Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity
The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission
[Note: Suggested Length for Standard I.A is 6 pages.]

1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

De Anza’s mission statement is prominently displayed on its website (https://www.deanza.edu/about-us/mission-and-values.html), within its catalog and within key planning documents. The mission statement is:

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

As stated in its mission, the College serves students of every background as an open-access community college. Core to its mission is a commitment to student success with equity at the core. The mission outlines the outcomes students should attain upon completion of their educational career including communication and expression, information literacy, Physical/mental wellness and personal responsibility, civic capacity for global, social and environmental justice and critical thinking.

Analysis and Evaluation
The college mission statement describes the student population it serves (students of every background), the ability to attain their educational goals (to realize their educational goals) be it career advancement, lifelong learning, certificate, degree or transfer, and outlines its commitment to student learning and achievement through its core focus on providing an
academically rich, multicultural learning environment.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard
De Anza collects and makes publicly available data on students’ outcomes as reflected in its Educational Master Plan (EMP) (https://www.deanza.edu/emp/index.html). A presentation is made annually to the College Planning Committee about key outcomes including successful enrollment, course success, program awards, workforce outcomes, and transfer (CPC Meeting Notes: https://www.deanza.edu/gov/planning/meetings/2022-04-28.html; CPC Meeting Notes: https://www.deanza.edu/gov/planning/meetings/2021-05-06.html). Outcome measures related to the mission and Educational Master Plan are also widely available to the public and college through multiple data dashboards and data reports. For example, a publicly available dashboard displays course success rates for the whole college by section and allows for disaggregation by ethnicity (Student Success Dashboards: https://www.deanza.edu/ir/Dashboards.html) while all program review data which includes enrollment, course success and awards are publicly available online (Program Review Data Sheets: https://www.deanza.edu/ir/program_review.21-22/index.html). Internal data reports include faculty-level data on course success by a wide variety of student characteristics. Outcomes data that is relevant to the mission of the College directs institutional priorities as outlined in the 2021-2027 Educational Master Plan and corresponding goals and metrics (EMP Metrics: https://www.deanza.edu/emp/strategic/initiatives.html) and the College’s Student Equity Plan, which looks at disproportionate impacts across a variety of outcome measures, including successful enrollment, retention, completion of transfer-level English and math, and transfer (SEP: include latest link). The Student Equity Plan identifies specific activities intended to narrow equity gaps.

Analysis and Evaluation
The College uses data to determine how effectively it is accomplishing its mission and where institutional priorities should be directed to ensure student needs are being met. The availability of data internally and externally as well as regular reporting of the data to the college community through presentations, reports and the program review process ensures outcomes are widely shared and discussed. Outcomes are also incorporated into major planning documents including the Educational Master Plan, 2022-2027 and the Student Equity Plan to help monitor institutional progress towards narrowing equity gaps and prioritize areas of student need.

3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard
De Anza engages in an annual program review process which is used for evaluating program outcomes, ongoing planning and resource allocation. Programs are required to align their
program mission to that of the College and align resource requests to the College mission. Departments are also required to report on the Student Learning Outcomes cycle within their program review to monitor continuous improvement around student learning and achievement (IPBT: https://www.deanza.edu/gov/ipbt/program_review_files.html). Student support services as well as administrative services engage in similar program review processes which align to the College’s mission (SSPBT: https://www.deanza.edu/gov/sspbt/ProgramReview.html; APBT: https://www.deanza.edu/gov/apbt/ProgReviews.html).

Key planning documents also integrate institutional priorities aligned with the College mission. Those include the Technology Plan which specifically aligns to student equity (Technology plan: https://www.deanza.edu/gov/techcommittee/documents/DAC-Technology-Plan_2021-2024_Final-Draft-to-College-Council.pdf), the Facilities Master Plan, which also aligns to student equity (Facilities Master Plan: https://www.deanza.edu/gov/campus_facilities/documents/FHDA_FMP_Final_2021_2026.pdf), and the College’s Guided Pathways work (Guided Pathways: https://www.deanza.edu/guided-pathways/mission-values.html).

**Analysis and Evaluation**
The College’s programs, student support services and administrative services are aligned to the College mission as reflected and documented in the program reviews across departments, services and units as well as individual area’s mission statements. The mission is also woven through key planning documents that comprise the wider institutional planning process and within the Educational Master Plan, 2022-2027 which is the main planning document for the college and was built upon an equity framework that drives all areas of the college.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

**Evidence of Meeting the Standard**
The mission statement is published widely. The mission statement is included in the catalog (Catalog: https://www.deanza.edu/catalog/), the college website (Website: https://www.deanza.edu/about-us/mission-and-values.html), and posters displayed in classrooms and meeting rooms across campus. The mission statement is reviewed and revised as part of the six-year integrated planning and resource allocation process (Quilt: https://www.deanza.edu/gov/planning/documents/Quilt_Chart_2022-27.pdf), led by the College Planning Committee (CPC), and takes place in year one of the cycle. The review process includes extensive dialogue and discussion, data and analysis, and opportunities for review by shared governance groups. The review of the mission and values last took place in 2018 with the process culminating with the approval by the College Council (College Council: https://www.deanza.edu/gov/college_council/meetings/2018-06-21.html), and the Foothill-De Anza Community College District board of trustees (BOT: would have to be after June 31, 2018).

**Analysis and Evaluation**
The College’s mission statement is widely published on the College’s website, in the college
catalog, and in prominent locations on campus. The mission statement is regularly evaluated and reviewed as part of the seven-year institutional planning process. Between September 2017 and June 2018, this review process began with a feedback process within each shared governance group followed by discussions within the CPC which synthesized feedback and sought approval by the College Council. The newly adopted mission has been integrated into all De Anza publications.

**Conclusions on Standard I.A: Mission**
The College’s mission statement is at the heart of all institutional planning and guides the college in all its endeavors. The mission statement defines the College’s purpose, guides its planning and resource allocation processes as accomplished through program review, is widely published, and is reviewed as part of the seven-year planning cycle to ensure its relevance. The statement clearly describes the student population it serves, the intended educational goals for students to achieve in the process of attaining a degree, credential, job training or other educational outcome, and includes a commitment to student learning and achievement through its core focus on student success within an academically rich, multicultural learning environment.

**Improvement Plan(s)**
[Insert response if applicable.]

**Evidence List**
[Provide list of all evidence cited within Standard I.A.]

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**B. Assuring Academic Quality and Institutional Effectiveness**
[Note: Suggested Length for Standard I.B is 17 pages.]

**Academic Quality**
1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

**Evidence of Meeting the Standard**
De Anza College demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning through a shared governance model and in individual departments and service areas. The institution broadly uses both quantitative and qualitative data to inform ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify the effectiveness of student learning and achievement.

This ongoing dialogue takes place within the College’s committee structure as outlined within the Governance Handbook as depicted in the Institutional Effectiveness Process (pg. 9. [https://www.deanza.edu/gov/documents/DAC-Governance-Handbook-2022-1024.pdf](https://www.deanza.edu/gov/documents/DAC-Governance-Handbook-2022-1024.pdf)). As a result, committee members represent a constituency group in an attempt to include all members.
of the College community in dialogue within governance meetings and at various department, division and area meetings. This dialogue informs all Collegewide planning and decision-making.

The committees that facilitate the dialogue include:

**College Planning Committee**
As one of the College’s central planning committees, the College Planning Committee (CPC) is charged with continuous evaluation and improvement of the College’s integrated planning processes, evaluating attainment of student learning outcomes to institutional goals and metrics and increasing collegewide understanding and dialogue around the attainment of our goals on an annual basis. The committee is comprised of members from all constituency groups including the faculty union. The 19 members are comprised of faculty, classified staff, administrators and a student. The CPC makes recommendations to College Council on student performance and outcomes that need additional attention. The CPC recently developed new metrics to assess how well the College is meeting its newly developed Educational Master Plan, 2022-2027. Beginning in January 2023 the CPC will become the Institutional Effectiveness Committee (IEC) with a similar charge and membership as the CPC.

