

## From the President

*The following document updates De Anza College's 1999 Educational Master Plan — **DE ANZA 2005 Pathways to Excellence** — in anticipation of a yearlong strategic planning effort during the 2005-06 academic year. The culmination of that planning effort will be a new Educational Master Plan, and this update provides a bridge between the **DE ANZA 2005** document and next year's strategic planning effort.*

***DE ANZA 2005** articulated the core directions for the college for the period 1999-2005, established the key metrics for judging our progress, and laid out a strategic approach for future planning. It articulates a set of fundamental values and concerns that animate this year's Accreditation Self-Study, and will inform the core issues of next year's strategic planning.*

*As the new president, I have been deeply impressed by the degree to which **DE ANZA 2005** informs the actions of college faculty, staff, and administrators. There is at De Anza College a sense of a community in action, where the attraction, retention, and success of students are shared and universal commitments. And among the students there is a strong sense of excitement and engagement, rooted in the belief that they have come to a college where they are personally valued and supported. I know that our strategic planning will reflect these commitments, articulate new directions in which we want to move, and establish some new targets by which we can judge our progress.*

*For this update of **DE ANZA 2005**, we have gone back into the 1999 document and updated the statistics and data with which that document presented its core concerns. Where the **DE ANZA 2005** document established goals, we have sought to clarify how well the college met those goals. Finally, the Accreditation Self-Study currently under way will provide critical data and analysis for next year's planning. I look forward to the conclusions of the self-study, and to the widest possible discussions next year during the strategic planning process. We will ask those questions most central to De Anza's traditions of excellence: in what ways, and with what substantive goals, can we ensure that our students are fully empowered to live effective and ethical lives in contemporary society?*

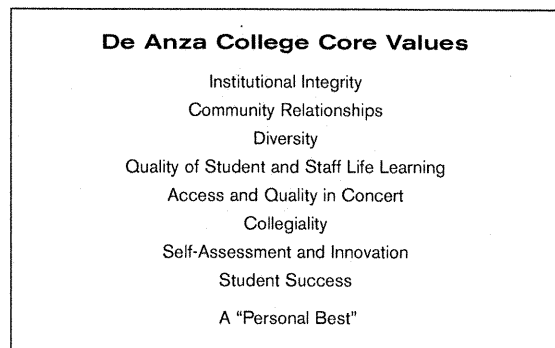
*Brian Murphy*

## I. Introduction: Planning Based on Core Values

For more than three decades, De Anza College has anticipated the future and planned for it accordingly. These planning efforts help us determine what should be accomplished and then identify strategies to meet and exceed our goals. Regular, purposeful internal assessment allows us to improve what we do, chart our progress over time, increase our understanding about how we are doing, and then find ways to take action. Each year, the college revisits old plans and creates new ones to meet the emerging needs of our institution. Among these are the college's Multicultural Plan, Technology Plan, College Readiness Plan, Matriculation Plan, Staff Development Plan, College Annual Goals and Workplan, Americans with Disabilities Act Self-Study, and the Facilities Master Plan. All of these plans will now be directly linked to this document. At the same time, the district's educational master plan will certainly influence the further implementation and development of both **DE ANZA 2005** and the educational master plan of our sister college, Foothill.

As shown in **Figure 1 De Anza College Core Values**, in 1990 De Anza's leadership groups developed a values statement underpinning all the work at the college. This list of core values has been reviewed and reaffirmed each year.

