



Western Association of Schools and Colleges
Accrediting Commission for Community and Junior Colleges

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2015 Annual Report

Final Submission

03/30/2015

DeAnza 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:	David D. Ulate
3.	Phone number of person preparing report:	650-949-6905
4.	E-mail of person preparing report:	ulatedavid@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/pdf/dac_catalog_2014-2015.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.deanza.edu/accreditation
6.	Total unduplicated headcount enrollment:	Fall 2014: 23,230 Fall 2013: 23,427 Fall 2012: 23,976
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	21,945
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	5,439
9.	Number of courses offered via distance education:	Fall 2014: 104 Fall 2013: 120 Fall 2012: 118
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 3,847 Fall 2013: 3,626 Fall 2012: 3,549
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: n/a Fall 2013: n/a Fall 2012: n/a

13.	Were all correspondence courses for which students enrolled in fall 2014 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?	60%									
14b.	Successful student course completion rate for the fall 2014 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>1375</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>900</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>475</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	1375	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?	900	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?	475
a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	1375									
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?	900									
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?	475									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	1,594									
16b.	Number of students who received a degree in the 2013-2014 academic year:	1,302									
16c.	Number of students who received a certificate in the 2013-2014 academic year:	433									
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?	2,100									
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	2,559									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	Ceramics, Painting, Art History, Sculpture, Speech Communication, Mandarin									
19a.	Number of career-technical education (CTE) certificates and degrees:	119									
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:	119									
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	3									

19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	119			
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
	Nursing (RN)	51.3801	national	74.5 %	88 %
	Health Technologies (Phlebotomy)	51.1009	national	74.5 %	100 %
	Medical Laboratory Technology	51.1004	national	74.5 %	100 %
21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
	Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)	
	Accounting	52.0302,52.1601	75.9 %	51 %	
	Administration of Justice	43.0107, 43.0199	75.9 %	62 %	
	Automotive Technology	47.0604	75.9 %	70 %	
	Business Administration	52.0101	75.9 %	56 %	
	Child Development	19.0709, 13.1015, 13.1210	75.9 %	59 %	
	Computer Aid Design (CAD)	15.1301, 15.1306	75.9 %	66 %	
	CIS: Computer Systems Security	11.1003	75.9 %	0 %	
	CIS: Database Design	11.0802	75.9 %	0 %	
	CIS: Network Administration	11.0901	75.9 %	66 %	
	CIS: Programming	11.0201	75.9 %	47 %	
	Environmental Studies: Energy Management	15.0503	75.9 %	0 %	
	Environmental Studies: Environmental Resource Management	15.0508	75.9 %	60 %	
	Environmental Studies: Wildlife Science Technician	03.0101	75.9 %	64 %	
	Film/TV: Screenwriting	50.0602	75.9 %	51 %	
	Film/TV: Animation	10.0304	75.9 %	41 %	
	Film/TV: Production	09.0701	75.9 %	62 %	
	Graphic and Interactive Design	50.0409	75.9 %	41 %	
	Health Technologies: Insurance and Coding	51.0801, 51.0713	75.9 %	62 %	
	Health Technologies: Medical Assisting	51.0801	75.9 %	62 %	
	Health Technologies: Phlebotomy	51.1009	75.9 %	63 %	
	Journalism	09.0401	75.9 %	56 %	
	Management	52.0201	75.9 %	62 %	
	Manufacturing and CNC	15.0613, 48.0510	75.9 %	73 %	
	Marketing Management	52.1801	75.9 %	51 %	
	Massage Therapy	51.3501	75.9 %	50 %	
	Medical Laboratory Technology	51.1004	75.9 %	62 %	
	Nursing (RN)	51.3801	75.9 %	60 %	
	Paralegal Studies	22.0302	75.9 %	62 %	

	Professional Photography	10.0201	75.9 %	42 %
	Real Estate	52.1501	75.9 %	56 %
22.	Please list any other instituion set standards at your college:			
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition		Institution set standard
	Participation Rate	Increase the percentage of Santa Clara County Public High School Graduates from 16% in fall 2008 to 20% in fall 2015.		20%
	Community/Civic Engagement Course Enrollment	Have 10% of students seeking transfer, with or without a degree, enrolled in at least one course with a community/civic engagement component by 2015.		10%
	Course Success Rates by Ethnicity	Achieve a less than 5 percentage point difference between the annual course success rate for underserved groups and all other groups.		<=5%
	Basic Skills Course Success Rates in English	Achieve 85%, or the highest score within the ARCC peer group, in basic skills English course success rates by the year 2015.		85%
	Basic Skills Course Success Rates in Math	Achieve 85%, or the highest score within the ARCC peer group, in basic skills Math course success rates by the year 2015.		85%
	Persistence	Underserved groups will persist from fall to fall at a rate at least as high as all other groups.		underserved students >= all other groups
	Course Completion	Achieve 75%, or the highest score within the ARCC peer group, on the completion rate		75%
	Career Technical Education Completion	Achieve a 90% course success rate or the highest score within the peer group for career technical (vocational) courses.		90%
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).			
	<p>The institutional researcher analyzed the rates for each metric: completion, retention, degree/certificate completion and transfer, over a 5-year period. This data was disaggregated by program and ethnicity. Based on the 5-year average, and after looking at our peers across the state, the college set the institutional standards at 75% of the lowest average rate, disaggregated by ethnicity. These standards were brought to the shared governance groups and approved by College Council. The institutional standard for successful course completion was incorporated into the 2013-14 Comprehensive Program Review. Each program is asked to address whether their program is above the standard, and if not, their plans for bringing it up to, or above the standard. Programs are also asked to identify resource needs to improve their rate in this area. This information will be used for planning and resource allocation across the college. The college has also set aspirational Institutional Metrics within the Educational Master Plan for attainment over 5 years. These include: access, success, completion, persistence, basic skills progression and faculty diversity, disaggregated by ethnicity.</p>			

