De Anza College Assessment and Visioning Project
Executive Summary Report
November 22, 2019

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The Assessment and Visioning Process

The first phase of the Assessment and Visioning Process took place in October 2019. As a result, two documents were published:

A. An Organizational Customs Survey (OCS) Report to provide an assessment of 30 different organizational effectiveness indicators from the perspective of the people within the organization. Two-hundred eighty-two (282) people completed this survey from the four major areas of the organization (number of respondents in parentheses):

1. Communications & External Relations (13)
2. Administrative Services (19)
3. Student Services (75)
4. Instruction (173)
5. No Grouping (2)

As a result, the 30 organizational effectiveness indicators were given grades (A, B, C and D) to denote the degree of effectiveness the respondents assigned to each of them, and an overall effectiveness quotient was calculated. The OCS report does not contain any suggestions as to how to improve a grade from C/D to A/B. Ideas and suggestions are provided by the Keep Stop Start Report below.

All survey responses were voluntary. No one was asked to put their names on the survey forms. A number of respondents requested a Spanish-language version of the survey and they were provided with one.

B. A Keep Stop Start (KSS) Report containing over 1,300 free-form comments written by the same 282 survey respondents to advocate that the organization should do to:

1. <u>Keep</u> the helpful and appreciated practices
2. <u>Stop</u> the practices that are not helpful or appreciated
3. <u>Start</u> the helpful and appreciated practices that are currently missing

These comments are grouped into themes to make it easier to read and analyze. In some cases, the comments provided more specific examples of the behaviors and practices in the organization that led to the grades in the OCS Report. In many cases, they also suggested what practices and behaviors may help improve a poor grade, i.e. to increase the effectiveness of the organization.

In the second phase of the Assessment and Visioning Process, five focus groups were conducted on the campus using group interactive technology:

1. Students Focus Group – from 4:00 pm to 6:00 pm on 11/13/19 (with 23 participants)
2. De Anza Commission/Foundation Focus Group – from 9:00 am to 11:00 am on 11/14/19 (with 5 participants)
3. Administrators Focus Group – from 12:00 noon to 2:00 pm on 11/14/19 (with 16 participants)
4. Classified Professionals Focus Group – from 9:00 am to 11:00 am on 11/15/19 (with 16 participants)
5. Faculty Members Focus Group – from 12:00 noon to 2:30 pm on 11/15/19 (with 16 participants)

Each focus group member was provided in advance a copy of the agenda of their focus group session and encouraged to spend some time thinking about:

- Issues that when properly addressed, will result in significant increases in productivity and satisfaction for everyone
- New initiatives that when effectively implemented will result in significant improvement in the organization's responsiveness to the people it is here to serve

The Student and Commission/Foundation focus groups worked during their sessions to list the student and community needs that were well served by the organization, and the student and community needs that were served by it, but not well, and improvements were required. They were also asked to brainstorm what new initiatives should be started to better serve student and community needs in the future.

Many of the Administrator, Classified and Faculty focus group members had seen the OCS and KSS Reports which were before their focus group sessions. They were invited to bring with them a list of programs and initiatives that when properly addressed or effectively implemented would bring improvements in productivity and satisfaction and increase responsiveness to the people the college was here to serve.

In the larger focus group, the members examined the multitudes of ideas and suggestions, merged or grouped them as necessary to reduce/eliminate redundant ones, then voted to prioritize them. They were then encouraged to advocate, lobby and discuss these ideas with one another before a second vote to see if a more thoughtful consensus would come up. After that they were given time to brainstorm and comment on each of the prioritized ideas.

At the end of the focus groups, a brief survey was given to assess how the participants felt about their focus group process. One important question in the survey was about how confident the group was that the information they produced would be used constructively to benefit the organization.

Participation in the focus groups was voluntary. Calls for volunteers or nominees for the Administrator, Classified and Faculty focus groups went out from the Chancellor's Office, and people in the organization responded. No one was refused or turned away. The Student focus group consisted of student representatives from the DASB. The Commission/Foundation focus group consisted of members of the De Anza Commission and Foothill-De Anza Foundation.

The Organizational Customs Survey (OCS) Report

The OCS Report consists of grades (A, B, C and D) that are assigned to 30 different organizational effectiveness indicators in three groupings, each covering 10 effectiveness indicators:

- Organizational Ethos
- Organizational Practices
- Interpersonal Relationships

These grades are directly related to what respondents indicated as to how often the **desirable conditions** (e.g. "In my area of the organization, morale was high") were true in their "work units" and organization.

