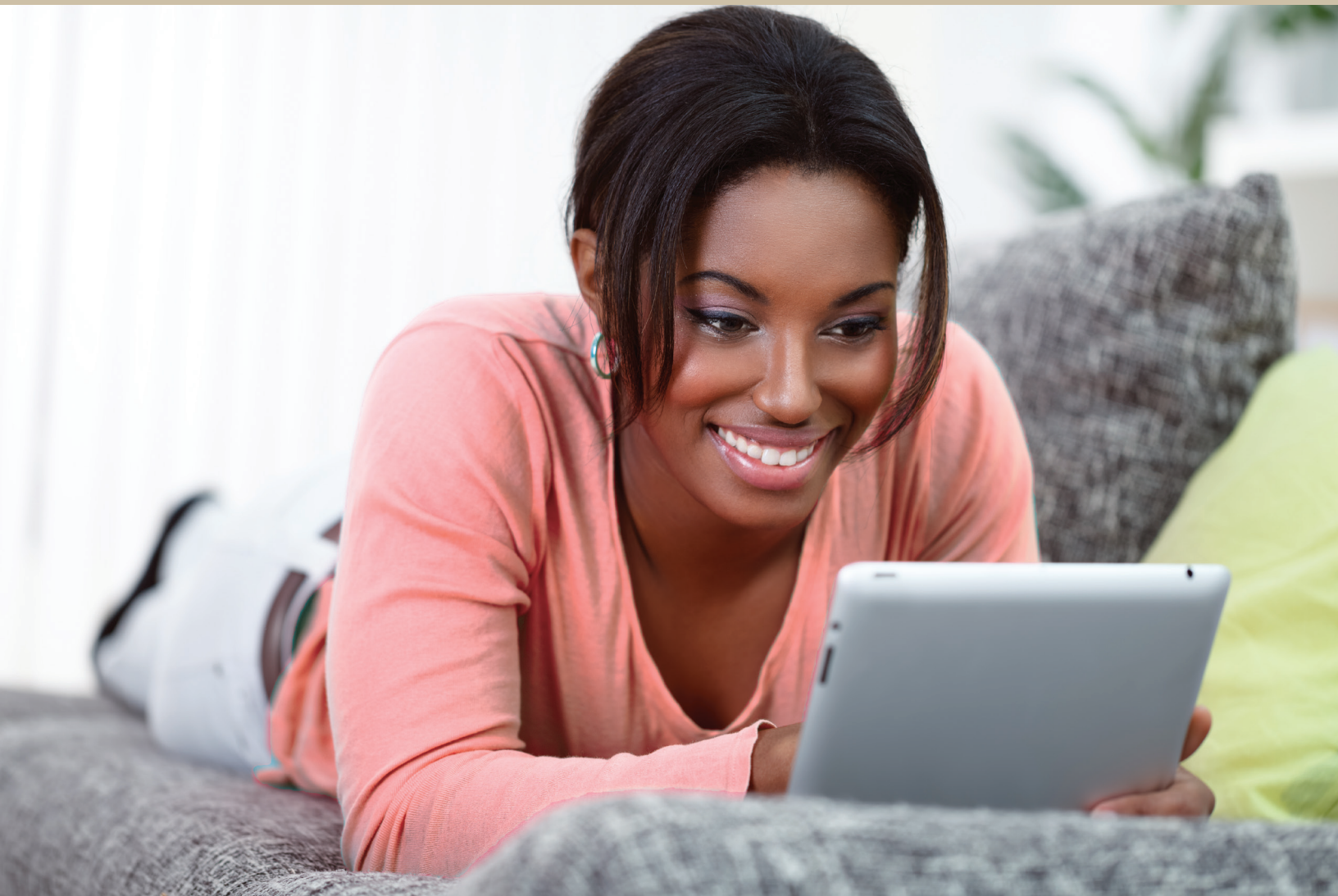




# SUBSTANTIVE CHANGE PROPOSAL



De Anza College • 21250 Stevens Creek Blvd. • Cupertino, CA 95014  
March 18, 2016

SUBSTANTIVE CHANGE PROPOSAL:  
CHANGE IN COURSES OR PROGRAMS OR THEIR MODE OF DELIVERY THAT  
REPRESENTS A SIGNIFICANT DEPARTURE FROM CURRENT PRACTICE

De Anza College  
21250 Stevens Creek Blvd.  
Cupertino, CA 95014  
March 18, 2016

Submitted and Authored by:

Lorrie Ranck, Dean, Learning Resources  
Mallory Newell, Accreditation Liaison Officer

Proposal to the Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

## Certification of the Substantive Change Proposal

**DATE:** March 18, 2016  
**TO:** Accrediting Commission for Community Colleges and Junior Colleges  
**FROM:** De Anza College

This Substantive Change Proposal is submitted in accordance with guidelines set by the Accrediting Commission for Community Colleges and Junior Colleges, Western Association of Schools and Colleges. We certify that the campus community participated in preparation of this Substantive Change Proposal. This Substantive Change Proposal provides accurate information about the status of online education at De Anza College.



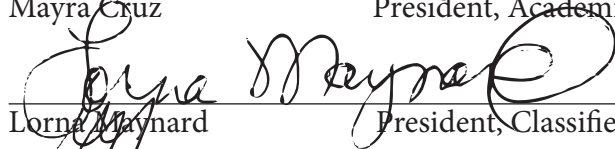
Brian Murphy President, De Anza College



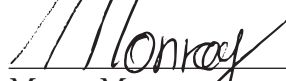
Joan Barram President, Board of Trustees



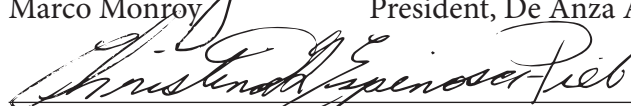
Mayra Cruz President, Academic Senate



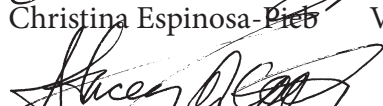
Lorna Maynard President, Classified Senate



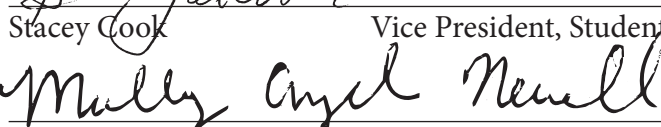
Marco Monroy President, De Anza Associated Student Body (DASB)



Christina Espinosa-Pieb Vice President, Instruction and Institutional Research



Stacey Cook Vice President, Student Services



Mallory Newell College Researcher; Accreditation Liaison Officer

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## **Institutional Summary 2014-2015**

**Institution:** De Anza College (Foothill-De Anza Community College District)

**President:** Brian Murphy

**1. Year Founded:** 1967

**2. Calendar Plan:** Quarter

**3. Degrees and Certificates Offered:**

Associate Degree Programs: 63

Certificate Programs: 94

**4. Enrollment:**

2014-2015 Fiscal Year

Unduplicated headcount = 34,445

Full time Equivalent Students (FTES) = 19,493 (residents and nonresidents)

Total sections = 6,621

**5. 2014-2015 Academic Year Faculty:**

Full-time = 268

Part-time = 504

**6. Governing Board:**

A. Size: 7 (Five elected district residents, two student trustees)

B. Meetings per year: 12

**7. Asynchronous Internet-Based Offerings:**

2014-2015 Fiscal Year

DE Enrollment = 20,338 (10.6% of total enrollments)

DE FTES = 1,897 (1% of total FTES)

DE Sections = 575 (8.5% of total sections)

**8. Library**

A. Number of books = 76,389

B. Number of eBooks = 154,927

C. Number of periodical subscriptions = 32

D. Electronic databases = 58

## **Institutional Overview**

De Anza College is an institution dedicated at its core to diversity and to a multicultural learning environment. The college decided in a collective focused planning process in 2005 to reach out to historically underserved students across the South Bay, to address student retention and success, to ensure cultural competence and to build community collaborations. Central to these community collaborations is work to engage students in civic learning and democratic practice to become active citizens. The 63 degrees, 94 certificates, and more than 1,600 courses offered at the college attest to its depth, its breadth and its range of options. Basic skills courses and support provide new opportunities for students who have been underserved by their previous educational experiences.

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

Learning at De Anza College takes place in state-of-the-art facilities made possible by two recent bond measures: Measure C for \$490.8 million was approved by district voters in 2006, and Measure E for \$248 million was approved in 1999. New bond-funded campus buildings include the nationally recognized Kirsch Center for Environmental Studies; a well-equipped Science Center; the Student and Community Services Building; and the striking Visual and Performing Arts Center (VPAC), a venue for college classes and performances as well as community events. Construction on De Anza's Media and Learning Center (MLC) began in fall 2010, and the building opened in fall 2012.

In addition to construction, bond proceeds have funded many building renovations, including the Library; upgrades of critical electrical and mechanical systems; installation of energy-producing solar arrays; and restoration of two historic campus landmarks, the old stone Baldwin Winery building, which now houses Financial Aid, and the estate's once-crumbling Le Petit Trianon, home to the college's California History Center.

The district has devoted extensive resources from the 2006 bond measure to rebuilding the digital infrastructure for instruction and administration. Technology projects have included replacing the administrative information system and network; placing Foothill-De Anza's 6,000 computers and printers on a scheduled replacement cycle; upgrading and replacing servers; and installing and refurbishing smart classrooms.

Over the past decade, thanks to its local community, the campus has been expanded and renovated on an unprecedented scale. The strategic planning process drew the campus community together to articulate and unite behind initiatives expressed in its recently updated mission statement and guiding documents. One year prior to its 50<sup>th</sup> anniversary, De Anza College maintains a shared vision for its future and an abiding commitment to the success of all students.

## **Mission**

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

## **Our Values**

### Integrity

We embrace honesty, credibility, clear communication and acting on our stated values. We strive to acknowledge and address issues that may be difficult to broach. The college's ability to fulfill its mission depends on a college community in which everyone feels included, respected and safe.

### Innovation

In all of our many roles, we will continuously and purposefully reflect in order to innovate and improve. We work to ensure our physical space is welcoming, conducive to learning and environmentally sustainable. We are committed to being innovative in our daily work, curriculum and use of technology. We work with our students to be creative, flexible, imaginative and inventive, and to prepare to contribute to a world that will demand skills and competencies not yet in view.

### Equity

We welcome students of all ages and backgrounds and connect with them, in their range of unique circumstances, to help them fulfill their dreams. We strive to design classes and services to the needs of those we serve. We value and embrace the intellectual contributions of a diverse spectrum of people and cultures. We strive for a diverse workforce that honors the contributions of all who work here.

