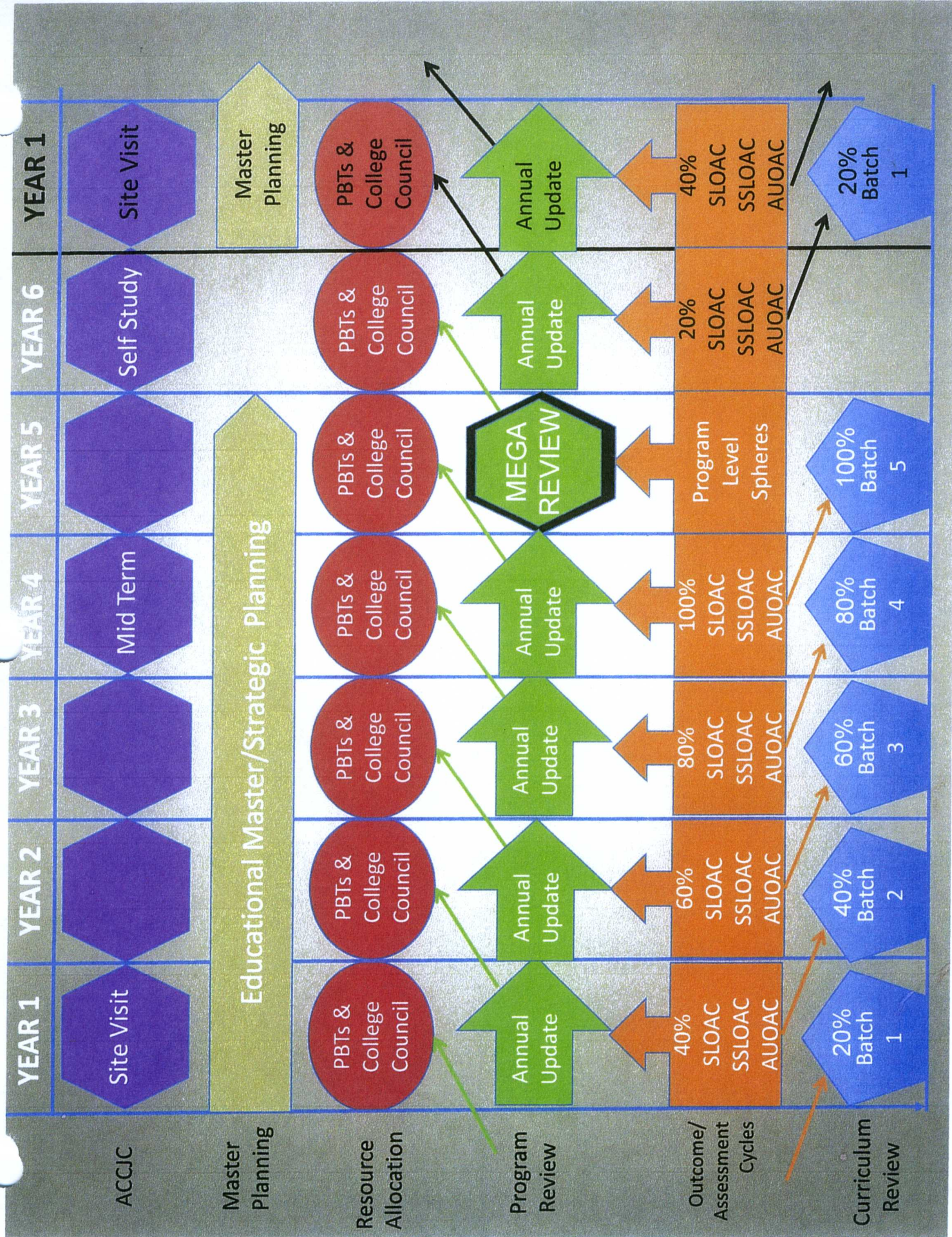
Instructions: *Be brief and concise. NA or not applicable is an acceptable answer. Fill out all boxes.*

What has been done?	SLOAC (General Curriculum and Vocational Assessment Sphere)	SSLOAC (Student Services, Assessment Sphere)	AUOAC (Administrative Unit Outcomes Assessment Sphere)
# of courses or programs with SLO's written			
# of courses or programs with Completed SLO assessments			
# of courses or programs with SLO's collecting assessment data			
# of courses or programs with in the reflection or enhancement phase			

Planning	SLOAC	SSLOAC	AUOAC
# of courses or programs with SLO written or to be changed			
# of courses or programs with SLOAC for upcoming year			
# of courses or programs with curriculum to be reviewed			

Institutional Research-Brief description of significant changes in the areas listed	SLOAC	SSLOAC	AUOC
Retention Rates			
Success Rates			
Equity Rates			

Resource Request (s)	
"B" Budget—repair, supplies, printing, non-"A" budget personnel	
"C"—capital requests—new, replace	
"A"—staff request	
<b>Please fill out the questions below for each resource request. One short paragraph for each box.</b>	
What Assessment findings support the resource request?	
How will the resource enhance your program?	
Are there resources can you shift or reduce in order to support this request?	