	Always/Nearly Always	Frequently/ Often	Sometimes/ Occasionally	Rarely/Never
Grade for Desirable Condition	**A**	**B**	**C**	**D**

For survey statements that were used to indicate **undesirable conditions** (e.g. "The procedures used for reviewing and improving my performance were inadequate"), the grades will be inversely related to how often the conditions were true:

	Always/Nearly Always	Frequently/ Often	Sometimes/ Occasionally	Rarely/Never
Grade for Undesirable Condition	**D**	**C**	**B**	**A**

While respondents may assign a range of different grades to the same effectiveness indicator, an overall grade would be selected for each indicator by calculating the mean (average) grade of all the responses. In some cases, the mean is the same as the mode, i.e. the response selected by the most people, but in some other cases, it is not.

In addition, based on all the overall grades, a scoring formula was used to determine an overall "effectiveness quotient" (EQ) for the "work units" and total organization. This EQ can be used to describe the effectiveness level of the "work units" and total organization when compared to hundreds of other organizations and thousands of work units that have utilized this survey in the last 20+ years.

(In the years that it has been used, the OCS has been determined to have reliability and validity coefficients between 0.90 and 0.95. For the OCS to have reliability means that if we were to run the survey again within a short time, the results will be substantially the same. For it to have validity means that if we were to compare the results of this survey with other surveys designed to measure organizational effectiveness, the results will be substantially the same.)

In the OCS Table below is a summary of the overall grades received by the De Anza College organization, as well as the four major areas.

OCS Table

ORGANIZATION CUSTOMS SURVEY RESULTS	Entire Organization	No Grouping	Communications & External Relations	Administrative Services	Student Services	Instruction
October 2019						
De Anza College						
Number of surveys collected	282	2	13	19	75	173
ORGANIZATIONAL ETHOS						
3. Availability of essential resources	C	C	B	C	C	B
4. Employees are treated as valuable assets	C	B	B	B	C	C
5. Concern for customer service in my area	**B**	**B**	**A**	**B**	**B**	**A**
7. Employees are willing to make difficult decisions in my area	**B**	**B**	**B**	**C**	**C**	**B**
11. Delegation of authorities in my area	**C**	**C**	**C**	**B**	**C**	**B**
14. Personal enjoyment of work	B	B	A	A	B	B
19. Capacities and contributions are more important than rank and status	B	B	B	B	C	B
21. Progress toward personal development	B	B	A	B	B	B
27. Poor performance is not allowed or tolerated	C	C	B	B	C	C
28. Practicing the values we are supposed to demonstrate	B	B	B	B	B	B
ORGANIZATIONAL PRACTICES						
1. Rewards are related to performance	B	C	A	B	B	B
2. High morale in my area	**C**	**B**	**B**	**B**	**C**	**C**
6. Productive meetings in my area	**B**	**B**	**B**	**B**	**C**	**B**
9. Well-designed policies and procedures	B	B	B	B	C	B
13. Absence of avoidable frustrations in my area	**C**	**C**	**C**	**C**	**C**	**C**
18. Lack of frustrations with bureaucratic controls	C	C	B	B	C	C

22. Freedom to demonstrate personal capacities in my area	**B**	**B**	**B**	**B**	**B**	**B**
23. Improvement suggestions are welcomed and considered in my area	**B**	**B**	**B**	**B**	**C**	**B**
25. Accurate, prompt information flow	B	B	B	B	B	B
30. Officially required procedures are not negatively impacting productivity	B	C	B	B	B	B
INTERPERSONAL RELATIONSHIPS						
8. High trust levels among the powerful people	C	B	B	A	C	C
10. More concern for overall goals than for personal goals in my area	**B**	**B**	**A**	**B**	**C**	**B**
12. Satisfaction with cooperation among different areas	C	C	C	B	C	C
15. Senior managers prove that they care about people	B	A	A	B	B	B
16. Honesty is the best policy. People tell the truth.	B	B	B	B	C	B
17. Managers willingly assist other managers and colleagues	B	B	B	B	C	B
20. Satisfaction with goal-setting methods in my area	**B**	**A**	**A**	**B**	**B**	**B**
24. People form a cooperative community in my area	**B**	**B**	**A**	**C**	**C**	**B**
26. Having enough information about personal future prospects in my area	**B**	**B**	**B**	**B**	**B**	**B**
29. Satisfaction with procedures for reviewing and improving individual performance in my area	**A**	**B**	**A**	**A**	**B**	**A**
OVERALL EFFECTIVENESS QUOTIENT	55	66	71	63	49	56

Meaning of Effectiveness Quotient (EQ)

90-100: Outstanding customs and practices
80-89: Very good to excellent customs and practices
70-79: High moderate to good customs and practices
60-69: Low moderate to moderate customs and practices
50-59: Defective to mildly defective customs and practices
40-49: Very defective customs and practices
0-39:   Extremely defective customs and practices

Numbered survey items that are bolded were presented as undesirable conditions in the survey form. In this summary they are presented as desirable conditions.