## Developing the Human Capacity for All Students

We will provide support in six key factors of student success. Our students will be:

- *Directed*, with a goal and the knowledge of how to achieve it.
- *Focused*, staying on track to achieve that goal.
- *Nurtured*, feeling that we want to, and do, help them to succeed.
- *Engaged*, actively participating in class and extracurricular activities.
- *Connected*, feeling that they are part of the college community.
- *Valued*, with their skills, talents and abilities recognized, and with opportunities to contribute on campus and feel that their contributions are appreciated.\*
- Institutional Core Competencies - Our students will be able to demonstrate knowledge, skills and attitudes in the following five areas:
  - Communication and Expression
  - Information Literacy
  - Physical/Mental Wellness and Personal Responsibility
  - Civic Capacity for Global, Cultural, Social and Environmental Justice
  - Critical Thinking

## Civic Engagement for Social Justice

We provide students with opportunities to enhance their potential for purposeful and productive lives. As a public institution, we contribute to the development of our local, state, national and global communities. We view our students and ourselves as agents of change, responsible for building the world in which all people are able to realize their dreams in ways that are environmentally sustainable and in alignment with the United Nations' Declaration of Human Rights.\*\*

\*From "Student Support (Re)defined," a report of the Research & Planning (RP) Group of California Community Colleges, January 2013.

Report: [www.rpgroup.org/sites/default/files/StudentPerspectivesResearchReportJan2013.pdf](http://www.rpgroup.org/sites/default/files/StudentPerspectivesResearchReportJan2013.pdf)

Brief: [www.rpgroup.org/sites/default/files/StudentPerspectivesResearchBriefJan2013.pdf](http://www.rpgroup.org/sites/default/files/StudentPerspectivesResearchBriefJan2013.pdf)

\*\* [www.un.org/en/universal-declaration-human-rights/index.html](http://www.un.org/en/universal-declaration-human-rights/index.html)

## **Proposal Participants**

The De Anza campus community participated in the research, discussion, and preparation of this proposal. A summary of this proposal was presented to a variety of shared governance committees and campus constituency groups in winter 2016, including the De Anza Online Education Advisory Group, composed of faculty and staff who offer valuable input and feedback on procedures and processes. In February, a full initial draft of the proposal was posted to the De Anza College website for comment. This proposal was approved by College Council on February 25, 2016.



## **A. Description of Proposed Change and Justification**

### ***A.1 Description of Change***

Pursuant to section 3.7.3 of the 2013 ACCJC Substantive Change Manual, De Anza College seeks to address the “addition of courses that constitute 50% or more of the units in a program offered through a mode of distance or electronic delivery or correspondence education.”

A comprehensive analysis of 2013-2014 and 2014-2015 academic year data shows that De Anza College schedules online courses that constitute 50% or more of the units toward completion of 15 associate degrees and 22 certificates. All courses are reviewed and approved by the college’s Curriculum Committee as online education courses and offered to students through the schedule of classes. All courses are also offered in the face-to-face format.

### ***Degrees***

Accounting: Practice Emphasis

Accounting: Taxation Emphasis

Associate for Transfer - Business Administration

Associate for Transfer - Political Science

Business Administration

Enterprise Security Professional

Environmental Resource Management and Pollution Prevention

Global Studies

Journalism

Liberal Arts: Arts and Letters Emphasis

Liberal Arts: Business and Computer Information Systems

Liberal Arts: Science, Math and Engineering Emphasis

Liberal Arts: Social and Behavioral Sciences Emphasis

Management

Marketing Management

### ***Certificates***

Accounting (Certificate)

Accounting: Practice Emphasis (Certificate-Advanced)

Accounting: Taxation Emphasis (Certificate-Advanced)

Business Administration (Certificate)

Business Office Clerk (Certificate)

Computer Aided Design - Mechanical (Certificate-Advanced)

Energy Management and Building Science (Certificate)

Enterprise Security Professional (Certificate)

Entrepreneurship (Certificate)

Environmental Resource Management and Pollution Prevention (Certificate Advanced)

Environmental Resource Management and Pollution Prevention (Certificate)

Global Studies (Certificate Advanced)

Management (Certificate)  
Marketing Management (Certificate Advanced)  
Marketing Management (Certificate)  
Medical File Clerk (Certificate)  
Medical Records Clerk (Certificate)  
Network Administration (Certificate)  
Network Basics (Certificate)  
Tax Practitioner (Certificate-Advanced)  
Visual Basic Programming (Certificate)  
Web Development (Certificate)

**Courses Approved or Scheduled for Online Education at De Anza College by Program, 2013-14 and 2014-15 Academic Years**

<b>Program Title</b>	<b>Program Type</b>	<b>Total Courses</b>	<b>Total Courses Online Approved</b>	<b>Total Courses Online Scheduled</b>	<b>Percent Courses Online Approved</b>	<b>Percent Courses Online Scheduled</b>
Business Administration	Associate in Arts	10	10	10	100%	100%
Business Administration	Certificate	5	5	5	100%	100%
Transfer Model Curriculum (Business Administration)	Associate in Science-Transfer	8	8	8	100%	100%
Entrepreneurship	Certificate	5	5	5	100%	100%
Liberal Arts: Business and Computer Info. Systems	Associate in Arts	6	6	6	100%	100%
Network Basics	Certificate	4	4	4	100%	100%
Liberal Arts: Social and Behavioral Sciences Emphasis	Associate in Arts	6	6	6	100%	100%
Liberal Arts: Science, Math and Engineering Emphasis	Associate in Arts	6	6	6	100%	100%
Liberal Arts: Arts and Letters Emphasis	Associate in Arts	6	6	6	100%	100%
Global Studies	Certificate-Advanced	13	12	12	92%	92%
Global Studies	Associate in Arts	13	12	12	92%	92%
Management	Associate in Arts	11	10	10	91%	91%
Marketing Management	Associate in Arts	11	10	10	91%	91%
Marketing Management	Certificate-Advanced	9	8	8	89%	89%
Environmental Resource Management and Pollution Prevention	Certificate-Advanced	13	13	11	100%	85%
Environmental Resource Management and Pollution Prevention	Associate in Arts	22	21	18	95%	82%
Web Development	Certificate	5	5	4	100%	80%
Enterprise Security Professional	Certificate	5	5	4	100%	80%
Network Administration	Certificate	5	5	4	100%	80%
Energy Management and Building Science	Certificate	20	20	16	100%	80%
Management	Certificate	5	4	4	80%	80%

Program Title	Program Type	Total Courses	Total Courses Online Approved	Total Courses Online Scheduled	Percent Courses Online Approved	Percent Courses Online Scheduled
Marketing Management	Certificate	5	4	4	80%	80%
Computer Aided Design - Mechanical	Certificate	5	4	4	80%	80%
Accounting: Practice Emphasis	Associate in Arts	11	8	8	73%	73%
Accounting: Practice Emphasis	Certificate-Advanced	11	8	8	73%	73%
Environmental Resource Management and Pollution Prevention	Certificate	7	7	5	100%	71%
Accounting	Certificate	7	5	5	71%	71%
Transfer Model Curriculum (Political Science)	Associate in Arts-Transfer	7	5	5	71%	71%
Medical File Clerk	Certificate	6	4	4	67%	67%
Accounting: Taxation Emphasis	Associate in Arts	12	7	7	58%	58%
Accounting: Taxation Emphasis	Certificate-Advanced	12	7	7	58%	58%
Medical Records Clerk	Certificate	7	4	4	57%	57%
Journalism	Associate in Arts	9	6	5	67%	56%
Enterprise Security Professional	Associate in Arts	8	6	4	75%	50%
Tax Practitioner	Certificate-Advanced	12	7	6	58%	50%
Visual Basic Programming	Certificate	4	2	2	50%	50%
Business Office Clerk	Certificate	8	4	4	50%	50%

**Notes:**

Only includes courses applicable to the major (required courses and minimum number of restrictive electives). Programs with at least one option (subgroup of restrictive electives or required courses) are not included.

Total Courses: Total number of courses for the major, including required and minimum number of electives.

Total Courses Online Approved: Number of courses in the major for the program approved for Online Education, 2014-15 Academic Year (first character of instructional/scheduling method code equal to 5 or 7). It does not include hybrids.

Total Courses Online Scheduled: Number of Online courses for the program in the class schedule with at least one section with enrollment greater than 0 (Academic Years, 2013-14 or 2014-15).

Percent Courses Online Approved: 'Total Courses' divided by 'Total Courses Online Approved' and multiplied by 100.

Percent Courses Online Scheduled: 'Total Courses' divided by 'Total Courses Online Scheduled' and multiplied by 100. Certificate: 18-26 quarter units

Certificate-Advanced: at least 27 quarter units

## ***A.2. Relationship to Mission***

### **Mission**

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

([www.deanza.edu/about/icc.html](http://www.deanza.edu/about/icc.html)):

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

While De Anza consistently serves students within its district, more than 80% of its students are now from areas outside the district, chiefly the immigrant and working-class communities most in need of quality, low-cost educational opportunities. These students, many from East San Jose, make De Anza their first-choice college in spite of the fact that other colleges are geographically closer. These students, together with students who reside within the district boundaries, have available to them course offerings in the online format providing greater flexibility in their choice of learning environments.

Moreover, information literacy is a necessary skill for virtually all jobs. Learning how to work with extensive information is just part of the challenge. With information technology enabling communication over vast distances in real time, many business organizations have a global presence. De Anza students will be expected to interact with business contacts spanning the global market, in which widely varying cultural and social customs are manifest. Education through an online format is just one way that students can develop and fine-tune their skills in the digital world.

At De Anza, students are able to select the modality that best fits their needs for a number of courses. Online education is currently facilitated through the course management system, Catalyst (a customized version of Moodle), which provides a consistent look and feel for students. The Online Education Center provides support and ongoing services to prospective and enrolled students as well as faculty to support student success in the online environment.

Regardless of delivery mode, all courses are aligned with the college mission statement. Online and face-to-face courses undergo the same Student Learning Outcomes, Curriculum, and Program Review cycles. Online courses are taught by faculty who receive training in course development and the use of the course management system, and are evaluated accordingly. Every proposed online and hybrid course offering is reviewed and approved through the Curriculum Committee to ensure that course content, assignments and assessment are delivered with the same quality as an on-campus course. Online courses also require an additional form, the online education approval addendum, for each course in which faculty describe the specific ways that regular effective contact is achieved. Online Education Center staff members provide training for faculty on the use of the Catalyst course management system and effective practices for quality online course development and facilitation.

Additional information regarding online education is available through the program website and program reviews ([www.deanza.edu/gov/IPBT/program\\_review\\_files.html](http://www.deanza.edu/gov/IPBT/program_review_files.html)). A list of approved online courses is available at [dilbert.fhda.edu/curriculum/Report\\_approved.html](http://dilbert.fhda.edu/curriculum/Report_approved.html).

