De Anza College

Meeting the Needs of a Changing Community

State of the College Annual Report 2005-2006

De Anza College began the 2005-2006 academic year with a sense of relief at having weathered the budget and enrollment crises of 2004-2005, and with anticipation that the coming year would give us the opportunity to grow our enrollment and deepen our commitment to the success of our students.

The year began with the culmination of De Anza's six-year re-accreditation cycle, as we hosted the visit of the WASC Accreditation team. Their formal report affirmed not only the college's accreditation, but also our place as a premier institution of higher learning, and offered strong support for our enduring agendas in support of student learning and student equity. It was as positive an accreditation report as anyone could remember having seen for a college.

We also began the year with a series of new initiatives aimed at sustaining our enrollment recovery, despite our continuing budget challenges. New tutoring programs, expanded library hours, and the development of new Job Corps sites brought us enrollment growth, but also highlighted the need for a more sustained effort at enrollment planning for the future. We also initiated expansions in student tutorial and academic support services, fueled by an outpouring of student and faculty volunteer tutors and the opening of a new student reading and writing center.

In these and a myriad other ways the college demonstrated its particular genius in designing projects aimed at meeting the particular and diverse needs of our students – and doing so with extraordinarily limited funding. De Anza faculty and staff proved over and over again that they hold student success at the very heart of the enterprise, and are prepared to do new things, devise new programs and make enduring commitments to our students.

This report details the results of much of that work. It reports the numbers by which we assess critical elements of our success. It uses the metrics established by the college's Educational Master Plan to explore how well we continue to meet our obligations. In these metrics we will judge ourselves largely successful, and be proud that we can do so much with so little.

This report will also detail the accomplishments of the Academic and Classified Senates as well as our fine student government. It will also report on the continued physical renovation of the campus as we enter the final phases of our Measure E build-out. We began the fall quarter with the opening of the new Student and Community Services Building, providing an elegant entrance to a full array of student support services, and offering an entirely new face of the college to our neighbors on Stevens Creek Boulevard. The P.E. Quad and new playing fields for soccer and softball were completed, as was much of the reconstruction of the S-Quad. Construction began on the redesigned Administration Building, soon to open with several new classroom spaces. And then there will be new pathways, lighting and the design of a new performance hall and gallery space for the arts.

Just as the year was marked by new construction, so it was marked by a renewed commitment to the broader public purposes of our work. The Task Force on Community and Civic Engagement completed its report to the campus, providing a host of good suggestions that would deepen the college's commitment to developing the civic skills of our students. The college continued its partnership with the New York Times, as the paper brought several correspondents to campus for presentations, and the campus newspaper, La Voz, initiated a new section on community service opportunities for our students. The campus was also host to its usual array of speakers and public forums, as students and faculty debated a variety of issues from Iraq to the impact of journalism on history. The campus was animated as well by music and art and dance, as De Anza continues to be a cultural resource for our students and our neighbors.

Finally, as I will detail in my concluding remarks for this report, the college initiated a new strategic planning process, framed by an excellent planning proposal drafted by several of our own faculty and staff. This State of the College Report will conclude with "The Case for Planning" that initiated the strategic planning process. At the heart of both this report and the planning effort is a common thread: De Anza College will honor its traditions of service and excellence, renew its commitment to student equity and success, and devise ever-new innovations in our programs and projects. Our students and their communities deserve no less, and our faculty and staff demand it.

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PART I.   Where We Are Today

This section provides a statistical overview of De Anza College using the latest data available. Graphs and numerical data are presented on students, faculty and staff, and college financial trends. The information is meant to present a snap shot view of trends important for college planning that can be used throughout the year. The trends form the basis for discussions on how well the college is doing in meeting its goals for student access and success.

Enrollment and Demographics

This section includes information on De Anza College students and their enrollment trends. The college has experienced considerable change in its student population over the past five years. Enrollment in on-campus programs is down. A smaller percentage of local high school graduates is attending the college than in previous years. Despite the decline in on-campus enrollment the college continues to serve an increasingly diverse student body in terms of ethnicity and student needs. Taken together, these changes paint a picture of a dynamic campus that will continue to change in the years ahead.

Figure 1 Santa Clara County Adult Population and De Anza Headcount (HC) as a Percent of Population measures the college's fall enrollment as a percentage of adults who live in Santa Clara County. The percentage draw has remained fairly consistent for the past several years at just below 2% of the adult population.

Figure 1
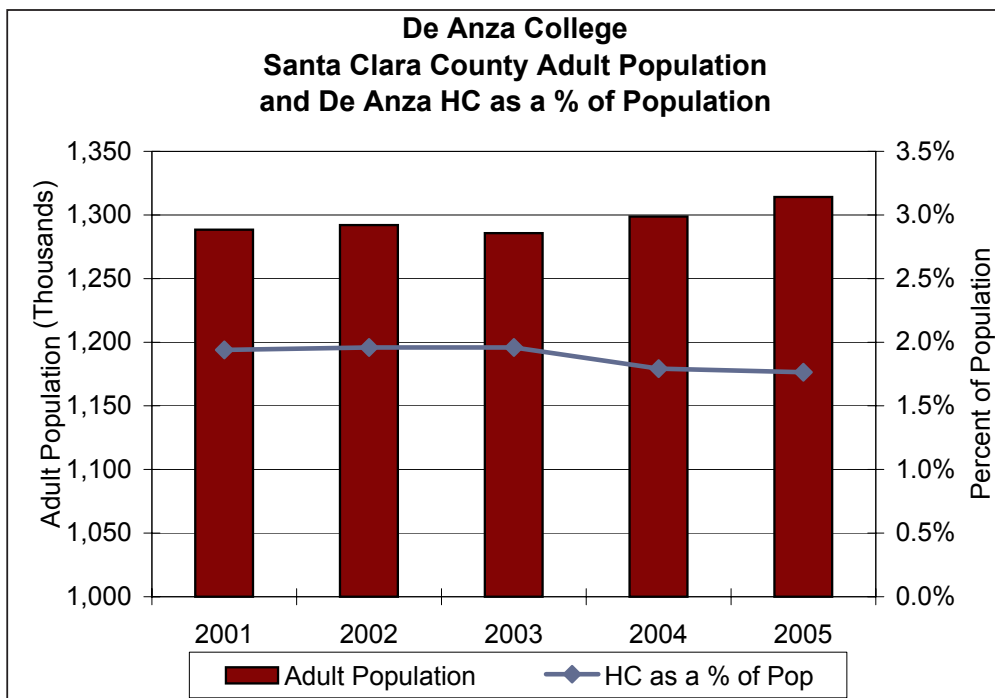
From 2004 to 2005 the adult population of Santa Clara County increased about 1% while the college fall headcount remained constant.

Figure 2 Santa Clara County June High School Graduates Enrolled the Following Fall at De Anza portrays the college's draw of students from feeder high schools as of June 2005. (Note: High school data for 2006 was not available at the time of this report's publication and has been estimated based on 12th grade enrollment.) The number of June high school graduates increased slightly from 2004 to 2005. During the same period De Anza fall enrollment of these students decreased slightly from 1,850 to 1,795. These changes have resulted in a decline in the percent of June graduates enrolling at De Anza in the fall to about 12%.
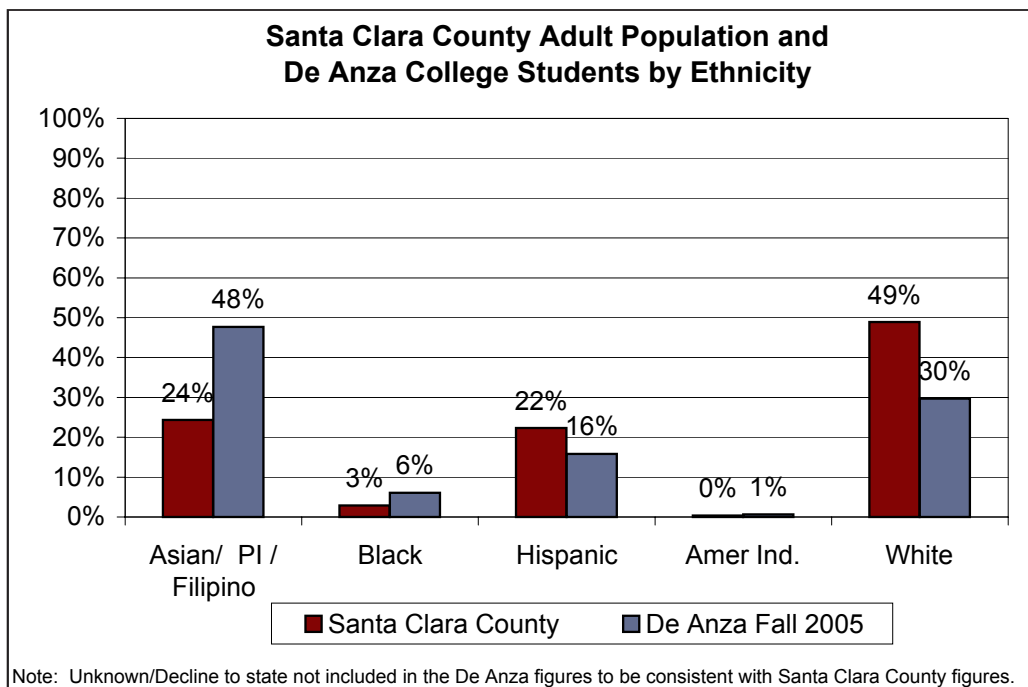
Figure 2
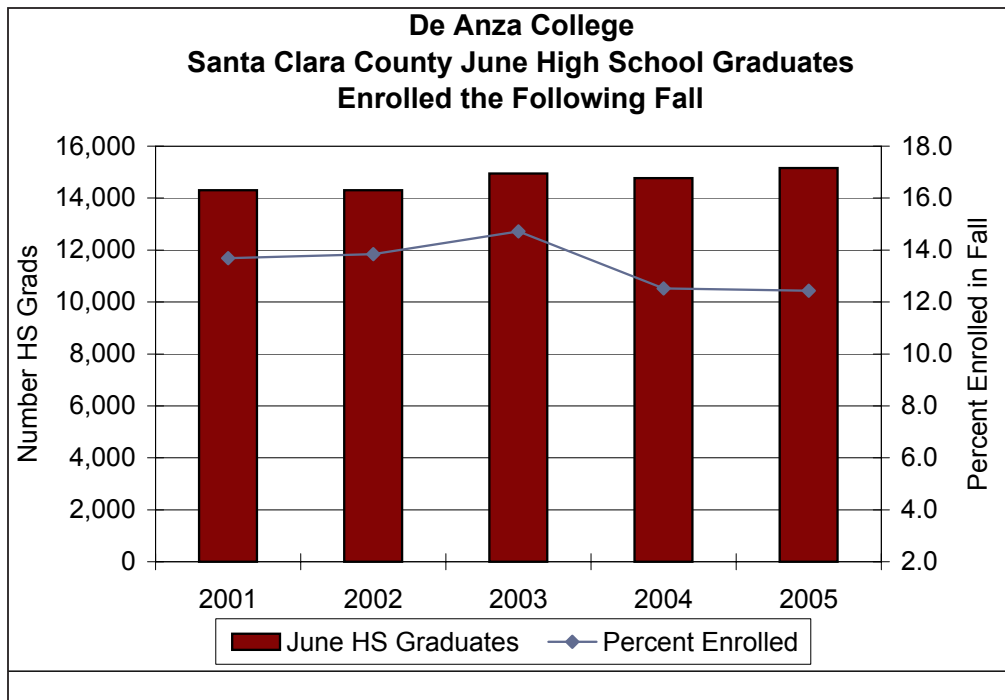
* Public schools only.

During the fall terms of 2001-2003 the percent of high school graduates attending De Anza (the "draw" rate) was about 14%. A 2% difference in draw rate amounts to nearly 300 recent high school students who are not attending De Anza in the fall.

Figure 3 Santa Clara County Adult Population and De Anza Students by Ethnicity compares De Anza fall 2005 enrollment by ethnicity (not including the "Unknown" / "Decline to state" category) to Santa Clara's adult population in 2005. Since about 15% of De Anza students select "Decline to state" as their ethnicity and county figures do not include this category, comparisons with county figures must be made with caution. By recalculating the De Anza percentages without the "Unknown" and "Decline to state" categories, we are assuming that the students in these categories have ethnicities proportional to the overall student body.

Figure 3

Santa Clara County Adult Population and De Anza College Students by Ethnicity

Ethnicity	Santa Clara County	De Anza Fall 2005
Asian/ PI / Filipino	24%	48%
Black	3%	6%
Hispanic	22%	16%
Amer Ind.	0%	1%
White	49%	30%

Note: Unknown/Decline to state not included in the De Anza figures to be consistent with Santa Clara County figures.

Even with these cautions, it is apparent that the college enrolls proportionally more Asian students than are found in the overall adult county population. White and Hispanic students are underrepresented at De Anza when compared to county population estimates. The non-adult population in Santa Clara County has a higher percentage of individuals of Hispanic origin than the adult population, which suggests that in the years ahead there may be a higher percentage of Hispanic students who will or could attend De Anza than at present.

Figure 4 Fall Headcount Percentage Distribution by Ethnicity gives a longitudinal picture of the college's ethnic composition. In 2004 a new selection process for ethnicity on the online student application was initiated. As a result, fewer new students are selecting "Decline to state." In 2005 there was little change in the percentage of students in each ethnic group, with Hispanic students showing a slight increase in percentage share.

Figure 4

De Anza College
Fall Headcount Percentage Distribution by Ethnicity
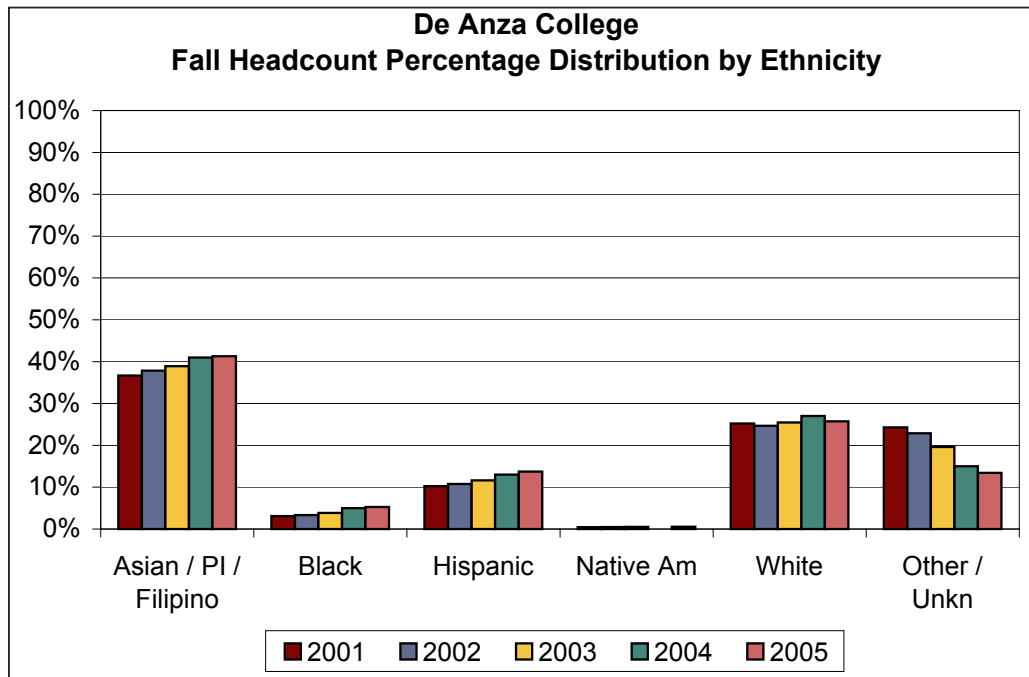
Taken together, students who identified themselves as members of the Asian, Pacific Islander and Filipino ethnic groups comprise the largest percentage of De Anza students – about 40%. White students represent the next largest group at about one quarter. Hispanic students make up about 14% of De Anza's student population, with Black and Native American students each making up less than 5% of the overall student body.

Figure 5 Asian Fall Headcount Distribution shows the enrollment change of the Asian student subgroups over the last five years.

The Asian/Other Asian category declined from 2002 to 2005, primarily because the two categories were merged to Other Asian in the online application for students in fall 2004. Some of the increase in the other ethnic groups is due to this change in available categories. The number of Chinese students increased by more than 200 or 7% from 2004 to 2005.

Figure 5

De Anza College
Asian Fall Headcount Distribution
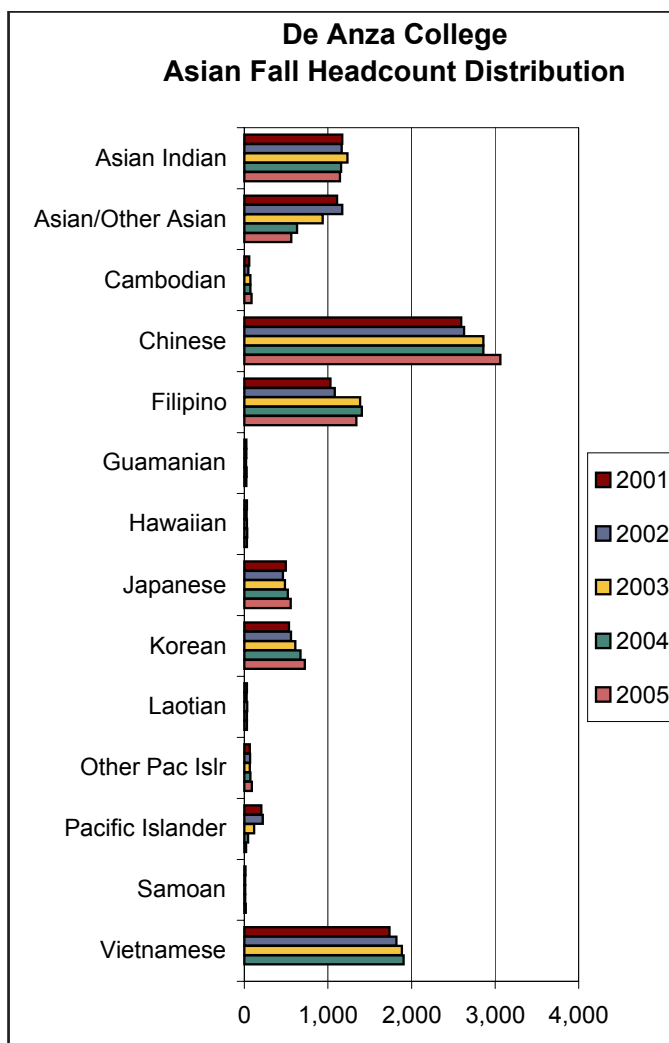
Figure 6 Fall Headcount Distribution by Gender shows the percentage of the fall headcount made up of female and male students over the last five years. Women currently make up about 52% of the De Anza population.

Figure 6
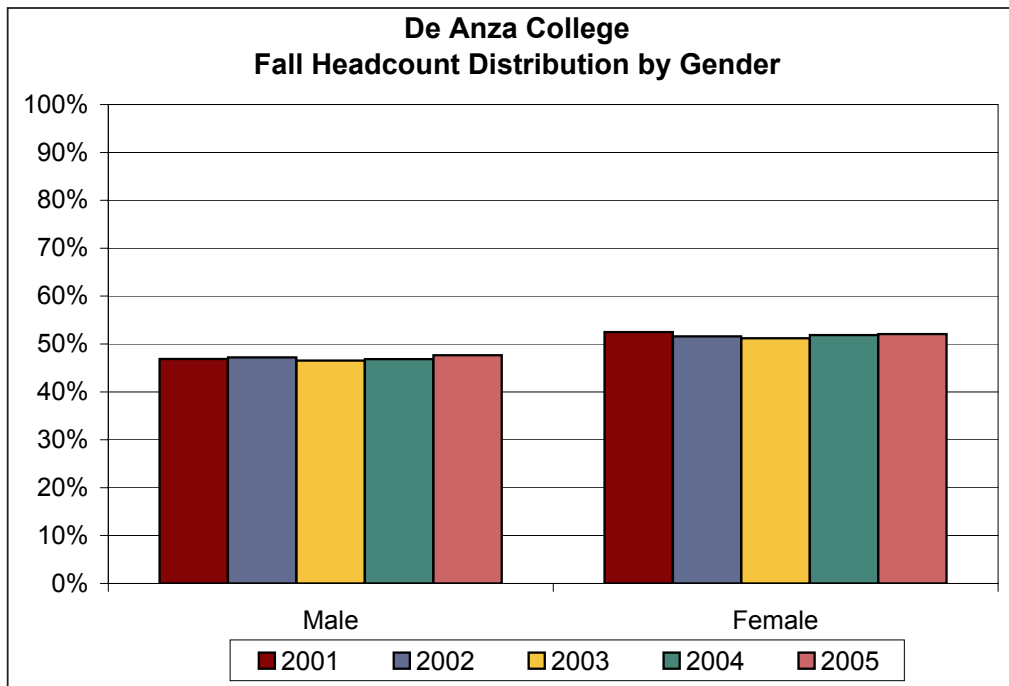
Figure 7 Fall Headcount Percentage Distribution by Age Group describes student access to the college as a function of various age groupings. In 2005, 61% of the college's students were less than 25 years old, a 3 percentage point increase over fall 2004. Ten years ago, in 1996, only 51% of De Anza College Students were under 25 years old.

