Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

[Note: Suggested Length for Standard II.A is 17 pages.]

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

All instructional programs at De Anza College, regardless of location or means of delivery, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in the achievement of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs through its course offerings in both credit and noncredit programming in a wide variety of interdisciplinary fields. Program information is made publicly available through the college website, Catalog, course schedule (website: https://www.deanza.edu/academics/degrees-and-certificates.html; Catalog: https://deanza.elumenapp.com/catalog/2022-2023/degree-and-certificate-listings#mainContent; Schedule: https://www.deanza.edu/schedule/).

De Anza College offers courses in multiple modalities including face-to-face, online and hybrid. All instructional programs are aligned with the College mission through program mapping to one or more of the Institutional Core Competencies that are listed in the mission statement:

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

Students who complete programs at De Anza College can attain a certificate or degree (Certificates and Degrees: https://www.deanza.edu/ir/research/index.html) and transfer to other higher education institutions (Transfers: https://www.deanza.edu/ir/deanza-research-projects/dimensions/2020-21_Transfers_to_Four-Year_Institution.pdf) and attain employment (Job Placement Rates: https://www.deanza.edu/emp/historic/documents/Passage%20Rates_2.16.16.pdf).

While De Anza chooses programs and fields of study that align with its mission, new courses and programs are initiated by faculty based on economic and labor market reports, institutional research (EMP, page 9: https://www.deanza.edu/emp/documents/Educational-Master-Plan-2022-2027-FINAL.pdf) and curricula needed for transfer to four-year institutions. Any new curriculum or programs must be approved by the Curriculum Committee which has established processes to ensure that course outlines are rigorous, practical and follow established pedagogy (Policies and Guides - Other Guides - Certificates/Degrees dilbert.fhda.edu/curriculum).

Every course has established course-level Student Learning Outcomes (SLOs). Every program leading to one or more certificates or degrees has Program Level Outcomes (PLOs). Course level outcomes are mapped to each degree and each certificate (SLO Website https://www.deanza.edu/slo/). SLOs are part of the curriculum review process and are reviewed every five years. Student Learning Outcome assessment work is embedded into the annual program review process (APRU form: https://www.deanza.edu/gov/ipbt/program_review_files.html). Faculty and staff engage in ongoing review of student learning outcomes to ensure all programs align with the College mission and institutional learning outcomes.

Analysis and Evaluation

De Anza College ensures that all programs are offered in fields of study aligned with its mission and lead to student attainment of learning outcomes, degrees, certificates, transfer or employment through a process of program review, SLO assessment, and curriculum review.

2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

De Anza's full-time and part-time faculty regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations where faculty create, review, and improve courses and programs as part of the five-year curriculum review cycle. Up to twice a year during the fall and occasional spring flex days, departments meet to discuss instructional programs with their faculty (Opening Day Agenda: ). The Academic Senate convenes department chairs' meetings 1-2 times per quarter to discuss
instructional programs from a collegewide perspective and discuss any changes to the curriculum or student learning outcomes process. For Career Technical Education (CTE) programs, each department has a technical advisory committee that meets annually with business and industry professionals to provide input on curriculum content, program offerings, internships and employment opportunities (Example of a CTE Advisory Committee Meeting: https://www.deanza.edu/career-training/meetings/).

The Curriculum Committee exercises collective ownership over the design and improvement of instructional courses and programs. The Curriculum Committee is comprised of representatives from each instructional division as well as curriculum specialists and shared governance representatives. (Curriculum Committee Membership: http://dilbert.fhda.edu/curriculum/). The Curriculum Committee fulfills the state-mandated role of certifying all credit and noncredit classes and programs' academic integrity.