### ***A.3. Rationale for Change***

One of the core benefits of higher education, and one deeply embraced by De Anza College, is exposure to a liberal education: a broad range of disciplines and the attendant knowledge and skills specified within the college's Institutional Core Competencies. The college also provides exceptional career preparation. De Anza is prepared to provide students with the opportunities and support to complete their educational goals, whatever those may be, while broadening their perspectives on those early goals.

To better understand external factors, De Anza College and the Foothill-De Anza Community College District have commissioned multiple analyses of the local economy and job market, including considerations of the college's location within Silicon Valley. It is understood that in the dynamic career environment, many jobs that graduates will be hired into do not exist when they start their chosen program. The environmental scan commissioned in March 2014 predicts that the health care industry will be the fastest-growing sector in the nation, including in California and Silicon Valley, with most of the in-demand occupations at the associate-degree level.

Registered nursing continues to be the occupation most in demand, as well as the highest paying, within the state and the region. While no Nursing courses are offered fully online at this time, students can complete many of their prerequisite courses fully online prior to enrolling in the Nursing program. For example, 14% of Biology courses, 37% of Health courses, 15% of Health Technologies, and 14% of Nutrition courses were offered fully online.

## **B. Description of Programs Offered**

### ***B.1. Education Purposes Are Clear and Appropriate***

In spring 2015, the Research and Planning Office for the Foothill-De Anza Community College District completed a report that describes methods and procedures to estimate the percentage of online courses and units by degree and certificate programs (degree and certificates) offered at De Anza College for the then-current and previous academic years (2010-11 to 2014-15). The report was intended to help evaluation efforts, in particular those related to accreditation, in which institutions need to identify (a) programs with 50% or more of their courses offered online; and, (b) significant changes to the mode of delivery of courses within these programs across academic years, which have resulted in having at least 50% of their units now available via the online modality.

The methodology of the report concluded that in order for a program to be 100% online education, all required courses must have at least one section offered through online education. Because elective courses are often part of a group (a minimum number of courses or units from a defined set of courses), these are analyzed within the group. This means that the number of courses or units within the set offered online is compared against the minimum required for the group; thus, not all elective courses need to be offered as online education for a program to be 100% online. Programs with options were analyzed separately; percentage figures were computed for each option as it was a separate program.

A total of 141 De Anza College programs were included in the analysis for these met the following criteria: 1) approved by the CCCCO Curriculum Inventory; 2) active for the 2014-15 academic year; and (c) had a defined number of course or unit requirements, including a number of restrictive course electives or options, as documented by the college catalog. Class schedule data (course offerings) for the 2013-14 and 2014-15 academic years was compared to data for 2011-12 to 2012-13 to identify programs that reached the 50% or higher mark in online course offerings in the last two academic years, which could signal significant changes in the delivery mode for these programs. Time periods of two years were used because the analysis was performed in the middle of the academic year in order to avoid the effect of scheduling pattern in the analysis.

### ***B.2 Eligibility Requirements, Accreditation Standards and Commission Policies***

The proposed additional offerings of courses in the online format meet all Eligibility Requirements, all Accreditation standards and all Commission policies. All online courses undergo the same approval process and review as face-to-face courses. The Curriculum Committee's review and approval process aligns with ACCJC's accreditation Standards and the U.S. Department of Education's Eligibility Requirements.

### **C. Planning Process Leading to Change**

De Anza's online course offerings have grown steadily over time as Instructional divisions and departments have sought to meet increased student need for flexibility in terms of course scheduling and delivery modality. When considering offering specific online sections, department chairs and administrators assess a number of factors including course enrollment trends, course success rates, available faculty trained in online course delivery, waitlists and classroom availability. Since online course development and scheduling is primarily based on departmental needs and planning, a comprehensive analysis looking at all course offerings across instructional units indicated the need to better centralize information about online courses and to pursue a formal substantive change proposal. In early 2015, the dean of Learning Resources worked closely with the Institutional Research office on a complex crosswalk of Banner data (course information and scheduling) with DegreeWorks (programs and certificates) in order to determine which programs and certificates could be completed 50% or more online.

The college has steadily ramped up equitable student services, developed automated processes within the course management system, and has continued to provide regular trainings and instructional design support for online courses. In addition, the Online Education Center has continued to hold Online Advisory Group meetings and conducts regular communication with faculty who teach online.

### ***C.1 Relationship to Planning, Evaluation and Mission***

Online education (formerly Distance Learning) is fully integrated into Instruction. The area was renamed to better reflect the depth and breadth of teaching and learning in the online environment. The role of online learning in the area of Instruction was highlighted in the college's Educational Master Plan 2015-2020 (EMP), which noted that Online Education is implementing strategic plans developed over multiple work sessions in summer 2014. Online Education staff, with the Online Education Advisory Group and instructional deans, identified priorities centering on continuous improvement and service to students and faculty, and the addressing of accreditation expectations as well as state and federal regulations. The clear focus

on quality teaching and learning in the online environment, and the addressing of disparate student outcomes in online courses, demonstrates the equity focus of Online Education and the college.

The strategic planning efforts address significant opportunities for online education, particularly a framework for centralizing support of hybrid courses, and strategic approaches to planning online course offerings. Additional planning opportunities include the identification of additional resources to benefit students, such as those established by the statewide Online Education Initiative (OEI) based at the district; digital literacy efforts; and the creation of a resource hub for teaching with technology.

The EMP underscores that Student Services fosters student success and is an essential component of the student experience, be it face-to-face or online. From outreach to registration, assessment to counseling, academic advising to financial aid, and articulation to transfer services, students achieve their educational goals with the support of a comprehensive array of student services available in multiple formats.

The EMP includes Institutional Metrics to be attained by 2020, including one in particular pertaining to online learning: *The college will achieve a rate of 75% for the annual course completion rate.* The five-year average is 65% and the current rate is 71%; the trend is strong upward growth. The stated “aspirational” goal for this metric is 77%, with the “standard” goal at 64%. As part of the annual review, the Office of Research and Planning will monitor and share progress on attaining this goal by 2020.

Online education is also part of the college’s Integrated Planning and Resource Allocation process, as the Online Education area submits a program review annually and a comprehensive review every five years. As with all other Instructional departments and divisions, Online Education requests resources through the program review process as well. Resource allocations are voted ranked by the Instructional Planning and Budget (IPBT) team and approved by College Council.

## ***C.2. Assessment of Needs and Resources***

### **Verifying Student Identity**

The college has processes in place for verifying student identity of online students, as with face-to-face students, applying and registering for a course. This includes students applying through the state-sponsored CCCApply application, providing her or his name, date of birth and email address. Students also provide their Social Security number as an option, as an equity measure for undocumented students. Once the application has been submitted, students receive an email with a unique student identification number linked to their name, birthdate and social security number.

If the person applying has applied in the past, she or he will be given the unique identifier previously provided. For face-to-face and online students, students must log in to a secure portal to register for courses and view grades. Within the portal, students can receive notifications from the college. There is an additional security measure for online students, as they must log in to the password-protected Catalyst site to access the online course management system, submit assignments, take quizzes and/or tests, and engage in online discussions.



When online students receive financial aid, the Financial Aid reviews names, dates of birth and social security numbers from the FAFSA form to verify student identity with online course registration information. Financial Aid processors may request additional information if there are anomalies. As an additional verification, FAFSA data is matched against state-supported CCCApply data.

### **Services, Facilities and Course Management System Readiness**

In order to improve systems and processes for online students and faculty, and as preparation for offering online degrees and certificates, in December 2014, the Online Education Center contracted with Moodle consultants for an operational assessment. The OEC used the resulting assessment report to automate major technical system processes and refine services. Staff developed a companion guide for faculty to use in developing courses and switched to utilizing 3C Media as a video repository. In collaboration with the Office of Communications, OEC instituted a more efficient process for lecture capture and captioning requests. In early 2014, the campus contracted with Smarthinking to offer 24/7 online tutoring, a service that continues to be highly used by students. The OEC also diligently addresses state authorization each quarter to ensure compliance and monitor the currently modest online-only out-of-state student enrollment.

The Online Education Center anticipates leveraging opportunities with the statewide Online Education Initiative (OEI), especially with regard to services, quality standards for courses and accessibility.

### **Accessibility Compliance**

De Anza is committed to accessibility for students, which is central to the foundation of equity and access in the college mission statement, the Educational Master Plan and all work of the college.

Compliance is also required by federal and state law. Faculty and staff are introduced to Section 508 Standards for Electronic and Information Technology (EIT) through district Educational Technology Services policies and procedures. For online faculty in particular, the Online Education Center provides a “Faculty Resources” webpage [www.deanza.edu/online-ed/facultyresources/index.html](http://www.deanza.edu/online-ed/facultyresources/index.html) with links to information and guides for accessibility in online classes. The instructional designer provides training and individual consultations with faculty on meeting Section 508 expectations. Technology training workshops are also provided to faculty and staff and include “how to” information on topics such as creating accessible documents.

Captioning of lecture capture or video segments is achieved through the state Distance Education Captioning and Transcription (DECT) grant and can be requested through either the captioning request form on the Communications website or by creating and utilizing 3C Media Solutions, a California Community Colleges system repository.

Significantly, the active Disability Support Programs and Services (DSPS) Office annually assists about 1,500 students with physical, psychological or other disabilities. This includes students with vision or hearing challenges or ADD/ADHD. DSPS: [www.deanza.edu/dss](http://www.deanza.edu/dss). Foothill-De Anza Section 508 webpage: [ets.fhda.edu/policies-and-procedures/508/index.html](http://ets.fhda.edu/policies-and-procedures/508/index.html)

### ***C.3. Anticipated Effect on the Institution***

The anticipated effects of De Anza College offering online degrees and certificates include greater opportunities for students to complete educational goals online; strategic planning and

intentional enrollment management for online offerings in particular; increased alignment of college resources to support online student success and retention; increased faculty professional development and awareness of online education policies and regulations; and both featured and integrated promotion of fully online degrees and certificates to students and potential students.

#### ***C.4. Statement of Intended Benefits***

De Anza College believes that the substantive change, once approved, will present greater opportunities for students to complete degrees and certificates online, and increased alignment of college resources to support online student success and retention. Strategic educational planning and intentional enrollment management for online offerings will have positive effects for students and faculty. The college can build upon existing faculty professional development opportunities as well as increase and deepen the awareness of online education policies and regulations among faculty, staff and administrators. De Anza College will be able to promote fully online degrees and certificates to students. Significantly, approval of the substantive change proposal would permit students to receive financial aid while completing program or certificate requirements online.

#### ***C.5 Preparation and Planning Process of Change***

The substantive change, once approved, will go into effect immediately. Announcements will be made to appropriate shared governance entities, with particular attention to Academic Senate. Instructional deans and appropriate administrators will be notified. The college catalog will be updated in the next revision cycle, as will program websites and related materials. Appropriate communications vehicles, including the college website, social media and advertisements, will be utilized to promote the availability of fully online programs and certificates.