YEAR 1

YEAR 6

YEAR 5

YEAR 4

YEAR 3

YEAR 2

YEAR 1

Site Visit

Self Study

Mid Term

Site Visit

Master Planning

Educational Master/Strategic Planning

Master Planning

PBTs & College Council

PBTs & College Council

PBTs & College Council

PBTs & College Council

PBTs & College Council

PBTs & College Council

PBTs & College Council

Resource Allocation

Annual Update

Annual Update

MEGA REVIEW

Annual Update

Annual Update

Annual Update

Annual Update

Program Review

40% SLOAC SSLOAC AUOAC

20% SLOAC SSLOAC AUOAC

Program Level Spheres

100% SLOAC SSLOAC AUOAC

80% SLOAC SSLOAC AUOAC

60% SLOAC SSLOAC AUOAC

40% SLOAC SSLOAC AUOAC

20% SLOAC SSLOAC AUOAC

Outcome Assessment Cycles

20% Batch 1

20% Batch 1

100% Batch 5

80% Batch 4

60% Batch 3

40% Batch 2

20% Batch 1

Curriculum Review



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January 29, 2010

Dr. Brian Murphy  
President  
DeAnza College  
21250 Stevens Creek Boulevard  
Cupertino, CA 95014

Dear President Murphy:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on January 6-8, 2010, reviewed the Follow-Up Report submitted by the college. The Commission took action to accept the report, with a requirement that the college complete a Follow-Up Report.

The Commission asks that the Follow-Up Report be submitted by **October 15, 2010**. The Follow-Up Report should demonstrate the institution's further implementation of the recommendation noted below:

**Recommendation 1:** The team recommends that the college engage in a broad-based dialogue that leads to the establishment of a process for the assessment of student learning outcomes, including the establishment of timelines and the identification of responsible parties. This process should result in:

- The identification of student learning outcomes for courses, programs (instructional, student support services, learning support services), certificates, and degrees;
- The assessment and evaluation of student progress toward achieving these outcomes; and
- The use of the results to improve student learning.

(Standards I.B, II.A, II.B, II.C, II.A.1.c; Eligibility Requirement 10; Eligibility Requirement 19)

Recommendation 1 above is intended to assist the institution in achieving the Proficiency level on the Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes by the Commission's 2012 deadline.

The Follow-Up Report will become part of the accreditation history of the college and should be used in preparing for the next comprehensive evaluation. The Commission requires that you give the report and this letter appropriate dissemination to your college staff and to those who were signatories of your college report. This group should include the Chancellor, campus leadership, and the Board of Trustees. The Commission also requires that all reports be made available to students and the public. Placing copies in the college library can accomplish this.

Dr. Brian Murphy  
DeAnza College  
January 29, 2010  
Page Two



Please note that the next comprehensive evaluation of DeAnza College will occur in **Fall 2011**.

On behalf of the Commission, I wish to express continuing interest in the institution's educational quality and students' success. Professional self-regulation is the most effective means of assuring institutional integrity, effectiveness, and quality.

Sincerely,

Barbara A. Beno, Ph.D.  
President

BAB/tl

cc: Mr. Mike Brandy, Interim Chancellor, Foothill-DeAnza CCD  
Ms. Marisa Spatafore, Accreditation Liaison Officer  
Board President, Foothill-DeAnza CCD

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# ACCJC Standards Annotated for Continuous Quality Improvement (CQI) and Student Learning Outcomes (SLO) (Jan 06)

Blue type references assessment, research, planning and continuous quality improvement.

Violet type references responsibilities of the governing board.

Yellow highlights reference focus on teaching (instruction) and learning, and SLOs.

## Introduction to the Accreditation Standards

### Shaping the Dialogue

The primary purpose of an ACCJC-accredited institution is to foster learning in its students. An effective institution ensures that its resources and processes support student learning, continuously assesses that learning, and pursues institutional excellence and improvement. An effective institution maintains an ongoing, self-reflective dialogue about its quality and improvement.

An institution-wide dialogue must be at the heart of the self-evaluation process for the college community to gain a comprehensive perspective of the institution. Although the standards are presented in four parts, they work together to facilitate this dialogue on the institution's effectiveness and on ways in which it may improve. The self study provides the Commission with the institution's assessment of itself as a whole.

The institutional mission provides the impetus for achieving student learning and other goals that the institution endeavors to accomplish. The institution provides the means for students to learn, assesses how well learning is occurring, and strives to improve that learning through ongoing, systematic, and integrated planning (Standard I). Instructional programs, student support services, and library and learning support services facilitate the achievement of the institution's stated student learning outcomes (Standard II). Human, physical, technology, and financial resources enable these programs and services to function and improve (Standard III). Ethical and effective leadership throughout the organization guides the accomplishment of the mission and supports institutional effectiveness and improvement (Standard IV).

A college-wide dialogue that integrates the elements of the Standards provides the complete view of the institution that is needed to verify integrity and to promote quality and improvement.

## Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

### A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.



1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.
2. The mission statement is approved by the governing board and published.
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.
4. The institution's mission is central to institutional planning and decision-making.

## B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

## 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.

### 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.

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.<sup>1</sup>

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.

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.<sup>1</sup>

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.

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.<sup>1, 2</sup>

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.

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 towards achieving those outcomes.

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

d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.<sup>1</sup>

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.

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.

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

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.

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

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.

General education has comprehensive learning outcomes for the students who complete it, including the following:

- 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.
  - 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.
  - 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.
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.
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.
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.
- 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.
  - 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.<sup>3</sup>
  - 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.
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.
- a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.
  - b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.
  - 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.

8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.<sup>2</sup>

## 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.

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. 1, 2

2. 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
- Available Learning Resources
- 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

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

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. 1

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.

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.

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

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

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.

4. The institution evaluates student 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.

## 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.

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.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.

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.

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. 1

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

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.

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.

## Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

## A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.<sup>4</sup>

b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

d. The institution upholds a written code of professional ethics for all of its personnel.

