**PEER REVIEW TEAM REPORT**

De Anza College
21250 Stevens Creek Blvd
Cupertino, CA 95014

This report represents the findings of the Peer Review Team that conducted a focused site visit to De Anza College September 30 – October 2, 2024. The Commission acted on the accredited status of the institution during its January 2025 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Brent Calvin, Ed.D.
Team Chair

# Table of Contents

# De Anza College
## Peer Review Team Roster
### TEAM ISER REVIEW

Dr. Brent Calvin, Chair*
Superintendent/President
College of the Sequoias

Dr. Rick MacLennan, Vice Chair*
Chancellor
Ventura County Community College District

**ACADEMIC MEMBERS**

Dr. Timothy Brown
Professor
Riverside City College

Dr. Marilyn Brock
Faculty Accreditation Coordinator/ Professor of English
Coastline Community College

Ms. Julie Gamberg
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Glendale Community College

Dr. Paul Creason
Dean, Health Sciences, Kinesiology, Nursing, Library
Long Beach City College

**ADMINISTRATIVE MEMBERS**

Dr. Roberto Gonzalez
Vice President of Student Services
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Dr. Jeffrey Lamb
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Santa Ana College

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**ACCJC STAFF LIAISON**

Dr. Kevin Bontenbal*
Vice President

*Also served as participants on the district review.

**De Anza College**
**Peer Review Team Roster**
**FOCUSED SITE VISIT**

Dr. Brent Calvin, Chair*
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Vice President

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# Summary of Focused Site Visit

INSTITUTION:  De Anza College

DATES OF VISIT: September 30 – October 2, 2024

TEAM CHAIR:  Dr. Brent Calvin

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process.  In March 2024, the team conducted Team ISER Review (formative component) to identify where the college meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team will pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

A four-member peer review team conducted a Focused Site Visit to De Anza College from September 30 through October 2, 2024, for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair and vice chair held a pre-Focused Site Visit meeting with the college CEO on September 24, 2024, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit.  During the Focused Site Visit, team members met with approximately 100-120 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews.  Team members also met with President of the Board and the Chancellor of the Foothill-De Anza District. And held an open forum, which was well attended, and provided the College community and others to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews, and for ensuring a smooth and collegial process.

# Major Findings and Recommendations of the
# Peer Review Team Report

**Commendations**

Commendation 1: The team commends the College for their use of disaggregated data to guide funding, programmatic, and strategic decisions that have led to increased access and success for disproportionately impacted student populations. (I.B.6)

**Recommendations**

**Recommendations to Meet Standards:**

None.

**Recommendations to Improve Quality:**

Recommendation 1: In order to increase effectiveness, the team recommends the College continue to strengthen its efforts to ensure that regular and substantive interaction takes place in distance education courses. (Policy on Distance Education and on Correspondence Education, II.A.7)

**District Recommendations to Meet Standards**:

None.

**District Recommendations to Improve Quality:**

District Recommendation 1: In order to increase effectiveness, the team recommends the District build on existing efforts to develop a policy review process that meets both District participatory governance expectations, while addressing the need to expedite a comprehensive review of District policies. (IV.C.7)

# Introduction

De Anza College, now celebrating its 57th anniversary, is an institution dedicated at its core to diversity and to providing a multicultural learning environment. The College decided in a collective focused planning process in 2005 – and reaffirmed in 2015, and again in 2022 through its Educational Master Plan – to reach out to historically underserved students across the region, to address student retention and success, to ensure cultural competence and to build community collaborations.

De Anza was established in Cupertino on Sept. 11, 1967, as the Foothill Junior College District worked to meet local community demand for a second campus. Planning for De Anza began soon after the district's first campus, Foothill College, launched in temporary quarters in 1958 and filled to capacity after moving in 1961 to its permanent location in Los Altos Hills. Just four years after approving a $10.4 million bond measure for Foothill, community members readily voted in favor of a second bond measure, in the amount of $14 million, to build De Anza College.

De Anza was constructed on 112 acres of what was once a turn-of-the-century wine-producing estate that the district purchased for $1.1 million. Guiding principles for the new college called for creating an "open door" institution to serve students with a wide variety of abilities, aptitudes and interests; an atmosphere of "friendly informality between faculty members and students"; and a campus that conveyed a sense of "quiet dignity" and "higher learning." By the time students arrived for the first fall classes, the College was almost completed. From 3,000 students in its first year, De Anza College in 2023 served more than 17,500 students. Students, faculty members and classified professionals reflect the highly diverse ethnicities, cultures and backgrounds that are found across Silicon Valley.

The Foothill-De Anza Community College District service area encompasses Cupertino, Sunnyvale, Palo Alto, Mountain View, Los Altos, Los Altos Hills, and parts of Saratoga and San José. Its boundaries are contiguous with the Fremont Union and Mountain View-Los Altos Union high school districts. De Anza's influence extends far beyond its immediate service area into many historically underserved lower-income communities in east and south San Jose and East Palo Alto. It reaches out to and draws students widely from throughout the region and internationally with its extensive educational offerings, reputation for student success and supportive environment. De Anza has the largest enrollment of any community college in the region and is a significant educational, cultural, social and economic resource for all of Silicon Valley.

From its earliest days, De Anza has embodied a set of fundamental values that remain embedded in its culture. A deep concern for equity and social justice took root during the College's formative years, influenced by the sweeping social and political changes of the 1960s and 1970s. In intentionally cultivating a new educational community, the founders of what became the Foothill-De Anza Community College District placed a premium on excellence and

innovation, and searched out faculty members with a passion for teaching. These values, embodied in the district motto "Educational Opportunity for All," were transplanted to the new campus when more than 100 faculty members and administrators left Foothill to create De Anza College.

These foundational values continue to shape De Anza's institutional character today. They are evident in De Anza's deep commitment to providing a learning environment that is inclusive and welcoming to all students, and the College's concerted effort over the past two decades to achieve educational equity across racial and ethnic groups. They also underpin the College's commitments – established in 2008 and reaffirmed in 2015 and 2022 – to the Institutional Core Competency that calls for promoting "civic capacity for global, cultural, social and environmental justice."

As it moves forward, De Anza remains committed to its mission statement, most recently reaffirmed as part of its Educational Master Plan for 2022-2027:

*De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world. The College engages students in creative work that demonstrates the knowledge, skills and attitudes contained within the College's Institutional Core Competencies:*

* *Communication and expression*
* *Information literacy*
* *Physical/mental wellness and personal responsibility*
* *Civic capacity for global, cultural, social and environmental justice*
* *Critical thinking*

This statement, adopted in spring 2018, retains the core of the previous mission statement while updating the institutional core competencies with language that uniquely defines the College. The statement clearly articulates student learning goals and outcomes and the importance of civic capacity for justice. In addition, it emphasizes success for every student in multiple areas of intellectual, personal and social development and competence.

# Eligibility Requirements

**1. Authority**

The team confirmed that De Anza College has been operating continuously since 1967 and derives its authority to operate as a two-year community College under the state of California and the Board of Governors of the California Community Colleges, and has been accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), an institutional accreditation body recognized by the Department of Education.

The College meets the ER.

**2. Operational Status**

The team confirmed that De Anza College is providing educational services leading to associate degrees and certificates for 17,000 students as of fall 2022 year. A substantial percentage of students are pursuing the goal of degree completion or transfer to a four-year College or university.

The College meets the ER.

**3. Degrees**

The College offers 194 associate degrees and certificates. The team confirmed that all associate degrees require a minimum of 60 units, including an appropriate general education component and a concentration within a major or area of emphasis.

The College meets the ER.

**4. Chief Executive Officer**

The team confirmed that the College has a CEO that does not serve as the chair of the governing board. Board policies ensure that the CEO has appropriate powers of authority delegated to him. On March 1, 2024, Christina G. Espinosa-Pieb was named Interim President following the resignation of Dr. Lloyd Holmes.  Ms. Espinosa-Pieb has been with the institution in varying capacities for over four decades.

The College meets the ER.

**5. Financial Accountability**
The team confirmed that De Anza College uses a qualified external auditor to conduct audits of all financial records. The audit also includes an assessment of compliance with Title IV federal requirements. All audits are certified, and explanations of findings are documented appropriately. There have been no material findings or internal control weaknesses in the past 5

years. Any findings prior to that time were resolved. Audit reports are made available to the public via board meetings and the College website.

The College meets the ER.

# Checklist for Evaluating Compliance with
# Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

## Public Notification of a Peer Review Team Visit and Third Party Comment
**Evaluation Items:**

| | |
|---|---|
| X | The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit. |
| X | The institution cooperates with the review team in any necessary follow-up related to the third party comment. |
| X | The institution demonstrates compliance with the Commission *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions* as to third party comment. |

[Regulation citation: 602.23(b).]

## Conclusion Check-Off (mark one):

| | |
|---|---|
| X | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |

**Narrative:** The College meets the regulation.

## Standards and Performance with Respect to Student Achievement
**Evaluation Items:**

| | |
|---|---|
| X | The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.  (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards) |

| | |
|---|---|
| X | The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards) |
| X | The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9) |
| X | The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4) |

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

**Conclusion Check-Off (mark one):**

| | |
|---|---|
| X | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |

**Narrative:** The team has reviewed the elements of this component and has found the Institution meets the Commission's requirements.

## Credits, Program Length, and Tuition
**Evaluation Items:**

| | |
|---|---|
| X | Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9) |
| X | The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9) |
| X | Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2) |

| | |
|---|---|
| X | Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9) |
| X | The institution demonstrates compliance with the Commission *Policy on Credit Hour, Clock Hour, and Academic Year*. |

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

**Conclusion Check-Off (mark one):**

| | |
|---|---|
| X | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |

**Narrative:** The team confirmed that the College meets the credit hours and program lengths minimum of 90 quarter hours of total student work. These are documented in a College policy.

## Transfer Policies
**Evaluation Items:**

| | |
|---|---|
| X | Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10) |
| X | Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10) |
| X | Transfer of credit policies identify a list of institutions with which it has established an articulation agreement. |
| X | Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning. |
| X | The institution complies with the Commission *Policy on Transfer of Credit*. |

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

**Conclusion Check-Off (mark one):**

| | |
|---|---|
| X | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |

| | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |
|---|---|

**Narrative:** The policies are provided in the College Catalog. The College meets the regulation.

## Distance Education and Correspondence Education
**Evaluation Items:**

| For Distance Education: | |
|---|---|
| X | The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the Commission *Policy on Distance Education and Correspondence Education*. |
| X | The institution ensures, through the methods outlined in the Commission *Policy on Distance Education and Correspondence Education*, regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency. |
| X | The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1) |
| X | The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit. |
| **For Correspondence Education:** | |
| X | The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1) |
| X | The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit. |
| **Overall:** | |
| X | The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1) |
| X | The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*. |

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

**Conclusion Check-Off (mark one):**

| | |
|---|---|
| X | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| | The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements. |

| | The College does not offer Distance Education or Correspondence Education. |
|---|---|

**Narrative:** The College has an administrative procedure and the team has observed a subset of online courses to verify the College meets the regulation. The College does not offer correspondence courses. The team recommends that in order to increase effectiveness, the College continue its efforts to ensure regular and substantive interaction within its distance education courses.

## Student Complaints
**Evaluation Items:**

| | |
|---|---|
| X | The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online. |
| X | The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures. |
| X | The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards. |
| X | The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1) |
| X | The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*. |

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

**Conclusion Check-Off (mark one):**

| | |
|---|---|
| X | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |

**Narrative:** The College has established procedures and policies regarding student complaints and keeps a database of such complaints. The team reviewed examples and examined the database during the focused site visit. The College meets the regulation.

