



# DeAnza College

## Midterm Report

Submitted by:  
De Anza College  
21250 Stevens Creek Blvd.  
Cupertino, CA 95014

Submitted to:  
Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

Date Submitted:  
Oct. xx, 2021

## Midterm Report Certification Page

**To:** Accrediting Commission for Community and Junior Colleges, Western Association for Schools and Colleges

**From:**

Lloyd Holmes, President  
De Anza College  
21250 Stevens Creek Blvd.  
Cupertino, CA 95014


I certify there was broad participation by the campus community in the preparation and review of this report, and I believe the report accurately reflects the nature and substance of this institution.

**Signatures:**

  
\_\_\_\_\_  
President Date

\_\_\_\_\_  
President, Board of Trustees Date

  
\_\_\_\_\_  
Chancellor Date

  
\_\_\_\_\_  
Accreditation Liaison Officer Date

  
\_\_\_\_\_  
President, Academic Senate Date

\_\_\_\_\_  
President, Classified Senate Date

\_\_\_\_\_  
President, De Anza Student Government Date

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## Statement of Report Preparation

I am proud to present the De Anza College 2021 Midterm Report to the Accrediting Commission for Community and Junior Colleges.

This report was developed by the College Planning Committee, a shared governance committee that includes representatives from all De Anza governance groups, including the planning and budget teams, and the Academic, Classified and student body senates. The college vice presidents and president are also members. The committee is chaired by the supervisor of institutional research, who is De Anza's accreditation liaison officer.

The College Planning Committee has been tracking progress on the Quality Focus Essay and Action Items from De Anza's 2017 Institutional Self-Evaluation Report, through annual updates provided by the Office of Institutional Research. These updates have been incorporated into this midterm report. The planning committee has also taken steps to ensure that the recommendations of the 2017 External Evaluation Team – while addressed prior to the 2018 follow-up report and reaffirmation of accreditation – remain part of De Anza's process for continuous improvement and adherence to ACCJC standards.



The committee began meeting in fall 2020 to assemble and update material for this report. After editing and formatting during winter term, a draft was reviewed through the shared governance process during spring 2021. Feedback was gathered from the Academic, Classified and student body senates, the Equity Action Council and the shared governance planning and budget teams.

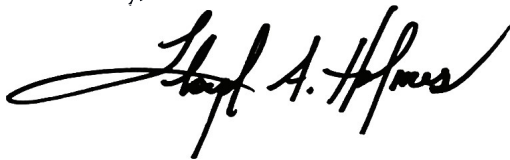
After incorporating feedback, the committee presented a final draft to College Council, which approved the report on May XX, 2021. The Foothill-De Anza Community College District Board of Trustees approved the document on Aug. XX 2021.

De Anza College strives for excellence in providing – as our mission statement says – “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.”

One result is that De Anza consistently ranks at or near the top statewide in transfers to the University of California and California State University. De Anza is also at the top in statewide metrics such as the Student Success Score Card’s basic skills, transfer and degree completion.

More than a decade ago, the college made a strategic decision to increase enrollment of students from populations that have been historically underrepresented in higher education. Students from underserved areas now constitute almost half of De Anza’s enrollment. As this report demonstrates, we are committed to addressing historic equity gaps, while setting high standards for ourselves and our students.

Sincerely,

A handwritten signature in black ink that reads "Lloyd A. Holmes". The signature is fluid and cursive, with a large initial "L" and "H".

Lloyd A. Holmes  
President

## Plans Arising From the Self-Evaluation Process

The following action plans from the 2017 Institutional Self-Evaluation Report (ISER) represent strategies for improving outcomes that were identified in the self-evaluation.

**Action Plan 1: Work toward achieving the six identified institutional metrics in order to meet the Education Master Plan goal by 2020. (Standard I.B.3)**

- **In 2016, College Council asked the Academic Senate to take the lead in addressing six institutional metrics that it seemed the college may not meet by 2020. The Academic Senate has identified key stakeholders to develop plans for improving performance on these metrics, including steps for implementation, monitoring and assessment of improvement efforts. The stakeholders will present their plans to College Council and provide a quarterly status report.**

The college has developed and adopted a new set of Institutional Metrics (<https://link.deanza.edu/midterm1>) that better align with De Anza's annual Student Equity and Achievement report, the statewide Vision for Success program and ACCJC metrics. The College Planning Committee is continuing to review these metrics annually and provide updates to College Council.

De Anza had focused on six Institutional Metrics that were first identified in its Educational Master Plan 2010-2015. The college reaffirmed these metrics, along with some additions, in the Educational Master Plan 2015-2020. These metrics were included in the 2017 ISER Quality Focus Essay:

1. The Basic Skills English course sequence completion rate will be 77%.
2. The Basic Skills Math sequence completion rate will be 57%.
3. The Basic Skills English as a Second Language (ESL) sequence completion rate will be 50%.
4. Six percent of students with a goal of transfer or degree will have enrolled in at least one course having a community or civic engagement component each fall.
5. Fifty-seven percent of students who were enrolled in a career technical education program will be employed full time, one year after leaving De Anza College.
6. The annual FTES enrollment will increase to 18,500.<sup>1</sup>

After the College Planning Committee determined, through its annual review in 2016, that the college should make further progress on these six goals, College Council asked the Academic Senate to work with the college community to meet the stated goals by 2020. The Academic Senate began working with several college departments and programs to develop a plan.

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<sup>1</sup> Revised to 18,500 by De Anza's Instructional Planning and Budget Team in 2016-17.

However, the college ultimately shifted its efforts after spring 2019, when the state Chancellor's Office began requiring all colleges to submit a Student Equity Plan with goals that align to the statewide Vision for Success program.

De Anza's College Planning Committee took the opportunity to overhaul the Institutional Metrics, after concluding that it was best to ensure that college metrics are aligned with the Student Equity Plan, Vision for Success and ACCJC goals. Therefore, the six metrics listed above are no longer included in the college's Institutional Metrics.

The college is committed to achieving progress on its new metrics. The College Planning Committee will continue to provide an annual update on the metrics to College Council, identifying any that need additional attention in order to achieve satisfactory progress.

**Action Plan 2: Increase training for institutional planning, program review and resource allocations. (Standard III.A.14)**

- **Work with the Office of Professional Development and the planning and budget teams to provide faculty and staff members with training and information about the institutional planning process, with the goals of improving their understanding and increasing engagement in the process.**

Several groups and offices on campus have taken responsibility for providing increased training and education to faculty and staff members on these topics.

The Office of Professional Development and the Institutional Research office co-hosted a training session as part of an orientation for new employees at the start of the fall 2019 quarter.

The Academic Senate and the Student Learning Outcomes (SLO) Core Team has held training sessions on program review for all department chairs during each winter and spring quarter.

The Institutional Research office updates the college Governance Handbook each fall, after collecting updates in from each governance body in the spring. The updated handbook is posted online on the college governance website (<https://link.deanza.edu/midterm2>).

The research office also provided department chairs and program coordinators with one-on-one training in the use of program review and inquiry tools. The office also held workshops on program review during the college's annual Opening Day program at the start of fall quarter.

The SLO Core team hosts a presentation for new faculty members each year, as part of the First Year Experience workshop for new instructors. This presentation covers the program review process and ways that Student Learning Outcomes are incorporated into program reviews.

De Anza's president, in consultation with shared governance groups, has launched a comprehensive review of college governance processes – including membership and participation on the planning and budget teams for Instruction, Student Services and Administrative Services – with a focus on equity and inclusion. This review began in summer 2020 with surveys of campus governance groups and all employees, and is continuing in the 2020-21 academic year (<https://link.deanza.edu/midterm2>). The review will include a full strategic planning effort and culminate in a full review of the current Educational Master Plan in 2021-22.

**Action Plan 3: Continue the college's commitment to Student Learning Outcomes work at all levels: Student Learning Outcomes (SLO), Student Services Learning Outcomes (SSLO), Administrative Unit Outcomes (AUO), Program Level Outcomes (PLO) and Institutional Learning Outcomes (ILO). (Standard I.B.2)**

- **Make the data submission process easier through steps such as encouraging use of the “Assignments” feature in the TracDat system.**
- **More closely align assessment requirements with the five-year curriculum review process, to ensure consistent and ongoing assessment work.**
- **Work with the TracDat developer to improve reports generated by the system.**
- **Promote the need for ongoing assessment cycles through regularly scheduled workshops in conjunction with the Office of Professional Development, as well as Opening Day activities and workshops, weekly “drop-in help” office hours for faculty, and the annual convocation.**

De Anza is adopting a new course management system that will replace TracDat and allow better tracking of Student Learning Outcomes (SLOs), along with easier data submission and better integration of SLOs in the program review process. The Student Learning Outcomes Core Team has regularly held events and programs to promote and assist with data collection and analysis.

In spring 2020, the college began a search for a new course management system that would be able to house and link the catalog, SLOs and assessments, curriculum and annual program review. Two competing products were selected for closer review and demonstration on campus in spring 2020. The college then selected the eLumen platform, which is now being implemented.

- The Office of Instruction and the Curriculum Committee developed an interim process to collect assessment data while the eLumen system is being configured to house curriculum, catalog, program review and outcome assessments.
- The SLO Core Team is working on the eLumen implementation to ensure that it will house quantitative assessment data, disaggregated by ethnicity and other factors, along with student artifacts – such as assigned work, tests or essays – that will show student success from a holistic viewpoint.



The SLO Core Team gave a presentation to the Academic Senate in November 2019, inviting faculty members to provide input on making assessment data collection and analysis more useful in informing the delivery of curriculum, to foster student success and equity.

The college holds an annual SLO Convocation for faculty and staff, focused each year on a different Institutional Learning Outcome. These sessions are documented on the Convocations website (<https://link.deanza.edu/midterm3>).

- The 2019 Convocation focused on the core competency of “Critical Thinking,” in partnership with the interdisciplinary team that is leading De Anza’s implementation of a new Guided Pathways program that will assist students in choosing and making progress toward academic goals (<https://link.deanza.edu/midterm17>). This was the most highly attended convocation in the history of the event. Afterward, the SLO Core Team conducted an assessment of the event – evaluating the outcome, developing an enhancement and creating a recommendation for improvement based on feedback – following the model that individual faculty members are encouraged to use during the SLO cycle.
- The 2020 Convocation, held soon after the college transitioned to online instruction because of COVID-19, provided a platform for faculty members to share their successes and challenges in online teaching (<https://link.deanza.edu/midterm18>). Students also participated in the program, sharing their successes and challenges with online classes.

The SLO Core Team held a workshop during the Opening Day program at the start of the 2020 fall quarter, covering ways to design nontraditional assessments that focus on how students see themselves in a class and in relation to the curriculum. The goal was to address equity gaps in teaching and examine how students are best served.

The SLO Core Team also has continued to hold weekly “drop-in” help sessions for faculty members, using the Zoom videoconferencing service while the campus is closed because of COVID-19.

**Action Plan 4: Continue to advance the college’s commitment to equity (Standard I.B.2).**

- **Develop and better integrate programs and services that directly address issues of equity among our students and within our institution, through collaboration between the offices of Instruction and Student Services.**

The creation of a new dean’s position and collaborative efforts by several offices led to the development of new programs and refocusing of existing programs to provide more support and resources for students from historically underrepresented populations.

