



DE ANZA
COLLEGE

State of the College
Annual Report 2006-2007

*Creating Change:
Initiatives for the Future*

Date: June 18, 2007

To: Foothill-De Anza Board of Trustees

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From: President Brian Murphy

Over the past year, we have periodically updated you on “A Case for Change,” De Anza College’s strategic planning process involving virtually every member of our faculty, staff and administrators. In this annual State of the College report, strategic planning serves as the centerpiece as we summarize the process, the plans and the implementation of those plans for the college. We also include some of the valuable figures upon which our planning is predicated and that chart our progress from year to year, letting us know how we’re doing as a college and a community. Some of the most heartening figures, from the California Community Colleges Accountability Report, demonstrate substantial improvements in student course completion rates, including of basic skills courses. For 2005-06, De Anza transferred 2,500 students to the University of California, California State University, in-state private or out-of-state institutions.

As we introduce “Creating Change: Initiatives for the Future,” I want to honor my colleagues whose labor is most certainly that of love: for student learning first and foremost, and for De Anza College. During the entire strategic planning process, including most recently the early implementation phase, the dedication of faculty and staff leaders has been truly extraordinary, the involvement of hundreds of faculty, staff and administrators – from instructors to staff assistants to deans and directors, as well as Institutional Initiative team leaders – has been inspiring and unflagging and vital. It is impossible to overstate my pride in working alongside these women and men each day, who care so deeply about engaging, teaching and serving our students.

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Overview

De Anza College initiated its Strategic Planning process with two critical claims: first, that we faced an ongoing enrollment problem, exactly at a time when there was deepening need for college success among historically marginalized communities; and second, that if we could prompt the engagement of the broadest range of faculty, staff and administrators, our commitment to the success of all students could be manifest in new and imaginative ways. The result has been a process of broad and uncommon participation, resulting in literally hundreds of proposals and commitments to action by virtually every department and program on campus.

It has also been a complicated project, replete with overlapping proposals and multiple suggestions with which to address four common themes:

1. Increased participation of historically underrepresented students
2. Increased and personalized attention to the needs of each student
3. Enhanced cultural competence and capacity among all of us to meet the needs of an ever more diverse student body
4. Expanded engagement with our surrounding communities

Thus, our Institutional Initiatives became “Outreach,” “Individualized Attention to Student Retention and Success,” “Cultural Competence” and “Community Collaborations,” with four planning teams marshaling the commitments to action made by virtually every department, division and program collegewide. The result of their work is a formal proposal for four Institutional Initiatives memorialized in Part II of this document. Taken together, they represent the framework for an initial three-year commitment of resources and programming with a view toward long-term change.

The college’s core planning goals are increased enrollment, aimed at annual 2% increases over a decade, and retention. These goals are accomplished through two initiatives: a dramatic increase in Outreach activities, and increased attention to Retention.

Annual Outreach planning will establish a significant increase in De Anza’s depth and frequency of engagement with local school districts and local communities. The establishment of an Office of Outreach and Relations with Schools, staffing and budget requests, and the engagement of broad numbers of faculty and students in these outreach programs all aim at one goal: sustained involvement with schools and communities, in which De Anza acts as a full partner in the success of potential students.

With regard to Retention, the core proposal is the deeper involvement of faculty and staff in meeting the individualized needs of students. Virtually every proposal aims at increasing the speed with which we identify student needs, the competency with which we respond, the adequacy of support services, and greater seamlessness between instruction and support.

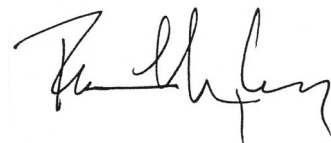
With enrollment and retention as our core goals, the initiatives in Cultural Competence

and Community Collaborations combine to propose a significant cultural transformation at the college. The long-term goal is a college with deep and abiding ties to its surrounding communities, where our staff and faculty reflect the linguistic, cultural, ethnic and national diversity of our communities, and where our professional identities are framed by a pedagogical commitment to engaging of all our students. During the next decade we expect that De Anza will be known for deep involvement in its local communities, and that our enduring reputation for academic excellence will include success for those who may have fared less well before.

If we step back from these global goals, several core themes emerge in the four Initiatives that can be clustered into the following six areas:

1. A “cohort” approach to enrolling and teaching students – Drawing on our existing programs (Math Performance Success, Puente, LinC, Honors, etc.), these plans call for a significant expansion of cohorts, including dramatic increases in Summer Bridge programs, First Year Experience and programs in the instructional divisions.
2. Further integration of student support services and instruction – Across most of the instructional divisions and student support programs were commitments to work more closely together, and virtually every initiative for outreach and retention engages faculty and staff from both areas. There were also important proposals for physical and organizational changes to accommodate a more integrated partnership.
3. Expanded student employment and engagement – Every initiative saw students as a critical and underutilized resource; in outreach, mentoring, tutoring and community action projects, students were seen as critical to the expansion and success of our programs. We need to properly compensate them with both credits and employment.
4. Curriculum and facilities – There are calls for new curriculum to support outreach and retention, provide wider service learning and community engagement opportunities, and further develop thematic and other cohort curricula. There was a call for designing facilities that reflected a greater integration of support services and instruction.
5. Expanded use of technology – Consistently there are proposals for increased and more effective use of technology, including with the Early Alert system, an Outreach Web site and calendar, and tools for curriculum development and enhancement. The core goal is a culture of innovation and experimentation, assessing what works best for which students and which goals.
6. Professional development – With ideas of Cultural Competence at its core, there was a broader commitment to the development of an environment of learning, mutual respect and support among all our faculty, staff and administrators.

We will use Opening Day in September to outline in detail in what we are investing, and the metrics with which we will evaluate our progress toward increasing enrollment and the success of all students, particularly those historically underrepresented in higher education.



The Year in Review: Strategic Planning

The past 18 months have been highlighted by a campus-wide discussion about the future of the college. This section will outline the planning process, one characterized by an uncommon degree of involvement on the part of our faculty, classified staff and administrators.

From winter 2006 to spring 2007, several hundred faculty and staff participated in strategic-planning-related discussions. The process began with a review of our strategic environment and has culminated with the writing of four Institutional Initiative Team Reports. The four reports have outlined a broad agenda for institutional change focused on student success. This agenda will begin to be implemented in 2007-08 with assessment of progress made in time for the 2008 State of the College report.

Winter and Spring 2006

The De Anza College strategic planning process began with recognition by senior staff of the need to involve the campus in a discussion about college goals. In December 2005, the senior staff posed the question:

“De Anza College enters the next decade with a stellar reputation as an institution of exemplary collegiate instruction, offering a wide range of courses and programs to a diverse and exciting community of students. How shall we sustain this reputation in the face of systematic under-funding from the state, fluctuating enrollments, a rapidly changing social and economic environment, and the ever-changing demography of our region?”

– De Anza College Senior Leadership Retreat, Dec. 22, 2005

The senior staff discussion led to an extensive review of the college’s internal and external environment. A firm specializing in strategic change (Dissero Associates) was engaged to review our internal organizational environment to assess the institution’s readiness for change. This review led to a closer working relationship by the senior staff. The internal review was followed by an external analysis of the college’s environment, including enrollment patterns, student success rates, and economic and demographic trends in Santa Clara County.

Based on this work, a “Case for Change” was presented to a group of almost 100 faculty and staff in May. The Case for Change suggested that the college faces challenges that “provoke” a turn to strategic planning, including: funding, enrollment, the economy, technology, our competition and student learning.

Three faculty members with experience in strategic planning – speech instructor Matt Abrahams and business instructors Dan Salah and Jack Lynch – had been asked to outline a process the college could follow to solicit input from the broadest spectrum of college stakeholders. Their recommendation involved a process called story-based planning. Story-based planning involves participants envisioning the future and then describing it in a story. “Likely stories serve as the starting point for discussing how the institution can adapt to address this future as well as shape it.” (Abrahams and Salah, PowerPoint Presentation, April 12, 2006). The retreat of faculty and staff culminated in the writing of 10 stories and news articles about the future of the college.

Story-Based Planning Example, May 2006 (Excerpt)

Doogle's CFO Donates \$20 Million to Her Alma Mater, De Anza College

By Duane Kubo, Pippa Gibson, Nga Doan, Bradley Creamer, Zaki Lisha and Lydia Hearn

CUPERTINO – Yolanda Arroyo is the CFO of Doogle, a high-tech firm in the Silicon Valley. She recently has committed the company to join the De Anza Mentorship Program, also donating \$20 million to the school. She attributes her success to De Anza College.

Yolanda was in high school, and she never imagined herself being able to go to college. Her college had a lack of academic and career counseling because of the state budget cuts that affected her local high school. Nobody in Yolanda's family had ever gone to college, yet she thought she had some potential.

Through De Anza's aggressive marketing campaign (especially to the Latino community), Yolanda first heard about De Anza. She applied to De Anza as a new applicant; she was contacted immediately by the Mentorship Program.

She was invited to the orientation course within which she worked with a counselor to devise an Instructional Education Plan (IEP) and a Financial Plan (FP) that were specifically catered to her needs and goals. Upon completion of the Orientation course, she was given the iPod IV (donated by Apple) that contained podcasts of the various services that are available at De Anza. Through her online student account she was able to download information and interact with her IEP.

Based on her current schedule, through the Bookstore she was able to download all the necessary materials she needed such as e-textbooks, supplemental videos, syllabi, class assignments and so forth.

She was assigned a personal mentor based on her needs, interests and goals. Within the first six weeks of the quarter, they met twice in person with two other students to get to know each other. The students received support from the mentor and they formed a cohort with each other for support.

Her family attended her graduation at De Anza and spoke to Yolanda's mentor, who let them know the variety of courses we offer. Her grandmother and her brother then took a literature course together.

Summer 2006

In the summer of 2006, four groups of faculty and staff met on several occasions to further refine the stories that came out of the May 2006 retreat. Each group was co-chaired by a faculty member and a staff member, with representation from administration. The four groups were:

- Clear Pathways to Student Success
- Participation and Support for Underserved Populations
- Community Collaborations
- Collegiality and Empowerment

A Strategic Planning Web site was developed to keep the college community abreast of changes: www.deanza.fhda.edu/strategicplan/.