The Instructional Planning and Budget Team (IPBT), a shared governance group with members representing constituency groups for faculty, classified staff, administrators, and students, developed and is continuously improving a program review process that is mandatory for all instructional programs at De Anza including deans' summary reports (Annual Program Reviews: https://www.deanza.edu/gov/ipbt/program_review_files.html). This review process incorporates Student Learning Outcomes, equity assessment, Institutional Metrics, and enrollment assessment as criteria for resource allocation. The results of program review are used in institutional planning to inform resource allocations including faculty hiring (Faculty Prioritization: https://www.deanza.edu/gov/ipbt/facultyhiring.html; Resource Allocation: https://www.deanza.edu/gov/ipbt/resource_allocation_2021_2022.html). In fall 2022 the College replaced the planning and budget teams, including IPBT, with the Resource Allocation Program Planning (RAPP) committee which combined the three planning and budget teams into one, overarching body with diverse membership (RAPP membership: https://www.deanza.edu/gov/rapp/membership.html). The charge of the committee is to make recommendations concerning programs and resource allocation, including planning and evaluation processes, in relation to the College’s mission, equity plan, and institutional core competencies (RAPP charge: https://www.deanza.edu/gov/rapp/charge.html). While the committee is developing the process for program review, it has already begun to review and allocate resources based on the program reviews submitted to IPBT in 2021-22 (RAPP resource allocations: https://www.deanza.edu/gov/rapp/resource_allocation.html).

The College Planning Committee (CPC) exercises collective ownership over the student achievement data to promote student success through systematic and inclusive program review. The CPC provides leadership for the seven-year institutional effectiveness and resource allocation process which includes a review and update of the Educational Master Plan (EMP) every five years. The EMP is informed by program review, internal and external data, student learning and achievement data from all areas of the College including instruction, student services and administrative services. The CPC leads the development of institutional goals and metrics and the review and dialogue around continuous improvement in meeting the goals on an annual basis. (Educational Master Plan: https://www.deanza.edu/gov/eac/meetings/s22_Strategic_Plan_DAC_EMP_2023_2027_Draft_May_9_2022%20at%20May%202025%202022%20eac.pdf).

Analysis and Evaluation
Curriculum review is a faculty-led process that serves to ensure course content and methods of instruction meet generally accepted academic and professional standards and expectations. The program review process and SLO assessment is part of the College's continuous improvement processes which are regularly discussed at department meetings, department chair meetings, and CTE advisory board meetings, as well as within the CPC. De Anza College, primarily its faculty, ensures program currency, implements improvements in teaching and learning, and promotes student success as outlined in its seven-year institutional effectiveness and resource allocation model.

3. **The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

**Evidence of Meeting the Standard**

De Anza faculty members have identified observable outcomes that demonstrate evidence of learning for each course, program, certificate and degree. The College has developed cyclical processes to regularly assess those outcomes. All courses and programs have outcome statements, which are included on all course outlines approved by the Curriculum Committee. Course outlines are posted on the college website. SLO process and guidelines are also published (Student Learning Outcomes: [https://www.deanza.edu/slo/](https://www.deanza.edu/slo/); Assessment Cycle: [https://www.deanza.edu/slo/assessment.html](https://www.deanza.edu/slo/assessment.html); [https://www.deanza.edu/slo/guides/sloguide/SLO_Process_Guide_9-14-11.pdf](https://www.deanza.edu/slo/guides/sloguide/SLO_Process_Guide_9-14-11.pdf)).

Assessment results for Student Learning Outcomes are used as the basis for making changes in the curriculum. This process is the same for face-to-face instruction, fully online, and hybrid courses. The faculty drives the Student Learning Outcome process. Faculty members meet in their respective departments to evaluate and update outcome statements. The method for conducting assessments can be chosen by individual faculty or by a department as a whole. After data is collected, it is summarized, analyzed, and used as the basis for reflection. This process is used to develop plans for enhancing the student's experience, along with statements of needed resources (IPBT Program Review: [https://www.deanza.edu/gov/ipbt/program_review_files.html](https://www.deanza.edu/gov/ipbt/program_review_files.html); IPBT Resource Allocations: [https://www.deanza.edu/gov/ipbt/resource_allocation_2021_2022.html](https://www.deanza.edu/gov/ipbt/resource_allocation_2021_2022.html)).

Divisions offices each have established processes to collect and make available course syllabi for each course, every quarter. For example, the Computer Information Systems (CIS) department post all course syllabi on the college-sponsored website, CircleRam, which is a database where students and the public can access current and historical course syllabi, each containing the student learning outcomes for the course (CircleRAM: [https://circleram.com/deanza/cis/syllabus](https://circleram.com/deanza/cis/syllabus)).