2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

5. The institution provides all personnel with appropriate opportunities for continued professional development,

consistent with the institutional mission and based on identified teaching and learning needs.

a. The institution plans professional development activities to meet the needs of its personnel.

b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

## B. Physical Resources

**Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.**

1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

## C. Technology Resources

**Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.**

1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

b. The institution provides quality training in the effective application of its information technology to students and personnel.

c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

## D. Financial Resources

**Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.**

1. The institution relies upon its **mission and goals** as the foundation for financial planning.

a. Financial planning is integrated with and supports all institutional planning.

b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

a. Financial documents, including the budget and independent audit, **reflect appropriate allocation and use of financial resources to support student learning programs and services.** Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

b. Appropriate financial information is provided throughout the institution.

c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are **used with integrity in a manner consistent with the mission and goals of the institution.**

f. **Contractual agreements with external entities are consistent with the mission and goals of the institution,** governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.<sup>5</sup>

g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

## Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for **continuous improvement of the institution.**

**Governance roles are designed to facilitate decisions that support student learning programs and services and**



**improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.**

## **A. Decision-Making Roles and Processes**

**The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.**

1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators **for recommendations about student learning programs and services.**

3. **Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution.** These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

## **B. Board and Administrative Organization**

**In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.<sup>6</sup>**

1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

- c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.
- d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.
- e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.
- f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.
- g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.
- h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.
- i. The governing board is informed about and involved in the accreditation process.
- j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

**2.** The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

**b.** The president guides institutional improvement of the teaching and learning environment by the following:

- Establishing a collegial process that sets values, goals, and priorities;
- Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- Establishing procedures to evaluate overall institutional planning and implementation efforts.

c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

d. The president effectively controls budget and expenditures.

e. The president works and communicates effectively with the communities served by the institution.

**3.** In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.<sup>7</sup>

- a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.
- b. The district/system provides effective services that support the colleges in their missions and functions.
- c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.
- d. The district/system effectively controls its expenditures.
- e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.
- f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.
- g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

## **Policies Referenced in the Standards**

- 1  
Policy on Distance Learning, Including Electronically-Mediated Learning
- 2  
Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals
- 3  
Policy Statement on Considerations when Closing a Postsecondary Educational Institution
- 4  
Joint Policy Statement on Transfer and Award of Academic Credit
- 5  
Contractual Relationships with Non-Regionally Accredited Organizations
- 6  
The Governing Board
- 7  
Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems

## **ACCJC Standards Glossary**

### **Assessment—**

Methods that an institution employs to gather evidence and evaluate quality.

### **Collegial—**

Participative and mutually respectful

**Dialogue—**

Self-reflective exchanges engaged in by the college community, characterized by a free exchange of ideas without the purpose of defending or deciding on a course of action.

**Evidence of Institution and Program Performance—**

Quantitative and qualitative data which an institution as a whole uses to determine the extent to which it attains the performance goals it establishes for itself.

**Information Competency—**

Capability to access, evaluate, and use information in fulfillment of coursework and independent study.

**Ongoing—**

Addressed regularly as part of the business of the college rather than in response to periodic external requirements.

**Qualitative Data**

Data relating to, or involving quality or kind, which cannot be represented numerically, such as portfolios of work, narrative description and evaluation of a performance, learner description and analysis of a learning experience.

**Quantitative Data —**

Data which can be represented numerically

**Student Learning Outcomes—**

Knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences.

**Total Cost of Ownership**

In addition to the initial cost of a purchase, all long-term and indirect costs resulting from that purchase.



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[Planning Process 2006-2007](#)

[President's Update October 2007](#)

## Strategic Planning Initiative

### Transformation Initiatives

#### Clear Pathways to Student Success Initiative

**Vision:** Cultivate an environment in which every student is equipped to enroll, participate, learn and succeed through individualized attention, effective pedagogical practices and technology.

**Area of Focus #1:** Develop individual and institutional cultural competencies

**Metric 1:** The percentage of students starting in basic skills courses who successfully complete college level courses in the same subject will increase by 1 percentage point each year.

**Metric 2:** Participation rates of underrepresented student groups in transfer-level math and science courses will equal each group's representation of on-campus students stating a goal of transfer. Annual targets will be based on end-of-term data for the previous year.

**Metric 3:** Course success rates of underrepresented student groups in transfer-level math and science courses will be equal to other ethnic groups in the same courses. Annual targets will be based on end-of-term data for the previous year.

**Metric 4:** There will be no statistically significant differences among ethnic groups on annual campus climate indices, with improvement demonstrated each year.

**Metric 5:** The percentage of fall, first-time, degree-seeking students transferring to a UC within 3 years will be 20% for all ethnic groups. For students starting in fall 2007, there will be a 1 percentage point annual increase for each ethnic group.

**Area of Focus #2:** Individualize attention based on student need

**Metric 1:** On-campus FTES enrollment will increase 2% annually.

**Metric 2:** Fall-to-winter persistence rate of first-time degree-seeking students with a goal of transfer or degree will increase 1% each year from winter 2007 to winter 2009.

**Area of Focus #3:** Utilize effective technological tools for achieving student success

**Metric 1:** At least 90% of first-time degree-seeking students will use online systems to develop and modify educational plans by fall 2012, starting with 25% of new students in fall 2007.

**Metric 2:** Achieve a 90% satisfaction rate (currently <70%) on the annual technology survey, including questions regarding the use of technology to enhance student learning and being kept informed of new ways to use technology.

#### Collegiality and Empowerment Initiative

**Vision:** Create a climate that empowers all employees to be actively engaged in the campus community and encourages mutual respect through open communication, morale-building and professional development.

**Area of Focus #1:** Consistent and frequent communication at the college, division and departmental levels

**Metric 1:** Double annual number of faculty and staff events (town halls, division-sponsored events, all-campus events, etc.)