In fall 2017 the college hired a dean for Equity and Engagement, filling a new division head position that expanded the scope of the previous faculty director position. This dean now attends weekly deans' meetings with peers in Instruction and Student Services, providing closer integration of programs. The new dean also reports to and meets weekly with the associate vice president of Instruction.

The new dean also serves on the Guided Pathways planning group and the Equity Action Council, which is a shared governance body. This will ensure continued collaboration and integration between Student Services and Instruction on Guided Pathways, an important equity initiative.

The Equity and Engagement Division, led by the new dean, also coordinated the following activities:

- Developed a new cohort program called Flow, based on hip-hop pedagogy that integrates student services and instruction to better serve students. Embedded peer mentors from the Men of Color Community, a college Learning Community, provide support for students in the new program.
- Restructured the LEAD (Latinx Empowerment at De Anza) program to a cohort model that integrates student services, instruction and community engagement with peer mentoring
- Filled a full-time counselor position that is dedicated to the IMPACT AAPI Learning Community. This led to high rates of course completion success rates and supported the Counseling, Reading, English and Math (CREM) cohort group with similar success rates. This work helped expand support to other cohorts serving historically underserved or disproportionately impacted student populations as well.
- Convened the second annual meeting of faculty coordinators for all of the college's Learning Communities, providing an opportunity for sharing best practices and discussing coordination of course sequences, faculty scheduling, curriculum and integration of student support. The 2020 meeting also included sharing practices for remote learning and student services, and was continued in the summer through the LinC Summer Institute, which saw participation by counselors and instructors, along with student success and instructional staff.
- Hosted meetings of Student Equity Partners – groups and individuals with projects supported by equity funds – to support, promote and coordinate efforts working with disproportionately impacted student groups and closing the student equity gaps
- Provided equity peer training for Men of Color Community members and Math Performance for Success (MPS) student employees
- Expanded the Summer Bridge program to include the Men of Color Community and IMPACT AAPI cohorts

- Improved coordination of campuswide efforts to serve undocumented students, with programs including the Undocumented Advisory Committee, the UndocuWelcome orientation for students, UndocuAlly training for faculty members, administrators and staff, and the HEFAS Undocumented Student Center – a student-led program that provides services and resources for fellow students
- Expanded the role and scope of the former Umoja Counselor/Coordinator position to encompass African American and African Ancestry student programs, serving as an umbrella for several Learning Communities and collaborating with numerous programs – including the Men of Color Community, First Year Experience, REACH (Reading, English, Athletics, Counseling and Humanities), the STEM Success Program, De Anza College Promise and Extended Opportunities Programs and Services – to provide a wider net of support for Black students
- Co-sponsored a Welcome Mixer for new Black students, in partnership with the Black Faculty and Staff Association. This was an opportunity for students to meet college staff, instructors and administrators and to learn more about support programs available to them. Eighty new students attended and organizers hope to expand on this collaboration in the future.
- Collaborated on developing a training program for a new Equity Certification for classified professional staff, in partnership with the Office of Professional Development and Office of Equity. This training includes practical strategies for implementing equity in staff members' daily jobs. Participants qualify for Professional Growth Award hours that can count toward an increase in pay.

The Office of Equity, Social Justice and Multicultural Education has worked with the Instructional Planning and Budget Team to incorporate equity-focused questions into the annual program review form, which college programs were required to use in their spring 2019 program review updates. The Student Services Planning and Budget Team (SSPBT) is transitioning to using the Council for the Advancement of Standards in Higher Education (CAS) program review modules which includes a general standard of Access, Equity, Diversity and Inclusion. The CAS standards will be used by SSPBT for the first time in the 2021-22 academic year.

In 2019-20 the College Planning Committee was tasked with revising the process used to allocate funds under the state Student Equity and Achievement (SEA) program. To address this responsibility, the committee increased its membership (<https://link.deanza.edu/midterm4>) to add the chairs from each planning and budget team – Instruction, Student Services and Administrative Services – along with the dean of Career Technical Education, the Office of Equity program coordinator, the Basic Skills program coordinator, the STEM Success Program director and an additional student representative. The committee also developed a template to request equity funds, and a rubric to score the proposals. This new process will be used to allocate SEA funds when they become available.

**Action Plan 5: Improve the dissemination of information from the planning and budget teams (PBTs) to the campus community. (Standard IV.A.5)**

- **Under the direction of College Council, the College Planning Committee will lead an assessment of how information is currently being disseminated and accessed by various groups.**
- **Identify ways to improve communication before and after proposed changes take place, as well as communication about how changes will impact other areas.**

College Council and the planning and budget teams have taken steps to increase information sharing. The College Planning Committee has been systematically assessing and encouraging additional efforts, including a new user-friendly format for displaying agendas and meeting minutes on the college website and a mentoring program for student representatives on these bodies.

In spring 2018, College Council added a standing agenda item for representatives from each planning and budget team to report on their team's activities. This information is recorded in the meeting minutes, so it can be shared widely.

To gain better understanding of how information is disseminated, the College Planning Committee added the following question to the Annual Governance Assessment survey that is administered each spring to all governance groups:

*Reflecting on your groups' ability to disseminate information to its stakeholders, what are some strengths and weaknesses in regards to ensuring that all stakeholders are informed of the committee's activities, processes, policies and decisions? How can you improve your process for information dissemination next year?*

The college has now collected responses to this question (<https://link.deanza.edu/midterm5>) for the past three years. Responses show that information-sharing has improved with the adoption of the new, standardized format for posting meeting agendas and minutes on the webpages for each governance group, including the planning and budget teams. The new format makes it easier for everyone in the campus community to find this information, since it is displayed in a consistent location and format.

Many governance groups also reported that their members have a permanent seat on other committees and provide regular reports at the meetings of those other groups.

Governance groups have implemented a mentoring program, in collaboration with the student government organization, to support student representatives who are assigned to each committee. The groups have also discussed the development of a more robust orientation for all new members.



Additional benefits are expected from a collegewide review of De Anza's shared governance structure and processes, with a focus on equity and inclusion, that was launched in summer 2020 by President Holmes in consultation with governance groups. This review began in summer 2020 with surveys of campus governance groups and all employees, and is continuing in the 2020-21 academic year.

**Action Plan 6: Improve coordination between the planning and budget teams (PBTs). (Standard I.B.9)**

- **Improve integration between the PBTs on matters such as resource allocation and hiring, so as to have a college-driven process in which members of College Council provide leadership and guidance as opposed to merely receiving information. This is aimed at helping the campus community better understand how factors such as hiring, reductions and program viability affect the college as a whole. College Council will serve as the lead for integration and ask for a status update from the PBTs at each meeting to increase the sharing and discussion of information.**

College Council has promoted information sharing while the planning and budget teams carry out their role as shared governance groups in developing recommendations for hiring and reductions.

As one example, College Council has adding a standing agenda item for representatives from each PBT to report on its activities. These reports are recorded in the meeting minutes.

College Council also reviews and approves PBT recommendations for hiring or budget reductions. However, the College Planning Committee has concluded after extensive discussion that the PBTs are best equipped to make the recommendations, rather than have them come from College Council, since the PBTs work closely with the data and have more opportunities to ask questions and examine matters in their areas of shared governance.

The 2018-19 academic year was a challenging year, as each PBT was required to develop budget reduction plans for College Council. These included Phase 1 and 2 recommendations from the Student Services Planning and Budget Team (<https://link.deanza.edu/midterm6>) and the Administrative Planning and Budget Team (<https://link.deanza.edu/midterm7>).

With new budget cuts looming for the 2020-21 academic year, the three PBTs held a joint meeting in October 2020 to share reduction plans.

The role of College Council and the PBTs may be examined further during the collegewide review of De Anza's shared governance structure and processes, launched in summer 2020 by President Holmes in consultation with governance groups. This review began in summer 2020 with surveys of campus governance groups and all employees, and is continuing in the 2020-21 academic year.

## Evidence in This Section

Institutional Metrics, 2019 report: <https://link.deanza.edu/midterm1>

Governance website: <https://link.deanza.edu/midterm2>

Convocations website: <https://link.deanza.edu/midterm3>

2019 Convocation: <https://link.deanza.edu/midterm17>

2020 Convocation: <https://link.deanza.edu/midterm18>

College Planning Committee membership: <https://link.deanza.edu/midterm4>

College Planning Committee – Assessment of Shared Governance:  
<https://link.deanza.edu/midterm5>

SSPBT Budget Discussions: <https://link.deanza.edu/midterm6>

APBT Budget Reduction Process: <https://link.deanza.edu/midterm7>



## Response to Recommendations for Improvement

The 2017 External Evaluation Report included five commendations, three recommendations for compliance and two recommendations for improvement. The commission reaffirmed De Anza's accreditation for 18 months, while asking for a follow-up report from the college in March 2019.

De Anza opted to respond sooner, submitting a Follow-Up Report in March 2018, which addressed the three recommendations for compliance (<https://link.deanza.edu/midterm8>). After a follow-up visit in April, an external evaluation team agreed that De Anza had addressed those recommendations (<https://link.deanza.edu/midterm9>) and the Commission reaffirmed accreditation based on the follow-up reports of the college and external evaluation team (<https://link.deanza.edu/midterm10>).

The remainder of this section of the Midterm Report summarizes the work completed to date in connection with the two recommendations for improvement (numbered 4 and 5).

**College Recommendation 4 (Improvement): In order to improve, the team recommends that the college ensure fiscal stability during a period of declining enrollments through clearly identifying and utilizing a collegial planning process to address the campus's structural deficit and ensure financial stability. (Standard III.D.1, III.D.2, III.D.3, III.D.4, III.D.11)**

De Anza has established a collegial planning process for budget reductions as a result of declining enrollments. (During the period from 2018-19 to 2020-21, enrollment has been declining only marginally, at a rate lower than in prior years.) When necessary, the Foothill-De Anza district budget office provides each college and the district's central services with reduction targets based on an overall budget reduction goal. The college then relies on each planning and budget team to work with constituency groups in developing a budget reduction scenario. The scenarios are presented to College Council, which advises the president. If endorsed by the president, the reduction scenarios then must be approved by the Foothill-De Anza district board of trustees.

The planning and budget teams have engaged in collegial planning and establishing a process for ongoing budget reductions, beginning in the 2017-18 academic year. The planning and budget teams developed budget reduction scenarios for the 2018-19 annual budget, providing an overall reduction of \$8.8 million over two years. The first tier of reductions (\$2.5 million) was finalized in 2017-18 and was effective on June 30, 2018. The second tier (\$6.3 million) applied to the 2018-19 year and took effect on June 30, 2019. The second-tier reductions included a Supplementary Retirement Plan (SRP) that led to the retirement of 52 employees from general fund positions across the district. Those retirements enabled the college to meet budget reduction targets without laying off any classified professionals.

The planning and budget teams continued to engage in budget reduction discussions in 2020-21, when the college was asked by the Foothill-De Anza district to create scenarios for one-time reductions, should they be necessary, for the 2021-22 budget. With input from departments across the college, the senior staff developed proposed scenarios, using one-time funds, and brought them to the planning and budget teams for review in the 2020-21 academic year. However, the proposed scenarios were not necessary to bridge the 2021-22 budget.