Summary and Observations of the OCS Report

In this assessment, the College received the following overall grade report from 282 of its members:

- One A
- Twenty B's
- Nine C's

The one A had to do with:

- Satisfaction with procedures for reviewing and improving individual performance in my area

The nine C's had to do with the following conditions (presented as desirable conditions):

- Availability of essential resources
- Employees are treated as valuable assets
- Delegation of authorities in my area
- Poor performance is not allowed or tolerated
- High morale in my area
- Absence of avoidable frustrations in my area
- Lack of frustrations with bureaucratic controls
- High trust levels among the powerful people
- Satisfaction with cooperation among different areas

In terms of looking for strengths, it appears that most respondents felt that they were satisfied with the procedures to review and improve their performance. However, a C grade for "poor performance is allowed or tolerated" seems to indicate that they were not pleased to see other people being allowed to perform poorly without consequences.

The reduction of funding resources during an extended period of reduced enrollment has clearly generated difficulties that led to the C grade in "availability of resources". However, respondents did not appreciate being treated the same way as the non-human resources, because people were in fact valuable assets to the organization for the mental, emotional and spiritual energies they bring to the work. For example, they disliked being told what to do without good reasons or explanations, and they were not pleased about being "micro-managed". The lack of delegation further contributes to the low morale that was reported.

There was a C grade being given for the not-so-high level of trust among the powerful people in the organization. The lack of cooperation among different areas was related to this lack of trust, as was the morale issue. Lack of cooperation also results in wasted time and energy.

Bureaucratic controls that were applied as though people were things or machines might be the cause of great frustrations. People have a need to understand the reason for a certain policy or procedure, as well as the need to know that everything that can be done is being done to help them be productive and successful in their work.

The good news is that the respondents awarded 20 B grades to the organization. These positive customs and practices are frequently/often observed or perceived at De Anza College.

- Concern for customer service in my area
- Employees are willing to make difficult decisions in my area
- Personal enjoyment of work
- Capacities and contributions are more important than rank and status
- Progress toward personal development
- Practicing the values that we are supposed to demonstrate
- Rewards are related to performance
- Productive meetings in my area
- Well-designed policies and procedures
- Freedom to demonstrate personal capacities in my area
- Improvement suggestions are welcomed and considered in my area
- Accurate, prompt information flow
- Officially required procedures are not negatively impacting productivity
- More concern for overall goals than for personal goals in my area
- Senior managers prove that they care about people
- Honesty is the best policy. People tell the truth.
- Managers willingly assist other managers and colleagues
- Satisfaction with goal-setting methods in my area
- People form a cooperative community in my area
- Having enough information about personal future prospects in my area

It is meaningful that of the 12 survey items that had to do with "my area", 9 of them show up with B grades, or 45% of all the B grades awarded to the organization by the respondents. This is often the case with members of "work units" in an organization for whom the closer working relationships with leaders and colleagues can provide a very positive effect, even when people struggle with concerns about the larger organization.

The Effectiveness Quotient (EQ) of 55 is right in the middle of the range between 50 and 59. In the case of hundreds of organizations who used the OCS to measure their effectiveness, this was most often the range they find themselves in ("defective to mildly defective customs and practices) before starting any work on organizational improvements. Some even found themselves in the 40's, where "very defective customs and practices" were observed by their own members. The good news is that with a renewed emphasis on effective leadership and organizational practices, we have seen many organizations significantly increase their EQ in just a few years.

(Facilitator's note: I have been asked how these results for De Anza College compare with other community colleges I have assessed in the recent past. While I cannot reveal their names, I can share that in the last 5 years, three Bay Area community colleges have done this OCS assessment, and their EQ scores were 38, 50 and 52. I can attest that the EQ 38 was from an organization with extremely challenging dynamics.)

Perception differences exist between areas of De Anza College. Thirteen respondents in Communications & External Relations scored the organization an EQ of 71 ("high moderate to good customs and practices"). Nineteen respondents from Administrative Services scored the organization an EQ of 63 ("low moderate to moderate customs and practices"). One-hundred seventy-three respondents from Instruction scored the organization an EQ of 56 ("defective to mildly defective customs and practices), which has the largest impact on the entire organization's EQ based on the number of

respondents. The lowest EQ came from Student Services, whose 75 respondents scored the organization an EQ of 49 ("very defective customs and practices").

The members of two areas (Instruction and Student Services) having the most face time with students perceived the organization worse than the other areas of De Anza College, showing that they had more concern than others that their expectations of themselves and the organization were not well met.

Summary and Observations of the Keep Stop Start Report

Over 1,300 comments were submitted and needed to be categorized for each "work unit" with enough comments submitted where categorizing would help make easier and faster reading and analysis of the KSS Report. The facilitator carefully read through each KSS form to recognize and understand the words, abbreviations and acronyms, then placed each comment in a category or theme with other comments that referred to the same theme.