Figure 7

De Anza College
Fall Headcount Percentage Distribution by Age Group
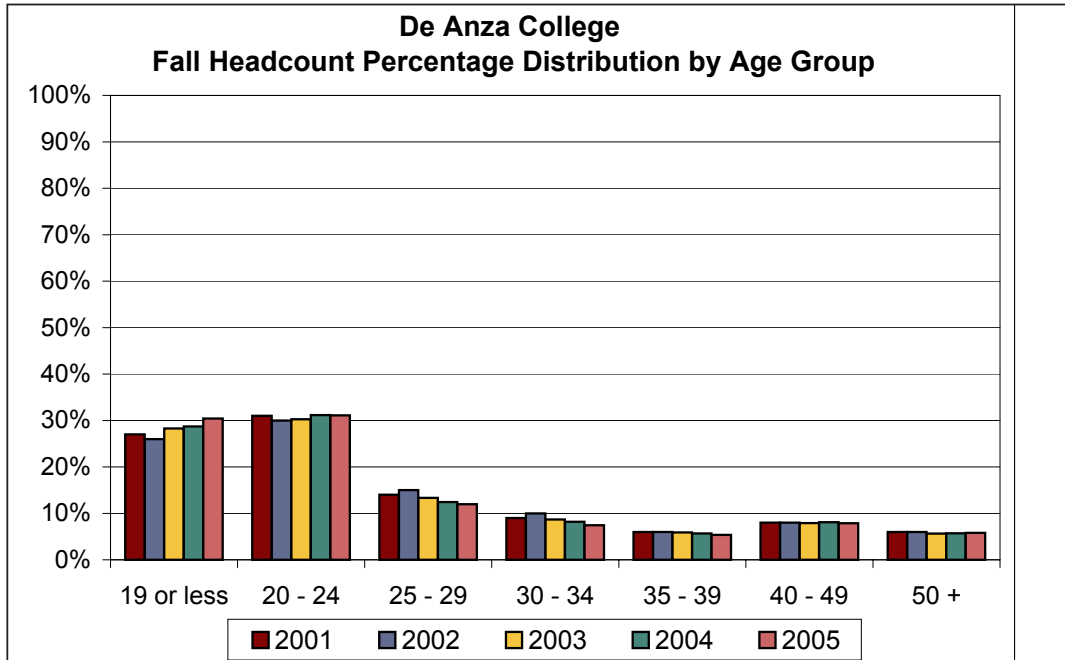
Figure 8 FTES Enrollment by Division displays the college's full-time equivalent student enrollment across 14 areas of the college. Over the years 2000-2001 and 2004-2005, the Applied Technologies Division (due mainly to Job Corps) experienced a significant enrollment increase while the Business/Computer Systems Division (due mainly to computer information systems and computer applications and office systems enrollments) had decreased enrollments.

Figure 8
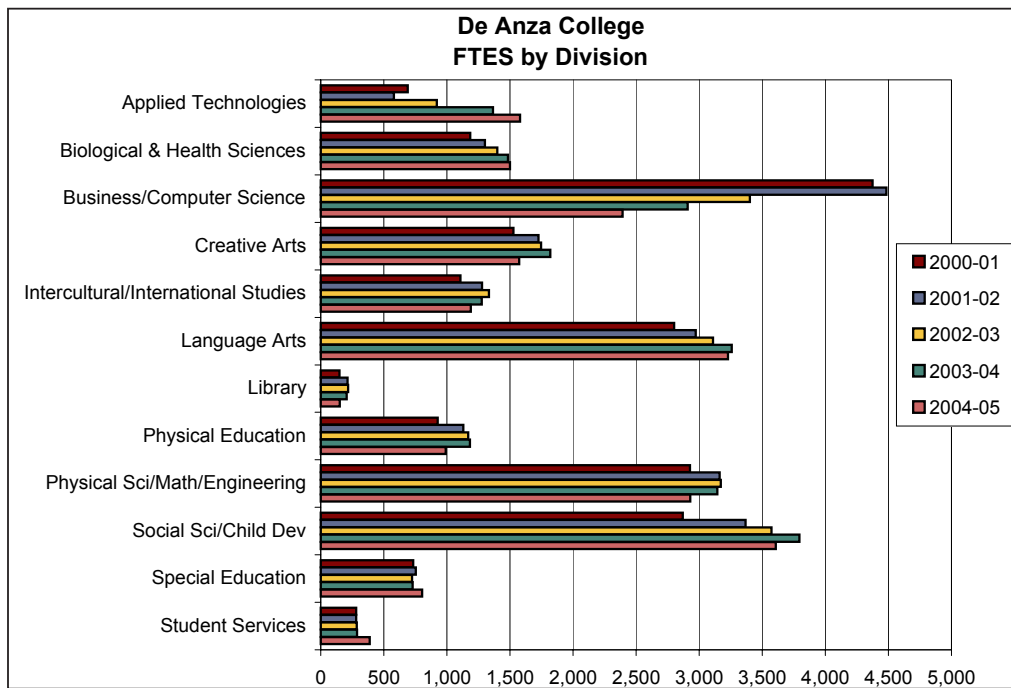
Figure 9 Distance Learning Headcount and Enrollment, Fall Quarter, illustrates access to the college certificate and degree programs through distance delivery via the Internet, televised and video formats. Distance learning at De Anza began in the 1970s. Approximately 110-120 sections of 80-90 courses are offered online each quarter. Enrollment showed a slight increase from fall 2004 to fall 2005.

Figure 9

De Anza College
Distance Learning Headcount and Enrollment, Fall Quarter
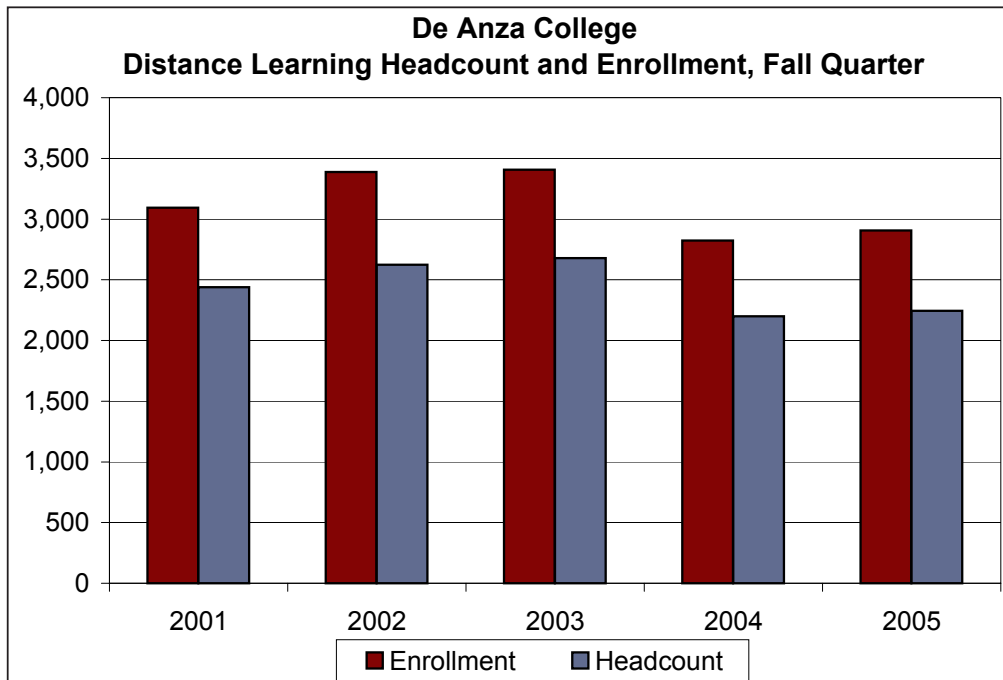
Workforce and Economic Development Enrollment and Funding

De Anza operates a number of entrepreneurial, self-supporting, revenue generating programs for business, industry, and the community. As of 2003-2004, the self-supporting Workforce and Economic Development programs included the following:

- The Occupational Training Institute provides intensive occupational training and job placement for area residents who are unemployed or underemployed.

- Professional and Workforce Development gives local employers access to cost-effective, customized work-site training and provides consulting and technology transfer services to manufacturers in the region to help them compete globally.

- Community Education offers outstanding services and programs to community members, in educational, recreational, cultural, and community development beyond those offered by the regular college program for students who are not seeking college credit or degrees. Community Education fee-based programs include the Planetarium programs, Short Courses and the Extended Year Summer Enrichment Program.

Chart A 2003-2004 Enrollments in Workforce and Economic Development Programs lists the number of individuals participating in each program.

Chart A

De Anza College 2004-2005 Enrollments in Workforce and Economic Development Programs	
Occupational Training Institute	607
Professional and Workforce Development	5,500
	6,107
Community Education	
Planetarium	25,148
Extended Year Summer Enrichment Programs	3,276
Short Courses	11,532
	39,956
Total	46,063

A major component of the Community Education Program is the Planetarium, which serves as a unique resource for space science and astronomy education for all of Silicon Valley. The Planetarium offers a dynamic environment where students learn to integrate principles of science, mathematics and technology. The educational programming provided by the Planetarium improves the level of science literacy for our community and fulfills a regional need.

More than 25,000 students from 455 schools throughout Santa Clara County visit the Planetarium to view star shows that supplement their space science education. Another 8,000 community members attend the Planetarium on weekends to view public programming and stay current with the latest astronomical discoveries. More than 2,500 De Anza students enroll in astronomy courses (which are presented in the Planetarium dome) every year. Twenty-five percent of the enrolled college students state that their first exposure to astronomy was via a school field trip to the Planetarium when they were children.

To date, funds have been secured to purchase and install the new star projector, a new state-of-the-art 50-foot dome, new seats and carpeting, and an upgrade for some of the lighting, electrical and mechanical infrastructure in the Planetarium dome. Funding sources include: Federal Appropriations dollars, California State Capital Outlay Funds, Measure E Bond Funds and Community Education Program revenues.

The college is actively seeking private and corporate funding to complete the project and replace several major pieces of equipment critical to the daily operation of the Planetarium, including a Full Dome Digital Visualization System, a comprehensive projection system, a sound system and educational lobby exhibits. The purchase and installation of a Full Dome Digital Visualization System will offer a unique educational opportunity for students of all ages to literally fly through seamless virtual worlds exploring everything from DNA creation to the edge of the physical universe.

Student Success and Outcomes

This section includes information on student success and outcomes as measured by course success rates, transfers and degrees obtained. De Anza continues to be a leader in the state in transfer to the University of California and remains above the statewide average in course success rates. The college consistently appears on the Community College Weekly list of top 100 degree-granting community colleges in the country. Unfortunately, the data in this section also paints and uneven picture of student success based on ethnicity. The reasons for this vary, but the college has dedicated itself to closing gaps in student success, and in 2005-2006 joined the Equity for All project. The Equity for All: Institutional Responsibility for Student Success project is a partnership between the Center for Urban Education, the Lumina Foundation for Education, and the Chancellor's Office for California Community Colleges.

Figure 10 Full-Year Transfer Students to UC and CSU Fiscal Years shows the number of students who transferred from De Anza to the University of California and California State University systems as reported by the California Postsecondary Education Commission.

Figure 10
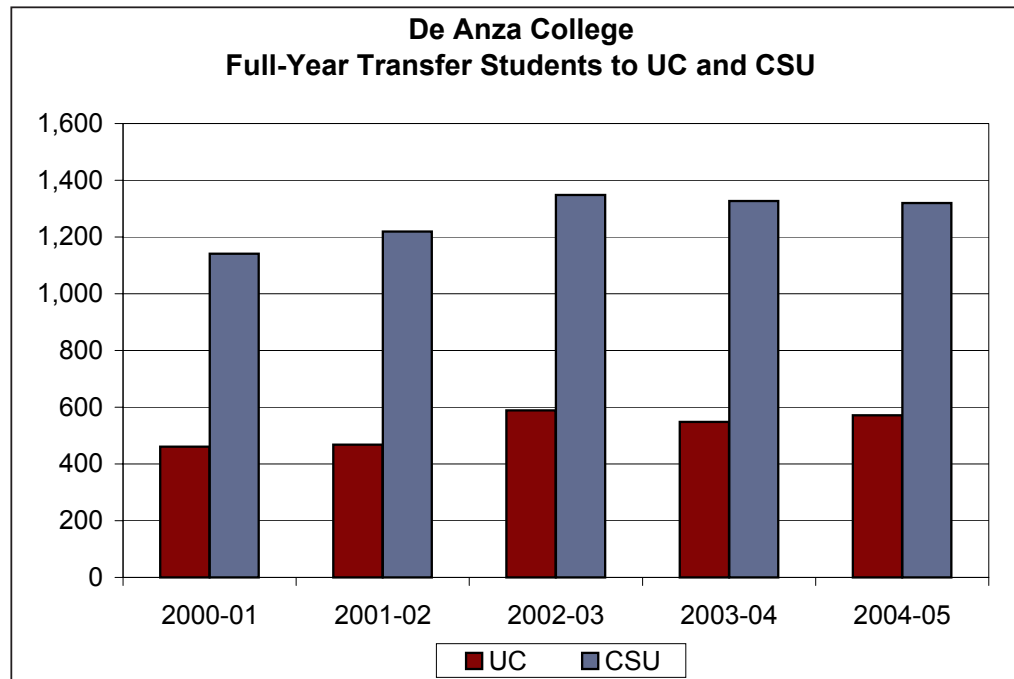
The number of students transferring to CSU remained about the same from 2003-2004 to 2004-2005. Transfers to UC increased by about 4% over the same period. De Anza consistently ranks among the top California community colleges in the number of transfers to CSU and UC. De Anza's top transfer institutions include UC Berkeley, UC Santa Cruz, UC Davis and UC San Diego as well as San Jose State University and San Francisco State University.

Figure 11 Full-Year Student Transfers to University of California (UC) by Ethnicity Fiscal Years and **Figure 12 Full-Year Student Transfers to California State University (CSU)** by Ethnicity Fiscal Years display the number of student transfers by ethnic group over that time period.

Figure 11

De Anza College
Full-Year Transfers to UC by Ethnicity

Figure 12

De Anza College
Full-Year Transfers to CSU by Ethnicity
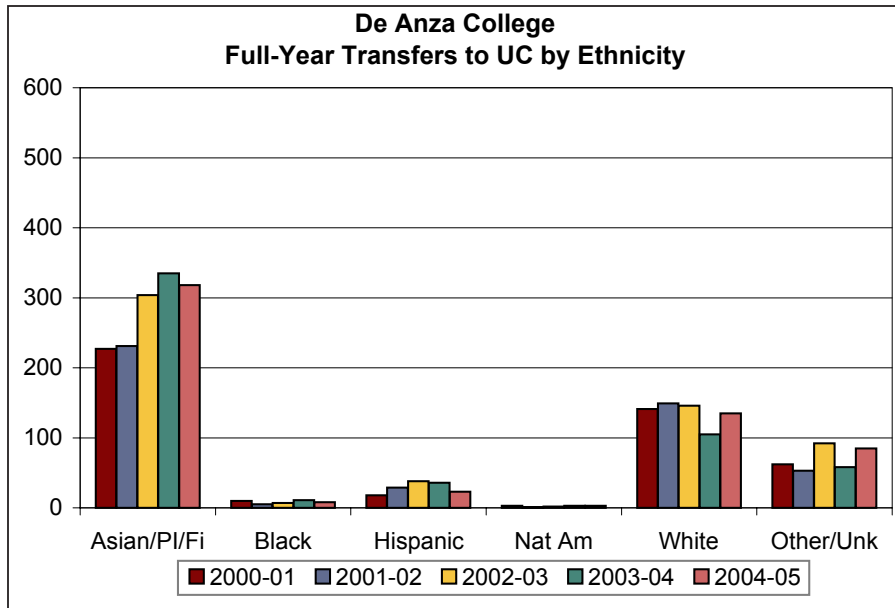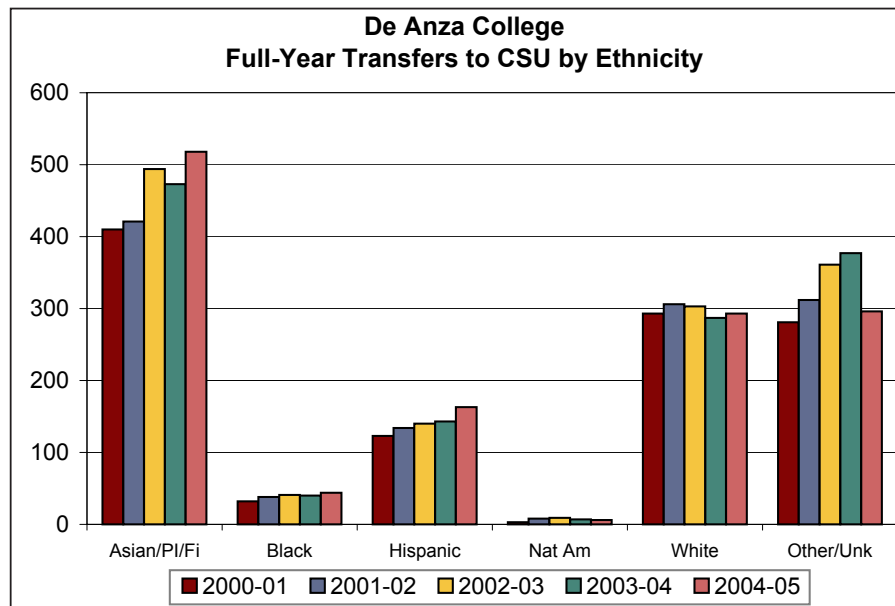
As depicted in Figures 11 and 12, the Asian ethnic group has the largest number of transfers to the University of California and California State University.

Figure 13 Associate Degrees and Certificates Awarded Fiscal Years shows the total number of associate degrees and certificates (all types) awarded to students over the period.

