



Outcomes | Innovation | Improvement

ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES

CORE INQUIRIES

De Anza College
21250 Stevens Creek Blvd
Cupertino, CA 95014

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on March 18, 2024.

Dr. Brent Calvin
Team Chair

Contents

Peer Review Team Roster.....	3
Summary of Team ISER Review.....	4
Core Inquiries.....	5

De Anza College

Peer Review Team Roster

Team ISER Review

March 18, 2024

Dr. Brent Calvin, Team Chair Superintendent/President College of the Sequoias	Dr. Rick MacLennan, Vice Chair Chancellor Ventura County Community College District
ACADEMIC MEMBERS	
Dr. Timothy Brown Professor Riverside City College	Dr. Marilyn Brock Faculty Accreditation Coord/English Professor Coastline Community College
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Mr. Jose F. Torres Executive Vice Chancellor San Bernardino Community College District	Ms. Marci Mojica Research Analyst El Camino College
ACCJC STAFF LIAISON	
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Summary of Team ISER Review

INSTITUTION: De Anza College

DATE OF TEAM ISER REVIEW: March 18, 2024

TEAM CHAIR: Dr. Brent Calvin

A 10-member accreditation peer review team conducted Team ISER Review of De Anza College on March 18, 2024. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report and supporting evidence. The peer review team received the college's institutional self-evaluation report (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the report to be a comprehensive document detailing the college's alignment to the 2014 Accreditation Standards, Eligibility Requirements, and Commission policies. The College provided a thoughtful report, reflecting on the institution's transformational processes, equitable student outcomes, and planning for continuing institutional improvement.

In preparation for the Team ISER Review, the team chair attended a team chair workshop on December 5, 2023 and held a pre-review meeting with the college CEO on January 31, 2024. The entire peer review team participated in a team workshop provided by staff from ACCJC on February 1, 2024. Prior to the Team ISER Review, team members completed their assessment of the college's alignment to the Accreditation Standards and policies, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College meets Accreditation Standards, Eligibility Requirements, and Commission policies. In the afternoon, the team further synthesized their findings to validate the excellent work of the college and developed Core Inquiries to be pursued during the Focused Site Visit, which will occur between September 30 and October 4, 2024.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit. During the Focused Site Visit, the team will tour the facilities, conduct scheduled meetings and an open forum, gather additional information to further their analysis to determine whether all standards are met, and accordingly finalize their Peer Review Team Report which will identify commendations or recommendations. The college should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

College Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

<p>Core Inquiry 1: The Team is impressed with the institution's use of disaggregated data to analyze and address achievement gaps for sub-populations of students.</p>
<p>Standards or Policies: I.B.6</p>
<p>Description: The institution's dedication to eliminate achievement gaps is enshrined in its goals in its Educational Master Plan, Equity Plan Re-imagined document, and Student Equity and Achievement Plans. The team was particularly impressed with the tools developed for faculty, staff and administrators to assess program outcomes within the services and academic areas and demonstrate the commitment and continuous focus on the elimination of achievement gaps by the institution. These tools include Program Review, Success Dashboards, Inquiry Tool and Disproportionate Impact Tool. Efforts to continuously examine data and address equity gaps can also be seen through the work of the Equity Action Council.</p>
<p>Topics of discussion during interviews:</p> <ul style="list-style-type: none">• How is program review data used to identify and address equity gaps?• How are the Success Dashboards, Inquiry tool, Disproportionate Impact tool, and Course Success with Equity Gaps tool used by faculty, staff, and administrators to close equity gaps and improve student success?
<p>Request for Additional Information/Evidence:</p> <ul style="list-style-type: none">• Documentation demonstrating how the institution uses data to close achievement gaps, inform decision making and implement improvements.
<p>Request for Observations/Interviews:</p> <ul style="list-style-type: none">• Equity Action Council Team• Institutional Researchers• Equity Plan Re-Imagined Team members• Faculty involved in program review• Individuals involved in the development and use of Success Dashboards, Inquiry tool, Disproportionate Impact tool, and Course Success with Equity Gaps tool

Core Inquiry 2:

The team seeks to understand how the college ensures regular and substantive interaction is occurring in all its distance education courses.

Standards or Policies:

Policy on Distance Education and on Correspondence Education

Description:

In at least half of the distance education course sample provided, the team was unable to find evidence of regular and substantive interaction between the students and the instructor. The team looked to find evidence of regular and substantive interaction in the following locations:

- Course discussions
- Feedback on assignment (“speedgrader”)
- Response to student inquiries within the course

Topics of discussion during interviews:

- How are faculty teaching distance education courses informed of expectations regarding regular and substantive interaction?
- How is the college ensuring regular and substantive interaction is occurring in its distance education courses?
- How are the college’s processes and policies on distance education aligned with the Commission’s Policy on Distance Education and Correspondence Education?

Request for Additional Information/Evidence:

- Documentation demonstrating communication to faculty regarding regular and substantive interaction
- Additional sampling of distance education courses from Spring 2024.
- Documentation on training for distance education and regular and substantive interaction.
- Evidence of distance education course evaluation related to regular and substantive interaction.

Request for Observations/Interviews:

- Dean, Online Education and Learning Resources
- DE Faculty Coordinator
- Instructional Designers
- Instructional Associate
- Representative sample of members of the “Online Advisory Group”
- A small but representative group of faculty members (both full-time and part-time) who teach online

District Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

<p>Core Inquiry 1: The Team seeks to understand how the board regularly reviews and updates its policies for their effectiveness in fulfilling the District's mission.</p>
<p>Standards or Policies: IV.C.7</p>
<p>Description: The Institutional Self Evaluation Report indicates that the Board began a comprehensive review of all policies in 2013, and that as of 2017, review had occurred only for Chapter 1 and 2, and half of Chapter 3. Documentation provided in the ISER further indicated the district intended, beginning in 2017, to renew efforts for a cyclical review process, starting with the review of Chapter 1 upon completion of Chapter 7. Through a review of Board Policies on the District's website, the team was unable to determine the process for the regular review and update of Board policies, as several policies appear not to have been updated in ten or more years.</p>
<p>Topics of discussion during interviews:</p> <ol style="list-style-type: none">1. How does the Board regularly review and update its policies?2. Does the District prioritize the order in which policies are reviewed and updated?
<p>Request for Additional Information/Evidence:</p> <ol style="list-style-type: none">1. Documentation outlining how the regular review of Board policies is occurring, including a schedule and description of processes by which this work will be conducted.2. Documentation of progress that has occurred related to the regular review of Board policies.
<p>Request for Observations/Interviews:</p> <ol style="list-style-type: none">1. Chancellor2. Individuals involved in the process for reviewing and updating board policies