For example, under the Stop heading, "endless bickering", "frequent fights" and "destructive arguments" might all go into a theme called "Conflicts". Unless there were at least three comments in a theme, comments would remain "uncategorized". The number of comments in a category was used as a rough estimate of the amount of time/energy all the respondents invested in that theme. The categories were ordered in the KSS report according to how many comments there were in each one, with the Uncategorized Comments listed last.

The KSS Report serves several purposes, among them:

1. The Keep and Stop comments can start to suggest the causes of the perceptions of the respondents (high grades and low grades) as identified in the OCS Report.
2. Some Start comments may serve as suggested ways to change/improve the negative perceptions identified above.
3. Additional Start comments may help to understand what is not presently available that people hope or expect from their "work unit" or organization. These comments may also contribute to a collective vision of the "work unit" or organization in the future.

(Note: Eighteen comments were extracted from the KSS Report because they were little more than direct advocacy for or against individuals by name or specific position/title. That is not one of the purposes of the assessment, especially when such advocacy contains no description of practices. These comments were conveyed to the Office of the Chancellor to be considered and/or shared with appropriate leadership in a manner consistent with the policies and practices of the organization.)

In the KSS Report, the Table of Contents provided a useful index of the Keep Stop and Start themes that were identified for each of the "work unit".

While there are many similarities between the different "work units", it is true that each "work unit" has a slightly to moderately different list of themes. What may show up in one "work unit" as an area of weakness may show up in another one as a strength. Likewise, something that is heavily criticized in one area of the organization is being advocated for another, e.g. many respondents in Student Services are opposed to distributed counseling, which is supported by many in Instruction. Within the same theme, comments may disagree with one another, e.g. in one "work unit", many comments showed up to advocate for keeping department meetings while one or two showed up advocating for fewer meetings.

Many themes that showed up on the Keep list would also show up on the Start list, i.e. respondents were pleased with these helpful and appreciated practices, but more was still needed in terms of frequency, consistency and persistence. Among these themes:

- Good leadership practices
- Communication/Respect/Engagement
- Community Building
- Collaboration
- Equity and Student Focus

9

- Professional Development
- Shared Values
- Current Programs
- Innovation
- Structure (Shared Governance, Evaluations, Policies and Procedures…)

These are not new areas of focus, as respondents had experienced them before, or presently in some way. However, they clearly desire to have more of these practices throughout their own area, across multiple areas, and across the organization.

Themes that show up on the Stop list have one thing in common. They are things that people are not happy with and want them to change or go away. Among them:

- Class Size, Fill Rate, Cancellation Policy
- Bureaucracy
- Poor Printing Budget or Equipment
- Lack of Performance Management (Accountability)
- Poor Decision-Making/Communication
- Lack of Resources/Facilities
- Negative Power Dynamics/Inappropriate Behaviors
- Human Resources Practices
- Treatment of Part-time Faculty
- Extra Assignments
- Pay, Benefits & Opportunities
- Meetings – Quantity, Frequency, Productivity
- Fairness in Committee Assignments

However, some of these Stop themes represent disagreements between different respondents. For example:

- General vs. Distributed Counseling

Themes on the Start list show more of the desires and hopes of respondents, such as:

- More Resources, More Tools, More People
- Increased Enrollment
- Increased Quality
- Developing or Changing Curriculum
- Better Compensation, Benefits & Opportunities
- Health and Fitness
- Facilities & Maintenance
- Innovation

Summary and Observations of the Focus Group Reports

In the second phase of the Assessment and Visioning Process, five focus groups were conducted on the campus using group interactive technology:

- Students Focus Group
- De Anza Commission/Foundation Focus Group
- Administrators Focus Group
- Classified Professionals Focus Group
- Faculty Members Focus Group

Each focus group was provided in advance a copy of the agenda of their focus group session and encouraged to spend some time thinking about:

- Issues that when properly addressed, will result in significant increases in productivity and satisfaction for everyone
- New initiatives that when effectively implemented, will result in significant improvements in the organization's responsiveness to the people it is here to serve

The Student and Commission/Foundation focus groups worked to list the student and community needs that were well met by the organization, and the student and community needs that were met by it, but not well, and improvements were required. They were also asked to brainstorm what new initiatives should be started to better serve student and community needs in the future.

Many of the Administrator, Classified and Faculty focus group members had seen the OCS and KSS Report before their focus group session. They were invited to bring with them a list of programs and initiatives that when properly addressed or effectively implemented would bring improvements in productivity and satisfaction and increase responsiveness to the people the college was here to serve.

In each focus group, the members examined the multitudes of ideas and suggestions, merged or grouped them as necessary to reduce/eliminate redundant ones, then voted to prioritize them. They were then encouraged to advocate, lobby and discuss these ideas with one another before a second vote to see if a more thoughtful consensus would come up. After that they were given time to brainstorm and comment on each of the prioritized ideas.