**Metric 2:** Enhance communication with all employees through a variety of channels including

# Cultural Proficiency

## Definitions

**Culture:** The system of shared beliefs, values, customs, behaviors, and artifacts that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation through learning. As understood in sociology, a **subculture** is a set of people with a distinct set of behavior and beliefs that differentiate them from a larger culture as a whole of which they are a part of. The subculture may be distinctive because of the age of its members, or by their race, ethnicity, class and/or gender, and the qualities that determine a subculture as distinct may be aesthetic, religious, political, and sexual or a combination of these factors.

**Cultural proficiency:** Cultural Proficiency in education is the level of knowledge-based skills and understanding that are required to successfully teach and interact with students and to work effectively with colleagues from a variety of cultures by holding all forms of cultural difference in high esteem; a continuing self-assessment of one's values, beliefs and biases grounded in cultural humility; an ongoing vigilance toward the dynamics of diversity, difference and power; and the expansion of knowledge of cultural practices that recognize cultural bridges as going both ways. Culturally proficient services require that both the individual and the institution be culturally proficient.

Five essential elements contribute to an institution's ability to become more culturally proficient which include:

1. Valuing diversity.
2. Having the capacity for cultural self-assessment.
3. Managing the dynamics of difference
4. Having institutionalized cultural knowledge.
5. Having developed adaptations to service/curriculum delivery reflecting an understanding of cultural diversity.

These five elements should be manifested at every level of an organization including policy making, administration, and practice. (Cross, etal. 1989)

**Diversity:** The concept of diversity encompasses acceptance, inclusiveness and respect. It means understanding that each individual is unique, and recognizing and valuing our individual differences. These differences include among other things race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, and religious beliefs. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual. A diverse educational community recognizes and values the educational benefits that flow from employee populations that are varied by race, gender, disability

status, belief, age, national origin, cultural background, life experience and other enriching characteristics.

Diversity as having the following four components:

1. Diversity demographics. The belief that the workforce and student population should be diverse by race, gender, disability status, sexual orientation, national origin, cultural background, life experience and other enriching characteristics.<sup>1</sup>
2. Diversity climate. That the campus climate should be welcoming, respectful and inclusive of our diverse student and employee populations. That the district and campuses value and promote all four components of diversity.
3. Diversity equity. That the district does not discriminate in hiring and other activities.
4. Diversity skills. Employees should have the skills and knowledge that would enable them to work and interact effectively in a diverse environment.

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<sup>1</sup> SJECCD Board Policy has specifically stated that demographic diversity should at a minimum include ethnicity, race, color, language, accent, immigration status, ancestry, national origin, age, gender, religion, sexual orientation, transgender, marital status, socioeconomic status, veteran status, and physical or mental disability.

# Cultural Proficiency Continuum

*This continuum represents the various levels of cultural proficiency, from the least proficient to most proficient*

**Cultural destructiveness:** The elimination of others people's cultures. (Genocide to Majority-conformity approach) *See the difference, stomp it out.*

**Cultural incapacity:** Belief in the superiority of one's own culture and behavior that disempowers another's culture. (Ethnocentrism, acts of discrimination, internalized inferiority) *See the difference, make it wrong.*

**Cultural blindness:** Acting as if the cultural differences one sees do not matter or not recognizing that there are differences among and between cultures. "I don't see color I only see another human being". *See the difference, act like you don't.*

**Cultural pre-competence:** Awareness of the limitations of one's skills or an organization's practices when interacting with other cultural groups. *See the difference, respond inadequately.*

**Cultural competence:** Interacting with other cultural groups using the five essential elements of cultural proficiency as the standard for individual behavior and school practices. *See the difference; understand the difference that difference makes.*

**Cultural proficiency:** Knowing how to learn about individual and organizational culture; interacting effectively in a variety of cultural environments. Proficient use of the five elements of cultural proficiency and the ability to successfully adapt teaching and service in response to cultural diversity at individual and institutional levels. *See the difference and respond effectively and affirmingly.*

Based in part on *Cultural Proficiency, A Manual for School Leaders, 2<sup>nd</sup> Ed.* Lindsey, Robins, and Terrell, 2003.



# Five Essential Elements for Cultural Proficiency

## 1. Value Diversity

Celebrate and encourage the presence of a variety of people in all activities. Recognize difference as diversity rather than as inappropriate responses to the environment. Accept that each culture finds some values and behaviors more important than others do.

Valuing diversity means accepting and respecting differences. People come from very different backgrounds, and their customs, thoughts, ways of communicating, values, traditions, and institutions vary accordingly. Understanding diversity is not only limited to race and gender. The choices that individuals make are powerfully affected by culture. Cultural experiences influence choices that range from recreational activities to subjects of study. It is important to understand that "different" does not mean "wrong" in cross-cultural interactions. Diversity between cultures must be recognized, but also the diversity within them. Valuing diversity means adopting a pluralistic approach as opposed, for example, a majority-conformity philosophy.

## 2. Capacity for cultural self-assessment

Awareness of your own culture and the effect it may have on people whose backgrounds are different from yours. Understanding how the culture of your organization affects those whose culture is different. Learning to recognize your own biases. Identification and acceptance of the reality of privilege and entitlement are critical and most often the most difficult aspect to address. The assessment must be done both at the individual and institutional level.

## 3. Managing the dynamics of difference, being conscious of the power dynamics inherent when cultures interact

This requires we understand the dynamics that occur when individuals from different cultures interact and how power and privilege impact these interactions. It requires a contextual understanding of the social and institutional dynamics that result in the inequitable distribution of power and privilege in society. Recognizing that conflict is a normal and natural part of life. Developing skills to manage conflict in a positive way.

It requires understanding how stereotypes develop and are perpetuated and how prejudice is developed. Understanding these dynamics then allows us to begin to be able to manage them. We can begin to avoid conflict that often occurs when different cultures interact, and we can begin to remove barriers and develop strategies for success.