Strategic planning and online course development will be addressed through the Curriculum Committee and other formal campus processes, as well as collaboration with faculty and instructional deans.

### **D. Evidence of Quality**

#### ***D.1. Adequate and Accessible Support Services***

In an effort to ensure that online students have access to equivalent services as face-to-face students, Student Services managers conducted a comprehensive review of resources and services available to online students. The following services are available in multiple formats, including face-to-face, website and interactive online services.

<b>Student Services and Support Available</b>	<b>Face-to-Face</b>	<b>Website</b>	<b>Interactive Online Services</b>
Academic Advising and Counseling	X	X	X
Admissions and Registration	X	X	X
Assessment and Placement	X	X	X
Bookstore	X	X	X
Career Services	X	X	
Disability Resource Center	X	X	X
Extended Opportunity Program (EOPS)	X	X	X
Financial Aid and Scholarships	X	X	X
Health and Psychological Services	X	X	X
Ride-Sharing Transportation	X	X	
Transfer Center	X	X	X
Library	X	X	X
Tutoring	X	X	X
Online Education Center	X	X	X

### **Academic Advising and Counseling**

Face-to-face The mission of the Counseling and Student Success Division is to facilitate student success by offering quality services that promote educational, career and personal development. Counselors and academic advisors assist students in planning to earn associate degrees, career certificates and/or transfer to four-year universities. The division offers 30-minute appointments and drop-in face-to-face counseling and/or advising services. The Counseling and Student Success Division is located on the 2nd floor of the Student Community Services Building. Office hours are Monday 8 a.m.- 5 p.m.; Tuesday 8 a.m.-7 p.m.; Wednesday 8 a.m.-3 p.m. and 5 - 7 p.m.; Thursday 8 a.m.-5 p.m.; and Friday, 8 a.m.-1 p.m.

Website A webpage about all counseling and academic advising services is available at [www.deanza.edu/counseling](http://www.deanza.edu/counseling).

Interactive Online Services Students in online courses have access to individualized counseling and academic advising via the online advising tool. Counselors and academic advisers provide these services throughout the academic year. Students can schedule 30-minute face-to-face appointments with counselors and academic advisors via an online appointment system. Students can view De Anza College's online interactive new student orientation on their computer or mobile device. The orientation can also be downloaded as a text-based version.

## **Admissions and Registration**

Face-to-face The Admissions and Records Office is located in the Student Community Services Building on the main campus. The office is open five days a week for walk-in services. The office hours are Monday through Thursday, 8 a.m.-5 p.m. and Friday, 8 a.m.-1 p.m.

Website The Admissions and Records webpage ([www.deanza.edu/admissions/contact.html](http://www.deanza.edu/admissions/contact.html)) provides online access to the following information and services: Apply for Admission; Before You Register; Counseling and Advising; Fees and Refunds; Financial Aid; High School Student Enrollment; International Students; Registration Problems; Student Right-to-Know; Testing Services; Transfer Planning; Wait-List Process; Dates & Deadlines; Get Started; Tips for New Students; Adding Classes; Dropping Classes; Parking Permits; Social Security Privacy; Veterans' Assistance; Withdrawing for Military Duty; Add a Class, Forms, Drop a Class; Get My Grades; Order My Transcript; Pay My Fees; Register for Classes; Update My Student Information; Class Schedule; College Catalog; and Degrees and Programs of Study. The webpage for prospective students ([www.deanza.edu/registration/current.html](http://www.deanza.edu/registration/current.html)) provides links to the following information: Admission & Registration; Apply Online; Earn Credit in High School; When to Register; Degrees & Programs of Study; Schedule of Classes; Testing Services; Transfer to a 4-Year College; Financial Aid & Scholarships; Tuition & Fees; CalWORKS; Counseling and Advising; College Publications; Disability Resource Center; Veterans & Active Military; About Foothill; Campus Map; Campus Tours; Main Campus Hours. Admissions, Counseling, Financial Aid, and Transfer forms are available for students to download as PDF documents ([www.deanza.edu/registration/forms.html](http://www.deanza.edu/registration/forms.html)).

Interactive Online Services The entire admissions process is available online via an application and registration portal (Banner). Upon completion of the application, students automatically receive an email message containing their student ID, registration information and course enrollment instructions. After the application process is complete, students receive a designated date and time to register online. The online registration process also provides online access to the following information and services: Add and Drop Classes; Fee Payment; Grades; Parking Permit; Student MyPortal Information; Register for Classes; Registration Date and Time; Transcripts; Update Student Information; View Your Schedule; Course Availability; New and Former Student Application; High School Student Application; International Application for F-1 Visa Students; and Application Status. Students can email staff in the Admissions Office for assistance with registration issues via [webregda@deanza.edu](mailto:webregda@deanza.edu).

## **Assessment and Placement**

Face-to-face The Testing Center is located on the main campus in the Student and Community Services Building. Office hours are Monday through Thursday 8:30-12, and 1-5. Hours on Friday are 8:30-1.

Online students may take their placement tests for English or mathematics at a community college assessment/testing center if the local college is willing to proctor College Board's Accuplacer online assessments and a writing sample typed into MS Word. The student has the test center staff email proctor information to the De Anza College Testing Center to set up the access for test administration. Students can access test preparation materials on the De Anza College Assessment Center website.

Website The Placement/Testing webpage ([www.deanza.edu/admissions/placement](http://www.deanza.edu/admissions/placement)) provides

information about service location, office hours, contacts, FAQs, procedures, and links to English and Math test review sites.

Interactive Online Services Students who have never attended college and have never taken courses at De Anza College can use the online appointment system at [www.deanza.edu/admissions/placement](http://www.deanza.edu/admissions/placement). Once the placement testing is completed, students can see their results on the Registration Tab of their MyPortal account.

### **Bookstore**

Face-to-face The De Anza College Bookstore is located on the first floor of the Student and Community Services Building. The bookstore offers textbooks for purchase and rent, as well as calculators, computers and school supplies.

Website The bookstore webpage includes information about textbook rentals and materials for students to download. Additional information includes an email contact address, useful phone numbers, directions, store hours, refund policy, book buyback policy and employment.

Interactive Online Services Textbooks, course materials and other supplies are available for purchase online with delivery to the student (<http://books.deanza.edu/home.aspx>).

### **Career Services**

Face-to-face Career Services are currently offered primarily within the Counseling Division. Appointments, workshops, and career related software (Career Café and Virtual Career Library) are available in the Counseling Division. Career Life Planning courses (CLP 70 and 75) are offered each quarter.

Website Students can obtain career information by reading the Career Services webpage: [www.deanza.edu/counseling/career/index.html](http://www.deanza.edu/counseling/career/index.html). Relevant information such as workshops, how to see a counselor, Career Life Planning Courses, job listings, how-to guides (resume and correspondence writing, interviewing skills and job search) are listed on the web page.

### **Disability Resource Center**

Face-to-face. DSPS provides access to instruction, programs and services to students registered with DSPS. This access includes accommodations, counseling, learning disability assessment and support, community programs for adults with cognitive disabilities and adapted physical education. DSPS at De Anza College provides face-to-face support to DSPS students through counselors and staff.

Website A webpage about DSPS is available at [www.deanza.edu/dsps](http://www.deanza.edu/dsps) and includes extensive information for current and prospective students as well as faculty and staff. Students can obtain necessary forms on the website and use the Clockwork system to apply to DSPS via the student portal.

### **Extended Opportunity Programs and Services (EOPS)**

Face-to-face EOPS offers face-to-face and online counseling and advising services for EOPS students, including 30- to 60-minute scheduled counseling appointments, drop-in advising, book

services, peer mentoring, registration assistance, and access to computer workstations for completing and printing homework assignments.

Website On its website at [www.deanza.edu/eops](http://www.deanza.edu/eops), EOPS provides program eligibility and application information, downloadable EOPS application materials, program and campus downloadable forms as well as detailed information about program services and participation requirements.

Interactive Services Available Online EOPS counselors and advisors respond to questions from program participants by telephone, e-mail and fax. Inquiries are typically responded to within 48 hours. Telephone counseling appointments can be made on a case-by-case basis.

### **Financial Aid and Scholarship**

Face-to-face The Financial Aid Office is located on the Main Quad, where staff serve student financial aid and scholarship needs in person.

Website/Portal Information and forms for financial aid applications, such as the Board of Governors (BOG) Enrollment Fee waiver and the FAFSA, are available at [www.deanza.edu/financialaid](http://www.deanza.edu/financialaid).

Online Interactive Services Students can check their financial aid application and awards status via MyPortal. Students are able to track the completion of their financial aid file and loan requirements on their online account. After De Anza College receives a student's FAFSA application, the De Anza College Financial Aid Office e-mails the student with instructions to view their application status through MyPortal. The student can then use her or his student ID and password to access the site and check their application status and print any additional forms needed to complete their application. Students have the option of submitting requested documents in person via email or postal mail to the Financial Aid Office. Student awards and account balances are also easily viewable through the MyPortal system. Staff members are also available via email or phone to assist students.

### **Health and Psychological Services**

Face-to-face De Anza Health Services offers face-to-face clinical and health education for currently enrolled De Anza students year-round. These services include a drop in clinic, well-women exams, physicals, contraception, pregnancy testing, immunizations, over-the-counter medications, smoking cessation products and minor first aid. Psychological Services offers counseling services including 50-minute scheduled counseling appointments, group therapy, suicide prevention services and crisis counseling.

Website Both [www.deanza.edu/healthservices](http://www.deanza.edu/healthservices) and [www.deanza.edu/psychologicalservices](http://www.deanza.edu/psychologicalservices) include detailed information about available services, as well as downloadable forms, participation requirements for current and prospective students, and referrals to on- and off-campus resources.

Interactive Online Services Health and Psychological Services faculty and staff respond to questions and concerns from students and members of the campus community by telephone and e-mail. Responses to non-urgent inquiries are generally provided within 48 hours. Telephone and videoconference psychological counseling appointments are made on a case-by-case basis.

### **Ride Sharing Transportation**

Face-to-face Ride-sharing transportation is promoted in the form of public bus transportation through the regional Valley Transportation Authority (VTA). The De Anza Associated Student Body (DASB) collaborated with the college and VTA to establish the Eco Pass. The Eco Pass Clipper Card is available to students for a nominal fee and enables them to ride VTA buses and light rail for the entire quarter at no additional cost.

Website The Eco Pass webpage ([www.deanza.edu/ecopass](http://www.deanza.edu/ecopass)) includes information online related to the Eco Pass/Clipper Card and bus routes.