- Student focus group – 36 ideas
- Commission/Foundation focus group – 21 ideas
- Administrator focus group – 47 ideas
- Faculty focus group – 31 ideas
- Total generated – 135 ideas

At the end of the focus groups, a brief survey was given to assess how the participants felt about their focus group process. One crucial question in the survey was about how confident the group was that the information they produced would be used constructively to benefit the organization.

All focus group details are available in the focus group reports. In this summary the Student and Commission/Foundation focus groups' lists of well-met needs will be shared. After that the programs/initiatives with the top-ten vote counts and results of the above survey question will be shared for each of the focus groups.

1. **Student Focus Group – List of Well-Served Needs**

   (Comments that belong to the same themes are grouped together. Items are sequenced based on number of comments that belong in that theme.)

   - Quality of Teaching and Faculty – 13 comments
   - Student Services – 10 comments
   - Social Environment – 8 comments
   - Counseling Services – 6 comments
   - The Library – 6 comments
   - The Tutoring Services – 5 comments
   - The Food Pantry – 5 comments
   - Transport Help – 4 comments
   - Facilities – 4 comments
   - The College Website – 3 comments
   - Equity Office – 3 comments
   - Disability Services – 3 comments
   - Internships/Service Opportunities – 3 comments
   - Financial Aid – 3 comments
   - Veterans Services – 2 comments
   - Cafeteria – 2 comments
   - Transfer Program – 2 comments
   - Portal and Canvass – 2 comments
   - Shared Governance – 2 comments
   - International Student Help – 2 comments
   - Environment Conducive to Growth – 2 comments

Student Focus Group - Top Ten Priorities:

Votes	Programs/Initiatives
18	1. Improve marketing of student services and programs so students actually know of the programs
15	2. Library open hours should be more, both earlier and later
14	3. Affordable student housing
13	4. Priority Group 2 registration for DASB Senators
13	5. A student survey every quarter for professor reviews, because professor accountability is necessary
11	6. More affordable and diverse food
8	7. Lower the tuition fee, or at least offer more scholarships, for international students
7	8. Transfer program, a club or group created with students, staff and counselor that helps students transfer successfully
7	9. Classes under the same department should have an equal grading system or some standards in order for students to get a fair final grade despite enrolling in different classes instructed by different teachers
6	10. Implement "Meatless Monday" - reduces costs of production (and reduces costs of menu items as a result), encourages the planting of more vegetables and fruits at the Kirsch Center, reduces water consumption, increases plant-based menu items at the Dining Services
6	11. More encouragement from administrators for professors to use FREE textbooks
6	12. Sports - team need more funding and support from the College in order to help represent the College and increase sportsmanship

Student Focus Group Feedback Survey

Survey Statement:

I have confidence that this information will be used constructively to benefit the organization

Results Spread

Choices	Count
Strongly Agree	8
Agree	12
Disagree	0
Strongly Disagree	0

2. Commission/Foundation Focus Group – List of Well-Served Needs

(Comments that belong to the same themes are grouped together. Items are sequenced based on number of comments that belong in that theme.)

- Availability of Education/Training Programs – 7 comments
- Focus on Serving Diverse Students – 6 comments
- Transfer Program – 4 comments
- Art Gallery – 2 comments
- Community Celebrations – 2 comments
- College Promise Program – 2 comments
- Uncategorized – 2 comments

Commission/Foundation Focus Group - Ideas (grouped together, not prioritized):

- Artificial Intelligence
- Additional Career Tech programs for jobs that can't be outsourced or automated
- Education/ upgrade/ update / resource-transition
- More intercultural, intergeneration, integration programs
- More 4-year programs
- More opportunities to teach students how to work together as teams
- Provide special programs for special needs but high-functioning students.
- More outreach to high school students and families
- Make De Anza more of an "idea" than a "place."
- Extend College Promise
- Promote civic discourse-bringing people together
- Find ways to create more "happiness" along with "success."

- Provide more tutoring service for students.
- More tutoring availability

- More one-on-one counseling
- Easier for students to sign up for needed classes. Sometimes a student has to have a class that is full thus they can't graduate

- More scholarships
- Provide more working opportunity in the campus for all students, including international students.

- Dog animal-friendly environment and teach students for loving and caring for animals.
- Help smoking students to quit and keep campus as a non-smoking campus.