Figure 13
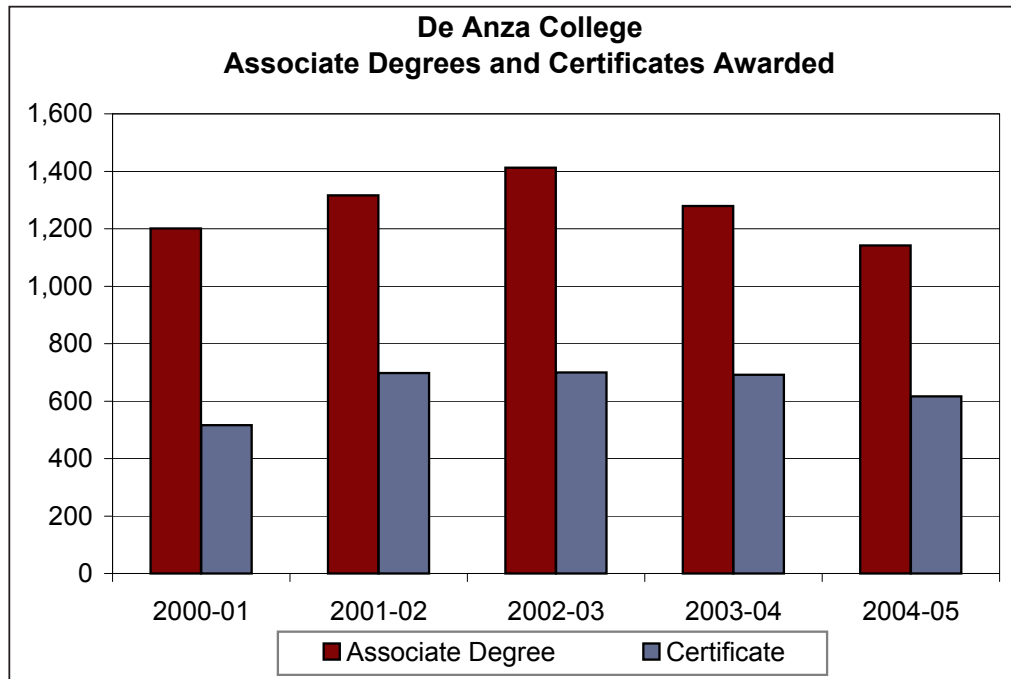
In 2004-2005 De Anza awarded 1,759 degrees and certificates compared with 1,971 in 2003-2004, an 11% decrease. It should be noted that, in general, there is an ebb and flow in the number of awards that mirrors the ebb and flow of total headcount enrollments with about a four-year lag. Hence, enrollment may be increasing but awards decreasing because of a dip in enrollment three or four years prior.

As outlined on Figure 14 on the next page, De Anza offers a variety of academic and career programs leading to an associate degree or certificate. Associate degree programs require a minimum of 90 quarter units and two academic years of full-time study. Certificates of completion (11 units or fewer), certificates of achievement (12-26 units), and/or certificates of proficiency (27-45 units) are awarded upon the satisfactory completion of specific program requirements that generally require fewer than two years of full-time study.

Figure 14

De Anza College Associate Degree and Certificate Programs
2005-2006

| Program	AA/AS Degree 90+ units	Cert. of Proficiency 27-45 units	Cert. of Achievement 12-26 units	Cert. of Completion 4-11 units
Accounting			◆	
Bookkeeping			◆	◆
Certified Tax Practitioner		◆		
Practice Emphasis	◆	◆		
Taxation Emphasis	◆	◆		
Administration of Justice				
Corrections/Probation	◆			
Law Enforcement	◆			
Private Security	◆	◆	◆	
Administrative Asst/Office Technology	◆	◆	◆	◆
Art				
Art History Option	◆	◆	◆	
Ceramics Option	◆	◆	◆	
Museum Studies			◆	
Painting Option	◆	◆	◆	
Sculpture Option	◆	◆	◆	
Automotive Technician (Evening)				
Auto Air Conditioning				◆
Inspection and Maintenance				◆
Auto Machining Technology	◆	◆	◆	
Auto Engine Repair Technology	◆	◆	◆	
Auto Engine Performance	◆	◆	◆	
Advanced Engine Performance	◆	◆	◆	
Auto Chassis Technology	◆	◆	◆	
Auto Powertrain Technology	◆	◆	◆	
Automotive Technology (Day)				
Auto Machining and Engine Repair	◆	◆		
Auto Engine Performance	◆	◆		
Auto Chassis & Powertrain	◆	◆		
Biological Sciences	◆			
Business Administration	◆		◆	◆
Entrepreneurship			◆	
Business Software Applications	◆	◆	◆	◆
Child Development	◆	◆	◆	
Infant and Toddler Development				◆
School-Aged Child				◆
Home-Based Child Care				◆
Child Development Center Admin				◆
Early Intervention/Special Ed Assist		◆		
Computer Aided Design (CAD) (Mechanical)		◆	◆	
AutoDesk			◆	
Pro/ENGINEER			◆	
SolidWORKS			◆	
Computer Information Systems				
Computer Systems Security				
Comp Crime Investigation (Forensics)			◆	
Home/Small Business Comp Security			◆	
Enterprise Security Professional			◆	
Database Design for Developers			◆	
Network Design and Administration	◆	◆	◆	
Network Programming	◆	◆	◆	
Programming				
Programming in C, JAVA, and PERL			◆	
Visual Basic Programming			◆	
Web Development			◆	
UNIX Operating System			◆	
Business and Systems Programming	◆	◆		
Systems Support Services/Technical Support				
Help Desk			◆	
System Support Services	◆	◆		
Windows Administration				
Windows 2000 and 2003 Tech Support			◆	
Electronic Publishing			◆	
Environmental Studies	◆			
Biodiversity Specialist	◆	◆	◆	◆
Energy Management and Climate Policy	◆	◆	◆	◆
Environmental Compliance	◆	◆	◆	◆
Environmental Stewardship	◆			
Film	◆			
Film/TV Production: Animation Emphasis	◆	◆	◆	
Animation			◆	
Animation History and Criticism			◆	
Computer Animation		◆		
Film/TV Production: TV Emphasis	◆	◆	◆	
Global Studies	◆	◆	◆	
Graphic Design and Interactive Design	◆	◆	◆	
Health Technologies				
Medical Assisting	◆	◆		
Business Office Clerk			◆	
Insurance and Coding			◆	
Lab Assisting			◆	
Medical File Clerk			◆	
Medical Reception			◆	
Medical Records Clerk			◆	
Medical Transcription			◆	
Phlebotomy Tech I			◆	
Medical Secretary		◆		
Intercultural Studies	◆	◆	◆	
Internet Literacy & Research				◆
Legal Reception			◆	
Liberal Arts	◆			
Management				◆
Manufacturing and CNC				
CNC Machine Operator			◆	
Manufacturing Systems Technician			◆	
Programming CNC - CAD/CAM			◆	
CNC Machinist		◆		
CNC Research and Development Machinist	◆	◆		
Product Model Making	◆	◆		
Marketing Management	◆	◆	◆	
Massage Therapy	◆	◆	◆	
Medical Laboratory Technology (MLT)	◆	◆		
Music	◆			
Nursing Programs				
LVN Transition to RN	◆			
Registered Nurse (RN)	◆			
Office Assistant (Levels 1, 2 and 3)				◆
Office Technology				
Data Entry, File, and Word Processing Clerk				◆
Computer Literacy				◆
Workplace Communication				◆
Paralegal Studies	◆	◆		
Personal Fitness Trainer				◆
Photographic Arts	◆			
Professional Photography	◆		◆	◆
Digital Photography	◆			
Real Estate	◆	◆		
Speech Communication	◆		◆	
Business Skills			◆	
Culture			◆	
Human Relations			◆	
Performance Studies			◆	
Speaking and Listening for ESL Students			◆	
Team Building Skills			◆	
Technical Writing	◆			
University Transfer Studies	◆			

Source: De Anza College Marketing Office, April 2006

Figure 15 Associate Degrees Awarded by Ethnicity Fiscal Years and **Figure 16 Certificates Awarded by Ethnicity Fiscal Years** provide longitudinal data to track the number of students who received degrees and certificates by ethnic group. Since the total number of degrees awarded dropped from 2003-2004 to 2004-2005, the ethnic makeup of associate degree recipients in 2004-2005 changed only slightly and was similar to the ethnic makeup of the overall college enrollment.

Figure 15
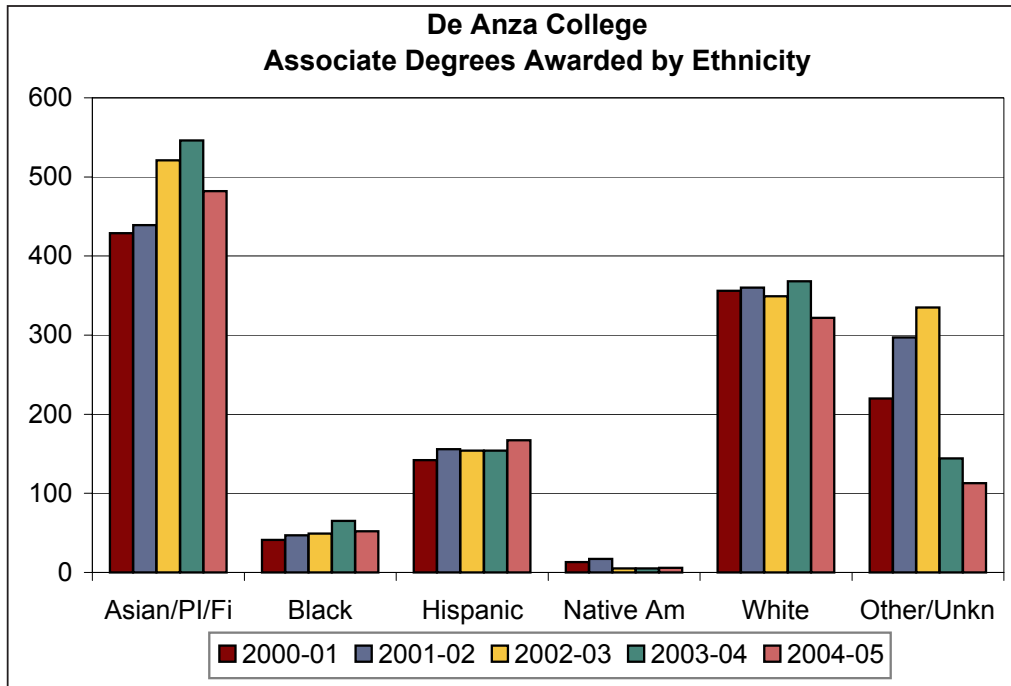
During this period, the proportion of associate degrees earned by Hispanic students remained stable, with Asian and White students posting a slight decrease in share from 2003-2004 to 2004-2005. It is important to note that the percentage of degrees earned by students listed as "Other" in Figure 15 (which includes "Decline to State") makes up about 10% of recipients.

As noted in **Figure 16, Certificates Awarded by Ethnicity,** similar patterns exist with regard to certificates awarded in Asian and Other/Unkn ethnic categories. The percentage of White students receiving a certificate is higher than the percentage receiving a degree.

Figure 16
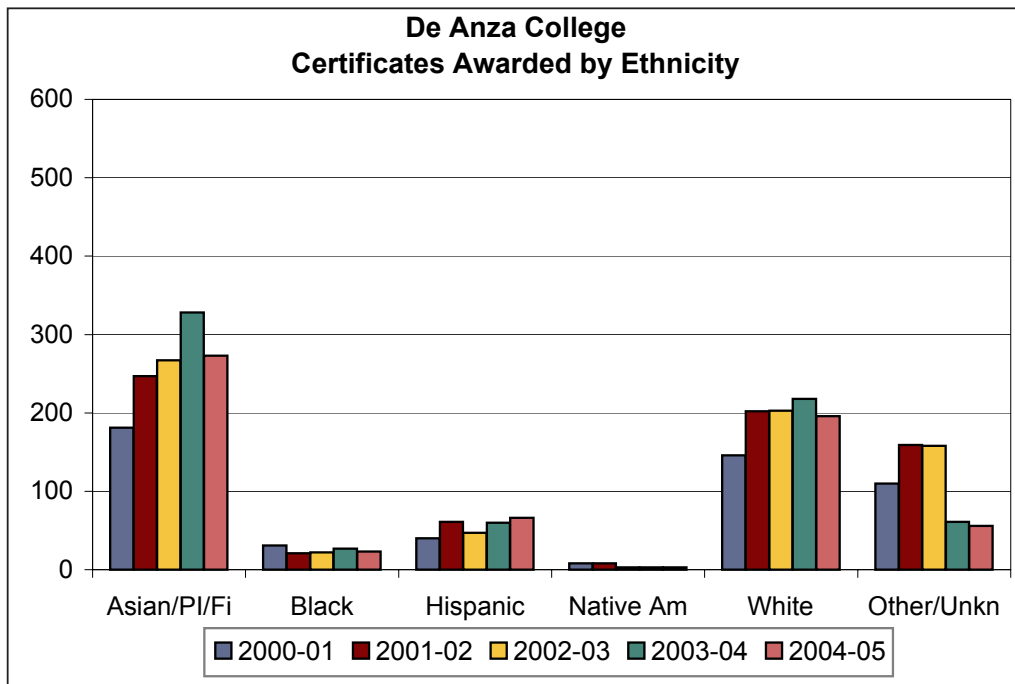
De Anza College
Certificates Awarded by Ethnicity

The ethnicity of students receiving degrees and certificates more closely matches the overall college population than it does for students transferring to the University of California or the California State University.
Student Retention and Persistence from a College-wide Perspective

Figure 17 Course Success and Retention Rates Compared to Statewide Average Fall shows De Anza's student retention and success rates compared to the aggregate retention and success rates of all California community colleges. The calculation includes all graded courses over four quarters. Success is defined as the percentage of students at the end of the term who received a grade of A, B, C or P. Retention is the percentage of students at the end of term who received a grade other than W (which includes an A, B, C, F or P). The gap between Success and Retention is the percentage of students who do not succeed (D, F or NP grades).

Figure 17
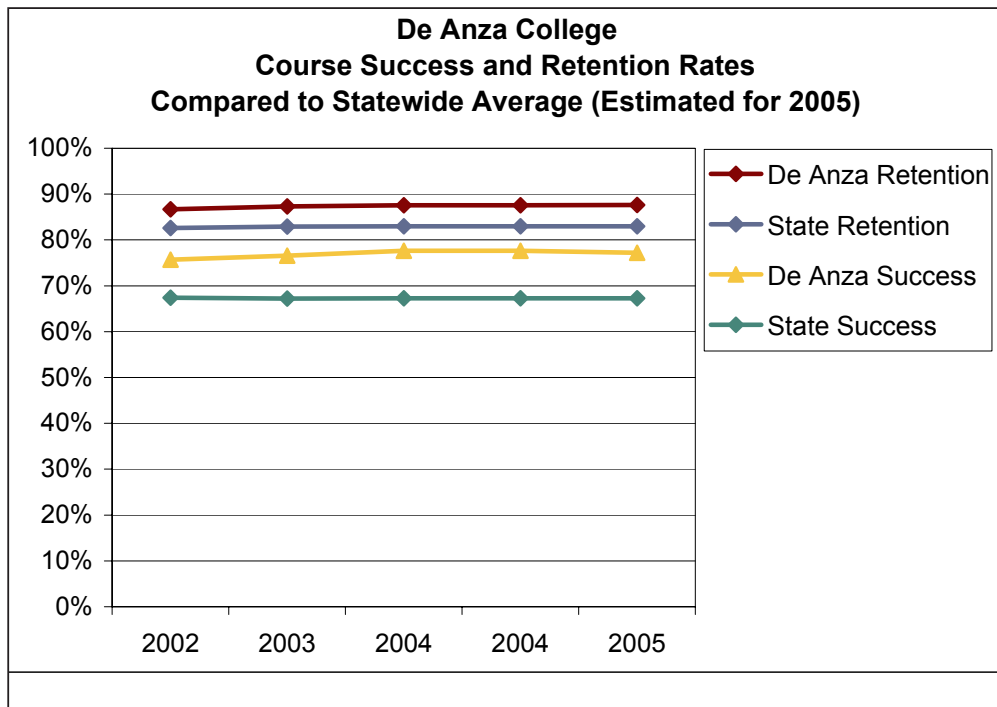
De Anza's retention rate is 88% while the statewide retention rate is 83%. The overall college success rate is 77% while the statewide success rate is 67%. De Anza exceeds the statewide average on both counts, success and retention, and has done so for many years.

Figure 18 2004-2005 Course Success and Retention Rates by Division shows a very high retention and success rate for many divisions of the college.

Figure 18

De Anza College
2004-05 Course Success and Retention Rates by Division
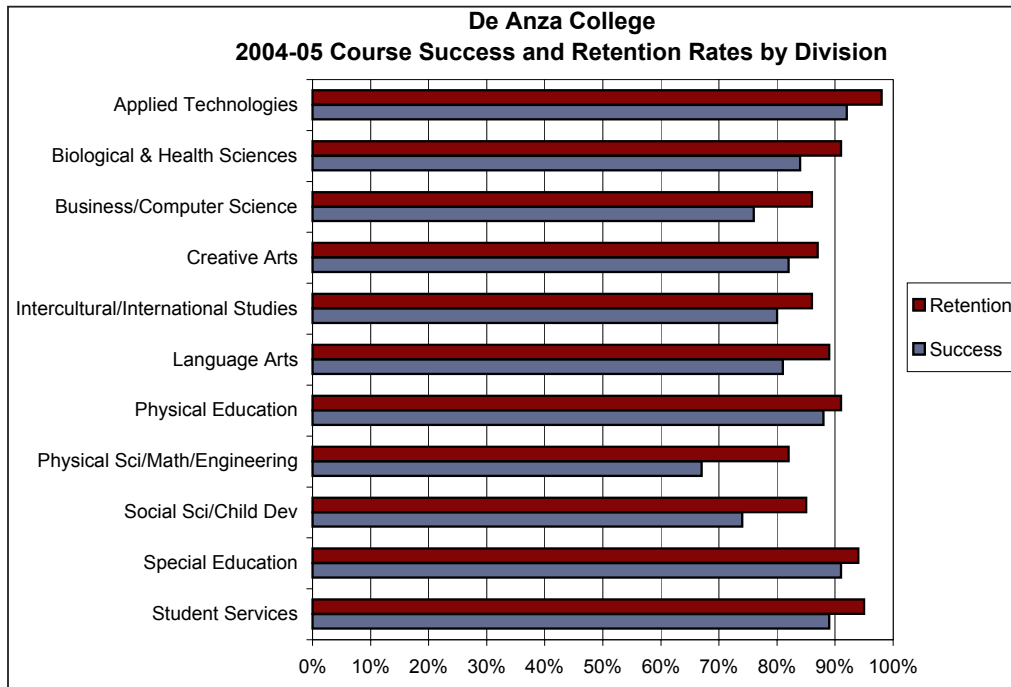
Significant curricular and programmatic efforts are being made in divisions where the gap between retention and success is wider to understand the reasons for these gaps and implement methods to improve student outcomes. We are particularly focused on developing programs in mathematics, which will better support students in successfully completing their programs. We have been encouraged by the results of a pilot program in EnableMath, sponsored by Noel-Levitz, an enrollment management consulting company. EnableMath utilizes new technologies in tracking the factors of student success in math, thus facilitating early intervention to support at-risk students.

Figure 19 Course Success Rates by Ethnicity shows a slight improvement in course success for all groups over that time period. This chart separates the Filipino and Pacific Islanders from Asian to highlight the diversity found within these ethnic groupings.

Figure 19

De Anza College
Course Success Rates by Ethnicity

Legend: 2000-01, 2001-02, 2002-03, 2003-04, 2004-05
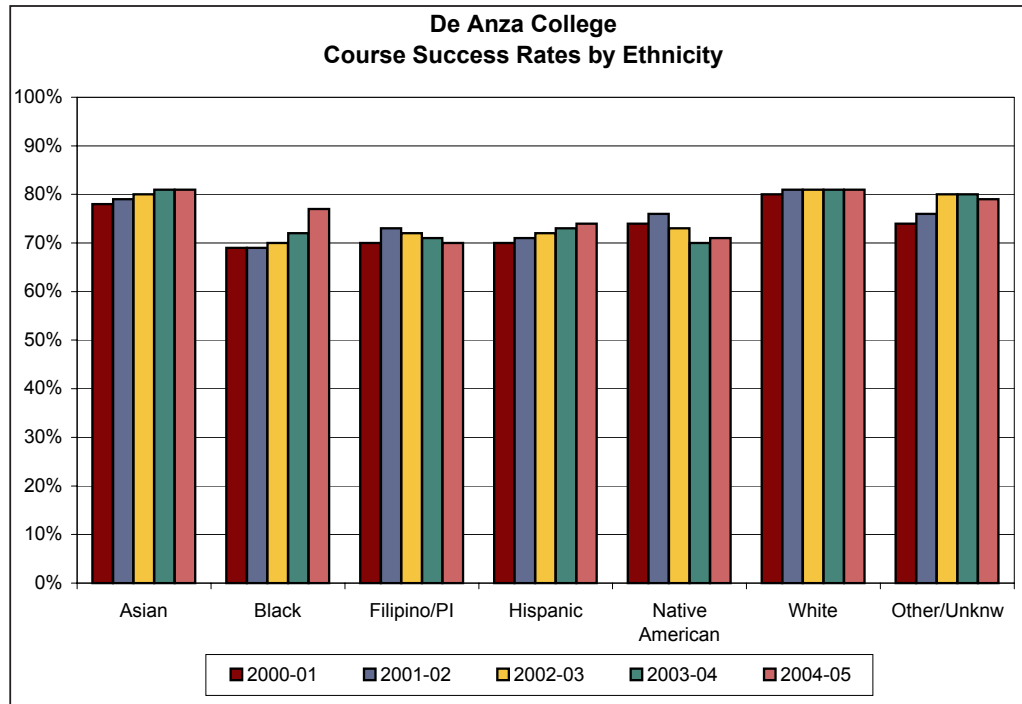
The number of course enrollments for the Other/Unknown category is about the same as the combined total of Black, Filipino/Pacific Islanders, Hispanic, and Native American categories (about 25%). The Asian, White and Other/Unknown groups have similar success rates, while the rates for Black, Filipino/Pacific Islanders and Hispanics have been 5-10 percentage points lower. In 2004-2005 the success rates for Black students increased to 77% from 72% the previous year. The college continues to pursue the goal of student equity defined as having no more than 5 percentage points difference in the success rate between any ethnic groups.