### **Transfer Center**

Face-to-face Transfer Center counselors, academic advisers and other staff assist students in facilitating the transfer process. The Transfer Center offers and/or sponsors resources and support services to assist students in researching options, making sound choices and planning a smooth transition between institutions. Services include drop-in and appointment advising, providing information about articulation agreements, guaranteed admission and impacted majors; a resource library including access to college catalogs from all UC and CSU campuses and select private and out-of-state colleges and universities; and [ASSIST.org](http://ASSIST.org) access and assistance. The staff coordinates campus visits to UCs and CSUs, invite private and out-of-state university representatives to campus, and facilitate transfer workshops and information sessions (e.g. Online Application process, Writing the Personal Statement, Navigating ASSIST). The Transfer Center is located on the second floor of the Student and Community Services Building in the Counseling and Student Success Division.

Website A webpage about transfer services is available at [www.deanza.edu/transfer](http://www.deanza.edu/transfer). This webpage contains links to all services associated with successful university transfer.

Interactive Online Services ASSIST is an online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California. Students may visit the Transfer Center website to access ASSIST.

### **Library**

Face-to-face De Anza offers extensive Library resources for both campus and online students. The physical library has a significant collection of over 76,000 print books and 5,600 units of audiovisual media, 32 periodicals subscriptions, and 58 electronic databases and the very popular course reserves (textbooks for check out by students). The reference desk in the library is staffed between the hours of 9 a.m.-9 p.m. Monday through Thursday and 9 a.m.-4 p.m. on Friday. In collaboration with faculty from a range of disciplines and for a number of courses each term, librarians provide customized informational sessions about library resources and research tools or other specialty topics. Two open computer labs operated by the library provide access to computers, productivity software and printing to all De Anza students. Library staff members are ready to offer assistance in these labs Monday-Thursday from 8 a.m.-9 p.m. and Friday 8 a.m.-4 p.m.



Website The Library website is the gateway to academic resources for online students and is available at [www.deanza.edu/library](http://www.deanza.edu/library). The library catalog is available online to locate and access the library's collection of print books, DVD titles, 154,927 e-books and more than 22,000 streaming films. More than 20 academic databases are available via the library website providing online access to full-text newspaper, magazine and scholarly journals as well as reference materials. All De Anza College students, faculty and staff can access the Library's online catalog, e-books, streaming films and databases on- or off-campus at any time by logging on with their campuswide ID and password. Information on library services for faculty, library collections, hours, a staff directory, and phone numbers for library service desks are also available on the library website.

Interactive Online Services In addition to the resources described above, students can receive telephone assistance from a librarian during regular Library hours. They can also opt to enroll in online courses taught by library faculty: Library Research Skills, Business Resources on the World Wide Web, and Advanced Internet Searching are offered through the class schedule. Interlibrary loan is a service offered by the Library through which users can easily make a request using the online form available on the website. The library also considers requests for materials not available in the print or electronic databases. Contact information is provided for students and faculty to submit a materials request that goes directly to a librarian for review.

### **Tutoring**

Face-to-face The mission of the Student Success Center (SSC) is to support classroom instruction by helping students at all levels become better learners and gain the confidence and skills to achieve their greatest possible academic success. Student employees, Instructional support technicians, Instructional support and program coordinators, and co-directors collaborate to provide academic support services to individuals and groups of students. SSC provides drop-in, weekly individual, group and in-class tutoring from basic skills to advanced levels; workshops on study skills, listening, speaking, reading, writing, grammar and other topics for academic and personal growth; course-specific Adjunct Study Skills courses; and tutor training courses for group, math and science, and writing and reading peer tutoring. The Student Success Center serves the campus via five centers with varying hours: Academic Skills; General Subjects Tutoring; Listening & Speaking; Math, Science & Technology Resources; and Writing & Reading.

Website The Student Success Center webpage is found at [www.deanza.edu/studentssuccess](http://www.deanza.edu/studentssuccess) and includes comprehensive information about the department's mission, services, outcomes, resources, programs, and additional information associated with student success. Each center has a sub-page that lists staff, hours and services specific to the particular center, as well as links to online tutoring and other resources. The link to the main Student Success Center webpage can be found on the college home page, Online Education (OE) page, OE course management system (Catalyst) welcome page, and other division and department pages.

Interactive Online Services Online tutoring is available via Smarthinking, a service assessed in detail by SSC and others prior to the college contracting with the group. Smarthinking supplements offerings provided by the Student Success Center through real-time sessions with trained and qualified online tutors, or responses by the tutors to questions or essays submitted by students for answer or critique. Services cover numerous subjects including accounting, biology, chemistry, medical terminology, nursing, languages, reading and writing. Math assistance is available in both English and Spanish. Information is available at [www.deanza.edu/studentssuccess/onlinetutoring](http://www.deanza.edu/studentssuccess/onlinetutoring).



## **Online Education Center**

Face-to-face Student support services for online courses are primarily provided by the Online Education Center. Staff respond to student inquiries and troubleshoot technical or account problems during regular hours of operation, Monday-Thursday, 9 a.m.-5 p.m. and Friday, 9 a.m.-4 p.m. Hours are posted online and in the physical location of the OEC. When necessary, staff members act as a liaison between students and instructors or other campus services. At the beginning of each quarter, on-campus “welcome” or “readiness” sessions are offered as a way for students to become more familiar with the logistics of taking an online course and learn about ways to maximize their success in an online environment.

Website In addition to contact information for the Online Education Center, webpages contain orientation topics and a comprehensive student resource section related to online learning. Students can view a readiness video, take an assessment to assist in determining if online courses are right for them, and access links specifically for online students like tutoring, course management system user guides and how to get help using the technical support system. Students may also find a listing of all online courses and any information, including syllabi and contact information, voluntarily provided by online faculty to the Online Education Center. Toward the end of each term, this information is updated daily to reflect the schedule for the next term in which courses are offered. [www.deanza.edu/online-ed](http://www.deanza.edu/online-ed)

Interactive Online Services Students can contact the Online Education Center via phone during hours of operation for assistance or use the 24-hour technical support system to submit a help request. Staff members prioritize requests and respond in a timely manner during regular business hours by replying through the system or contacting the student by phone, if indicated.

### ***D.2 Sufficient and Qualified Staff***

De Anza College is committed to offering quality online courses and supporting students and faculty in the online environment. As previously noted, support services provided through the Online Education Center and the various student service centers, combined with faculty trained in online delivery in each respective program area along with the college curriculum review and annual Program Review processes, a solid system of checks and balances is in place for online programs and courses.

#### Faculty

The 2013-16 Agreement between Foothill-De Anza College District and the Foothill-De Anza Faculty Association (FA Agreement), Article (34) regarding Distance Learning (now Online Education) states that online course assignments shall be made in accordance with the normal scheduling procedures.

The article also explains that online course assignments shall be made through mutual agreement between the faculty employee and the appropriate administrator with the exception that no faculty employee shall be required to teach an online class for a period exceeding six quarters. Online courses shall be assigned a load factor and maximum class size on the same basis as a traditional course. The FA Agreement further explains that because distance learning assignments require special expertise, only faculty who possess the appropriate campus training, preparation and skills shall be assigned an [online] course. Faculty members can use the training time toward advancement on the salary schedule or a Professional Achievement Award (PAA). Deans and department chairs strongly support the training and are instrumental in consistently referring faculty to the Online Education Center as a resource.

The same standards and process in hiring and evaluation are used for all faculty irrespective of which modality they use to teach. An online course student evaluation process was developed and facilitated in accordance with FA Agreement Appendix J2W Student Evaluation Form: For Instructional Faculty: [fa.fhda.edu/agreement\\_2013-2016/Appendix/APPENDIX\\_J2W.pdf](http://fa.fhda.edu/agreement_2013-2016/Appendix/APPENDIX_J2W.pdf).

As with all courses, faculty facilitate new and revised hybrid and online courses through regular curriculum review processes. In addition, when an online course is submitted to the Curriculum Committee, faculty are required to provide additional documentation that the course will satisfy the requirements of regular and effective contact, accessibility and the means by which the course will be delivered online. Curriculum Committee information is available at [dilbert.fhda.edu/curriculum](http://dilbert.fhda.edu/curriculum)

In accordance with Title 5, De Anza College Academic Senate has established guidelines with regard to “Regular, Timely and Effective Student/Faculty Contact” in online courses. These guidelines provide depth and breadth to the Curriculum Committee Addendum required for new or revised online courses.

### Staff

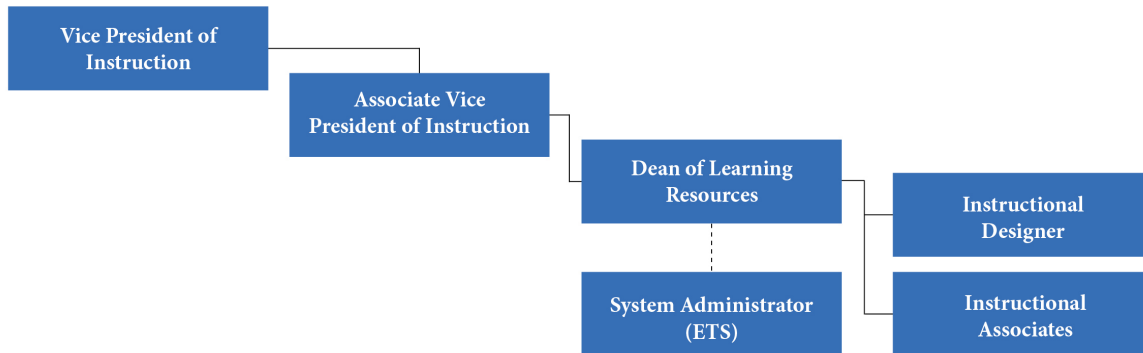
In the Online Education Center, instructional associates provide first-level support for faculty and students by assisting with user accounts and troubleshooting access issues, fielding inquiries about system features and tools, assisting with scheduling needs, and responding to general questions about student services for both on-campus and online students. The instructional designer provides formal training and professional development opportunities for faculty as well as ongoing consultation on the use of the Catalyst course management system.

Online Education Center staff also maintain and update information through the website to provide online course information such as syllabi, orientation materials and technical requirements to prepare and support students in the online environment. More broadly, staff in the OE recommend professional development programs and resources, offer advice and consultation, and support policies and procedures pertaining to online education.

The systems administrator for Catalyst, housed at the district level, provides hosting, maintenance and all technical support for the Catalyst/Moodle system. Staff in the Online Education Center coordinate with the system administrator to maintain the security and functioning of the course management system, troubleshoot issues that may arise and work to determine the calendar for various system functions such as course requests, course creation, system archive and updates.

## Administrators

The dean of Learning Resources, who reports to the associate vice president of Instruction, oversees the Online Education Center as well as the Library and Student Success Center. Deans and department chairs in each respective division are responsible for determining which courses are available online and the faculty who are assigned to teach those courses.



## Online Education Advisory Group

A diverse group of full- and part-time faculty, together with Online Education Center staff, discuss educational and enrollment information, procedural and process issues, course management system updates and contemporary issues in online education. The group meets once or twice each quarter, with at least one annual open call for participation. A summary of the advisory group meeting is shared with the campus Technology Committee.

