

ACCJC - 2014 Annual Report Submission

support@accjc.org

Sent: Thursday, March 27, 2014 3:37 PM

To: Brian Murphy

Cc: Mallory Newell

This confirms that your 2012-2013 Annual Report to ACCJC was submitted by Dr. Brian Murphy <murphybrian@deanza.edu> on 03/27/2014.

Below is a copy of the information submitted. You may also re-print the report by logging on at <https://www.accjc.org/annualreport>.

**2014 Annual Report****Final Submission**

03/27/2014

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:	Mallory Newell
3.	Phone number of person preparing report:	4088648777
4.	E-mail of person preparing report:	newellmallory@deanza.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_2012-2013.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 2013: 23,427 Fall 2012: 23,976 Fall 2011: 23,982

7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	22,088
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	5,494
9.	Number of courses offered via distance education:	Fall 2013: 104 Fall 2012: 120 Fall 2011: 110
10.	Number of programs offered via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 3,730 Fall 2012: 3,605 Fall 2011: 3,687
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 0 Fall 2012: 0 Fall 2011: 0
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No

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 2013 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, what is it?</td> <td>1375</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	1375
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	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 2012-2013 academic year:	1,681
16b.		Number of students who received a degree in the 2012-2013 academic year:	1,321
16c.		Number of students who received a certificate in the 2012-2013 academic year:	535
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 2012-2013:	2,404
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)	51.1004	national	74.5 %	85 %
	Health Technologies: Phlebotomy	51.1009	national	74.5 %	100 %
	Medical Laboratory Technology	51.1004	national	74.5 %	92 %
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	74.5 %	71 %	
	Administration of Justice	43.0107	74.5 %	73 %	
	Automotive Technology	47.0604	74.5 %	79 %	
	Business Administration	52.0101	74.5 %	93 %	
	Business Software Applications (CAOS)	11.0601	74.5 %	0 %	
	Child Development	19.0709	74.5 %	70 %	
	Computer Aided Design (CAD)	15.1301	74.5 %	65 %	
	CIS: Computer Systems Security	11.1003	74.5 %	67 %	
	CIS: Database Design	11.0802	74.5 %	0 %	
	CIS: Network Administration	11.0901	74.5 %	0 %	
	CIS: Programming	11.0201	74.5 %	69 %	
	Environmental Studies: Energy Management	15.0503	74.5 %	80 %	
	Environmental Studies: Environmental Resource Management	15.0508	74.5 %	0 %	
	Environmental Studies: Wildlife Science Technician	03.0101	74.5 %	67 %	
	Film Production	50.0602	74.5 %	64 %	
	Film/TV Production: Animation	10.0304	74.5 %	60 %	
	Film/TV Production: Television Emphasis	09.0701	74.5 %	70 %	
	Graphic and Interactive Design	50.0409	74.5 %	90 %	
	Health Technologies: Insurance and Coding	51.0801	74.5 %	65 %	
	Health Technologies: Medical Assisting	51.0801	74.5 %	63 %	
	Paralegal Studies	22.0302	74.5 %	87 %	
Journalism	09.0401	74.5 %	78 %		

Management	52.0201	74.5 %	88 %
Manufacturing and CNC	15.0613	74.5 %	77 %
Marketing Management	52.1801	74.5 %	78 %
Massage Therapy	51.3501	74.5 %	60 %
Professional Photography	10.0201	74.5 %	60 %
Real Estate	52.1501	74.5 %	74 %

Please list any other institution 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. T	90%

22.

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 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

Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	1096
	b.	Number of college courses with ongoing assessment of learning outcomes	807
		Auto-calculated field: percentage of total:	73.6
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	38
		Auto-calculated field: percentage of total:	66.7

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 programs:	http://deanza.edu/gov/IPBT/program_review_files.html	
28.	Number of courses identified as part of the GE program:	433	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	65%	
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 program Student Learning Outcomes:	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.	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).		
	We conduct ongoing assessments of ILOs with direct and indirect methods to ensure a comprehensive overview of student learning with respect to the core values espoused by its mission. Indirect assessment methods include mapping SLO, SSLO, PLO, and AUO assessments to specific ILOs according to relevance and examining these to yield a picture of ILO achievement. Campus surveys such as CCSSE feature questions that pertain to specific ILOs and the resultant data provide further evidence for indirectly		

assessing these outcomes. The college engages in direct assessment projects of ILOs. These are scheduled in accordance with our 6-year cycle, such that each of our ILOs receives emphasis in succeeding years culminating in a reflection year in the 6th year. Two direct assessments have been conducted thus far with the remaining 3 scheduled for the next 3 years. To assess the Critical Thinking ILO a campus convocation was held in the spring of 2012 for faculty, staff and administrators. A keynote address segued into discussions among small groups about criteria for evaluating student achievement with respect to critical thinking. Collected responses were then evaluated by a committee comprised of faculty and staff from across disciplines.