**Analysis and Evaluation**

All courses, programs, degrees, and certificates have identified student learning outcomes (SLO) that have been approved through the curriculum approval process. SLOs are required to be part of each course outline when it is submitted to the Curriculum Committee for its five-year review. All faculty are required to include SLO statements on their syllabus or course management class site.
SLO assessment is a required component of program review and resource allocation requests.

4. **If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

**Evidence of Meeting the Standard**

De Anza distinguishes the pre-collegiate curriculum from college-level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum in the area of English as a Second Language (ESL). De Anza also offers both credit pre-collegiate coursework and noncredit pre-collegiate coursework in ESL.

The College has removed all pre-collegiate offerings in English and math in response to California Assembly Bill (AB) 705. To meet the requirements of the law, the English and math departments developed corequisite models for students with the lowest or middle high school preparation, or for any student seeking additional support. These models have been paired with professional development to improve class climate, teaching and learning and engagement. As a result of these changes, the completion rates in English and math have significantly improved for all student groups, including those with the lowest high school preparation (AB 705 Results: [https://www.deanza.edu/ir/research/assessment/EWRT_MATH_AB705_Progress_2022_FINAL.pdf](https://www.deanza.edu/ir/research/assessment/EWRT_MATH_AB705_Progress_2022_FINAL.pdf)).

Faculty members in the English as a Second Language (ESL) program, in response to AB 705 have significantly altered the way in which ESL instruction is offered. The department now offers two transfer-level, English equivalent ESL courses that meet students both UC and CSU transfer requirement for English Composition. Separate ESL reading and writing courses were combined into one course, rather than two separate courses at each level (ESL Sequence: [https://www.deanza.edu/assessment/documents/ESL-Sequence-Chart-2022-1003.pdf](https://www.deanza.edu/assessment/documents/ESL-Sequence-Chart-2022-1003.pdf)). Further, the department is now offering noncredit ESL courses for students with a variety of English acquisition levels (ESL Noncredit: [https://www.deanza.edu/esl/noncredit#Courses](https://www.deanza.edu/esl/noncredit#Courses)).

All courses and programs, credit, noncredit, college-level and pre-college-level, are evaluated through the program review process. The results were reviewed by the IPBT (Annual Program Review: [https://www.deanza.edu/gov/ipbt/program_review_files.html](https://www.deanza.edu/gov/ipbt/program_review_files.html)) and are now reviewed by RAPP. The alignment of pre-collegiate courses with college-level curricula is ensured through the program review process.

**Analysis and Evaluation**

De Anza College clearly distinguishes all pre-collegiate courses from the college-level curriculum within the ESL department. As part of its pre-collegiate curriculum, the College offers multiple paths from pre-collegiate to collegiate-level coursework through both credit support courses and noncredit coursework. Students choose the level of support that meets their needs while receiving the appropriate level of instruction.

5. **The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree**
requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

Degree and certificate programs at De Anza conform to California Education Code requirements and support the mission of the College while following common practices of higher education to ensure that minimum degree requirements are 90 quarter credits or equivalent at the associate level, and 180 quarter credits or equivalent at the baccalaureate level. The College has extensive articulation agreements, including majors and lower division courses, general education patterns and course-to-course agreements, with California State Universities (CSU), University of California (UC), and multiple private or out-of-state four-year institutions (Articulation and Transfer Services: https://www.deanza.edu/articulation/).

The breadth and depth of college programs are demonstrated by the fact that De Anza offers 77 associate degrees, 103 certificates, and 1,800 courses (Catalog: https://www.deanza.edu/catalog/flipbook/2021-2022/; Degrees and Certificates: https://www.deanza.edu/academics/degrees-and-certificates.html). De Anza was named a "Champion of Higher Education" by the Campaign for College Opportunity (Campaign for College Opportunity: https://collegecampaign.org/) in 2022 for its success in expanding transfer opportunities for a growing number of students earning associate degrees for transfer (ADTs), which guarantee admission to the California State University system (Transfer degrees: https://www.deanza.edu/news/2022/transfer-degrees.html). All degrees and programs are reviewed by the Curriculum Committee to ensure they meet local and transfer institution requirements and have an appropriate number of units for their level.

The College's Guided Pathways program provides clear pathways and integrated support – both academic and nonacademic – to guide students through a seemingly vast array of programs, majors and other options. Guided Pathways provide the students with clear course-taking patterns to start on track and finish on time (Guided Pathways: https://www.deanza.edu/guided-pathways/index.html).