Documents supporting those budget scenarios can be found on the college website.

2017-18 budget reduction scenarios:

- IPBT: Recommendations for College Council (<https://link.deanza.edu/midterm30>)
- SSPBT: Budget Presentation and Drafts (<https://link.deanza.edu/midterm31>)
- APBT: Budget Reduction Documents (<https://link.deanza.edu/midterm32>)

2018-19 budget reduction scenarios:

- IPBT: Oct. 30, 2018 minutes (<https://link.deanza.edu/midterm33>)
- SSPBT: Budget Discussions and Drafts (<https://link.deanza.edu/midterm34>)
- APBT: Budget Reduction Plans (<https://link.deanza.edu/midterm35>)

2020-21 budget reduction scenarios:

- IPBT: Oct. 27, 2020 minutes (<https://link.deanza.edu/midterm36>)
- SSPBT: Budget Presentations (<https://link.deanza.edu/midterm37>)
- APBT: Oct. 6, 2020 Presentation (<https://link.deanza.edu/midterm38>)

De Anza's long-standing process for determining budget reductions is rooted in the three planning and budget teams for Instruction, Administrative Services and Student Services. The teams are shared governance groups, with representation from all constituency groups and affinity groups. Through this process, the college engages in a democratic and collegial process to make difficult and thoughtful reductions in its overall budget.

Additionally, under a longstanding practice to ensure fiscal stability, the vice president of Instruction meets regularly with instructional deans to ensure that course offerings are balanced with enrollment to meet productivity targets. In the current year, the Foothill-De Anza district vice chancellor for Business Services is holding quarterly meetings with the college senior staff and representatives from the college offices of Admissions and Records, Institutional Research and Fiscal Services, along with relevant district offices to discuss enrollment management and productivity targets and review expenditures tied to allocations for full-time equivalent faculty positions.



The college is now undertaking a complete review of its governance process, focusing on equity and inclusion, which should contribute further to transparency and effectiveness in planning for financial stability.

With these actions, the college has met the recommendation for ensuring fiscal stability and utilizing a college planning process to address structural deficits, as well as Standards III.D.1, III.D.2, III.D.3, III.D.4 and III.D.11.

**College Recommendation 5 (Improvement): In order to improve, the team recommends that the college, led by the CEO, improve communication regarding long-term budget deficits and declining enrollments and create a process to evaluate mission, values and priorities for resource planning and enrollment management in light of structural deficit. (Standard IV.B, IV.B.3)**

Collegewide communication is a central element of the budget reduction process that is implemented through the planning and budget teams. Each team is a shared governance group, with members representing constituency and affinity groups across campus. Members are expected to report back to their respective constituency organizations, sharing updates on budget discussions and soliciting feedback.

Additionally, in years when it becomes necessary to consider budget reductions, the college and the Foothill-De Anza district hold town hall meetings for all employees, to provide budget updates and share information about scenario planning.

The planning and budget teams have also convened joint meetings to ensure that members of all teams are aware of the budget scenarios that are developed in other areas, and how they may affect their own areas.

Further, College Council has a standing agenda item for each planning and budget team chair to provide regular updates. This amounts to another avenue for communicating budget information and updates.

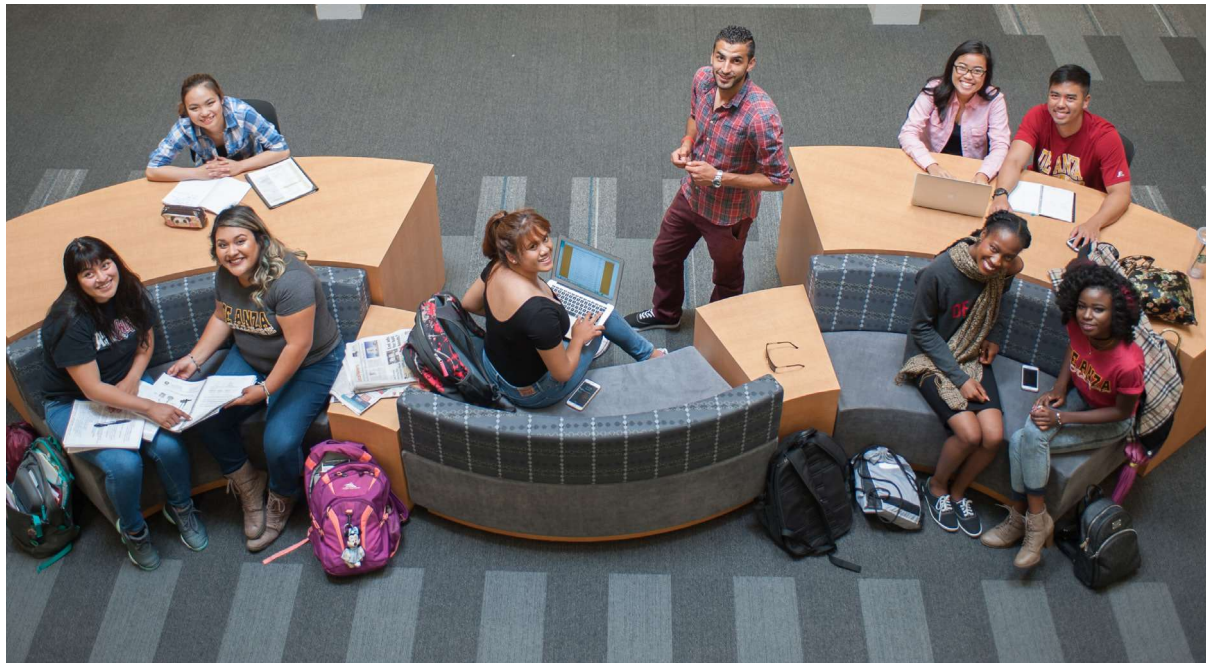
De Anza has established a clear and transparent process for evaluating college planning on a regular basis, as part of its seven-year planning and resource allocation cycle. This planning process includes a review of the college mission and values, as well as a review of the overall planning process and a review and update of the college Educational Master Plan (<https://link.deanza.edu/midterm39>).

Additionally, the college has begun a strategic planning process that will include a review of governance and the Educational Master Plan. In remarks to the college at the beginning of the 2020-21 academic year, De Anza's new president discussed the need for this process to include an evaluation of the college mission, values and priorities. The strategic planning process will continue in 2021-22.

Through these actions, the college has improved communication regarding budget and enrollment matters, and created a process for evaluating De Anza's mission, values and priorities for resource planning and enrollment management in light of structural deficits, as well as Standards IV.B and IV.B.3.

## Evidence in This Section

- De Anza College 2018 Follow-Up Report: <https://link.deanza.edu/midterm8>  
External Evaluation Team Follow-Up Report: <https://link.deanza.edu/midterm9>  
Reaffirmation of Accreditation, June 13, 2018: <https://link.deanza.edu/midterm10>  
IPBT 2017-18 Recommendations for College Council: <https://link.deanza.edu/midterm30>  
SSPBT 2017-18 Budget Presentation and Drafts: <https://link.deanza.edu/midterm31>  
APBT 2017-18 Budget Reduction Documents: <https://link.deanza.edu/midterm32>  
IPBT minutes, Oct. 30, 2018: <https://link.deanza.edu/midterm33>  
SSPBT 2018-19 Budget Discussions and Drafts: <https://link.deanza.edu/midterm34>  
APBT 2018-19 Budget Reduction Plans: <https://link.deanza.edu/midterm35>  
IPBT minutes, Oct. 27, 2020: <https://link.deanza.edu/midterm36>  
SSPBT 2020-21 Budget Presentations: <https://link.deanza.edu/midterm37>  
APBT Budget Presentation, Oct. 6, 2020: <https://link.deanza.edu/midterm38>  
Planning and Resource Allocation Cycle: <https://link.deanza.edu/midterm39>



## **Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards**

### **Student Learning Outcomes (Standard I.B.2)**

ACCJC Standard I.B.2 states: “The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.” Reflect on the college’s assessment processes since the last comprehensive review.

#### **What are the strengths of the process that helps lead the college to improve teaching and learning?**

The college is implementing a new eLumen course management system that will make assessments more informative in several ways.

- Student assessment data will be disaggregated, allowing demographic analysis.
- Student Learning Outcomes (SLOs) for assessment purposes will be pulled directly from the course outlines of record, ensuring that only current SLOs are assessed.
- The system will allow subjective analysis and the ability to collect student artifacts as data, leading to more authentic, holistic and collaborative assessments.

Until the conversion to the new system is completed, the college is collecting and storing assessment data through Microsoft forms for Instructional Student Learning Outcomes Assessment (<https://link.deanza.edu/midterm11>) and Student Services Learning Outcomes Assessment (<https://link.deanza.edu/midterm12>).

#### **What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?**

De Anza has been reflecting upon and updating its process for assessing course level outcomes, taking into account both internal and external events.

Initially, the college Student Learning Outcome (SLO) Coordinators developed a new assessment form that was to be added to the curriculum approval process in 2018-19. The goal was to ensure that each course would be assessed within five years of the time when it was submitted to the Curriculum Committee during the regular five-year approval cycle – and that new courses would have assessment methods and timelines in place. This form was approved by the Curriculum Advisory Team during the 2017-18 year and presented to the Academic Senate that spring.

However, the Academic Senate did not vote on the new form that spring and, in fall 2018, the Faculty Association raised the concern that it amounted to “work creep” or uncompensated additional work for instructors. The Academic Senate subsequently voted in fall 2018 to reject the form’s use and, instead, requested a more meaningful assessment process.

Since this coincided with the transition from the old course management and data collection system, TracDat, to the new eLumen system, the SLO Coordinators used the opportunity to seek additional input from the Academic Senate and faculty members, who expressed interest in developing a process for sharing and showcasing student work.

As this process continued into 2020, the college found itself confronting the external challenges of a global pandemic and its economic impact, along with nationwide social unrest over structural racism and police violence. It was clear that many students were increasingly focused on supporting themselves and their families, while balancing other responsibilities, rather than being able to focus strictly on their schoolwork.

Discussions through this period have led the college to investigate new, meaningful assessments of classroom practices to close the equity gap, as outlined in a workshop presentation at the start of the 2020 fall quarter (<https://link.deanza.edu/midterm13>).

**Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.**

Here are some examples of course and program improvements made on the basis of outcomes assessment data.

- Accounting 1A (Financial Accounting I): A low success rate in 2015 caused faculty members to look for opportunities to improve this class. While instructors believe the initial low rate was a result of flawed assessment questions, the rate has improved over subsequent years. Instructors attribute this to adoption of a new textbook edition that is particularly strong in the business overview approach, and to their efforts to instill a broader perspective among students – by having them analyze the effects of accounting within businesses and how accounting can be used for decision-making.
- Accounting 1B (Financial Accounting II): An assessment showed that students were not learning one subtopic – financial ratios used to measure a firm’s solvency and profitability – as well as expected. Instructors have placed more emphasis on exploring net present value considering risk and return, while tying these concepts together. Instructors also focused more heavily on the technical aspects of cash flow statements, which led to increased student understanding of these concepts.
- Environmental Studies 64 (Climate Change Mitigation and Adaptation in California): Considering the poor assessment rates for the outcome of SLO #1 (“Demonstrate the ability to communicate the elements, principles and practices involved with California’s approach to addressing global warming/global climate change”), the course outline of record was changed to include a final exam. After implementation of a new final exam, 70% of students taking the final achieved a score of at least 70%, for a passing grade of C or better.