Fall 2006

De Anza College Opening Day 2006 involved a campuswide discussion of the work of the four teams. Each team presented its current thinking, and then more than 450 faculty and staff met in classrooms around campus to discuss and provide feedback on the themes. After that discussion, the four themes were later slightly modified to include four Institutional Initiative areas:

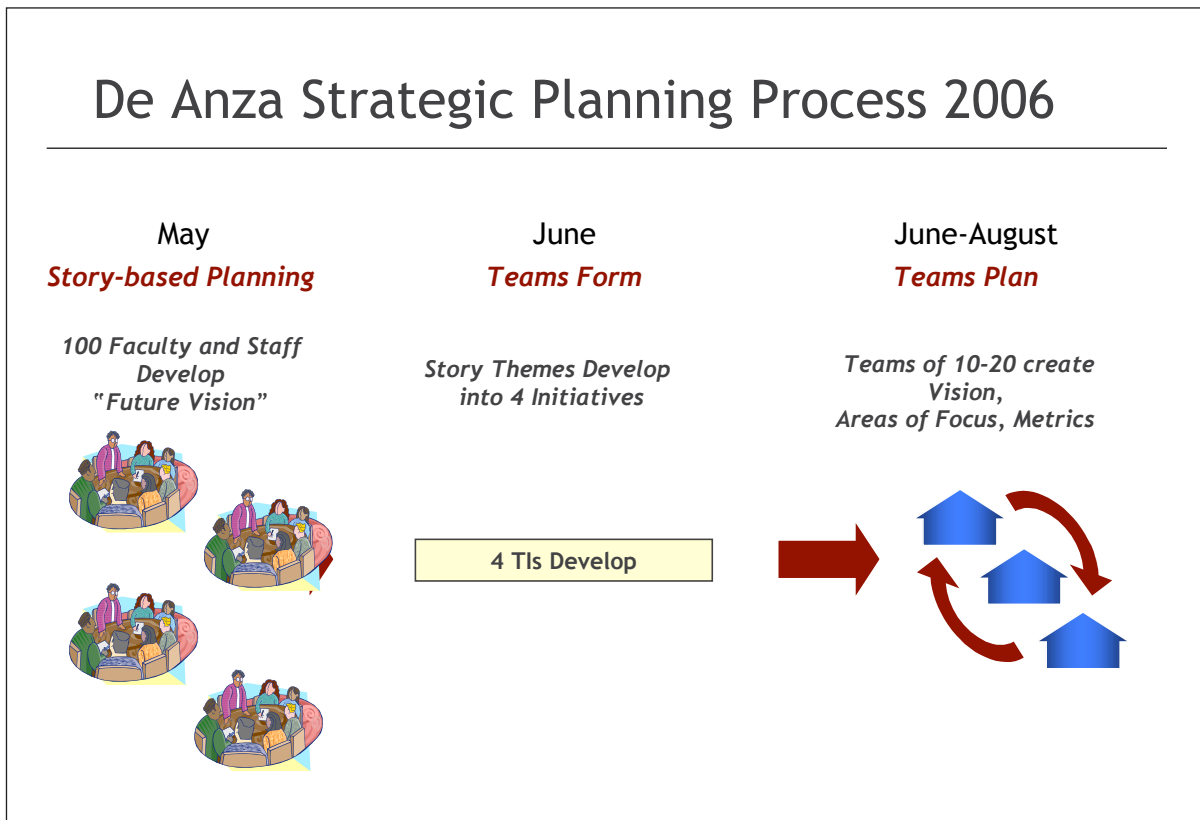
- Outreach
- Individualized Attention to Student Retention and Success
- Cultural Competence
- Community Collaborations

Throughout the fall, each unit of the college discussed the themes and developed substantive “Commitments to Action” (or “CTAs”) to advance the planning objectives. This work was marked by a deep commitment of time and imagination, on top of the work every group was already doing to serve students. Out of this process came more than 740 CTAs, representing commitments of virtually every instructional and non-instructional department. These commitments were often rooted in the good work already under way, but also represented entirely new initiatives that faculty, staff and administrators believed would advance the agenda of the college. Senior college leadership reviewed these CTAs, and initial funding for 2006-07 was proposed to jump-start the strategic change with a focus on enrollment growth.

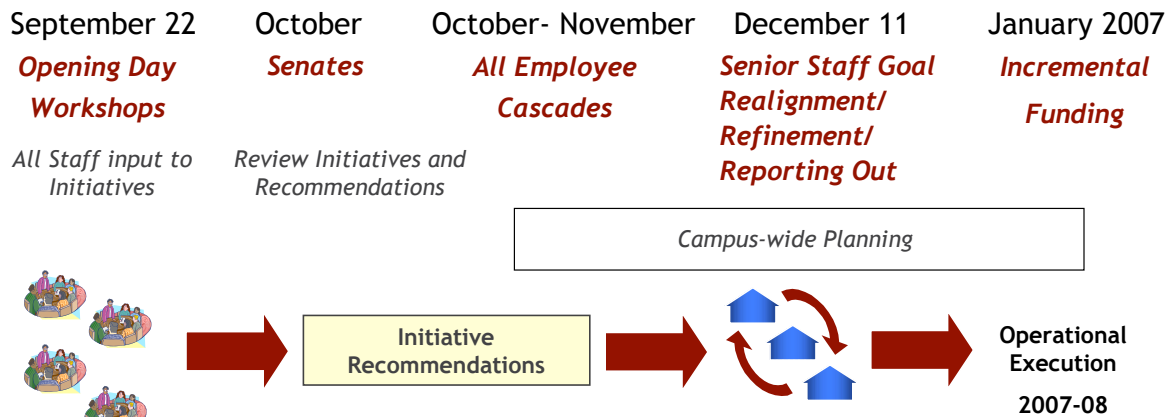
Winter and Spring 2007

Faced with the dense variety of commitments, as well as overlaps among excellent proposals, we sought a way of combining commitments into broad college-wide initiatives. Four planning teams, again comprised of faculty, staff and administrators, worked to bring the many commitments into institutional action plans. At the same time, the Instructional divisions reviewed their commitments and developed priorities among them, aiming to inform the crafting of collegewide initiatives. Ultimately, the four planning teams crafted institutional plans that incorporate many of the ideas and proposals found in the departmental CTAs. These reports were delivered to the college community in early spring and included detailed budgets, timelines

and suggestions for assessment of progress. These plans were distributed widely, reviewed multiple times and were the subject of a campus Town Hall. The team reports are now in the early process of implementation and offer a framework for budget allocations of one-time dollars the college set aside for strategic planning implementation.



De Anza Cascade Process 2006-08



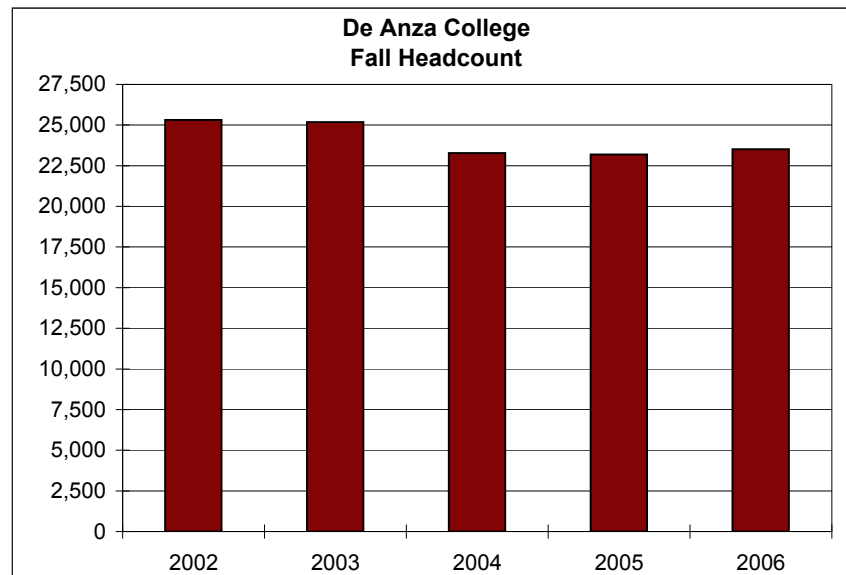
Trends and Key Planning Indicators

The college's planning efforts rely on an understanding of key variables affecting De Anza and its ability to serve students. Important demographics of De Anza's student population include:

- Students from the college's service area account for about 25% of the student population.
- About 45% of our students come from the city of San Jose, while 12% come from Sunnyvale and about 10% from Cupertino.
- About 80% of our students attend classes during the day.
- Just over 35% of our students are considered full time, taking 12 or more units.
- About 1,100 international students attend the college, making De Anza one of the largest community college programs for international students in the country.
- About 51% of De Anza's students are female.
- About 15% of our students have already completed a bachelor's degree or higher.
- About 65% of our students enrolled are 24 years old or younger.

Fall headcount enrollment has been at about 23,000 for three of the last five fall quarters from 2004 to 2006 (see Figure 1). In fall 2004, headcount enrollment dropped by approximately 8% and has been rebuilding since then.

Figure 1

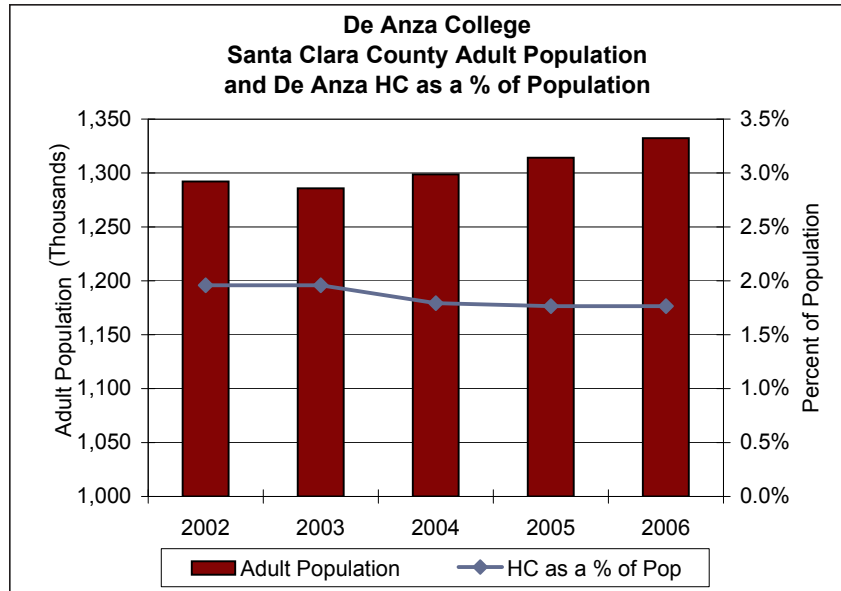


Source: FHDA Institutional Research Office

Between 2002 and 2006, the adult population (ages 18 and over) of Santa Clara County grew

by 40,000 – from 1.292 million to 1.332 million. In 2006, De Anza enrolled about 1.75% of the adult population in the county during fall quarter, down from about 2% in 2003 (see Figure 2). This smaller percentage actually netted larger numbers of students for De Anza.

