



Outcomes | Innovation | Improvement

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

2026 Annual Report Survey

General Information

1. Confirm college name:
2. Name of individual preparing report:
3. Phone number of person preparing report:
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Enrollment Data: Unduplicated Headcount Enrollment

5. Total unduplicated headcount enrollment for last three years:

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 19.

2022-23: 27,212 2023-24: 29,523 2024-25: 29,557

- 5a. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	8.49 %	0.12 %

- 5b. If your institution experienced a one-year increase (or decrease) in enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

n/a

Enrollment Data: Degree-applicable Enrollment (Credit Courses Only)

6. Total unduplicated headcount enrollment in degree applicable credit courses for last three years:

2022-23: 26,210 2023-24: 28,324 2024-25: 28,251

- 6a. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	8.07 %	-0.26 %

6b. Please list any individual degree-applicable credit program which has experienced an increase or decrease of 50% or more in the last year. (Enter N/A if this does not apply to your institution.)

n/a

7. Do you offer Distance Education?

Yes

No

If you answered no, skip to question 8.

7a. Total unduplicated headcount enrollment in distance education in last three years:

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.

2022-23: 24,242

2023-24: 25,429

2024-25: 25,630

7b. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	4.90 %	0.79 %

7c. If your institution experienced a one-year increase (or decrease) in total distance education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

n/a

7d. Total unduplicated degree-applicable headcount enrollment in distance education in last three years:

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.

2022-23: 23,214

2023-24: 24,368

2024-25: 25,414

7e. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	4.97 %	4.29 %

7f. If your institution experienced a one-year increase (or decrease) in degree-applicable distance education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

n/a

7g. % of all students that took at least one degree-applicable distance education course:

2022-23: 2023-24: 2024-25:

7h. % of all degree-applicable distance education courses offered online:

This is the ratio of degree applicable courses offered via distance education divided by the total number of degree applicable courses offered. This is not a count of sections. A course is counted in the numerator if there were any courses offered via distance education.

2022-23: 2023-24: 2024-25:

Enrollment Data: Correspondence Education

8. Do you offer Correspondence Education?

Yes No

If you answered no, skip to question 9.

8a. Total unduplicated headcount enrollment in correspondence education in the last three years:

2022-23: 2023-24: 2024-25:

8b. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	%	%

8c. If your institution experienced a one-year increase (or decrease) in correspondence education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

Student Achievement Data

9a. Does your institution participate in Title IV funding?

Yes No

**If yes, complete questions 9b – 9c. If no, skip to question 10a.*

9b. List the current Graduation Rate per the US Education Department College Scorecard.

44 %

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. Enter your institution's 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."

9c. List the current Transfer Rate per the US Education Department College Scorecard. ((add box))

22 %

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. After entering your institution's name in the search box to find the current graduation rate, scroll to the Graduation & Retention drop-down. After you expand the section, you will see the "% of students that transferred out. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who transferred to another institution within 8 years of entering this school for the first time."

10a. (Non Title IV institutions only) Please select the resource used by your college below for review of student achievement data.

- ☐ Student Achievement Measure (SAM)
- ☐ Voluntary Framework of Accountability (AACC)
- ☐ College established dashboard
- ☐ Other (please specify)

☒ N/A

10b. (Non Title IV institutions only) Please provide your most recent calculated the 6-year graduation rate. For example, the 2016-2017 first time student cohort (full time and part time) that completed an award at your institution by the end of the 2022-2023 academic year.

%

10c. (Non Title IV institutions only) Please provide your most recent calculated the 6-year transfer rate. For example, the 2016-2017 first time student cohort (full time and part time) that transferred to another institution and did not complete an award by the end of the 2022-2023 academic year.

%

11a. Please provide a link to the exact page on your institution’s website that displays its most recent publication of disaggregated student achievement data:

ACCJC will include a link to this page in your institution's entry in the [ACCJC Directory of Accredited Institutions](#). This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standards 1.1, 1.3, 1.5, and 2.9.

https://deanza.edu/ir/Dashboards.html

11b. Please review and score your institution’s website on the [Rubric for Effective Institutional Outcome Transparency](#).

Score:

5

Reflecting on your score above, describe how your college is supporting continual improvement and innovation in alignment with the ACCJC Standards and guidelines for data transparency on your institution’s public website?

A self-assessment by 12 reviewers highlights data recency and disaggregation as current strengths. Conversely, mixed reviews on data accessibility suggest a need to optimize data link placement on our home page to better engage external audiences. We are refining our storytelling to include more direct calls to action that address identified gaps and highlight our ongoing efforts to resolve them.

Institution-Set Standards: Course Completion

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 18.

	2022-23	2023-24	2024-25
12a. Institution-Set Standard (floor):	79%	77%	79%

12b. Stretch goal (aspirational):

87%	87%	87%
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12c. Actual successful course completion rate:

81%	78%	80%
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Institution-Set Standards: Certificates

13. Do you offer Certificates for 16 or more units/credits?

Yes	No
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If you answered no, skip to question 14.

13a. Type of Institute-set standard for certificates:
(Please select one option from the menu)

- ☒ Number of certificates
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

2022-23

2023-24

2024-25

13b. List your Institution-Set Standard (floor):

903	731	784
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13c. List your stretch goal (aspirational):

957	948	964
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13d. List actual number or percentage of certificates:

919	813	792
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Institution-Set Standards: Associate Degrees

14. Type of Institute-set standard for associate degrees:
(Please select one option from the menu)

- ☒ Number of degrees
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

2022-23

2023-24

2024-25

14a. List your Institution-Set Standard (floor) for associate degrees:

2202	1981	2090
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14b. List your stretch goal (aspirational) for associate degrees:

2407	2248	2287
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14c. List actual number or percentage of associate degrees:

1992	1967	2111
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Institution-Set Standards: Baccalaureate Degrees

15. Does your college offer a baccalaureate degree?

Yes	No
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If you answered no, skip to question 16.