**4. Adaptations to service delivery, curriculum instruction that reflect an understanding of cultural diversity**

Cultural proficiency is a life long learning process. Cultural practices can be adapted to develop new tools for more culturally effective teaching, curriculum development and workplace norms. It includes changing the way things are done to acknowledge the differences that are present in staff and community and recognizing that there are different learning styles.

Develop skills for cross-cultural communication. Institutionalize cultural interventions for conflicts and confusion sometimes caused by the dynamics of difference. Develop instruction/curriculum that teaches students to understand events, situations and concepts from the perspectives of a range of cultural, ethnic, gender, disability, religious, racial and other groups. Develop practices that remove barriers created by inequitable past and current practices.

**5. Institutionalizing cultural knowledge and resources**

Integrate into your systems for staff development and education information and skills that enable all to interact effectively in a variety of cross cultural situations. Teach origins of stereotypes and prejudices. Develop institutional policies and practices that are informed by the guiding principles of cultural proficiency. . Program materials should reflect positive images of all people, and be valid for use with each group. Incorporate cultural knowledge into the mainstream of the organization. All employees must be evaluated on their ability to integrate cultural proficiency in everything they do. Create opportunities for diverse groups to learn about one another and to engage in ways that honor who they are and challenge them to be more.

Based in part on *Cultural Proficiency, A Manual for School Leaders*, Lindsey, Robins, and Terrell, 1999.

# Cultural Proficiency in Educational Institutions

Cultural Proficiency must exist at both the individual and institutional level. It is a system requiring the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, values and attitudes used in appropriate cultural settings to increase the effectiveness and quality of services, thereby producing better outcomes (Davis & Donald, 1997).

It is important to understand cultural proficiency is never fully realized, achieved, or completed; rather cultural proficiency is an ongoing lifelong learning process. In addition to the general definition above cultural proficiency in an educational institution may include the following.

## **1. Faculty**

For faculty, cultural proficiency also includes having knowledge of the cultures, perspectives and experiences of the diverse students they teach; and the ability to effectively integrate this knowledge into instructional and student service activities. This knowledge may impact course content, course offerings, classroom environment, and teaching style or affect counseling technique or library resource selections. Cultural proficiency for faculty also includes the ability to use this knowledge to interact effectively with other district employees of diverse cultures.

## **2. Classified Staff**

For classified staff, cultural proficiency also includes the ability to support, assist and interact with diverse students and to work successfully with colleagues from diverse cultures. This knowledge may impact student access, services to students, and the creation of a welcoming and respectful environment.

## **3. Administrators**

Administrators should be able to integrate cultural proficiency into all aspects of leadership, development of policies and procedures, administration, evaluations, curriculum development, hiring, communications, professional interactions, supervision and service delivery. This should be accomplished while systematically involving key stakeholders.

## **4. District**

For districts, cultural proficiency means having a defined set of values and principles, goals, demonstrated behaviors, attitudes, policies, procedures, and institutional structures that enable all employees to work and teach effectively in a culturally proficient manner. District policies and practices must also provide the resources, support and advocacy for cultural proficiency efforts.

# Culturally Proficient Instruction

Culturally Proficient instruction should at a minimum include the following:

- a) Content integration (integrating multicultural content into instruction).

Level 1: The Contributions Approach

Focuses on heroes, holidays, and discrete cultural elements.

Level 2: The Ethnic Additive Approach

Content, concepts, themes, and perspectives are added to the curriculum without changing its structures.

Level 3: The Transformational Approach

The structure of the curriculum is changed to enable students to view concepts, issues, events, and themes from the perspectives of diverse ethnic and cultural groups.

Level 4: The Decision Making and Social Action Approach

Students make decisions on important social issues and take action to solve them.

- b) Equity pedagogy (multi-cultural teaching methods).
- c) Knowledge construction (How knowledge is created and culturally influenced).
- d) Prejudice reduction.

Based on: Banks, J.A. (1988). *Multiethnic Education: Theory and Practice*. 2nd ed. Boston: Allyn and Bacon.

# The Domains of Operation / Learning/ Change

DOMAINS			
Level	Cognitive	Affective	Behavioral (Skill)
1	<p><b>Having it</b> (Acquiring the knowledge, facts, and theories so that the person can read them, quote them, and refer to them when appropriate.)</p>	<p><b>Receiving</b> (The person is willing to listen and hear about the experiences, values, beliefs or feelings of others in the room.)</p>	<p><b>Perception of the Behavior/Skill</b> (The person is made aware that there is a particular skill or set of skills involved in doing a particular act, usually through description and/or demonstration.)</p>
2	<p><b>Understanding it</b> (Comprehending what has been acquired well enough to explain it to others.)</p>	<p><b>Responding</b> (The person is willing to talk about her or his own experiences, values, beliefs or feelings.)  Note: Operating at Level 2 assumes there is sufficient trust &amp; safety; that participants feel reasonably OK about listening to others &amp; sharing experiences about themselves.</p>	<p><b>Readiness to Attempt the behavior/skill</b> (The person is given an opportunity to get ready to practice the skill.)</p>
3	<p><b>Applying it</b> (Being able to apply the cognitive information appropriately.)</p>	<p><b>Valuing</b> (The person has opportunities to examine different ways to interpret or see the same experience, and of exploring the worth of other perspectives.)</p>	<p><b>Guided practice</b> (The person attempts to do the skill with feedback and guidance from others.)</p>
4	<p><b>Analyzing it</b> (Being able to analyze the information, break it into its component parts and consider the relationship between these parts.)</p>	<p><b>Self-Evaluation</b> (The person has opportunities to explore how these new interpretations or perspectives would change the way he or she sees both their past and future experiences and relationships.)</p>	<p><b>Simple Mastery</b> (The person, through practice, learns to use the basic skill easily.)</p>