### ***D.3. Professional Development***

In order to support faculty in becoming effective online instructors, De Anza College, through the Online Education Center, provides training and consultation for online pedagogy as well as the course management system. Catalyst training includes a self-paced online introductory portion, and two, two-hour in-depth workshop sessions offered several times each academic year. All sessions are updated annually to comply with new regulations, address technology updates to the course management system, and employ new pedagogical examples and ideas.

Faculty members have the opportunity to schedule one-on-one consultations with the instructional designer as they develop and facilitate their online courses. A progressive approach is recommended for faculty as they learn the technology and strategies for teaching online. Typically, the recommendation is that courses should be fully developed before the beginning of the quarter.

The Online Education Center also offers an Effective Practice Showcase two to three times a year featuring De Anza faculty. These showcases highlight expertise in online teaching and learning and innovation in using technology tools. In addition, faculty who are interested in furthering their skills and development in online teaching and learning are sponsored in attending the annual California Online Teaching Conference in June.

Other professional development opportunities related to online teaching and learning are provided in collaboration with the Office of Professional Development ([www.deanza.edu/staffdev](http://www.deanza.edu/staffdev)) and through the carefully planned activities of the technology trainer, who reports directly to the dean of Learning Resources ([www.deanza.edu/learningresources/technology](http://www.deanza.edu/learningresources/technology)).

#### ***D.4 Appropriate Equipment and Facilities***

##### **Facilities**

The Media and Learning Center (MLC), which opened in fall 2012, was designed and built to enhance the district's ability to serve students with modern technology. It houses high-end classrooms as well as the Online Education Center, Office of Professional Development, and video production facilities.

Also housed in the MLC is an online education classroom specifically equipped with high-definition digital video recording systems and a control room for video recording either automatically or by professional staff. Faculty who wish to incorporate lecture capture and other online technology tools to facilitate an engaging and interactive online course can work on their projects with relevant staff located in the building. Online Education staff also assist faculty in scheduling the online education classroom for online, hybrid or face-to-face class meetings, video recording sessions and other activities.

The Faculty Computer Lab in the MLC provides dedicated space for faculty and staff to attend training workshops, engage in one-on-one consultations or work independently. The lab is equipped with updated computers with a variety of productivity and multimedia applications, scanners and printers.

The Library West Computer Lab is the largest open access student computer lab on campus. This is an essential service for those who might not have their own devices, or high-speed Internet access, at home. Student enrolled in online classes can use computers in the lab to access their course materials, watch videos, or complete assignments or exams online. Details are available at [www.deanza.edu/library/librarywestcomputer.html](http://www.deanza.edu/library/librarywestcomputer.html).

De Anza's course management system was adopted in 2006 through a shared-governance process. Catalyst, De Anza's branding for its Moodle installation, has steadily increased in usage among faculty each year. The system is deployed on-site in the campus data center using a VMware cluster to provide a Virtual Private Cloud (VPC) with redundant hardware to facilitate maximum uptime. Twice a day, the system is completely backed up to a secure server facility in the Media and Learning Center over a heavily encrypted link. In the event of a catastrophic hardware failure, the entire system can be quickly redeployed within a few hours.

Faculty can request courses at any time during the quarter, and in most cases the course content can be automatically placed into production. Once the quarter begins, student data is automatically exported from the Banner system and uploaded to the course management system. Although Moodle provides the ability for students to create their own accounts, De Anza has disabled this feature to assist with both security and identity verification. Students are not permitted to log into the system before their accounts have been authorized by Admissions and Records.

De Anza College is committed to ensuring the security and integrity of all data managed by the CMS platform. All servers that provide CMS functionality are protected with both hardware and software firewalls. During the break prior to fall quarter each year, the system is archived and wiped clean of all student data to minimize unnecessary exposure of student information in the event of a data breach. Any personnel requiring access to a prior academic year may use a dedicated terminal housed within the Online Education Center, where access to information from prior academic years can be safely and efficiently provided.

The Catalyst system provides detailed technical support information and Frequently Asked Questions (FAQs) for users, as well as an interactive Tech Help Request System that is monitored by the entire team of support staff.

#### ***D.5 Sustainable Fiscal Resources***

The personnel and operational budgets for the Online Education Center have remained stable over the past several fiscal cycles. Growth and trends in online and hybrid course enrollment have informed the Instructional Planning and Budget Team (IPBT) decisions to sustain the budgets for the Online Education Center and related technology support areas. Enrollment in online courses continues to grow steadily, which contributes to institutional fiscal stability.

#### ***D.6 Comparative Analysis of Budget, Enrollment and Resources***

Over the past three years, from 2012-13 to 2014-15, online enrollment increased 9.6% from 9,213 unduplicated students to 10,097. Over the same period, enrollment increased 12.6%, from 18,062 to 20,338. Full-time equivalent (FTE) students served increased 9%, from 1,736 to 1,897. Full-time equivalent faculty (FTEF) teaching online courses increased from 39 to 46, an 18% increase. Forty-one percent of faculty teaching online are part-time.

Comparatively, total course unduplicated headcount for the college decreased by 9%, from 37,900 to 34,445, while enrollment decreased 3%, from 198,407 to 192,394. FTES for the total campus decreased 1%, from 19,785 to 19,509, while full-time equivalent faculty for the total campus decreased 2%, from 539 to 550. Fifty-two percent of faculty teaching all courses are part time.

The allocation of financial resources for all Instructional programs and academic support services is addressed through IPBT, with oversight from College Council and the college president. Instructional programs and service areas request funding through the college Program Review process, with IPBT allocating fiscal resources for major equipment needs and resources. The Online Education Center has maintained an annual budget of approximately \$732,000, which includes salaries, benefits and almost \$40,000 in operational (“B” budget) funds for several years. The college is well positioned to continue providing support for online students and faculty, and address needs that may emerge regarding the delivery of services, professional development and infrastructure needs.

#### ***D.7 Plan for Monitoring Change***

De Anza monitors in several ways the achievement of desired online course outcomes, and similarly will for online degrees and certificates. The Online Education service area completes annual and comprehensive Program Reviews, meeting the same standards as all other Instructional programs. Faculty have developed Student Learning Outcomes (SLOs) for each course and program, and follow the collegewide schedule for outcomes assessment, reflection and enhancement. Online courses complete the curriculum review process every five years, as do face-to-face courses. Finally, an evaluation process for faculty is in place. As previously stated, an online course student evaluation process was developed and facilitated in accordance with FA Agreement Appendix J2W Student Evaluation Form: For Instructional Faculty: [fa.fhda.edu/agreement\\_2013-2016/Appendix/APPENDIX\\_J2W.pdf](http://fa.fhda.edu/agreement_2013-2016/Appendix/APPENDIX_J2W.pdf).

### ***D.8 Evaluation and Assessment of Student Learning***

The offices of Instruction and Institutional Research and Planning provide relevant and timely information on articulation, curriculum, institutional research, program planning and review, professional development, and SLOs and assessments. The research office generates the Online Program Review report that includes student enrollment, headcount, FTES, FTEF, WSCH, Productivity, sections, success disaggregated by gender and ethnicity, as well as student demographics. These reports are made publicly available on the research website and used to monitor, plan and improve the college's course and program offerings for both traditional and online courses. These reports are monitored by the deans of each area and reviewed annually by IPBT. The dean of Learning Resources also routinely receives enrollment reports from the IR Office and runs reports on online enrollment, success rates and retention rates for the Community College Chancellor's Office DataMart.

#### ***Student Characteristics***

According to an IR-provided report, "Online vs. Face-to-Face: Student Demographic Profiles 2012-13 to 2014-15" ([www.deanza.edu/ir/deanza-research-projects/2015-16/Online vs. Face-to-Face Student Profile 09.08.15.pdf](http://www.deanza.edu/ir/deanza-research-projects/2015-16/Online%20vs.%20Face-to-Face%20Student%20Profile%2009.08.15.pdf)), 12% of students were enrolled only in online classes, while 88% were enrolled only in face-to-face courses. Further, fully-online enrollment is composed of more female than male students (60% vs. 40%), while face-to-face enrollment is about equal (49% and 51%). Students who identify as Asian accounted for the majority of students in both fully-online (36%) and face-to-face (40%) courses. Latina/o and White students represented the second and third largest ethnic groups for fully-online and face-to-face enrollment. Asian students accounted for the majority of female and male students enrolled in online and face-to-face courses; White and Latina/o students are the second and third largest ethnic groups.

With regard to student enrollment characteristics, online-only students are more likely to have an associate's (7%) or bachelor's degree or higher (20%), compared to face-to-face students (4% and 14%). Fully-online students are less likely to declare a goal of transfer (50%) than face-to-face students (57%). Continuing students comprised nearly 50% of students enrolled in fully-online and face-to-face courses. Returning and first-time transfer students accounted for most of the remaining enrollment status. Fully-online students (30%) are more likely than face-to-face students (18%) to enroll during summer term. Fully-online students are more likely than face-to-face students to enroll in science-related courses (computer, social sciences, and biological). Ninety-five percent of fully-online students are part-time compared to 76% of face-to-face students.

### ***Success Rates***

Students in fully-online courses succeeded at a lower rate (64%) compared to face-to-face students (76%). Across all ethnic groups, fully-online students succeeded at a lower rate than face-to-face students. African American, Filipino, and Latino/a students' success rates fall below the average success rate for online (64%) and face-to-face (76%).

	Online						Face-to-Face					
	Success		Non Success		Withdraw		Success		Non Success		Withdraw	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
African American	927	47%	553	28%	494	25%	13,281	66%	4,134	21%	2,720	14%
Asian	5,413	70%	1,012	13%	1,259	16%	156,577	81%	20,047	10%	16,652	9%
Filipino	1,018	62%	295	18%	333	20%	22,859	74%	4,530	15%	3,339	11%
Latino/a	2,711	56%	1,088	22%	1,085	22%	76,917	68%	22,007	19%	14,277	13%
Native American	114	56%	49	24%	40	20%	1,559	72%	322	15%	284	13%
Pacific Islander	112	53%	48	23%	50	24%	2,381	71%	613	18%	355	11%
White	4,020	68%	850	14%	1,030	17%	73,162	79%	10,130	11%	9,250	10%
Decline to state	338	71%	70	15%	68	14%	10,635	81%	1,540	12%	1,035	8%



### Success Rates by Program

In 2014-15, 37 programs were offered both online and face-to-face. The table below compares fully-online and face-to-face students' success rates by program. The top three programs in which fully-online students succeeded at a higher rate than face-to-face students (see last column) are Health Sciences (+17%), Geography (+13%) and Philosophy (+12%). The three programs in which fully-online students succeeded at the lowest rates as compared to face-to-face students are Environmental Science (-38%), Physical Education (-35%) and Linguistics (-32%).

