

2022 Annual Report
Final Submission
04/07/2022

De Anza College
21250 Stevens Creek Boulevard
Cupertino, CA 95014

General Information

#	Question	Answer
1.	Confirm your College Information	Confirmed
2.	Name of individual preparing report:	Mallory Newell
3.	Phone number of person preparing report:	4088648777
4.	E-mail of person preparing report:	newellmallory@deanza.edu
5.	Type of Institution (select one)	California Community College

Headcount Enrollment Data

#	Question	Answer
6.	Total unduplicated headcount enrollment for last three years:	2018-19: 29,453 2019-20: 28,365 2020-21: 29,627
6a.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	-4% 4%

6. Additional Instructions and Data Definitions:

For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 20.

7.	Total unduplicated headcount enrollment in degree applicable credit courses for last three years:	2018-19: 28,668 2019-20: 27,703 2020-21: 29,039
7a.	Please list any individual degree applicable credit program which has experienced a 50% increase or decrease in the last year. We eliminated the massage therapy program in 2019-20 with no enrollments in 2020-21. The engineering degree program saw a 72% increase in enrollment over the prior year. German language also saw a 74% increase in enrollment from 47 to 82 enrollments. Hindi saw a 52% increase in	

enrollment from 62 to 94. International studies saw a 56% decrease from 337 to 148. Italian saw a 62% increase from 90 to 146. Persian was not offered in 2020-21 so saw a 100% decrease.

7. Additional Instructions and Data Definitions:

Per federal regulations, ACCJC is responsible for monitoring for significant program growth (or decline) that may potentially impact an institution's ability to meet Accreditation Standards. ACCJC does not determine what constitutes a program for colleges. For the purposes of this report, you may define degree-applicable credit programs as appropriate for the context of your institution's unique mission.

Distance Education and Correspondence Education

#	Question	Answer						
8.	Do you offer Distance Education?	Yes						
8a.	Total unduplicated headcount enrollment in distance education in last three years:	<table border="1"> <tr> <td>2018-19</td> <td>14,592</td> </tr> <tr> <td>2019-20</td> <td>15,341</td> </tr> <tr> <td>2020-21</td> <td>28,127</td> </tr> </table>	2018-19	14,592	2019-20	15,341	2020-21	28,127
2018-19	14,592							
2019-20	15,341							
2020-21	28,127							
8b.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	5% 83%						
8c.	If your institution experienced more than a one-year increase (or decrease) of 50%, please explain: The pandemic resulted in a shift to fully online learning in the middle of winter quarter 2020, which resulted in nearly 100% of our classes being offered in the online format for winter and spring 2021 quarters.							

8. Additional Instructions and Data Definitions:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

8a. IMPORTANT NOTE REGARDING DATA FROM SPRING 2020: When calculating total DE enrollment for 2019-20, please include 100% online courses from summer 2019, fall 2019, and winter 2020. For Spring 2020, please include only courses that were originally scheduled as 100% online. Omit any courses that shifted to a distance modality due solely to the COVID-19 pandemic.

9.	Do you offer Correspondence Education?	No
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9. Additional Instructions and Data Definitions:

Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve paperwork (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 8, above).

Federal Data

#	Question	Answer
10.	List the current Graduation Rate per the US Education Department	32 %

College Scorecard	
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10. Additional Instructions and Data Definitions:

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. Enter your institutions name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as the share of students who graduated within 8 years of entering this school for the first time.

11.	If your college relies on another source for reporting success metrics, please identify the source (select one).	CCCCO Student Success Metrics dashboard (Scorecard)
12.	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	https://www.deanza.edu/ir/state-of-the-college-related-information/StandardsMatrix_2020_Final.pdf

12. Additional Instructions and Data Definitions:

ACCJC will include a link to this page in your institution's entry in the ACCJC Directory of Accredited Institutions (<https://accjc.org/find-an-institution>). This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standard I.C.3 and Eligibility Requirement 19.

Institution Set Standards for Student Achievement

#	Question	Answer		
Course Completion Rates				
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	2018-19	2019-20	2020-21
		74 %	74 %	74 %
13a.	List your stretch goal (aspirational) for successful student course completion rate:	2018-19	2019-20	2020-21
		78 %	78 %	78 %
13b.	List the actual successful student course completion rate:	2018-19	2019-20	2020-21
		78 %	80 %	80 %

13. Additional Instructions and Data Definitions:

For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 20.

Certificates

14.	Type of Institute-set standard for certificates:	Number of certificates		
	If Number-Other or Percent-other, please describe:			
14a.	List your Institution-Set Standard (floor) for certificates:	2018-19	2019-20	2020-21
		601	652	652
14b.	List your stretch goal (aspirational) for certificates:	2018-19	2019-20	2020-21
		649	705	705
14c.	List actual number or percentage of certificates:	2018-19	2019-20	2020-21
		641	717	953

14. Additional Instructions and Data Definitions:

For purposes of this report, include only those certificates which are awarded with 16 or more units.