## Institutional Disclosure and Advertising and Recruitment Materials
**Evaluation Items:**

| | |
|---|---|
| X | The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2) |
| X | The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment*, and *Policy on Representation of Accredited Status*. |
| X | The institution provides required information concerning its accredited status. (Standard I.C.12) |

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

**Conclusion Check-Off (mark one):**

| | |
|---|---|
| X | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |

**Narrative:** The College meets the regulation.

## Title IV Compliance
**Evaluation Items:**

| | |
|---|---|
| X | The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15) |
| X | If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15) |
| X | If applicable, the institution's student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15) |
| X | If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16) |

| | The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*. |
| --- | --- |
| X | |

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

**Conclusion Check-Off:**

| | |
| --- | --- |
| X | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |

**Narrative:** Internal audits did not indicate any internal control compliance or financial findings. The College does not contract, or have any agreements, with non-accredited organizations. The College meets the regulation.

# Standard I

## Mission, Academic Quality and Institutional Effectiveness

### I.A. Mission

**General Observations:**
The institution's mission statement describes the broad educational purposes which are to provide a rich, multicultural environment that challenges students of every background to develop knowledge, skills and abilities to contribute to their communities and the world. Internal and external data are used on a regular basis to determine progress towards accomplishing its mission. The institution aligns programs and services to the College mission as evidenced by institutional documents and processes.

The institution uses data to determine how effectively it is accomplishing its mission and to identify institutional priorities to ensure student needs are being addressed. It accomplishes this by examining internal and external data regularly and sharing data with the college and public.

The institution aligns services and programs to the College mission. This connection to the mission is prominent within program reviews, mission statements of departments, and woven throughout institutional planning documents. The institution's mission statement is widely distributed and visible in a variant of published documents shared with the community.

**Findings and Evidence:**
The team reviewed evidence and found that De Anza College's mission is clearly stated. Additionally, the institution communicates its broad educational purpose and delineates the student populations it serves. The mission clearly states the types of degrees offered and its commitment to student learning and achievement (I.A.1).

The institution uses data to determine how effectively it is accomplishing its mission and to identify institutional priorities to ensure student needs are being addressed. It accomplishes this by examining internal and external data regularly and sharing data with the college and public (I.A.2).

The institution aligns services and programs to the College mission. This mission is braided within program reviews, mission statements of departments, and woven through institutional planning documents (I.A.3).

The institution's mission statement is widely distributed and visible in a variety of published documents shared with the community. The institutional mission, strategic planning documents, program review documents, data dashboards, Equity Plan, college website, and

college catalog were reviewed. The mission is reviewed on a regular basis as part of the planning and resource allocation cycle to ensure relevance (I.A.4).

**Conclusion:** The College meets the Standard.

## I.B: Assuring Academic Quality and Institutional Effectiveness

**General Observations:**
De Anza College assures academic quality and institutional effectiveness through shared governance, program review, student learning outcomes evaluation, integrated planning, and resource allocation processes. The College engages in data informed dialogue that focuses on student success, student equity, and overall effectiveness. Disaggregated data is woven into College planning processes and decision-making.

**Findings and Evidence:**
De Anza College demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement through a shared governance model. The College's committee structure represents a wide variety of campus constituents where continuous evaluation and substantive dialogue take place. The institution uses data to inform integrated planning and student achievement (I.B.1).

De Anza College defines and assesses student learning outcomes (SLOs) for all instructional programs as well as for student and learning support services. The assessments of record, cycles of assessment, and reports of assessment results for all programs are compiled by the SLO Core Team and shared publicly on its website. The College new program review cycle to help facilitate annual program review and SLO assessment. The comprehensive program review is used as a review criterion for resource allocation and personnel request. The program review process also includes departmental and unit assessment of SLOs as well as student services learning outcomes (SSLOs) and administrative unit outcomes (AUOs) (I.B.2, ER11).

The College established ten institutional goals with metrics that are in line with its mission. The goals are assessed annually by the College Planning Committee posted publicly. The ten goals are also incorporated into the Educational Master Plan. The College also maintains accreditation metrics with goals and publish them widely. Job placement and licensure passage rate and metrics are also updated annually. The Institutional Research, Planning and Accreditation Office also makes outcomes data publicly available through dashboards and self-service tools (I.B.3, ER11).

De Anza College uses assessment data in the program review process in order to support student learning and achievement.  Data are also used in the assessment of student learning outcomes (SLOs), student services learning outcomes (SSLOs), and administrative unit outcomes (AUOs). The College's shared governance structure helps ensure that assessment data is used to rank resource request (I.B.4).

The College assesses the accomplishment of its mission though program review and the evaluation of student learning outcomes. Disaggregated quantitative data and disproportionate impact evaluation is readily available at the academic and faculty levels. The College supports a culture of data informed decision making by creating easily accessible data and incorporating data discussions in professional development, department, and division meetings (I.B.5).

De Anza's Office of Institutional Research has a variety of dashboards and data tools that help evaluate student outcomes for subpopulations of students and identify performance gaps. The College's institutional goals are also focused on identifying equity gaps on an annual basis. The implementation of action plans developed by the Equity Plan Re-Imagined initiative team, the use of data through all program reviews, and the laser-focus on disproportionately impacted student populations within the Student Equity and Achievement Plan are examples of how the College directly evaluates and addresses performance gaps. De Anza College is to be commended for their use of disproportionate impact data to allocate resources to student support programs that directly serve impacted students. (I.B.6)

De Anza College regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes. A new shared governance model was developed to address concerns that were raised by the College's review of its governance processes. The College regularly evaluates programs and services through its program review process, Guided Pathways working groups, shared of governance, and decision-making processes (I.B.7).

The College communicates the results of its assessment and evaluation activities. The College Planning Committee reviews institutional metrics annually and publishes its findings in the Educational Master Plan update, which is shared on the De Anza website. Additionally, this information is presented and discussed at College workshops and shared governance committees (I.B.8).

De Anza College engages in continuous, broad-based, and systematic evaluation and planning through its seven-year integrated planning and resource allocation cycle as illustrated in the Planning Quilt and Institutional Effectiveness Process model. The planning model itself is evaluated to ensure effectiveness. The program review process, curriculum review, and student learning outcomes assessment help facilitate the integrated planning and resource allocation model (I.B.9, ER 19).

**Conclusion:** The College meets the Standard.

Commendation 1: The team commends the College for their use of disaggregated data to guide funding, programmatic, and strategic decisions that have led to increased access and success for disproportionately impacted student populations (I.B.6).

## Standard I.C: Institutional Integrity

**General Observations:**
De Anza College assures communication and accuracy through a variety of methods to meet this standard.

**Findings and Evidence:**
The De Anza College web page contains a plethora of information about the college.   Included in the evidence are several documents that demonstrate the various channels that communicate and assure clarity, accuracy and the integrity of information provided to students, employees and the public.   This includes the college catalog, website, schedule of classes and course syllabi. Additional channels include messages and videos posted on social media, weekly email newsletters sent to all students and employees, other emails sent routinely for specific purposes, text messages, and various printed materials.  Through the website, De Anza gives accurate information to students and the public about its accreditation status with the Accrediting Commission for Community and Junior Colleges and other industry accreditors.  Accuracy is ensured through regular review and updating of the catalog, class schedules, the website and course syllabi. The College also ensures accuracy in information to students and the public about its accreditation status with all its accreditors (I.C.1).

De Anza College publishes an annual catalog, which is reviewed and updated each year. The catalog is published online as a dedicated website and is also available in a downloadable PDF format.  The Office of Communications works with knowledgeable personnel in all areas of the College to review the catalog for accuracy and precision prior to publication each year during the summer recess.  The catalog includes information about every course, certificate and degree offered by the College, as well as additional important information (I.C.2).

De Anza College uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public on the College's website. De Anza communicates about matters of academic quality and shares a variety of assessment results with employees, students and the public on its public website (1.C.3).

De Anza provides detailed information about all of its certificates and degrees on its website and in its catalog. This includes descriptions of each program's purpose, content, course requirements, and expected learning outcomes.  Included in the evidence are degree examples from program and an example of information in the catalog for an Accounting Degree that includes the purpose, content, course requirements, and expected learning outcomes (I.C.4).

De Anza regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services on a regular and documented basis (I.C.5).

The College accurately informs students and the public about the total costs of college at De Anza. It regularly publishes a detailed list of all student fees, including tuition for California residents and nonresidents, as well as fees for health services, transit pass, student representation and other special purposes De Anza publishes annual cost of attendance breakdowns in the catalog and in the Financial Aid section of the college website. A net price calculator is included on the financial aid web page (I.C.6).

De Anza College meets Standard I.C.7, Eligibility Requirement 13 and the Policy on Institutional Integrity and Ethics. The policies listed above clearly show the college's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies. Faculty members and students are free to examine and test all knowledge appropriate to their discipline or area of major as judged by discipline experts. The College upholds a professional and collegial atmosphere that promotes honesty and independence for faculty and students (I.C.7).

De Anza College follows clear policies and procedures that promote honesty, responsibility and academic integrity for all constituency groups. These policies and procedures were established by the Foothill-De Anza Community College District Board of Trustees, with participation of the Academic Senate and other shared governance groups (I.C.8).

De Anza College ensures that faculty distinguish between personal conviction and professionally accepted views in a discipline, and that they present data and information fairly and objectively. This is ensured through a shared commitment to professional ethics, which is upheld through the curriculum review process and the faculty peer evaluation process. The Academic Senate has modified a version of the ethics statement by the American Association of University Professors (I.C.9).

De Anza College gives prior notice of policies pertaining to academic integrity and mutual respect. As a public institution, it does not seek to instill specific beliefs or worldviews. The evidence shows that De Anza does not have policies that seek to instill specific beliefs or worldviews (I.C.10).

De Anza College does not operate any programs in foreign locations (I.C.11).

The evidence shows that De Anza College complies with eligibility requirements, accreditation standards and Commission policies, guidelines and requirements for public disclosure, institutional reporting, team visits and prior approval of substantive changes (I.C.12).

De Anza demonstrates honesty and integrity in the relationships with the state, federal and industry accreditation agencies. The college uses the website to describe itself to external agencies. The college communicates its compliance with regulations to these agencies regularly. De Anza College communicates its accreditation status to the public via the catalog and accreditation websites. The college also submits annual and mid-term reports in a timely manner (I.C.13).

The evidence demonstrates that De Anza College is committed to high quality education, student achievement and student learning. The College ensures that these commitments are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests by adhering to the standards of ethical conduct established by the Foothill-De Anza Community College District Board of Trustees (I.C.14).

**Conclusion:** The college meets this standard

**Standard II**

**Student Learning Programs and Support Services**

## II.A. Instructional Programs

**General Observations:**
De Anza College provides many instructional programs, 1,800 courses, 194 degrees and certificates, and 30 noncredit certificate programs on one 112-acre campus. A substantial amount of the general education is designed for breadth of knowledge and intellectual inquiry, addressing the mission's focus on these learning components. All instructional programs, library, learning, and student support services align with the mission. New courses are based on economic and labor market reports and curriculum requirements for certificates, degrees, or requirements for four-year institution transfer.

All of the courses offered must first be approved by the curriculum committee. There are standards to be approved for all courses in the curriculum approval process. Each course has established student learning outcomes, and each program with at least one certificate or degree has program learning outcomes. The SLOs are reviewed every five years and are assessed annually as part of each department's program review process. The course reviews establish the delivery method and how the instructors fulfill the requirements of regular and substantive interaction and align with the college mission.

**Findings and Evidence:**
The team reviewed the College's ISER, website, college catalog, outcome maps, institutional core competencies (ICCs), curriculum process, job projections, awards, transfers, online addendum, degree works, articulation services, and transfer center documents for evidence. The College provides quality instructional programs consistent with the goals of the mission, appropriate to higher education, that lead to student completion of identified student and program learning outcomes, degrees and certificates, transfer to other higher education programs, and preparation for employment relevant to needs established by market data. De Anza College offers courses through online, hybrid, and face-to-face modalities. The courses meet the college's mission through program mapping to one or more of the instructional core competencies (ICCs), which are communication and expression, information literacy, physical/ mental wellness and personal responsibility, civic capacity for global, cultural, social, and environmental justice, and critical thinking. Faculty are integrally involved at every step of the curriculum development and review processes (II.A.1).