**Planning and Budget Teams**
Students, faculty, classified professionals and affinity groups are represented by their respective members on one of the College’s planning and budget teams – Instruction (IPBT), Student Services (SSPBT) or Administrative Services (APBT). The planning and budget teams are informed by the College’s guiding documents and the seven-year integrated planning and resource allocation cycle. The PBTS give recommendations to the College Council who then send recommendations and advice to the president through College Council. This process was in place until January 2023 when it was replaced by the Program Allocation Committee (PAC). The PAC will engage with divisions who have prioritized their division wide funding and full-time faculty position prioritization requests as submitted through the program review process. The PAC will formulate sub committees to review each division’s programs/areas or departments program review or CAS standards. The PAC then generates a structured report of the collected ranked prioritization list to College Council.

The PBTs and PAC fulfill their planning responsibilities by engaging in dialogue with academic departments, administrative units and student service areas in order to discuss program review findings. Program review is an essential part of the College’s planning process and is used to refine planning and improve student learning using an annual program review template for academic areas (https://www.deanza.edu/gov/ipbt/program_review_files.html) and the CAS standards (Council for the Advancement of Assessment in Higher Education) for student service areas (https://www.deanza.edu/gov/sspbt/ProgramReview.html), and a regular assessment of non-academic areas on a five-year cycle (https://www.deanza.edu/gov/apbt/ProgReviews.html). The PBTS and PAC review and provide feedback to the areas on the program review as part of the review process. The Annual
Program Review Template for instructional programs includes an analysis of student achievement data, a discussion of course and program student learning outcomes assessment data, and a discussion of narrowing equity gaps.

The Academic Senate
Comprised of 41 faculty senators (https://www.deanza.edu/gov/academicsenate/excom_roster.html), De Anza’s Academic Senate receives reports and recommendations from each of its subcommittees and appoints faculty representatives to all shared governance committees, from which it also receives regular reports. The Academic Senate discusses all recommendations regarding student learning and institutional processes to determine their potential impact on the quality of education or services provided. Through its voting process, the Academic Senate affirms or declines its support for recommendations following informed discussion and input from the faculty body. The Academic Senate also serves as one of the main avenues of information to communicate new federal, state, or local directives and recommendations to faculty members, both in Academic Senate meetings and through regular gatherings with all Department Chairs, disseminating information about educational and equity-focused initiatives while also helping to develop frameworks to assist in implementing these ideas. Academic Senate Officers regularly consult with representatives from the Administration, Classified Senate, and Student Government in order to evaluate for and support equitable outcomes across the institution.

The Classified Senate
Classified Senate is one of the main stakeholders with full participation in the governance process (Classified Senate website: https://www.deanza.edu/gov/classifiedsenate/) and is comprised of elected officers and representatives from classified professional staff. The senate reorganized its structure in 2020 to better serve the college (Announcement of new structure: https://foothilldeanza.sharepoint.com/sites/ClassifiedSenate2021-20222/SitePages/Welcome-2021-2022-Classified-Senate!.aspx).

Previously, each senator represented a physical campus area, but now represent areas of interest including planning and budget, equity, operational and facilities, student services and technology with two senators representing each interest area and guiding dialogue and continuous improvement around student outcomes within each interest area (Membership: https://www.deanza.edu/gov/classifiedsenate/execcomm/index.html).

This structure better utilizes a particular senator’s job specialization and allows senators to grow in leadership and also to better support the shared governance committees to which they are appointed. The classified senate also actively supports students through advocacy and donations, for example, drafting resolutions in support of DACA, foster youth, minority and marginalized students. A voluntary payroll deduction to which both classified staff and faculty contribute funds a student support budget, which provides technology such as iPads to students with the greatest need. In the past, the student support fund also paid for cafeteria vouchers for students with food insecurity. Allocation of this fund which as of this writing is currently approximately $12,000 is reconsidered and voted on by senators each year, to insure a variety of student needs are met (Payroll deduction: }
Classified senate holds a yearly day long professional development retreat intended to further grow membership plus educate staff about new policies, new software and ways to enhance communication with and services for students. Inaugurated in 2020, classified senate now maintains a SharePoint site to facilitate communication and awareness. In choosing Microsoft’s cloud-based SharePoint, the senate met its goal to ensure that senators could update files easily regardless of whether they were working remotely, in a lab with shared computers or at their own office desks.

Because staff often refer students to other campus areas, affinity groups, tutorial and psychological services, classified senate holds social events to insure staff are kept aware of the variety of opportunities and services the college offers to insure student success. It has often been noted that those new to the college experience are often intimidated by “professors” and express their concerns instead to a member of classified staff who they might find more approachable. Therefore, it is a major imperative of classified senate to insure that staff is able to assist a new student to navigate the complexities of college and obtain the assistance they require.

College Council
College Council serves as an advisory group to the College president, and is comprised as a representative group with 24 members from the governance committees, affinity groups and student leadership (https://www.deanza.edu/gov/college_council/members.html). College Council reviews recommendations from the Planning and Budget teams and makes recommendations to the College president. The Council also regularly reviews recommendations from the CPC including updates to the mission, vision and values, educational master plan, and an annual review and update of the college's institutional metrics. The Council’s discussions and recommendations further demonstrate the College’s concerted effort to support student learning.

Department and Service Areas
In addition to shared governance bodies, dialogue about student outcomes, student equity, academic quality, and continuous improvement of student learning and achievement occurs at department meetings and within service area meetings as well as part of the program review process. Each department establishes its own timeline for assessing its course and program student learning outcomes within the five-year cycle. Each department engages in ongoing discussions of student learning as part of flex days and at regular department meetings.

Equity Action Council
The Equity Action Council (EAC) has a directed focus on student equity, equitable outcomes and processes. The EAC helps develop, champion and monitor progress on the Colleges Student Equity Plan and newly created Equity Plan Reimagined (https://www.deanza.edu/gov/planning/sea/documents/Equity-Plan-Re-Imagined-2022-2027.pdf). The EAC is charged with ensuring the implementation and evaluation of the Equity
Plan Reimagined which is integrated into the EMP, 2022-2027. EAC works with departments, programs and units on campus to facilitate activities focused on narrowing equity gaps in all student outcomes. Meetings include regular assessment of student equity data and substantial cross-constituent dialogue about progress and plans to meet equity goals (EAC notes on Equity Plan Reimagined: https://www.deanza.edu/gov/eac/meetings/2022-05-25.html).

Curriculum Committee
The twenty-six members of the Curriculum Committee represent the academic divisions, deans, the Faculty Association, the articulation office, and the curriculum office (Curriculum Committee: http://dilbert.fhda.edu/curriculum/). The Curriculum Committee is faculty-led and reviews existing Course Outlines of Record (COR) on a five-year basis and approves any new curriculum. In collaboration with the Associate Vice President of Instruction and guidance from the Online Education Office, it also approves all curriculum to be offered in an online format through an additional review process. As part of the curriculum approval process, the Curriculum Committee requires course student learning outcomes on all CORs, and provides specific feedback to faculty initiators as part of the process of review. Core to the review process is feedback and collegial dialogue on course student learning outcomes and all areas of the COR—the course description, course objectives, assignments, methods of evaluation, required student material, and suggested texts—in order to ensure effective student learning and achievement.

Guided Pathways Core Team
The Guided Pathways core team focuses on identifying institutional barriers and strategies for improving student experiences and outcomes (Guided Pathways: https://www.deanza.edu/guided-pathways/). The Guided Pathways core team consists of a mixture of approximately 25 administrators, faculty, classified staff, and students representing many areas on campus. By bringing together diverse voices from these areas, the core team is able to more thoroughly integrate Instruction and Student Services with the goal of providing more proactive services to students. De Anza has focused on the four pillars of Guided Pathways as defined by the State: Clarify the path, Get on the Path, Stay on the Path, and Ensure Learning.