Student Learning Outcomes and Assessment

#	Question	Answer
24.	Courses	

	a.	Total number of college courses:	1031
	b.	Number of college courses with ongoing assessment of learning outcomes	866
		Auto-calculated field: percentage of total:	84
	Courses		
25.	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
	Courses		
26.	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
28.	Number of courses identified as part of the general education (GE) program:		433
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:		56%
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> :		433
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.	<p>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).</p> <p>The College's ongoing assessments of its Institutional Learning Outcomes employ direct and indirect methods to assess student learning with respect to the core values espoused by its mission statement. Indirect assessment methods include mapping SLO, SSLO, PLO, and AUO assessments to specific ILOs according to relevance, and examination to assess overall ILO achievement. Campus surveys such as the Community College Survey of Student Engagement feature questions addressing specific ILOs. Responses provide data for further indirect assessment of ILOs. For the direct assessment of each ILO one is spotlighted at the annual campus Convocation and is our focus. "Critical Thinking" was spotlighted the first year</p>		

and receives continuous assessment employing a rubric developed by a committee of faculty from all disciplines. The next year focused on the "Equity" ILO and led to realizing it was not an assessable statement. Campus wide dialogue and committee work amongst faculty, staff, and administrators reworded the ILO to make authentic assessment possible. This year's focus is "Wellness and Personal Responsibility". Assessment will include a "live" assessment via a student panel and a workshop to discover ways to further enhance the lives of our students. A journal of our work may be found at: 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.

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).

36. Several of the College's standard processes—including program review, curriculum revision, and ongoing Institutional Core Competency assessment—facilitate the alignment of student learning outcomes between the institutional, course and program levels. The program review document requires each program to provide course level SLO data to justify its evaluation of program-level outcomes. The document features questions designed to highlight the specific roles that individual 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 three levels. The annual Campus Convocation features extensive cross-disciplinary dialogue about how course and program level assessment strategies tie to our institutional assessment methods. This enhances the alignment of outcomes across all levels. The 2013 and 2014 Convocations featured discussion panels reporting on the assessment of our "Global, Cultural, Social and Environmental Awareness" institutional level-outcome, ultimately culminating in a collaborative effort between the SLO committee, the Mission Statement taskforce, and the Academic Senate to revise the language of the ICC itself. The revised language is intended to be more easily and transparently assessable.

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).

37. Publicly available course outlines list the Student Learning Outcome statements for each course, and complete lists of all Student Learning Outcomes by College division are now available on the front page of the SLO website. Program level outcomes for the certificates and Degrees are in the College 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 SLO statements. Members of the College SLO team have been invited to present aspects of the College's SLO process at RP Group conferences and regional meetings. Additionally 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 "FACCTS 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 SLO 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).

	<p>Multiple times a year, the SLO committee publishes a Newsletter featuring innovative and noteworthy course, program and institutional outcome assessment work. The newsletter serves as a record of dialog within and across departments and for reporting assessment results outside of TracDat (our data management system for outcomes assessment). The Campus Convocation enjoys increasing participation from instructional and service programs, and serves as a major vehicle for conducting and reporting institutional level outcome assessment methods and results. Workshops, student panels, real-time group assessments, and other activities culminate in an afternoon of departmental dialog on SLO findings and assessment strategies. The SLO committee also makes regular reports to shared governance bodies pertaining to assessment work and results. Recently these reports helped shape the mission statement language as well as the program review document. As a consequence, SLO results are now heavily integrated into the program review process, so that outcomes assessment data are explicitly tied to all resource requests and Planning and Budgeting Team decisions. In 2014-15, our Planning and Budgeting Teams will reflect on how to refine the process so as to make outcomes alignment even more transparent in the next program review 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 instructional and non-instructional divisions. In non-instructional areas, departments worked collectively in unprecedented ways. This collaborative work was illustrated in an Occupational Training Institute (OTI) retreat that began with asking participants to document the myriad services OTI offers students. Listing the services allowed staff to consider larger departmental goals of gainful employment. OTI then constructed a SSLO featuring life skills, directly linking the college Institutional Core Competency of Physical Mental Wellness and Personal Responsibility. Staff gained insight to helping students navigate a better quality of life while acquiring a deeper understanding of everyone's contributions. Similar collaboration is illustrated at the Instructional course level. Recently, 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 assess how students learned text analysis. The process evolved into a conversation about grading processes, selection of texts, best practices, and effective rubrics. This dialogue created meaningful conversation, established constructive working relationships, facilitated dialogue with other departments, and encouraged best practices.</p>

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 0 2011-12: 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 have multiple programs formalizing their online course options resulting in 50% or more of their respective curriculum being offered online and possibly fully completing a program through online courses.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	n/a

42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	n/a
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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