Full-time and part-time faculty are engaged in processes and procedures from curriculum and program review that ensure that content and methods of instruction meet generally accepted academic and professional standards and expectations. Achievement data is incorporated into program review to continuously improve instructional courses and programs. The Team evaluated evidence that included rosters from the curriculum committee, results of program

review leading to instructional allocations, CTE committee meeting minutes, and other campus convenings.  While the College has embarked on a new planning and resource allocation process, faculty voice has been present on the CPC and the RAPP (II.A.2).

De Anza College identifies and regularly assesses all learning outcomes for courses, programs, certificates, and degrees using established institutional procedures, such as the curriculum approval process. All current course outlines and syllabi include outcome statements. Courses and outcomes are reviewed through the curriculum committee on a five-year assessment schedule. The allocation of resources is assessed in connection with SLO assessment. Outcomes statements are reviewed and revised by faculty in each department and results drive curriculum changes and make or revise plans to enhance the student experience (II.A.3).

Evidence reveals that the College clearly distinguishes pre-collegiate level curriculum from that of college level.  Students can access information about sequencing via the website. The ESL, Math, and English Departments have responded to AB 1705 and modified curricular pathways.  In the case of Math and English, pre-collegiate coursework has been eliminated entirely (II.A.4).

BP 4020 defines the processes, timelines, and nature of program and curriculum development that is in line with practices common to American higher education. The Team reviewed internal curriculum handbooks that aligned with these same practices (II.A.5).

De Anza College provides a course schedule that offers a variety of scheduling options to meet students' needs, such as 12-week classes during fall, winter, and spring terms, as well as late start classes to fit all types of circumstances.  Schedules are reviewed by departments and adjusted based on demand. Students can choose their schedules based on program maps developed by the Guided Pathways initiative, which recommends schedules for program completion within two years or less. Class scheduling represents a collegewide effort that includes faculty and administration, and course enrollments, including waitlists, are analyzed regularly to assess when classes should be added or deleted from the schedule.  The enrollment data is analyzed by the Institutional Research, Planning, and Accreditation Office to ensure every student can complete their program within a reasonable timeframe (II.A.6).

The team reviewed data on enrollment modalities, and the College's website related to delivery modes, teaching methods, and learning support services that demonstrate the college is responsive to student need and actively support faculty, staff, and students to improve learning. The team encourages the college to continue to focus on their comprehensive training plans for regular and substantive interaction (RSI).  The team further encourages the college to continue to invest in professional development, training and a collegial approach to ensuring regular and substantive interaction in on-line courses.  This would include a quality control component for courses with clear expectations and support for faculty.  Lastly, the team suggests the college continue with their consistent and regular evaluation process for substantive interactions between faculty and students in their on-line courses (II.A.7).

De Anza College validates the effectiveness of college-wide course and program examinations, including indirect assessment for prior learning, through clear policies established by the Foothill De Anza Community College District. The College ensures processes are in place to create equitable test-taking environments and to reduce bias and enhance reliability.
Credit for Prior Learning is validated by policies outlined in AP4235, AP4236, and is described in the College catalog. Guided self-placement processes used for English, ESL, and Math placement are in GSP Validation English and Math. AB705 and the California Community College's Chancellor's Office serve as guidance for assessment and placement into transfer-level English and Math courses (II.A.8).

The Team evaluated data on SLOs and how they are integrated into the curriculum process at De Anza. SLOs are part of the Course Outline of Record and are a component of the awarding of course credit, degrees, and certificates. The College did provide examples of Program Level Outcomes in the college catalog. The College provided clear evidence, through AP 4020 on Program and Curriculum Development, that they follow federal standards on clock-to-credit hour conversions (II.A.9).

The Team reviewed transfer-of-credit policies from the college catalog, website, and other sources that demonstrated a commitment to facilitating the mobility of students without penalty. Much of the work of the Articulation and Transfer Services Office is to ensure that transferred courses are comparable to college learning outcomes. The College also has Board Policies and Administrative Procedures (5073) that spell out processes for articulation (II.A.10).

The College includes in all programs, student learning outcomes that are appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethnical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. The core competencies are included in the Mission statement and all degree and certificate programs contain them. They are all published in the catalog and meet the California Education Code requirements while also mapped to one or more of the core competencies. All SLO's are posted on the Student Learning Outcomes page of the College website. All course, program, and student learning outcomes are assessed during the College's seven-year planning and resource allocation cycle (II.A.11).

The College includes a general education component in addition to the major requirement for all degrees. The learning outcomes include students' participation in and acceptance of responsibility in civil society, skills for lifelong learning and application of learning, in addition to a broad understanding of the development of knowledge, practice, and interpretive approaches in the general education areas. Courses are evaluated by faculty with expertise in the correlating areas and are deemed appropriate as determined by student learning outcomes and competencies. The College lists the general education requirements on the website under GE requirements, which includes coursework in English, Math, Quantitative Reasoning, Arts and Humanities, Social and Behavioral Sciences, and Physical and Biological Sciences (II.A.12).

All degrees and programs comply with the Federal and California Education Code, Title 5, and require completing a series of specialized courses in the major discipline, along with general education and electives.  Each focused area of study includes specialized courses that have been identified through student learning outcomes, competencies, and criteria for mastery, based on key theories and practices in the field.  The Board of Trustees has certain requirements for degree programs listed in AP4100, Graduation Requirements, and must be in a major included in the Community Colleges "Taxonomy of Programs." Learning outcomes for all programs are evaluated and assessed regularly (II.A.13).

De Anza's career technical education (CTE) programs prepare graduates to meet or exceed the employment standards for their chosen industry, including applicable standards and preparation for external licensure and certification.  The College follows the policy set by the Foothill-De Anza Community College District Board of Trustees, which calls for establishing systems and procedures to support student success, curriculum, career pathways, faculty expertise, and regional coordination – all in alignment with federal regulations (AP4102). De Anza continually takes steps to ensure that students who earn CTE certificates or degrees have developed the skills required for their chosen industry and are prepared for external licensing or certification requirements.  Evidence includes AP4102-Career and Technical Education, annual program reviews for CTE programs, a CTE advisory committee and a Chancellor's Office Workforce Stars recognition for helping students make significant financial or employment gains (II.A.14).

De Anza has a transparent and deliberate process for evaluating the viability of programs and addressing the impact of any decision to eliminate or significantly change a program. Evaluating a program's viability or discontinuance includes consideration of the effects on students, education and budget planning, regional coordination for occupational programs, and community workforce and economic development needs.  There are processes in place to ensure that when programs are eliminated or significantly changed, the institution makes appropriate arrangements.  All plans for elimination of any programs include a phase out plan (BP6015). The College has an established process for evaluating a program's viability and elimination, which includes steps to ensure that students may complete the program with minimal disruption.  The College follows BP6015, and it ensures that there is a "phase out plan" (II.A.15).

The college regularly evaluates the quality and relevance of all instructional programs. The evaluation and review process are designed to improve the quality of instruction and learning outcomes, regardless of whether instruction is delivered face-to-face, online or in a hybrid mode.  Through these evaluations, De Anza ensures continuous improvement in the quality and currency of programs for all students. The College also uses this process to allocate resources and personnel to programs that are working to close equity gaps and serve the most vulnerable student populations. De Anza has extensive processes for evaluating all its instructional programs to improve their quality and student learning outcomes. The evaluation process applies to all modalities including in-person, online and hybrid instruction.  All instructional programs are regularly evaluated for quality and currency through the program review process,

and the five-year curriculum review cycle.  Evidence includes IPBT-Reviews and the De Anza Curriculum-Cycle.  Through these cycles, the college regularly evaluates the quality and viability of all instructional programs (II.A.16).

**Conclusion:** The College meets the Standard.

Recommendation 1: In order to increase effectiveness, the team recommends the College continue to strengthen its efforts to ensure that regular and substantive interaction takes place in distance education courses. (Policy on Distance Education and on Correspondence Education, II.A.7)

## Standard II. B: Library and Learning Support Services

**General Observations:**
The evidence shows De Anza provides library, tutoring and other learning support services to students, making them available both online and in person. Faculty members and classified professionals engage in regular assessment of these services to ensure quality, and that they are aligned with De Anza's mission. The library offers a wide variety of collections and provides a sufficient quantity of print and electronic resources to support students in on-campus and online courses.

**Findings and Evidence:**
The library has a collection of more than 72,000 print books and over 6,100 units of audiovisual media, subscriptions to 59 periodicals, 30 electronic databases and a course reserve system that enables students to check out textbooks. The library operates a computer lab where students can use computers, printers and software during Library hours. The library offers one-unit courses covering topics such as library research techniques and advanced internet searching. The Student Success Center provides tutoring and study skills workshops both face-to-face and on-line. The college points to its expansion of these services 2020 (II.B.1).

The evidence demonstrates De Anza's Library involves faculty members from a range of disciplines in selecting materials and developing customized information sessions and other resources. The Student Success Center similarly collaborates with faculty members in planning and offering resources to meet evolving student needs. The library invites faculty members to make suggestions for Library purchases and to identify course reserve textbooks or other materials that the Library can make available for students to check out. The library conducts surveys to determine faculty and student needs. The library also partners with the Library coordinates with Film and Television faculty members to continually update the film collection and make the films available to students via the library web page and library catalog. The self-study points to the Student Success Center role in developing new curriculum following the passage of AB 705 that included customized support activities for students taking EWRT 1A, the transfer-level English Composition and Reading course offered at De Anza (II.B.2).

There is evidence the College uses the annual program review process, along with internal data and reports from the Institutional Research Office, to evaluate the effectiveness of the library and other learning support services at De Anza, and to identify current or emerging student needs. The library has used the program review process to request and receive funding for services requested by students or faculty members, including the JSTOR database, which includes articles, books, images and other resources in 75 academic disciplines; and an expansion of the course reserves collection, which includes textbooks that students can borrow if they can't afford to buy them. The library collects data through circulation reports, database usage reports, the assessment of student learning outcomes and Library computer lab surveys. The Student Success Center assesses usage and progress on program-level learning outcomes as part of the annual program review cycle. As a result, As the College has increased its online course offerings, the Online Education Center has used this data to identify needs and provide additional opportunities for faculty development and training (II.B.3).

The De Anza Library is a member of the Council of California Community Colleges Chief Librarians, which together with the Community College League of California has formed a consortium that negotiates prices on subscription databases and other online services provided by outside vendors. The College is also part of the Online Education Initiative 2.0 Cohort, which enables faculty members to participate in the CVC-OEI (California Virtual Campus Online Education Initiative) Course Design Academy. The tracking shows that online courses that are developed through this program and adhere to the OEI Course Design Rubric. Further, De Anza has contracted with two online tutoring vendors: Smarthinking and NetTutor (II.B.4).

**Conclusion:** The college meets the Standard.

## Standard II.C: Student Support Services

**General Observations:**
De Anza College annually evaluates the effectiveness of student services programs and departments using program review process, annual updates, and institutional data on student retention, persistence, and success. Student service programs are also evaluated regularly through program reviews and assessment of student learning outcomes, to determine areas of success and recommendations for growth. All student service offices at De Anza provide equitable access for all students, by offering services in person, online and over the telephone.

De Anza College maintains student athletic and student leadership development programs which have sufficient oversight to ensure they are fully compliant with all district, state and federal regulations pertaining to their operations, including participation eligibility, financial management and documentation of activities. Counselors at De Anza College work to retain students by helping them choose courses and majors, advising them on study skills, test anxiety, tutoring resources, career planning and personal matters such as housing or food insecurity. De Anza counselors also assist students in developing education plans and checking their progress toward their educational goals, such as earning a degree or certificate, preparing for transfer or entering the workforce. Admission policies at De Anza College adhere to state

and federal regulations, and allow students to pursue certificates, degrees, transfer and career training as aligned to the College mission. The College uses multiple measures for assessing students on English and Math, while adhering to state legislation known as AB 705 and companion bills provided by the California Community Colleges Chancellor's Office. All employees in the Office of Admissions and Records are certified in Family Educational Rights and Privacy Act (FERPA) processes, policies and laws relating to student privacy, confidentiality, student records, and sensitive institutional information.