Student Learning Outcomes (SLO) Committee
The Student Learning Outcomes (SLO) committee of the Academic Senate focuses on continuous improvement through the SLO cycle. Assessment, planning, and improvement of course level student learning outcomes is required of every course on a five-year cycle. The committee focuses on providing training and professional development on the importance of learning outcomes and their relation to improvements in teaching and learning and how to use data to inform the process (SLO Committee: https://www.deanza.edu/slo/). This data informs Program Review. Program Review then drives allocation of resources including faculty hires, staff hires, supplies, and facilities (https://www.deanza.edu/gov/IPBT/program_review_files.html).

Office of Research and Planning
The Research Office assesses and communicates the results of institutional student learning and outcomes through a variety of self-service data tools, reports and surveys (https://www.deanza.edu/ir/research/) including annual data on student learning to inform the program review process (https://www.deanza.edu/ir/program_review.21-22/index.html). The Research Office annually distributes a survey of student outcomes as they align to the College’s institutional goals and corresponding metrics to determine the rate at which each metric is achieved annually. The Belonging, Civic Capacity, Basic Needs and Mental Health survey (https://www.deanza.edu/ir/research/surveys/BelongingCivicCapacityBasicNeedsMentalHealth_Spring2022.pdf) was administered in spring 2022, to set the baseline for the newly developed institutional metrics incorporated into the EMP, 2022-2027. The results are posted publicly and shared with the CPC and College Council.

Analysis and Evaluation
The College engages in a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness and continuous improvement of student learning and achievement through a variety of committees specifically tasked with addressing this topic. Representing the whole college, the College Council and College Planning Committee directly address these topics and provide a venue for discussion and collaboration, while specialized committees focus on specific areas such as equity, curriculum, teaching and learning and student needs throughout their educational journey. Within individual divisions, departments and programs, the program review process encourages collegial dialogue to address these issues and integrates each of the topic areas into the annual program review process.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard
De Anza College defines and assesses student learning outcomes (SLOs) for all instructional programs and student and learning support services as evidenced by the work of the Student Learning Outcomes Committee and Core Team (https://www.deanza.edu/slo/#CurrentCSLOs). The Core Team provides professional development, office hours, workshops and training on direct assessment of student learning outcomes at the course level (SLOs). Direct assessment of learning is typically embedded in course activities and assignments. Faculty work collaboratively within their departments to develop assessments and evaluation criteria for assessment and reflect on the assessment outcomes to ensure continuous improvement in teaching and learning. Assessments of courses specifically identify the type of assessment and the evaluation criteria that will be used to ensure the outcome is achieved. These assessments of record, cycles of assessment, and reports of assessment results for all programs are compiled by the SLO Core Team which serves as the central repository for such information and makes reports available to the campus and community on their website (https://www.deanza.edu/slo/#CurrentCSLOs ). New assessments will be housed within the College’s new assessment management system, eLumen (eLumen link: ) and extractions of these assessments will continue to be posted on the SLO website.

Continuous assessment of student learning outcomes, with the primary purpose of improving
teaching and learning, is part of the College’s integrated planning cycle and the program review and curriculum review processes. Each instructional and student services area must undergo a full cycle of assessment once every five years and report progress on the cycle and any changes or improvements as a result of the assessment process annually withing their program review. Each instructional area must provide a reflection on their assessment cycle as part of the resource allocation as a result of program review.

- **Describe an accomplishment or enhancement that resulted from your AUO/SLO assessment.**
- **List the names of the courses in your department that are planned to be assessed by the conclusion of the academic year.**
- **Over the past year, what assessments were implemented to evaluate the impact of resources allocations received by your department?**
- **What were the results?**
- **How does your department plan to assess outcomes on an ongoing basis?**

Departmental and unit assessment of SLOs/SSLOs/AUOs is a part of the annual program review process and is formally reviewed by the Student Learning Outcomes committee as well as the respective Instructional, Student Services, and Administrative Services Planning and Budget teams.

Similar to academic programs, student service areas undergo a review of their SSLOs on a regular basis and incorporate the assessment into their program review documents. The process for reporting SSLOs in program review is embedded in the comprehensive student services program review process utilizing the Counsel for the Advancement of Standards (CAS) assessment criteria.

### Analysis and Evaluation

The College defines and assesses student learning outcomes for all instructional programs and student learning support services, and these SLOs/SSLOs are posted on the public website. SLO/SSLO assessment is required as part of the integrated planning cycle and is incorporated into the program review process on an annual basis.

The College has recently migrated all curriculum and outcomes assessments into eLumen to capture assessments and report on progress throughout the integrated planning cycle. The main reason for transitioning from legacy systems to eLumen was for the ability to integrate curriculum, outcomes assessment, program review and the catalog. Unfortunately, the implementation of eLumen for all of these purposes has been challenging and delayed the implementation of SLOs as we moved away from Tracdat. The SLO Core Team established a process during the limbo period to collect SLO data using Microsoft forms, which has proven to be an effective stop gap. The College will be transitioning over to eLumen in spring 2023 and the SLO Core Team will hold professional development events to ensure the college is aware of the change and trained on the new tool. Even with the changes, the College has been able to maintain its strong assessment culture without losing momentum.

With the implementation of the College’s EMP, 2022-2027 and the focus on the RP Group’s Student Success factors and a focus on belonging, basic needs and mental health, the SLO Core
Team has focused its professional development on meaningful assessments (https://foothilldeanza-my.sharepoint.com/p:/g/personal/20033656_fhda_edu/EXLbZW8aoT5Ljm6lJnv2PIBNEsvcRy8yB1B556z_KJfzw?e=euRjEi), which include not only the skills and knowledge a student gains from a course but also their sense of belonging, connection and engagement with the course materials, instructor and other students. Examples of meaningful assessments and applicable assessment tools are shared through workshops and training events. The movement has been well received and helps the college move towards a more holistic approach of assessing student learning and achievement, one in which the students unique background, culture, identity, needs as well as skills and abilities, are appreciated and acknowledged. This adaptation of student learning outcomes assessment demonstrates the College’s commitment to defining and assessing student learning outcomes for all instructional programs and learning support services.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard
The College establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. The Foothill-De Anza Community College District has implemented a procedure related to institutional effectiveness that requires the college to develop, adopt and publicly post goals for student performance and outcomes (I.B.3-1 Administrative Procedure 3225: http://link.deanza.edu/IB3-1). In 2021-22 the college developed ten institutional goals with corresponding metrics in the areas of outreach to historically underrepresented populations, achieving success factors, course success, English and Math completion, transfer, degree attainment, certificate attainment, workforce training, civic capacity for community and social change, and meeting basic needs. Each of the ten goals are incorporated into the Educational Master Plan 2022-2027 (EMP) (EMP: https://www.deanza.edu/emp/index.html) with each goal containing a corresponding metric that focuses on narrowing long-standing equity gaps and the intent to narrow such gaps to no more than five-percentage points between groups by 2027 (https://www.deanza.edu/emp/strategic/initiatives.html#goals).

The College Planning Committee conducts an annual review of the institutional goals and reports progress on those goals to College Council on an annual basis and posts the updates on the college website (https://www.deanza.edu/emp/historic/index.html). The College also maintains separate Accreditation Metrics with stretch goals (aspirational goals) associated with each metric including successful course completion, certificates awarded, degrees awarded, transfers, licensure exam pass rates, and job placement for career technical education programs. These ACCJC metrics are which are available to the public and updated annually as part of the ACCJC Annual Report (https://www.deanza.edu/accreditation/related-documents.html). Further, job placement rates and licensure passage rates (https://www.deanza.edu/emp/historic/index.html) with corresponding metrics are reviewed and updated annually in collaboration with the CTE Committee (CTE Committee notes:

**Analysis and Evaluation**
As part of the College’s integrated planning cycle the Educational Master Plan and corresponding institutional goals and metrics are reviewed through a strategic planning process and result in an updated EMP with a progress review taking place annually. The college is dedicated to narrowing long standing equity gaps and in an effort to narrow such gaps, each of the ten goals were set to reduce gaps between identified student groups and all other student groups by no more than five percentage points (https://www.deanza.edu/emp/strategic/initiatives.html#goals).