- More Art displays through the county by students

Commission/Foundation Focus Group Feedback Survey

Survey Statement:

I have confidence that this information will be used constructively to benefit the organization

Results Spread

Choices	Count
Strongly Agree	4
Agree	1
Disagree	0
Strongly Disagree	0

15

3. Administrator Focus Group – Top Ten Priorities:

Votes	Programs/Initiatives
13	1. Improve industry connections
9	2. Communication between departments about changes in policy, regulations, procedures
8	3. Re-examine enrollment management and growth strategies
8	4. Create a grants office
8	5. Welcome innovative practices
7	6. Streamline policies to be more student centered includes practices that are not punitive
7	7. Customer service focus for staff
7	8. Implement creating forms of generating revenue than traditional manner
6	9. Organize and develop campus resources to provide wrap-around services for the campus community (food, housing, transit, health/mental health, legal, etc.). "Beacon Center" Model
6	10. As the campus grows, the infrastructure needs upgrading and increase support staff
6	11. Get out of our silos - understand the impact we all have on the overall student experience, as well as the impact we have on each other's functional areas. Collaboration leads to a better understanding of a global view of the college operations

Administrator Focus Group Feedback Survey

Survey Statement:

I have confidence that this information will be used constructively to benefit the organization

Results Spread

Choices	Count
Strongly Agree	2
Agree	5
Disagree	5
Strongly Disagree	1

4. Classified Professional Focus Group – Top Ten Priorities:

Votes	Programs/Initiatives
14	1. Better communications both from the top down and bottom up.
11	2. Being willing and open to new ideas from different groups - new ideas outside of "what we have always done in the past"
10	3. Foster collaboration among various groups (students, staff, faculty, administrators) across campus both internal and external to departments/divisions/programs
10	4. Accountability for all levels on performance bottom-to-top evaluations
10	5. Transparency
7	6. Sharing best practices and being open to transform other departments throughout campus
6	7. Need to work to (re)establish mutual trust and respect among various constituent groups to help inform/guide decisions
6	8. Student centered environment. All decisions should be made with the interest of students and not employees
6	9. Create a space/method for students to openly speak to the college community. Provide +/- feedback, request change.
6	10. Improve how meetings are conducted. Optimize time spent when we do gather.
6	11. Training and mentoring for all levels. New administrators, supervisors, faculty, and staff.
6	12. Decrease bureaucratic systems that only create more challenges for new ideas

Classified Professional Focus Group Feedback Survey

Survey Statement:

I have confidence that this information will be used constructively to benefit the organization

Results Spread

Choices	Count
Strongly Agree	3
Agree	5
Disagree	6
Strongly Disagree	2

5. Faculty Focus Group – Top Ten Priorities:

Votes	Programs/Initiatives
15	1. Administrative transparency and engagement with needs of diverse campus groups
13	2. Innovative and imaginative teaching initiatives
13	3. Qualifications of future President
11	4. Accountability up and down management chains
10	5. Communication and community building
9	6. Reasonable workload that allow for high-quality and high-impact teaching
9	7. Replace faculty and staff that have been lost
8	8. We need administrators who inspire, empower and reward faculty/staff who are innovative (rather than make them jump through hoops to get anything done)
7	9. Agree on a direction about online classes
7	10. Balancing Academic Freedom and Accountability for Quality
7	11. Actual diversity in campus, division, and department committees, positions, etc. The same people get to do everything. Nepotism. Please stop it.
7	12. Increase the profile of and support for CTE programs. Identify new CTE programs that our area needs.
7	13. Create a Stem Center to include all STEM programs creating support and a sense of community for STEM students

Faculty Focus Group Feedback Survey

Survey Statement:

I have confidence that this information will be used constructively to benefit the organization

Results Spread

Choices	Count
Strongly Agree	1
Agree	5
Disagree	3
Strongly Disagree	1

Regarding a Collective Vision for the Future

In this section a number of ideas will be pulled together from the OCS Report, the KSS Report, and the Focus Group Reports to suggest a possible vision for the organization. However, whenever a summary is attempted, much of the diversity and richness of the ideas may be lost. A reading of all the above-mentioned reports is recommended to get an appreciation of the wealth of thinking that can go into the collective assessment and vision of the organization.

1. Ideas about having highly effective leadership

The people of De Anza College want a President to embrace a strong vision for the future: Where is De Anza going? What new programs and initiatives will we have? How will current programs be supported? What will change? They want someone who can articulate a strong purpose and a clear inspiring path forward beyond "let's increase enrollment", even though enrollment is an important issue that needs to be addressed and resolved with confidence and determination. They want a proactive leader who will move the organization forward beyond the crisis/survival mode into a culture of possibility, optimism and innovation.

There is a strong desire for this new leader to be an educator (to take up matters of teaching, learning and student equity with skill and confidence) as well as an administrator (who understands how college practices such as increasing seat counts, cancelling classes early, etc. impact student success negatively and cannot be viewed as long-term solutions). They want someone who can empower faculty and staff as they re-envision and re-energize the institution to meet the changing needs of the communities that they serve.