- Computer Information Systems 22A (Beginning Programming Methodologies in C++): Assessments showed that students were unable to complete programming assignments. Instructors have found that maintaining student attendance and engagement has been key to achieving satisfactory learning results. Writing code live in class and asking students to follow along can provide good guidance for beginners, who would otherwise get lost quickly. As more instructors have begun using these strategies, the rate of achieving each of the three course SLOs has increased from about 71% to about 79% across all sections.
- Computer Information Systems 4 (Computer Literacy): Assessments indicated that students were not successful in completing solutions to Access database questions. Instructors added new assignments and exam questions that reflect real-world scenarios and require higher levels of understanding within Bloom's Taxonomy. This led to better student engagement, and success rates on these questions rose to 87% from previous percentages in the low 70s.
- Massage Therapy 54A, 54B and 54C (Internship in Adapted Physical Education Laboratory): Implementation of a new SOAP (Subjective, Objective, Assessment and Plan) note format has helped the students better organize their thoughts over recent years. The score on laboratory exam projects rose 15 percentage points.
- Counseling and Advising Center: Students did not have ready access to support materials that explained how to use Degree Works, the online degree audit system that's intended for planning and tracking progress toward a desired degree. A counselor posted updated materials on a webpage that is prominently linked from the Counseling Center website (<https://link.deanza.edu/midterm14>).
- English: The English Department developed a pilot course in fall 2016, in which two instructors taught compressed versions of a Language Arts course, LART 211 (incorporating EWRT 211 and READ 211), for the first six weeks, followed by the higher levels EWRT 1A and READ 70 for the second six weeks. Assessments based on assignments, projects and tests – as well as focus groups' qualitative data – showed positive results. When it came time to implement new assessment practices under AB 705, the department created a stretch EWRT 1A + LART 250 course, modeled on the earlier pilot course, to study the effectiveness of placing students into transfer-level English with no corequisite support. For this offering, success rates were lower than overall EWRT 1A success rates (64% compared with 81%). English faculty members have responded by increasing efforts to collaborate and share curricula and by seeking more professional development support. See the findings presented at the 2019 Student Learning Outcomes (SLO) Convocation (<https://link.deanza.edu/midterm15>).

Here is a breakdown of courses, programs and institutional outcomes assessment over the last three years.

|                                   | 2017-18       | 2018-19      | 2019-20      |
|-----------------------------------|---------------|--------------|--------------|
| <b>Number of Courses</b>          | <b>1,218*</b> | <b>1,207</b> | <b>1,207</b> |
| <b>Number of Courses Assessed</b> | <b>923</b>    | <b>921</b>   | <b>929</b>   |
| <b>Number of PLOs</b>             | <b>216</b>    | <b>259</b>   | <b>259</b>   |
| <b>Number of PLOs Assessed</b>    | <b>155</b>    | <b>212</b>   | <b>212</b>   |
| <b>Number of ILOs</b>             | <b>5</b>      | <b>5</b>     | <b>5</b>     |
| <b>Number of ILOs Assessed**</b>  | <b>5</b>      | <b>5</b>     | <b>5</b>     |

\*Includes 50 courses not taught in 2017-18; these were about to be deleted or special projects courses that are rarely taught.

\*\* These have been assessed indirectly by assessment of 968 Program Level Outcomes (PLOs), Student Services Learning Outcomes (SSLOs) and Administrative Unit Outcomes (AUOs) that are mapped to one or more Institutional Learning Outcome (ILO). In addition, an ILO is assessed each year as part of the annual SLO Convocation.

Subjects covered in recent Convocations include:

- 2018: Civic capacity for global, cultural, social and environmental justice (<https://link.deanza.edu/midterm16>)
- 2019: Critical Thinking (<https://link.deanza.edu/midterm17>)

The 2020 campus Convocation, organized on the theme “Creativity Amid Crisis,” was an opportunity for faculty members to showcase how they have been working to support their students’ attainment of course outcomes (<https://link.deanza.edu/midterm18>).

**In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college’s schedule?**

Student Learning Outcomes (SLO) Coordinators make presentations at department meetings and collegewide workshops to explain the assessment process and encourage participation. Coordinators also work one-on-one with individual faculty members and hold weekly office hours.

## **Institution Set Standards (Standard I.B.3)**

ACCJC Standard I. B. 3. reads: “The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.”

**Using the most recent Annual Report, the college will reflect on its trend data on institution-set standards for course completion, certificate completion, degrees awarded, and transfer.**

### **Annual Report:**

De Anza’s most recent annual report to ACCJC can be found on the college’s accreditation website (<https://link.deanza.edu/midterm19>).

### **Has the college met its floor standards? Has the college achieved its stretch (aspirational) goals?**

De Anza established its original standards and goals for Institutional Metrics, Career Technical Education job placement rates and licensing exam passage rates in 2015 as part of the college’s Educational Master Plan, 2015-2020 (<https://link.deanza.edu/midterm20>).

These were reviewed annually and updated in 2018-19 (<https://link.deanza.edu/midterm21>) to align with the state Chancellor’s Office Vision for Success goals, State Equity Plan goals and accreditation requirements. De Anza set goals to be attained within three years, by 2021-22, and is on track to revisit the institutional metrics as it reviews and updates the Educational Master Plan during the 2021-22 academic year.

De Anza has met its floor standards for all Institutional Metrics, and has met or is working toward its aspirational goals. Additional details are provided below.

### **What initiatives is the college undertaking to improve its outcomes?**

De Anza has launched several transformational initiatives to increase degree and certificate awards and transfers:

- Developing a Guided Pathways framework that will help students identify and stay on a path to their goals
- Implementing new assessment practices under AB 705, by which nearly all students start at transfer-level math and English
- Working closely with students to help them identify the correct math pathway for their educational goals

- Working to eliminate equity gaps for the college’s most marginalized students while helping more students meet their educational goal of a degree or transfer
- Continuously evaluating and updating our institutional metrics to ensure they meet the needs of our students, the mission of the college, and state and accrediting requirements

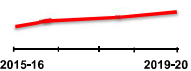
**How does the college inform its constituents of this information?**

The college’s Institutional Research office provides an annual update on progress toward the Institutional Metrics, by posting the results online and sharing them with the College Planning Committee and College Council for review and feedback. Here are some examples of these efforts:

- Institutional Metrics webpage: <https://link.deanza.edu/midterm22>
- College Planning Committee, minutes for Nov. 14, 2019: <https://link.deanza.edu/midterm23>
- College Planning Committee, minutes for Oct. 25, 2018: <https://link.deanza.edu/midterm24>
- College Planning Committee, minutes for Feb. 8, 2018: <https://link.deanza.edu/midterm25>
- College Council, minutes for Dec. 5, 2019: <https://link.deanza.edu/midterm26>
- College Council, minutes for Nov. 29, 2018: <https://link.deanza.edu/midterm27>

The following charts show the college’s progress on these standards.

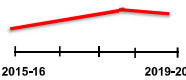
**Student Course Completion** – defined as the number of student completions with a grade of C or better divided by the number of student enrollments.

| EMP Area   | Measure  | 5-Year Average | Current Rate | 5-Year Trend   | Master Plan Goal | Aspirational Goal | Standard |
|------------|--|----------------|--------------|--|------------------|-------------------|----------|
| Completion | The college will achieve a rate of 77% for annual successful course completion (ACCJC) | 78%            | 80%          |  | 77%              | 78%               | 74%      |

The college set a goal of 77% for course success and an aspirational goal of 78%. Since 2015-16, the course success rate has consistently increased from 76% to its current rate of 80%, for a five-year average of 78%. The increase in course success has also been seen across online courses. De Anza has exceeded the standard and its aspirational goal for this metric.



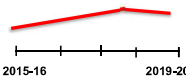
## Certificate Completion

| EMP Area   | Measure   | 5-Year Average | Current Rate | 5-Year Trend   | Master Plan Goal | Aspirational Goal | Standard |
|------------|---|----------------|--------------|--|------------------|-------------------|----------|
| Completion | The number of associate degrees (A.A., A.S. and ADT) awarded will increase to 2,102 (VFS) | 2,041          | 1,930        |  | 2,102            | 2,143             | 1,898    |

The college set a goal of awarding 692 certificates in 2021, with an aspirational goal of 705 certificates. Over the past five years, the number of certificates awarded increased from 518 in 2015-16 to 635 in 2016-17, 641 in 2017-18 and 785 in 2018-19, before dropping slightly to 717 in 2019-20. The annual average over the last five years is 659 certificates.

This metric is above both the standard and its aspirational goal, and is expected to increase further. De Anza is working to streamline the process of earning a certificate or degree, through the implementation of Guided Pathways, and is beginning to offer De Anza's first noncredit certificates in Automotive Technology and English as a Second Language.

## Degree Completion (A.A., A.S)

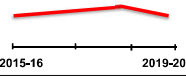
| EMP Area   | Measure   | 5-Year Average | Current Rate | 5-Year Trend  | Master Plan Goal | Aspirational Goal | Standard |
|------------|---|----------------|--------------|---|------------------|-------------------|----------|
| Completion | The number of associate degrees (A.A., A.S. and ADT) awarded will increase to 2,102 (VFS) | 2,041          | 1,930        |  | 2,102            | 2,143             | 1,898    |

The college set a goal of awarding 1,406 associate in science and associate in arts degrees in 2020-21, with an aspirational goal of 1,433 degrees. The number has fluctuated over the past five years, from 1,399 in 2015-16 to a high of 1,539 in 2016-17, before dropping to 1,060 in 2019-20. The five-year average is 1,060.

During this time, De Anza has introduced 21 new associate degrees for transfer (ADT). The number of ADTs awarded has steadily increased each year, with 793 ADTs awarded in 2019-20, in addition to the 1,060 associate in arts and science degrees reported above.

The college has exceeded the standard for this metric, although it has not met the master plan goal or the aspirational goal.

## Transfer

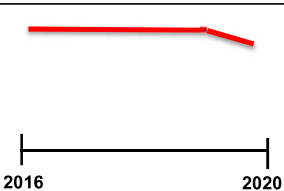

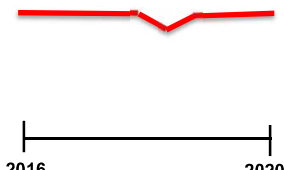
| EMP Area | Measure  | 5-Year Average | Current Rate | 5-Year Trend   | Master Plan Goal | Aspirational Goal | Standard |
|----------|--|----------------|--------------|--|------------------|-------------------|----------|
| Transfer | The number of students who transfer to any four-year institution will increase to 2,777 (Equity Plan, ACCJC) | 2,662          | 2,567        |  | 2,777            | 2,830             | 2,500    |

De Anza set a goal of 2,777 transfers in 2020-21, with an aspirational goal of 2,830. The total number of transfers in 2019-20 was 2,567. The goal was set after considering the variation in student transfers over the previous five years. While the college has met the metric standard of 2,500, future transfer rates may be affected by declines in enrollment and educational visa allocations, as well as the coronavirus pandemic.