The Office of Research and Planning makes student outcomes data widely accessible to the College and public through self-service tools and public dashboards. Departments are able to obtain and analyze data for program review while faculty are able to obtain individual-level data disaggregated by student characteristics to evaluate student learning outcomes and identify their individual disproportionate impact areas for improvement to collectively work towards narrowing the College’s equity gaps. Departments are required to reflect on their equity gaps, develop a plan, and reflect on their prior years' work to narrow equity gaps within their annual program review.

4. **The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.**

**Evidence of Meeting the Standard**
De Anza College uses assessment data and organizes its institutional processes to support student learning and student achievement. Departmental and unit assessment of SLOs/SSLOs/AUOs is a part of the annual program review process. The program review process is formally reviewed and updated annually by the planning and budget teams of Instructional, Student Services, and Administrative Services areas respectively under the guidance of Student learning Outcome Committee.

Data-informed decision-making for Instruction begins with the program review process where academic departments are required to document how they assess course student learning outcomes and identify how results from these assessments drive the department’s resource requests including full-time faculty hires. Departments are asked to identify percentage point gaps in successful course completion across six racial/ethnic groups and reflect on teaching and learning strategies that can be used to narrow equity gaps. Academic programs are further asked to provide specific examples of an assessment that was implemented, the results and a plan to assess outcomes on an ongoing basis.

Additionally, student service areas present SSLO assessment data and a description of their data results as part of the Student Services Program Review process. The report includes information about the currently active SSLOs, and the methods used to assess student development and mastery of Institutional Core Competencies (ICC). Programs and departments also indicate how the information is used for program planning, development, and improvement (https://www.deanza.edu/gov/sspbt/ProgramReview.html).
The College organizes its institutional processes to support student learning and achievement with the Planning and Budget teams, and now the PAC, allocating available funding to ranked requests from each of the PBTs. The ranking or resource requests and allocation of funding is part of a detailed process in each PBT to determine the priorities for each area. The process begins with departments submitting their resource requests through their annual program review. All requests are divided into instructional equipment and materials, faculty requests, and staff requests. Requests are compiled into one spreadsheet with any facilities requests sent to the Office of the Vice President of Administrative Services.

In the former shared governance structure, the Vice President of Instruction, Vice President of Student Services, and Vice President of Administrative Services would gather the information on funds available including the number of positions and present it to their respective planning and budget teams. Under the new governance structure this information is presented to the Budget Committee and the Budget Committee votes to approve the funding which then goes to the PAC for approval. The integration of outcomes assessment, annual planning, and program review into the ranking process ensures student learning and achievement are integrated into a formalized resource allocation process.

**Analysis and Evaluation**
De Anza College requires programs and departments to incorporate relevant outcomes assessment data as part of their rationale for resource requests and part of their annual planning and reflection. The ranking of faculty requests are based on these rationales including alignment to the college's goals and metrics with a focus on narrowing equity gaps.

**Institutional Effectiveness**
5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

**Evidence of Meeting the Standard**
De Anza College assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery. These accomplishments are evidenced by the program review process, curriculum review process and the SLO process. Program evaluation including the review of disaggregated data, program type and mode of delivery is an essential part of the College’s data-informed decision-making culture.

During the program review process, each academic department or area is provided with a comprehensive data report that includes five years of data at the program level on enrollment trends, demographic distributions, overall course success rates and success rates by ethnicity and gender (https://www.deanza.edu/ir/program-review.20-21/). Faculty, staff and administrators are able to analyze multiple additional student and course characteristics, including mode of delivery through the Program Review Data Tool.
as well as section level data for individual instructors using the Inquiry Tool. Further in-depth disaggregation is also available at the instructor, department, and division level that displays disproportionately impacted (DI) student groups and the number of successful completions needed to close equity gaps. The DI tool allows for disaggregation by ethnicity, gender, foster youth, veteran, low-income, first-generation college student, CalWORKS, EOPS and DSPS as part of the standard report, however, additional filters are available to explore DI by mode of delivery.

Further, the College began in winter 2023 to automate a process in which faculty receive a report in their inbox of their course success rates by ethnicity, gender and other student program enrollment statuses and displays the percentage point gap between all students in the course and each student group, as well as a comparison between the section outcomes compared to the course and the college in the same term. These data reports are intended for faculty to explore and reflect on their own equity gaps in an effort to collectively address and narrow college-wide equity gaps.

Analysis and Evaluation
De Anza College regularly evaluates the accomplishment of its mission through the evaluation of goals and objectives as embedded within program review and incorporated into other College planning processes, such as professional development, department and division meetings, curriculum review and SLO assessment. Data analysis is integrated into program review and is an essential part of the data informed culture of the college, where data is widely accessible and widely shared as well as encouraged to explore through dedicated time through flex day events, professional development events, and department and division meetings. De Anza continues to make data easily accessible, easily interpretable and create space and time to discuss outcomes to evaluate its goals and objectives.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard
The College disaggregates and analyzes learning outcomes and achievement for subpopulations of students as evidenced by the wide range of reporting tools, reports and dashboards made available by the Office of Institutional Research and Planning.

De Anza College’s EMP, 2022-2027 was built on an assessment of internal and external scans which led the college to identify disproportionately impacted student groups which are referred to as student population areas of
focus with the intent to narrow gaps in outcomes between the student groups who identify as Black, Latinx, Filipinx, Pacific Islander, Foster Youth, Native American or LGBTQ+ and all other student groups. The Colleges ten institutional goals and corresponding metrics align with narrowing these gaps to no more than 5 percentage points by 2027. The College Planning Committee (CPC) monitors progress on attaining these goals annually and reports outcomes to College Council who then determine a plan to mitigate disproportionate outcomes.

The Student Equity and Achievement (SEA) Plan demonstrates how the College has identified performance gaps for students who are disproportionately impacted and strategies to narrow disproportionate outcomes. The SEA plan includes metrics in five areas required by the state Chancellor’s Office include: successful enrollment, term to term retention, completion of transfer level math and English, attainment of the Vision goal completion and transfer to a four-year institution. The College annually reviews progress on the SEA plan metrics (https://www.deanza.edu/gov/planning/sea/) and reports the findings to the Equity Action Council (https://www.deanza.edu/gov/eac/). The College recently created a streamlined internal equity plan, the Equity Plan ReImagined which includes seven key areas of focus with a commitment to racial equity (https://www.deanza.edu/gov/planning/sea/documents/Equity-Plan-Re-Imagined-2022-2027.pdf).