Retention and Persistence of Students in Developmental (Basic Skills) English and Mathematics Courses

Improving course retention and success and persistence from term to term of students with developmental learning needs is a goal and continued area of emphasis for college faculty and staff. Two divisions have the primary responsibility for enabling developmental learning for these students: Language Arts, and Physical Sciences, Mathematics and Engineering. Supported by a variety of special programs, including College Readiness, Tutorial and Skills, Counseling and Advising, and programs for special populations such as Extended Opportunity Programs and Services, Disabled Student Services, Puente and CalWorks, these divisions and programs are working together to improve student outcomes in basic skills courses leading to college-level proficiencies. For example, De Anza's Readiness Program is unique in Silicon Valley. The co-requisite courses, supported by the Skills and Tutorial Program, aid students in moving to a standard so that they successfully complete English 1A – Composition and Reading (EWRT001A) and other college level courses in the curriculum.

New curricula, instructional delivery options, improving the schedule and sequence of classes, linking developmental education and vocational classes through interdisciplinary studies and collaborative learning methods, and increasing access to special programs to meet students' particular needs are some of the essential ways in which we are addressing the opportunity to improve the retention, success and persistence of students with developmental learning needs.

Figure 20 displays the overall success rate of students in Basic Skills courses for the past five years according to the Partnership for Excellence reports published by the State Chancellor's Office. Basic Skills courses are English and mathematics courses that are below college level and do not count toward a degree. Reading and writing (LART) courses are also included in this group of basic skills courses.

Figure 20

De Anza College
Percent Successful in Basic Skills Courses

Year	Percent
00-01	72.8%
01-02	68.7%
02-03	71.4%
03-04	72.7%
04-05	74.7%
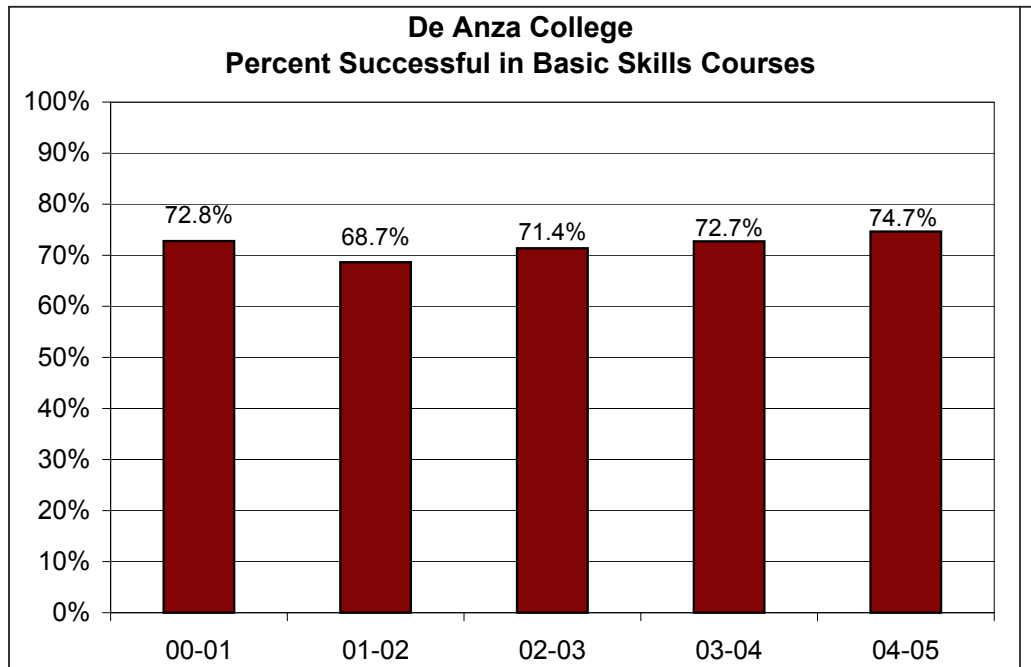
De Anza's Basic Skills course success rate (the percent of students receiving an A, B, C, or P grade) was 74.7% in 2004-2005. This compares to a college rate of about 77% for all courses (including basic skills). We will continue our efforts to increase student success in the years ahead through a variety of approaches.

Persistence in Math and English Writing Basic Skills Courses

Figures 21, 22 and 23 track the progress of cohorts of students in English writing (EWRT and LART) and mathematics (MATH) through a sequence of courses. These charts examine the percent of students who attempt and complete their first course and subsequent courses in the particular basic skill sequence or pathway. In this report, we examine only one possible path in each area, selecting the sequence with the largest number of students. Research on other sequences or pathways is available. These tracking charts help us to understand whether we have improved the percentage of students successfully completing these important sequences as a result of our programmatic efforts.

Each cohort is tracked for 16 quarters except the most recent cohort, which is tracked for 15 quarters after entry. The first course in the sequence is the first of that area taken by the student after entering as a new student in the indicated cohort year. The start and success rates reflect whether a student ever attempted the course and succeeded in the course with a grade of A, B, C, or P. If a student repeated a course, only one attempt is counted as a start. A success on any attempt is counted once in the success rate. Thus, these sequence rates differ from course success rates, which include all attempts and all success or non-success results.

Persistence to College Level in English Writing Courses (EWRT)

Figure 21 Cohorts of New Entering Students Tracked from EWRT100B thru EWRT 1A to EWRT 1B or 2 shows five cohorts of students whose first English course was EWRT100B (Preparatory Reading and Writing Skills) and the percent of those cohorts who attempt and successfully complete the higher-level courses of EWRT001A (Composition and Reading) and then EWRT001B (Reading, Writing, Research), or EWRT002 (Critical Reading, Writing and Thinking). About 1,500 students in each cohort of new students start their English studies with EWRT100B.

Figure 21

De Anza College
Cohorts of New Entering Students
Tracked from EWRT 100B thru EWRT 1A to EWRT 1B or 2
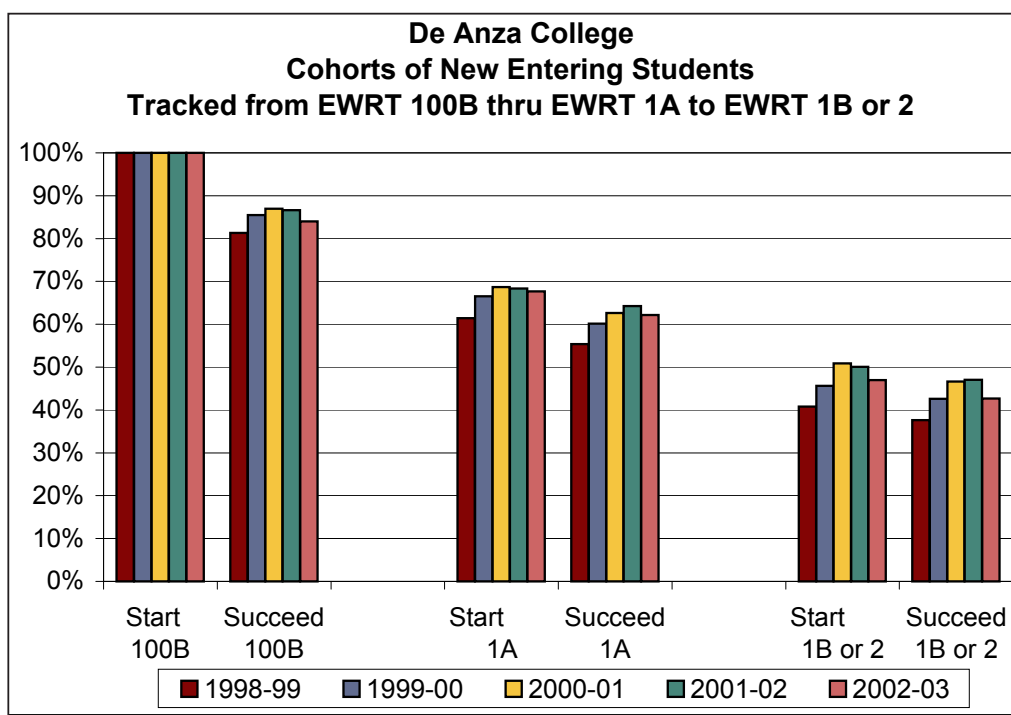
By definition, 100% of each cohort starts the first course in the sequence, but not all students in the cohort successfully complete the course. The success rate in EWRT100B was about 85% for the five cohorts included in Figure 21. Of the students starting with EWRT100B, about 68% attempted the next course, EWRT001A. The percentage of the initial EWRT100B cohorts successfully completing EWRT001A is about 60%. In other words, for every 100 students initially attempting EWRT100B, about 60 successfully complete EWRT001A within the tracking period of four years. For the 2002-2003 cohort of students, for every 100 students initially starting with EWRT100B, about 47% attempted EWRT001B or EWRT002 and about 43% successfully complete EWRT001B or EWRT002. It should be noted that the success rate for each course is about 85%, for example about 85% of the students in the cohorts included in Figure 21 who attempt EWRT001A, are successful in EWRT001A.

The Language Arts Division is focused on every level of student success. In this endeavor, both coursework and support services are geared toward student needs from the most basic developmental level all the way through transfer and beyond. The division is in the process of uniting more than a dozen programs into a new Student Success Center, whose mission is to help all students – but especially those at the developmental level – improve their persistence and success rates. Some recent successes in better serving students include the following:

Innovative Leadership – A faculty member has been recruited to provide full-time leadership for the newly formed Student Success Center. Since September of 2005, this director has been leading the faculty and staff to refocus on student learning and retention. In addition, the new director has initiated new programs, secured funding for staff development, hired new staff members, secured additional grant funding and helped create a unified mission for the Student Success Center.

A New Writing and Reading Center – Staffed by volunteer faculty, trained peer tutors and teaching assistants, this new program is on track to serve 6,000 students in its first year of operation. Students from across the campus benefit from free faculty-led weekly workshops, drop-in tutoring and structured learning plans. Plans are in place for flexible, credit-bearing courses, both online and in person. In addition, we are instituting a Writing Across the Curriculum committee, poetry slams and author visits.

A Reinvigorated Developmental Task Force – With support from a grant, this task force held a successful retreat that attracted staff and faculty from across campus. The task force is now creating a clear and comprehensive faculty guide to all academic support and student services.

Modern Assessment Devices – The English Writing Readiness Lab has replaced outdated tests with a modern portfolio assessment device. Similarly, the ESL Readiness Lab is implementing a portfolio evaluation for its main courses. Finally, in conjunction with the Reading Department's focus on developing reading skills across academic disciplines, a new curriculum with modern evaluation techniques is being created for the READ Readiness program.

Academic and Intercultural Support – The Pitch and Cathy Johnson Listening and Speaking Laboratory in the Advanced Technology Center has grown in popularity. Thousands of students are now participating in a variety of exciting online and face-to-face programs. ESL students are learning vocabulary, idioms and other valuable academic and interpersonal competency.

Cross Cultural Partners and Language Exchange programs – Hundreds of students from around the world develop self-confidence, improve their language proficiency and heighten their understanding of people from different backgrounds in these programs.

Communication Across the Curriculum Program – CACP is now teaching ESL classes for child care workers with content specific vocabulary geared to the profession, and a similar program is being taught for the health sciences programs under a joint OTI/CACP grant from the California Wellness Foundation.With additional funding, the Tutorial and Academic Skills Center is providing additional individual and group assistance to students from a dozen departments across campus, helping ensure success in math, reading, sciences, writing, ESL and foreign languages. All these programs are in addition to helping developmental level students with basic study skills and time management techniques.

In recent years the Language Arts Division has expanded the LART program, courses that involve teaching reading and writing simultaneously. The LART courses are not included in the data for Figure 21 but are treated separately in Figure 22. In the last few years, three LART 100 classes have been offered each quarter. These LART classes combine reading and writing instruction, providing students more integrated skill building and the advantage of building more lasting relationships that have a bonding effect, which can better students' persistence. Some of the LART classes have been augmented with counselor support, again increasing the students' commitment to persist. Figure 22 tracks the most recent cohort of students from LART100 through to EWRT001B or EWRT002. For the 2002-2003 cohort of students, success and persistence rates in LART were slightly higher than for EWRT. For students starting in LART100, about 57% ultimately succeeded in EWRT001B or EWRT002; this compares with about 43% for the EWRT sequence noted in Figure 21.

Figure 22

De Anza College
Cohorts of New Entering Students
Tracked from LART 100 thru EWRT 1A to EWRT 1B or 2
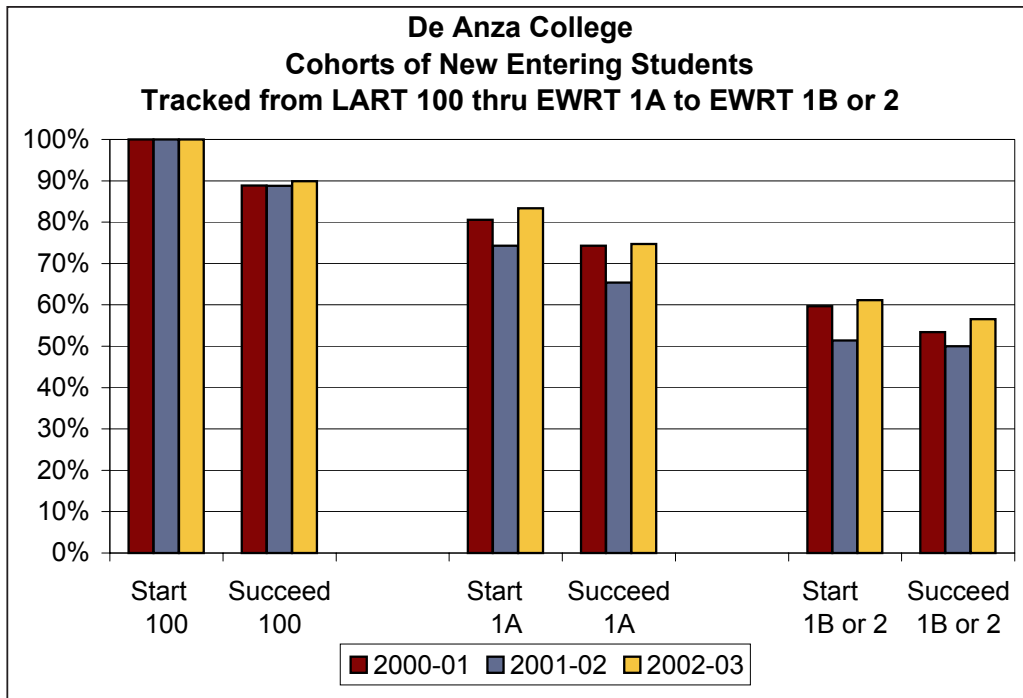
Persistence to College Level in Mathematics Courses (MATH)

Figure 23 Cohorts of New Entering Students Tracked from Math 101 thru Math 105 to Math > 105 shows cohorts starting with Math 101, Elementary Algebra. Over these five cohorts, an average of about 1,000 students start math with Math 101. This figure reveals that about 73% of the 2002-2003 cohort, starting math at this level, two levels below college level, eventually completed their first course, elementary algebra, successfully.

Figure 23

De Anza College
Cohorts of New Entering Students
Tracked from Math 101 thru Math 105 to Math > 105
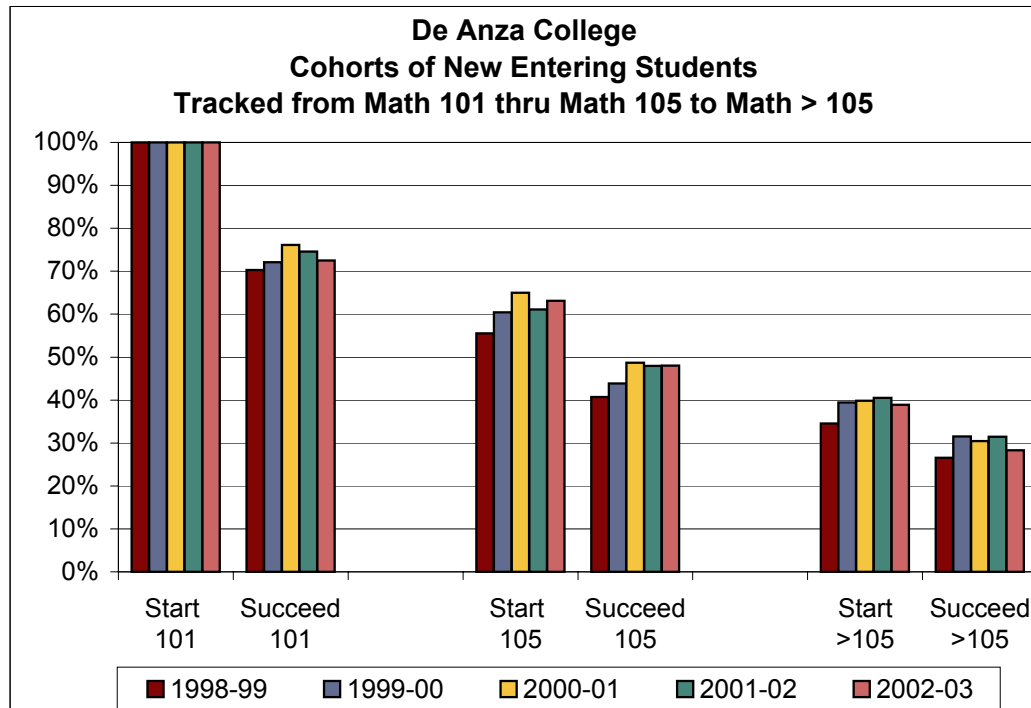
About 63% of the 2002-2003 cohort went on to the next course, Math 105, Intermediate Algebra (prior to fall 2001 students were not required to take Math 105 to obtain a De Anza degree), and about 46% of those starting this sequence complete this second course successfully. About 39% of the 2002-2003 cohort attempted a college-level math course such as Math 51, Trigonometry, or Math 10 Elementary Statistics and Probability.

The Math Department has restructured the curriculum taught in Math 200, 101 and 105. The new sequence of Math 210, 112 and 114 started in summer of 2004. The new courses approach the content from four perspectives: the analytical, the graphical, the numerical and the verbal. The old method emphasized the analytical only. The department has attempted to unify the content around the concept of functions with an emphasis on modeling.

In winter quarter 2006 the Math and Science Tutorial Center opened in its new location in S43. This newly remodeled space includes a large open space surrounded by general student study rooms, a dedicated space for the Math Performance Success (MPS) students, and offices for the counselors associated with the MPS program and DEEP (Developing Effective Engineering Pathways). The center is very popular with students and faculty, many of whom hold their office hours in the center. There was an increase in applications for tutoring help received for winter quarter 2006 (783) compared to winter quarter 2005 (496). Fall quarter 2005 had 608, and fall is usually the biggest quarter, so it appears that the space and visibility has made a difference.