Analysis and Evaluation

De Anza has established standards for all proposed programs, including both face-to-face and online instruction, which ensure their alignment with the college mission. It has processes in place to ensure appropriate rigor, breadth, depth, sequence of courses, units allocated, frequency of course offerings and stated learning outcomes for both career technical education and transfer programs. The College have procedures and policies in effect to continually confirm that the institution's degrees and programs follow practices common to American higher education.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

De Anza College schedules courses so that students can complete certificate and degree
programs within a period consistent with established higher education expectations.

**Analysis and Evaluation**

Within the academic calendar creative ideas are implemented to develop a schedule that is reflective of student needs centered on both academic goals and personal obligations.

The College offers 12-week sessions in the fall, winter, and spring quarters. Late-start courses are offered for selected courses that run for 6 weeks in each of the primary terms based on student demand. During the summer, sessions run for six or eight weeks depending on the course. The college provides students with varying instructional modalities that best fit their schedule and learning needs which include face-to-face, online (synchronous and asynchronous), and hybrid modalities. The College schedule of classes provides students with information on the course modality, day of the week, time of day, cost of the textbook, and if it is a late start course (Schedule of classes: https://www.deanza.edu/schedule/listings.html?dept=BUS&t=S2023).

Course scheduling is a collegial effort starting with dialog among faculty in departments and followed by decisions made by the Dean in consultation with department chairs. Data provided by the Institutional Research Office is analyzed by division deans, in collaboration with department chairs or department schedulers, to assist in the offerings for future quarters (Enrollment Management Report: ). During registration periods, waitlists are analyzed to facilitate adding extra sections. All waitlists are capped at X capacity so students are not stuck on a waitlist with little chance of enrolling in the course.

The Learning in Communities (LinC) program offers students the opportunity to enroll in multiple classes linked together through a common theme with content and materials aligned to the theme. The teachers are taught in tandem by two faculty members from different disciples. In many linked courses, students have the support of a tutor, mentor or counselor assigned to the class (LinC: https://www.deanza.edu/learning-communities/). The Honors program offers students' ability to follow a slightly more challenging course of study through enrollment in specific course sections designated for Honors students. Honors sections require additional assignments for students to complete. Student transcripts reflect that the course was completed as an Honors section (Honors Program: https://www.deanza.edu/honors/). The college offers many other learning community opportunities targeted to students' specific needs with the intent of helping students stay on their path.

Through the efforts of Guided Pathways implementation, each program mapped their program pathways which include recommended courses to be taken in alignment with the timeframe of their educational goal (Program maps: https://www.deanza.edu/academics/degrees-and-certificates.html). Guided Pathways has created a block schedule to facilitate students planning an on-campus schedule that minimizes their number of trips to campus and minimizes long breaks between classes (See Block schedule from Lydia) As part of Guided Pathways program students are assigned to a Village based on academic interests. These Villages offer events including opportunities to meet online and in person to discuss pathways to transfer and earn degrees and certificate awards (Villages: https://www.deanza.edu/villages/index.html).

Course offerings are regularly reviewed by the department scheduler or department chair. Courses that have not been consistently offered, that are required for a program of study, are
brought to the attention of faculty and administration. Courses that are offered once or twice a year usually follow a consistent pattern in that they are always offered in the spring quarter. Courses and programs that cannot be offered regularly are suspended and removed from the catalog or deleted. Every effort is made to ensure that students can complete their desired course of study in a reasonable time frame.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard
De Anza College effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Analysis and Evaluation
De Anza College has a robust online education offering to help students meet their educational goals which reflect the diverse and changing needs of its students and in support of equity in success for all students. Prior to the pandemic, the College was scheduling 25% of total enrollment in the online modality. In spring 2020, the college rapidly moved all classes online. To support this shift, the college moved back the start of the spring quarter by one week to provide training to faculty on online teaching strategies and on the course Management system, Canvas. The College now enrolls 67% of students in an online modality as of spring 2023.

Prior to spring 2020, the College transitioned to offering both online and face to face student services in all areas, these services were enhanced during the pandemic and have remained enhanced to continue to serve students in both modalities, online and face to face.