They want a present and visible leader who is clear-minded in their leadership, creating transparency and advocating for shared participation in decision making, working with faculty and staff to develop innovative new ways to inspire, educate and support our students while creating a workplace community where inclusion, communication, collaboration, transparency, equity, quality and accountability… thrive.

The new President will be skilled in navigating the institution in the context of the Ed Codes and State mandates. This leader will create powerful partnerships with industry, good relationships with the larger community and grants funding organizations to raise funds and create new resources for the College.

2. Ideas about having a highly effective community

There is a constant and repetitive theme in all the various reports calling for the De Anza College organization to become an effective community of people. The values that the survey respondents and focus group participants think should guide the practices and behaviors of such a community consist of inclusion, communication, collaboration, transparency, equity, quality and accountability…

There is a powerful push to continue, to add to, or to fully realize the focus on students, which should serve as the purpose of the community. It is meaningful that the students who participated in the focus group wanted a way to provide feedback to faculty, and administrators who participated in the focus group wanted to emphasize customer service as an important value in this community.

The desire to reduce or eliminate bureaucracy was a persistent theme. It seems that people may be willing to put up with frustrations that they know are necessary, but the unnecessary ones are not something they want to tolerate. They also expect the people who administer the rules and regulations to think about them, to know about the impact of those rules and regulations on their daily efforts, and to do everything in their power to help reduce or minimize the negative effects of the bureaucracy on them.

The Classified focus group brought up empathy, a powerful value that does not get mentioned directly very often in other groups, except where the consequences of the lack of empathy was reflected often in the KSS comments. Empathy is the desired practice of "walking in someone's shoes" in order to

understand what it feels like to be them, then show care and concern as you proceed with an action. It is the glue that holds a family, a team, a community of people together. Lack of empathy is the cause of hostility (bullying), or neutrality (treating people like an object), both of which result in fear, anger, frustration and disengagement. Empathy is caring, not over-caring, i.e. when a person cares too much, takes on other people's problems as their own, and becomes victimized in the process. Over-caring may lead to conflict aversion, such as when managers are reluctant to provide employees with evaluations/feedback or hold them accountable. While empathy is a challenging practice, and empathic people may occasionally behave in an un-empathic way, they will acknowledge and correct their mistakes, then commit to being more empathic again in future behaviors.

In a highly effective community, conflicts are addressed and resolved, not allowed to fester. Unresolved issues such as general counseling vs. distributed counseling, early class cancellation policy, full-time vs part-time faculty treatments, whether students are customers or not, committee assignment fairness, etc. represent opportunities to bring members of the community together to develop win-win or compromise solutions so that the frustration or resentment will go away. Reports of misbehaviors such as bullying, intimidation, or just lashing out in frustration or resentment at other people serve as reminders that the people want and need a community that is competent at resolving differences, and leaders play a crucial role on creating and sustaining this kind of community.

It is meaningful that the Commission/Foundation focus group saw that De Anza, as an institution of higher learning for the community, had a unique opportunity and a role in promoting civil discourse and to bring people together. They also saw the opportunity for De Anza to teach students how to work together as teams. They recognized that this was an essential work skill that most employers are looking for.

3. Ideas about growing enrollment and developing resources

There is much frustration expressed by the Administrator focus group that the current approach to manage enrollment is reactive/defensive, which does not allow for conditions to improve. There is a push to explore enrollment growth strategies as well as other ways to generate funding for the organization, among them, becoming the students' preferred community college, emphasis on De Anza's unique and innovative programs and offerings, creating powerful connections to industry, applying to grants organization, taking advantage of being in Silicon Valley to explore different ways to generate revenue…

The Commission/Foundation focus group brought up the outstanding transfer program at De Anza, and the persistent bias on the part of many families in this community that having their children attend De Anza for two years then transfer to a UC was some kind of a last resort. These community members felt that more outreach to high school students and their families would inform and educate them about the extraordinary effectiveness and value of this program, and a positive contribution to enrollment.

The Student focus group suggested that a club or group could be created for the Transfer program, together with knowledgeable staff and counselor that can help student transfer successfully. Increasing student success and satisfaction in this program seems to align with the idea of more outreach to the community about it.

4. Ideas about expanding programs and services to students and the community

The Faculty focus group put a major emphasis on innovative and imaginative teaching initiatives. Examples include summer bridge programs to prepare students for college, structured mentoring programs with partner companies in Silicon Valley, new course offerings in newer areas such as data analysis/data science, speaker series on campus focusing on careers, building a STEM community for faculty and students that goes beyond a transfer degree, restarting the testing center, creating Guided Pathways centered on student needs…

The Administrator focus group agreed to "welcome innovative practices". They wanted to embrace innovation and recognize that excessive red tape was an enemy of trying to implement new ideas. Other

obstacles include lack of funding, lack of understanding of the positive impact on the student experience, and lack of technological tools that can streamline processes, freeing up time for faculty and staff to spend with students.