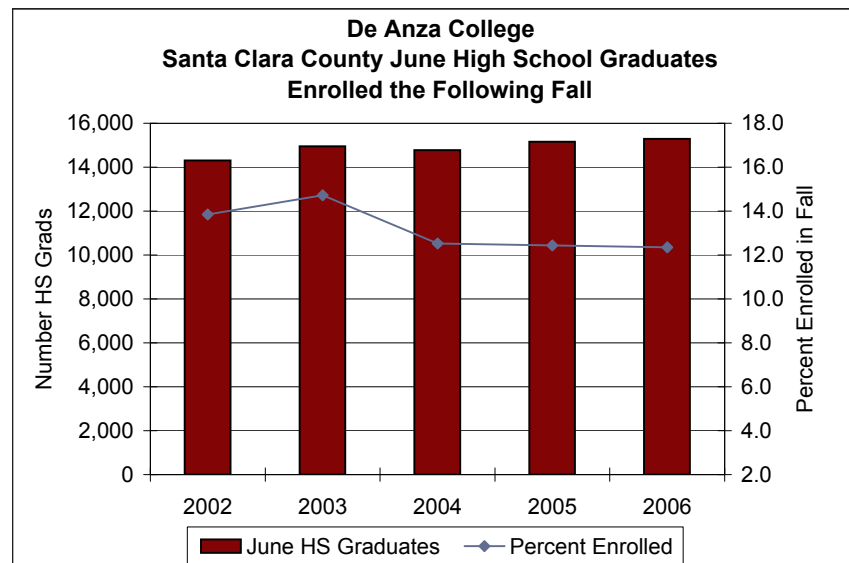
Figure 2



Source: FHDA Institutional Research Office, California Dept. of Finance

As depicted in Figure 3, De Anza attracted about 12% of all Santa Clara County students graduating from high school in June 2006. This has remained constant over the past three years, though it is down from a high of 15% in 2003.

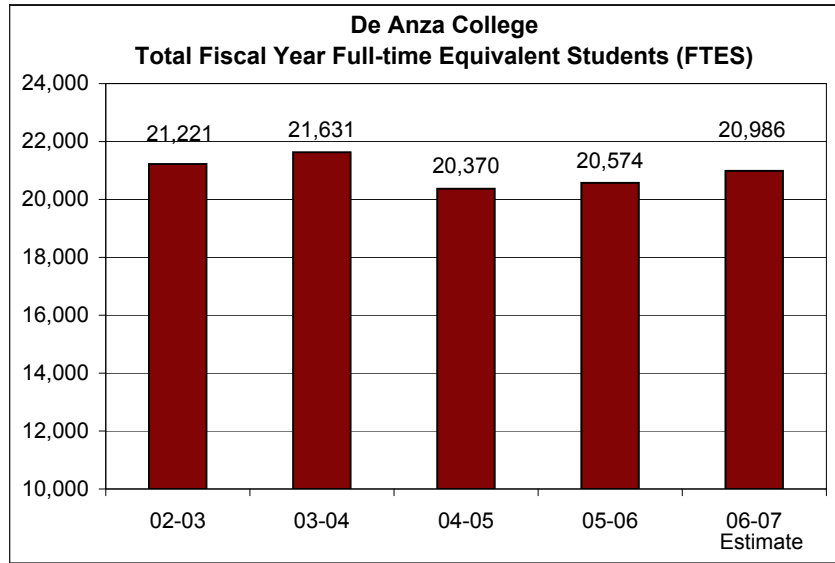
Figure 3



Source: FHDA Institutional Research Office, California Dept. of Finance

As depicted in Figure 4, full-time equivalent student (FTES) enrollment has increased slightly from the 2004-05 figure, but the estimate for 2006-07 is still below the 2003-04 figure. The institutional goal is to increase FTES enrollment about 2% each year.

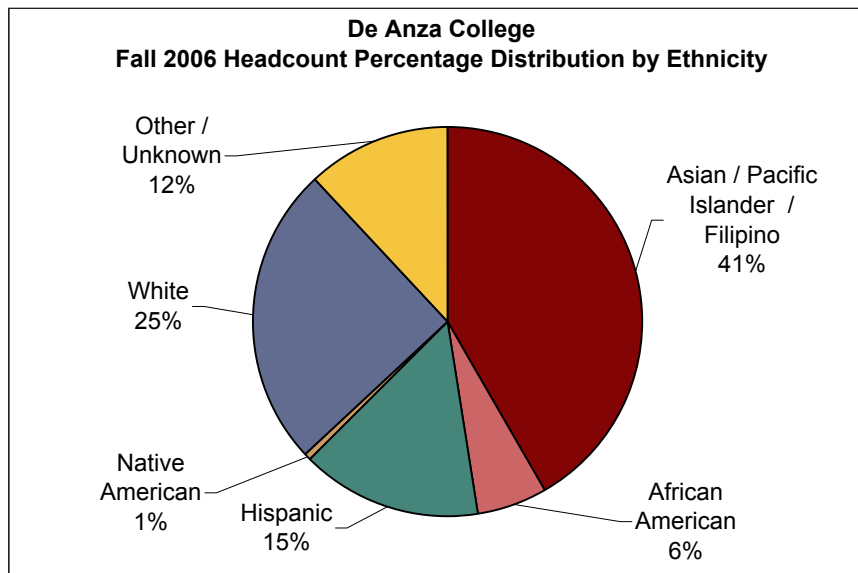
Figure 4



Source: FHDA Institutional Research Office, Official CCFS-320 Reports

The De Anza student population includes a diverse array of ethnic groups. Students identifying themselves as Asian, Pacific Islander and Filipino made up about 40% of the headcount enrollment in the fall of 2006. White students represented about 25% of the population, while Hispanics represented about 15% (see Figure 5).

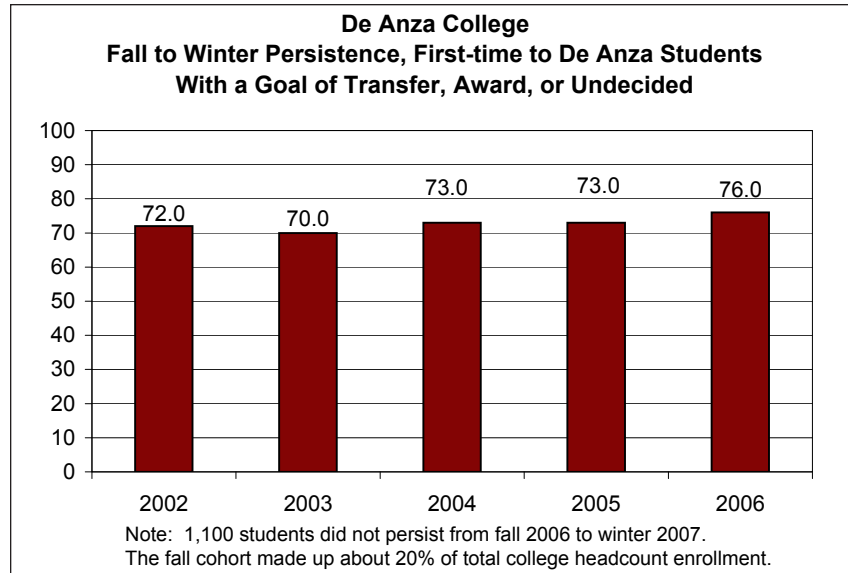
Figure 5



Source: FHDA Institutional Research Office

The fall-to-winter persistence rate of first-time De Anza students (new college students as well as students who may have previously attended another college) has increased steadily over the last four years to 76% in 2006 (Figure 6). Still, about 1,100 students in this cohort did not persist from fall to winter quarter. Students taking 6 units or fewer have a significantly lower persistence rate than full-time students.

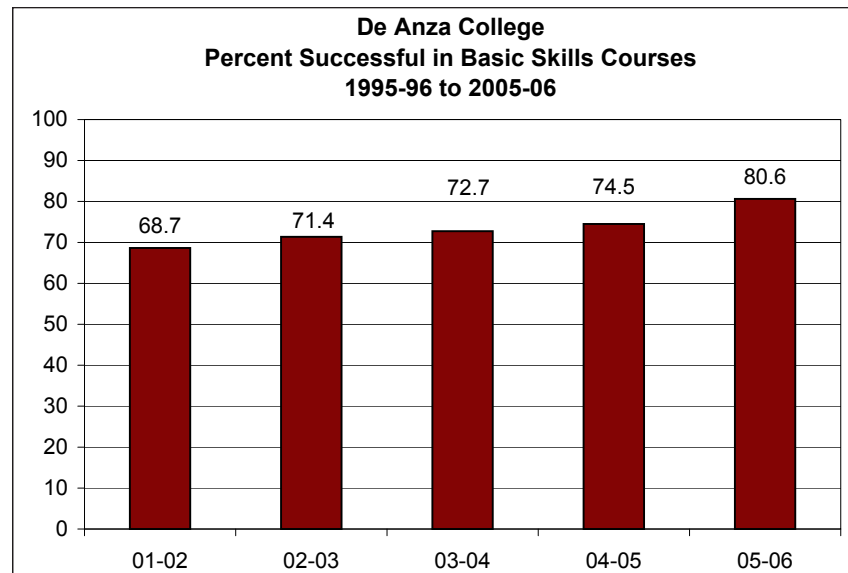
Figure 6



Source: De Anza Institutional Research Office

The basic skills course success rate increased from 74.5% to 80.6% from 2004-05 to 2005-06 (Figure 7). De Anza continues to focus on improving the course success rates as well as the persistence rates of students taking basic skills courses.