5	<p><b>Recombining it</b> (Being able to synthesize the component parts of the information in new ways, so as to arrive at new knowledge, understanding or applications.)</p>		<p><b>Complex Mastery</b> (The person, by being faced with opportunities to use the skill in difficult situations and receiving feedback on her or his performance, gains additional mastery.)</p>
6	<p><b>Evaluating it</b> (Being able to evaluate the knowledge, facts, theories, etc. using appropriate standards to judge their usefulness.)</p>	<p><b>Internalization</b> (The person accepts new, different and/or reorganized beliefs and values, and begins to apply them automatically to new experiences.)</p>	<p><b>Adaptive Mastery</b> (The person can use the skill well outside of a controlled setting and can correct their own behavior or take initiative to get the needed instruction.)</p>

Compiled from Dr. Chris Clifford Cullinan, *Institute for Diversity Trainers Resource Manual from the 16<sup>th</sup> Annual National Conference on Race and Ethnicity in American Higher Education*, May 2003 San Francisco and from Bengamin S. Bloom, Bertram B. Mesia, and David R. Krathwohl (1964). *Taxonomy of Educational Objectives (two vols: The Affective Domain and The Cognitive Domain)*. New York David McKay., and from Clark, Donald, <http://www.inwlink.com/~donclark/hrd/bloom.html>, University of Mississippi [http://www.olemiss.edu/depts/educ\\_school12/docs/staj\\_mainual/manual19.htm](http://www.olemiss.edu/depts/educ_school12/docs/staj_mainual/manual19.htm), same url till the end . . . manual18, same url till the end . . . manual 10.

## Understanding Your Audience

### Communities of Practice

Anthropologists and educators have studied the question of how someone learns to do something within or act as a member of a particular group. They seek to understand the learner and her/his interaction with the environment in which learning is supposed to be taking place as a social interaction whose learning outcomes depend upon the extent to which the learner is allowed to participate in the community of practitioners to which the learner seeks to belong.

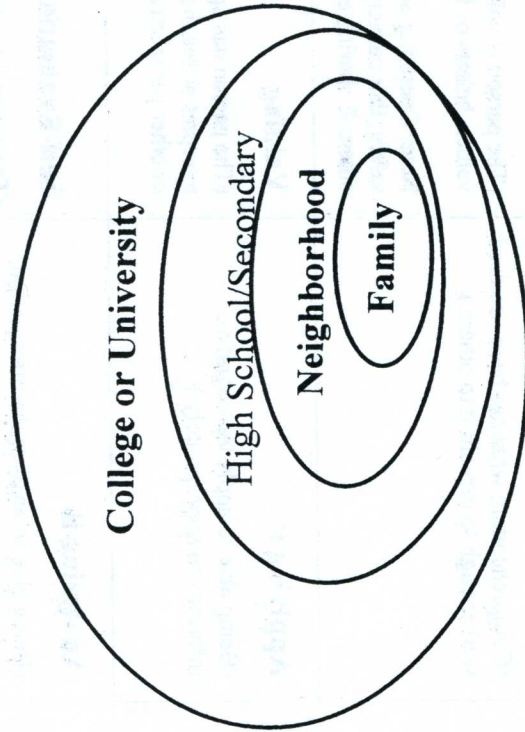
Thinking about groups to which we belong or have belonged, we become aware of the process by which we learned to become a functioning member of any of these groups. These are known as our “communities of practice” (Lave). Lave, would say, we learn “how to be,” not just “how to act” by a process of being a member of the group and getting messages and other feedback about what we are supposed to do, trying out some things, getting more feedback, and gradually taking on more or different responsibilities as a group member.

One of the things we learn in our communities of practice is how we are supposed to think about people who are different from ourselves and other members of our group. Any given community of practice in which we are a member – say the family group in which we grew up – provides us with many messages, direct and indirect, these people who are different. We learn about who is equal, who is deserving, who is bad or wrong, who is immoral, who is good and which people we can trust.

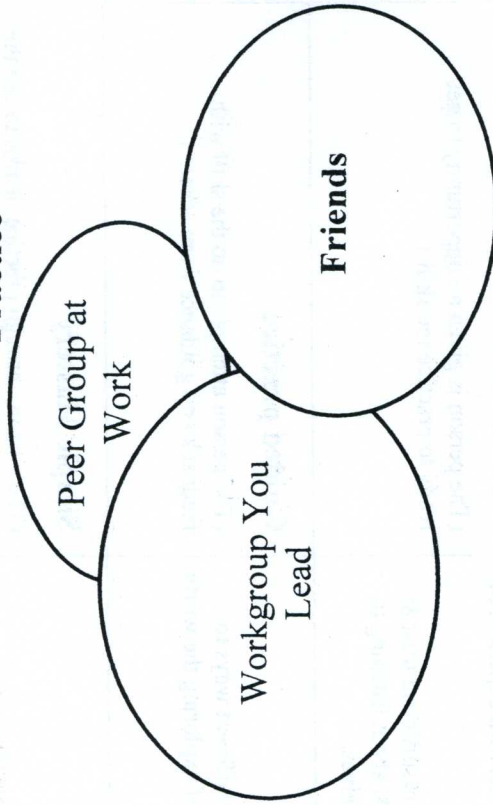
Communities of Practice can be Nested, Overlapping, and/or Tangential.