The Classified focus group chimed in with their openness to new ideas from different groups, support for sharing best practices and for transforming other departments throughout the campus. They re-emphasized the need to have a student-centered environment, where all programs, services and practices aim to serve the interest of students.

The Student focus group has an interesting perspective on this. They do not advocate as much for more programs or additional initiatives, but their highest priority suggestion was to improve the marketing of student services and programs, so students actually know of them. The reasoning here is that De Anza already has so many good things, but it is so hard for students to be aware of them and make good use of them. If this logic extends to prospective students who may be looking to apply to De Anza, the argument would be that while some new programs and services will no doubt be beneficial, more marketing and promoting of what De Anza currently has is quite important to do both for current and new students, but also prospective ones.

The Commission/Foundation focus group supported the idea of creating new and innovative programs as well, such as skills in the relatively new field of artificial intelligence. On the subject of STEM programs, they advocated for those for jobs that can't be easily outsourced or automated. These community members saw De Anza as an education resource for workers who want to update or upgrade their skills, and for those who are in transition. They advocated for 4-year degree programs, a need that the UC and CSU systems do not seem to have enough capacity to address. In addition, they recommended more intercultural, intergenerational and integrational programs, programs that taught students how to work together as teams, how to be good to animals, and how to find ways to create happiness along with success.

Current Conclusions

De Anza College is truly a great asset for students and the community as highlighted by the Student and Commission/Foundation focus group members in their lists of well-met needs. While these two stakeholder groups recognized that there were needed improvements and new initiatives that will increase their sense of satisfaction and appreciation of De Anza, both groups enjoyed the process of assessing and visioning for De Anza College, and have high to very high confidence that the information collected in this process would be used constructively to benefit the organization in pursuing its mission.

When the members of the organization assessed the College, it was more of a mixture of perceptions. Of the 30 effectiveness indicators, 1 got an A grade, 20 got B grades and 9 got C grades. The overall Effectiveness Quotient (EQ) of 55 was slightly better than other organizations like it in the Bay Area. However, the two areas that spend a lot of time with students (Instruction and Student Services) perceived the organization worse than the other areas of De Anza College, showing that they had more concern than others that their expectations of themselves and the organization were not well met.

The members recognized that there were many good things that should be retained and improved, such as some leadership practices, communication, respect for one another, community building, collaboration, equity and student focus, professional development, the many shared values, the excellent current programs, the innovation that was in place, and the structure of the organization including practices such as shared governance, evaluations, policies and procedures, etc. A solid list of strengths that should be retained and improved.

The causes of their frustration consisted of policies that many of them didn't agree with or felt were not effective long-term solutions such as class size/fill rates and the cancellation policy. Bureaucracy was a related frustration, as is lack of the resources/facilities/tools necessary to do good work. Lack of performance management or accountability in some areas, inappropriate behaviors by some people toward others, negative Human Resources practices, and unfair treatments are also on this list. In addition, there are also unaddressed or unresolved conflicts or disagreements that seem to fester, that affect their productivity and satisfaction.

Looking toward the future, they would like a more positive and optimistic environment where they don't pull back and complain about the lack of resources, tools and people, but have available strategies and actions that will help them acquire more of what they need. If it takes better connections to industry, or better applications to grants programs, or innovative strategies with Silicon Valley organizations to generate non-traditional sources of funds, that is what many of them want. If it takes more innovative programs and services that are more in touch with changing student needs, that is what many of them want. If it takes better collaboration and teamwork to tackle bureaucratic red tape so that productivity will go up and frustration will go down, that is what many of them want. If it takes coming together to discuss and create win-win or compromise solutions to address long-standing disagreements and conflicts, that is what many of them want as well. And they want leadership that share their vision who can bring energies, passion, skills, experiences, and resources to make all of that happen for the De Anza College community.

In the feedback survey at the end of their sessions, the Administrator, Classified and Faculty focus groups indicated how they felt about whether the information collected in this process would be used for constructive purposes to help the organization.

- Administrator – 7 positive/6 not positive
- Classified – 8 positive/8 not positive
- Faculty – 6 positive/4 not positive
- Total – 21 positive/18 not positive (54% positive/46% negative)

Reflecting on the fact that all focus group participation from members of the organization was voluntary, this "46% not positive" vote should not be seen as lack of commitment. People showed up to participate, work hard, and produce a wealth of very helpful information and ideas, proving that they were committed. They may have had the consideration that others in leadership roles had asked for their suggestions before, only to ignore, discard or betray them, and that this could happen again with this exercise. In spite of that thought, their commitment was so strong that they were willing to participate again, hoping that their input would help make a difference, while not having much or any confidence that it would.

The assessment and visioning process owes a debt of gratitude to all participants in the process for their commitment.

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