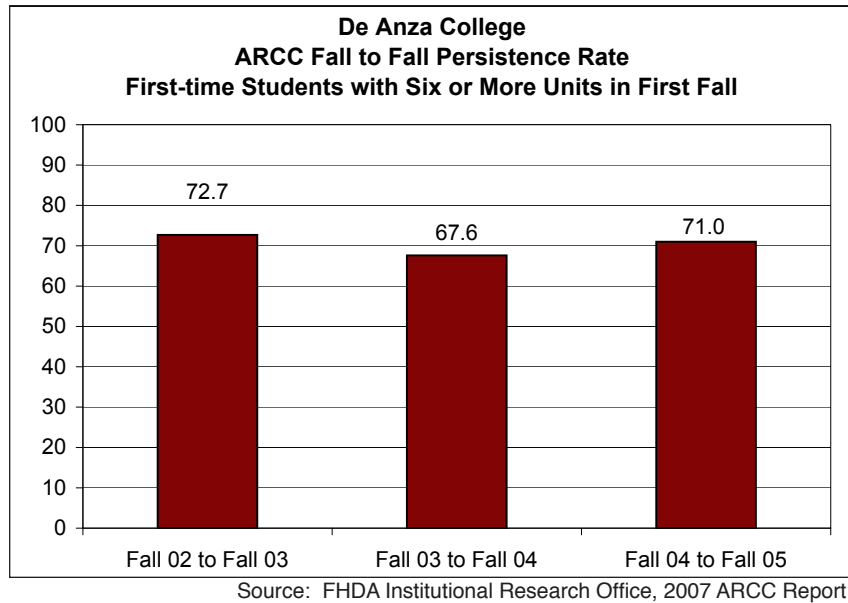
Figure 7



Source: FHDA Institutional Research Office, CCCCCO PfE Reports, 2007 ARCC Report

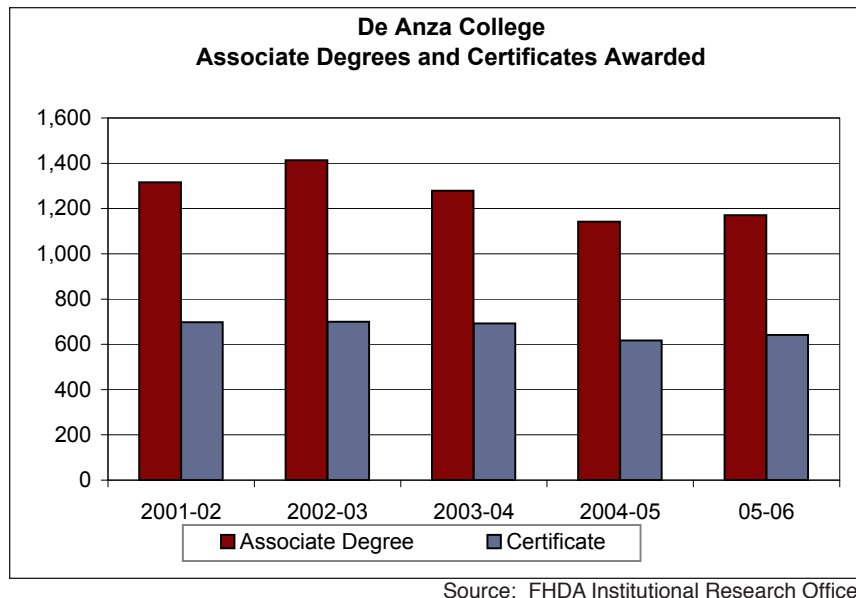
As noted in Figure 8, the fall-to-fall persistence rate of first-time students (not previously enrolled at any other college) taking six units or more was 71% for the 2004 cohort. This group is smaller than the group reported in Figure 6.

Figure 8



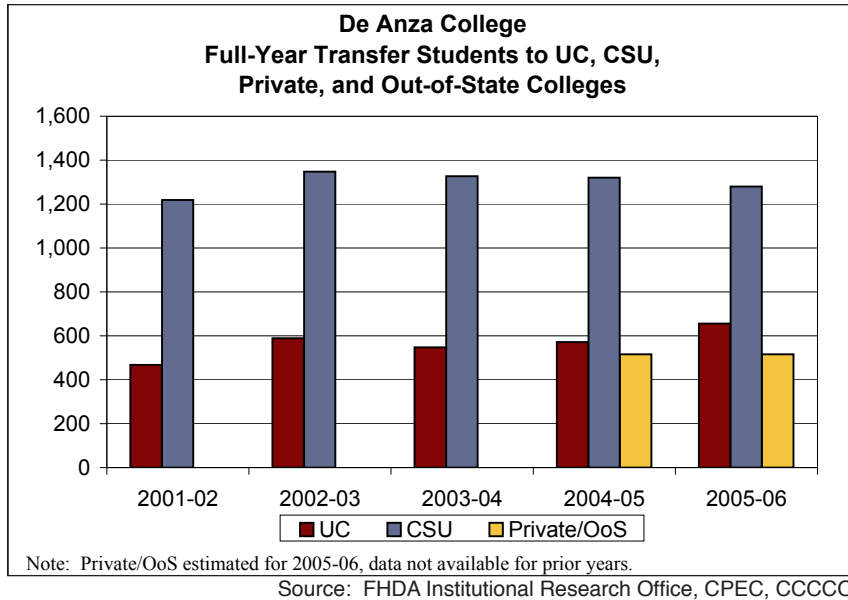
Another measurement of college outcomes is the number of degrees and certificates awarded (Figure 9). Between 2004-05 and 2005-06 the number of degrees and certificates awarded increased about 3%. Given the drop in enrollment in 2004, it may be a few more years before the college reaches the number awarded in 2002-03.

Figure 9



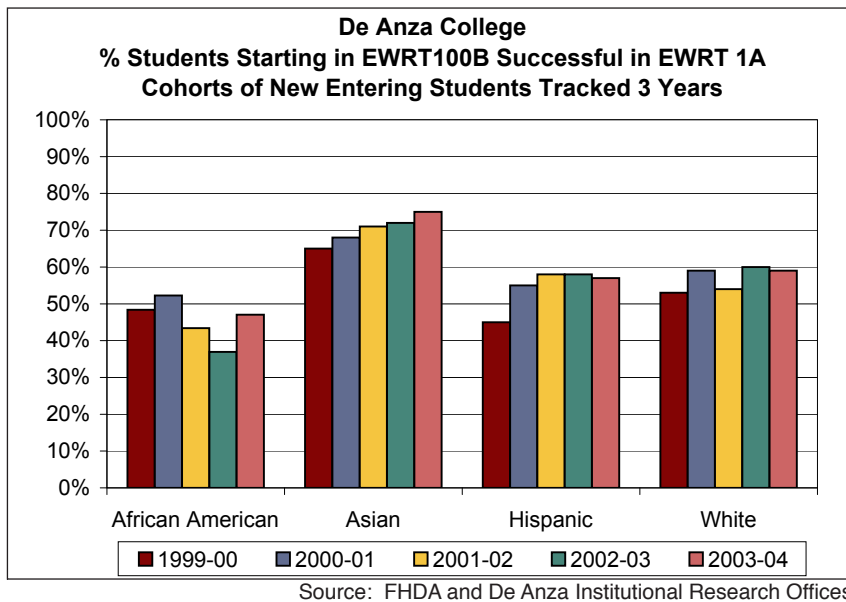
As depicted in Figure 10, about 2,500 De Anza students transfer to a UC, CSU, in-state private or out-of-state college. The number of students transferring to UC and CSU campuses has increased by 2% from 2004-05 to 2005-06. In 2005-06 De Anza had the second largest number of combined UC and CSU transfers in the state: 1,946 (compared to Santa Monica's 2,176).

Figure 10



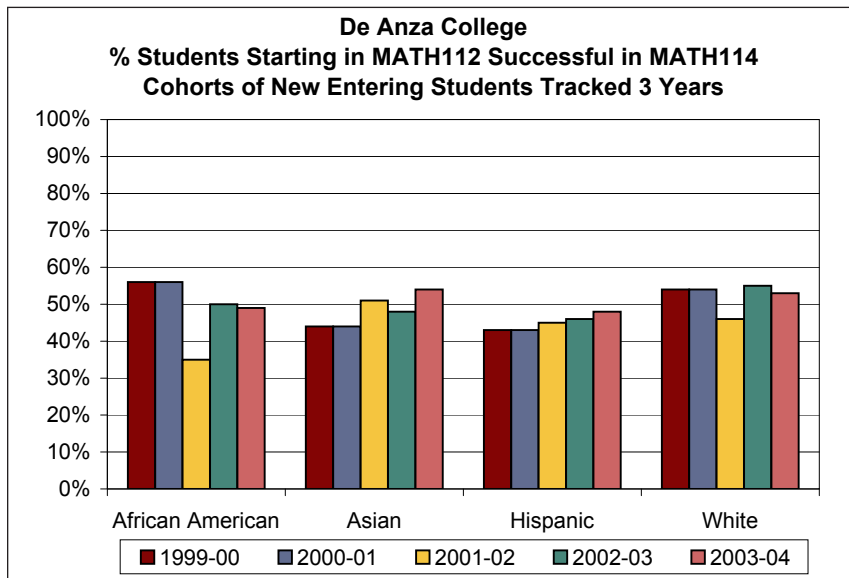
As depicted in Figures 11 and 12, there remain differences in course success rates among ethnic groups. The ethnic groups have been aggregated in these two charts for easier reading. The two figures show the percent of students starting in a basic skills course who are successful in the next course. For EWRT, there is considerable variation between Asian and other students on this measure.

Figure 11



As noted in Figure 12, the success rates from Math 112 to Math 114 are less compared to EWRT, but there is less variation among ethnic groups. Still, for the 2003-04 cohort, 54% of Asian students, compared with 48% of Hispanic students, successfully moved from Math 112 to Math 114.