**Findings and Evidence:**
In fall 2020, the student services program review process led to the adoption of the Counsel for Advancement of Standards in Higher Education (CAS) criteria for evaluating the quality and effectiveness of student services. The CAS self-assessment guides will be used to assess the programs and functions within each department. The guides consist of standards and guidelines for evaluating the strengths and deficiencies of each program and informing plans for improvement within De Anza's student services programs. In addition, quantitative and qualitative data is collected from student data management systems, student satisfaction surveys and conversations with students to evaluate the quality of support services and to analyze student needs. Student demographic information is used to identify the populations served by the College and to ensure students are receiving equitable access and services based on their needs (II.C.1).

The evidence shows De Anza's student service programs are evaluated regularly through program reviews and assessment of student learning outcomes in a seven-year planning cycle, to determine areas of success and recommendations for growth. In addition, the college's Institutional Research, Planning and Accreditation Office conducts regular and consistent data collection and analysis and provides this information to support the faculty in the assessment of student learning, persistence, and success. This data provides context and assists programs and service areas in identifying student populations disproportionately impacted by lack of equitable outcomes, to ensure improvements are made in both student access and success. Each student services program conducts annual learning outcomes assessment and reflection activities, in accordance with its program stated goals and objectives. The assessment process includes the development of student learning outcomes (SLOs), determining desired outcomes and metrics, and defining methods for learning assessment. SLOs are designed to align with the college's mission and institutional learning outcomes, or core competencies. SLO results are reviewed annually to determine whether modification of the activities or assessment methods are needed (II.C.2).

The evidence demonstrates all student service offices at De Anza provide equitable access for all students, by offering services in person, online and over the telephone. In addition to in-person services, each student service office offers online delivery models. For example, the Mental Health and Wellness Center and Student Health Services office offer mental health counseling and health services via a HIPAA-compliant Zoom platform. De Anza regularly reviews its policies and practices to ensure that all work is conducted under an equity framework, in alignment with specific goals for narrowing equity gaps. In addition, the College conducts

outreach efforts to local high schools that are specifically designed to increase access and success for historically underrepresented student populations, through high school visits, workshops, annual student conferences and other services for students and their families (II.C.3).

As a member institution of the Coast Conference and the California Community College Athletic Association (3C2A), the College is required to follow all rules and regulations of each organization and adhere to each entity's constitution and bylaws. The Athletics program is managed by an administrator who works with the division dean, the vice president of Instruction, the vice president of Administrative Services, and the college president. De Anza Student Government (DASG) serves as the main participatory governance body representing students on campus committees, in accordance with the policy established by the Foothill-De Anza Community College District. A second group of elected student representatives, the Inter Club Council (ICC), is responsible for supporting and managing a wide range of student-led clubs and organizations focused on academics, community service, diversity, political, religious, special interest, sports, and support for students. Professional staff members in the office advise both organizations and attend their official meetings, as well as meeting individually with student leaders, to ensure that both organizations meet governance standards. In addition to DASG and ICC, the college offers other co-0curricular programs including Study Abroad, Honors and many others, which work closely with administrators to ensure they operate responsibly and with sound financial management (II.C.4).

The evidence shows counselors also assist students in developing education plans and checking their progress toward their educational goals, such as earning a degree or certificate, preparing for transfer or entering the workforce. Some instructional divisions have their own counselors to serve students in those areas; these include Biological, Health and Environmental Sciences; Career Technical Education; Language Arts; and Physical Education and Athletics. Other programs and Learning Communities have dedicated counselors who have additional training or cultural awareness to support the specialized needs of students in those programs. These include specialized student service programs such as Disability Support Services, Extended Opportunity Programs and Services, International Student Programs, Guardian Scholars (foster youth), Rising Scholars (formerly incarcerated students), and Veteran Services. De Anza counselors are generally available to meet with students in person or online via Zoom, and in some cases by telephone. De Anza's counselors are faculty members who are qualified to provide academic, career and personal counseling. Some programs also have academic advisers, who are classified professionals qualified to advise on academic matters. De Anza also provides additional counseling services through specialized programs. The Office of Outreach counselors offer orientation sessions for all new students, which includes an overview of available services and resources, as well as explanation of degree and transfer requirements registration procedures, preparation of an education plan and the process of applying for financial aid (II.C.5)

Included in the evidence are matriculation policies and procedures the College has established in accord with policies adopted by the Foothill-De Anza Community College District. The

admission policies are appropriate to an open enrollment institution, adhere to state and federal regulations, and allow students to pursue certificates, degrees, transfer and career training as aligned to the College mission. The College follows district policies on providing counseling and advising services and makes information widely available about the requirements for degrees and certificates. De Anza's catalog provides a detailed description of course and program requirements for each certificate, degree and transfer pathway. The College also has developed program maps for every major, which offer quarter-by-quarter recommendations for which classes a student should take to satisfy the requirements for a degree or transfer in that subject. Students are also encouraged to join one of six Guided Pathways Villages, organized around groups of related academic majors. The College also provides all students with the Degree Works tool, in consultation with a counselor, to develop an education plan as a condition of receiving priority registration status. Students can use Degree Works to plan which courses they will take and to check their progress toward their goal, such as earning a degree or certificate, or completing the General Education requirements for a transfer to the CSU or UC (II.C.6).

De Anza College is an open-entry institution that accepts students during each term of the academic year. Students who satisfy the district enrollment criteria are accepted without limitations unless their enrollment poses a threat to the safety of the campus community, in accordance with Foothill-De Anza Community College District policies. The College uses multiple measures for assessing students on English and Math. There is evidence these placement methods were adopted for English and Math, De Anza's institutional research office has examined course success rates and found that students are being placed in courses of an appropriate level. The College has used ESL placement tools that were reviewed by the state for effectiveness and bias. As of 2023, the College has also implemented procedures for assessing ESL students on the basis of their U.S. high school transcripts, if available, or via guided self-placement, as allowed by the state chancellor's office. The College offers students the option to take a science exam and, if passed, students avoid certain lower-level biology and chemistry prerequisites. Students applying for the Nursing program are required to take the HESI (Health Education Systems Inc.) Admission Assessment Exam (II.C.7).

De Anza takes steps to maintain the security and confidentiality of student records and has published policies governing their release. The evidence shows these include employees in any office who need to access student records must complete FERPA training through the Vision Resource Center. In addition, employees undergo a LiveScan check and are fingerprinted before they are granted access to the Banner Student Information System (SIS) or dashboard. Access to the SIS is tailored to the individual's level of need-to-know access. Any access to the system is gained only by logging in through a portal system, using the individual's confidential password. Further, the system may not be accessed from off campus unless the user is employing a virtual private network configured and supported through the district information technology office. electronic student records are securely stored on password-protected computers. Paper files are stored in locked file cabinets when not in use and are housed in areas with access control systems that provide information on the date, time and name of individuals entering these areas. Shredding is performed by a district-approved vendor who

comes to campus and shreds the documents on site. Records maintained for the Student Health Services and the Mental Health and Wellness Center are treated in accordance with Health Insurance Portability and Accountability Act (HIPAA) requirements and are maintained in the PyraMed Electronic Medical Records System (II.C.8).

**Conclusion:** The college meets the Standard

# Standard III

# Resources

## III.A. Human Resources

**General Observations:**
De Anza College fulfills all criteria of Standard III.A, boasting a highly qualified and diverse faculty, classified professionals, and administrators dedicated to the institution's mission. Detailed job descriptions are publicly shared, outlining requisite qualifications and skills, ensuring alignment with De Anza's mission. Requirements for degrees obtained from accredited U.S. institutions are clearly articulated, with procedures established for evaluating degrees from non-U.S. institutions. The college conducts thorough evaluations of all employees, including faculty, to assess effectiveness and promote improvement, following established processes outlined in bargaining unit agreements and district policies. Through regular program reviews, staffing needs are assessed, with requests for new positions prioritized by the Resource Allocation and Program Planning committee. All employees receive comprehensive orientation and integration into campus life, with clear personnel policies available for review. Diversity and equity are actively supported through policies fostering collaboration and mutual respect, complemented by data analysis to drive ongoing conversations. Ethical conduct standards are outlined, and regular training opportunities are provided for professional development. Measures are in place to safeguard employee records and ensure appropriate access.

**Findings and Evidence:**
De Anza College ensures the quality and integrity of its programs and services by employing qualified administrators, faculty, and classified professionals with appropriate education, training, and experience. Personnel selection criteria, qualifications, and procedures are transparent and aligned with the institution's mission, serving the student population effectively. The college, part of the Foothill-De Anza Community College District, posts job descriptions on the district website and follows district procedures for hiring. These descriptions outline minimum and preferred qualifications, established in accordance with state regulations and guidelines. Policies for establishing equivalency and faculty qualifications are also adopted, aiming to ensure all applicants meet necessary requirements. The district emphasizes diversity in recruitment efforts to reflect the student population it serves. Transparent hiring policies and procedures are outlined in the district's hiring manual, covering recruitment, fair employment practices, and interview standards to maintain integrity in the hiring process (III.A.1).

The College develops job descriptions for full-time faculty positions, posting them publicly with

clear scope, educational criteria, and mission alignment. For instance, the Nursing Instructor posting emphasizes teaching skills and multicultural awareness, reflecting the College's commitment to diversity and effective instruction (III.A.2).

The College creates detailed job descriptions for all administrative and staff positions responsible for educational programs and services, publicly outlining necessary qualifications for recruitment. These descriptions adhere to Foothill-De Anza Community College District policy, covering various employment categories and approved by the California Community Colleges Board of Governors. They specify knowledge, skills, and abilities required for success in the role, aligning with the College's mission. Hiring committees follow District policy and guidelines to ensure candidates meet requirements and can perform duties effectively and equitably (III.A.3).

All job descriptions at De Anza College specify that candidates must have obtained all required degrees from accredited U.S. institutions, as evidenced in the description for the associate dean of learning community's position. The Foothill-De Anza Community College District has established clear procedures for evaluating equivalency of degrees from non-U.S. institutions, based on evidence of possessing required coursework or eminence in the discipline. Both the College and District adhere to the minimum qualifications for faculty and administrators set by the California Community Colleges Chancellor's Office, allowing for equivalency to meet degree requirements when necessary (III.A.4).

All De Anza College employees undergo regular evaluations outlined in their bargaining unit agreements or Foothill-De Anza Community College District policies to assess effectiveness and encourage improvement. Faculty members follow a review process agreed upon by contract and regular employees, including peer and student evaluations. Classified staff evaluations occur annually after the probationary period, with a posted evaluation form covering various areas. Administrators undergo yearly evaluations with goal setting, mid-year reviews, and summative sessions, with comprehensive evaluations every three years. Evaluation procedures are established for various employee groups, including those represented by unions. District trustees also conduct annual self-evaluations (III.A.5).

III.A.6. N/A

The College conducts an annual program review to assess faculty staffing ratios and resource needs for each academic department, with requests reviewed by the Resource Allocation and Program Planning (RAPP) committee and prioritized based on publicly shared criteria. Funding decisions are then made by the College Council. The College ensures adequate faculty for student enrollment through an established formula and monitors the 75% full-time faculty workload requirement as per district policy, all reported to the California Community Colleges Chancellor's Office annually. Unfilled full-time positions may be filled by part-time or

overloaded full-time faculty (III.A.7).