2014-15 Programs (offered online and in-person)	Fully-Online		Face-to Face		Difference (fully-online - face-to-face )
	Success (N)	Success Rate (%)	Success (N)	Success Rate (%)	
HLTH   Health Sciences	39	83%	111	66%	17%
GEO   Geography	74	84%	553	71%	13%
PHIL   Philosophy	107	83%	1,779	71%	12%
REST   Real Estate	26	70%	206	62%	8%
SOC   Sociology	83	78%	1,313	72%	5%
HTEC   Health Technologies	108	73%	512	68%	5%
NUTR   Nutrition	96	76%	819	71%	5%
ECON   Economics	169	81%	2,012	77%	5%
COUN   Counseling	43	96%	2,522	93%	3%
MET   Meteorology	114	81%	183	79%	2%
EWRT   English Writing	369	74%	6,227	73%	0%
PSYC   Psychology	201	72%	3,206	73%	-1%
ANTH   Anthropology	149	74%	2,095	75%	-1%
CIS   Computer Information Systems	487	65%	2,226	66%	-1%
HIST   History	193	61%	2,751	64%	-2%
MUSI   Music	65	64%	989	68%	-4%
C D   Child Development	41	66%	1,069	72%	-6%
MATH   Mathematics	76	51%	8,563	57%	-6%
WMST   Women's Studies	39	59%	251	65%	-6%
BIOL   Biology	157	63%	2,085	70%	-7%
JOUR   Journalism	80	71%	233	78%	-7%
ACCT   Accounting	260	59%	1,788	68%	-9%
ICS   Intercultural Studies	159	64%	1,836	74%	-10%
ELIT   English Literature	21	62%	550	72%	-11%
GEOL   Geology	32	70%	327	81%	-12%
BUS   Business	969	61%	1,614	73%	-12%
CDI   CAD & Digital Imaging	76	63%	141	79%	-15%
HUMA   Human Development	14	67%	827	83%	-16%
HUMI   Humanities	184	60%	2,003	76%	-17%
ARTS   Arts	27	55%	2,217	75%	-20%
PHTG   Photography	31	47%	555	70%	-23%
POLI   Political Science	102	47%	1,741	73%	-26%
E S   Environmental Studies	244	50%	769	78%	-28%
CLP   Career Life Planning	17	38%	297	69%	-31%
LING   Linguistics	2	33%	66	65%	-32%
P E   Physical Education	19	43%	5,304	79%	-35%
ESCI   Environmental Science	4	50%	1,349	88%	-38%



## **Student Learning Outcomes and Service Area Outcomes (SAOs)**

Faculty participation in SLO/SAO processes is listed as one of the evaluation criteria on the Appendix J1: Administrative and Peer Evaluation Form (Article 6 and 6A - Evaluation) in the 2010-2013 Agreement between Foothill-De Anza Community College District and the Foothill-De Anza Faculty Association ([fa.fhda.edu/Agreement-2010-2013/appendix/APPENDIX-J1-2012-FINAL.pdf](http://fa.fhda.edu/Agreement-2010-2013/appendix/APPENDIX-J1-2012-FINAL.pdf)) under Section 1 Professional Qualities.

SLOs are included in course outlines of record and are published on course syllabi. Beginning with academic year 2012-13, SLOs for certificate and degrees are published in the catalog. Students and others interested can view the Program Level Outcomes and course-level SLOs at [www.deanza.edu/slo](http://www.deanza.edu/slo). SLOs are central to the process of research, review and re-thinking to ensure a campus culture of sustainable continuous quality improvement.

## **Administrative Unit Outcomes (AUOs) for the Online Education Center**

The following AUOs have been identified and documented.

- Students: To be able to successfully use Online Education Center resources to take technology-mediated courses.
- Faculty: To be able to successfully develop and facilitate technology-mediated courses.
- Staff and other clients: To be aware of the services and resources provided by the Online Education Center and use them to support the college mission.

In addition to the Program Review process, student surveys are used to assess AUOs. Results from the 2013 student survey showed that 83% of student respondents agree or strongly agree that De Anza's online course management system is easy to navigate, and 82% reported that their instructor uses the online features and activities effectively. Seventy-one percent of respondents rated their overall experience with the Online Education Center as satisfied or very satisfied.

## **E. Evidence of Necessary Approvals**

### ***E.1. Approvals***

All courses, degrees, and certificates of achievement offered by De Anza College have been approved by the Curriculum Committee, the Board of Trustees, and the CCC System Office. All courses taught in an online education format have been reviewed for quality standards and approved by the Curriculum Committee in accordance with California administrative code and regulation using a separate Distance Education Approval Addendum. Documentation of approval for each course, program, and online delivery method is available upon request. Further, the draft substantive change proposal was shared with Senior Staff, Academic Senate, Instructional deans, Student Services managers, Curriculum Committee and College Council. The Foothill-De Anza Board of Trustees then approved the document at its meeting of Monday, March 7, 2016.

## **F. Evidence that Each Eligibility Requirement Will Still Be Fulfilled**

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

### ***F.1 Eligibility Requirements***

As demonstrated in the 2011 De Anza College Institutional Self-Study Report in Support of Reaffirmation of Accreditation, De Anza College continues to meet all Eligibility Requirements for Accreditation. With the addition of online programs, the college continues to meet all 21 Eligibility Requirements.

## **1. Authority**

De Anza College is one of 113 public, two-year community colleges authorized to operate by the state of California. As part of the Foothill-De Anza Community College District, De Anza College is governed by a locally elected, five-member board of trustees. De Anza College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, 415.506.0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

## **2. Mission**

De Anza College's educational mission is clearly defined. The statement is reviewed periodically by the college and is adopted by College Council and the Foothill-De Anza Community College District Board of Trustees. The mission specifically states the college's commitment to achieving student learning. The most recent update, in spring 2014, amplified the previous mission statement but enhanced the college's approved Institutional Core Competencies (ICCs) by amending the ICC regarding to civic engagement to "civic capacity for global, cultural, social and environmental justice." The mission statement is published in the annual college catalog, on the website and widely across the college. The college's Six-Year Planning and Assessment Cycle builds mission review into college integrated planning and resource allocation.

## **3. Governing Board**

De Anza College is one of two colleges in the Foothill-De Anza (FHDA) Community College District. The five trustees are elected at-large for four-year, staggered terms. A student trustee is elected annually by the student body of each college. The board is responsible for the quality, integrity and financial stability of the district and ensures the implementation of the mission of De Anza and Foothill colleges, as established in the Board Philosophy, Mission and Roles and Responsibilities. The board is an independent policy-making body and adheres to its Conflict of Interest Policy (Board Policy 9200).

## **4. Chief Executive Officer**

De Anza College's chief executive officer is appointed by the board of trustees and administers board policies. His full-time responsibility is to the college.

## **5. Administrative Capacity**

De Anza College employs 28 well-qualified administrators to support the college mission and purpose. Policy regarding administrative employment is established in Board Policy 4130, with processes outlined in Administrative Procedure 4130. Evaluation is conducted through the district Office of Human Resources and Equal Opportunity, with the board advised of evaluations (BP 4145).

## **6. Operational Status**

De Anza College serves a diverse student body of about 23,000 students. Extensive longitudinal enrollment information is published through the Office of Institutional Research. The current schedule of classes is available online.

## **7. Degrees**

De Anza College offers 66 associate degree programs and 94 certificates. Most of the college's more than 2,000 courses are degree applicable; others provide opportunities in basic skills education. The majority of students officially state their goal to be obtaining a degree or certificate or to transfer without a degree.

## **8. Educational Programs**

De Anza's degree programs are aligned with its mission, are based on recognized higher education fields of study, and are of sufficient content and length. Instructors teach to the standards of their disciplines and honor the official course outline of record, both of which ensure that courses are conducted at levels of quality and rigor appropriate to the degrees offered. Degree- and certificate-level learning outcomes are included in the 2015-16 college catalog.

## **9. Academic Credit**

De Anza College awards academic credit as established in California Education Code Title 5. The college's quarter unit is based on 12 hours of student contact for lecture and lecture-discussion and 36 hours for lab. Information on the definition of units, grading system, transfer of credit, and units by course are provided in the college catalog.

## **10. Student Learning and Achievement**

De Anza College identifies and assesses Student Learning Outcomes for courses, Student Services, degrees and certificates. These program level-outcomes are published in the 2015-16 college catalog.

## **11. General Education**

De Anza defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry, as described in the college catalog. The college requires all students who earn an A.A. or A.S. degree to successfully complete a general education (GE) course pattern of 31-42 quarter units that cover courses in language and rationality; natural sciences; arts and humanities; social and behavioral sciences; physical education, development, and performance; and intercultural studies. The Curriculum Committee, a subcommittee of the Academic Senate, reviews courses for content, Student Learning Outcomes, assignments, methods of evaluating objectives, and the inclusion of multicultural perspectives within the course outline of record.

## **12. Academic Freedom**

De Anza College's students and faculty are free to examine and test all knowledge appropriate to their discipline or area of major study, as stated in Board Policy 4190.

## **13. Faculty**

De Anza College employed 259 full-time faculty members in fall 2015. Their names, disciplines and degrees are published in the college catalog. Faculty duties and responsibilities are outlined in Board Policy 4155 and detailed in the Faculty Agreement.

## **14. Student Services**

De Anza College provides for all of its students appropriate student services that support student learning, as established in Board Policy Article 5. Student services are consistent with the college mission and its strategic initiatives, including outreach to historically underrepresented populations and student retention and success. Student Services Learning Outcomes (SSLOs) have been identified for all programs, and assessment is in progress.

## **15. Admissions**

De Anza College is an open-admissions institution, consistent with Title 5 and the statewide mission for California Community Colleges, and as stated in Board Policy 5000.

## **16. Information and Learning Resources**

De Anza College provides extensive physical and electronic Library materials and faculty and staff assistance with their use. Materials selection is provided for in Board Policy 6170. Holdings include 154,927 electronic books, 76,389 books, 5,600 units of audiovisual media, 32 periodicals subscriptions and 58 electronic databases.

## **17. Financial Resources**

The Foothill-De Anza Community College District documents its funding base, financial resources and plans for financial development adequate to support student learning programs and services, improve institutional effectiveness and ensure financial stability. The district's adopted budgets are balanced and reflect reserves in excess of the 5% minimum required by the California Community College's Chancellor's Office. Part of the reserves have been designated by the board of trustees as a "stability fund" to position the district for state budget shortfalls, minimizing the need to borrow and permitting a thoughtful budget reduction planning process.

## **18. Financial Accountability**

The Foothill-De Anza Community College District annually undergoes and publicizes an external financial audit by an independent firm of all federal, state, grant, foundation and bond funds. The report is widely presented to oversight committees including the Audit and Finance Committee of the board of trustees and the Citizen's Bond Oversight Committee. The final audit report is reviewed and accepted by the board. For fiscal year 2013-14, the district was issued an unmodified audit opinion with no audit findings or recommendations.

