



Western Association of Schools and Colleges

Accrediting Commission for Community and Junior Colleges

| [Help](#) | [Logout](#)**2016 Annual Report****Final Submission**

03/24/2016

De Anza College
21250 Stevens Creek Boulevard
Cupertino, CA 95014

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Mallory Newell
3.	Phone number of person preparing report:	4088648777
4.	E-mail of person preparing report:	newellmallory@fhda.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.deanza.edu/publications/catalog/2015-2016/flipbook/#?page=6
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://deanza.edu/accreditation/
6.	Total unduplicated headcount enrollment:	Fall 2015: 23,620 Fall 2014: 23,230 Fall 2013: 23,427
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	21,578
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	6,868
9.	Number of courses offered via distance education:	Fall 2015: 168 Fall 2014: 146 Fall 2013: 143
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 4,064 Fall 2014: 3,845 Fall 2013: 3,622
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0

13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a
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Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	74%									
14b.	Successful student course completion rate for the fall 2015 semester:	74%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>N/A</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>1500</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>500</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	1500	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	500
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c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	500									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	1,705									
16b.	Number of students who received a degree in the 2014-2015 academic year:	1,703									
16c.	Number of students who received a certificate in the 2014-2015 academic year:	584									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	2,400									
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	2,557									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	Leadership and Social Change Mandarin Speech Communication Art History Ceramics Museum Studies Painting Sculpture Global Studies Intercultural Studies									
19a.	Number of career-technical education (CTE) certificates and degrees:	122									

19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	117																																																																																																												
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	3																																																																																																												
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Professional Photography	10.02	41 %	47 %
Real Estate	52.15	55 %	54 %

22. Please list any other institution set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Basic Skills English	Student Success Scorecard Basic Skills English Completion Rate	69%
Basic skills Math	Student Success Scorecard Basic Skills Math Completion Rate	51%
Career Technical Education	Student Success Scorecard Career Technical Education Completion Rate	45%
Participation Rate	Fall enrollment of students residing in geographical locations with historically low participation rates will increase	42%
Persistence	Targeted groups will persist from fall to fall at a rate within 5% of all other groups.	67%
Community/Civic Engagement	Six percent of students with a goal of transfer or degree will have enrolled in at least one course having a community/civic engagement component each fall.	3%
Course Success Rates by Ethnicity	There will be no more than a 5 percentage point difference between the annual Course Completion Rate for targeted groups and all other groups	67%
Course Completion	The college will achieve a rate of 77% for the Annual Course Completion Rate	74%

23. Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).

The College Planning Committee (CPC) reviewed and updated the College's Educational Master Plan and Institutional Metrics in 2014-15. The institutional metrics stem from metrics included in the Educational Master Plan 2010-2015, and further incorporate and align with metrics from the Student Success Scorecard, the Institutional Effectiveness Partnership Initiative (IEPI), and the ACCJC Institutional Set Standards within the Annual Report. Each metric is broken out into 3 separate goals, as prescribed by the accrediting commission. The first is the Educational Master Plan goal. This goal serves as our Institutional Metric goal and was set based on trends over the past 5 years. The metric was set at a rate consistent with growth over the 5-year period. The Aspirational goal is a goal in which we strive to achieve at the highest level, this metric is set 2 percentage points above the Master Plan goal. Finally, each metric has a Standard rate, this goal is a rate in which we do not wish to fall below. If we were to fall below our standard, we would want to immediately take action to bring the metric up to a rate closer to the 5-year average through strategic planning and targeted initiatives.

Student Learning Outcomes and Assessment

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 1051
	b.	Number of college courses with ongoing assessment of learning outcomes 894
		Auto-calculated field: percentage of total: 85.1

25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	57
	b.	Number of college programs with ongoing assessment of learning outcomes	49
	Auto-calculated field: percentage of total:		86
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	48
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	48
	Auto-calculated field: percentage of total:		100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://deanza.edu/gov/IPBT/program_review_files.html AND https://deanza.tracdat.com/tracdat/faces/login.xhtml Username: public Password: view	
28.	Number of courses identified as part of the general education (GE) program:	498	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	58%	
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes	
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	498	
32.	Number of Institutional Student Learning Outcomes defined:	5	
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%	
35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).		
	Ongoing assessment of ILOs employ direct and indirect methods to assess student learning with respect to the core values in our mission. Indirect assessment includes mapping SLO, SSLO, PLO, and AUOs to ILOs according to relevance, and examining these to assess ILO achievement. Campus surveys such as the CCSSE feature questions addressing specific ILOs. To facilitate the direct assessment of each, one is spotlighted at the annual Convocation and remains our focus for the year. 2013 Convocation - "Critical Thinking": A committee composed of faculty from all disciplines formed. This ILO now receives continuous assessment employing a rubric developed by the committee. 2014 Convocation - "Equity" ILO: Dialog and activity at the session led to the realization that this ILO was not assessable. Campus dialogue and committee work ensued. The rewording of this ILO now makes authentic assessment possible. 2015 Convocation "Wellness and Personal Responsibility": A "live" assessment via student panel was conducted. Following dialog on this assessment, workshops		

were held to guide the campus to discover ways to enhance our students' lives with respect to wellness and personal responsibility. 2016 Convocation - "Information Literacy": Convocation will be held April 15th in the remodeled library. https://www.deanza.edu/slo/icc_assessment/

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36. Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).