Transfer numbers are expected to continue increasing as a result of the transformational initiatives discussed above. However, the increase could be slowed by a decline in international student enrollment as a result of the coronavirus pandemic and policies of the last presidential administration. International students accounted for 33% of De Anza transfers to the University of California in 2019-20 and 13% of De Anza transfers to California State University that year. International enrollment has since fallen by 25% in fall 2020.

**Licensing Examination Pass Rates**

De Anza has three programs that require a licensure exam: Nursing, Phlebotomy and Medical Lab Technology. All three programs exceed the floor standard. The departments are continuously working to improve outcomes for all their students as reflected in the program review process and engagement with their steering committees.

| Program                          | 5-Year Average | Current Rate | 5-Year Trend  | Achievable Goal | Aspirational Goal | Standard |
|----------------------------------|----------------|--------------|---|-----------------|-------------------|----------|
| Nursing                          | 99%            | 93%          |    | 98%             | 99%               | 84%      |
| Health Technologies - Phlebotomy | 100%           | 100%         |   | 100%            | 100%              | 99%      |
| Medical lab Technology           | 98%            | 100%         |  | 98%             | 99%               | 97%      |

Achievable Goal = The rate that will be achieved within 5 years. This rate is set at the three year average.

The Nursing Department set a goal of 98% and an aspirational goal of 99%. The current rate is 93%, although the rate has been 100% in previous years.

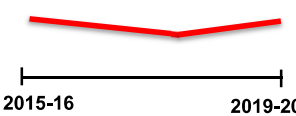
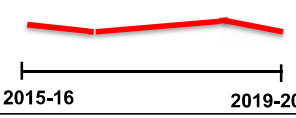
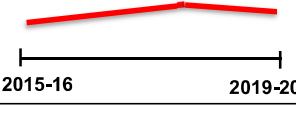
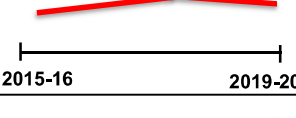


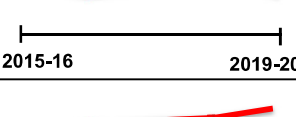
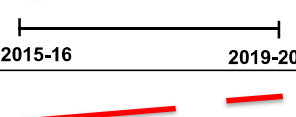
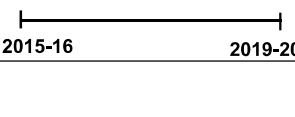
The Health Technologies - Phlebotomy program set a goal of 100% and has met that goal for the past four years. The Medical Lab Technology department set a goal of 98% and an aspirational goal of 99%; the department’s pass rate has been 100% for the past three years.


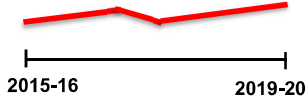
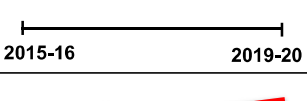
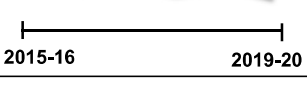
## Career Technical Education Job Placement Rates

All Career Technical Education (CTE) departments are meeting their floor standard and have met their aspirational goal with the current rate or the five-year average.

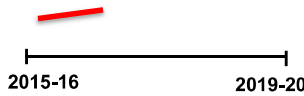

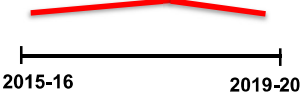


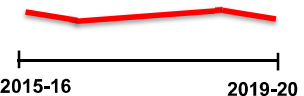

Each CTE department works closely with a steering committee of faculty members, community representatives and subject area experts who provide guidance on the program and student outcomes, including job placements. In coming years, CTE programs will also benefit from the implementation of a Guided Pathways framework to help guide students into the programs and courses that meet their goals.

CTE job placement rates are updated annually, shared with department chairs and the CTE steering committee, and posted online (<https://link.deanza.edu/midterm22>).

| Program  | 5-Year Average | Current Rate | 5-Year Trend  | Achievable Goal | Aspirational Goal | Standard |
|--|----------------|--------------|---|-----------------|-------------------|----------|
| Accounting   | 67%            | 73%          |    | 67%             | 68%               | 66%      |
| Administration of Justice  | 81%            | 83%          |   | 81%             | 82%               | 80%      |
| Automotive Technology  | 83%            | 85%          |  | 83%             | 84%               | 82%      |
| Business Administration  | 70%            | 70%          |  | 70%             | 71%               | 69%      |
| Child Development (Child Development and Early Care and Education) | 73%            | 78%          |  | 73%             | 74%               | 72%      |
| CIS: Enterprise Security   | 77%            | 76%          |  | 77%             | 78%               | 76%      |
| CIS: Networking  | 74%            | 76%          |  | 74%             | 75%               | 73%      |
| CIS: Programming   | 56%            | 63%          |  | 56%             | 57%               | 55%      |
| CIS: Database Design   | 61%            | 75%          |  | 61%             | 62%               | 60%      |

|  |     |     |   |     |     |     |
|--|-----|-----|---|-----|-----|-----|
| DMT: Computer Aided Design                               | 73% | 75% |    | 73% | 74% | 72% |
| DMT: Manufacturing and Industrial Technology             | 80% | 82% |    | 80% | 81% | 79% |
| Environmental Studies: Energy Management and Facilities  | 63% | 63% |    | 63% | 64% | 62% |
| Environmental Studies: Environmental Resource Management | 61% | NA  |    | 61% | 62% | 60% |
| Environmental Studies: Wildlife Science Technician       | 62% | NA  |    | 62% | 63% | 61% |
| Film/TV: Animation                                       | 64% | 83% |    | 64% | 65% | 63% |
| Film/TV: Production                                      | 66% | 74% |   | 66% | 67% | 65% |
| Film/TV: Screenwriting                                   | 80% | 82% |  | 80% | 81% | 79% |
| Graphic and Interactive Design                           | 59% | 45% |  | 59% | 60% | 44% |
| Health Technologies: Insurance and Coding                | 73% | 67% |  | 73% | 74% | 66% |
| Health Technologies: Medical Assisting                   | 73% | 67% |  | 73% | 74% | 66% |
| Health Technologies: Phlebotomy                          | 81% | 86% |  | 81% | 82% | 80% |



|  |     |     |   |     |     |     |
|--|-----|-----|---|-----|-----|-----|
| Journalism   | 69% | NA  |    | 69% | 70% | 68% |
| Management (incl. Project Mgmt.)   | 72% | 73% |    | 72% | 73% | 71% |
| Marketing Management   | 66% | 58% |    | 66% | 67% | 57% |
| Massage Therapy  | 62% | 76% |    | 62% | 63% | 61% |
| Medical Laboratory Technology  | 79% | 86% |    | 79% | 80% | 78% |
| Paralegal Studies  | 77% | 80% |    | 77% | 78% | 76% |
| Professional Photography   | 60% | NA  |   | 60% | 61% | 59% |
| Real Estate  | 63% | 58% |  | 63% | 64% | 57% |
| <p>Achievable Goal = The rate that will be achieved within 5 years. This rate is set at the five year average. Aspirational Goal = The rate the college will work towards to achieve, but is set at a high, aspirational level. This rate is set 1 percentage point above the five year average. Standard = The rate set at its lowest level that the college would not want to drop below. If it did, it would want to take steps to increase the rate. This rate is set 1 percentage point below the average five year rate reported, unless the average is higher than the current rate, in this case the rate is set one percentage point below the current rate. Data is reported for years where students were placed in a career with ten or more students.</p> |     |     |   |     |     |     |

## Evidence in This Section

Instructional SLO Assessment: <https://link.deanza.edu/midterm11>

Student Services SLO Assessment: <https://link.deanza.edu/midterm12>

Meaningful Assessment of Classroom Practices to Close the Equity Gap:

<https://link.deanza.edu/midterm13>

Degree Audit webpage: <https://link.deanza.edu/midterm14>

AB 705 Presentation: <https://link.deanza.edu/midterm15>

2018 Convocation: <https://link.deanza.edu/midterm16>

2019 Convocation: <https://link.deanza.edu/midterm17>

2020 Convocation: <https://link.deanza.edu/midterm18>

Annual Report to ACCJC, 2020: <https://link.deanza.edu/midterm19>

De Anza College Educational Master Plan: <https://link.deanza.edu/midterm20>

Educational Master Plan Update 2019: <https://link.deanza.edu/midterm21>

Institutional Metrics webpage: <https://link.deanza.edu/midterm22>

College Planning Committee minutes, Nov. 14, 2019:

<https://link.deanza.edu/midterm23>

College Planning Committee minutes, Oct. 25, 2018:

<https://link.deanza.edu/midterm24>

College Planning Committee minutes, Feb. 8, 2018: <https://link.deanza.edu/midterm25>

College Council minutes, Dec. 5, 2019: <https://link.deanza.edu/midterm26>

College Council minutes, Nov. 29, 2018: <https://link.deanza.edu/midterm27>

Career Technical Education job placement rates: <https://link.deanza.edu/midterm22>



## Report on the Outcomes of the Quality Focus Projects

De Anza has remained on track to achieving the goals and Action Projects outlined in its 2017 Quality Focus Essay (QFE). The College Planning Committee is responsible for reviewing the QFE goals annually, in connection with De Anza’s Institutional Metrics and Educational Master Plan.

In fall 2018, the committee reviewed the effectiveness of the QFE action plans and the timeline, responsible parties and current outcomes. The committee also examined whether the action plans are embedded in existing college processes for program review and institutional planning, identifying opportunities for the plans and projects to be integrated with additional processes. For example, departments are now required to review and reflect on disproportionate course success rates for student populations that are disaggregated by ethnicity, gender, foster youth status, veteran status and low-income status.

In fall 2019, departments were asked to examine and report on disproportionate impacts for various student groups by ethnicity, gender, disability, foster youth status and veteran status.

### Action Project 1: Student Equity

Goal: Create a collegewide vision for reaching equitable outcomes for all student groups and a plan to achieve this vision.