The Online Education office assesses data relevant to students' success and equity as part of its program review process. The College also regularly monitors enrollments and success rates in online courses through its online dashboard, Precision Campus. The College has been working towards narrowing success rate gaps between online and face to face modalities prior to the pandemic and was able to narrow the gap to five percentage points. Coming out of the pandemic we see that gap has narrowed to only one percentage point, with far more students enrolled in online sections. These gaps have been narrowed through concerted efforts by the Office of Online Education as well as the Office of Professional Development through training, workshops and an increase in the size of the Office of Online Education to assist faculty with instructional design and teaching and learning practices in an online environment.

The Guided Pathways team surveyed students to gain a better understanding of their needs as the College transitioned out of the pandemic, one insight was that students who were taking a mix of online and face to face courses needed a quiet place on campus to log in to an online course. The College responded with ‘Zoom Spaces’ for students to have a space to Zoom (Zoom Rooms: https://www.deanza.edu/students/zoom-spaces.html). Guided Pathways also implemented the concept of Villages where each Village is based on student’s meta majors and
student receive targeted contacts from a particular counselor, financial aid expert, and tutoring opportunities as well as workshops on college and life skills (https://www.deanza.edu/villages/physical-sciences-technology.html).

The College also has many programs in place to support students of differing needs. For example, the Math Performance Success (MPS) program aims to help all underrepresented students meet their goals by improving student success in math through innovative and collaborative approaches including extended lecture time, in-class tutoring, and embedded counseling services. The LinC program links together multiple subjects and establishes a community for students to learn better. The International Students Program (ISP) supports students whether their need is an academic counselor or immigration adviser. Guardian Scholars supports students currently or formerly in Foster Youth. Rising Scholars is the was created in 2021-22 to support students who were previously incarcerated or had other experiences with the criminal justice system, or who have been affected by a family member's incarceration.

Lastly, noncredit courses have been developed in automotive technology, real estate and ESL to allow students the opportunity to explore careers and learn new skills without the cost of tuition.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

De Anza College validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Analysis and Evaluation

The College follows the overarching Foothill-De Anza Community College District Administrative policies to award credit for prior learning (BOT AP 4235 https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=AT7Q2G62053F#) with further clarification of Advanced Placement Credit outlined in Administrative Procedure 4236.

The College Catalog clearly describes the College’s credit by examination procedure (Catalog: https://deanza.elumenapp.com/catalog/2022-2023/home), as well as on the College’s website (Website: https://www.deanza.edu/policies/credit_by_exam.html). Credit is awarded for AP scores as determined by faculty in their specific departments (AP Credit: https://www.deanza.edu/admissions/evaluations/ap.html). Students with International Baccalaureate (IB) and the College Level Examination Program (CLEP) examination scores may petition for course or general education credit.

Standardized exams developed at the state or national level help assess student learning. One example is the Registered Nursing program. Students in this program attempt the NCLEX licensure state standardized exam [I could find no mention of the NCLEX on the Nursing website]. The large sample size analyzed during development and revision for these state and
national exams are validated and attempt to decrease test bias.

Some career and technical education programs use data gathered from standardized state or industry exam/licensure as an assessment of their program. The Automotive Technologies Apprenticeship Program prepares students to take the Automotive Service Excellence exam. The Medical Laboratory Technology program requires students to take the state phlebotomy examination.

In summary, College programs and departments have clear structures to determine prerequisite criteria and to ensure they are applied consistently. For example, Administrative Policy 4235 Advanced Placement Credit outlines that the College will award credit in a general education area with a subject similar to that of the AP exam with a minimum score of three (AP 4235 – Credit for AP Exam: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=AT7Q2G62053F#). Further, Credit outlined in Administrative Procedure 4235 Credit for Prior Learning outlines was in which students may be awarded credit for prior learning including AP exam, College Level Examination Program, department exam, exam administered by other agencies and approved by discipline faculty, and assessment approved or conducted by the discipline faculty at the college (AP 4235: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3REV6D29F5). Further, Administrative Policy 6060 Prerequisites/Corequisites (AP 6060: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3REV6D29F5#) indicates that all prerequisites, corequisites, and advisories are meet the requirements of Title 5 standards to enhance the reliability of established prerequisites.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. The College offers a very limited number of courses, in the apprenticeship program, based on clock hours. De Anza follows federal standards for clock-to-credit hour conversions.