The College also evaluates performance gaps as part of the program review process where departments are asked to identify gaps and develop a departmental plan that identifies teaching and learning strategies that may be helpful in closing any gaps in successful course completion. The Program Review Data Tool can be used to disaggregate the data by special populations – such as veterans, foster youth or students participating in CalWORKS, Disability Support Programs and Services (DSPS) and Extended Opportunities Programs and Services (EOPS) - in addition to course-level attributes such as online, hybrid, and face to face. Comparisons can be made at the course level over the past four years. The Course Success with Equity Gaps page within the tool allows users to see the difference in success rates of particular groups, disaggregated by ethnicity, compared to the average success rate. The prompts for Section III of the program review form asks departments to identify gaps between ethnic groups and reflect on differences as well as develop teaching and learning strategies to close gaps in successful course completion. To close the loop on the resource allocation process, the departments are asked to report on their plan to reassess the outcome of receiving each of the additional resources requested. (APRU form)

Based on analysis of data provided by the Office of Institutional Research and Planning, which identified disproportionate outcomes for students who identify as foster youth (https://www.deanza.edu/ir/deanza-research-projects/specialprograms/FosterYouthFocus.pdf), and who are primarily Black and Latinx, through multiple presentations of the data to Academic Senate (https://www.deanza.edu/gov/academicsenate/meetings/2021-01-11.html) De Anza College, through the faculty prioritization process within SSPBT (https://www.deanza.edu/gov/sspb/documents/2021-22/SSPB%20Position%20RankingSheets%20All.pdf) voted to approve the higher of a full-time foster youth counselor (https://www.deanza.edu/gov/sspb/meetings/2022-02-03.html) to build
the Guardian Scholars program (https://www.deanza.edu/eops/guardian-scholars/). As the counselor was hired in fall 2022, it is too early to evaluate the efficacy of the resource, but it will be included as part of the program review for the Guardian Scholars program.

A further example that has been evaluated is the additional resources allocated to Extended Opportunities Programs and Services (EOPS) students through foundation funds. A donor was interested in funding a program for students with the greatest need and through the Office of Research and Planning, EOPS students were identified as students who face a high rate of challenges along their path to their educational goal, are highly diverse and from low-income backgrounds. Additional aid and support are for the entire academic year and includes grants for course book purchases, supplemental counseling and access to emergency funds and food assistance. The program began in 2017 and has been evaluated annually. The latest evaluation showed that EOPS Scholar students had higher course success rates, higher term-to-term persistence and higher cumulative GPAs than other EOPS students not part of the Scholars program (https://www.deanza.edu/ir/deanza-research-projects/special-program-The-s/EOPS_Scholars_Report_AY21.pdf).

Analysis and Evaluation
De Anza disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies. Disaggregated data is readily available in many formats from the Office of Research and Planning and is incorporated into the program review and student learning outcomes processes. It is also an essential part of institutional planning and drives the colleges mission and Educational Master Plan. When performance gaps are identified, the College works towards implementing strategies to narrow equity gaps, and evaluate those efforts on an ongoing cycle.

7. The institution 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 to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard
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, to assure their effectiveness in supporting academic quality and accomplishment of mission. Through its program review process across all areas of the institution including academic, student service and administrative areas. Within the program review template, College areas are required to respond to the following prompts: 1. How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies? This question is intentionally included to ensure each area uses the program review process to reflect on their own area mission and the achievement of their mission as it is aligned to the College mission. 2. What is your department’s plan to work towards narrowing equity gaps over the next year? (i.e., elaborate on enhanced support systems that will be available to students, increased opportunities for departmental collaborations,
and/or types of faculty professional development to take place within the academic year, etc.).
2. Also state any additional resources needed to implement the plan. Note that program review
next year will request that you reflect back on the status of your plan and how well it is
working and if additional resource requests have led to improvements. This second prompt is
intentionally included to encourage areas to evaluate their policies and practices specific to
their unit at it pertains to the college’s goal of improving outcomes for disproportionately
impacted student groups in an effort of continuous improvement and attainment of the College
mission. The Student Services program review uses the Council for Advancement of Standards
(CAS) where Part 4.3: Assessment, Plan and Process requires areas to develop a plan for data
use and continuous improvement and reassessment (SSPBT CAS Form:
https://www.deanza.edu/gov/sspbt/ProgramReview.html).

While the administrative services program review prompt also encourages administrative areas
to intentionally reflect on and evaluate their processes in an effort to achieve their area mission
and the mission of the college: “Covid-19 has reinforced the department’s ongoing
commitment to intentionally reflect on and evaluate their processes in an effort to achieve their
area mission and the mission of the college. The pandemic offered a unique opportunity to
review the processes and collaborate with the college and district to offer more efficient
services by utilizing technology tools. The department will continue to reflect on the services
provided with the continued goal of evaluating what is working well and building on those
processes and addressing areas that have room for improvement. [APBT Link]

Each year, the College Planning Committee (CPC) requests shared governance groups to
reflect upon and answer three targeted questions:

1. Reflecting on the work of your governance group over the past year, how did this
work help fulfill our mission, Institutional Core Competencies and commitment to
equity?
2. Reflecting on your governance group’s processes and practices over the past year,
please identify what has been working and what changes you plan to implement over
the next academic year to ensure continuous improvement.
3. Reflecting on your group’s ability to disseminate information to its stakeholders, what are
some strengths and weaknesses in regard to ensuring that all stakeholders are informed of the
committee’s activities, processes, policies and decisions? How can you improve your process
for information dissemination next year?

The results of the reflection questions are posted on the College Planning Committee page
(https://www.deanza.edu/gov/planning/) and included in the Educational Master Plan annual
update document (https://www.deanza.edu/emp/historic/index.html) which is shared with the
College Planning Committee annually.

De Anza’s Guided Pathways Steering Committee identified areas in which the college could
improve processes and as a result developed the following working groups: Villages work
Team, Student Focus Group Team, Student Ready Rapid Response Team, and Intersegmental
Team. Over the process of a year, the working groups identified various areas for
improvement, one being the development of the Rising Scholars program (for formerly
incarcerated students and their affected families). Further, the Villages Work Team continues to organize the college around a village model including program maps, recruitment days, and integrated wrap-around services.

As part of the College’s Integrated Planning and Resource Allocation Model (https://www.deanza.edu/gov/planning/documents/Quilt_Chart_2022-27.pdf) the College engaged in a review of its governance processes in 2020-21. The resulting review and governance survey (https://www.deanza.edu/gov/review/) resulted in three areas to address through a new shared governance structure: 1. Siloed decision making, 2. Lack of trust, 3. Parity in representation. In spring 2021 the president convened a Shared Governance Taskforce, a 13-member group of faculty, staff, students and administrators tasked with evaluating the current structure and developing a proposal for a new governance model. The proposal was shared widely with campus shared governance groups in 2021-22 and presented a new model to College Council in spring 2022. The President then requested more time to review the proposals and convened an all-day retreat with College Council in fall 2022 where it was decided that the new model would be implemented in winter 2023 (https://www.deanza.edu/gov/review/documents/SGTF-Proposal-%20Process-2.0.3-2021-0128.pdf). Through this collaborative process, the College is implementing a new governance structure with the Planning and Resource Committee (PAC) will replace College Council and the Planning and Budget teams.

Analysis and Evaluation
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, to assure their effectiveness in supporting academic quality and accomplishment of mission. Through regular evaluation of College programs and units within program review, collegewide discussion of improvements through Guided Pathways, the regular evaluation of shared governance and decision-making processes, De Anza demonstrates that evaluation of policies and practices to ensure effectiveness in meeting its mission is woven through its decision-making processes.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard
De Anza College broadly communicates the results of all its assessment and evaluation activities so that the institution understands its strengths and weaknesses and sets appropriate priorities. The College meets this standard through its structured planning processes around an assessment and evaluation culture that uses data to inform decisions, and fosters collaboration around planning and evaluation, and shared decision-making. The program review process, student learning outcomes assessment, department equity plans, institutional metric assessment, and resource allocation processes are completed through a shared process. At the program level, the department chair and faculty members are responsible for collaboration on program review, assessment of learning outcomes and the development of equity plans. Data is disaggregated by various measures to help identify opportunities for improvement and to learn
from promising practices.

In establishing and assessing institutional metrics, the college takes a collaborative approach. The College Planning Committee, a shared governance group reporting to College Council (PAC starting January 2023), was tasked with establishing the metrics as part of the strategic planning process 2021-22 which culminated in the creation of the Educational Master Plan, 2022-2027, which was approved by College Council (https://www.deanza.edu/gov/college_council/meetings/2022-06-09SP.html). To assess the metrics, the CPC reviews the metrics annually and publishes the review in the Educational Master Plan update (https://www.deanza.edu/emp/historic/index.html). In their roles as collegewide representatives, CPC members are expected to report results to their respective groups. The results are also delivered to College Council and posted on the Institutional Research website (IR website: https://www.deanza.edu/emp/historic/index.html). The results of previous years are actively considered in each annual establishing of college metrics.