De Anza College has a comprehensive process to support and integrate part-time faculty. They attend orientation before teaching, covering College information and professional development opportunities. Part-time faculty are involved in governance committees and receive regular evaluations. They also hold office hours and receive service credit for reemployment preference, along with additional compensation for attending orientation and workshops (III.A.8).

De Anza College maintains staff adequacy and qualifications through its program review process, allowing departments to request additional positions as needed. These requests are evaluated by the Resource Allocation and Program Planning (RAPP) committee, with recommendations made to the College Council. Since spring 2023, funding requests for new classified positions have been integrated with faculty resignations and retirements, providing managers with a shared governance avenue to request new positions. Existing positions are filled upon vacancy by the area manager (III.A.9).

The College evaluates all new staffing needs, including administrators, managers, and supervisors requiring new funding, through the program review process and the RAPP committee's prioritization. When existing positions become vacant, senior staff assess the necessity of filling them to support the College's mission. Job descriptions for administrators, including required qualifications, are posted on the District's human resources website for transparency (III.A.10).

De Anza College adheres to personnel policies established by the Foothill-De Anza Community College District, including those developed by the District's human resources office and policies adopted by the District board of trustees, all of which are published on the District website. Specific procedures for each employee bargaining group are outlined in their respective negotiated contracts, which are publicly available on the District's website. Grievance procedures, providing options for employees who feel unfairly treated, are included in these contracts and meet-and-confer handbooks for administrators and confidential employees (III.A.11).

De Anza College supports diversity and equal opportunity in alignment with policies set by the Foothill-De Anza Community College District. This includes fostering an environment free from harassment and discrimination, as outlined in the Equal Opportunity Plan approved by the board of trustees. The college also conducts annual reviews of employee diversity data to ensure ongoing discussions and efforts to maintain inclusivity (III.A.12).

De Anza College mandates adherence to ethical standards set by the Foothill-De Anza Community College District, binding all employees through contracts and bargaining groups.

Violations of faculty and administrator ethics are addressed through formal processes outlined in respective agreements and handbooks. The Academic Senate and District Board of Trustees have their own adopted codes of ethics, and the College maintains an academic integrity policy for students, available on its website (III.A.13).

De Anza College operates an Office of Professional Development, led by a full-time faculty director for faculty and a full-time program coordinator for classified professionals. The College supports both faculty and classified professionals with various activities such as orientations, workshops, and specialized training. Evaluation processes help identify areas for improvement. Collaborating with other offices, the college organizes events like campuswide healing sessions and heritage month events. Additionally, the college provides funds for conference attendance and educational assistance. District-wide professional development meetings and online cybersecurity training are also available through the Foothill-De Anza Community College District (III.A.14).

De Anza College ensures the security and confidentiality of personnel records by maintaining them in securely locked areas outside business hours within the Foothill-De Anza Community College District's human resources office. Digital documents are password-protected and secured behind a firewall. Employees have the right to access their records under negotiated procedures with each bargaining unit (III.A.15).

**Conclusion:** The College meets the Standard.

## III.B. Physical Resources

**General Observations:**
De Anza College fulfills all requirements of Standard III.B, prioritizing the provision of quality, safe, and adequately maintained educational facilities to serve its students and community. This commitment is demonstrated through meticulous planning and assessment of facility needs, with oversight from local and state safety regulators. Collaboration with the Foothill-De Anza Community College District ensures alignment of facility development with institutional goals outlined in various master plans, including the Facilities Master Plan, Educational Master Plan, Technology Plan, Sustainability Action Plan, and equity goals. Continuous monitoring of space utilization and program review reports ensures facilities remain adequate and well-maintained. Long-term planning conducted through the district maintains financial accountability for capital projects, further reinforced by oversight from the Citizens' Bond Oversight Committee and internal cost control policies and processes.

**Findings and Evidence:**
De Anza College ensures the provision of safe and sufficient physical resources for learning,

aligning with policy set by the Foothill-De Anza Community College District. This policy prioritizes health and safety, teaching and learning support, routine maintenance, and future planning. The Facilities Master Plan for 2021-2026 outlines anticipated needs and sustainability goals, while the Technology Plan for 2021-2024 addresses technological requirements. Projects for construction and modernization, funded primarily by Measure G, aim to enhance facilities. Compliance with building codes, fire safety regulations, and risk assessments further attests to the commitment to safety and security. Upcoming projects include physical security system upgrades and IT enhancements to safeguard against potential threats (III.B.1).

De Anza collaborates with the Foothill-De Anza Community College District to develop its Facilities Master Plan (FMP), aligning with the College's mission and goals. Bond measures like Measure E, C, and G have funded construction and renovation projects. Oversight is provided by a Citizens' Bond Oversight Committee. Compliance with the ADA is ensured through a comprehensive plan, and equipment needs are identified through the program review process. Sustainability goals are addressed through the Energy Master Plan and Sustainability Action Plan, with efforts to reduce carbon footprint and increase energy efficiency. Several campus buildings are LEED certified for sustainability Top of Form (III.B.2).

De Anza conducts regular monitoring and evaluation of its physical resources using tools like the Facility Utilization Space Inventory Option Net (FUSION) program and scheduling reports. These assessments inform long-term planning efforts by the College and the Foothill-De Anza Community College District. The program review process helps gauge the effectiveness of departments responsible for facility maintenance, allowing them to request additional resources as needed. Data from these evaluations contributes to the Facilities Master Plan (FMP) and the Technology Plan, guiding efforts to address facilities and technology needs for students and employees (III.B.3).

The Foothill-De Anza Community College District implements long-range plans to meet the facility and equipment needs of the College. These plans are primarily funded through local bond measures, supplemented by state support when available. The Facilities Master Plan (FMP) is developed in alignment with the College's mission and goals, incorporating input from various stakeholders and ensuring compliance with District policies. Sustainability is a key consideration in facility design, with adherence to LEED standards promoting cost-effective operation. The District maintains a five-year construction plan, updated annually, which outlines costs and timelines for proposed projects. Before proceeding with final project proposals, the District submits initial proposals to the state chancellor's office for review and approval. Strict policies and procedures are in place to monitor project costs and ensure efficient implementation (III.B.4).

**Conclusion:** The College meets the Standard.

## III.C. Technology Resources

**General Observations:**
The College and District effectively meet all criteria of Standard III.C by providing comprehensive technology support and services to students, employees, and all college functions. Collaboration between the College and the District's Educational Technology Services division ensures shared responsibilities in addressing technology needs. Through surveys, program reviews, and shared governance, technology requirements are identified and assessed, with the Technology Committee leading the development of the Technology Plan. Processes are established for resource allocation, maintenance, and upgrades, ensuring reliability, privacy, and security of technology systems. The College enhances support for online learning, including new systems and staff positions in the Online Education Center, and implements advanced curriculum management tools. The District's Educational Technology Services division maintains schedules and standards for hardware and software provision and upgrades, with major projects approved through governance processes. Measures are in place to ensure availability, reliability, and security of technology resources, supported by extensive tech support and initiatives to enhance security.

**Findings and Evidence:**
De Anza and the Foothill-De Anza Community College District collaborate to ensure adequate technology support for students, faculty, and staff. The Technology Committee advises on technology proposals and training needs, playing a crucial role in technology planning and accreditation. Technology needs are identified through surveys, program reviews, and governance groups, with a focus on enhancing student access, faculty development, accessibility, and collaboration with the District's Educational Technology Services (ETS). Resources are allocated based on established governance processes, with projects reviewed by senior staff and committees. The District's ETS division contributes to student success by providing critical technology infrastructure and ensuring security measures are in place. Continuous efforts are made to enhance online learning support, cybersecurity, and disaster recovery strategies. Additionally, the implementation of new systems, such as the curriculum management system, involves collaboration among stakeholders to meet college needs effectively (III.C.1).

The College and District base technology decisions on surveys from students and employees, program reviews, and expert analysis. Instructional equipment purchases were previously prioritized through program review and the Instructional Planning and Budgeting Team, now transitioning to the Resource Allocation and Program Planning Committee. Classroom technology projects are prioritized by the ETS Project Scheduling Subcommittee. The District's ETS division and ETAC develop districtwide plans and standards, discussed with College

representatives at Technology Committee meetings. ETS has established processes for identifying and prioritizing projects, leading to key technology bond-funded projects such as Wi-Fi expansion, network and security upgrades, and computer refresh (III.C.2).

The College and District prioritize reliable and secure technology resources for students, faculty, and staff. The District's ETS division manages hardware, software, backup plans, and cloud access, with Wi-Fi expansion underway. Security measures include consolidating systems, migrating to Office 365, and providing mandatory cybersecurity training. Ongoing assessments and upgrades ensure PCI compliance and robust firewall protection.
On-site ETS staff at De Anza College address technical issues promptly, with an online ticketing system for support. Collaboration through ETAC facilitates projects like multi-factor authentication implementation to enhance security (III.C.3).

The College and District prioritize technology training and support for faculty, staff, and students, evident through surveys and the Technology Plan. Initiatives include cybersecurity modules, one-on-one help desk support, and resources from the Office of Professional Development. The Online Education Center offers Canvas certification and teaching strategies, with additional support for students. During the pandemic, extensive training was provided for online tools, and new accessibility tools were introduced. The Office of Communications enhanced web resources and implemented an automated chat service. Library and Student Services staff provided tech support and tutoring online, ensuring continuity of services during campus closures. Online options for student services have been maintained post-pandemic. Precision Campus tools offer data accessibility for faculty and staff to monitor course success and demographics Top of Form (III.C.4).

The District has policies and procedures governing technology use in teaching and learning, ensuring the rights and responsibilities of all users and information security. These policies are being reviewed and updated, available on the website, and included in faculty syllabi. They extend to the Canvas online learning system and are promoted through professional development and technology trainings. De Anza's Office of Communications also provides training on accessibility best practices and has posted its accessibility policy online (III.C.5).

**Conclusion:** The College meets the Standard.

## III.D. Financial Resources

**General Observations:**
The College and District have implemented a comprehensive framework for financial management, ensuring integrity, transparency, and alignment with institutional goals. Budget processes are transparent and inclusive, incorporating input from governance groups and

aligned with the institution's mission and goals. Regular audits and internal controls safeguard financial stability, with timely responses to findings. Financial reporting is robust, allowing for effective oversight and participation from all constituencies. Measures such as maintaining budget reserves, risk management procedures, and liability insurance ensure stability. Long-term financial planning considers liabilities and sustainability, while resources are diligently allocated to their intended purposes. Oversight extends to student loan management and contractual agreements, ensuring adherence to institutional integrity and mission.

The team acknowledges the importance of continuing open and transparent conversations as the college and the district embark on the formal review of their allocation model.

**Findings and Evidence:**
The Foothill-De Anza Community College District prioritizes sound fiscal management to support student learning and institutional effectiveness. District policy, outlined in documents such as BP3000, emphasizes the importance of financial stability and directs the chancellor and staff to adhere to principles of fiscal responsibility.

The annual budget development process, as mandated by BP3100, begins with the chancellor submitting a tentative budget to the Board of Trustees each June. This tentative budget details estimated income and proposed expenditures, allowing for comparisons with actual revenues and expenses from the previous year. The Board then adopts a final budget by September 15, considering factors such as state budget provisions and carryover funds.

The District's budget priorities align with strategic goals and the missions of its two colleges. Funding sources include state apportionments, grants, fundraising, and student fees. The allocation of funds to the College is determined by various criteria, such as enrollment ratios and specific grant designations.

De Anza College's budget management involves both "A" and "B" budgets. "A" budgets cover ongoing contractual obligations, including salaries and benefits, while "B" budgets encompass discretionary spending for operating expenses. These budgets are funded through district allocations, revenue sources, and carryforward funds.

At the College level, resource allocation follows a comprehensive planning process involving program review and shared governance groups. The Budget Advisory Committee (BAC) and Resource Allocation and Program Planning (RAPP) Committee play key roles in evaluating needs and setting priorities. For instance, the RAPP Committee implemented a new personnel prioritization process to fund additional staff and administrative positions, enhancing support for instructional, student services, and administrative programs. This process ensures that resources are distributed effectively to maintain and enhance programs across the College (III.D.1).