Analysis and Evaluation

The College has policies and procedures in place to define its credit hour policy as outlined in AP 4020 Program and Curriculum Development (AP 4020: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3REV6D29F5#), section 7, defines the College’s credit hour policy, which ensures consistency across the College and follows the Federal standards for clock-to-credit-hour conversions.

De Anza College awards course credits, degrees and certificates based on student attainment of learning outcomes, as measured by Student Learning Outcomes (SLOs) at the course and program level. The college develops course outcomes through an analysis of course objectives and related degree and certificate learning outcomes. The course level outcomes are mapped to
the certificate and degree program level outcomes. Through the Curriculum and SLO Committees, learning outcomes are the basis for awarding degrees and certificates by requiring every course to have SLOs, which are directly correlated to program learning outcomes. Program learning outcomes are published in the course catalog under degree and certificate listings (Art History Example: https://deanza.elumenapp.com/catalog/2022-2023/program,art-history-fall-2022#mainContent).

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard


The College makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Students may transfer credits from another accredited institution in order to fulfill degree requirements. Students must deliver an official transcript to the Admissions and Records office with a request for transcript evaluation. Upon review of the transcript, eligible transfer credit is applied to the student’s De Anza record. Students may receive up to 19 quarter units of elective credit for coursework completed at a college accredited by other associations recognized by the Council of Postsecondary Accreditation. This credit is not transferable to meet bachelor’s degree requirements. Transfer credit is not accepted for work completed at an institution that is not accredited by a recognized accrediting body (Board Policy 5073: http://link.deanza.edu/IIA10-1). Department chairs and division deans approve and deny major substitutions.

The College Catalog includes a transfer guide with includes information on the transfer of credit process to transfer between De Anza and a four-year institution. Information includes information on the Course Numbering System (C-ID), ASSIST: Statewide Articulation

[Brandon, I think everything after this can be cut or reduced]. The college offers transfer admission agreements (TAA) or transfer admission guarantees (TAG) to nine universities. De Anza also participates with other California community colleges in offering a guaranteed transfer program to 21 Historically Black Colleges & Universities (HBCUs). These programs offer clear planning paths for students who want to be assured of transfer opportunities.

Transfer of credit policies are publicly disclosed. The transferability of De Anza College courses and programs is described on the college website and the college catalog. In addition, counselors and academic advisers meet with students to educate them on transfer requirements. They use the Intersegmental General Education Transfer Curriculum (IGETC), California State University (CSU) general education requirements, the assist.org website, and the requirements for an associate degree in their transfer educational planning.

De Anza’s Transfer Center offers workshops to inform students about the requirements for transferring to CSU and University of California (UC) campuses, as well as private universities. Workshops cover such topics as filling out applications, writing personal statements for college admission, Transfer Admission Agreements and Guarantees, and Associate Degrees for Transfer. The center also sponsors weekly and quarterly visits from university representatives to provide specific advising on transfer needs. In addition, the center organizes a Transfer Fair every fall that brings representatives from numerous University of California (UC) and California State University (CSU) campuses, as well as private universities, to inform and engage with students.

All policies for transfer are reviewed yearly by the college articulation officer, in collaboration with the Curriculum Advisory Team, to guarantee their relevance and currency. De Anza’s articulation agreements are developed through a process that begins when the faculty initiates a course outline, based on the course’s positioning within the state-provided Transfer Model Curriculum.

The Curriculum Committee reviews the proposed course outline to ensure that content and expected learning outcomes for the proposed course are comparable to those of four-year institutions and that a “baccalaureate” level of work is being provided.

Articulation agreements are based on course outlines and occasionally course syllabi, depending on the requirements of the receiving institution, and on communication between the articulation officer and faculty within the discipline at four-year institutions. De Anza follows the process as defined in the California Articulation Policies and Procedures Handbook. Articulation agreements with private universities are also generally reviewed on a yearly basis.