The governance webpage, governance webpages and governance handbook explain how the shared governance process works on campus through both narrative and graphic. They also explain the mechanisms for participating and communicating about planning and evaluation (https://www.deanza.edu/gov/). An annual summary and review of the planning, evaluation and resource allocation processes is included in the Educational Master Plan Update (https://www.deanza.edu/emp/historic/index.html). Each shared governance group is asked to reflect upon their processes each year, with three targeted questions relating to continuous improvement and attainment of the College mission and goals. These results are included in the EMP Update and posted on the planning page: https://www.deanza.edu/gov/planning/documents/AnnualGovernanceReflectionsSurvey_2022.pdf

Analysis and Evaluation
De Anza College broadly communicates the results of all its assessment and evaluation activities so that the institution understands its strengths and weaknesses and sets appropriate priorities. Annual review and evaluation of data occurs at the department and program level, and at the institutional level through the program review, departmental equity plans and institutional metric review process. Student achievement data, learning outcomes and institutional metric data are used to identify areas for improvement and highlight promising practices.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard
De Anza College engages in continuous, broad based, systematic evaluation and planning as
evidenced through its integrated planning and resource allocation seven-year cyclic model (https://www.deanza.edu/gov/planning/documents/Quilt_Chart_2022-27.pdf) which outlines where and when the institutional process takes place (https://www.deanza.edu/ir/planning/planning_files/InstitutionalEffectiveness_2018.pdf). Within this cycle the College Planning Committee (CPC) monitors, reviews, and updates the ongoing planning including the mission, vision, values, governance assessment and Educational Master Plan. This work is then used to inform the annual ACCJC reporting process. The planning and budget teams engage the Campus in completing the annual Program Review using a template based upon goals from the Equity Plan and needs arising from Student Learning Outcome assessment data (CSLOs, SSLOs, AUOs).

The instructional Student Learning Outcomes assessment process maps course level student learning outcomes (CSLOs) to both the program learning outcomes (PLOs) and to institutional learning outcomes (ISLOs) (https://www.deanza.edu/slo/icc_assessment/critical_thinking_assessment/Summary%20of%20Mapping%20to%20Critical%20Thinking%20ICC.pdf). Therefore, as course level outcomes are assessed directly program level outcomes and institutional core competencies are assessed indirectly. Departments are encouraged to directly assess program level outcomes. The ICCs have been assessed in multiple ways in addition to this indirect method of mapping (https://www.deanza.edu/slo/icc_assessment/index.html).

Student services learning outcomes are assessed as the CAS Standard-based program reviews are written. Using CAS Standards as basis for Student Services program review was begun in 2020-21 (https://www.deanza.edu/gov/sspbt/ProgramReview.html). Student Services areas were using an adaptation of the instructional Program Review document for program review of each area and were using an adaptation of the instructional assessment form for summarizing, reflecting upon, and improvement after conducting assessment of Student Services Learning outcomes (https://www.deanza.edu/slo/ssloinfo.html). The consensus was that mutating Student Services work to fit into instructional program review document did not generate meaningful dialog and best practices. Outcomes assessments from Administrative Units areas used TracDat as depository of Administrative Unit Outcome assessments and now use a Microsoft form to collect such data (https://www.deanza.edu/slo/auoinfo.html). Administrative units continue to use an adaptation of the instructional program review template as their program review template.

From these processes ideas for revising existing curriculum and programs and for developing new curriculum and programs are presented to the Curriculum Committee. Barring the unavoidable, all course curriculum is reviewed on a five-year cycle. There was a postponement of some revisions during the transition from the home-grown ECMS system for capturing and holding curriculum to eLumen. The Curriculum Committee oversees the approval of new courses and the five-year review of existing courses (http://dilbert.fhda.edu/curriculum/).

The College planning processes integrate the evaluation of learning outcomes assessment data, student achievement data contained within each unit’s program review which are used to inform recourse allocation requests. The resource request and faculty hiring prioritization
process for instructional and student service require areas to report on how the resource request will support the College’s mission and goal of narrowing long-standing equity gaps (IPBT: https://www.deanza.edu/gov/ipbt/resource_allocation_2021_2022.html; SSPBT: https://www.deanza.edu/gov/sspbt/priorities.html) and all resource requests must be planned for within the annual program review and substantiated by student learning outcomes data (SLO: https://www.deanza.edu/slo/index.html) and student achievement data (https://www.deanza.edu/ir/program_review.21-22/index.html). It is through these processes that the College ensures academic quality and short and long-term needs for human, physical, technology, and financial resources.

**Analysis and Evaluation**

De Anza College engages in continuous, broad based, systematic evaluation and planning as evidenced through its integrated planning and resource allocation model. The College is driven by its Educational Master Plan which includes the College vision, mission, values and institutional core competencies. Other supporting documents, including the Technology Plan, Facilities Master Plan, and Equity Plan Reimagined, are reviewed, monitored and evaluated in order to accomplish the College mission and improve institutional effectiveness and academic quality. Program review, curriculum review, and student learning outcomes assessment are critical elements of the integrated planning and resource allocation model. The planning model itself is reviewed as part of the cycle to ensure continuous, broad-based systematic evaluation and planning.

**Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness**

The College meets all areas as outlined in Standard I.B which starts with its mission and drives all other planning processes. The College follows a seven-year integrated planning and resource allocation model which includes detailed processes for program review and resource allocation, curriculum review, student learning outcomes assessment, equity planning, and mission, vision and values review. Within the cycle the College reviews, revises and updates its Educational Master Plan which serves as the north star for all other planning documents and efforts. Within the EMP, the College has committed to ten institutional goals and corresponding metrics which are assessed annually and discussed collaboratively. The shared governance process is essential in ensuring collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement and achievement as each governance group serve as content experts within their jurisdiction and each use data, both qualitative and quantitative, to inform processes, practices and decisions in an effort to accomplish its mission, ensure academic quality and broadly communicate the results of these assessments to develop a shared understanding of its strengths and weaknesses and to set priorities for ongoing improvement.

**Improvement Plan(s)**

[Insert response if applicable.]

**Evidence List**

[Provide list of all evidence cited within Standard I.B.]
C. Institutional Integrity

[Note: Suggested Length for Standard I.C is 10 pages.]

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

The College uses several channels of communication to assure the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. These channels include 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.

The college catalog is produced annually by the Office of Communications, which works with Academic Services staff to produce updated listings of all courses, certificates and degrees, and with the Articulation and Transfer Services office to provide current information about transfer and General Education requirements. The College works to make the catalog as accurate as possible at the time of publication. Each year, the Office of Communications sends all relevant catalog sections to the offices that are responsible for specific programs and services, to review for accuracy and ensure that current information is provided.

The catalog is published online as a dedicated website, and is also available in a downloadable PDF format (https://www.deanza.edu/catalog). It contains all current approved programs, degrees and certificates, transfer requirements and approved student learning outcomes. If specific updates are needed after publication, these can be made on the online catalog and annotated to indicate that a change has been made. The catalog also includes a note advising all readers to consult the main college website for the most current information on programs and services (https://deanza.elumenapp.com/catalog/2022-2023/catalog-information#mainContent).

The College also publicly publishes a schedule of classes four times a year: summer, fall, winter and spring (Schedule: https://www.deanza.edu/schedule/). Division deans, department chairs, faculty, schedulers and classified staff involved in the schedule development review a draft of each schedule and make changes as necessary. The online schedule reflects any scheduling modifications in staffing, room assignments or newly added, opened or cancelled sections, textbook requirements, modality, learning community sections, and other course information.