In an effort to achieve sustained improvements in the success and retention of students in the developmental math courses, Math 210, 112, and 114, the math department embarked on a two year pilot project, EnableMath. This project is a collaboration of De Anza College, Enablearning (an education technology company) and Noel-Levitz, an enrollment management consulting company. Students enrolled in the EnableMath sections use a Web-based adaptive, mastery-based homework system. These students also complete a "College Student Inventory" and have an opportunity to go over the results with one of the counselors working with the Math Department. The math instructors and the counselors work as a team in this data-driven, personalized success retention program. De Anza's institutional researcher, Andrew LaManque, is also participating in this project. Our results thus far are promising.

Student Success by Categorical Program

Another important way to examine student outcomes is the extent to which special categorical programs assist students in meeting their educational goals. As a reminder, success is defined as earning a C or higher in a course. Categorical programs play a major role in supporting students in their instructional programs to achieve retention, persistence and success.

Figure 24 Course Success Rates in Categorical Programs shows that over a five-year period the annual success rates of students in categorical programs mirror the All College norm and in many cases exceed the statewide success rates as shown previously, except for students in GAIN/CalWorks, who often need refreshers on basic study skills to be successful.

Figure 24

De Anza College
Course Success Rates in Categorical Programs
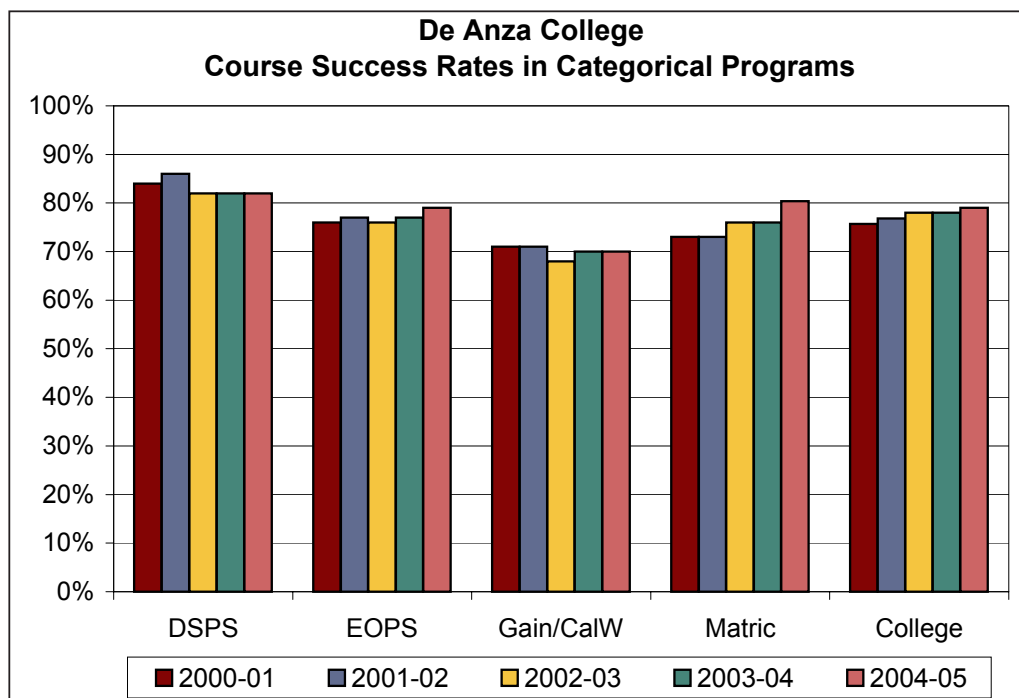
Faculty and Staff Development

This section provides information on staffing levels and training opportunities of De Anza's faculty, staff and administrators. Adhering to high standards and providing excellent instruction and services depend upon the expertise, continuous professional development, and commitment of employees who are dedicated to the success of every student. In general, the high performance of students is related to the high expectations of them, which are set by the college's faculty, staff and administration.

Figure 25 Headcount Employees by Job Group, Fall Quarter shows the changes in staffing patterns of the college over the past several years. This figure tracks people employed as of October 31 each year in each assignment. For 2005, the increase in Classified positions is due primarily to the conversion of temporary employees to part-time staff in the Readiness Lab.

Figure 25

De Anza College
Headcount Employees by Job Group, Fall Quarter
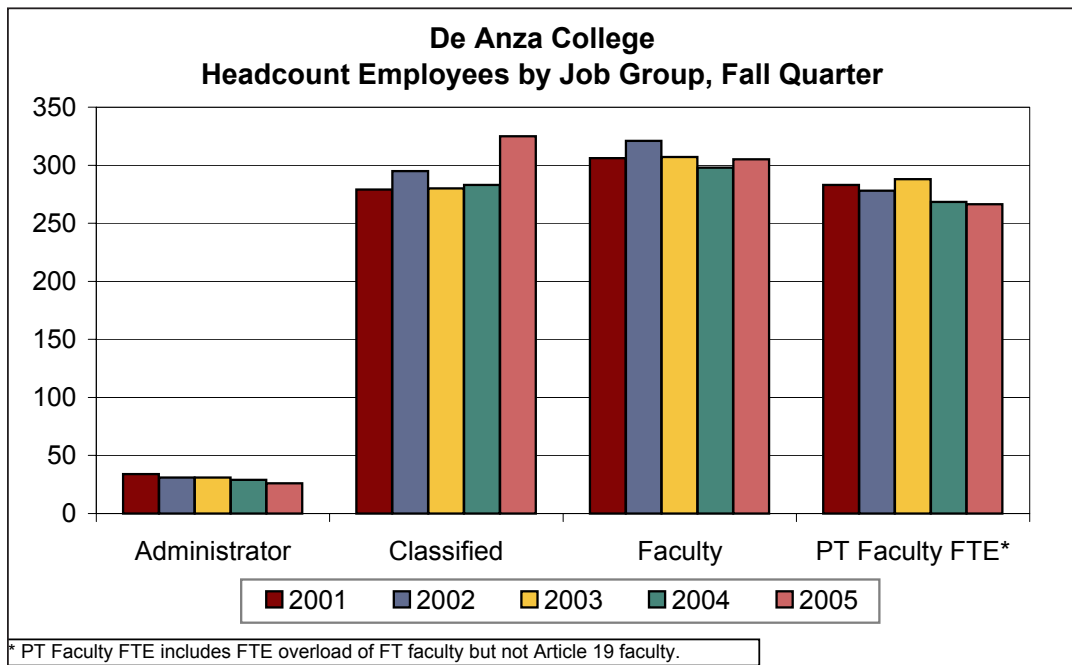
* PT Faculty FTE includes FTE overload of FT faculty but not Article 19 faculty.

Figure 26 Staff Development Workshop Attendance shows the number of faculty and staff taking advantage of ongoing classes, programs, workshops and peer support groups offered by the Staff and Organizational Development Office.

Figure 26

De Anza College
Staff Development Workshop Attendance
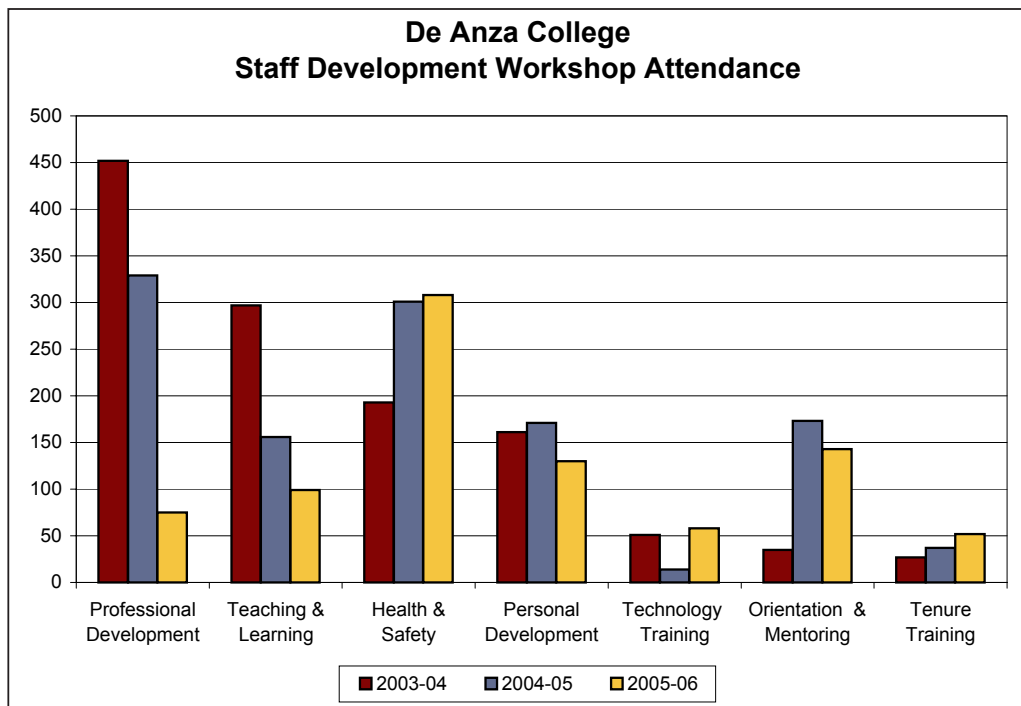
As depicted in Figure 26, the largest attendance at staff development activities is in health and safety, and orientation and mentoring workshops. For 2005-2006, the Staff Development Office continued to operate with no state categorical funding for staff development programs and a significantly reduced operations budget. The greatest impact of these losses has been in the reduction in the number of workshops in technology training, and the Instructional Skills Workshop and the loss of Staff Revitalization funding for classified staff and managers. In spite of this situation, the Staff Development Office has continued to offer programs such as Professional Development Seminars for all district part-time faculty members, and a new First Year Experience Program for new classified staff and tenure-track faculty. It should be noted that the apparent decrease in attendance in the Professional Development category is due to the fact that this year there has not been any big campus-wide project such as Respect in the Workplace. An All-Classified Retreat is scheduled to occur after the publication of this report and will generate a large attendance.

Staff Development has strengthened its role in providing organizational support through:

- Transition Team activities that assist with classified staff transfers to new positions, by facilitating the transition between the new manager and the affected staff, and evaluating training needs to create a training plan;

- providing ongoing faculty development opportunities and support for the Learning in Communities (LinC) program;

- working with departments to facilitate a multi-step process for achieving workload adjustments and reorganization;

- working with the classified staff bargaining units to put conference and travel funding and award system in place in lieu of the discontinued state funding;

- updating and offering workshops in basic workstation ergonomics to help the college minimize workstation-related injuries and improve office environments.

Staff Development is restructuring its efforts to strengthen professional development opportunities for faculty and classified staff, including the development of a series of Instructional Skills modules for full-time faculty and programs aimed at helping new faculty and staff. Continuous staff development provides opportunities for engagement with colleagues, pursuit of scholarly interests, and training in using pedagogies that promote the success and retention of the college's diverse student body.

Fiscal Resources

This section measures the financial health of the college and student access through planned growth strategies in several ways. In order for De Anza to provide quality programs and services, an appropriate level of funding is necessary. Funding from the State of California is based largely on the number of full-time equivalent students (FTES) up to an annual enrollment cap (or ceiling). Productivity, or efficiency, is a function of average class size measured by the Weekly Student Contact Hours (WSCH) per full-time equivalent faculty (FTEF).

Enrollment and Productivity

Figure 27 Total Fiscal Year Full-time Equivalent Students (FTES) shows a trend of the college's FTES enrollment. De Anza FTES enrollment is projected to increase slightly from 2004-2005 to 2005-2006.

Figure 27
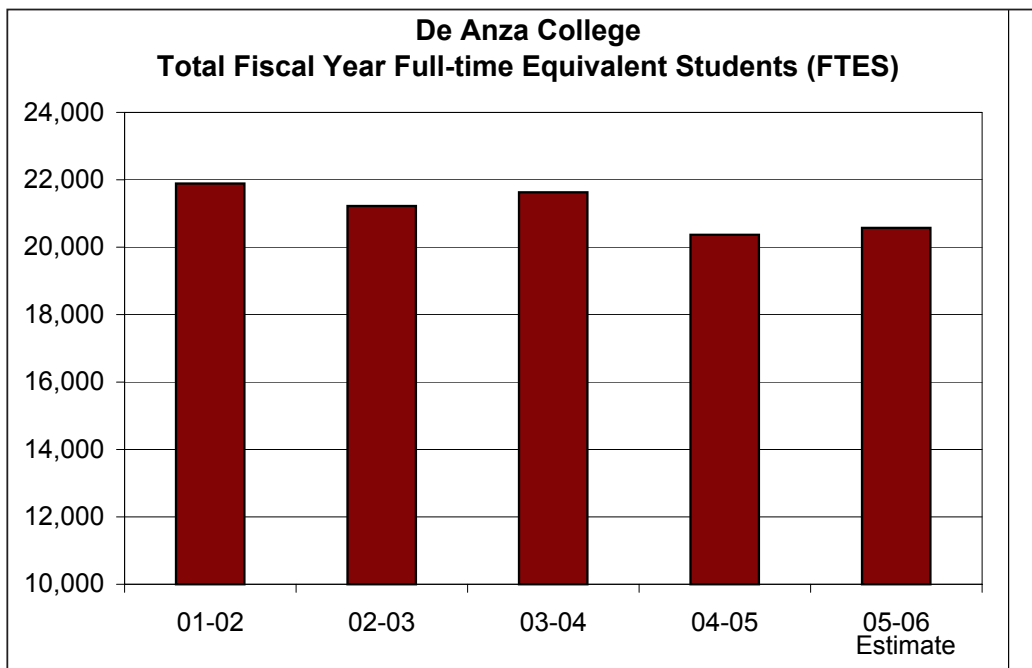
The section includes information on trends related to college funding. The information enhances the data provided in the enrollment section by looking at it from the funding perspective. From this perspective, the college continues to maintain its base funding FTES with high levels of productivity. Unfortunately, at this point B budgets remain at extremely low levels.

Figure 28 WSCH and Budget Productivity Trends displays trends in college instructional offerings and the efficiency with which we serve our students.

Figure 28
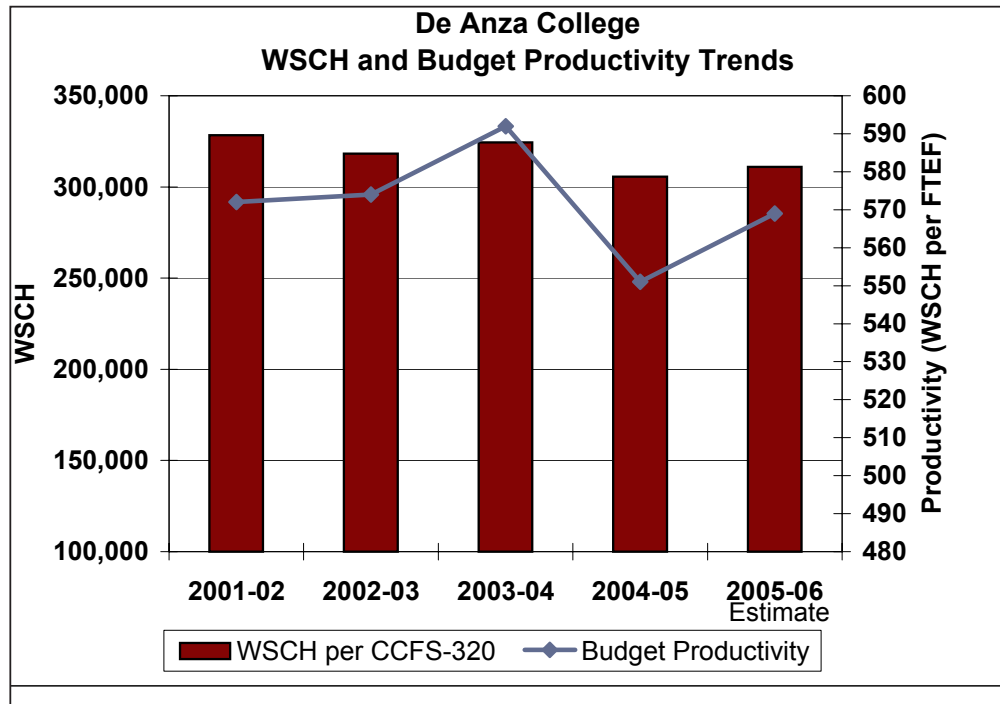
Source: WSCH Official final CCFS-320 reports of FTES.

The Office of Instruction undertook major planning efforts during 2005-2006 beginning with the adoption of three goals for a five-year master plan:

1. Increase the enrollment and success of underrepresented students
2. Increase the enrollment and success of lifelong learners
3. Improve student learning through the use of technology

Fall 2005 was spent writing detailed program review documents at the departmental level that described the strategies for achieving those goals as well as requests for the requisite resources. The program reviews serve to inform various short-term and long-term planning efforts at the college and district level such as allocation of two-year funding for growth initiatives, strategic planning, facilities master planning and anticipation of a $490,800,000 bond draw.

The accreditation site visit in October 2005 was a highly positive experience. The team report underscored the self-acknowledged need for structured dialogue and action regarding student learning outcomes. The Curriculum Committee and the Academic Senate have taken responsibility as the lead entities in accomplishing progress in this area. The team report also included a commendation for the efforts that resulted in 900 course revisions in 2004-2005 pursuant to the Curriculum Committee policy that no course outline be older than five years.

As depicted in **Figure 29 Beginning (Original) Opertating - B Budget per FTES**, at the same time new buildings are coming on line the college is faced with a reduction in the dollars needed to help maintain the facilities.

Figure 29
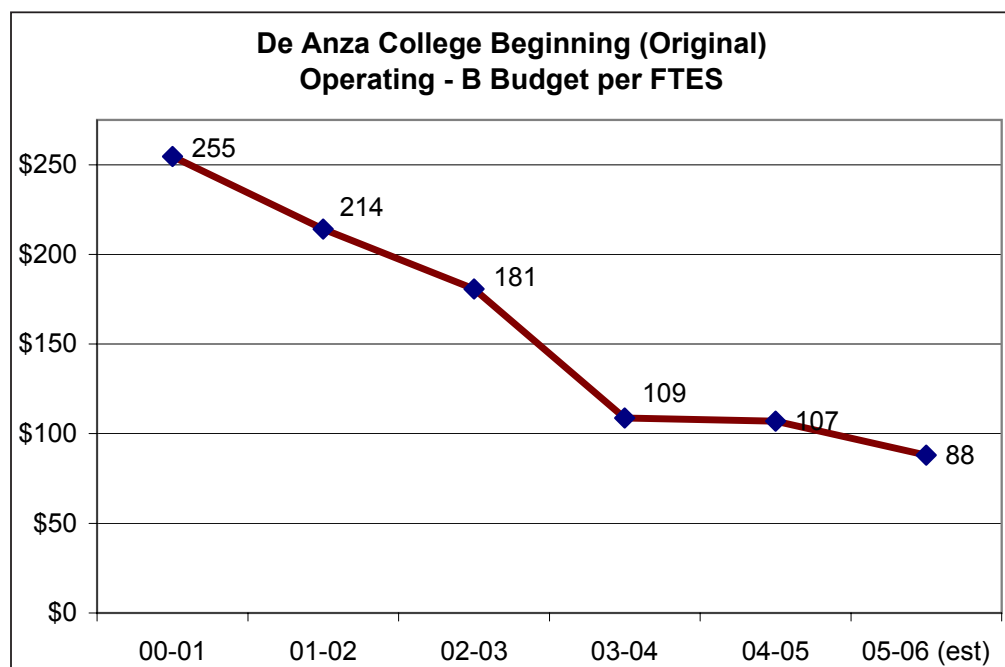
The past two years of budget reductions and program consolidation have had a negative and positive impact on the delivery of support services for students. As a result of the budget impact, we were unable to fill the dean of Counseling and Matriculation or the dean of Physical Education positions. While these positions are vacant, we have created division chairperson positions to provide direct oversight and coordination for the programs, faculty and staff in both areas. Because division chairpersons are not administrators, this limits the activities in which they are allowed to participate and the actions they are empowered to take.