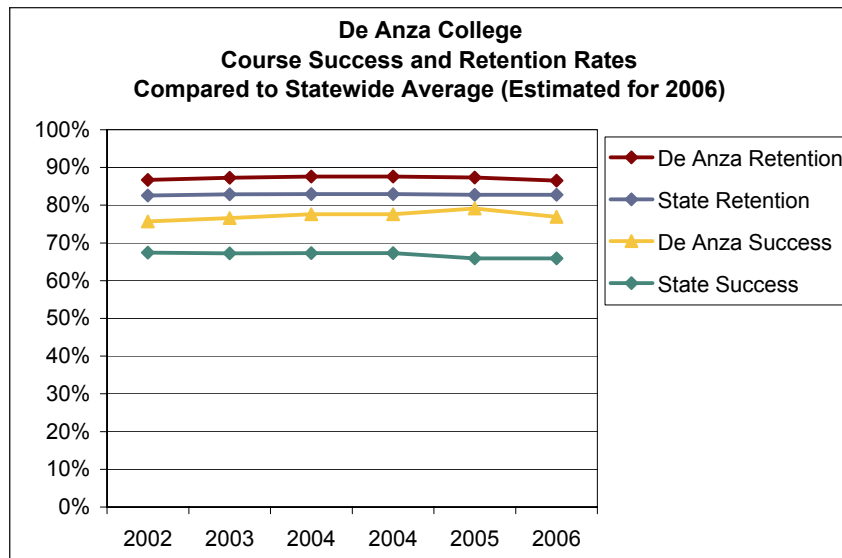
Figure 12



Source: FHDA and De Anza Institutional Research Offices

Compared to other community colleges, De Anza's course success rate is considerably higher (Figure 13). In 2006 the overall success rate dropped slightly but still remained about 10 percentage points above the statewide average.

Figure 13



Source: FHDA Institutional Research Office, State Chancellor's Office Data Mart, Program Retention/Success Rates for Credit Enrollments

Updates and Accomplishments

Facilities (Measures C and E)

This year a number of De Anza College faculty and staff, as part of the shared governance process, contributed to the development of the 2007 Facilities Master Plan. This plan serves to inform the direction of Measure C and provides a vision of what campus development and renovations should be implemented over the subsequent five-year period. The following update identifies the last few projects completed under Measure E and the first projects to enter into construction under Measure C.

Projects in Construction

Campus Center – Renovations for this project include a food court area as well as major mechanical upgrades. The majority of the upstairs has been closed for renovations since fall 2006. Renovations will be complete in late summer 2007 and all the departments – Food Services, Financial Aid, Student Activities, Student Accounts, DASB, ICC, EOPS and the Flea Market – will move back for fall quarter. The project budget is \$5.1 million and primarily funded by the student body through the Campus Center Use Fee and a contribution from Measure E.

Forum – The Forum project budget is split between Measure E and Measure C funding. The design phase of approximately \$320,000 was funded by Measure E dollars. The construction budget of \$2.2 million is funded by Measure C dollars. Renovations to the Forum began in winter quarter 2006. Work includes upgrade of hazmat and the HVAC system, new seating, ADA upgrades and the addition of faculty offices. The Forum is scheduled to be complete in time for fall quarter 2007.

Planetarium – Work on this project commenced in April 2006. The project includes upgrades to the electrical/HVAC systems, the restrooms, refurbished seats, new finishes, a new Star projector and a replacement dome. The \$1 million Konica Minolta next generation Infinium S Star projector, which replaced the old Minolta Star Machine installed in 1970, arrived from Japan and has been installed. The funding for the projector came from State Capital Outlay dollars. The new dome, which was partly purchased from the proceeds from the October 2006 “A Night of Magic,” has also been installed. Renovations to the Planetarium classroom are complete and the classroom opened spring quarter 2007. The Planetarium will open to the public in fall 2007. Excluding the Infinium S Star projector and partial funding of the dome, this is a \$1.2 million Measure E and program-funded project).

Projects in Design

E1 – The E1 Automotive Technology Building design budget of approximately \$200,000 is split between Measure E and State Workforce Minor Facilities Renovation funding (AB1802). The design phase will be complete in summer 2007. The construction part of this project, approximately \$2 million, will be funded with Measure C dollars and will begin in spring 2008.

Visual and Performing Arts Center – The construction bid award for the project was completed by the Board of Trustees on June 4, 2007. We will be breaking ground in July 2007 with completion scheduled for winter 2008. State Capital Outlay funded through Proposition 55 will augment the Measure E dollars allocated for this project and there have also been external fundraising efforts. The current budget is \$16.5 million.



Artist's sketch of Visual and Performing Arts Center

Projects Completed

Campus Entries – The goal of the project was to improve traffic flow off campus as well as improve on-campus circulation and access to the campus. Two new campus entrances have been created: the first adjacent to the Flint Parking Structure and the other in Parking Lot A. Two emergency exits, one on McClellan Road and one on Stelling Road, are complete. This project also provides the campus with two electronic message signs, one by the Flint Parking Structure and one on the corner of Stevens Creek Boulevard and Stelling Road. Other design features included in this project were landscaping, new city sidewalks and enhanced pedestrian lighting. This was a \$2.6 million project.

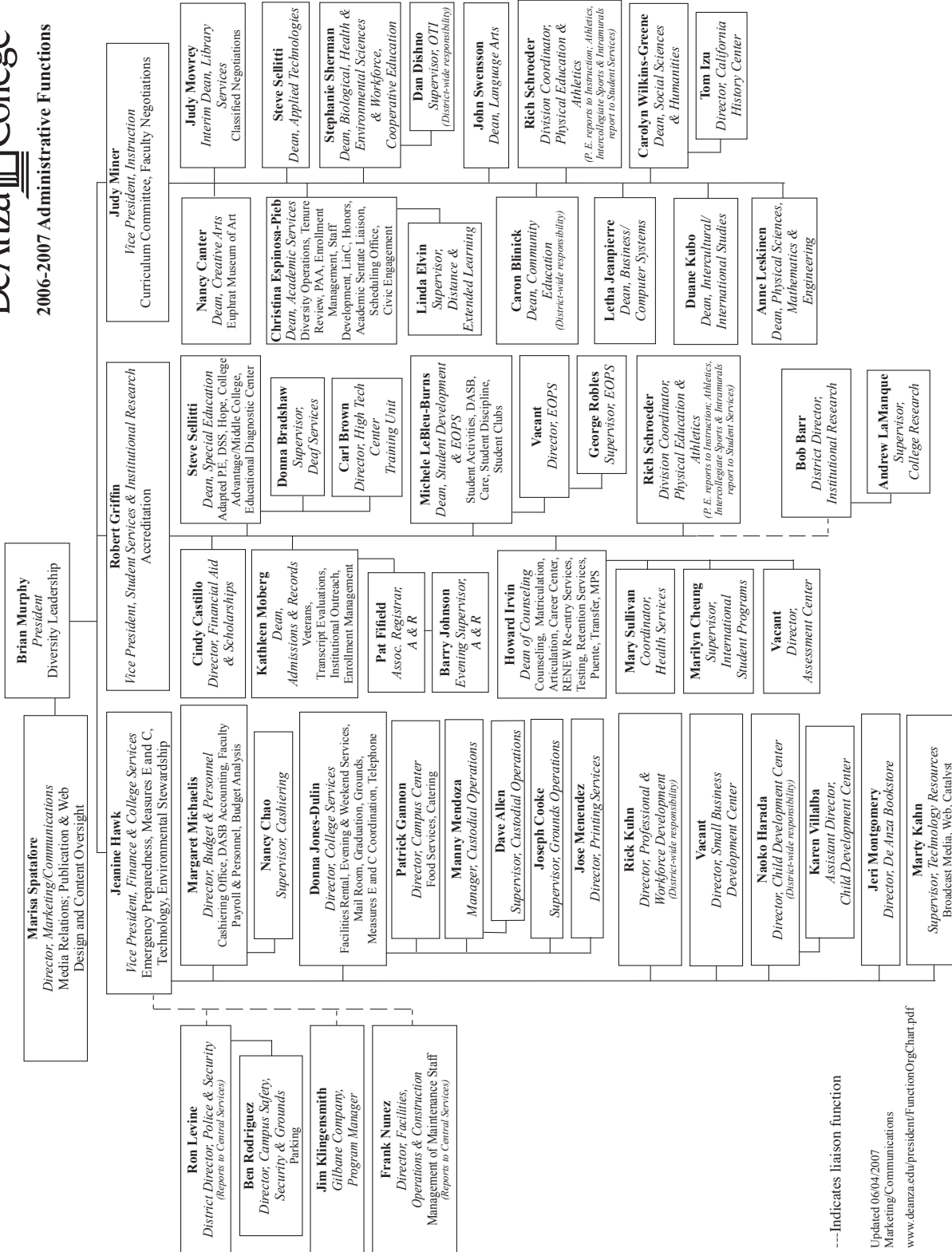


New campus entry adjacent to Flint Parking Structure

Sustainability Management at De Anza College

The De Anza College Environmental Advisory Committee (CEAG), in collaboration with the De Anza College community, developed a Sustainability Management Plan (SMP) draft for the campus. The proposed plan will guide the college toward becoming one of the first sustainable community college campuses in California. The SMP addresses all aspects of our impact on the campus and the larger community. In this context, sustainability management addresses a broader range of human activity than traditional environmental management. Sustainability considers our impact not just on air, land and water, but includes our impact on community vibrancy, environmental stewardship, social equity and financial responsibility. De Anza also worked collaboratively to develop a Sustainability Policy that will guide our actions in areas such as Facilities, Purchasing and teaching and learning.

DeAnza College
2006-2007 Administrative Functions



--- Indicates liaison function

Updated 06/04/2007
Marketing/Communications
www.deanza.edu/president/FunctionOrgChart.pdf

De Anza Academic Senate Summary of Accomplishments 2006-07

Submitted by Lydia Hearn, President

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.fhda.edu/academicsenate/>.

Annual Scholarships Awarded

Two \$1,000 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.

Curriculum Committee

The Curriculum Committee is a subcommittee of the Academic Senate. Through this committee, faculty members 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 Student Learning Outcomes.

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 Academic and Professional Matters Committee, in addition to working on other projects such as the District Mission Statement and District Opening Day activities.

Enrollment

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.

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 College can become a leader in environmental sustainability education and practice.

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. With more than 20 open faculty positions, the senate has been mindful of all the accompanying responsibilities such as the establishing of hiring committees, the commitment to diversity, the training of tenure review committee members and the recruitment to fill the 20-plus tenure review committees for the upcoming school year. The Academic Senate is working on clarifying the process for establishing hiring committees based on board policy and the hiring manual.

Joint Academic Senates

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

Plus/Minus Grading

Fall quarter 2006 began the implementation of the plus/minus grade system district-wide. Research will be done to keep data on the grading system's effect on student performance.