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.

Assessment of SLOs at the course and program levels becomes the data for program reviews. IPBT studies the connection between proposed enhancement and their impact on learning in allocating resources. 2 new positions were allocated by IPBT to the Business department when it was noted that students were earnestly pursuing the Business Transfer Degree and succeeded best when mentored by full-time faculty. Critical thinking is assessed throughout campus using a rubric applicable to courses in all disciplines. Analysis of results led to the inclusion of Critical Reading, Writing and Thinking and Statistics as a course in Learning in Communities program. The Health Technologies program noted that many of their students lacked basic computer skills needed in their chosen career. When the assessment data was included in Health Technologies Program Review, IPBT provided the resources to the Computer Information System department to develop 2 new courses focused on these needed skills. Through entrance/exit assessment conducted in biology classes it was noted that female students and students from disadvantaged groups felt disenfranchised from biology careers. This was remedied by altering the course to include success stories of biologists.

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).

SLO statements appear in the public view of College course outlines. PLOs for the

	<p>certificates and degrees are listed in the catalog. Students are made aware of the outcomes on the class syllabus and listed on course management sites. Results from tests, quizzes and exams are shared with students within the context of the course SLO statements. A simple exercise in a computer science class was set in the frame-work of the larger picture of the SLO it was linked to. Students perceived meaning in the exercise and were more successful. Specific questions aimed at the student's view of how their experience at De Anza College has influenced their personal growth with respect to the institutional core competencies are added to Community College Survey of Student Engagement. The 2013 CCSSE results led to the choice of Global, Cultural, Social and Environmental Awareness ICC direct assessment for 2013-14 paving the way for a deeper widespread study as part of the Equity Plan. PE perceived a gap involving their elite athletes and initiated an intervention to close the gap. Enhancements based on assessments are broadcast across campus via workshops, the SLO Newsletter annual SLO Convocation Day activities.</p>
38.	<p>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> <p>All programs/departments are involved in the process of discussing, analyzing and reporting assessment results. While department chairs are responsible for the sustainability of the SLO cyclic process each division has one or more SLO liaisons who work with faculty in their area of expertise assisting with all steps of the process from establishing SLO statements to the inclusion of SLO assessment data in the Program Review document. The SLO coordinators report to and receive support from the Senate as well as to the VPI. Faculty members share their assessment data with their peers during department meetings. For instance, Math department's analysis of the data and the planning of enhancements are achieved through group dialog. Similar departmental discussions across campus have promoted an energizing exchange of pedagogical practices. In sequenced courses there are countable skills that the students bring with them to the successor course. Adjunct faculty members are encouraged to participate in the assessment process on Opening Day and Convocation. They are compensated for their contribution through a stipend. The faculty evaluation form now includes consideration of SLO assessment.</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 had a positive impact on the Language Arts division because it helped create dialogue within departments and across departments about the continuity of skills. For example, the English department used its Critical Thinking PLO to begin a discussion about what research is needed throughout the levels of EWRT classes. To assess the PLO the department surveyed a portion of the EWRT2 classes and discovered that students were not confident in their research skills. Hence, the department decided</p>

the enhancement would be to infuse research at all levels of composition so students would be confident enough to attempt critical thinking research in EWRT2. Additionally, the SLO process allowed for departments to discuss their final assessment tools and strive for continuity. Because English and ESL used portfolios as assessment tools for their pretransfer classes, they were able to dialogue about what skills were required for transfer level English1A students and how they could take steps to enhance their department specific courses so students that entered EWRT1A from both tracks would have a continuity in skills. The enhancement both departments will be looking to achieve in the next cycle is rubrics with criteria.

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 0 2011-12: 0 2010-11: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Mission/Objectives
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	The college is undergoing a review of its mission in 2013-14 which will likely result in changes.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	Updating site with any correspondence from ACCJC including response letters and proposed revisions to the standards and policies.
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 institution's instructional sites out of state and outside the United States:	NA

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

If you need additional assistance, please contact the commission.

Sincerely,

ACCJC

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