In order to maintain the level of service delivery and support for students, Student Services faculty and staff have increased their dialogue with program heads and faculty in academic divisions concerning student support or student success projects.

The following are direct impacts of the budget reductions for the 2005-2006 academic year:
  • B-budget reductions for the Counseling Center, resulting in fewer part-time counselors
  • B-budget reductions for Admissions and Records, resulting in fewer hourly employees
  • B-budget reductions in support programs, resulting in fewer student peer advisors
  • Staff reductions in EOPS, resulting in reduced outreach and academic advising
  • Staff reductions in Disabled Student Services, resulting in reduced support for HOPE program
  • Staff reductions in Admissions and Records, resulting in longer telephone wait time for callers

The staff and faculty of Student Services are exploring new programs and partnerships in an effort to respond to the impact of budget reductions.

The Finance and College Services Divisions continue in transition and in the mitigation of budget issues for activities outside the general fund. Organizational additions include the De Anza Campus Bookstore and the formation of the Technology Resources Group. The bookstores came back to the campuses organizationally after much district wide analysis and discussion. The De Anza Bookstore also moved into new quarters within the new Student and Community Services Building. The new building is fresh and houses many core student services. However, the Bookstore is continuing to adapt to its new surroundings and solving issues around security and student traffic flow during rush weeks. Weak on-campus enrollment also continues to have a negative effect on sales revenue and we are facing the retirement of the store manager. Fiscal year 2006-2007 will represent a rebuilding year with a new manager and a fresh look at how the store can respond and support the emerging trends of alternative delivery methods of instructional materials.

The new Technology Resources Group brought together the Broadcast Media Group and the Web functions out of Marketing/Communications and Distance Learning. This group now represents an institutional capacity to address specialized technology needs across the campus in response to critical needs in areas of instructional technology and Web-based student services.

The Technology Task Force facilitated the process of identifying a new course management system for the campus. Under the leadership of Linda Elvin, the open-source course management system "Moodle" was selected after a rigorous selection process, which included faculty representatives and technology staff from across the campus. We are excited to use this new system and develop it in a way that serves not only Distance Learning and hybrid courses but also includes class management across the campus and student services in a new and exciting way. The Technology Task Force also continues its work toward the development of a campus technology plan that clearly articulates a campus vision for what faculty, staff and students will find when they come onto campus in the next several years. This plan will identify the process for prioritization and coordination with the district of campus-based initiatives and provide the principles and guidance for the replacement and purchase of new technology.

The Child Development Center is still moving through the transitions of organization and program. The program is financially stable and moving toward building a reserve equal to the annual state tax bailout contribution. This stability has been possible through the commitment of the faculty and staff at the center.

College Services contains a group of diverse functions and staff under the capable leadership of Donna Jones-Dulin. Printing Services has turned the corner back to a break-even state. A series of financial strategies and the dedication of the manager, Jose Menedez, and his excellent staff have stabilized this self-support operation. Dining Services is also holding its own thanks to the creativity of Campus Center Director Patrick Gannon and an outstanding staff. Enrollment issues continue to impact sales revenue, however a series of menu changes have increased the average check and improved the bottom line.

Additional square footage continues to be a challenge for the committed Custodial and Grounds staff, and Manny Mendoza continues his outstanding leadership in the custodial area. Both of these groups have service areas that far exceed industry standards. However, both areas provide services at levels that exceed expectations given the workloads of both groups. Although we received two additional custodial positions out of Maintenance and Operations funding for fiscal year 2005-2006, we will continue to advocate for additional positions in both Custodial and Grounds out of the 2006-2007 Maintenance and Operations funding.

Figure 30 Grant and Categorical Fund Revenues shows the revenue received from all categorical, self-supporting workforce and economic development programs for the last five fiscal years. The majority of these revenues support economic development related programs. Grant and categorical fund revenues have declined in recent years due primarily to a drop in state categorical funds.

Figure 30
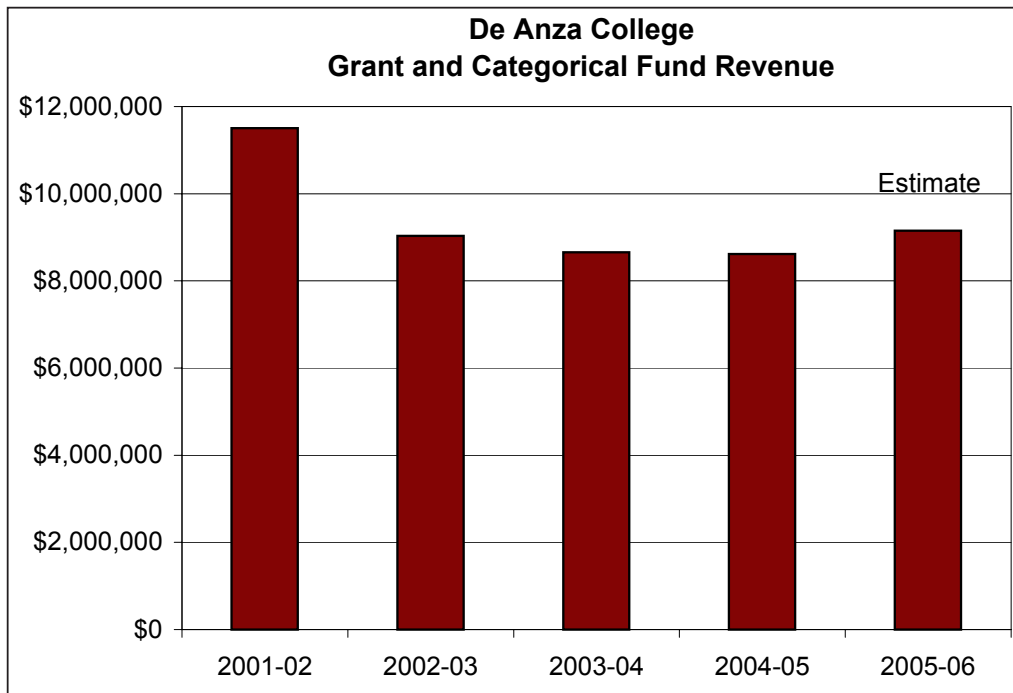
De Anza College
Grant and Categorical Fund Revenue

Note: This graph includes Fund 21, Fund 22 and only EOPS from Fund 37.

Figure 31 Grant and Categorical Fund Sources of Revenue displays the percentage distribution of revenue sources for all categorical, self-supporting workforce and economic development programs. Federal funds include support from the Workforce Investment Act (WIA) and the Vocational and Applied Technology Education Act (VTEA) programs. Examples of state funds include support from the Packard Foundation and revenues from Health Services Fees (FHDA Foundation funds are not included).

In recent years the state share of De Anza's grant and categorical fund revenues has increased. With the state budget crisis and increased efforts to attract federal and private sources of funds, De Anza should see the proportion of non-state revenues in these funds increasing in the next few years. Grant and categorical sources of revenue are separate from the general operating fund of the college, Fund 14.

Figure 31

De Anza College
Grant and Categorical Fund Sources of Revenue
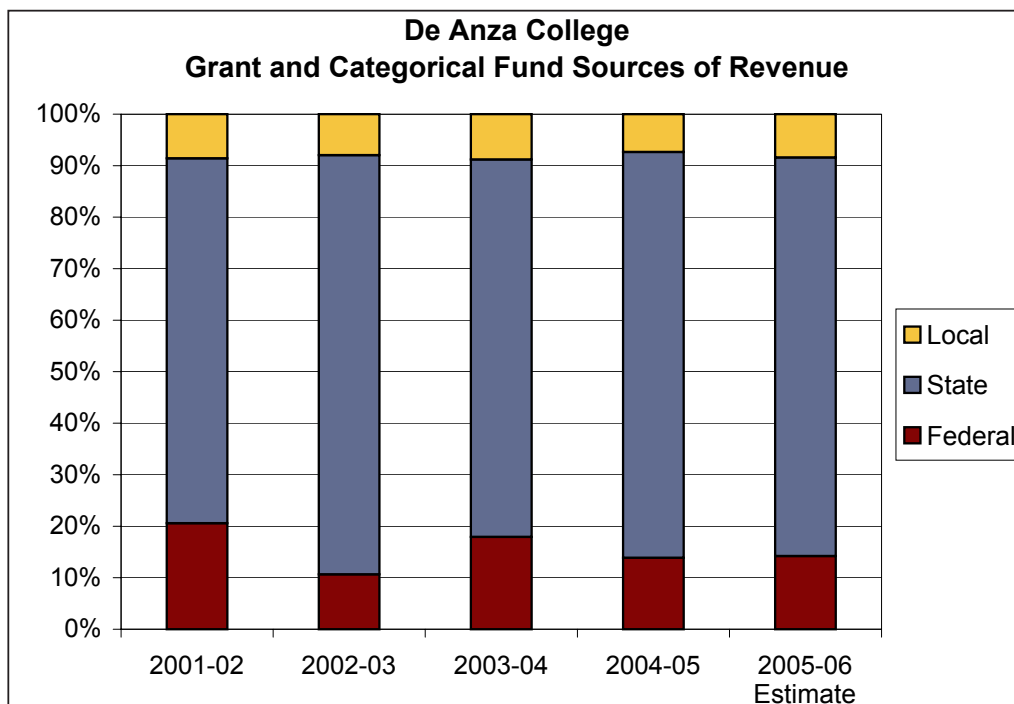
Note: This graph includes Fund 21, Fund 22 and only EOPS from Fund 37.

PART II. Accomplishments for 2005-2006

Exemplary staff and faculty are the reason De Anza continues to enjoy such a strong reputation with the community throughout the Silicon Valley. This section is a small attempt to document some of the many exciting activities that our students, staff and faculty have been recognized for. This includes the efforts of the Academic, Classified and Student Senates in the collective as well as individual accomplishments by students and employees throughout the college.

Figure 35

De Anza College 2004-2005 Administrative Functions

Brian Murphy
President
Diversity Leadership

Vacant
Director, Marketing/Communications
Media Relations, Graphic Design, College Web site

Jeanine Hawk
Vice President, Finance & College Services
Emergency Preparedness, Measure E, Technology, Environmental Stewardship

Robert Griffin
Vice President, Student Services & Institutional Research
Accreditation, International Students, Health Services

Judy Miner
Vice President, Instruction
Curriculum Committee, Faculty Negotiations

Margaret Michaelis
Director, Budget & Personnel
Cashiering Office, DASB Accounting, Faculty Payroll & Personnel, Budget Analysis

Nancy Chao
Supervisor, Cashiering

Donna Jones-Dulin
Director, College Services
Facilities Rental, Evening & Weekend Services, Mail Room, Graduation, Grounds, Measure E Coordination, Telephone

Patrick Gannon
Director, Campus Center
Food Services, Catering

Manuel Mendoza
Manager, Custodial Operations

Jose Menendez
Director, Printing Services

Rick Kuhn
Director, Professional & Workforce Development
(District-wide responsibility)

Becki Walker
Interim Director, Small Business Development Center

Gayle Mayekawa
Director, Child Development Center
(District-wide responsibility)

Deryl Jones
Director, De Anza Bookstore

Marty Kahn
Supervisor, Technology Resources Group

Ron Levine
District Director, Police & Security
(Reports to Central Services)

Ben Rodriguez
Director, Campus Safety; Security & Grounds
Parking

Jim Klingensmith
Gilbane Company; Program Manager

Frank Nunez
Director, Facilities, Operations & Construction
Management of Maintenance Staff
(Reports to Central Services)

Cindy Castillo
Director, Financial Aid & Scholarships

Kathy Kyne
Dean, Admissions & Records
Veterans, Transcript Evaluations

Pat Fifield
Assoc. Registrar, A & R

Barry Johnson
Evening Supervisor, A & R

Howard Irvin
Department Chair, Counseling Center
Counseling, Matriculation, Articulation, Career Center, RENEW Re-entry Services, Testing

Bob Barr
District Director, Institutional Research

Andrew LaManque
Supervisor, College Research

Steve Sellitti
Dean, Special Education
Adapted P.E, DSS, Hope, College Advantage/Middle College, Educational Diagnostic Center

Carl Brown
Director, High Tech Center Training Unit

Trudy Walton
Dean, Student Development & EOPS
Institutional Outreach, Student Activities, DASB, Retention Services, Care, Student Discipline, Puente, Student Clubs, Transfer, MPS

George Robles
Supervisor, EOPS

Rich Schroeder
Division Coordinator; Physical Education & Athletics
(P. E. reports to Instruction; Athletics, Intercollegiate Sports & Intramurals report to Student Services)

Nancy Canter
Dean, Creative Arts
Euphrat Museum of Art

Christina Espinosa-Pieb
Dean, Academic Services
Diversity Operations, Tenure Review, PAA, Enrollment Management, Staff Development, LinC, Honors, Academic Senate Liaison, Scheduling Office

Linda Elvin
Supervisor, Distance & Extended Learning

Caron Blinick
Dean, Community Education
(District-wide responsibility)

Letha Jeanpierre
Dean, Business/ Computer Systems

Duane Kubo
Dean, Intercultural/ International Studies

Anne Leskinen
Dean, Physical Sciences, Mathematics & Engineering

Jim McCarthy
Dean, Library Services
Classified Negotiations

Steve Sellitti
Dean, Applied Technologies

Stephanie Sherman
Dean, Biological, Health & Environmental Sciences & Workforce, Cooperative Education

Dan Dishno
Supervisor, OTI
(District-wide responsibility)

John Swenson
Dean, Language Arts

Rich Schroeder
Division Coordinator; Physical Education & Athletics
(P. E. reports to Instruction; Athletics, Intercollegiate Sports & Intramurals report to Student Services)

Carolyn Wilkins-Greene
Dean, Social Sciences & Humanities

Tom Izu
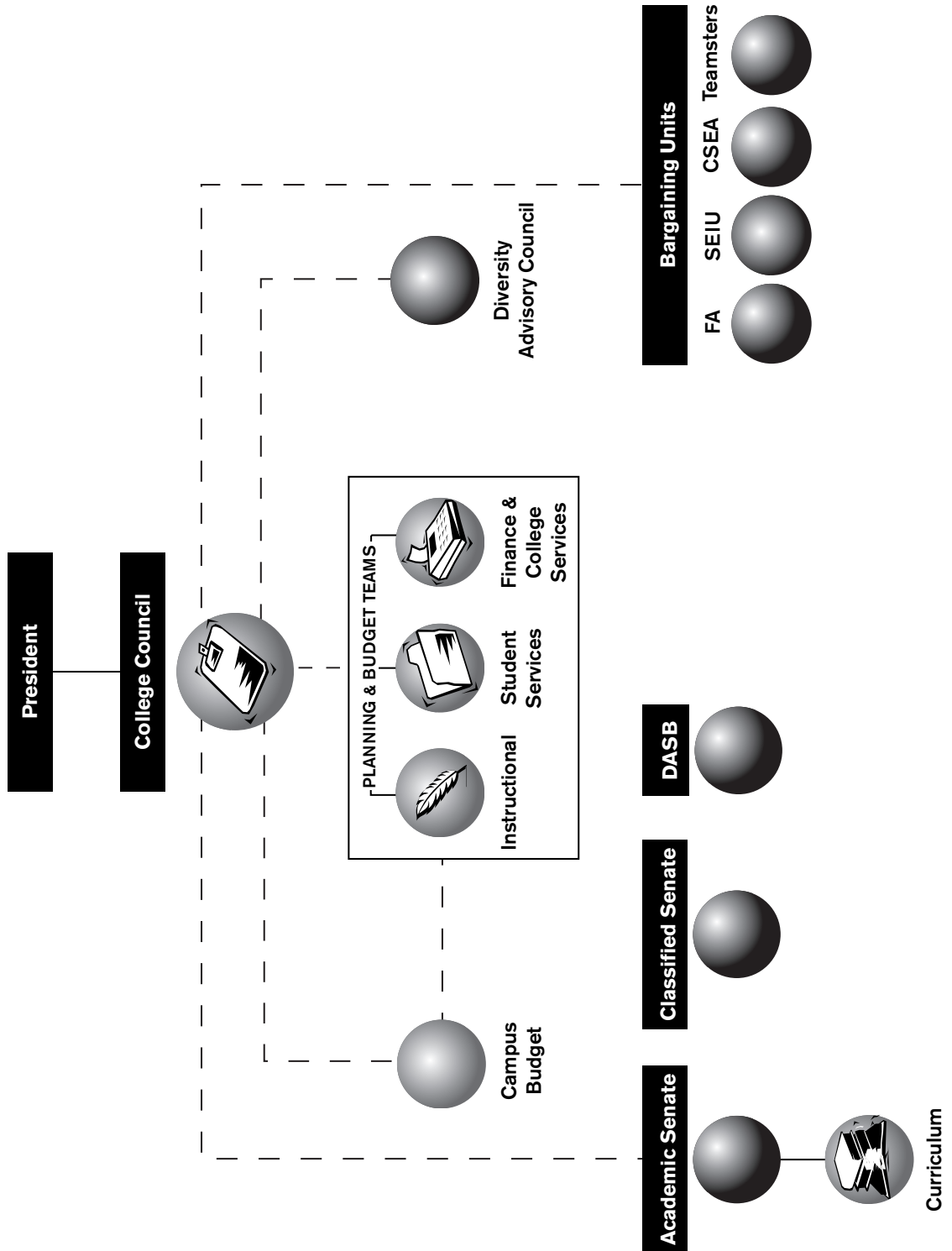*Director, California History Center*

---Indicates liaison function

Updated 03/27/2006
Marketing/Communications

Figure 36

De Anza College Decision Making Model and Participants

De Anza Academic Senate
Summary of Accomplishments 2005-2006
Submitted by Lydia Hearn, President

Two $1,000 Annual Scholarships Awarded
Two senate scholarships are awarded to De Anza students every June. One is given to a student majoring in a vocational field; the other is given to a student who is transferring and majoring in a teaching, counseling or librarian field. The senate continues to make progress toward the goal of endowing these scholarships through donations from faculty and others.

Plus/Minus Grading
De Anza faculty participated in the partial implementation of plus/minus grading from winter quarter 2004 through fall quarter 2005. Following the published results and analysis from Institutional Research, the Academic Senate worked with the De Anza Associated Student Body to offer the faculty's perspective on plus/minus grading and the study's results. The Senate Executive Committee will work with faculty to prepare for full implementation in fall 2006.

The Academic Senates of both De Anza and Foothill Colleges presented at the Statewide Academic Senate Spring Plenary Session on the subject of plus/minus grading.

Student Equity
The senate continues to regard student equity issues as central to the mission of the college and is mindful of equity whenever making decisions that affect student learning. There is widespread participation in initiatives including the Equity for All Project, which presented its findings to the senate this year.

Faculty Hiring and Tenure Review
New faculty hiring and tenure review processes are critical to ensuring the success of students. The role of faculty is central in both processes, and many De Anza faculty members participate in the hiring and tenure review processes under the authority of the Academic Senate.

Environmental Sustainability
In response to presentations on environmental sustainability and community input on this topic, the Senate Executive Committee charged a subcommittee with proposing various ways in which De Anza can become a leader in environmental sustainability education and practice.

Academic Senate Web Site
The Academic Senate Web site provides senate news and information and serves as an archive of important senate documents and as a portal to other Web sites and resources for De Anza faculty. The site is found at http://faculty.deanza.edu/academicsenate

Enrollment Issues
Response to the declining enrollment trend has been a major college priority. The faculty response focused on retention and success issues. Faculty members took an active role in successful activities such as the New Student and Parent Nights. Senate officers participated on the Enrollment Management Task Force.

The Academic Senate in conjunction with the Office of Instruction held a Teaching and Learning Conference during spring quarter, celebrating the teaching of De Anza faculty and working on new ways to improve pedagogy, retention and equity. The senate has focused on the need for more part-time faculty resources, including office space, which will help with retention efforts.

Curriculum Committee

The Curriculum Committee is a subcommittee of the Academic Senate. Through this committee, faculty establish and maintain the quality and integrity of the curriculum. In conjunction with the Curriculum Committee, the Academic Senate began discussion of Student Learning Outcomes and continues working on identification, implementation and assessment of procedures for determining SLOs.