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 continued to meet quarterly with Senior Staff to strengthen relationships. The senate also changed its constitution by adding another elected position for an At-Large Part-Time Representative to the Executive Committee. The two At-Large Part-Time Representatives will work to increase communication with part-time faculty.

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.

Strategic Planning

The Academic Senate played a central role in what has been probably the most democratic process for planning ever in De Anza's history. Our involvement began with De Anza Opening Day activities, continued with participation on each Institutional Initiative Team and deepened with presentations to the senate on a variety of aspects of the Strategic Plan. The Academic Senate's main commitment to the Strategic Plan is to increase the role of faculty advising to students particularly in the area of discipline and career advising. Faculty involvement was widespread with meetings held inviting all employees to participate in the planning of the four initiatives: Outreach, Individualized Attention for Student Retention, Cultural Competence and Community Collaborations.

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 particularly with the De Anza Strategic Plan and the Equity for All Project. Presentations on equity were made to the Academic Senate Executive Committee.

Teaching and Learning

The Academic Senate in conjunction with the Office of Instruction held the second annual 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. More than 130 faculty members attended; furthermore, a Student Services component was added to the conference. The senate has focused on the need for more part-time faculty resources, including office space, which will help with retention efforts. Technology has also been central to our discussions. The senate has explored the need for more training for online teaching not only in terms of the technical aspects but also in terms of the pedagogical implications of teaching online. We have also begun and will continue discussions of the use of e-Portfolios.

Textbook Alternatives

The increasing cost of textbooks for students has been a growing concern for faculty as well. The Academic Senate has explored a variety of alternatives for textbooks with the results of forming an Open Educational Resource subcommittee and of coordinating with the college Bookstore to devise alternatives to traditional textbooks. The senate is working with the Bookstore to pilot the selling of e-books (electronic versions of the traditional textbook) and will explore the option of textbook rentals.

De Anza Classified Senate Summary of Accomplishments 2006-07

Submitted by Olivia Patlan, President

While De Anza Classified Senate continues to participate in the shared governance process, it is a struggle for the leadership to adequately give quality time to participate on campus committees. Release time for the president to address the leadership responsibilities of the senate continues to be a challenge. Office space for the Classified Senate in an equally visible location as other campus constituencies also continues to challenge each year's Classified Senate officers. Even with the support and encouragement of our college president, classified professionals hesitate to participate because there are areas of the college where department constraints and/or supervisory support are lacking.

Participated in the Governance of De Anza College

Classified Senate representatives served on:

- Three campus Planning and Budget teams (PBTs)
- District Budget Committee
- Campus Budget Committee
- Educational Technology Advisory Committee (ETAC)
- 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
- Foothill-De Anza Board meetings

Supported College/District Priorities

- Continued to participate in the distribution of non-instructional equipment to classified staff, in conjunction with the vice president of Finance and College Services
- Created Classified Senate Ad Hoc Committee to work with College Services and District Human Resources to implement technology education and access for all classified staff as part of commitment to Institutional Initiatives
- Continued work on Respect in the Workplace Project
- Provided input on District Opening Day workshops
- Classified professionals chaired and participated in developing Institutional Initiatives and continue to be involved in Strategic Planning for the college

Enhanced Staff Development and Motivation

- Sponsored Employee of the Month Awards presented quarterly (nine per year), including end-of-the-year celebration for all honorees.

- Supported and encouraged classified staff Professional Growth Award (PGA) participation
- Collaborated with Staff Development Office to provide professional development activities for all classified staff, including Classified Professionals Day
- Sponsored and coordinated the annual All-Classified Retreat to enhance professional relationships
- Provided leadership training and team building to senators and officers
- Sponsored a Blood and Marrow Drive to benefit the community
- Participated in Orientation for new classified employees
- Supported ergonomic needs of classified professionals in their work environment

De Anza Associated Student Body

Summary of Accomplishments 2006-07

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. 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 \$70,000, was used to meet ongoing campus requests, usually for small amounts that were not budgeted in the previous year. The second responsibility was to create the 2007-08 general budget, which is roughly \$1 million.

Special Projects

The DASB took on a variety of special projects this year. Of special interest was the Community College Governances Funding Stabilization and Student Fee Reduction Act initiative. The DASB financially supported the drive for gathering signatures in addition to creating a program in which other community college students could become involved. The DASB worked with the Faculty Association Political Action Committee in establishing guidelines that were adopted statewide that not only encouraged clubs and organizations to contribute to the cause, but to also gather signatures. The DASB also saw value in students serving internships, so they financially supported the Foothill-De Anza Internship program by developing an informational video that will be shown to prospective student interns. The DASB also financially supported a student with filming a congressional interview session in Washington D.C. Overall the DASB has truly followed its slogan of “students helping students.”

Participation in Campus Decisions

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 of Students, Faculty and Staff

Student Accomplishments

Biological science major Bonnie Bea was awarded a \$20,000 scholarship to UC Santa Cruz in fall 2007. A former foster youth, Bea is a single parent juggling the responsibilities of family with work and education. 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 Rebecca Bullard 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's degree. Bullard completed De Anza's Registered Nursing Program in March 2007.

Film/TV Department student achievements:

Bobby Shelby was accepted for the American Pavilion Student Program at this year's Cannes Film Festival. He is the second De Anza Film/TV student to attend. Shelby's film "Rebecca" was curated as part of the Pacific Film Archive's Alternative Requirement 2006: Experimental Works from Bay Area Schools. Find information on the program at www.ampav.com/ampav3.html.

Bill Stahl is featured on an Internet blog and video for the film "Shrek the Third." He has been a De Anza student for three quarters and is enrolled in Film/TV 50: Introduction to Film/Television Directing. See www.shrek.com and click on "Production Blog," then on "Filmmakers Production Blog," then on "Bill Stahl" to find him.

California Community Colleges Media Arts Awards 2007:

3D Digital Imagery – Cinematic Still

- John Tupper (Category Winner)
- Piyush Agarwal (Merit Award)

Traditional Animation

- Howard Kim (Category Winner)

Film/Video

- Keenan Manely (Merit Award)

AAINA: South Asian Women Film Focus (Seattle)

Asian American International Film Festival (New York)

- Namit Kumar – "Choices"

aluCINE Toronto Latin@Media Festival 2007 (Toronto)

- Omar Forero – "Try"

American Pavilion/Kodak Student Filmmaker Program

- Robert Shelby (Festival de Cannes 2007, France)

BOMS (Best of Myspace) Film Festival (Online)

- Cameron Thrower – “B/4 You Left,” Best Experimental, March 2007

Brooklyn Arts Council International Film & Video Festival

- Car Nazzal – “The Truth of the Matter”

Cinecats Film Festival 2007 (Los Gatos)

- Neil Baker – “Pasta Point of No Return”

Cinequest Film Festival 2007 (San Jose)

- Michael Chance – “The Reason,” Student Shorts Competition
- Car Nazzal – “The Truth of the Matter,” Student Shorts Competition
- Shelly Prevost – “Trained in the Ways of Men,” Maverick Documentary Competition

Pacific Film Archive’s Alternative Requirement 2006: Experimental Works from Bay Area Schools

- Paul Gill and Rekha Radhakrishnan – “Black Candle”
- Robert Shelby – “Rebecca”

De Anza graduate Mohammad “Mo” Gorjestani recently graduated from the Vancouver Film School, and his 11-minute short film, “The Shade,” has been selected to play at the Tribeca Film Festival. View the film at <http://youtube.com/watch?v=gKG-7kdcCBc>.

A new sculpture titled “Trinom” by Magda Latin, a former De Anza sculpture student, will be installed at the Mary Avenue entrance to campus.

De Anza’s Vocal Flight placed first out of 10 colleges in the College Division at the Reno Jazz Festival. This is the second time for this award. Vocal Flight last year also won the college division for vocal group in the 30th Annual Downbeat Magazine Student Music Awards, the tenth time the Vocal Jazz Program at De Anza has received this international recognition.

Ten students from the De Anza Wind Ensemble participated in the Northern California Community College Honor Band held at Los Medanos College on Feb. 28 and March 1. Three De Anza students won first chair auditions for the 100 piece group:

- Ariel Jessup, trumpet
- Emmanuel Domergue, French horn
- Todd Freitas, euphonium

Several De Anza students were honored for top athletic awards:

- Heather Emswiler, women’s soccer All-American
- Trevor Foote, men’s water polo, honorable mention All-American
- Brennann Marion, All-State football
- Tracy Stephens, men’s soccer Player of the Year, Coast Conference and All-American

Student athlete Karen Benitez was named to the Arthur Ashe Sports Scholar Team for 2007. Benitez is a second-year swimmer for De Anza and maintains a 3.42 GPA. For more information about the award, see www.diverseeducation.com/Ashe2007a.asp and click on “Women’s Swimming.”

Women’s soccer player Monica Macer was honored at the Commission on Athletics (COA) conference in Ontario as one of two 3C4A (Community College Counselors Association in Academic Advising for Athletes) Student Athlete Achievement Award winners. This award is given to one male and female in the state annually and recognizes the persistence of an athlete in overcoming great barriers in achieving his or her education. To read more about the award and Macer, see www.3c4a.org/Award%20Winners.html.

The fall 2006 De Anza honor roll for student athletes included 104 students with a minimum 3.0 GPA. Fourteen of those students earned a 4.0 GPA. During spring quarter, the campus celebrated the achievements of 36 student scholar athletes from 16. A scholar athlete is a sophomore with a 3.0 GPA or higher.

Eight De Anza journalism students and three staff members attended the three-day Journalism Association of Community Colleges State Convention in Sacramento at the end of March along with almost 600 delegates (students and faculty) from about 55 community colleges. The students attended workshops run by professional journalists, went on tours of the Sacramento Bee and a local television station, had their work critiqued and entered journalism contests. In addition, awards were presented for issues of La Voz published during 2006. La Voz won the following awards for 2006:

- General Excellence – Online Edition – La Voz staff
- Generally Excellent – Broadcast Journalism Portfolio – La Voz staff
- Generally Excellent – Broadcast Video – Matt Egan and Loriza Sasur
- 2nd Place – Photo Illustration – Reza Kazempour and Marianne Kim
- 3rd Place – News Story – Robert Balicki
- Honorable Mention – Line Illustration – Marianne Kim

The winning entry for Broadcast Video was about the opening of the De Anza Writing and Reading Center.