The College website provides accurate information to students and the public about the college, including the mission, student learning outcomes, educational programs, student support services and information for current and prospective students (Mission: https://www.deanza.edu/about-us/mission-and-values.html; Student Learning Outcomes:
Class syllabi provide another example of the way the College provides accurate information to students, and minimally contain information specific to the course including the instructor contact information, student learning outcomes, and the grading policy for the course. By the start of each quarter, faculty must submit their syllabi to the division dean so that students can easily refer to the course requirements and assignments. The syllabi are cataloged in a searchable, online repository that is linked from each division homepage (Syllabus repository: https://www.deanza.edu/syl/).

Analysis and Evaluation
De Anza College assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations relates to its mission statement, learning outcomes, educational programs, and student support services through regular review and updating of the catalog, publication of class schedule, website, and course syllabi. The College also ensures accuracy in information to students and the public about its accreditation status with all its accreditors.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” (ER 20)

Evidence of Meeting the Standard
De Anza College publishes an official annual catalog, reviewed and updated annually, in an online version (Catalog: https://www.deanza.edu/catalog). Knowledgeable personnel review the entire catalog prior to publication each year during the summer recess.

Additional important information is also included in the catalog. This includes:

General Information:
- College name, address, telephone numbers and website address, page (https://deanza.elumenapp.com/catalog/2022-2023/catalog-information#mainContent)
- Mission (https://deanza.elumenapp.com/catalog/2022-2023/vision-mission-values#mainContent)
- Representation of accredited status with the ACCJC and programmatic accreditation (https://deanza.elumenapp.com/catalog/2022-2023/accreditation#mainContent)
- Course, program and degree offerings (https://deanza.elumenapp.com/catalog/2022-
2023/degree-and-certificate-overview#mainContent)

- **Student Learning Outcomes for programs and degrees, page**
- **Academic Calendar and Program Length, page**
- **Academic Freedom Statement (https://deanza.elumenapp.com/catalog/2022-2023/academic-freedom#mainContent)**
- **Learning Resources (https://deanza.elumenapp.com/catalog/2022-2023/programs-and-services#mainContent)**
- **Names and degrees of administrators and faculty (https://deanza.elumenapp.com/catalog/2022-2023/faculty-staff-and-administrators#mainContent)**
- **Names of Governing Board Members (https://deanza.elumenapp.com/catalog/2022-2023/district-board-and-administration#mainContent)**

**Requirements**

- **Admissions (https://deanza.elumenapp.com/catalog/2022-2023/admission-and-registration#mainContent)**
- **Student fees and other financial obligations (https://deanza.elumenapp.com/catalog/2022-2023/fees-and-expenses#mainContent)**
- **Degrees, certificates, graduation and transfer (programs: https://deanza.elumenapp.com/catalog/2022-2023/degree-and-certificate-listings#mainContent; transfer: https://deanza.elumenapp.com/catalog/2022-2023/transfer-guide#mainContent)**

**Major Policies and Procedures Affecting Students**

- **Academic Integrity (https://deanza.elumenapp.com/catalog/2022-2023/academic-integrity#mainContent)**
- **Anti-discrimination Policy (https://deanza.elumenapp.com/catalog/2022-2023/nondiscrimination#mainContent)**
- **Acceptance of Transfer of Credit (https://deanza.elumenapp.com/catalog/2022-2023/transfer-credit-from-other-colleges#mainContent)**
- **Transcripts (https://deanza.elumenapp.com/catalog/2022-2023/transcripts#mainContent)**
- **Student Grievance Procedures (https://deanza.elumenapp.com/catalog/2022-2023/student-grievance-procedure#mainContent)**
- **Sexual Harassment (https://deanza.elumenapp.com/catalog/2022-2023/sexual-harassment#mainContent)**
- **Refund of Fees (ACCJC Policy on Refund of Student Charges)**
- **Location of Publications where other policies may be found (https://deanza.elumenapp.com/catalog/2022-2023/general-policies#mainContent)**

**Analysis and Evaluation**

De Anza College provides an online version of its catalog for current and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.”
3. The institution 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. (ER 19)

Evidence of Meeting the Standard
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. The College makes publicly available course-level assessment results, student service area and administrative area assessments on the Student Learning Outcomes webpage (SLO: https://www.deanza.edu/slo/). Student learning outcomes assessments are a part of a more robust collection of data reports designed to support College planning efforts as part of the program review process, these publicly available reports are posted on the Office of Institutional Research and Planning (IRP) website (Program review Reports: https://www.deanza.edu/ir/program_review.21-22/index.html) and within the College portal users are able to interact with a program review dashboard to disaggregate course, department, program and division outcomes by a wide variety of variables (Program Review Tool: https://www.deanza.edu/ir/documents/HowtoAccessYourProgramReviewData.pdf). The IRP website also includes student achievement data on transfer (transfer halfway down page under Transfer accordion: https://www.deanza.edu/ir/research/index.html) and degrees and certificates (degrees and certificates: awarded. A publicly available dashboard is available that displays course success rates at the section level (anonymized) and disaggregated by ethnicity (Student Success Dashboards: The College also posts job placement rates for career technical education programs (CTE Job Placement Rates: (top of page: https://www.deanza.edu/emp/historic/index.html ) and licensure exam pass rates (licensure exam pass rates: top of page: https://www.deanza.edu/emp/historic/index.html) to communicate matters of academic quality.

Overarching student achievement rates are embedded in the College’s Educational Master Plan in ten areas ranging from successful enrollment to transfer (EMP metrics: https://www.deanza.edu/emp/strategic/initiatives.html#goals) The EMP is the foundational document for the College’s planning efforts and is referenced in all other key planning documents (Key planning documents: https://www.deanza.edu/emp/major-documents.html).

Finally, the College makes available the annual report and annual fiscal report to ACCJC (Annual Reports: https://www.deanza.edu/accreditation/related-documents.html) on the College’s accreditation web page.

Analysis and Evaluation
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 through a variety of reports, dashboards, and publications as described above. All the items mentioned above are made available on the College’s website for planning purposes and to communicate to the public and community metrics used to evaluate student learning and achievement.
4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard
De Anza College describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes primarily through its Catalog which provides detailed descriptions of each of the College’s degree and certificate programs (Link to Catalog where programs are listed). Listings include a purpose, the program level student learning outcomes and course requirements. The College also prominently lists all degrees and certificates on its webpage (degrees and certificates: https://www.deanza.edu/academics/degrees-and-certificates.html). Additionally, all course outlines of record are regularly reviewed and updated on the curriculum website (link to new eLumen site for course outlines of record) and within the catalog (Catalog, link to page with course outlines).

The SLO Committee collects data on a representative number of sections to verify that they adhere to course learning outcomes. SLO assessment data is stored and available to the public on the SLO website (SLO website: https://www.deanza.edu/slo/). All syllabi are required to comply with the course outline of record, and all course outlines feature SLOs prominently (Course Outlines of Record: http://ecms.deanza.edu/deptoutlinespublic.html).

Analysis and Evaluation
De Anza College describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes in its catalog, on its website, within the course outlines of record which are updated regularly, and within each course syllabi.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard
De Anza College regularly reviews its institutional policies, procedures and publications to assure integrity in all representations of its mission, programs, and services – both in print and online. Knowledgeable personnel annually review institutional policies and procedures before publication of the college catalog, which is updated in its entirety and published annually during the summer recess. The online, searchable version of the catalog is available for viewing, downloading and printing (Catalog: https://www.deanza.edu/catalog).