Associate Degree (A.A./A.S.)

15.	Type of Institute-set standard for degrees awarded:	Number of degrees		
	If Number-Other or Percent-other, please describe:			
15a.	List your Institution-Set Standard (floor) for degrees:	2018-19	2019-20	2020-21
		1,456	1,007	1,007
15b.	List your stretch goal (aspirational) for degrees:	2018-19	2019-20	2020-21
		1,574	1,433	1,433
15c.	List actual number or percentage of degrees:	2018-19	2019-20	2020-21
		1,445	1,060	1,188

Bachelor's Degree (B.A./B.S.)

16.	Does your college offer a Bachelor's Degree (B.A./B.S.)?	No
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Transfer

17.	Type of Institute-set standard for transfers:	Number of transfers		
	If Number-Other or Percent-other, please describe:			
17a.	List your Institution-Set Standard (floor) for the number of students who transfer to a 4-year college/university:	2018-19	2019-20	2020-21
		3,103	2,615	2,500
17b.	List your stretch goal (aspirational) for the number of students who transfer to a 4-year college/university:	2018-19	2019-20	2020-21
		3,352	2,830	2,830
17c.	List actual number or percentage of students who transfer to a 4-year college/university:	2018-19	2019-20	2020-21
		3,026	2,834	2,822

Licensure Examination Pass Rates

18.	Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:						
	Program	Exam (National, State, Other)	Institution set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2018-19 Pass Rate (%)	2019-20 Pass Rate (%)	2020-21 Pass Rate (%)
	Nursing	National	84 %	99 %	100 %	100 %	95 %
	Medical Lab Technology	National	97 %	99 %	91 %	100 %	94 %

18. Additional Instructions and Data Definitions:

Report only those programs for which a license or other similar examination is required before students can qualify for employment in their chosen field of study, and where there were at least 10 students who completed the program in the designated year.

Employment rates for Career and Technical Education students

19.	Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:					
	Program	Institution set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2018-19 Job Placement Rate (%)	2019-20 Job Placement Rate (%)	2020-21 Job Placement Rate (%)
	Accounting	66 %	68 %	71 %	70 %	76 %

Administration of Justice	80 %	82 %	89 %	83 %	88 %
Automotive Technology	82 %	84 %	89 %	86 %	91 %
Business Administration	69 %	71 %	74 %	70 %	78 %
Child Development: Child Development and Early Care and Education	72 %	74 %	77 %	79 %	75 %
Medical Lab Technology	78 %	80 %	86 %	86 %	90 %
Paralegal Studies	76 %	78 %	82 %	80 %	83 %
Real Estate	57 %	64 %	79 %	58 %	78 %
CIS: Enterprise Security	76 %	78 %	80 %	76 %	83 %
CIS: Networking	73 %	75 %	80 %	76 %	67 %
CIS: Programming	55 %	57 %	57 %	63 %	64 %
DMT: Manufacturing and Industrial Technology	79 %	81 %	76 %	82 %	81 %
Environmental Studies: Energy Management and Facilities	62 %	64 %	0 %	63 %	100 %
Film/TV: Production	65 %	67 %	69 %	74 %	70 %
Film/TV: Screenwriting	67 %	81 %	69 %	82 %	67 %
Graphic and Interactive Design	44 %	60 %	67 %	45 %	71 %
Health Technologies: Phlebotomy	80 %	82 %	87 %	86 %	90 %
CIS: Database Design	60 %	62 %	0 %	75 %	64 %
DMT: Computer Aided Design	69 %	74 %	0 %	75 %	69 %
Management (Business)	71 %	73 %	63 %	73 %	75 %
Management (Inc. Project Mgmt)	71 %	73 %	63 %	73 %	75 %
Marketing Management	56 %	67 %	62 %	58 %	56 %
Film:TV: Animation	63 %	65 %	69 %	83 %	63 %
Health Technologies: Medical Assisting	66 %	74 %	80 %	67 %	80 %
Business Management	71 %	77 %	63 %	73 %	75 %
Health Technologies: Insurance and Coding	66 %	74 %	83 %	80 %	80 %
Journalism	68 %	70 %	75 %	67 %	75 %
Professional Photography	59 %	61 %	100 %	50 %	100 %

19. Additional Instructions and Data Definitions:

For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2020-21 job placement rate will be the number of students who completed the program in 2019-20.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2019-20, you do not need to report a job placement rate for 2020-21. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition provided that you describe this definition in Question 20.

Other Information

20.	Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit). <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Nothing to report. </div>
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This survey was submitted on 2022-04-07