**Figure 1**

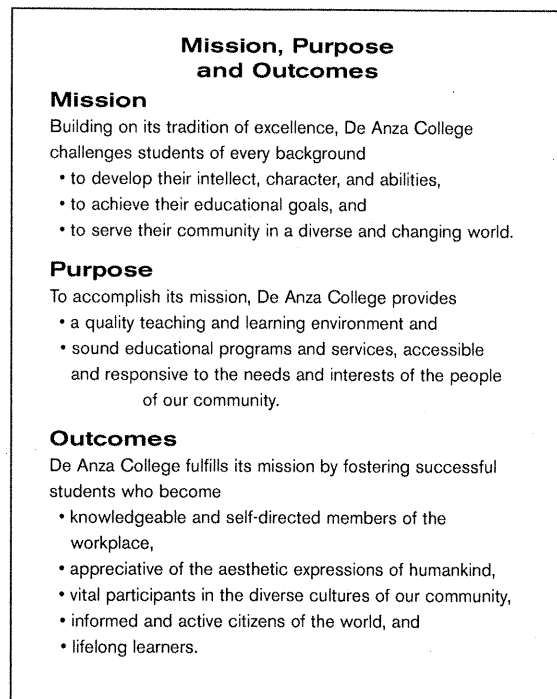


In addition, the Accreditation Self-Study presents a significant, continuous opportunity for faculty, staff, students, and administrators to examine the internal strengths and weaknesses of the college and to use the information to improve its programs and services.

Recommendations from the self-study completed in 1992-93 and affirmed by the Accreditation Visiting Team that reviewed the college in January 1994 called for the college to revisit its mission, strengthen its program review process, and also link the results of program reviews to planning and resource allocation on an ongoing basis. This planning document responds to those recommendations.

In 1994 the college developed a new mission statement as shown in **Figure 2 Mission, Purpose and Outcomes**. The mission emphasizes student success through its conscious positioning of action verbs, “develop,” “achieve” and “serve,” and is accompanied by statements of institutional purpose and outcomes envisioned for every student. Through the mission and values statements, we focus on the quality of the students’ educational experience and consider what we must do to enrich the learning environment to make the most of our time together. **The faculty and staff repeatedly return to these guiding statements as the foundation for building both short-range and long-range institutional goals and objectives.** These statements frame the fundamental questions we ask ourselves about the improvement of teaching and learning, as we attempt to integrate mission, values and goals in constructing our shared vision for De Anza and an agenda of work to achieve that vision.

**Figure 2**



Since its adoption, this mission statement has been widely disseminated throughout the campus in college publications. Making these statements accessible and operational will be part of the challenge of this new planning effort. Beginning in 2002-03, the De Anza community began discussions to amend and redraft the college mission statement.

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In every class we plan, in every program we develop, in every standard we set, in every process we devise, we must think about our mission and ask ourselves:

- Do students learn?
- Do students achieve?
- Do students transfer?
- Do students find satisfying work?
- Do students contribute to improving our community and our world?

As shown in **Figure 3 - De Anza's Vision**, a college-wide vision of the future evolved in 1995-96 from the adoption of our mission, purpose and outcomes statement and reaffirmation of our core values. The vision gives life to the mission and values and has been used to direct the development of mission-based goals and expected outcomes for students and the institution. The vision contains important elements that focus our annual plans on the achievement of student access and success.

**Figure 3**



In Part II of this update, measures of quality will be used to showcase how we are doing over time on each of six indicators. We will use these indicators through 2004 (or the years closest to 2004 for which we have data) to map our progress toward our college vision and goals of access and success for every student. They will also be used to meet the goals of the district's master plan and the state goals for California Community Colleges such as those in "Partnership for Excellence."

## II. Where We Are

**DE ANZA 2005: Pathways to Excellence**, the Educational Master Plan of De Anza College, was adopted in the spring of 1999 to guide the directions and actions of the college through 2005. To meet the ideals of our vision and mission, we agreed upon four goals that are used to guide all of the college's planning, program reviews and budgeting activities.

### Master Plan Goals

- Goal 1: Achieving levels of excellence for all segments of a diverse student body.
- Goal 2: Establishing pathways to learning for every student.
- Goal 3: Applying appropriate technology to improve student learning, student life, and the management of resources.
- Goal 4: Achieving planned growth and maintaining fiscal soundness.

In addition to measuring ourselves against the ideals of our mission and vision, we also look for indicators of success. In 1986, the college adopted six "critical success factors" modified from a study completed at the Massachusetts Institute of Technology. These measures were then used to assess the performance of the college in each of the six areas. From 1994 to 1996, De Anza's program review process was redesigned, and the critical success factors were examined and revised for current use as "indicators of quality."

