

**De Anza College Assessment and Visioning Process
November 7, 2019 Interim Reports**

The first phase of the Assessment and Visioning Process took place in October 2019. Two instruments were used:

- A. An Organizational Customs Survey (OCS), provided by the Wilfred Jarvis Institute, to assess 30 different organizational effectiveness indicators from the perspective of the people within the organization. All members of 14 “work units” in De Anza College were invited to take this survey, as listed below (with the final number of respondents in parentheses):
 - a. Communications & External Relations (14)
 - b. Administrative Services (19)
 - c. Student Services (75)
 - d. Ten Divisions within Instruction:
 - 1. Academic Services & Learning Resources (34)
 - 2. Equity & Engagement (10)
 - 3. Biohealth & Environmental Sciences (12)
 - 4. Business, CS and Applied Technologies (19)
 - 5. Creative Arts (6)
 - 6. Intercultural & International Studies (11)
 - 7. Language Arts (20)
 - 8. PE & Athletics (9)
 - 9. Physical Sciences, Math & Engineering (34)
 - 10. Social Sciences & Humanities (18)
 - 11. CTE & Workforce Development (0)

A total of 282 individuals submitted their completed surveys.

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:

- a. Organizational Ethos
- b. Organizational Practices
- c. 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.)

It should be noted that the OCS results are not facts, but only represent the perceptions of the respondents. While it can be argued that the members of an organizations should be most knowledgeable about its effectiveness or lack thereof, their perceptions can be inaccurate, even if they are shared.

The great majority of human beings, however, tend to operate as though their perceptions (positive and negative) were true, and this tendency has an enormous impact on their productivity, satisfaction, and their responsiveness to the needs of the stakeholders in their world. One of the most important effects of perception is the self-fulfilling prophecy effect, which makes a winning team even more victorious because of the belief that they are a winning team, and makes a losing team perform even worse because of the belief that they are a collection of losers.

It is a fact that perceptions are not fixed but can change. Effective leaders do not argue with people’s negative perceptions, become defensive about them, or become hostile toward people for being candid about their points of view. Instead they employ sensitive communication skills to understand the causes, apply intelligent problem-solving methods, and take effective corrective actions to change those perceptions for the better.

B. A Keep Stop Start (KSS) Form designed to solicit free-form suggestions from respondents regarding what their ‘work unit’ and/or organization should do to:

- a. Keep the helpful and appreciated practices
- b. Stop the practices that are not helpful or appreciated
- c. Start the helpful and appreciated practices that are currently missing

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:

- a. 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.
- b. Some Start comments may serve as suggested ways to change/improve the negative perceptions identified above.
- c. 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.)

The reports from those two elements of the process (the OCS Survey and the KSS Form) are now available for review.

Participants in the next phase in the process, the focus groups, are invited to review the reports. Reading the above reports can stimulate their thinking about what would be the most desirable new initiatives or improvements that would have the most positive impact on the effectiveness of organization as well as its responsiveness to the needs of students and the community in the next decade.

A series of five two-hour focus groups will be held from Wednesday 11/13/19 through Friday 11/15/19 on the campus using group interactive technology:

- a. Students Focus Group – from 4:00 pm to 6:00 pm on 11/13/19
- b. De Anza Commission/Foundation Focus Group – from 9:00 am to 11:00 am on 11/14/19
- c. Administrators Focus Group – from 12:00 noon to 2:00 pm on 11/14/19
- d. Classified Professionals Focus Group – from 9:00 am to 11:00 am on 11/15/19
- e. Faculty Members Focus Group – from 12:00 noon to 2:00 pm on 11/15/19

Each focus group will be provided with a copy of the agenda of their focus group session and encouraged to spend some time thinking about what their answers might be. When they show up, they should be prepared to nominate answers/ideas and to work with other focus group participants to prioritize and brainstorm the top priorities during the available time.

The reports from those focus groups will become available the week of 11/18/19, and a summary report of the entire process will be provided by the Facilitator by 11/22/19.

Anyone with questions or concerns about the Assessment and Visioning Process is invited to contact the Facilitator using contact information below.

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