A collegewide vision for student equity will enable the college to focus its efforts in one direction with a clear plan for achieving its goal. The plan would include a holistic assessment of current practices and policies, a review of what works nationally in order to implement locally, and a collegewide commitment to the vision. Specific implementation activities are listed in the table below.

| Desired Outcome            | Action Steps  | Timeline and Responsible Party | Status  |
|----------------------------|---|--------------------------------|---|
| Promotion of equity vision | Assist and support the president, who has primary responsibility for promoting the collegewide vision | 2017-18<br>Senior staff        | The College Planning Committee, through a shared governance process, created a vision statement in spring 2018. With a new president, the college has undertaken a visioning process in 2020-21 as part of the governance review. |

|                                       |   |  |  |
|---------------------------------------|---|--|--|
| Continued development of equity plans | Continue to support development and implementation of department and division equity plan goals   | 2017-18 Deans, department chairs, Office of Equity | The Instructional Planning and Budget Team (PBT) integrated equity plans into program review in fall 2018. The College Planning Committee developed a new equity plan in spring 2018, and added additional analysis to program review in fall 2020 to address disproportionate impacts in each department. The Student Services PBT is exploring the use of the CAS evaluation tool to address equity as part of a more comprehensive program review. The Administrative PBT is also exploring ways to include equity in its program review. |
| Assessment of equity work             | Assess equity plans to determine which prototypes are achieving Institutional Metric goals; determine which should be enhanced or supported with equity funding | 2018-19 Office of Equity                           | The Office of Institutional Research conducted analysis in summer 2019 of individual equity plans submitted in program reviews, and provided findings to the Office of Equity. The Office of Equity has continued to provide training and support for equity efforts by programs across campus, while gathering data from De Anza programs that receive Student Equity and Achievement funding, to share best practices with faculty and staff members.  |



|                                       |   |                             |  |
|---------------------------------------|---|-----------------------------|--|
| Assessment of equity work nationally  | Conduct a review of equity practices nationally to identify effective strategies for De Anza                  | 2018-19<br>Office of Equity | Faculty and staff members from the Office of Equity and other programs attended the National Conference on Race and Ethnicity (NCORE) and numerous webinars by equity- and education-oriented groups and experts. The Office of Equity reviewed audits, handbooks and documents created by other colleges and organizations. The office has collaborated with the Office of Professional Development to create an Equity Certification for classified professionals, and is developing an online (Canvas) shell to share effective strategies and best practices with De Anza faculty and staff members. |
| Equity plans linked to program review | Incorporate the department equity action plans into the Annual Program Review Update (APRU) form used by PBTs | 2018-19<br>PBT chairs       | The Instructional PBT integrated equity plans into program review in fall 2018. The College Planning Committee developed a new equity plan in spring 2018, and added additional analysis to program review in fall 2020 to address disproportionate impacts in each department. The Student Services PBT is exploring the use of the CAS evaluation tool to address equity as part of a more comprehensive program review. The Administrative PBT is also exploring ways to include equity in its program review.  |

|   |  |   |  |
|---|--|---|--|
| SLO work linked to equity plans         | Encourage integration of program SLOs, SSLOs and AUOs with equity plan goals so more assessments are linked to an equity component, such as the Institutional Core Competency of Civic Capacity for Global, Cultural, Social and Environmental Justice | 2018-19<br>SLO Steering Committee, Office of Equity | The SLO Steering Committee is developing a holistic approach to assessment that addresses whether students feel a sense of belonging in the course, whether they feel welcome and how they best learn the content. The college is investigating meaningful assessment of classroom practices to close the equity gap and address student engagement, as outlined in a workshop presentation at the start of the 2020 fall quarter ( <a href="https://link.deanza.edu/midterm13">https://link.deanza.edu/midterm13</a> ). |
| More time available for equity work     | Hold an Equity Flex Day at which departments and divisions have time for dialogue about playing a key part in advancing the vision of equity and achieving the college's goals   | 2018-19<br>Office of Instruction, Office of Equity  | Equity issues have been integrated into the annual SLO Convocation in spring, and in Opening Day activities held by the college and the Foothill-De Anza Community College District at the start of each fall quarter. Equity is also addressed in student Welcome Day activities at the start of fall quarter.  |
| Integration of planning and equity work | Integrate current equity metrics into those tracked for the QFE action project, while linking that integration to all planning documents   | 2016-17<br>Accreditation Steering Committee         | Completed  |
| Advancement of equity vision            | Continue to promote this vision on a regular basis   | 2017-18<br>President                                | De Anza's equity vision is integrated into all master planning documents including the Educational Master Plan, the Technology Plan and the Facilities Master Plan.  |

|   |   |  |   |
|---|---|--|---|
| Integration of planning and equity work                 | Integrate a seven-year equity planning cycle into the college planning calendar; have each department and service area develop a plan – with activities, responsible parties and timelines – for how their area will help achieve this goal in the next seven years | 2018-19<br>College Planning Committee, all departments and service areas | This has been accomplished through the integration of equity questions into program review, and through development of a Student Equity Achievement program plan, which includes specific equity activities and is updated annually. The Instructional PBT requires programs to report on equity outcomes and their plans and progress in closing equity gaps. The Student Services and Administrative PBTs are integrating equity plans as well.   |
| Expansion of programs that work to close the equity gap | Continue to assess the first-year support cohort program and its preliminary success; evaluate the feasibility of expanding the program and assess what resources are needed, such as personnel, facilities, leadership and funding                                 | 2017-18<br>Office of Outreach  | This is ongoing. For example, see the winter 2017 report on the program ( <a href="https://link.deanza.edu/midterm28">https://link.deanza.edu/midterm28</a> ).  |
| Expansion of programs that work to close the equity gap | Define the elements of each program that are closing the equity gap and identify which populations are having more success; allocate resources to programs that are closing the gap   | 2018-19<br>College community as a whole                                  | The college has implemented and expanded programs that are working with most at-risk student populations. The new Student Equity and Achievement program funding model will help support these programs through the College Planning Committee’s resource allocation process. Data on equity gaps and disproportionate impacts is widely available for each department and program. Departments are beginning to work with this data to determine how best to serve students and close equity gaps. |

|                                    |   |                                    |  |
|------------------------------------|---|------------------------------------|--|
| <p>Achievement of equity goals</p> | <p>Continue to work with designated departments on strategies for meeting the institutional metric of closing the achievement gap by 2020; monitor and continue the work that the Academic Senate is already supporting</p> | <p>2017-18<br/>Academic Senate</p> | <p>The college continues working to meet its Institutional Metric for closing equity gaps. Examples of these efforts include surveying student needs on a regular basis; providing support and activities for undocumented students; operating Learning Communities that serve AAPI, Black and Latinx students, as well as first-year students and student athletes; expanding support for students in meeting basic needs, with programs such as the Food Pantry, a mobile food bank and, in partnership with the city of Cupertino, a housing assistance program; offering free computers and Wi-Fi hotspots; and providing emergency cash grants funded by donations and CARES Act money.</p> |
|------------------------------------|---|------------------------------------|--|

## Action Project 2: Integrated Planning and Communication

Goal: Develop better integration between the planning and budget teams.

By increasing integration between the planning and budget teams (PBTs), the college will increase opportunities for cross-campus dialogue about resource allocations, hiring, program viability, Student Learning Outcomes (SLOs) assessment and other important issues. Better integration will produce greater transparency, make processes more effective and ultimately contribute to better student outcomes. Implementation activities in support of the project are listed below.

|  |   |  |   |
|--|---|--|---|
| Better understanding of current planning processes within the PBTs | Conduct a needs assessment to identify strengths and weaknesses of the integrated planning process  | 2017-18<br>President, Office of Institutional Research | This is addressed in the annual governance survey that PBTs and other groups complete. In addition the college has begun a broad review of governance structures and processes, with a focus on equity and inclusion. |
| Improved coordination between PBTs                                 | Schedule joint meetings of PBT committees annually. Identify a lead responsible for establishing the agenda and calendaring the meeting   | 2017-18<br>PBT chairs                                  | This will continue quarterly.   |
| Improved interaction between shared governance groups              | Develop guidelines for increasing PBTs' involvement and communication with other shared governance committees   | 2017-18<br>PBT chairs                                  | College Council has added a standing report from each PBT to its regular meeting agendas. Interaction and communication has also been added to the annual governance survey.  |
| Improved alignment of the program review process                   | Align timelines and cycles for all PBTs; each PBT will maintain their own program review form, but work toward integrating overarching goals such as student equity and success | 2018-19<br>PBT leadership, College Council             | The PBTs coordinate due dates on all program review forms; each team has incorporated equity questions into their forms.  |



|  |   |   |  |
|--|---|---|--|
| Increased visibility of hiring processes                 | Establish channels for sharing information about hiring processes so each PBT has better understanding of hiring by other PBTs; establish similar criteria for ranking positions across the PBTs (criteria may include a link to Student Learning Outcomes (SLOs) and evaluation of SLOs); establish a rubric that is used for deciding on the positions. | 2018-19<br>PBT leadership,<br>College Council | College Council, which reviews and approves all hiring, has added a standing report from each PBT to its regular meeting agendas. Each PBT has established its own criteria for ranking positions.   |
| Sustained links between planning and SLO work            | Ensure that all PBTs integrate Annual Program Review Updates to SLOs, Student Services Learning Outcomes (SSLOs) and Administrative Unit Outcomes (AUOs)  | 2018-19<br>PBTs, SLO<br>Committee             | The SLO core team and the designated SSLO/AUO coordinator continue to work with all programs and departments to ensure completion of SLOs and their assessments. SLOs are incorporated in the program review process.  |
| Streamlined reporting structure                          | Ensure that all PBTs complete the Annual Program Review Update and Comprehensive Program Review in TracDat  | 2017-18<br>PBTs, SLO<br>Committee             | This is ongoing. De Anza has adopted and is implementing a new course management system, called Elumen, that will replace TracDat and allow better tracking of SLOs, along with easier data submission and better integration of SLOs in the program review process. |
| Increased communication and dissemination of information | Establish a process at College Council by which representatives from each PBT report on activities monthly  | 2017-18<br>PBTs, College<br>Council           | This was implemented in spring 2018.   |

|   |  |   |  |
|---|--|---|--|
| Standardized program review process for resource requests | Carry out an evaluation by the College Planning Committee of which departments, divisions and offices complete learning outcomes and program review, to determine if any areas have been left out and should be included   | 2017-18 College Planning Committee, College Council | This is ongoing. SLO core team has a designated SSLO/AUO coordinator who works with departments.   |
| Increased communication and dissemination of information  | Launch assessment by College Planning Committee of how much campus stakeholders understand the planning and resource allocation process; tailor trainings around their needs   | 2017-18 College Planning Committee, College Council | This is ongoing through Office of Professional Development training activities for all employees, as well as orientations for new employees and new faculty members. |
| Increased communication and dissemination of information  | Launch assessment by College Planning Committee of how information about planning and resource allocation is disseminated, with the goal of understanding what information is being shared, what information the college community wants, and what the best channels are for sharing the information | 2017-18 College Planning Committee, College Council | This is addressed in a question first added to the annual governance assessment survey in spring 2018.   |



## Timeline and Process for Annually Assessing the Quality Focus Essay

**September:** The accreditation liaison officer convenes the College Planning Committee to develop a process for gathering feedback from the governance groups responsible for implementing the plan, and for reviewing the work each fall to produce a progress report. Responsible parties identified in the QFE ensure that plans are in place and moving forward.

**October-November:** The College Planning Committee and Office of Institutional Research compile information on De Anza's progress toward meeting the stated goals. If goals are not being met, the committee reports this information to College Council, which will determine the best way to proceed.

**December:** The college president provides an annual progress report to College Council.

**January-February:** The College Planning Committee and Institutional Research office summarizes feedback and produces a report on the results. The report is shared with College Council to determine if De Anza is on track to meet its goals.

**March-April:** The College Planning Committee and relevant governance groups assesses the findings and recommends improvements as well as strategies for continuous improvement.

**May-June:** Responsible parties determine how to implement plans for the following year, so as to continue progress and meet the goals.