# Communities of Practice

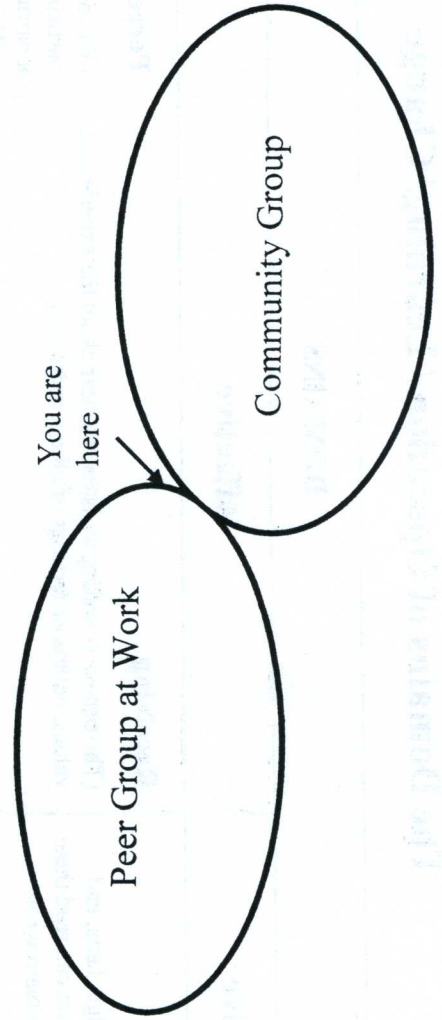
## Nesting Communities of Practice



## Overlapping Communities of Practice



## Tangential Communities of Practice





**De Anza College**  
Sample Narrative for Phase III: Reflection and Enhancement

Note: This sample could represent an individual or a group of faculty's findings for and EWRIT 1A course.

**Changes:**

Describe any changes made from the last time you assessed this outcome:	Sample Answer
Changes to the: outcomes statement? To the course material? To the assessment tool? Etc (leave blank if Not Applicable)	<i>The outcome statement was revised several times since May, 2009. I also revamped my rubric.</i>

**Methods:**

Assessment tool and methodology	Sample Answer
Describe the assessment tool and methodology you used to assess this outcome.	<i>Research paper and a "WW II Internment paper" (two assessments performed) I</i>

**Findings and Conclusions:**

Includes by is not limited to:	Sample Answer
Summarization of assessment results. Student performance—positive and negative aspects.	<i>In general the students who were able to read the source material critically did very well but only 15% of the students performed well on both assessments.</i>
Student needs and issues that were revealed.	<i>The majority of the students exhibited a lack of critical reading skills and ability to analyze source materials, especially with the Internment paper.</i>
Areas for improvement.	<i>The top 15 % of the students scored exceedingly high – there was a big gap between the scores and the rest of the class.</i>
Did you students meet your "expectations"/meet your defined benchmark of "student proficiency"?	<i>Great improvement is needed in the teaching of critical reading so that students may perform better. Students who performed poorly were unable to analyze source materials for bias or to effectively compare and contrast the historical views they heard with the factual history. They are not "reading" the material well and are unable to articulate their analysis.</i>

**Enhancement (Planned Action)**

Describe how the assessment results will be applied to enhance or improve student learning: content, teaching methods assignment, course evaluation procedures, the SLO . . . .	<i>I will revise activities leading up to and /or supporting assignment/activities. More frequent feedback on student progress was requested by the students so I will incorporate 10min appointments for students who exhibit notably weak scores in these activities.</i>
Identify, describe and explain which of your enhancements or planned actions will require additional resource allocations (such as staffing, technology needs, capital items, basic skill, new course offerings, etc	<i>I would suggest that there are professional growth activities that would provide training in teaching reading and writing together. Create more time and space for faculty to share techniques that could improve teaching critical reading.</i>

## **Designing An Inclusive Workshop/Seminar/Institute (Culturally Competent)**

Designing an effective inclusive workshop/seminar/institute requires a similar set of skills associated with facilitating and must include the 3 domains from which humans operate: the cognitive, affective and behavioral.

The following are a series of questions to be asked whenever you are designing a workshop, institute or seminar:

- What are the goals? What are the primary cognitive issues or concerns you want to address? What affective elements need to be considered and for which you need to plan? And / or is this a skill development workshop? or what is the level of skill needed to proceed?
- Does the design reflect the domain or combination of domains of learning that the goals wish to address?
- Are the people who will be doing the training committed to following the training design? Are they “voluntary” or “required” to attend the training?
- Is there sufficient time for each type of activity – lecture, discussion, exercises, question answering, etc. within the design?

The following materials are designed to give some theoretical underpinnings as well as structural guidance for those planning on training others in relation to inclusion.

**Ways of Using Listening  
that Encourage  
Emotional Release and Clear Thinking**

<p style="text-align: center;"><b>Light Thinking</b></p> <p>To process information better &amp; for better mental clarity</p>	<p style="text-align: center;"><b>Light Emotion</b></p> <p>To clear the air: 1) for better immediate group &amp; personal functioning &amp; 2) for better immediate relationships</p>	<p style="text-align: center;"><b>Heavy Emotion</b></p> <p>For long-term human growth &amp; mental freedom</p>
<p style="text-align: center;"><b>Planning and Changing Goals, Actions and Behaviors</b></p> <p style="text-align: center;">...which encourage better thinking, better feelings stronger relationships &amp; long-term human growth &amp; freedom.</p>		

## Closing thought:

In order to meet the needs of our students/colleagues /selves, we need to explore ourselves in relation to language/voice/culture and power in the classroom and on the campus vis-à-vis our pedagogy. By doing so, we act in concert with each other and our students by thinking clearly and paying attention to underlying issues that impact students, staff, faculty and administrators. Our educational agenda must include issues of student/teacher empowerment & cultural identity in relation to the personal "self" and the professional persona we bring on campus and into the classroom.