Shared Governance

The senate participates in all shared-governance activities at the college. The Senate Executive Committee confirms faculty committee members. In addition, the senate has a special shared-governance role regarding academic and professional issues such as curriculum, faculty hiring, tenure review and program review.

This year the Senate Executive Committee met with senior staff in a shared-governance retreat to continue working toward building consensus. The Senate Executive Committee will meet once a quarter with senior staff to strengthen relationships. The Executive Committee will also periodically meet with all instructional deans to reinforce communication.

Joint Academic Senates

The De Anza Academic Senate collaborates with the Foothill Academic Senate. This year the senates have worked together to develop processes for new programs, FSAs and other issues.

District Issues

The Academic Senate has a special role in developing and recommending policy on academic and professional issues. In this capacity, senate officers have represented faculty at board meetings on important topics including pedagogical excellence and public domain policies. Senate officers are members of the Chancellor's Advisory Council and the Joint Development Group, in addition to working on other projects such as the District Mission Statement and District Opening Day activities.

Accreditation

The senate had a central role in the De Anza College Accreditation Self-Study. Senate officers and faculty members met with Accreditation Committee Members to provide input on the state of the college.

Participation in State Academic Senate

Senate officers participated in State Academic Senate activities including the fall and spring Plenary Sessions. De Anza Academic Senate officers participated in the formulation of state senate policies, writing of papers adopted by the state senate, and presentation of sessions at Plenary Sessions including plus/minus grading.

De Anza Classified Senate
Summary of Accomplishments and Purpose 2005-2006

Submitted by Dennis Armen Shannakian, President

Participated in the Governance of De Anza College

Classified Senate representatives served on:
- Three campus Planning and Budget teams
- District Budget Committee
- Campus Budget Committee
- ETAC Committee
- De Anza College Council
- Chancellor's Advisory Council
- Human Resources Advisory Committee
- De Anza College Diversity Advisory Council
- De Anza College Facilities Committee
- Various hiring committees as EO and SEIU representatives

Classified Senate representatives attended:
- Academic Senate meetings
- FHDACCD Board meetings

Supported College/District Priorities
- Awarded non-instructional equipment to classified staff, in conjunction with the vice president of Finance and College Services.
- Worked to maintain morale during a difficult year of decreased enrollment and state funding. This included spearheading the Classified Cares Committee to raise funds and plan donor activities to help staff during an emergency or medical need.
- Participated in the De Anza College Strategic Planning Process
- Actively participated in the budget and planning process.
- Served on President's Task Force on Community and Civic Engagement.
- Helped promote district's no smoking policy.

Provided a Centralized Means of Communication
- Created a Classified Senate e-mail address as a means of communicating senate business and activities to all senators and staff.
- Distributed minutes of meetings through the classified staff listserv.
- Maintained a bulletin board in the Administration Building to post senate and event information.

Enhanced Staff Development and Motivation

- Sponsored Employee of the Month Awards presented quarterly (9 per year).
- Supported and encouraged classified staff Professional Growth Award participation.
- Collaborated with Staff Development Office to provide professional development activities for all classified staff.
- Sponsored and coordinated the annual All Classified Retreat to enhance professional relationships.
- Provided leadership training and team building to senators and officers.
- Actively participated in California Community Colleges Classified Senate (4CS) for communication and dissemination of best practices involving classified staff.
- Sponsored a Blood and Marrow Drive to benefit the community.

De Anza Associated Student Body
Summary of Accomplishments 2005-2006

The De Anza Associated Student Body (DASB) continues to strongly accomplish its two roles: to serve students by enriching campus life and advocating for student issues, and to provide learning and growing experiences for those involved. This year the DASB saw the many students who participated learn how to communicate more effectively, solve problems, organize complicated processes, work in groups, resolve conflict and understand diversity. Week after week, new students lined up to apply for senator positions. Many others had opportunities to step into significant leadership positions. The reputation of DASB as a vital campus entity as well as personal growth experience continues to draw in students from all across the campus.

Allocating Student Funds

Students had two distinct opportunities to allocate DASB funds. The Special Allocations account, containing roughly $81,000, was used to meet ongoing campus requests, usually for small amounts that were not budgeted in the previous year. On a near-weekly basis, the DASB received funding requests, which it allocated to such projects as a student-created magazine, Open Media Lab computers, signage for Environmental Studies, and much more. The second responsibility was to create the 2006-2007 general budget, which was roughly $980,000. Students spent countless hours researching requests, hearing from budgeters and discussing funding priorities. At the end of the process, the year-long budget was completed on time without any major lingering points of controversy.

Special Projects

The DASB took on a variety of special projects this year. In consideration of needs beyond the campus, the DASB organized a fundraiser for victims of Hurricane Katrina. The event, which included dance and musical performances, a silent auction and a fashion show, raised more than $2,000.

As the trial period of plus/minus grading came to an end, the DASB was active in informing students of the implementation of the new system, conducted informational workshops and worked with members of the Academic Senate and Board of Trustees.

DASB also allocated thousands of dollars for scholarships to international students, students with 4.0 GPAs, single parent providers, as well as many other categories of deserving students. Dozens of applications were received.

DASB also handled individual student issues, such as needs for certain services or classroom conflicts, diplomatically and effectively.

Participation in Campus Decisions

DASB is the main source of student representatives for campus decision making committees. Through DASB, students serve on almost every major decision making committee, along with faculty, staff and administrators. They have contributed to such areas as the Academic Calendar, Campus Facilities and policies concerning students.

Notable Achievements for De Anza Students, Faculty and Staff
Student Accomplishments

Psychology major Lyssa René Trujillo was awarded a $20,000 scholarship to enroll at UC Santa Cruz in fall 2006. Established in 1993 to foster the transfer of accomplished community college students to UCSC, the Karl S. Pister Leadership Opportunity Awards recognize talented students who have overcome adverse socioeconomic circumstances, have a demonstrated commitment to assisting and improving the lives of others, and who might not otherwise be able to attend UCSC for financial reasons. Recipients receive scholarships for their junior and senior years, and are provided with strong academic mentoring and assistance in finding summer work experience related to their studies.

Nursing student Marina Skobel received a $5,000 Kaider Scholarship President's Award from President Brian Murphy. The scholarship was made possible by the Steve and Lola Kaider Foundation to help her reach her goal of an associate degree when she completes De Anza's Registered Nursing Program in December 2006.

In their largest canned food drive ever, 72 students from De Anza's Auto Tech Club and three of their instructors donated more than 4,700 cans of food – a record amount worth about $1,200 – to Cupertino Community Services on Nov. 17, 2005. Students collected about $400 and the club matched that amount to buy $800 worth of canned goods. Individual students were limited to a $5 donation, so some students went Trick-or-Treating for cans. The annual food drive has been held for about 20 years.

Student athletes achieved state and national recognition for their accomplishments in 2005-2006:
- Sin Man Choi, a sophomore on the Women's Swim Team, qualified for the 2005 California Community College Swimming All-American team in the 50-meter backstroke.
- The 2005 Women's Tennis Team was named Coast Conference Champion.
- The 2005 Women's Soccer Team was named Coast Conference Champion and finished No.5 in the California rankings.
- The Men's Soccer Team once again finished in the top 15 in the state and was undefeated in the Coast Conference.
- Men's Soccer player Richie Gharapetian was named to the Adidas/National Soccer Coaches Association of America (NSCAA) All-American team for 2005.
- Women's Soccer players Megan Finney and Heather Elmswiler were named to the Adidas/National Soccer Coaches Association of America (NSCAA) All-American team for 2005.
- Tim Hunter, Men's Soccer player, was named to the COA Honor Roll as a Scholar-Student Athlete. Only nine male student-athletes were recognized in the state as COA Scholar-Athletes.
- Kari Saltzman, Women's Volleyball player, was named to the COA Honor Roll as a Scholar-Student Athlete. Only 11 female student-athletes were recognized in the state as COA Scholar-Athletes.
- The 2004-2005 Women's Basketball Team was named a COA Scholar-Team.

Two student films produced in the Film/Television Program were selected for Cinequest Film Festival 16, ranked as one of the world's top 10 film festivals by the Ultimate Film Festival Survival Guide. Paul Gill and Rekha Radhakrishnan's "Black Candle" and Neil Baker, Jackie Marr and Chetan Patil's "Pasta Point of No Return" unspooled on the big screen during the festival's March 1-12, 2006 run. De Anza was the only community college represented at this national competition that selected 16 shorts from more than 300 student entries. Our De Anza students competed against entries from such prestigious graduate film programs as University of Southern California, New York University and Columbia University.

Kavan Bahrami's "Alexandra" was one of 16 avant-garde shorts featured at the Pacific Film Archive's Alternative Requirements: Experimental Works from Bay Area Schools in October 2005. Kavan's film was shown along with other student works from the Academy of Art University, California College of the Arts, City College of San Francisco, Mills College, San Francisco Art Institute and Stanford University.

Other De Anza Film/TV students and where their films were shown:
*   DiHuyen van Ho, "The Yellow Heart" – AluCine Latino Film and Video Festival 2005 (Toronto); Women of Color Film Festival 2005, Audience Favorite Award (San Francisco)
*   Mike Mastre, American Pavilion/Kodak Student Filmmaker Program – Cannes Film Festival 2005 (France)
*   Peter Carter, "Local Time" – Anthology Film Archives (New York), Artists Television Access (San Francisco), Ocularis (Brooklyn)
*   Neil Baker, "In the News" – Outstanding Creative Achievement at the Cinecats Film Festival 2005 (Los Gatos)
*   Elaine King, "Common Hours" – Davis Film Festival 2005 (Davis)
*   Anna Puigdollers, "Four Walls" – Stanford Student Film Festival 2005 (Palo Alto)
*   Nada Miljkovic, "Two Villages, One Heart" – United Nations World Environment Day 2005 (San Francisco)

Film/TV students and the universities to which they transferred into film production programs in fall 2005:
*   Jack Zhong Chen: Chapman University
*   Jichen Deng: University of Southern California
*   Jason Goodlin: UC Santa Barbara
*   Elizabeth Hatcher: Chapman University (recipient of the Founder's Scholarship)
*   Dino Harambasic: San Francisco State
*   Steven Lewis: UCLA
*   Layne McIsaac: San Diego State
*   David Moghtader: Chapman University
*   Hiroshige Okamura: UC San Diego

The following students won awards in the 2006 Media Arts Award Competition:
Computer Modeling Category
*   Winner: Siksit Boonyodom (Will Paicius, instructor)
*   Merit Awards: Herman Fok (Will Paicius, instructor); and Olena Pruett (Will Paicius, instructor)
Computer Animation Category
*   Winner: Scott LaFleur (Will Paicius, instructor)

Traditional Animation Category
- Winner: Isis Rodriquez (Martin McNamara, instructor)

Film/Video Category
- Merit Award: Ryan Miller (Zaki Lisha, instructor)

Graphic Design Category – Promotional Materials
- Merit Award: Sunny Hye Shin Yoon (William Nagel, instructor)

Journalism students were recognized for their outstanding work at a conference held by the Journalism Association of Community Colleges. Beth Grobman, Alex Giardino and Walter Alvarado accompanied about 15 students to the JACC Northern California Conference at San Francisco State in October 2005. The complete list of awards:
- General Excellence – La Voz Online
- 1st Place – Editorial – Sarah Gahan
- 1st Place – Front Page Design – Steven Cabana, Ryan Bell, and Pedro Paulo Viegas de Sa
- 1st Place – Sports Action – Steven Cabana
- 1st Place – On-the-Spot News Photo – Marjan Sadoughi
- 2nd Place – Column Writing – Sarah Gahan
- 3rd Place – Informational Graphic – Olga Malinowska and Leslie Casaje
- 3rd Place – Online Photo – Anna Callahan
- 3rd Place – Profile Feature Story – Anna Callahan
- 4th Place – Inside Page Layout – Anna Callahan and Steven Cabana
- 4th Place – Line Illustration – Angela Tsai
- 4th Place – Online Photo – Anna Callahan
- 4th Place – Photo Illustration – Pedro Paulo Viegas de Sa
- 4th Place – Sports game Story – Julio Lara
- HM – Advertisement – Anna Callahan (two pieces)
- HM – Advertisement – Pedro Paulo Viegas de Sa
- HM – Critical Review – Pedro Paulo Viegas de Sa
- HM – Editorial – Sarah Gahan
- HM – Editorial Cartoon – Pedro Paulo Viegas de Sa
- HM – Line Illustration – Pedro Paulo Viegas de Sa
- HM – News Story – Steven Cabana and Arlette Thibodeau
- HM – News Story – Angelina Majeed
- HM – On-the-Spot News Photo – Steven Cabana
- HM – Opinion Story – Arlette Thibodeau
- HM – Sports Action Photo – Steven Cabana
- HM – Sports Feature Photo – Sarah Joy Callahan

Beth Grobman, Cecilia Deck and Walter Alvarado accompanied 12 students to Los Angeles during the first weekend of spring break 2006 to attend the JACC annual convention at the Wilshire Grand. There were 45 colleges represented with close to 600 delegates from the colleges. Both La Voz and La Voz Online won General Excellence awards, and President Brian Murphy won a First Amendment Award for his support of community college journalism. The complete list of De Anza's awards:

- First Amendment Award (for support of community college journalism) – Brian Murphy
- General Excellence – La Voz
- General Excellence – La Voz Online
- 2nd Place – Magazine Line Illustration – Sarah Joy Callahan
- 2nd Place – Column Writing – Sarah Gahan
- 2nd Place – Front Page Layout – Tabloid – La Voz Staff
- 3rd Place – Magazine Layout/Design – Insider Staff
- 3rd Place – Online Photo – Marjan Sadoughi
- 4th Place – Broadcast/Video Story – Geraldine Escalona
- 4th Place – Magazine Line Illustration – Insider Staff
- HM – Opinion Story – Arlette Thibodeau, La Voz
- HM – Broadcast/Video Story – Geraldine Escalona and Leslie Casaje
- HM – Broadcast/Video Story – Adriana Ross
- HM – News Photo – Marjan Sadoughi
- HM – Line Illustration – Marianne Kim
- HM – Inside Page Layout – Reza Kazempour
- HM – Investigative News Story/Series – Lilya Mitelman and Melissa Lewis
- HM – Magazine Photo – Insider Staff
- JACC Extra Mile Award for Volunteerism – Reza Kazempour
- JACC Extra Mile Award for Volunteerism – Walter Alvarado
- JACC Extra Mile Award for Volunteerism – Beth Grobman
- Finalist in Journalism Trivia Bowl – Melissa Lewis

The Journalism Department and La Voz also added "convergence journalism" to their accomplishments, by adding broadcast news stories to the La Voz Web site. This project was featured online on the Apple Computer Digital Exchange Web Site (ADCE) Gallery. And last but not least, the Journalism Department developed an A.A. degree in journalism that will go into effect in fall 2006.

Faculty Accomplishments

Cheryl Owiesny was named the Coast Conference Women's Soccer Coach of the Year for 2005; and Adidas/ National Soccer Coaches Association of America (NSCAA) West (USA) Region Women's Soccer Coach of the Year for 2005.

Dawnis Guevara was named the Coach of the Year for 2005 in her division of the Coast Conference in Women's Volleyball.

Journalism instructor Beth Grobman wrote the Instructor's Guide for the new mass communications textbook "Mass Media in a Changing World" by George Rodman from Brooklyn College of CUNY and published by McGraw-Hill. She was also a reviewer for the textbook. Beth is also serving her third year as Executive Secretary to the Journalism Association of Community Colleges, a statewide organization of 60 community college journalism programs.

Part-time instructor in child development Marjie Van Gunten was reappointed to the editorial board of The Orff Echo, professional journal of the American Orff-Schulwerk Association (music and movement education). She also published an article titled "Orff Schulwerk and Literacy Follow Parallel Paths" in the journal in winter 2006.

Film/TV instructor Susan Tavernetti received a 2nd place award in the Entertainment Review category in the Peninsula Press Club's 2005 Greater Bay Area Journalism Awards Competition in June 2005 for her review of "Shrek 2." She is also a film writer for The Palo Alto Weekly, and film writer and Northern California contributor for Paris-based www.filmfestivals.com.

Philosophy instructor Jack Bowen published a book titled "The Dream Weaver: One Boy's Journey Through the Landscape of Reality" with Pearson/Longman Publishers.

History instructor Patrick Bresnan will publish the third edition of his book "Awakening: An Introduction to the History of Eastern Thought" this summer with Prentice Hall.

Vice President of Instruction Judy Miner honored the following faculty members with the Distinguished Educator Award in recognition of their exemplary teaching in the classroom:

- Ulysses Pichon, November 2004
- Debi Shafer-Braun, December 2004
- Jorge Gracia, January 2005
- Greg Druehl, February 2005
- Diane Mathios, March 2005
- Michael Brandt, April 2005
- Joanne Araki, May 2005
- Pauline Waathiq, June 2005
- Lee Tacang, November 2005
- David Stringer, December 2005
- Judy Mowrey, January 2006
- David Coleman, February 2006
- Tom Beggs, March 2006
- Marcos Cicerone, April 2006

Staff/Program Accomplishments

The Occupational Training Institute has developed two ESL courses for healthcare professionals:

• ESL 220 – English as a Second Language for Healthcare is an introduction to allied health concepts and incorporating content-based language practice for non-native English speaking students interested in allied health careers. Emphasis will be placed on practice of students' oral/aural skills as well as social and cultural skills necessary for successful interaction in health care surroundings.

• ESL 290 – Listening/Speaking/Grammar Practice is an interactive, computer-based multimedia course providing practice in listening, speaking, vocabulary, grammar and pronunciation skills for non-native speakers of English using "ELLIS: Intro and Middle Mastery."

Marty Kahn and Ed Breault of the Broadcast Media Center served on a committee (through the State Chancellor's Office) to create a feasibility study for a statewide streaming video initiative. De Anza and Palomar were the only colleges invited to participate.

The Broadcast Media Center also provided a crew to simulate a TV news team in a disaster drill with the Cupertino Union High School District as a part of a statewide disaster-training program.

In September 2005, the CCC System Office and the Foundation for California Community Colleges honored De Anza with two CCC Technology Focus Awards in recognition of special projects created by the Broadcast Media Center and the High Tech Center Training Unit (HTCTU):

• Linda Elvin (Distance Learning), Ed Breault and Sharon Draeger (Broadcast Media Center) accepted the focus award presented to the Broadcast Media Center for "Closed and Open Captions in Multi-Format Media Project." Their project integrates captioning technologies into the daily workflow in such a way that streamlines the responsibility of complying with ADA guidelines. As a result of their project, captioning can now be efficiently included real-time in all forms of electronic media viewed by students.

• Carl Brown and Sean Keegan (HTCTU), and Bradley Creamer (De Anza College Webmaster) accepted the focus award presented to the HCTCU for its "Alternate Media Exchange Database." The project provides a centralized, Web-based resource for alternate media specialists at community colleges statewide to share information about books and videos in various alternate media formats, improving access, reducing duplication of efforts, and increasing the ability to share resources.

PART III. Community and Civic Engagement Institute Plan

Meeting the needs of a changing community involves engaging the community in many different ways. This section provides a summary of the detailed work of the President's Task Force for Community and Civic Engagement. The task force has spent a year documenting the various ways in which the campus already engages its community and researching new ways in which the campus can serve and integrate itself into the various communities throughout the Silicon Valley.

President's Task Force for Community and Civic Engagement Summary

Spring 2005-Winter 2006

In the academic year 2004-2005, members of the campus community began to craft a plan to institutionalize an innovative and deep reaching plan for community and civic engagement at De Anza. The President's Task Force for Community and Civic Engagement was comprised of students, faculty, administrators and staff from a wide variety of areas on campus.

The task force began by learning about civic engagement and how it might be relevant in meeting already identified needs at De Anza. The task force then held a summer institute and learned from national leaders in the field. During the fall 2005 academic term the group worked collaboratively to draft the "Plan for Community and Civic Engagement at De Anza College."

Ideas for projects include bridge and mentoring programs, student leadership development programs, bringing community members to campus as academic resources, certificate programs that are relevant to community needs, and the development of the relationships and infrastructure required to have students work in our surrounding communities. Many members of the campus community are already engaged in community and civic engagement. The work De Anza does in the future should help to support and expand current projects.