Massage therapy graduate Bryan Reisinger’s Dragon Touch Massage was named the “Best Massage” and the “Best New Business” in the April 27 edition of the Voice of Mountain View’s Best of 2007. Reisinger merges traditional and modern therapeutic practice in a winning combination.

Faculty Accomplishments

Kelly Simons was named Co-Coach of the Year for Men's Tennis in the Coast Conference.

Film/TV faculty member Zaki Lisha served as a juror for the Shorts Competition for the Cinequest Film Festival 2007. He was also a guest speaker at Lincoln High School in San Jose.

Film/TV faculty member Susan Tavernetti served as a juror for the InterClub Contest, Northern California Council of Amateur Movie Clubs, in October and also for the Narrative Feature Competition for the Cinequest Film Festival 2007.

Math instructor Barbara Illowsky was honored by the Jewish Federation of Silicon Valley at its 24th annual Women of Distinction ceremony on March 11 for her exemplary service in Silicon Valley. Illowsky serves on Hillel of Silicon Valley's board and executive board, and has taught math and statistics for 18 years at De Anza.

Part-time creative arts instructor Linda Hansen Mau of Saratoga was featured in the "Handmade Here" section of the May 5 edition of the San Jose Mercury News. Mau has been teaching ceramic sculpture and design at De Anza since 1990 and is an award-winning sculptor who works with clay, steel and paper. Her work can be seen at the Artisan Shop at the Allied Arts Guild, Menlo Park; the Main Gallery in Redwood City; the gift shops at the San Jose Museum of Quilts and Textiles and the Triton Museum of Art, Santa Clara. See her work at www.lmau.com.

Part-time language arts instructor C.J. Sage published a book of poetry. "Odyssea" is a gender-reversed retelling of Homer's epic poem. Sage teaches English, creative writing and literature at De Anza and edits "The National Poetry Review." Her poems have appeared in numerous magazines. Her new book is available at www.turningpointbooks.com/sage.html.

Beth Grobman, mass communications/journalism instructor and La Voz adviser, gave a presentation on "Teaching Using YouTube" to the Journalism Association of Community Colleges Faculty Conference at Morro Bay in January.

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.

For 2006:

- Shirley Kendall, May
- Mike Holler, June
- Marilyn Patton, December

For 2007:

- Joanne Hames, January
- Roger Letson, March
- Marion Winters, April
- Jen Myhre, May
- Lydia Hearn, June

Staff/Program Accomplishments

The Financial Aid and Scholarships Office disbursed at least \$12.8 million in student aid for 2006-07, of which \$325,000 was awarded through more than 70 different scholarships to several hundred students.

Pat Fifield, associate registrar for Admissions and Records, just finished a year as the California Association of Community College Registrars and Admissions Officers regional representative, planning the successful region 3/4 classified retreat and the annual CACCRAO conference in Palm Springs. Fifield also facilitated several sessions at the annual conference and continues to be an important resource to the state admissions community.

Outreach Coordinator Rob Mieso developed the most successful New Student and Parent Nights ever this spring. At the two spring quarter events, more than 1,800 students and parents attended, and more than 700 high school students applied to the college and registered for Counseling 100. Admissions and Records provided paper applications for on-the-spot sign-ups.

Debbie Wagner, director of De Anza's Medical Lab Technician (MLT) Program, announced the first MLT graduate: Dat Bui. Bui completed the program in January 2007. Developed as a unique partnership between community colleges and hospital clinical affiliates through grant funding, the program is seeking national accreditation. MLT state licensing is expected to be recognized in California by June. Visit www.deanza.edu/mlt to learn more.

An article co-authored by instructional designer Jane Ostrander, "Adapting Scenario-Based Curriculum Materials to Community College Technical Courses," was published in the March edition of the Community College Journal of Research and Practice. Ostrander, principal investigator (PI), and Catherine Ayers, co-PI, of the NSF-ATE grant Scenario-based Learning in Technical Education at De Anza are investigating the effectiveness of scenario-based learning in STEM classrooms.

The library has added 3,153 new electronic books (e-books) to the library collection, bringing the total number of e-books available to the De Anza College community to almost 10,000 titles. E-books are available in virtually all subject areas, with many available in the areas of technology, computer science and general reference. To access the De Anza College e-book collection, visit www.netlibrary.com from anywhere on campus.

The Planetarium now has the premiere Konica Minolta Infinium S Star Machine, the only installation anywhere in the world outside of Japan. The Infinium S projects many of the brighter galaxies and nebulae with such precision and realism that viewers can use binoculars in the Planetarium for a closer view, just as if they were outside. Check the installation progress at www.deanza.edu/planetarium/.

The Cheeseman Environmental Study Area was featured as a native plant garden in the "Bay Area Going Native Garden Tour" on June 7. See www.goingnativegardentour.org for more information.

The National Science Foundation (NSF) awarded a grant of \$749,995 to the college district in support of the Comp TechS/Computer Donation project titled “Internships and Underrepresented Student Persistence in Technical Education.” Program Coordinator Susan Malmgren also announced that there are plenty of free, refurbished computers available for De Anza students who qualify.

The De Anza Classified Senate honored the following staff members as Classified Employees of the Month.

For 2006:

- Rose Angelo, Disability Support Services – October
- Kent McGee, Admissions and Records – November
- Jesus Garcia, Grounds – December

For 2007:

- Jo Ann Okabe-Kubo, Intercultural/International Studies – January
- Diana Contreras, Custodial – February
- Curtis White, Pool Maintenance – March
- Lisa Sanford, Health Services – April
- Kevin Harral, Financial Aid and Scholarships – May
- Karen Villalba, Child Development Center – June

Institutional Initiatives for 2007-08

This section provides a summary of the primary Institutional Initiatives for 2007-08. These plans build upon some of the work already under way in Outreach, Student Services and in several Instructional divisions. Our New Student and Parent Nights brought hundreds of high school students to our campus this past year. These events were coupled with repeated visits by the Outreach staff to high schools and community centers, making contact and exchange of information reliable and accessible. In Instruction, the development of Early Alert programs, increased Cultural Competence, increased student mentorship and new initiatives in Community Collaborations began this year.

Outreach

Office of School Relations – This new office will oversee all Outreach functions. The office will create the infrastructure necessary to organize and monitor the individual off-site requests for De Anza representation and coordinate activities from all campus groups. The office will facilitate communication, collaboration and coordination of institutional outreach activities across the campus and schools, linking EOPS, Counseling, Financial Aid and other support services to outreach efforts and on-campus events. Additionally, outreach staff will work closely with Marketing/Communications and the divisions to highlight new programs, link students with interests in certain areas to these divisions, etc. Through posted annual recruitment and marketing plans, the campus will be invited to participate in relevant aspects of the recruitment process and discuss new ways of attracting and retaining new students via online access to calendars, ongoing committee work and forums.

Recruitment Plan – The recruitment plan will incorporate traditional recruitment, recruitment of target populations, recruitment in untapped venues such as faith-based organizations, electronic recruitment methods, participation of other departments and programs, and much broader use of students in recruitment efforts. With the assistance of Institutional Research and the Cultural Competence initiative team, the plan will also assess barriers to education in target populations, such as transportation, family support and childcare, and suggest possible solutions that would call on campuswide involvement. In conjunction with the Office of Community and Civic Engagement, the plan will include new opportunities for community partnerships and outreach to underserved populations. Additionally, working with special programs such as Honors, First Year Experience and Summer Bridge, the recruitment plan will create a process for identifying and referring students to these programs' coordinators. The recruitment plan would also propose in-reach strategies, such as follow-up to students who do not enroll or drop out their first quarter and early intervention by support services for at risk students.

Marketing Plan – The marketing plan will include guidelines for creating and maintaining a specific brand; clear, consistent messages in Outreach materials including materials from specific programs; creating a Web Task Force to review use and purpose of the Web, facility of use, etc; recognition and respect for the cultural norms and expectations within various communities and need for materials in multiple languages; process for departments/divisions

to request marketing materials to be used in outreach and recruitment; and a template to create materials with a consistent look and message. The plan would also provide marketing strategies for existing programs that serve nontraditional populations (such as life-long learners, workforce), and create a process for identifying additional marketing needs to increase enrollment in these areas. Marketing/Communications will implement Spanish language radio advertisements (approximately 65 spots) prior to fall quarter.

Systems to Collect and Disseminate Entering Student Data – To enhance links to retention services and programs, this initiative includes creating prospect and new student databases. These databases would collect all potential student information and link the information to such entities as support services, instructional services and divisions. The new student database would use assessment results and follow up new student survey responses to benchmark levels, create demographic groups and student interests, and then use this information to link students to clubs, special programs and services. For example, all new students assessed at the 200 (pre-college) level could immediately be referred to tutorials or other retention services as a pre-Early Alert measure. Database information would be accessible via read-only or report request capacity to specific individuals or programs, or systematic results could be e-mailed to these areas out of the Institutional Research Office.

Student Retention and Success

Summer Bridge – Studies have shown that participation in a bridge or transitional program from high school to college significantly increases student retention and success rates. During summer 2006, 25 students participated in De Anza’s Summer Bridge program. Of these 25 students, 23 successfully completed fall and winter quarter and are registered for the spring quarter, which is a more than 90% retention rate. This initiative proposes to continue the offering of a Summer Bridge program, which targets African ancestry, Latino and Filipino students entering college for the first time. The bridge program will provide students the opportunity to interact with fellow incoming students, learn about college study skills and college culture, further develop basic English and math skills, and envision their futures as successful college students. These areas all have been identified as key factors in increasing student retention as well as preparing students to achieve their stated goals. The students will participate in a program spanning several weeks, enrolling in a Human Development 20 class (4 units) as well as a basic skills writing, reading or mathematics class (3 units).

First Year Experience – Studies show that a successful first year is critical in forming a strong base for the years to come. Understanding this along with the many levels of change taking place during a student’s first year at college, this Strategic Plan proposes to implement a First Year Experience program that initially targets African ancestry, Latino, Filipino and first-generation students. The mission of the First Year Experience program is to offer support services, programs and people who meet the needs of the “whole student”, thus addressing the academic, social, emotional and physical aspects of our first-year students’ development. This program helps each new student make a smooth transition to college. Students will initially transition from the Summer Bridge program into the First Year Experience program. These

students, with the assistance of counseling support, will enroll in sequential cohort and linked courses at different levels and disciplines. Integrated support is needed in requesting spaces for students in aforementioned courses.