De Anza College's integrated planning cycle aligns financial planning with institutional effectiveness assessments and mission goals. This involves shared governance, program reviews, and resource allocation based on departmental needs and alignment with the Educational Master Plan and equity plans. The Resource Allocation and Program Planning (RAPP) Committee prioritizes requests for new faculty and staff positions in line with the College's mission and plans. Financial stability is ensured through internal controls, reserves, and annual audits, with the Audit and Finance Committee providing oversight. The College operates in accordance with sound financial practices, maintaining a 5% budget reserve as required. Financial information is transparently shared with the Board of Trustees, the Budget Advisory Committee, and the California Community Colleges Chancellor's Office, ensuring accountability and compliance with state regulations (III.D.2).

The District has clear policies and procedures for financial planning and budget development, with the chancellor reporting quarterly to the Board on the financial condition. Budget development begins with a tentative budget prepared in May and submitted for approval in June, followed by a final adopted budget in August. Monthly presentations to the District Budget Advisory Committee ensure regular oversight and input from shared governance committees. At the College level, resource allocations are reviewed through shared governance, with the newly formed Resource Allocation and Program Planning (RAPP) Committee assuming responsibility for prioritizing requests. Input from division deans and the College community informs decision-making, as seen in recent discussions on personnel requests in June 2023 Top of Form (III.D.3).

The College and District ensure accurate financial planning by managing ongoing obligations through "A" budgets for salaries and "B" budgets for discretionary spending. Regular analysis of budget trends helps identify potential shortfalls, as shown in recent fiscal year assessments. Managers can monitor their budgets through the College's intranet system, receiving monthly financial reports to aid in ongoing planning. Additionally, the College actively seeks additional funding through federal, state, and local grants, as well as through capital projects funded by District bond measures (III.D.4).

The District adheres to financial management practices, as outlined in its policies and procedures. Financial reports, including quarterly and annual statements, are publicly available on the District's website, ensuring transparency. Oversight is provided by the Audit and Finance Committee, which convenes quarterly to review fiscal management practices. Purchasing procedures and internal control mechanisms are in place to safeguard assets and promote efficiency. Employees handling funds are required to be bonded against loss. Financial reports are prepared by the Office of College Fiscal Services to facilitate informed decision-making. Regular audits validate the accuracy of financial reports and enhance internal control systems, ensuring compliance with policy requirements (III.D.5).

Financial and budgetary documents accurately depict the allocation of financial resources to enhance student learning programs and services. The District's annual budget transparently outlines funding allocations, prioritizing student learning in accordance with District policies. Quarterly budget reports provide detailed insights into revenue and expenditure trends, ensuring transparency and accountability. Annual budgets undergo audits to verify credibility and accuracy, complying with District policy requirements. At De Anza, the Office of College Fiscal Services issues monthly financial reports, highlighting expenditure variances and budget adjustments, fostering financial accountability (III.D.6).

The College promptly addresses audit findings for compliance. In the 2021-22 fiscal year, an audit highlighted delayed reporting of student enrollment changes, attributed to a service provider. The College took responsibility and is collaborating to prevent future delays. Another audit confirmed proper accounting of bond fund expenditures. Results and actions are transparently presented in public Board of Trustees meetings (III.D.7).

The District conducts an annual independent audit covering all funding sources, including bonds. External agencies oversee bond programs, ensuring compliance. The Citizens' Bond Oversight Committee (CBOC) monitors bond fund usage. The District Grants Office ensures grants adhere to agreements and policies. The Foundation's finances undergo yearly audits, promoting transparency. The shared governance system, including the District Budget Advisory Committee (DBAC) and Chancellor's Advisory Council (CAC), reviews financial activities. Audit findings prompt corrective actions shared in public Board of Trustees meetings (III.D.8).

District policy mandates maintaining a minimum reserve level of 5 percent for fiscal stability. Despite this requirement, the District has sustained reserves above 5 percent to counter financial uncertainties. The District Stability Fund, at its peak in 2015-16, has been utilized since 2016-17 to offset yearly negative operating results. For the 2023-24 fiscal year, the District plans to replenish the Stability Fund over three years by utilizing various revenue sources, aiming for a projected reserve of $11.2 million by June 30, 2024. To mitigate unforeseen risks, the District has robust risk management measures, including liability and cyber insurance coverage, as detailed in the 2022 Annual Risk Management Report (III.D.9).

The District ensures effective fiscal oversight by adhering to relevant policies governing operations, including financial aid management. De Anza's Financial Aid Office manages student financial aid distribution, complying with federal regulations and reporting standards. Recent audits identified areas for improvement, such as timely enrollment status reporting, which the College promptly addressed. Grant expenditures are monitored by the District Grants Office to ensure compliance with agreements and policies. The De Anza Student Government (DASG) follows established finance code processes, sharing annual budgets and financial statements publicly, including presentations to the College's Budget Advisory Committee. The Foothill-De

Anza Foundation, operating independently, raises funds for student scholarships and program support. Its governance board, following established policies, ensures transparency through annual reports and audits. District investments are managed in line with California law and policy standards (III.D.10).

The District ensures financial stability by aligning short-term plans with long-term commitments. Budget documents, including past data, current information, and future projections, are presented to governing bodies such as the Board of Trustees and relevant committees. Reserves are maintained as mandated by state law and District policy, providing solvency in both the short and long term. Resources are allocated for the repayment of long-term liabilities, and participation in the CalPERS health care plan enables predictable and stable plan rates, ensuring effective budgeting of health benefit costs (III.D.11).

The District's commitment to addressing long-term liabilities, including other post-employment benefits (OPEB), is evident in its budget planning. For fiscal year 2022-23, the adopted budget allocated $1.5 million to the CalPERS California Employers' Retiree Benefit Trust (CERBT) to fund the OPEB liability. An actuarial study conducted in the previous fiscal year under GASB 74/75 accounting standards revealed a total OPEB liability of $101,774,285 as of June 30, 2021. As of June 30, 2022, the market value of the asset funds held within the CalPERS CERBT was $30,245,035 (III.D.12).

The District annually allocates resources to repay its debt, including general obligation bonds, certificates of participation, and capital leases. Property tax collections fund bond liabilities through the Bond Interest and Redemption Fund, while payments for certificates of participation and capital leases are made through the Debt Service Fund. All obligations are budgeted at the District level and reported in the notes to audited financial statements (III.D.13).

The District ensures resource compliance and transparency through oversight mechanisms like the Citizen's Bond Oversight Committee (CBOC) and bond audits. Quarterly reports maintain transparency and stakeholder input. The Grants Office monitors grant spending, adhering to agreements and policies, while the Foothill-De Anza Foundation handles fundraising and gifts, ensuring compliance and accountability (III.D.14).

The College's annual fiscal report highlights a declining trend in default rates over three years. The cohort default rate dropped from 13.2 percent in 2017 to 4.8 percent in 2019, placing the College in the "low" category. This demonstrates compliance with Title IV federal regulations, which require rates below 30 percent. To manage student loan defaults, the College partners with ECMC, a third-party service, for outreach, counseling, and reporting. ECMC offers telephone and email support to borrowers, along with tracking tools for the College's use (III.D.15).

The District has established procedures and templates for contracting various services. These templates cover essential elements like termination, indemnification, intellectual property, and data security. Additionally, the District encourages cooperative purchasing contracts and regularly updates contracts to comply with changing laws and requirements. Collaboration with the Purchasing and Risk Management office ensures careful evaluation and negotiation of terms for significant contracts impacting students and employees, such as the bookstore services contract (III.D.16).

**Conclusion:** The College meets the Standard.

# Standard IV

## Leadership and Governance

### IV.A. Decision-Making Roles & Processes

**General Observations:**
De Anza College recognizes and incorporates the contributions of leaders throughout the organization by utilizing a clear local decision-making model "driven by Foothill-De Anza Community College District policy that was developed to ensure comprehensive, systematic and integrated planning involving governance representatives from across the college community."

**Findings and Evidence:**
The College demonstrates the use of broad participation through the evidence provided. Decision-making at the College is conducted through a shared governance process that is designed to encourage participation and solicit ideas and perspectives from all employee constituencies (IV.A. 1).

The College has clear policies and procedures that provide for participation of faculty, staff, administrators, and students.  The Governance Handbook defines that new ideas come forward (IV.A.2).

Administrators and faculty have well documented roles in the shared governance and process. Campus groups have designated seats for these groups and members are encouraged to share their expertise and perspectives (IV.A.3).

Faculty's role in program, curriculum, and course development is clearly outlined in board policy. The Curriculum Committee serves as the decision-making body providing recommendations regarding course and instructional programs through the Academic Senate to the Board of Trustees (IV.A.4).

The institution has defined planning and policy decisions that incorporate broad perspectives through their Governance Handbook (IV.A.5).

The College shares its governance structures and processes and resulting decisions widely through website postings, College-wide emails, news releases, and newsletters (IV.A.6).

The College regularly reviews and updates its governance process.  At the District level, currency of Board Policies and Administrative Procedures has become an issue that is currently being addressed. The team encourages the District to build on existing efforts to develop a

policy review process that meets both District participatory governance expectations, while addressing the need to expedite a comprehensive review of District policies (IV.A.7).

**Conclusion:** The College meets the Standard.

## IV.B. Chief Executive Officer

**General Observations:**
The De Anza College Chief Executive Officer (CEO) has primary responsibility for institutional quality and is actively engaged in providing leadership in a governance system that fosters a high level of constituent group participation in the college planning and decision-making processes. The College Chief Executive Officer, Christina Espinosa-Pieb, has demonstrated a commitment to providing consistent communication to all constituency groups and leading the organization to clear planning, organizing, budgeting, human resource development, and institutional effectiveness.

**Findings and Evidence:**
The De Anza College CEO is charged with primary responsibility for institutional quality through a variety of board policies and procedures and through planning and governance processes. The CEO is the primary leader in institutional planning and oversight of major college initiatives and ongoing governance processes. The CEO ensures that progress reports are routinely presented to the Board of Trustees and communicated to the College community and external stakeholders. The CEO oversees budget and planning and ensures that planning is linked to resource allocation. The CEO takes a primary role in hiring and provides support for ongoing training and professional development. The CEO communicates with the College regularly. The CEO demonstrates effective leadership through a number of established communication venues allowing for transparency, the sharing of ideas and strengthening partnerships (IV.B.1).

The College maintains an organizational chart that clearly states the management hierarchy and is updated by the CEO and posted on the college website as changes warrant. The Board of Trustees and District Chancellor empower the CEO to delegate authority as stated in board policy and procedure (AP 3100). Accreditation planning is delegated to the ALO (BP and AP 3200) and the CEO delegates business and fiscal affairs authority to the vice president of administrative services (AP 6100). The CEO collaborates with (and evaluates) senior managers regularly (IV.B.2).

The College CEO guides the institutional improvement of teaching and learning environment through institutional assessment and the planning and implementation of improvements. Through the CEO's leadership, the College has established a collegial process that sets values, goals, and priorities; ensures the College sets institutional performance standards for student achievement; ensures that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensures that educational planning is integrated with resource planning and allocation to support student achievement and learning; ensures that the allocation of resources supports and improves learning and achievement; and establishes

procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution (IV.B.3).

The CEO takes leadership responsibility for the accreditation process, while also recognizing that accreditation is a college-wide responsibility. The leadership of the CEO ensures not only accreditation compliance but also institution-wide participation in maintaining that compliance. At De Anza, the CEO is a permanent member of the College Planning Committee (CPC) which oversees the accreditation process.  Faculty, staff, and administrators all contributed to the development of the Institutional Self-Evaluation Report (ISER). Board policy and procedures clearly identify the CEO as leader for accreditation (BP 3200 and AP 3200). The CEO works with the accreditation liaison officer (ALO), the vice president of academic affairs, and the College Planning Committee to ensure that the College meets or exceeds eligibility requirements and commission policies. The CEO ensures there is ample opportunity for collegewide and public feedback on the ISER (IV.B.4).