**Analysis and Evaluation**

De Anza meets this standard, Eligibility Requirement 10, the Policy on Institutional Degrees and Credits, and the Policy on Transfer of Credit. The college has clear policies on transferring course credits and has established articulation agreements with public and private universities. The policies and agreements are reviewed regularly. They are posted online and shared with students during face-to-face counseling and frequent workshops.
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

De Anza College includes in its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Analysis and Evaluation

The mission of the College includes and enumerates the college’s Institutional Learning Outcomes (ILOs) in the areas of Communication and Expression, Information Literacy, Physical/Mental Wellness and Personal Responsibility, Civic Capacity for Global, Cultural, Social and Environmental Justice and Critical Thinking (mission: https://www.deanza.edu/about-us/mission-and-values.html). The College has established appropriate Student Learning Outcomes (SLOs) for each course and for each degree and certificate program (program learning outcomes (PLOs)) as listed in the catalog for each program (Economics example: https://deanza.elumenapp.com/catalog/2022-2023/program,associate-in-arts-in-economics-for-transfer-fall-2022#mainContent). These learning outcomes are chosen to meet California Education Code requirements and are mapped to one or more of the College’s Institution Core Competencies. Assessments of each SLO, PLO and ILO are conducted within the seven-year planning and resource allocation cycle and posted on the Student Learning Outcomes website (SLO page: deanza.edu/slo).

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its Catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

De Anza's degree requirements reflect a general education philosophy by emphasizing both a breadth of experience and a depth of knowledge across disciplines, encouraging the development of a well-rounded and multidimensional student. General education is a requirement for degrees offered by the College (G.E. Requirements: https://www.deanza.edu/articulation/ge-requirements.html).

De Anza's Catalog is the culmination of a process that relies on faculty to develop the rationale for general education and the courses that deliver that education. Faculty representatives from
instructional divisions serve on the Curriculum Committee and regularly review general education requirements as part of that role (curriculum Committee: http://dilbert.fhda.edu/curriculum/#2).

Analysis and Evaluation

De Anza's Bachelor's Degrees and Associate Degrees and Associate Degrees for Transfer are comprised of two main components: 1) general education requirements and 2) major requirements. General education coursework includes English Communication, Mathematics, Quantitative Reasoning, Arts and Humanities, Social and Behavioral Sciences, and Physical and Biological Sciences. Faculty members frequently evaluate student learning outcomes, and all courses require the approval of the curriculum committee.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

The College’s degree programs are based on the completion of prescribed specialized courses in the major discipline, electives, and appropriate general education requirements (G.E. Requirements: https://www.deanza.edu/articulation/ge-requirements.html) totaling a minimum of 120 quarter units. Courses in each program are established to meet Student Learning Outcomes for both the course and the program (Student Learning Outcomes: https://www.deanza.edu/slo/). These outcomes, which are assessed regularly within the seven-year planning and resource allocation cycle, include appropriate mastery of key theories and practices for the corresponding discipline or field of study.

Administrative Procedure 4100 Graduation Requirements for Degrees and Certificates (AP 4100: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=B6NVUE78985A) requires that degree programs “must include at least 27 quarter units in general education and at least 27 quarter units in a major listed in the Community Colleges “Taxonomy of Programs.”

Analysis and Evaluation

All De Anza's degree programs include focused study in at least one area of inquiry, as well as general education. Specialized courses are recommended for inclusion in an area of inquiry by discipline faculty, and approved by the Curriculum Committee. The selection of courses is driven by course content and learning outcomes. All degree and certificate programs continuously evaluate and assess learning outcomes at the course level and program level to ensure programs maintain rigor, relevancy to transfer institutions, and skills and training preparation for workforce entry.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

De Anza's career-technical programs prepare graduates to meet or exceed the employment
standards for their chosen industry and other applicable standards and preparation for external licensure and certification. Administrative Procedures 4102 Career and Technical Education Programs (AP 4102: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=B6NVUE78985A#) establishes systems and procedures that support students success, curriculum, career pathways, CTE faculty and regional coordination, aligned to Federal Regulations. As such, the College’s career training programs have earned special recognition from the chancellor's office for California community colleges, which found 23 programs at De Anza met or exceeded goals for helping students make significant financial or employment gains (Career Technical Education: https://www.deanza.edu/career-training/).

Each program is reviewed annually through the Instructional Planning and Budget Team (IPBT) evaluation process, which determines funding and faculty assignments (Annual Program Review: https://www.deanza.edu/gov/ipbt/program_review_files.html). All courses are also on a five-year curriculum review cycle, which helps assess whether they meet current academic and industry standards and trends (Curriculum Committee: http://dilbert.fhda.edu/curriculum/#2).