Community and civic engagement is a broader concept than service learning. Where service learning typically has students give service to community organizations, community and civic engagement attempts to develop deeply reciprocal relationships with communities, to help to transform the conditions of people's lives, and to help students reach their potentials as active participants in the civic, political, social and economic lives of their communities and the broader world around them.

Civic engagement can help De Anza reach its equity goals, increase student retention and increase success in its outreach efforts. If students see the college working in their communities, then they are less likely to see college as something separate from their everyday lives. If the college's curriculum is deeply related to things relevant to students' concerns, then being in school will be less alienating and students will stay in school and succeed at higher levels. If De Anza prepares students to be leaders in their communities, they will be able to address some of the serious problems that face those communities. If young people see De Anza as an important part of their communities, they are more likely to want to attend.

In the winter of 2006, members of the task force shared the plan with the college community, and they are currently revising the plan in response to suggestions that were made. The plan lays out a very ambitious program that could be achieved with a $500,000-a-year budget. The task force will use the document to solicit external funding. In the meantime, working under the direction of Christina Espinosa-Pieb, the dean of Academic Services, the task force is requesting a full-time equivalent faculty position and a full-time equivalent staff position for the fall of 2006, along with some office space and a small operating budget to begin its work. Visit the president's Web site at www.deanza.edu/president to download a complete copy of the plan.

President's Task Force on Community and Civic Engagement

Ruben Abrica, Chicano Studies*
Renee Augenstein, Articulation and Transfer
Susan Bruch, Nursing*
Anthony Chew, Student*
Karen Chow, English*
Mayra Cruz, Child Development*
Thai Chang-Urea, DASB Senator
Barbara Dahlke, Counseling*
Cyndy Dowling, Office of Diversity*
Cristina Gatti, International Student
Benjamin Gamutan, DASB Senator*
Richard Hansen, Math, Faculty Association President
Jim Haynes, Adaptive Physical Education*
Lydia Hearn, English, Academic Senate President
Jeanine Hawk, Vice President of Finance and College Services*
Tom Izu, Director of California History Center*
Siamack Jamshidipour, DASB Senator
Letha Jeanpierre, Dean of Business and Computer Systems
Donna Jones-Dulin, Director of College Services
Cynthia Kaufman, Philosophy, task force co-chair*
Shirley Kawazoe, Transfer Center*
Chris Kwak, Accounting
Duane Kubo, Dean of Intercultural/International Studies*
Mae Lee, Intercultural Studies*
Katheryn Nicol, Student*
Donald Murphy, DASB senator*
Gerri Parker, Native American Studies
Silas Parker, Student
Maria Perezalonso, Transfer Center*
Ulysses Pichon, Reading*
Jacquelyn Valerie Reza, Counseling, task force co-chair*
Eugene Rodriguez, Painting*
Margaret Sainten, Physical Therapy Lab Technician
Rich Schroeder, Division Coordinator of Physical Education and Athletics
Rowena Tomaneng, English*
Ameeta Tiwana, Anthropology*

*Indicates task force members who participated in writing the "Plan for De Anza College's Institute for Community and Civic Engagement"

PART IV.   Measure E Progress

Measure E continues to provide needed space for students to learn and grow. This section provides a summary of activities that took place this year and those planned for the future. The information shows how this funding has been used to serve the various communities of students on campus. The information also outlines the exciting opportunities the new and renovated buildings will provide our students in the years to come.

The State of Measure E 2005-2006

We are getting close to approaching the finishing line of Measure E. The last two new Measure E buildings were completed in time for fall quarter 2005: the Student and Community Services Building and Kirsch Center for Environmental Studies. This completes all of our new buildings except the Visual and Performing Arts Center, which is currently in design and will break ground in summer 2007.

This year we have renovated numerous buildings and facilities. S-Quad renovations will be done by the end of spring term; A9 is under way and scheduled for completion by winter 2007; and work on the Administration Building will be completed by fall term and includes four new large classrooms. The California History Center has received a much-needed facelift along with the repair and replacement of the historic balustrades surrounding the Center and Sunken Garden.

Our major Campus Entries project is scheduled to begin in May and will greatly improve both on-campus and off-campus traffic circulation through the relocation of one entrance and the addition of another. As we wind down Measure E, we still have approximately five additional projects pending, including Campus Lighting, Pathways and Landscaping projects. In addition, a $2.1 million fume-hood remediation project will begin this summer and correct design flaws in the major mechanical systems of the new Science Center Lab Complex. Below is a brief overview of the status of most of the larger projects. Access www.deanza.edu/MeasureE for addtional information on Measure E projects.

Projects Completed in 2005-2006

Student and Community Services Building: This is the third large construction project on campus and is located on the Stevens Creek Boulevard side of the college, next to the Advanced Technology Center. The two-story, $15 million, 44,000-square-foot project houses various student related services including Admissions and Records, Cashiering, Counseling, the Bookstore, Disability Support Services, Community Education, and Student Success and Retention.

Kirsch Center for Environmental Studies: The fourth large construction project to be completed is the Kirsch Center. This two-story, 22,000-square-foot building is located on the McClellan Road side of campus. This building incorporates sustainable and environmentally innovative building principles that will enable it to receive a LEEDS platinum rating. The project cost was approximately $11.5 million, which included a $2 million donation from the Kirsch Foundation.

P.E. Quad: The second part of renovations to the P.E. Quad included faculty office spaces, two gyms, a dance studio, Adaptive Physical Education facilities, the Wellness Center and locker rooms. The completed project cost was approximately $9.5 million.

Science Center: The $20-million Science Center was open for fall quarter 2004. However, the labs have been plagued by exhaust systems that dramatically under functioned. A $2.1 million fume-hood remediation project will begin this summer and correct design flaws in the major mechanical systems.

Athletic Fields: This project included a new artificial surface soccer field, grass softball diamond, and seven tennis courts. The project cost was approximately $3.3 million.

S-Quad and E3: This was an extensive multi-phase renovation project. Buildings renovated included S1, S3, S4, S5, S7, E3 and S8. The estimated project cost is $7 million.

Campus Restrooms: Renovation work is complete at a cost of $580,000.

California History Center: This project included exterior painting and repairs to wood trim and columns. In addition, the historic balustrades surrounding the Center and Sunken Garden were repaired. The project cost is estimated at $545,000.

Renovations and Additions in Construction

A-Quad – Phase 3: This project just started in the spring 2006 term and includes a reconfiguration that adds a music technology lab where the Euphrat Museum was previously housed. This project is scheduled for completion before winter term 2007. The Euphrat Museum will be in temporary quarters until its new home is complete in the Visual and Performing Arts Center.

Administration Building: This is a $3.6 million project, with renovations scheduled to be completed fall 2006. The new design includes two 90-seat classrooms, one 60-seat classroom, a 120-seat classroom, and renovated administrative offices. There will also be two conference rooms and the faculty and staff mail boxes with secured exterior access.

Campus Center: The project budget is $6 million with the majority of the funding coming from contributions from students through their Campus Center Use Fee. We are currently awaiting DSA approval and are moving into the bid and award process. The work is scheduled for summer 2006 through summer 2007. Plans include an upgraded dining services area in a food court configuration as well as major mechanical upgrades.

Campus Entries: This project has been bid and awarded with a proposed budget of about $4 million. The design makes the section of road next to the Flint Center Parking Structure on the northwest corner of campus one-way to improve circulation. Additional entrances and electronic signage will be added along Stevens Creek Boulevard. As a result, the West Cottage will be removed after a comprehensive EIR process. Work on this project will commence late spring term 2006.

Planetarium: Renovations began spring term 2006 and will last through fall term 2007. This is a $1.5 million project. Federal funding has contributed $75,000 in planning funding. State Capital Outlay of $1 million enabled purchase and installation of a new state-of-the-art star projector.

Projects In Design

Visual and Performing Arts Center: This $13.5 million project includes $3.5 million in State Capital Outlay Proposition 55 funding and the balance from Measure E. The design includes a 400-seat performance/lecture hall, the Euphrat Museum of Art and a specialized classroom suitable for art history and other instruction. This building will anchor the campus along the Stevens Creek corridor and provide an inviting opportunity for community participation in campus life.

Landscaping, Signage and Pathways: These projects represent an investment of approximately $2.6 million in improvements to the safety, security and aesthetics across the campus.

Major Projects Deferred to Measure C

E1: This project will include the renovation of the Automotive Technology instructional space and includes the classroom, ADA upgrades to restrooms, service bays and outdoor lab space.

Forum: The Forum design is complete. This project upgrades our largest tiered classrooms on campus and will include new HVAC systems.

T9: This project has now been redefined as the Printing Services building reconfiguration. The Printing Services building will be renovated to accommodate the functions that were planned for the new T9 Maintenance and Operations Facilities. Printing Services is proposed to move to the old Bookstore building.

Learning Center: Renovating the Learning Center is a $1 million project.

Stadium and Track: The Stadium and Track project includes a new artificial field surface for football, resurfacing the track and seating refurbishment.

Budget figures and timelines are approximations and are subject to change.

PART V.   Summary and President's Message

This section includes Dr. Brian Murphy's thoughts and ideas about our institution over the past year, and the direction the dedication of its faculty and staff will take in the coming months to serve our students and community.

Responding to Change in 2006-2007

This report has chronicled the continuing health and success of De Anza College, especially when measured against the goals of our Educational Master Plan. Behind the raw statistics is a complex and diverse community of students, faculty, staff and administrators – a living and breathing small city in the midst of suburban Silicon Valley. De Anza is characterized by most as a uniquely caring and responsive community, one that pays attention to its students, wants its faculty and staff to have fulfilling careers in the service of our students and their communities, and cherishes its role in the cultural and social dynamics of the region.

At the center of this community are the students. Some are immediate past graduates of local high schools, others are returning to college after the downturn in the economy forced them out of jobs and security. Some are mothers and fathers raising families and working at the same time, somehow putting an academic schedule together in the midst of family and work commitments. Yet others are older adults making a sharp turn in their careers, becoming nurses where they were tech workers before, studying history while working night shifts, learning a new language or regaining lost math skills.

Many among our students need so-called developmental work in basic skills to reach their goals. Others are already exquisitely trained in a technical specialty but need something new. Some have come to college for the very first time, others are returning to try after earlier setbacks. They come to De Anza College because of a shared belief that they will be treated with respect and affection, that the instruction will be superior, that the services they need will be available, and that their fellow students will be serious and generous.

De Anza has managed to meet these expectations, despite the appalling under-funding from the state. At the same time the college community knows that our environment is rapidly changing, that the demographics and economics of the region are undergoing fundamental changes that offer the college dramatic new opportunities for growth and new programs. Our students are changing, the labor market they face is changing, the technologies they use are changing, what they need from us is changing.

How should we respond to these opportunities, especially under the fiscal constraints of our current budgets? Last year I announced that we would initiate a strategic planning exercise this academic year, to explore the economic and social dynamics of our region, the demographic transitions through which we are moving, and the role of this community college in meeting the demands of this shifting landscape. We began the year by asking several of our own faculty and staff to bring forward a "plan for planning." These were colleagues – Dan Salah and Jack Lynch from Business, Matt Abrahams from Speech Communications, and the college researcher, Andrew LaManque – with considerable experience in long-range and strategic planning in other institutions. Their charge was to produce a planning proposal uniquely suited for De Anza's culture of shared governance and deep engagement.

This team proposed that the college initiate a "story-based" or scenario-based planning exercise, one that would begin with the direct involvement of dozens of our faculty, staff, students, and administrators, and ultimately involve literally every member of our faculty and staff. Having vetted the proposal through the college's various governance processes, the team sought out the services of an external consulting firm to manage the beginnings of the process, and we have ended this academic year by beginning a planning exercise that will ultimately engage us through much of next year.

We end this State of the College Report, then, with the text of "The Case for Planning" that initiated the De Anza Strategic Planning exercise. This case statement defines in the broadest terms the nature of the issues we face in strategic planning, or the dynamics of demography, funding, economy and student outcomes that frame our challenges in planning.

De Anza College Strategic Planning
The Case for Planning

De Anza College enters the next decade with a reputation as an institution of exemplary collegiate instruction and support, offering a wide range of courses and programs to a diverse and exciting community of students. This is a reputation earned through the commitment and imagination of an extraordinarily talented faculty and staff, working with limited resources and too few amenities to meet the widely diverse needs of our students.

How shall we maintain our excellence in the face of systematic under-funding from the state, fluctuating enrollments, a rapidly changing social, technological and economic environment, and the ever-changing demography of our region? What are the implications for us of the new high school exit exam or changes in remediation policies at the UC and CSU? How can our faculty, staff and administrators sustain or redefine our identity in the face of new challenges in our region, commit ourselves to new initiatives in our academic and support programs, and clarify our highest priorities for development and direction?

A strategic review of our priorities and goals is provoked not only by the immediate changes in the external environment, but by the belief that our current enrollment and funding dilemmas are not momentary lapses in an otherwise happy story of robust support and unending student demand. The decline in our enrollment may be rooted in long-term shifts in the demographics of age and location in our region, demanding from us a critical review of whom we serve and how we might serve them better. And the long-term prospects for significant college budget increases are slim to none, especially in light of escalating costs.

In the face of these changes and projections we must be clear about our priorities in the distribution of scarce resources, and clear about how we might better deliver the quality programs for which we are known. This may mean we do more of some things, less of others, or change some of what we do altogether. But which things do we choose, and why? The purpose of strategic planning is to engage the entire De Anza community – both internal and external constituencies – in addressing these questions, and provide answers to them.

This is not an abstract exercise. Strategic planning is hard work, asking a lot of men and women who are already working full time to meet their classes, counsel students, review our programs and our facilities, manage the schedules and keep ahead of the deadlines. Strategic planning is only worth doing if we feel the challenges are sufficient to warrant the extra work, and if we believe the results will be expressed in measurable changes – not in abandoned texts on some shelf.

The challenges that provoke a turn to strategic planning are these:
1. Funding
2. Enrollment and Demography
3. The Economy and Labor Market
4. Technology
5. Our Competition
6. Student Learning

Funding: De Anza is coming through the fourth year of a budget decline, caught between insufficient state support and increased costs. The college B budget per FTES has declined more than 60% from 2001 to today (from $255 per FTES to $88); there have been repeated cuts in staff, instructional technology and the support programs that sustain an engaged faculty and empower students. Every member of our faculty, staff and administration has felt the impact of these budget reductions, especially when we are trying to reach out to more students, and offer programs that engage and sustain them.

Even with equalization dollars this year, our per-student funding will only increase to roughly $4,000, only half of the national average for community college funding. By comparison, the California State University receives more than $11,000 per student, and the University of California receives about $20,000.

More critically, there is no plausible scenario in which state funding increases dramatically. The District faces cost escalations in both employee and retiree benefits costs, and must maintain competitive salaries for our faculty and staff. While the new bond promises to relieve some of the pressure on the general fund, it precipitates other issues: in what sequence and in what magnitude are funds distributed for equipment, maintenance, technology, etc.?

Enrollment and Demography: Our overall enrollment trend for the last two years is flat. But if we exempt our Job Corps enrollment from the calculations, we are persistently down more than 4% in our on-campus enrollment. The largest drop has occurred among permanent residents and east of the 880 corridor.

While our enrollment of our immediate district high school graduates remains stable, this is a relatively small share of our overall enrollment. The number of local high school graduates is expected to slightly decline over the next decade. The fastest growing age demographic is persons over 50, and we do little to especially attract or engage this cohort. And the fastest growing geographic areas in our region are those farthest from the campus.

The fastest growing communities in our region are among those most in need of quality and low-cost educational opportunities, particularly in working class and immigrant communities. Latinos are the fastest growing ethnic demographic in a region notable for its diversity, where Chinese, Vietnamese, Indian, Filipino, other Asian and African-American and European-American students and families look for opportunity. How can De Anza best respond to this diversity, especially in light of systematic and deep divisions of economic class that also mark the region?

What about the goals of our students? A more detailed review of enrollment in our academic programs reveals dramatic declines in those areas where we have traditionally been strong – especially in computer sciences – and increased demand in areas where we do not have sufficient program infrastructure – like the life sciences and nursing. Indeed, students come to us well aware of where the jobs are – and they are in high cost programs where we have finite limits on our offerings.

We must come up with answers to the questions posed by these trends. How do we better support students over 50, and should we? How do we attract a larger share of a relatively stable cohort of high school graduates, and which communities should we reach out to more? How can we be more of a cultural resource for the region; how can we better serve students with widely diverse needs and talents?

The Economy: There have been multiple analyses of our local regional economy, including one commissioned by the District in an effort to better understand the local job market. Every analysis concludes that the exodus of manufacturing jobs is a permanent feature of the economy, that job growth will be in high skill fields, especially in business services, computing, biosciences and software development, and that high school equivalencies will be inadequate to gain employment offering a living wage. More detailed analyses provide insight into the flexible and adaptable skill sets employees will look for, and suggest that colleges will have to better prepare students for multiple career paths rather than for narrow technical competences.

College planning is always caught between the demand for immediate responsiveness to a changing labor market – with its attendant dangers of over-preparing for job niches about to disappear – and the demand for broader and deeper preparation in literacy, writing, math, science and the arts. But even a glancing look at the employment trends in our region will direct us to certain general fields and away from others. On which fields should we concentrate our efforts? How can we partner with our local communities, governments and businesses to better prepare students, and how do we build and sustain new programs in the face of restricted budgets?

Technology: No one with even a passing acquaintance with contemporary teenagers can doubt that digital media have become a ubiquitous force in defining the availability and nature of information, entertainment, even knowledge itself. For some this is a cultural catastrophe, for others an occasion to explore alternative methods of engaging students in their own learning. The explosion of delivery systems – from computers to PDAs to iPods to whatever comes next – offers an opportunity for colleges to experiment with a wide variety of technology-mediated instruction as well as new forms of distance learning. Especially with the growth of Internet II and broadband, or the development of simulated "dry" labs and pod-cast study groups, we are challenged to craft a thoughtful and coherent engagement with technology, one that is driven by an account of what we expect students to learn, and takes into account the new ways of learning available to technologically-savvy students.

The challenge of technology is made especially sharp for De Anza because the passage of the new bond will provide us an unparalleled opportunity to explore and expand our uses of technology. But which kinds of technology will we invest in, driven by what curricular models and with what learning outcomes? Does technology provide opportunities to integrate the arts and sciences in new ways? How shall we assess our projects, and against what standards will we judge our students to be expert users of the technology?

The Competition: De Anza has rightly occupied a relatively secure spot in the local educational ecology. The strength of our programs, the quality of our instruction and student support, even the beauty of the campus – all combined to bring us a healthy share of students well beyond what we might expect from our district alone. But we cannot rest secure in the region. Virtually every local community college has initiated significant curricular changes, built or renovated buildings, crafted outreach programs and community partnerships, and tried to create and sustain new identities of service to their immediate communities. As gas prices escalate and more proximate colleges get stronger, we may have to provide new reasons for students to come to De Anza, or craft new partnerships with our sister colleges to better serve our multiple communities.

Beyond the public institutions, there are a plethora of for-profit degree-granting schools (Phoenix, National, Alliant) and local university extension and continuing education programs that offer exceptionally flexible programming, short courses and good student support for a certain range of students. Are there ways we can meet the needs of students who currently choose these competing options?

Student Learning: At the center of any strategic planning is an account of substantive student learning outcomes. Given the changing economic, cultural and technological environment, what are the fundamental challenges faced by our students, and how do we best prepare them for living and working in that environment? If we restrict ourselves to an account of what students need for transfer, or what they need for technical certification in any particular field, we may miss a major opportunity to clarify our own real purposes here. How do we best honor our deep commitment to educational equity among the diverse students who come to De Anza? How will we assess our progress in better preparing students to become powerful and resourceful participants in the region's economy, society and politics?

If these elements frame our challenge, they also provide a case for strategic planning. Only if we step back from the daily operation of the college and ask ourselves to imagine alternative futures for De Anza can we actually craft those futures. And only if we use a planning process that deeply engages all of us can we believe that those futures will come alive in our daily work.