Jackie Reza

**DE ANZA COLLEGE  
INSTITUTIONAL CORE COMPETENCIES (ICCs)**

**KEY -- MAPPING STUDENT LEARNING OUTCOMES (SLOs) TO ICCs**

	CORE COMPETENCY	ID	SUBSET DESCRIPTIONS
1.	<b>CRITICAL THINKING</b>	1A	Analyze arguments
		1B	Create and test models
		1C	Solve problems,
		1D	Evaluate ideas
		1E	Estimate and predict outcomes based on underlying principles relative to a particular discipline
		1F	Interpret literary, artistic, and scientific works
		1G	Utilize symbols and symbolic systems,
		1H	Apply qualitative and quantitative analysis
		1I	Verify the reasonableness of conclusions
		1J	Explore alternatives
		1K	Empathize with differing perspectives
		1L	Adapt ideas and methods to new situations
2.	<b>GLOBAL, CULTURAL, SOCIAL &amp; ENVIRONMENTAL AWARENESS</b>	2A	Recognize their role as local, national, and global citizens.
		2B	Participate in a democratic process
		2C	Respect social and cultural diversity
		2D	Appreciate the complexity of the physical world
		2E	Understand the significance of both environmental sustainability and social justice
3.	<b>COMMUNICATION And EXPRESSION</b>	3A	Communicate clearly,
		3B	Express themselves creatively,
		3C	Interpret thoughtfully and logically, and
		3D	Engage actively in dialogue and discussion, while paying attention to audience, situation, and (inter) cultural context.
	Communication and expression may be:	3a	Oral communication
		3b	Verbal
		3c	Nonverbal
		3d	Informational
		3e	Artistic
4.	<b>INFORMATION LITERACY</b>	4A	Recognize when information is needed
		4B	Locate information in various formats,
		4C	Critically evaluate information in various formats
		4D	Synthesize information in various formats
		4E	Communicate information in various formats
	They will use appropriate resources and technologies while understanding:	4a	Social issues for information and its use
		4b	Legal issues for information and its use
		4c	Ethical issues for information and its use
5.	<b>PHYSICAL/MENTAL WELLNESS AND PERSONAL RESPONSIBILITY</b>	5A	Recognize lifestyles that promote physical and mental well-being,
		5B	Engage in self- reflection and ethical decision-making
		5C	Explore career choices and life goals,
		5D	Practice effective individual and collaborative work habits,
		5E	Demonstrate a commitment to ongoing learning

electronic communication, staff newsletters, etc.

**Metric 3:** Ensure that all employees are using college e-mail and portal systems within one year of implementation of the initiative

**Area of Focus #2:** Enhance culture of learning and interaction

**Metric 1:** Increase number of staff and faculty social and learning events by one per quarter for the first year; two per quarter following years

**Metric 2:** Conduct annual climate survey; response rate 50% with satisfaction rate 85% by year 5.

**Metric 3:** Increase professional presentations/open houses by departments until every department does one each year.

**Metric 4:** Increase attendance at quarterly all-campus college gatherings (e.g. college hours or alternative events) 15% per year over 5 years

**Area of Focus #3:** Increase professional and personal opportunities for all employees

**Metric 1:** Increase by 10% annually:

- Faculty/staff participation at professional meetings
- Applications for professional and other growth awards
- Number of employees seeking educational courses
- Number of eligible employees seeking tuition reimbursements

**Metric 2:** Development of new career counseling options for staff

## Participation and Support for Underserved Populations Initiative

**Vision:** Attract, support and retain new and returning students from regional communities with low college participation rates including, especially, Latinas/os, African Americans and older adults.

**Area of Focus #1:** Targeted outreach & inreach: externally to regional communities and internally from divisions, departments and programs to targeted students underrepresented in their areas

**Metric:** Each instructional division and support program will increase its enrollment and/or capacity to serve students in targeted groups by 5% for each group each year; the first increase will be measured from fall 2007 to fall 2008.

**Area of focus #2:** Increased retention of new and returning target-group students through improved linkage to services and improved teaching

**Metric:** Increase retention of each target group by 7% per year, beginning with a measured increase between fall 2007 and fall 2008.

**Area of Focus #3:** Developing campus capabilities to accomplish areas #1 and #2 with accountability, support and feedback

**Metric:** All De Anza staff will receive learning opportunities in cultural competency. Targeted participation rates: by fall 2007, 15%; by fall 2008, 35%. Learning opportunities may be offered in a variety of formats including online, workshops and ongoing classes. All opportunities will carry PGA and/or PAA credit as appropriate.

## Community Collaborations Initiative

**Vision:**

Increase and nurture community partnerships and collaborations that will strengthen the educational, cultural, economic, and environmental assets of both the college and the communities it serves.

**Area of focus #1:** Keep education current, vital, and relevant to the needs and interests of our students and the communities of which De Anza is a part.

**Metric 1:** Establish 3 new or revitalized program advisory groups per year over the next 5 years, or hold 3 community, business, and/or student focus groups per year over the next 5 years.

**Metric 2:** Hold at least 3 faculty and staff development trainings per year over the next 5

years.

**Area of focus #2:** Teach and engage students to be agents of change and lifelong participants in the social, economic, environmental, and political realities of their lives, their communities and beyond.

**Metric:** Work areas (i.e., divisions, departments, programs, and offices) will increase the number of projects involving community and civic agencies and organizations, institutions, and businesses by 10% per year for the next 5 years.

**Area of Focus #3:** Facilitate the exchange of campus and community resources.

**Metric:** Increase the number of companies, organizations, and individuals involved in contributing materials, ideas and resources (e.g. tutoring and internships) by at least 5 partners per year for the next 5 years.

[\[top of page\]](#)

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