Student Learning Outcomes (SLOs) for Career and Technical Education courses are identified and evaluated by the faculty members who teach them. Each course has been through at least one evaluation cycle and is now on at least the second cycle (Student Learning Outcomes: Student Learning Outcomes (SLOs) for Career and Technical Education courses are identified and evaluated by the faculty members who teach them. Each course has been through at least one evaluation cycle and is now on at least the second cycle (Student Learning Outcomes: https://www.deanza.edu/slo/).

In addition, the College maintains an advisory committee for each CTE program, as required by the Carl D. Perkins Career and Technical Education Act. These advisory committees include business and industry leaders along with college faculty and administrators. They meet at least once a year to discuss course offerings and determine how to keep programs current with trends in the regional and global economies. The advisory committees provide input by

- Advising on industry trends and employment needs
- Reviewing current course content
- Evaluating program graduates' performance
- Determining facilities and equipment needs
- Recommending new courses and content
- Initiating new certificate and degree programs

Analysis and Evaluation

De Anza continually takes steps to ensure that students who earn CTE certificates or degrees have developed the skills required for their chosen industry and are prepared for external licensing or certification requirements.

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

De Anza has a transparent and deliberate process for evaluating the viability of programs and
addressing the impact of any decision to eliminate or significantly change a program. Evaluating a program's viability or discontinuance includes consideration of the effects on students, education and budget planning, regional coordination for occupational programs, and community workforce and economic development needs. This process is generally triggered by an assessment, conducted by members of the Instructional Planning and Budget Team (IPBT), of results from the separate program review process (IPBT: https://www.deanza.edu/gov/ipbt; IPBT Viability Process: https://www.deanza.edu/gov/ipbt/documents/IPBT_Program_Viability_Process.pdf).

This is consistent with policy set by the Foothill-De Anza Community College District, which states that any decision to discontinue a program must include a "phase-out plan" with provisions to make sure students have an opportunity to complete the program and receive appropriate counseling (Board Policy 6015: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TURLL6BBA82; Administrative Procedure 6015: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3R8T6C5AA6).

Analysis and Evaluation

The College has established processes for evaluating a program's viability and elimination, which include steps to ensure that students may complete the program with minimal disruption. When programs are modified or discontinued, courses remain available in the Catalog and eligible for students to take to complete the degree requirements. If necessary, students work with counselors and academic advisors to use a substitution process to meet program requirements.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

De Anza has extensive processes for evaluating all its instructional programs to improve their quality and student learning outcomes. The evaluation process applies to all modalities including face-to-face, hybrid and online instruction.

All instructional programs are regularly evaluated for quality and currency through the Annual Program Review Update (APRU) process and the Comprehensive Program Review (CPR) process (IPBT Program Review: https://www.deanza.edu/gov/ipbt/program_review_files.html) on an annual basis and through the Curriculum Review process on a five-year cycle (Curriculum Committee: http://dilbert.fhda.edu/curriculum/#2).

During the APRU and CPR processes, faculty and staff from each program evaluate Student Learning Outcomes and discuss the attainment of student equity goals, enrollment, retention, and success data in the context of program resources, services, and personnel requests.

The APRU and CPR processes are designed to consider such criteria as relevancy,
appropriateness, Student Learning Outcomes, currency and future planning. The processes are applied consistently to collegiate, developmental and career technical programs. The reviews use a standard form to collect data from all these programs (Program Review Data: https://www.deanza.edu/ir/program_review.21-22/index.html). Results from the APRU and CPR are used in the planning processes by the college allocates resources, including human resources, and facilities.

As a result of these evaluations, the college makes decisions to allocate resources and personnel to programs and areas that are working to close the equity gap and serve the most vulnerable student populations.

**Analysis and Evaluation**

The college regularly evaluates the quality and relevance its instructional programs, including collegiate, developmental and career technical education programs. The evaluation and review process is designed to improve the quality of instruction and learning outcomes, regardless of whether instruction is delivered face-to-face, online or in a hybrid mode. Consistent processes are used to review and assess all programs.

Conclusions on Standard II.A: Instructional Programs

[Insert response.]

**Improvement Plan(s)**

[Insert response if applicable.]  

**Evidence List**

[Provide list of all evidence cited within Standard II.A.]