### Evidence in this Section

Meaningful Assessment of Classroom Practices to Close the Equity Gap:  
<https://link.deanza.edu/midterm13>

First Year Support Cohort Program – Fall 2016: <https://link.deanza.edu/midterm28>

# Fiscal Reporting



ACCREDITING COMMISSION FOR  
COMMUNITY AND JUNIOR COLLEGES  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

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**Annual Fiscal Report**  
Reporting Year: 2019-2020  
**Final Submission**  
04/09/2021

De Anza College  
21250 Stevens Creek Boulevard  
Cupertino, CA 95014

### General Information

| #  | Question  | Answer  |
|--|---|---|
| 1.   | Confirm College Information   | <b>Confirmed</b>  |
| 2.   | District Name:<br>Is the college a single college district?   | <b>Foothill-De Anza Community College District</b><br><b>No</b>   |
| <b>2. Additional Information:</b><br>If the college is a single college district, questions 21a, 21b, 22, 23 and 24 will "auto fill" from 18a, 18b, 4a, 6a, and 6d respectively. |   |   |
| 3.   | a. Name of College Chief Business Officer (CBO)<br>b. Title of College CBO<br>c. Phone number of College CBO<br>d. E-mail of College CBO<br>e. Name of District CBO<br>f. Title of District CBO<br>g. Phone number of District CBO<br>h. E-mail of District CBO | <b>Pam Grey</b><br><b>Vice President, Administrative Services</b><br><b>(408) 864-8209</b><br><b>greypam@deanza.edu</b><br><b>Susan Cheu</b><br><b>Vice Chancellor of Business Services</b><br><b>(650) 949-6201</b><br><b>cheususan@fhda.edu</b> |
| <b>3. Additional Information:</b><br>The District CBO email address will be copied on the final report once it has been approved by the CEO.                                     |   |   |

### DISTRICT DATA (including single college organizations) Revenue

| (Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)  |    |  |                                       |                       |                       |
|---|----|--|---------------------------------------|-----------------------|-----------------------|
|   |    | FY 17/18   | FY 18/19                              | FY 19/20              |                       |
| 4.  | a. | Total Unrestricted General Fund Revenues (excluding account 8900)                              | <b>\$ 205,341,251</b>                 | <b>\$ 217,751,538</b> | <b>\$ 209,652,204</b> |
|   | b. | Other Unrestricted Financing Sources (Account 8900)  | <b>\$ 696,130</b>                     | <b>\$ 59,291</b>      | <b>\$ 561,627</b>     |
|   | i. | Other Unrestricted Financing Sources (account 8900) is primarily comprised of (if applicable): |                                       |                       |                       |
|   |    | Year   | Description                           | Amount                | Sustainable/One-time  |
|   |    | <b>FY 17/18</b>  | <b>Miscellaneous Sources One-time</b> | <b>\$ 696,130</b>     | <b>One-time</b>       |
|   |    | <b>FY 17/18</b>  |                                       | <b>\$ 0</b>           |                       |
|   |    | <b>FY 18/19</b>  | <b>Miscellaneous Sources One-time</b> | <b>\$ 59,291</b>      | <b>One-time</b>       |
|   |    | <b>FY 18/19</b>  |                                       | <b>\$ 0</b>           |                       |
|   |    | <b>FY 19/20</b>  | <b>Miscellaneous Sources One-time</b> | <b>\$ 561,627</b>     | <b>One-time</b>       |
|   |    | <b>FY 19/20</b>  |                                       | <b>\$ 0</b>           |                       |
| <b>4. Additional Information:</b><br>ACCJC does not count other unrestricted financing sources as a regular and ongoing source of revenue, unless it is a sustainable annual revenue. |    |  |                                       |                       |                       |

| (Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance) |               |               |               |
|--|---------------|---------------|---------------|
|  | FY 17/18      | FY 18/19      | FY 19/20      |
| 5. a. Net (Adjusted) Unrestricted General Fund Beginning Balance                               | \$ 58,527,969 | \$ 48,495,269 | \$ 45,589,757 |
| b. Net Unrestricted General Fund Ending Balance, including transfers in/out                    | \$ 48,495,269 | \$ 45,589,757 | \$ 47,236,283 |

**5. Additional Information:**  
a. Use adjusted beginning fund balance from CCFS 311 Annual.  
b. This amount is the amount reported on the CCFS 311 report after transfers in/out

**Expenditures/Transfers (General Fund Expenditures/Operating Expenditures)**

| (Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)  |                |                |                |
|---|----------------|----------------|----------------|
|   | FY 17/18       | FY 18/19       | FY 19/20       |
| 6. a. Total Unrestricted General Fund Expenditures (including account 7000)   | \$ 215,373,951 | \$ 220,657,050 | \$ 208,005,678 |
| b. Total Unrestricted General Fund Salaries and Benefits (accounts 1000, 2000, 3000)  | \$ 175,353,127 | \$ 181,271,036 | \$ 170,095,018 |
| c. Other Unrestricted General Fund Outgo (6a - 6b)  | \$ 40,020,824  | \$ 39,386,014  | \$ 37,910,660  |
| d. Unrestricted General Fund Ending Balance   | \$ 48,495,269  | \$ 45,589,757  | \$ 47,236,283  |
| e. If the report year closed with an Unrestricted General Fund deficit, does the district anticipate to close 2020-21 with a deficit? |                |                | No             |
| i. If yes, what is the estimated unrestricted deficit?  |                |                |                |

**6. Additional Information:**  
d. 6.d. same as 5.b., which includes transfers in/out

**Liabilities**

|    |  |                |                |                |
|----|--|----------------|----------------|----------------|
| 7. | Did the District borrow funds for cash flow purposes?                  | FY 17/18<br>No | FY 18/19<br>No | FY 19/20<br>No |
| 8. | Total Borrowing/Total Debt — Unrestricted General Fund                 | FY 17/18       | FY 18/19       | FY 19/20       |
| a. | Short-Term Borrowing (TRANS, etc)                                      | \$ 0           | \$ 0           | \$ 0           |
| b. | Long Term Borrowing (COPs, Capital Leases, other long-term borrowing): | \$ 28,803,859  | \$ 26,723,002  | \$ 24,092,620  |

**8. Additional Information:**  
a. list total short-term Unrestricted General Fund Borrowing/Debt  
b. list total long-term Unrestricted General Fund Borrowing/Debt (not G.O. Bonds)

|    |  |                |                |                |
|----|--|----------------|----------------|----------------|
| 9. | a. Did the district issue long-term debt instruments or other new borrowing (not G.O. bonds) during the fiscal year noted? | FY 17/18<br>No | FY 18/19<br>No | FY 19/20<br>No |
| b. | What type(s)   | N/A            | N/A            | N/A            |
| c. | Total amount   | \$ 0           | \$ 0           | \$ 0           |

|     |   |                          |                          |                          |
|-----|---|--------------------------|--------------------------|--------------------------|
| 10. | Debt Service Payments (Unrestricted General Fund) | FY 17/18<br>\$ 2,026,669 | FY 18/19<br>\$ 2,080,857 | FY 19/20<br>\$ 2,630,382 |
|-----|---|--------------------------|--------------------------|--------------------------|

**10. Additional Information:**  
This amount also includes transfers made from the Unrestricted General Fund to any other fund for the purposes of debt service payments.



**Other Post Employment Benefits**

|   |  |                |
|---|--|----------------|
| 11.   | (Source: <b>Most recent GASB 74/75 OPEB Actuarial Report</b> ) | FY 19/20       |
|   | a. Total OPEB Liability (TOL) for OPEB                         | \$ 101,236,422 |
|   | b. Net OPEB Liability (NOL) for OPEB                           | \$ 78,645,358  |
|   | c. Funded Ratio [Fiduciary Net Position (FNP/TOL)]             | 22 %           |
|   | d. NOL as Percentage of OPEB Payroll                           | 77 %           |
|   | e. Service Cost (SC)   | \$ 435,134     |
| f. Amount of Contribution to Annual Service Cost, plus any additional funding of the Net OPEB Liability | \$ 8,905,332   |                |

**11. Additional Information:**

Annual contribution to the Service Cost is generally the pay-as-you-go cost paid by the unrestricted general fund. Any contribution to the NOL is generally above that amount, and is paid into an Irrevocable Trust during the fiscal year. Please list both amounts here. Note this does not include any change in value or investment earnings of the trust.

|     |  |            |
|-----|--|------------|
| 12. | Date of most recent GASB 74/75 OPEB Actuarial Report - use valuation date (mm/dd/yyyy) | 06/30/2019 |
|-----|--|------------|

|  |  |   |              |          |               |               |               |              |
|--|--|---|--------------|----------|---------------|---------------|---------------|--------------|
| 13.  | a. Has an irrevocable trust been established for OPEB liabilities?   | Yes   |              |          |               |               |               |              |
|  | b. Amount deposited into Irrevocable OPEB Reserve/Trust  | <table border="1"> <tr> <td align="center">FY 17/18</td> <td align="center">FY 18/19</td> <td align="center">FY 19/20</td> </tr> <tr> <td align="center">\$ 1,500,000</td> <td align="center">\$ 1,500,000</td> <td align="center">\$ 1,500,000</td> </tr> </table> | FY 17/18     | FY 18/19 | FY 19/20      | \$ 1,500,000  | \$ 1,500,000  | \$ 1,500,000 |
|  | FY 17/18   | FY 18/19  | FY 19/20     |          |               |               |               |              |
|  | \$ 1,500,000   | \$ 1,500,000  | \$ 1,500,000 |          |               |               |               |              |
|  | c. Amount deposited into non-irrevocable Reserve specifically for OPEB   | <table border="1"> <tr> <td align="center">FY 17/18</td> <td align="center">FY 18/19</td> <td align="center">FY 19/20</td> </tr> <tr> <td align="center">\$ 0</td> <td align="center">\$ 0</td> <td align="center">\$ 0</td> </tr> </table>                         | FY 17/18     | FY 18/19 | FY 19/20      | \$ 0          | \$ 0          | \$ 0         |
| FY 17/18   | FY 18/19   | FY 19/20  |              |          |               |               |               |              |
| \$ 0   | \$ 0   | \$ 0  |              |          |               |               |               |              |
| d. OPEB Irrevocable Trust Balance as of fiscal year end  | <table border="1"> <tr> <td align="center">FY 17/18</td> <td align="center">FY 18/19</td> <td align="center">FY 19/20</td> </tr> <tr> <td align="center">\$ 19,793,097</td> <td align="center">\$ 22,597,567</td> <td align="center">\$ 24,911,322</td> </tr> </table> | FY 17/18  | FY 18/19     | FY 19/20 | \$ 19,793,097 | \$ 22,597,567 | \$ 24,911,322 |              |
| FY 17/18   | FY 18/19   | FY 19/20  |              |          |               |               |               |              |
| \$ 19,793,097  | \$ 22,597,567  | \$ 24,911,322   |              |          |               |               |               |              |
| e. Has the district utilized OPEB or other special retiree benefit funds to help balance the general fund budget in 2019/20? | No   |   |              |          |               |               |               |              |

**13. Additional Information:**

b. Add amounts deposited during the fiscal year. These amounts are usually included in the District's Annual Audit.  
 e. If "yes", that description and amount should be reported in 4.b.i. for FY 19/20

**Cash Position**

|     |  |               |               |               |
|-----|--|---------------|---------------|---------------|
| 14. | Cash Balance at June 30 from Annual CCFS-311 Report (Combined General Fund Balance Sheet Total — Unrestricted and Restricted-accounts 9100 through 9115) | FY 17/18      | FY 18/19      | FY 19/20      |
|     |  | \$ 60,390,493 | \$ 64,086,602 | \$ 58,185,023 |
| 15. | a. Does the district prepare cash flow projections during the year?  | Yes           |               |               |
|     | b. Does the district anticipate significant cash flow issues during 2020-21?   | No            |               |               |