15a. Type of Institute-set standard for baccalaureate degrees:
(Please select one option from the menu)

- ☐ Number of degrees
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

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Institution-Set Standards: Direct Assessment Programs

16. Does your college offer a Direct Assessment Program?

Yes	No
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If you answered no, skip to question 17.

16a. Type of Institute-set standard for a Direct Assessment Program:
(Please select one option from the menu)

- ☐ Number of degrees
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

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Institution-Set Standards: Transfer

17. Does your college offer Transfer Programs?

Yes	No
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If you answered no, skip to question 18.

17a. Type of Institute-set standard for transfers:
(Please select one option from the menu)

- ☒ Number of transfers
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

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2022-23

2023-24

2024-25

17b. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:

2195	2076	2796
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17c. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:

2803	2775	3208
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17d. List actual number or percentage of students who transfer to a 4-year college/university:

2439	2307	2824
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Institution-Set Standards: Licensure Examination Pass Rates

18. Does your college offer programs that require students pass a licensure or similar exam in order to work in the field?

Yes

No

If you answered no, skip to question 19.

18a. 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 Type (National, State, Other)	Institution- Set Standard (%)(Floor)	Stretch Goal (%)	2022-23 Pass Rate (%)	2023-24 Pass Rate (%)	2024-25 Pass Rate (%)
Nursing	National	93	95	95	90	96
Health Technologies Plebotomy	National	96	98	0	99	99
Medical Lab Technology	National	98	100	100	100	100

19. Does your college offer Career and Technical Education Programs?

Yes

No

If you answered no, skip to question 20.

19a. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:

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 2022-23 job placement rate will be the number of students who completed the program in 2021-22.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2021-22, you do not need to report a job placement rate for 2022-23. 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 – but please describe your definition and methodology in Question 19.

Program	Institution-Set Standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2022-23 Job Placement Rate (%)	2023-24 Job Placement Rate (%)	2024-25 Job Placement Rate (%)
Accounting	72	76	78	80	73
Administration of Justice	77	84	83	89	78
Automotive Technology	81	86	88	88	82
Business Administration	71	74	76	74	72
Child Development and Early Care and Education	70	72	70	76	75
CIS: Networking	71	83	85	87	72
CIS: Computer Programming	63	66	67	67	64
DMT: Computer Aided Design/Drafting	59	82	78	100	60
DMT: Manufacturing and Industrial Technology	78	86	91	96	79
DMT: Machining & Machine Tools	88	90	100	89	89
Entrepreneurship (Small Business)	65	67	62	71	67
Environmental Studies: Environmental Technology	68	80	100	75	69
Film/TV: Television	74	76	89	59	83
Film/TV: Animation	60	62	65	76	76
Health Technologies: Medical Assisting	73	78	0	74	74
Management (Business)	66	76	75	67	76
Marketing & Distribution	54	70	73	70	55

Medical Assisting	73	81	92	74	74
Medical Laboratory Technology	70	91	100	94	71
Nursing	83	85	91	91	92
Paralegal Studies	83	85	88	85	84
Tax Studies	76	85	0	100	77

20. Please use the text box below to provide any comments or context regarding the data submitted in this report (optional, no word limit):

* Course completion rates represent students earning a grade of A, B, C or P. * While we offer a Bachelor of Science, no degrees have yet been awarded as the program was only recently established. * Transfer data for 2022-23 and 2023-24 correspond to previous ACCJC Annual Reports. The 2024-25 figures show a marked increase in in-state private and out-of-state transfers, resulting from a new matching process with the National Student Clearinghouse.

21. Reflecting on your Institution's student achievement(s), what efforts/initiatives/competencies have you found to be fundamental in supporting the recent successes you've observed/reported? Please describe any innovations and improvements along with a brief narrative of how it was achieved.

* The college continues to foster a data-informed culture by providing all campus members access to disaggregated data through our local, online data tool. We implemented a new methodology to break down Asian student data by specific ethnicity, allowing for more nuanced reporting on multi-ethnic backgrounds. * Faculty receives quarterly, section-level reports detailing course success rates disaggregated by student demographics. * The Institutional Research, Planning, and Accreditation (IRPA) unit collaborated with Professional Development to implement promising practices around student leadership and student agency with three pilot departments. Additionally, IRPA has expanded its scope from assisting faculty with analytics to hosting workshops for classified staff. These sessions empower staff to access data and develop action plans for program reviews, programmatic improvements, and compliance reporting.

22. What professional development can the Commission coordinate to support your Institution in achieving its student success goals within the next three-year cycle?

Professional development that: * Guides institutional teams through self-assessment and strategic plan development. * Integrates program-level data and student outcomes to identify gaps in resources, personnel, and support services. * Bridges student services and instruction to provide a seamless student experience.

23. Please confirm you have reviewed your institution's program listing in the Accreditation Platform. In the box below, please select one of the following.

- ☒ I reviewed the program listings and all of my institution's programs are correctly listed
- ☐ I have found some errors and will be reaching out to ACCJC for next steps on updating