Several of our standard processes—including program review, curriculum revision, and ongoing ICC assessment facilitate the alignment of SLOs between the institutional, course and program levels. The program review requires each program to provide course level SLO data to justify its evaluation of program outcomes. The document features questions designed to highlight the role programs play in meeting institutional outcomes. As course-level assessment results inform questions about program goals and outcomes, the document serves to align outcomes across all levels. The curriculum revision process is required for all instructional courses every five years. Presently, curriculum revision requires SLOs be integrated into course outlines which inform (and are informed by) program level outcomes. The annual Convocation features extensive cross-disciplinary dialogue about how course and program level assessment strategies tie to our institutional assessment methods. This further enhances the alignment of outcomes across all levels. The 2013 and 2014 Convocations featured discussions on assessment of "Global, Cultural, Social and Environmental Awareness", between the SLO committee, the Mission Statement taskforce, and Academic Senate to revise the language of the ICC itself. The revised language is intended to be more accessible.

37. Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).

Publicly available course outlines list the SLO statements for each course, and complete lists of all SLOs by division are available on the SLO website. PLOs for the certificates and degrees are in the catalog. Students are made aware of the outcomes on the class syllabus and listed on course management class sites. Results from tests, quizzes and exams are shared with students within the context of the course SLOs. Members of the SLO team have been invited to present aspects of the College's SLO process at RP Group meetings: "2013 Strengthening Student Success Conference" and at the regional workshop held April 2014 "Institutional Internal Quality Assurance and Student Learning Outcomes Assessment". The SLO team authored articles reporting on the College's efforts to cultivate a sustainable SLO effort across campus: "Starting the Race from Behind" printed in the January 2014 issue of RP Perspectives and "FACCTCS Check (Reply to Winston)" printed in the Spring 2013 issue of Journal of the Faculty Association of California Community Colleges. Enhancements based on assessments are broadcast across campus via workshops, the SLO Newsletter, annual SLO Convocation Day activities. Special SLO office hours are held twice weekly to assist faculty and staff with questions on all parts of the process.

38. Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).

The SLO committee publishes a newsletter five times a year, featuring innovative and noteworthy course, program and institutional outcome assessment work. This newsletter serves as a record of dialog both within and across departments, while simultaneously serving as a vehicle for reporting assessment results outside of TracDat. The annual Convocation has

	<p>enjoyed steadily increasing participation from instructional and service programs, and serves as a major vehicle for reporting (and for conducting) institutional level outcome assessment methods and results. Discussion workshops, student interview panels, real-time group assessments, and other activities culminate in an afternoon dedicated to departmental dialog on SLO findings and assessment strategies. The SLO committee also makes regular reports to the Academic Senate and other shared governance bodies pertaining to assessment work and results. In recent years, these reports have helped shape the mission statement language as well as the program review document. SLO results are now integrated into the program review process so outcomes assessment data are tied to all resource requests and Planning and Budgeting Team decisions. In 2014-15, our Planning and Budgeting Teams are reflecting on the role the document played in the most recent five-year planning cycle.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>The SLO process has been successful in both instructional and non-instructional divisions. In non-instructional areas, departments work collectively in unprecedented ways. This collaborative work was recently illustrated in an Occupational Training Institute retreat, which began with a brainstorming activity asking participants to reflect and document the myriad services OTI offers students. Listing the services allowed staff to consider larger departmental goals of gainful employment for their population. OTI then constructed a SSLO featuring life skills at the crux directly linking the college ICCs of Physical, Mental Wellness, and Personal Responsibility. Staff gained insight in regard to helping students navigate a better quality of life while acquiring a deeper understanding of everyone's contributions. Similar collaborative work is illustrated at the course level. The Reading Department began a discussion of critical analysis in Reading 211, the class beneath English 1A Composition. The means of assessment involved creating a rubric to serve as a measure to assess if and how students learned text analysis. Faculty members conducted the assessment in class and later student responses were exchanged and graded. The process evolved into a conversation about grading processes, selection of texts, and best practices.</p>

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 0 2013-2014: 0 2012-2013: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	We will be submitting a substantive change application on March 18 for our online certificate and degree programs which a student can now complete 50% or more of the courses within the program online.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	NA
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	NA

43.	List all of the institutions instructional sites out of state and outside the United States:	NA
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The data included in this report are certified as a complete and accurate representation of the reporting institution.

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