Analysis and Evaluation
De Anza College regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services through a regular and documented basis.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.
Evidence of Meeting the Standard
De Anza College accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials by publishing annual cost of attendance breakdowns on its financial aid website (cost of attendance: https://www.deanza.edu/financialaid/apply/cost.html) and in the catalog (Catalog, page: https://deanza.elumenapp.com/catalog/2022-2023/fees-and-expenses#mainContent). A net price calculator is also available on the financial aid webpage (net price calculator: https://misweb.cccco.edu/npc/421/npcalc.htm). All student fees, including tuition for California residents and nonresidents, as well as health, bus pass, and student representation fees are posted online at the Cashier’s Office webpage (link: https://www.deanza.edu/cashier/fees.html). The refund policy is also posted online at the Cashier’s Office webpage (Refund policy: https://www.deanza.edu/cashier/refunds.html). The college does not charge materials fees for any course. Further, the schedule of classes includes an indication if the course textbook is low cost ($L) or free ($0) (schedule of classes: https://www.deanza.edu/schedule/).

Analysis and Evaluation
De Anza College accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials on the financial aid webpage, the Cashier’s webpage, in the catalog and in the schedule of classes. The College also has a clear and posted policy on refund of student charges.

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard
Governing board policies and administrative procedures regarding academic freedom and responsibility are developed with the participation of the Academic Senate and other shared governance groups. Board policies and related administrative procedures are published on the Foothill-De Anza Community College District website. These policies 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. Examples include:

- Board Policy 4190, Academic Freedom
- Board Policy 5500, Student Rights and Responsibilities
- Board Policy 6000, Philosophy of Education
- Board Policy 4230, Grading
- Administrative Procedure 5052, Academic Standards
- Administrative Procedure 5500, Student Rights and Responsibilities
- Administrative Procedure 5510, Student Code of Conduct
- Administrative Procedure 5520, Student Due Process and Discipline
• Administrative Procedure 5530, Student Grievances


Analysis and Evaluation
De Anza College meets this standard, Eligibility Requirement 13 and the Policy on Institutional Integrity and Ethics. The College promotes institutional and academic integrity for faculty, students and all employees. Faculty 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.

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard
De Anza College establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity for all constituency groups as clearly posted on the College’s “college policies” website which includes policies specific to student behavior and academic honesty, (College Policies: https://www.deanza.edu/policies/academic_integrity.html). The consequences for dishonesty and clearly outlined on the Office of Student Development webpage (Office of Student Development: https://www.deanza.edu/student-complaints/rights-responsibilities.html).

Governing board policies and administrative procedures regarding honesty, responsibility and academic integrity are developed with the participation of the Academic Senate and other shared governance groups. Board policies and related administrative procedures are published on the Foothill-De Anza Community College District website Board Docs:
https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3MSG5CA0C3#. These policies apply to all constituencies and include specifics relative to each:

**Student examples include:**

- Board Policy 5500, Student Rights and Responsibilities
- Board Policy 4640, Anti-discrimination
- Board Policy 3217, Smoke-Free Campus
- Administrative Procedure 5500, Student Rights and Responsibilities
- Administrative Procedure 5510, Student Code of Conduct
- Administrative Procedure 5520, Student Due Process and Discipline
- Administrative Procedure 5530, Student Grievances

**Faculty examples include:**

- Board Policy 4190, Academic Freedom
- Board Policy 6000, Philosophy of Education
- Board Policy 4230, Grading
- Administrative Procedure 5052, Academic Standards

Policies are provided to students in the catalog, under the student rights and responsibilities page of the website and on the polices webpage (Catalog: https://deanza.elumenapp.com/catalog/2022-2023/general-policies#mainContent; Student Rights and Responsibilities: https://www.deanza.edu/student-complaints/rights-responsibilities.html; College Policies: https://www.deanza.edu/policies/) Policies are provided to employees on the policies page.

**Analysis and Evaluation**
De Anza College has established and published clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.

9. **Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

**Evidence of Meeting the Standard**
The Academic Senate ascribes to the ethical position defined by the American Association of University Professors on Professional Ethics (slightly modified). This statement on professional ethics was adopted by the Senate in 1991 and is available on the Academic Senate website (Professional Ethics: https://www.deanza.edu/gov/academicsenate/prof_ethics.html). Further, the Curriculum Committee verifies that course outlines represent officially accepted views while respecting faculty rights to express diverse viewpoints. The faculty peer evaluation process is a means to determine that faculty are meeting this expectation.
Analysis and Evaluation
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 through a shared commitment to professional ethics which is upheld through the curriculum review process and the faculty peer evaluation process.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard
Students are expected to comply with the student code of conduct that is included in the administrative procedures adopted by the Foothill-De Anza Community College District (Administrative Procedure 5510: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U2UC77B2DA5). These are also posted on the Academic Integrity webpage of College Policies (Academic Integrity: https://www.deanza.edu/policies/academic_integrity.html).

All employees are expected to adhere to a practice of mutual respect for each other and for district policies (Board Policy 4110: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUSGH6FBCAB). As a public college, De Anza does not have policies that seek to instill specific beliefs or worldviews.

Analysis and Evaluation
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.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard
De Anza College does not offer international programs and, as such, does not have authorization from the Commission to operate in a foreign location.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard
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. The college exhibits honesty and integrity in its relationship with the Accrediting Commission, responding to Commission directives or requirements in a timely fashion. In addition, De Anza accurately communicates matters of educational quality and institutional effectiveness to the public.

The college posts all previous Self-Study, Mid-Term and Follow-Up reports, along with Commission letters to the college, the 2016 Substantive Change Proposal regarding online programs and other relevant documents on the accreditation section of the De Anza website (Accreditation: https://www.deanza.edu/accreditation/).

Further, the college maintains a robust and user-friendly website, with direct home page links allowing one-click access to the accreditation website (De Anza Home Page: https://www.deanza.edu/).

**Analysis and Evaluation**

De Anza College meets this standard, Eligibility Requirement 21 and the Policy on Rights and Responsibilities of the Commission and Member Institutions. The college ensures a collegial relationship with the Commission as evidenced by clear and timely communication. The college complies with all Commission policies, eligibility requirements, standards, guidelines and requirements for public disclosure. 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.

**13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)**

**Evidence of Meeting the Standard**

De Anza demonstrates honesty and integrity in the relationships with the state, federal and industry accreditation agencies. This reflects De Anza’s values. The college strives to comply with all regulations and statutes from the various agencies. This is documented by the college website, which informs students and the general public about the progress of college accreditation and the accreditation status of the programs listed below (Accreditation: https://www.deanza.edu/accreditation/).

De Anza is associated with the following industry accreditation agencies:
- National Accrediting Agency for Clinical Sciences (NAACLS)
- National Association for the Education of Young Children (NAEYC)
- National Automotive Technicians Education Foundation (NATEF)
- National Institute for Metalworking Skills (NIMS)

De Anza has relationships with the U.S. Department of Education and the California Student Aid Commission. The college makes every effort to achieve the highest level of compliance
with state and federal regulations. De Anza responds to audits by these agencies in a timely and effective manner, and acts swiftly to respond to any findings.

**Analysis and Evaluation**
De Anza College meets this standard and Eligibility Requirement 21. The college uses the website to describe itself to external agencies. The college communicates its compliance with regulations to these agencies regularly.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

**Evidence of Meeting the Standard**
De Anza College ensures that it is committed to high quality education, student achievement and student learning which 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 BP 3121 – Standards of Ethical Conduct which applies to all employees of the Foothill-De Anza District (BP 3121: http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TTNBH5EFFD0)

Additionally, Foothill-De Anza Board of Trustees abide by policy 3000 which outlines a commitment to strong fiscal management (BP 3000: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U5PUR6583E5#) as well as administrative policy 3130 which outlines allowable investments and restrictions with district funding (AP 3130: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U5PUR6583E5#).

**Analysis and Evaluation**
De Anza College is committed to high quality education, student achievement and student learning as an independently accredited institution. This commitment is paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

**Conclusions on Standard I.C: Institutional Integrity**
[Insert response.]

**Improvement Plan(s)**
None.

**Evidence List**
[Provide list of all evidence cited within Standard I.C.]