**15. Additional Information:**

b. Significant cash flow issues are defined as needing additional cash equal to or exceeding 15% of unrestricted general fund revenues

**Annual Audit Information**

|  |  |            |
|--|--|------------|
| 16.  | Date annual audit report for fiscal year was electronically submitted to accjc.org, along with the institution's response to any audit exceptions (mm/dd/yyyy) | 03/05/2021 |
| <p><b>NOTE:</b> Audited financial statements are due to the ACCJC no later than April 9, 2021. A multi-college district may submit a single district audit report on behalf of all the colleges in the district.</p> |  |            |

|   |   |            |          |          |
|---|---|------------|----------|----------|
| 17.   |   | FY 17/18   | FY 18/19 | FY 19/20 |
|   | a. List the number of audit findings for each year (enter 0 if none): | 2          | 3        | 5        |
| b. From Summary of Auditors Results (Annual Audit) for 2019-20 (this is usually a single page at the beginning of the Findings and Questioned Costs section): |   |            |          |          |
| <u>Financial Statements</u>   |   |            |          |          |
|   | i. Type of auditor's report issued                                    | Unmodified |          |          |
|   | ii. Internal Control Material Weaknesses identified                   | No         |          |          |
|   | iii. Internal Control Significant Deficiencies identified             | No         |          |          |
| <u>Federal Awards</u>   |   |            |          |          |
|   | i. Type of auditor's report issued on compliance                      | Unmodified |          |          |
|   | ii. Internal Control Material Weaknesses identified                   | No         |          |          |
|   | iii. Internal Control Significant Deficiencies identified             | Yes        |          |          |
|   | iv. Qualified as low-risk auditee                                     | Yes        |          |          |
| <u>State Awards</u>   |   |            |          |          |
|   | i. Type of auditor's report issued on compliance                      | Unmodified |          |          |
|   | If qualified, how many state programs were qualified                  | 0          |          |          |
|   | ii. Internal Control Material Weaknesses identified                   | No         |          |          |
|   | iii. Internal Control Significant Deficiencies identified             | No         |          |          |

**Other District Information**

|     |   |          |          |          |
|-----|---|----------|----------|----------|
| 18. |   | FY 17/18 | FY 18/19 | FY 19/20 |
|     | a. Final Adopted Budget — budgeted Full Time Equivalent Students (FTES) (Annual Target) | 25,967   | 24,484   | 23,335   |
|     | b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320                     | 24,484   | 23,335   | 23,042   |

**18. Additional Information:**

- a. Resident FTES only.  
b. Report resident FTES only. Please use actual FTES, not hold harmless FTES.

|     |  |          |          |          |
|-----|--|----------|----------|----------|
| 19. |  | FY 17/18 | FY 18/19 | FY 19/20 |
|     | Number of FTES shifted into the fiscal year, or out of the fiscal year | N/A      | N/A      | N/A      |

**19. Additional Information:**

- d. If the District shifted both in and out of a fiscal year, report the net (positive or negative). A negative number may be entered. For FTES shifted into a given year, that same amount should be subtracted from the corresponding report year.

|     |  |   |
|-----|--|---|
| 20. | a. During the reporting period, did the district settle any contracts with employee bargaining units?                                      | Yes   |
|     | b. Did any negotiations remain open?   | Yes   |
|     | c. Describe significant impacts of settlements. If any negotiations remain open over one year, describe length of negotiations, and issues | <p><b>The District intends to fund the salary increases with temporary Hold Harmless Revenue until it expires. The labor agreement has a stipulation to eliminate the 2.5% temporary portion of the 6% salary increase should the District not receive the Hold Harmless Revenue in 2020-21 or 2021-22. The agreement also has another salary increase component beginning in 2020-21 tied to the State Budget provided COLA which is not included in the estimate provide above since the COLA has not been finalized.</b></p> |

**College Data**

|  |  |                  |                  |                  |
|--|--|------------------|------------------|------------------|
| <b>NOTE:</b> For a single college district the information is the same that was entered into the District section of the report. |  |                  |                  |                  |
|  |  | FY 17/18         | FY 18/19         | FY 19/20         |
| 21.  | a. Final Adopted Budget ♦ budgeted Full Time Equivalent Students (FTES) (Annual Target)  | 15,340           | 14,323           | 13,590           |
|  | b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320  | 14,323           | 13,590           | 13,446           |
|  | c. Is the college experiencing enrollment decline in the current (2020-21) year?   | No               |                  |                  |
|  | i. If yes, what is the estimated FTES decline?   | 0                |                  |                  |
| <b>21. Additional Information:</b><br>Report resident FTES only.   |  |                  |                  |                  |
|  |  | FY 17/18         | FY 18/19         | FY 19/20         |
| 22.  | Final Unrestricted General Fund allocation from the District (for Single College Districts, use the number in 4a.)   | \$ 78,785,806    | \$ 78,010,052    | \$ 74,869,894    |
|  |  | FY 17/18         | FY 18/19         | FY 19/20         |
| 23.  | Final Unrestricted General Fund Expenditures (for Single College Districts, use the number in 6a.)   | \$ 79,306,818    | \$ 77,715,748    | \$ 75,387,629    |
| <b>23. Additional Information:</b>   |  |                  |                  |                  |
|  |  | FY 17/18         | FY 18/19         | FY 19/20         |
| 24.  | Final Unrestricted General Fund Ending Balance (for Single College Districts, use the number in 6d.)   | \$ 3,709,689     | \$ 3,665,773     | \$ 2,020,375     |
|  |  | FY 17/18         | FY 18/19         | FY 19/20         |
| 25.  | What percentage of the Unrestricted General Fund prior year Ending Balance did the District permit the College to carry forward into the next year's budget? | 11 %             | 10 %             | 11 %             |
|  |  | Cohort Year 2014 | Cohort Year 2015 | Cohort Year 2016 |
| 26.  | USDE official cohort Student Loan Default Rate (FSLD) (3 year rate)  | 18 %             | 13 %             | 16 %             |

**District and College Data**

|  |  |   |
|--|--|---|
|  | a. Were there any executive or senior administration leadership changes at the College or District during the fiscal year, including June 30? List for the District and for the College. | No                                      |
| 27.  | b. Please describe the leadership change(s)  | No changes during Fiscal Year 2019-2020 |
|  | c. How many executive or senior administration positions have been replaced with an interim, or remain vacant?   | 4                                       |
| <b>27. Additional Information:</b><br>Senior administrative leadership generally includes the Chief Executive Officer (CEO) of the college/district and any administrators who report to that position and/or sit on the CEO's cabinet or executive committee. 'Senior executive leadership' always includes the chief business official, chief financial officer of the college/district. |  |   |

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

## Appendix of Evidence

### Plans Arising From the Self-Evaluation Process

- Page 1: Institutional Metrics, 2019 report: <https://link.deanza.edu/midterm1>
- Page 2: Governance website: <https://link.deanza.edu/midterm2>
- Page 3: Governance website: <https://link.deanza.edu/midterm2>
- Page 4: Convocations website: <https://link.deanza.edu/midterm3>
- Page 4: 2019 Convocation: <https://link.deanza.edu/midterm17>
- Page 4: 2020 Convocation: <https://link.deanza.edu/midterm18>
- Page 6: College Planning Committee membership: <https://link.deanza.edu/midterm4>
- Page 7: College Planning Committee – Assessment of Shared Governance: <https://link.deanza.edu/midterm5>
- Page 8: SSPBT Budget Discussions: <https://link.deanza.edu/midterm6>
- Page 8: APBT Budget Reduction Process: <https://link.deanza.edu/midterm7>

### Response to Recommendations for Improvement

- Page 10: De Anza College 2018 Follow-Up Report: <https://link.deanza.edu/midterm8>
- Page 10: External Evaluation Team Follow-Up Report: <https://link.deanza.edu/midterm9>
- Page 10: Reaffirmation of Accreditation, June 13, 2018: <https://link.deanza.edu/midterm10>
- Page 11: IPBT 2017-18 Recommendations for College Council: <https://link.deanza.edu/midterm30>
- Page 11: SSPBT 2017-18 Budget Presentation and Drafts: <https://link.deanza.edu/midterm31>
- Page 11: APBT 2017-18 Budget Reduction Documents: <https://link.deanza.edu/midterm32>
- Page 11: IPBT minutes, Oct. 30, 2018: <https://link.deanza.edu/midterm33>
- Page 11: SSPBT 2018-19 Budget Discussions and Drafts: <https://link.deanza.edu/midterm34>
- Page 11: APBT 2018-19 Budget Reduction Plans: <https://link.deanza.edu/midterm35>
- Page 11: IPBT minutes, Oct. 27, 2020: <https://link.deanza.edu/midterm36>
- Page 11: SSPBT 2020-21 Budget Presentations: <https://link.deanza.edu/midterm37>
- Page 11: APBT Budget Presentation, Oct. 6, 2020: <https://link.deanza.edu/midterm38>
- Page 12: Planning and Resource Allocation Cycle: <https://link.deanza.edu/midterm39>

## **Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards**

- Page 14: Instructional SLO Assessment: <https://link.deanza.edu/midterm11>
- Page 14: Student Services SLO Assessment: <https://link.deanza.edu/midterm12>
- Page 15: Meaningful Assessment of Classroom Practices to Close the Equity Gap: <https://link.deanza.edu/midterm13>
- Page 16: Degree Audit webpage: <https://link.deanza.edu/midterm14>
- Page 16: AB 705 Presentation: <https://link.deanza.edu/midterm15>
- Page 17: 2018 Convocation: <https://link.deanza.edu/midterm16>
- Page 17: 2019 Convocation: <https://link.deanza.edu/midterm17>
- Page 17: 2020 Convocation: <https://link.deanza.edu/midterm18>
- Page 18: Annual Report to ACCJC, 2020: <https://link.deanza.edu/midterm19>
- Page 18: De Anza College Educational Master Plan: <https://link.deanza.edu/midterm20>
- Page 18: EMP Update 2019: <https://link.deanza.edu/midterm21>
- Page 19: Institutional Metrics webpage: <https://link.deanza.edu/midterm22>
- Page 19: College Planning Committee, Nov. 14, 2019: <https://link.deanza.edu/midterm23>
- Page 19: College Planning Committee, Oct. 25, 2018: <https://link.deanza.edu/midterm24>
- Page 19: College Planning Committee, Feb. 8, 2018: <https://link.deanza.edu/midterm25>
- Page 19: College Council, Dec. 5, 2019: <https://link.deanza.edu/midterm26>
- Page 19: College Council, Nov. 29, 2018: <https://link.deanza.edu/midterm27>
- Page 22: Career Technical Education job placement rates: [https://link.deanza.edu/mid-term22](https://link.deanza.edu/midterm22)

## **Report on the Outcomes of the Quality Focus Projects**

- Page 29: Meaningful Assessment of Classroom Practices to Close the Equity Gap: <https://link.deanza.edu/midterm13>
- Page 30: First Year Support Cohort Program – Fall 2016: [https://link.deanza.edu/mid-term28](https://link.deanza.edu/midterm28)





# DeAnza College

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