## **19. Institutional Planning and Evaluation**

De Anza College engages in integrated planning and resource allocation and reviews and improves its planning processes on a regular basis. The college evaluates its effectiveness in meeting student needs through the assessment of its institutional metrics. The Educational Master Plan 2015-2020 outlined the key components of the college's Planning Model, which includes outcomes-based Program Review; Program Level Assessment; Assessment Cycles for courses, Student Services, and administrative units; and the Planning and Budget Team (PBT) process. An updated version of the Six-Year Planning Cycle was approved by College Council in November 2013. The update reflected the addition of a year of Reflection to set aside time to review and discuss the results of the Comprehensive Program Reviews and develop departmental equity plans which will be incorporated into the Program Review process. The College Planning Committee delivers an annual update of the Educational Master Plan, Institutional Metrics, and planning processes to College Council as part of systematic evaluation and improvement of institutional planning. The college consistently makes public through shared governance, annual reports and the website its achievement of goals and institutional metrics.

## **20. Public Information**

De Anza College publishes, throughout its website and in its hard copy, online and digital catalog, precise, accurate and current information on the following:

General Information

Official name

Address, telephone number and website

Mission

Course, program and degree offerings

Academic calendar and program length

Academic Freedom statement

Available student financial aid

Available learning resources  
Names and degrees of administrators and faculty  
Names of governing board members  
Requirements  
Admissions  
Student fees and other financial obligations  
Degrees, certificates, graduation and transfer  
Major Policies  
Affecting Students  
Academic regulations, including academic honesty  
Nondiscrimination  
Acceptance of transfer credits  
Grievance and complaint procedures  
Sexual harassment  
Refund of fees

## **21. Relations with the Accrediting Commission**

The Foothill-De Anza Community College District Board of Trustees provides assurance, through its certification of continued compliance with these Eligibility Requirements and of the De Anza College Self-Study Report in Support of Reaffirmation of Accreditation, that the institution adheres to the eligibility requirements, accreditation standards and policies of the Accrediting Commission for Community and Junior Colleges. Board Policy 2510 ensures compliance with Commission criteria.

### **G. Evidence that Each Accreditation Standard Is Fulfilled**

De Anza College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. This organization is recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

The college maintains its accreditation by fulfilling criteria that are determined by the ACCJC. Throughout its continuous six-year review cycle, De Anza College conducts and publishes several review instruments, including an annual report, annual fiscal report, midterm report, comprehensive institutional self-study, and an evaluation review by a team of peers.

The Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges reaffirmed accreditation for De Anza College in January 2012.

De Anza College views accreditation as an ongoing process and invites community members, students, faculty and staff to be informed and participate. Accreditation standards that are particularly impacted by the proposed substantive change are discussed in detail below.

### **Standard I: Institutional Mission and Effectiveness REQUIREMENTS FOR ACCREDITATION**

#### **Mission**

De Anza College's mission is rooted in its historical commitment to quality academic programs in an inclusive environment. The college fulfills its mission through a range of degree, certificate and basic skills offerings. Programs are regularly reviewed through a rigorous, data-driven Program Review process integrated into college planning and resource allocation.

Discussion about the mission was key to the Strategic Planning process begun in 2005 following an assessment of regional demographic, economic and labor market trends. After extensive dialogue and involvement across the college, four Strategic Initiatives emerged: Outreach, Student Retention and Success, Cultural Competence and Community Collaborations, which have become integral to the college. The college was simultaneously developing the framework for Student Learning Outcomes and the Institutional Core Competencies (ICCs) underlying the development of those outcomes. College planning thus reflected the integration of two frameworks: one defining institutional commitment to outreach to and success of students, and the substantive learning outcomes for students once they arrived.

The college mission statement was reviewed in 2009 as part of developing the Educational Master Plan 2010-2015, and amplified with fundamental Student Learning Outcomes in the form of the ICCs. The updated mission statement reflects the college's view that students must develop the knowledge and skills to become aware, engaged members of the local and global community.

### **Institutional Effectiveness**

Every college program conducts regular program assessments with the support of the Office of Institutional Research. Every Program Review is then itself assessed through the college's Instructional, Student Services, and Finance and Educational Resources Planning and Budget Teams (PBTs). PBT co-chairs, together with representatives from all constituency groups, comprise College Council, the shared governance body advisory to the president. Outcomes-based Program Review is key to the college's integrated planning and resource allocation process established in the Educational Master Plan 2010-2015 and twice since reviewed, discussed and updated by College Council.

The Six-Year Planning and Assessment Cycle includes learning outcomes assessment at the course, program and institutional levels, Program Review and resultant budget development, together with mission review and educational master planning. The college has committed itself to systematic evaluation and improvement of its programs, services and operations.

## **Standard II: Student Learning Programs and Services**

### **Instructional Programs**

De Anza College offers academic and career technical programs of uncompromising quality. Courses are reviewed through the Curriculum Committee to ensure that they meet all state mandates and college standards, include Student Learning Outcomes and link to Program-Level Outcomes. De Anza Student Learning Outcomes Assessment Cycles (SLOACs) are under way and are incorporated into the Program Review process. De Anza's offerings include innovative programs in basic skills for the majority of students who arrive without college-level mathematics and English skills; they also include the rigorous transfer-level courses and exacting career programs in which these students will later enroll, joining other students who entered ready for college. Both instructional and student support programs serve the least prepared, the moderately well prepared and the best prepared; disabled students and those with other special needs; and international students. The college has leveraged federal grant funds to develop the college's innovative approaches to math and English developmental education, including the use of dedicated tutorial and counseling assets, a reorganized Student Success program and enhanced learning community approaches.

De Anza's commitment to its Community Collaborations Strategic Initiative resulted in the creation in 2006 of the Institute for Community and Civic Engagement (ICCE), which works

with faculty to develop service learning curricula and with students to create and implement projects, identifies student community internships and placements, and provides linkages to other colleges and universities across the nation involved in civic engagement. At the heart of the college's instructional programs are talented faculty and staff, chosen for their commitments and professional capacities. Dialogue on student learning is a highlight of the college's annual Partners in Learning conference featuring new program designs, classroom techniques and student-led projects.

### **Student Support Services**

The institutional commitment to Outreach is manifest in the work of the Office of Outreach and Relations with Schools, whose staff reach out to students at local high schools and in the community and who bring thousands of new students and their parents to the annual on-campus New Student and Parent Open House.

The college's commitment to Student Retention and Success is a theme in Student Services through the college's various entry points and matriculation pathways. The Office of College Life works with 70 student clubs and the De Anza Associated Student Body (DASB) on its various initiatives, including statewide mobilizations advocating for public higher education. DASB supports a variety of critical student services through its democratic and detailed budget allocation process.

### **Library and Learning Support Services**

De Anza offers extensive Library resources for both campus and online students. The physical library has a significant collection of over 76,389 print books and 5,600 units of audiovisual media, 32 periodicals subscriptions, and 58 electronic databases and the very popular course reserves (textbooks for check out by students). Library resources are critical to serving the college's online students. The library catalog is available via the website to locate and access the library's collection of print books, DVD titles, 154,927 e-books and more than 22,000 streaming films. The academic databases are available via the library website and provide online access to full-text newspaper, magazine and scholarly journals as well as reference materials. Other learning support services include a comprehensive Student Success Center that provides both in-person and online tutoring services. The college has leveraged federal grant funds to develop innovative approaches to math and English developmental education, including the use of dedicated tutorial and counseling assets and learning community environments.

## **Standard III: Resources**

### **Human Resources**

De Anza College hires faculty, staff and administrators rich in talent and skills and committed to student equity and success. Equal employment opportunity is ensured and all employees are treated with integrity as established in district policy, collective bargaining agreements and campus culture. Successful applicants have demonstrated cultural competence in working with a diverse student body. The college is committed to ongoing professional development for its employees.

### **Physical Resources**

The De Anza College campus is modern and comprehensive, due in large part to voter approval of two major bond initiatives in 1999 and 2006. The newest campus buildings include the Visual and Performing Arts Center (VPAC) and the Media and Learning Center (MLC). The Library underwent a \$12 million renovation in 2015, with numerous other renovations occurring campuswide. New construction is built with a view to environmental sustainability, including

LEED certification. The College Environmental Advisory Group (CEAG) spearheaded the development of the De Anza Sustainability Management Plan (SMP). Facilities planning emanates from the Educational Master Plan.

### **Technology Resources**

De Anza's Information Technology Strategic Plan is integrated with district and college planning and resource allocation. Training is provided, including on the course management system for faculty teaching online courses and De Anza has recently hired a Technology Training Specialist in order to support faculty and staff professional development related to technology. The new Banner Educational Information System is utilized campuswide. Banner further enhances the integrity of financial reporting, scheduling.

### **Financial Resources**

The district has a long history of prudent financial management. The college has allocated its reduced state revenues through wide-ranging college dialogue and planning. Budget processes are transparent and broadly publicized.

## **Standard IV: Leadership and Governance**

### **Decision-making Roles and Processes**

De Anza College has a long tradition of effective shared governance and works to engage the college's constituencies in decision-making. This occurs through both institutional practice – committee structures, timelines, sequences of analysis and review, constituent representation, shared leadership of all committees and processes – and institutional culture. Decisions are transparent, information is broadly shared and readily available to all, and leadership in all groups is supported and encouraged. More broadly, the college's leadership seeks broad understanding of college issues, including the budget, and uses multiple methods of dialogue and engaging with the college. These include town halls, regular public meetings of all committees and online communication. The integrity of shared governance at De Anza is such that there is not a sense of governance as an abstraction but a daily reality. The Governance Task Force, established by College Council, is documenting shared governance processes and structures to enhance the understanding of the college community.

### **Board and Administrative Organization**

The Foothill De Anza Community College District Board of Trustees works cohesively to ensure the financial and institutional integrity of the district. The board has established comprehensive policies regarding all aspects of district operations, and has appropriately delegated authority to the district chancellor and through her to the college presidents, for the operation of the two colleges. The board approves the policies and administrative practices by which the colleges are governed, and reviews and approves the district budget. The chancellor works through board policy to ensure both fiscal and programmatic integrity, and district staff provide critical leadership and efficiency in the areas of human resources, finance, facilities and operations, and technology. The college president is responsible for the operational work of the college and its institutional effectiveness. He delegates appropriate authority to his administrative team, who lead their respective administrative areas yet work across formal lines delineating college programs to facilitate effective collaboration in operations and shared governance.

De Anza College and Foothill College are two distinct colleges in a unified district. Both policy and administrative practices ensure that the college's work collaboratively, yet maintain their unique cultures and distinctive student learning offerings.