Early Alert – The Early Alert program is a computerized system of early warning and follow-up for students identified as having academic difficulties early in the quarter. Academic difficulties could encompass financial and personal issues, which could have a direct effect on academic performance. The system identifies common student obstacles (e.g. attendance, English language or writing ability, or any number of other potential issues) that deter academic success and provides feedback for all instructors regarding the specific issues of their students. It consolidates traditional academic reports into one roster and establishes a systematic process for students experiencing academic difficulties.

Integrated Instructional Support – De Anza’s Institutional Research 2005-06 Program Review data reveal a campus-wide course success rate of 79%. Instructional divisions’ success rates range from a low of 67% to a high of 91%. Because approximately 75% of incoming students are assessed at the developmental levels of English and mathematics, we must focus on retention at these stages since course completion is critical for progression to degree attainment and transfer. We must concentrate particularly on African ancestry, Latino and Filipino students who are overrepresented in these pre-college level courses in comparison to their percentage of the overall student population, yet succeed at rates significantly lower than their Asian and White counterparts.

A comprehensive developmental education literature review conducted by the Research and Planning Group of the California Community Colleges indicates that instructional and student support services that are highly integrated increase retention, persistence and progression to college-level coursework. In addition to Culturally Responsive Teaching theory and practices (Banks, Gay) in the classroom, successful programs are characterized by counseling support that is “accessible and integrated with academic courses” and that “address the holistic development of all aspects of the student.” At De Anza, a model is the Math Performance Success (MPS) program, which combines instructor, counselor and tutorial support in expanded lab classes.

Division Retention Teams – This initiative proposes to establish faculty retention teams within each division. In the first year, teams will be comprised of a faculty member reassigned .250 full-time equivalent faculty (FTEF) and a counselor at 10 hours per week for five divisions: Language Arts, Physical Science Math and Engineering, Creative Arts, Social Sciences/Humanities, and Business/Computer Systems. These are divisions with the most need based on equity data and division request.

Supported by student tutors, the teams’ emphasis will be on retention in developmental level courses, gateway courses such as Chemistry 50 and courses with lower success rates. The teams will develop and coordinate, in conjunction with division faculty, a retention plan that includes intervention strategies for students in need of academic and personal supports that

promote course success with particular attention paid to African ancestry, Latino and Filipino students. Working with the Counseling Center's Early Alert Retention counselor, a primary focus will be on developing and implementing the Early Alert system within the division.

In addition to Early Alert, each retention team will develop strategies determined to be most effective for that division's student population, including enrichment activities such as career advising.

Peer support – Tutors, peer mentors and facilitators contribute to classroom instruction as well as specific programs within Student Services. Whether serving as facilitators of study groups, one-on-one tutors in the Tutorial Center, support in labs, peer advisers in Student Services programs or volunteering as teachers' aides, students have proven to be effective in promoting the learning and retention of fellow students.

This action plan proposes additional funding to expand the number of peer tutors/facilitators in areas with the highest need. Funding will be allocated to developmental classes, large lecture classes with lower retention rates, and prerequisite courses required for continuation on an academic or career path (ex: Chem 50). The most effective delivery method will be determined in each division's retention plan and will include adjunct study classes, in-class tutors, or assignment to specific cohort groups. Specific funds will be earmarked for divisions with retention plans, and additional funds will be reserved for other areas.

In addition to division efforts to increase peer tutors and facilitators, the Student Success Center will coordinate the peer support program for students who want to participate and for divisions and programs who may request peer tutors and facilitators from the center. Divisions and programs may choose to seek their own tutors and facilitators as well; however, central to an effective tutoring and/or facilitating program is a strong training component that infuses Cultural Competency. Therefore, any student receiving financial compensation or credit for their roles must participate in Cultural Competence training regardless of whether they are from the center or from individual divisions and programs. Peer support comes in many forms including academic tutoring, group facilitating, project and/or community leadership, mentoring and advising. Training options should, likewise, be comprehensive, adaptable and offered in varied formats.

Students who serve as tutors or facilitators may receive course credit, financial compensation, or community service hours established by the Office of Community and Civic Engagement.

Cultural Competence

Staff Development – In response to the CTAs from both the Instructional and Student Services areas, we propose that a comprehensive three-year Staff Development Plan be instituted. The Office of Diversity and the Equity Collaboration Team, in partnership with the Office of Staff Development, will implement the plan. The overarching goal of this plan is to ensure that all individuals within the campus community develop cultural competence that will

positively enhance and impact their professional and personal effectiveness. Realizing that our institutional commitment to developing cultural competence is ultimately tied to the success of our targeted student populations, we have designed the Staff Development Plan to achieve this purpose. In addressing the staff development needs of the campus, as expressed in the Strategic Planning process, we will utilize a variety of formats. We will survey the existing training and staff development resources on our campus in addition to utilizing external resources.

Participatory Action Research Team – This team will be composed of a single faculty member as facilitator and students registered in a 4-unit social science research course. The faculty member would teach the class as part of his or her load. Other versions of the same idea could work with release for the faculty member and units, stipends or work-study for the research team. The team would work directly with the Office for Institutional Research and the Institutional Initiative Planning Teams.

Cultural Events Planning Committee – We will organize a committee to oversee campus cultural events composed of two faculty, two staff and two students. Members will receive reassigned time, backfill, course credit or stipend as appropriate. It would also strongly draw community members to De Anza's campus. This committee would oversee an Events Calendar, easily accessed in La Voz and on the home page of the De Anza Web site. Most events could be free to participants. Events monies could come from an event fee of a few dollars attached to the registration process. Other events, such as a coffee shop concert series or spoken word performances, could have small fees attached.

Community Collaborations

General Education Curriculum – This initiative will develop a GE curriculum to support community, civic, and cultural awareness and leadership skills. These curriculum development projects will include Summer Bridge programs, First Year Experience programs, leadership institutes for students who come from politically underrepresented groups (modeled after our existing Asian Pacific American Leadership Institute [APALI]), academic certificate programs and a leadership certification program.

Enhance Internship and Community Service Learning Programs and Opportunities – This program will focus on experiential learning by arranging for students to interact with diverse and often underserved people in a variety of workplace environments, reflect on their community involvement, and connect and integrate their experiences in the community with their classroom learning and their own lives. Community Service Learning can be required or can be attached as an extra credit component in courses from all disciplines at De Anza. This program will require a Web site with information on the mission and goals, and the role of faculty, students and community partners. It will offer models for the reflection process, syllabi, the use of journals, evaluation and working with community partner organizations. Community Service Learning will also require the development of a database that has been named "Community Links." The database will consist of both internal and external community resources. Community

Links will include each organization's address, directions, services provided, contact information, information on who initiated the contact, duties, hours, best times to volunteer, requirements, and orientation and training information. The database will be developed in collaboration with the OCCE and the Social Sciences and Humanities division. This initiative includes the development of training and orientation for faculty and students.

Internships and Community Service Learning have a proven track record of boosting student achievement on a number of indicators. We expect our program to boost our enrollment and retention of all students by offering them exciting opportunities to work with and in surrounding communities as part of their academic growth. Consequently, our college will also open opportunities for meaningful relationships with potential students and teachers, particularly from underserved communities.

Internal and External Community Partnerships – Community partnership efforts must develop deep links with existing projects in Finance and College Services, Instruction and Student Service areas, as well as initiate projects in those areas. Divisions and programs with existing community partnerships include OCCE, EOPS, Puente, Math Performance Success, Student Success and Retention Services, Tutorial Center, Business and Computer Information Systems, Education and Workforce, OTI industry-based internships, Environmental Studies and the California History Center. Community partnership projects must develop mutually beneficial relationships with community partners. The concept is to bring the community to the campus and the campus to the community. Members of the community can become ambassadors at De Anza and share their experiences and issues with the students.

The development of the Community Links database is also integral to community partnerships. Providing adequate resources to accomplish the goals throughout the various phases of the initiative's process is critical.

Institutional Initiatives Team Leaders:**Outreach**

Rob Mieso
Jean Miller
Kathleen Moberg

Individualized Attention to Student Retention and Success

Lydia Hearn
Howard Irvin
Shirley Kawazoe

Cultural Competence

Sal Breiter
Virginia Marquez
Carolyn Wilkins-Greene
Marion Winters

Community Collaborations

Carleen Bruins
Mayra Cruz
Letha Jeanpierre
Rowena Tomaneng

Proposed Initiative Goals/Measures of Success for 2007-08

Outreach

- The number of new student prospects will increase 10%.
- The number of visits coordinated by outreach staff will increase 5%.
- The number of Spanish language radio advertisements will increase from 0 to 65.

Student Success and Retention

- 90% of students participating in the Summer Bridge program return for the fall term.
- 75% of students participating in the fall First Year Experience program will be enrolled in the spring quarter.
- 30 class sections per quarter will be using the Early Alert Computerized Program System by spring 2008.
- A minimum of 200 students per pilot division each quarter will have contact (e-mail, phone, personal visit, events, etc.) through the retention teams.

Cultural Competence

- 60% of faculty and staff will be trained in pilot divisions.
- 20 practicum/case study teams will be initiated.
- 10 Action Research Team projects will be initiated.
- 10 new curriculum changes/classes relating to Cultural Competence will be initiated.

Community Collaborations

- The number of businesses, organizations and individuals involved in contributing, materials, ideas and resources (e.g. mentoring, internships and training) will increase by a minimum of five partners.
- Student, staff and faculty participation in activities involving community service learning and/or community and civic engagement will increase by 10%.
- At least 10% of faculty and staff will have attended at least one service learning/civic engagement training session.
- Work areas (i.e. divisions, departments, programs and offices) will increase the number of projects involving community and civic entities and organizations by 10 projects.
- At least two new or revitalized program advisory groups will be established.

Institutional Strategic Planning Goals

- On-campus FTES enrollment will increase 2% annually.
- The percentage of June Santa Clara County High School Graduates attending De Anza College will increase from 12% to 14% by fall 2010.
- The fall to fall persistence of full-time students (ARCC Indicator) will increase from 71% to 75% by the 2010.
- By 2010, the basic skills course success rate will have increased 5% over 2005-06.
- By fall 2010, 10% of students with a goal of transfer or degree will have completed at least one course having a community/civic engagement component.