The CEO ensures implementation of statutes, regulations, and board policies and their alignment with the College mission. The CEO ensures compliance with internal and external regulations and exercises control of the College budget, which maintains a stable fiscal environment for the College. The CEO works closely with the Board of Trustees and College leadership to ensure implementation of statutes, regulations and board policies and regularly communicates with the board through weekly updates, legislative updates, and by posting relevant Commission correspondence. The CEO takes an active role in budget planning and implementation as well as with control of the budget and expenditures as an ex-officio member of the Integrated Planning and Budget (IPB) Committee (IV.B.5).

The CEO regularly communicates with College constituent groups and the greater community through regular emails and appearances at events and participates in a number of community-wide organizations (IV.B.6).

**Conclusion:** The College meets the standard.

## IV.C. Governing Board

**General Observations:**
The Foothill-De Anza Community College District has a five-member board of trustees, publicly elected by voters in one of five geographic areas that fall within the district boundaries. The Board also includes two student trustees, one each from De Anza and Foothill Colleges. Student trustees are elected annually by their respective student bodies. The Chancellor reports directly to the Board of Trustees, and the Board delegates appropriate authority to the Chancellor to implement and administer Board policies.

The governing board ensures academic quality, integrity, effective student learning programs, and financial stability through codified policies in the Board Policy and Administrative Procedure Manual. The Board adheres to a code of ethics and has transitioned to area-based

trustee representation. Policies for selecting and evaluating the District chancellor and College president are clear, and the Board includes community members in significant committees while upholding conflict of interest and transparency practices. Board policies and administrative procedures, public meeting minutes, and professional development, including new member orientation and training, ensure the Board's alignment with its mission and responsibilities.

**Findings and Evidence:**
The Foothill-De Anza Community College District's Board operates under established policies and administrative procedures (IV-C-1-01 Board Manual), and policies clearly outline the Board's duties and responsibilities. Board Policy 2200 outlines the Board's philosophy, mission, roles and responsibilities. Board Policy 2200 explicitly states that the governing board "carries out the philosophy, mission and priorities of the Foothill-De Anza Community College District." This statement is supported by established policy and practice of Board engagement in ensuring the academic quality, integrity, and effectiveness of student learning programs and services. Practices to ensure fiscal responsibility are outlined in a myriad of Board Policies including 3000 and 3112. Evidence of compliance with key fiscal processes included a review of Tentative and Adopted Budget presentations. BP 2223 outlines a clear consultation process for academic and professional matters (IV.C.1, ER 7).

The governing board has adopted policies that acknowledge that it acts as a collective body and speaks with one voice (BP 2715). The Board's self-evaluation reveals that trustees are adhering to this principle.  Board Policies 2200 and 2715 establish expectations and a code of ethics for the Foothill-De Anza Community College Board of Trustees for members to "work together on behalf of [their] community in a spirit of cooperation and collaboration." This commitment is evident in their resolution to shift from at-large to area-based trustee representation. Despite debate and a non-unanimous final vote on the trustee map plan, all trustees supported the collective decision post-vote (IV.C.2).

The Board has clear policies, procedures and processes for selecting and evaluating the District chancellor and College presidents. Board Policy 2431-*Chancellor Selection* and related administrative procedures reflect that the Board adheres to a clearly defined process for selecting the Chancellor. The Chancellor is evaluated (BP 2435) on criteria based on job description, performance goals and objectives developed jointly between the Board and Chancellor (IV.C.3).

Board Policies 2712-*Conflicts Code,* 2715-*Board Ethics*, 2716-*Political Activity* and 2720-*Trustee Activity* define the Board's role and responsibilities in protecting the public interest and affirm that the Board is an independent policy-making body that reflects the public interest in the educational quality of the College and District.  Trustees disclose potential conflicts, adhere to a policy prohibiting financial interests in Board contracts, and annually file a Statement of Economic Interest. These practices demonstrate the Board's commitment to transparency and accountability (IV.C.4, ER 7).

The Foothill-De Anza Community College District Board has policies on program development, fiscal management, and budget preparation to ensure educational quality and financial stability.  Board Policy 4020-*Program Development* provides guidance on program, curriculum and course development. Other policies (BP 3100-*Budget Preparation and* BP 3112-*Financial Reports)* address the preparation of the District budget and outline how it reports on its financial condition.  These policies combined with publicly accessible Board meeting minutes, documented discussions on student achievement and resources, and consultations with legal experts demonstrate the Board's responsibility for educational quality, legal matters, and financial integrity (IV.C.5).

Foothill-De Anza Community College District Board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures are posted online for the public (IV.C.6).

Board policies and procedures are published and available to the public on the District website. Other policies address board membership (BP 2010), elections (BP 2100), mission and responsibilities (BP 2200), meeting schedule (BP 2310), voting requirements (BP 2330), agendas (BP 2340) and minutes (BP2360). Comprehensive review of policy has slowed resulting in extensive lapses of time between reviews, however, the District has developed and begun to implement a plan to address the issue.  The team encourages the District to build on existing efforts to develop a policy review process that meets both District participatory governance expectations, while addressing the need to expedite a comprehensive review of District policies (IV.C.7).


The Board regularly reviews key indicators of student learning and achievement. Progress on achievement is reviewed with college and district leaders during the Board's annual summer retreat.  In addition, the governing board ensures the institution meets its student success goals by regularly reviewing key indicators of student learning and achievement, as well as institutional plans for improving academic quality. For instance, at the Board of Trustees retreat, they receive progress reports on various student metrics, and the chancellor seeks Board approval for institutional plans, which involves examining multiyear trends and student achievement data. Additionally, the Board consistently dedicates time to review and discuss student performance data and college improvement plans. The Board also reviews and approves major planning documents (BP 3250-*Institutional Planning).* The current District Strategic Plan was approved by the Board in 2023 (IV.C.8).

The governing board has a continuous program for development, including new member orientation.  As outlined in BP 2740-*Board Education*, the Board is committed to effective new trustee orientation and ongoing development. For example, every year, two trustees participate in a yearlong trustee fellowship and trustee fellowship intersession project in collaboration with the California Community Colleges Chancellor's Office, the Aspen Institute College Excellence Program, and the Foundation for California Community Colleges. Board members also participate in regularly scheduled study sessions, conferences, workshops, and

webinars on effective trusteeship, alongside mandatory sexual harassment and ethics training. Additionally, trustees participate in annual retreats, provide reports on attended workshops, and engage in professional development opportunities offered by the Colleges and District. Board continuity is maintained through staggered terms of office (IV.C.9).

BP 2745 defines a clear process for an annual Board self-evaluation. The Evaluation assesses the Board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board has a consistent record of conducting its annual evaluation, as well as acting on the results of those assessments. The Board reviews findings during retreats and results are utilized to improve Board performance, academic quality and institutional effectiveness.  Findings are also utilized to inform the annual development and adoption of Board priorities. Results of the annual self-evaluation are shared with the public during the July regular meeting, and prior to the adoption of Board priorities in August.   In odd years the Evaluation process includes feedback from the Chancellor's Advisory Council and members of the public through the Citizen's Bond Oversight Committee, Audit and Finance Committee, and the Foundation Board of Directors.  In 2121 the Board also began to incorporate impressions from the student trustees (IV.C.10).

Board Policy 2715 *Board Ethics* clearly outlines the standards expected of Trustees. Board members are prohibited from having employment or financial interests in the District and must disclose all potential conflicts of interest.  In addition, Board Policies 2010 and 2710 as well as Administrative Procedure 2710 provide guidelines regarding conflicts of interest.  These policies and administrative procedure provide measures for dealing with misconduct and/or behaviors as well as appropriate consequences for violations.   Trustees routinely file annual statements of economic interest and are prohibited from having employment or personal financial interest in the district (IV.C.11).

BP 2430-*Delegating Authority* delegates executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action to the Chancellor without Board interference and holds the Chancellor accountable for the operation of the district and colleges respectively.  The Chancellor subsequently delegates powers and duties for the administration of each College to the campus presidents.  The Chancellor and campus presidents are held accountable for the operations of the District through regularly scheduled performance evaluations in accordance with Board Policies 2430, 2435, 4145, and Administrative Procedure 2434 (IV.C.12).

Through the implementation of Board Policy 3200 the Board is informed about Commission policies, Eligibility Requirements, Accreditation Standards and processes, and the accredited status of the college.  The team reviewed evidence that confirms that Trustees are provided with the Commission's Guide to Accreditation for Governing Boards and a Board Liaison for Accreditation is appointed annually during the Board's Organizational Meeting.  Accreditation

information and resources are reviewed as part of Trustee orientation processes and the Board holds a special meeting to receive training from the ACCJC regarding the roles and responsibilities of the Governing Board related to accreditation (IV.C.13).

**Conclusions:** The College meets the standard.

District Recommendation 1: In order to increase effectiveness, the team recommends the District build on existing efforts to develop a policy review process that meets both District participatory governance expectations, while addressing the need to expedite a comprehensive review of District policies. (IV.C.7)

## IV.D. Multi-College Districts or Systems

**General Observations:**
The Foothill-De Anza Community College District is a multi-college district comprised of two accredited colleges that are supported by a District Office. The Chancellor provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district and assures support for the effective operations of the colleges. The team reviewed evidence that confirms regular meetings and communications with the Executive Leadership Team comprised of the college presidents, vice chancellors, senior advisor to the chancellor, Foundation executive director, International Student Programs executive director, and the Communications and Public Affairs Coordinator. The team reviewed evidence, including but not limited to a District Organization Chart and the Foothill-De Anza Community College District – Foothill College Functional Map which provides a delineation of District and College responsibilities.

**Findings and Evidence:**
Board Policy 3100 defines the Chancellors responsibility to establish organizational charts that delineate the lines of responsibility and fix the general duties of employees within the District. Administrative Procedure 3100 outlines the general organizational structure of the District and defines the presidents' and vice chancellors' responsibilities to establish organizational charts that delineate lines of management and supervisory responsibility with their organizational units. The Foothill-De Anza Community College District Functional Map further delineates District and College Functions. The team reviewed evidence that confirms that the Chancellor and, through delegated authority, the College Presidents communicate expectations for educational excellence and integrity. The Chancellor and, through delegated authority, the College Presidents ensure support for effective operations through regular communication, meetings, and events conducted in a variety of formats. (IV.D.1)

Board Policy 2430 establishes the chancellor as the chief executive officer of the District. The Chancellor has established organizational charts, function maps, documents, etc. that communicate the operational responsibilities and functions of the district from those of the colleges. This delineation in practice is consistently adhered to. The Chancellor delegates full responsibility and authority to the Collège presidents to implement and administer delegated

policies and administrative procedures.  The College presidents are accountable for the operation of the Colleges.

Through Central Services, which include the Chancellor's Office, Business Services, Human Resources, and Educational Technology Services, the Chancellor ensures that the colleges receive effective and adequate services and support to achieve their respective missions.  These centralized services minimize costs, ensure consistency, and avoid the duplication of efforts.  The Chancellor has established a District Resource Allocation Cycle which facilitates the engagement and participation of constituent groups in discussions, deliberations, and decision making about resource prioritization and distribution.   The resource allocation process is regularly reviewed by the District Budget Advisory Committee, Chancellor's Cabinet, and the participatory governance bodies of the two Colleges.

District wide participatory governance groups facilitate communication between the District and the Colleges providing forums for expressing concerns about Central Services that support the Colleges and act as a feedback mechanism to provide assessment of the effectiveness of District functions.  Central Services are also assessed through a variety of surveys and reports.  Each administrative unit is also evaluated through administrative unit reviews that include an assessment of support provided for the missions of the District and Colleges as well as progress toward meeting goals and objectives outlined in the District Strategic Plan. External auditors conduct an annual financial audit of District funds, accounts, etc.   The Citizens' Bond Oversight Committee provides independent monitoring and assessments of the District's bond program and communicates findings through an annual report.  (IV.D.2)

Board Policies 2200, 3000, 3100 and 3112 delegate authority for the responsibility for management, stewardship and effective control of district resources and expenditures to the Chancellor.  In addition, these policies outline processes for budget preparation, management, and resource allocation.   The District Budget Advisory Committee (DBAC) regularly reviews and discusses resource allocation policies, processes, priorities, etc.  Committee members are constituent representatives that facilitate communication and status reports back to constituent groups.  Periodic reports are also provided to the Chancellor's Advisory Council.  These organizational structures and processes ensure the allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the Colleges and District.  (IV.D.3)

Board Policy 2430 establishes the Chancellor as the chief executive officer of the District.  The Chancellor delegates full responsibility and authority to implement and administer district policies without interference.  The Chancellor holds the campus Presidents accountable for the operations of the Colleges through regular and ongoing assessment and evaluation of the performance of the duties and responsibilities outlined in their employment agreements.  Periodically, the Chancellor also solicits feedback and impressions on the performance of the campus presidents from faculty, administrators, classified staff, students, and community members.  (IV.D.4)

District planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.  Board Policy and Administrative Procedure 3225 addresses the regular assessment of the District's institutional effectiveness and directs each college president to develop, adopt, and publicly post goals that address accreditation status, fiscal viability, student performance and outcomes, and programmatic compliance with state and federal guidelines.  The District has established strategic, integrated, planning cycle and processes for resources, facilities and technology to continually improve student learning, achievement, and institutional effectiveness in alignment with District and College missions.  At the Colleges, institutional goals are developed through participatory governance processes. College integrated planning is aligned with the District's strategic priorities and informs District facility and educational program planning.  The budget review process ensures that planning priorities inform the allocation of resources.  College and District level goals and objectives are evaluated on a regular basis through metrics and benchmarks.  Results are reported to the Board on a regular basis.  (IV.D.5)

College decisions are informed by regular, accurate, and complete communication between the Colleges and the District ensure effective operations of the Colleges. The Chancellor's Cabinet meets weekly to ensure regular communication between the Colleges and the District.  The Chancellor's Advisory Council (CAC) brings stakeholders together to discuss issues, share information, and make recommendations to the Chancellor.  CAC serves as the primary participatory governance body for the District.  Members are constituent representatives that facilitate communication on a wide variety of issues.  Members represent the interests of their constituency and solicit feedback from their respective groups.  Agendas and minutes of CAC meetings are posted publicly.  Six district wide committees report to CAC: District Budget and advisory committee (DBAC), District Diversity and Equity Advisory Committee (DDEAC), Educational Technology Advisory Committee (ETAC), Energy and Sustainability Advisory Committee (ESAC), Human Resources Advisory Committee (HRAC), Police Chief's Advisory Committee (PAC) and the task force on Affordable Housing.  In addition, the Academic and Professional Matters (APM) Committee which includes Academic Senate leadership from both colleges, the Chancellor, the College Presidents and Vice Presidents and Associate Vice Presidents of Instruction meets on regular basis to facilitates district wide communication and information sharing.

The Chancellor and College Presidents reinforce and supplement communication through a multiple forums and formats.  Feedback and impressions regarding District and College communication efforts is collected and documented through the regular administration of the District Governance Survey.  The survey provides insight into District constituent participation in decision making processes and documents the effectiveness of communication and information dissemination. (IV.D.6, IV.D.7)

**Conclusions:**
The College meets the Standard.

# Quality Focus Essay

De Anza College's Quality Focus Essay (QFE) focused on the use of data to a) help close achievement gaps and b) improve governance structures.

The essay provided an opportunity for the College to delve deeper into important areas of improvement that are aligned with the College mission. To identify topics for the QFE, the existing Accreditation Steering Committee, which included representatives from all major campus constituencies, met to review the Accreditation Standards and related topics covered in the ISER and develop potential action projects. During the self-evaluation process, the committee reflected on the College mission, its Educational Master Plan, its long-standing commitment to equity and serving students from underrepresented populations, in order to identify action projects that would help improve student learning and achievement. Through a heartfelt conversation, two themes for action projects were identified:

• Continued commitment to narrowing long-standing equity gaps

• Assessment and continuous improvement of governance structures

The resulting action projects provided the College with the opportunity to focus on long-term improvements in student learning and achievement over a seven-year period. De Anza's QFE began with an explanation of the process for identifying the campus action projects, and then provided an expanded description and background for each project, while listing the Accreditation Standards to which each is aligned. Next, the QFE listed the detailed steps to complete each project – including a timeline, responsible parties, measurable outcomes and any needed resources. Lastly, the QFE included a plan for evaluating the effectiveness of the action projects and the resources required.

The Team found this work relevant and timely and felt that it aligned well with several initiatives that the Research Department has initiated over the last few years.

# CORE INQUIRIES

De Anza College
21250 Stevens Creek Blvd
Cupertino, CA 95014

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on March 18, 2024.

Dr. Brent Calvin
Team Chair

**De Anza College**

# Peer Review Team Roster

**Team ISER Review**
March 18, 2024

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|---|---|
| Dr. Brent Calvin, Team Chair<br>Superintendent/President<br>College of the Sequoias | Dr. Rick MacLennan, Vice Chair<br>Chancellor<br>Ventura County Community College District |
| **ACADEMIC MEMBERS** | |
| Dr. Timothy Brown<br>Professor<br>Riverside City College | Dr. Marilyn Brock<br>Faculty Accreditation Coord/English Professor<br>Coastline Community College |
| Ms. Julie Gamberg<br>Instructor<br>Glendale Community College | Dr. Paul Creason<br>Dean, Health Sciences, Kinesiology, Nursing, and Library<br>Long Beach City College |
| **ADMINISTRATIVE MEMBERS** | |
| Dr. Roberto Gonzalez<br>Vice President of Student Services<br>West Los Angeles College | Dr. Jeffrey Lamb<br>Vice President of Academic Affairs<br>Santa Ana College |
| Mr. Jose F. Torres<br>Executive Vice Chancellor<br>San Bernardino Community College District | Ms. Marci Mojica<br>Research Analyst<br>El Camino College |
| **ACCJC STAFF LIAISON**<br><br>Dr. Kevin Bontenbal<br>Vice President | |

# Summary of Team ISER Review

INSTITUTION:  De Anza College

DATE OF TEAM ISER REVIEW: March 18, 2024

TEAM CHAIR:  Dr. Brent Calvin

A 10-member accreditation peer review team conducted Team ISER Review of De Anza College on March 18, 2024. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report and supporting evidence. The peer review team received the college's institutional self-evaluation report (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the report to be a comprehensive document detailing the college's alignment to the 2014 Accreditation Standards, Eligibility Requirements, and Commission policies. The College provided a thoughtful report, reflecting on the institution's transformational processes, equitable student outcomes, and planning for continuing institutional improvement.

In preparation for the Team ISER Review, the team chair attended a team chair workshop on December 5, 2023, and held a pre-review meeting with the college CEO on January 31, 2024. The entire peer review team participated in a team workshop provided by staff from ACCJC on February 1, 2024. Prior to the Team ISER Review, team members completed their assessment of the college's alignment to the Accreditation Standards and policies, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College meets Accreditation Standards, Eligibility Requirements, and Commission policies. In the afternoon, the team further synthesized their findings to validate the excellent work of the college and developed Core Inquiries to be pursued during the Focused Site Visit, which will occur between September 30 and October 4, 2024.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit. During the Focused Site Visit, the team will tour the facilities, conduct scheduled meetings and an open forum, gather additional information to further their analysis to determine whether all standards are met, and accordingly finalize their Peer Review Team Report which will identify commendations or recommendations. The college should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

# College Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

**Core Inquiry 1:**
The Team is impressed with the institution's use of disaggregated data to analyze and address achievement gaps for sub-populations of students.

**Standards or Policies:**
I.B.6

**Description:**
The institution's dedication to eliminate achievement gaps is enshrined in its goals in its Educational Master Plan, Equity Plan Re-imagined document, and Student Equity and Achievement Plans. The team was particularly impressed with the tools developed for faculty, staff and administrators to assess program outcomes within the services and academic areas and demonstrate the commitment and continuous focus on the elimination of achievement gaps by the institution. These tools include Program Review, Success Dashboards, Inquiry Tool and Disproportionate Impact Tool. Efforts to continuously examine data and address equity gaps can also be seen through the work of the Equity Action Council.

**Topics of discussion during interviews:**
- How is program review data used to identify and address equity gaps?
- How are the Success Dashboards, Inquiry tool, Disproportionate Impact tool, and Course Success with Equity Gaps tool used by faculty, staff, and administrators to close equity gaps and improve student success?

**Request for Additional Information/Evidence:**
- Documentation demonstrating how the institution uses data to close achievement gaps, inform decision making and implement improvements.

**Request for Observations/Interviews:**
- Equity Action Council Team
- Institutional Researchers

Equity Plan Re-Imagined Team members
Faculty involved in program review
Individuals involved in the development and use of Success Dashboards, Inquiry tool, Disproportionate Impact tool, and Course Success with Equity Gaps tool

**Core Inquiry 2:**
The team seeks to understand how the college ensures regular and substantive interaction is occurring in all its distance education courses.

**Standards or Policies:**
Policy on Distance Education and on Correspondence Education

**Description:**
In at least half of the distance education course sample provided, the team was unable to find evidence of regular and substantive interaction between the students and the instructor. The team looked to find evidence of regular and substantive interaction in the following locations:

- Course discussions
- Feedback on assignment ("speedgrader")
- Response to student inquiries within the course

**Topics of discussion during interviews:**
How are faculty teaching distance education courses informed of expectations regarding regular and substantive interaction?

- How is the college ensuring regular and substantive interaction is occurring in its distance education courses?
- How are the college's processes and policies on distance education aligned with the Commission's Policy on Distance Education and Correspondence Education?

**Request for Additional Information/Evidence:**
Documentation demonstrating communication to faculty regarding regular and substantive interaction

- Additional sampling of distance education courses from Spring 2024.
- Documentation on training for distance education and regular and substantive interaction.
- Evidence of distance education course evaluation related to regular and substantive interaction.

**Request for Observations/Interviews:**

- Dean, Online Education and Learning Resources
- DE Faculty Coordinator
- Instructional Designers
- Instructional Associate
- Representative sample of members of the "Online Advisory Group"

A small but representative group of faculty members (both full-time and part-time) who teach online

# District Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

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| **Core Inquiry 1:**<br>The Team seeks to understand how the board regularly reviews and updates its policies for their effectiveness in fulfilling the District's mission. |
| **Standards or Policies:**<br>IV.C.7 |
| **Description:**<br>The Institutional Self Evaluation Report indicates that the Board began a comprehensive review of all policies in 2013, and that as of 2017, review had occurred only for Chapter 1 and 2, and half of Chapter 3. Documentation provided in the ISER further indicated the district intended, beginning in 2017, to renew efforts for a cyclical review process, starting with the review of Chapter 1 upon completion of Chapter 7. Through a review of Board Policies on the District's website, the team was unable to determine the process for the regular review and update of Board policies, as several policies appear not to have been updated in ten or more years. |
| **Topics of discussion during interviews:**<br><br>How does the Board regularly review and update its policies?<br><br>Does the District prioritize the order in which policies are reviewed and updated? |
| **Request for Additional Information/Evidence:**<br>Documentation outlining how the regular review of Board policies is occurring, including a schedule and description of processes by which this work will be conducted.<br>Documentation of progress that has occurred related to the regular review of Board policies. |
| **Request for Observations/Interviews:**<br>Chancellor<br>Individuals involved in the process for reviewing and updating board policies |