What is an indicator of quality? Joint Venture: Silicon Valley says it simply:

"Indicators are measurements that tell us how we are doing: whether we are going up or down; forward or backward; getting better, worse, or staying the same." Quality indicators give us an honest look at whether we are accomplishing what we set out to do; they are easily understood; and they are valid and reliable, meaning that the college community accepts the results of these measures with confidence. Some of the indicators may be statistically measurable on an ongoing basis while others are more qualitative in nature and confirm the perceptions and experiences of those who participate in our educational endeavor through measures such as focus groups, anecdotal records, or surveys.

We return to these indicators on a regular basis as a consistent way to measure our overarching aim of access and success for every student:

## **Six Indicators of Quality**

1. Attractiveness to students
2. Comprehensive, quality programs
3. Exemplary faculty and staff
4. Collegial campus climate and successful participatory governance
5. Fiscal soundness
6. Reputation

This Master Plan Update draws together the data and analysis on the indicators. On the following pages, each of the six indicators of quality is described to answer two important questions: a) Why is this significant? and b) How are we doing?

## **Indicators of Quality: Six Critical Success Factors**

### **1. Attractiveness to Students**

**Why is this significant?** This indicator measures student access to De Anza or “access to educational opportunity for all” as described in the original mission of the district and its colleges. Outreach, recruitment and marketing strategies used to attract students to the college result in the diversity seen in the student body.

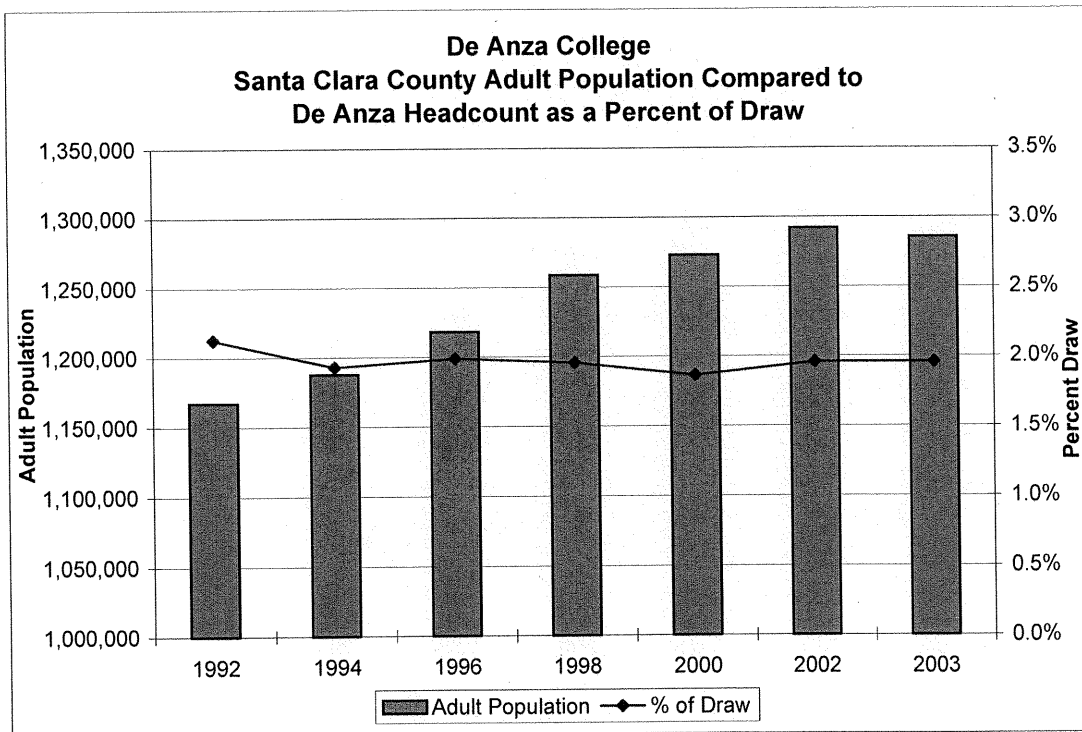
Access to the college’s programs and services is continuously reviewed from a variety of perspectives to assess whether we are attracting a full complement of individuals in the communities served by the college. As a result, we chose to look at attractiveness to students in a variety of ways as follows.

## How are we doing?

### Access and Participation Rates

**Figure 4 Santa Clara County Adult Population Compared to De Anza Headcount as a Percent of Draw** 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 4

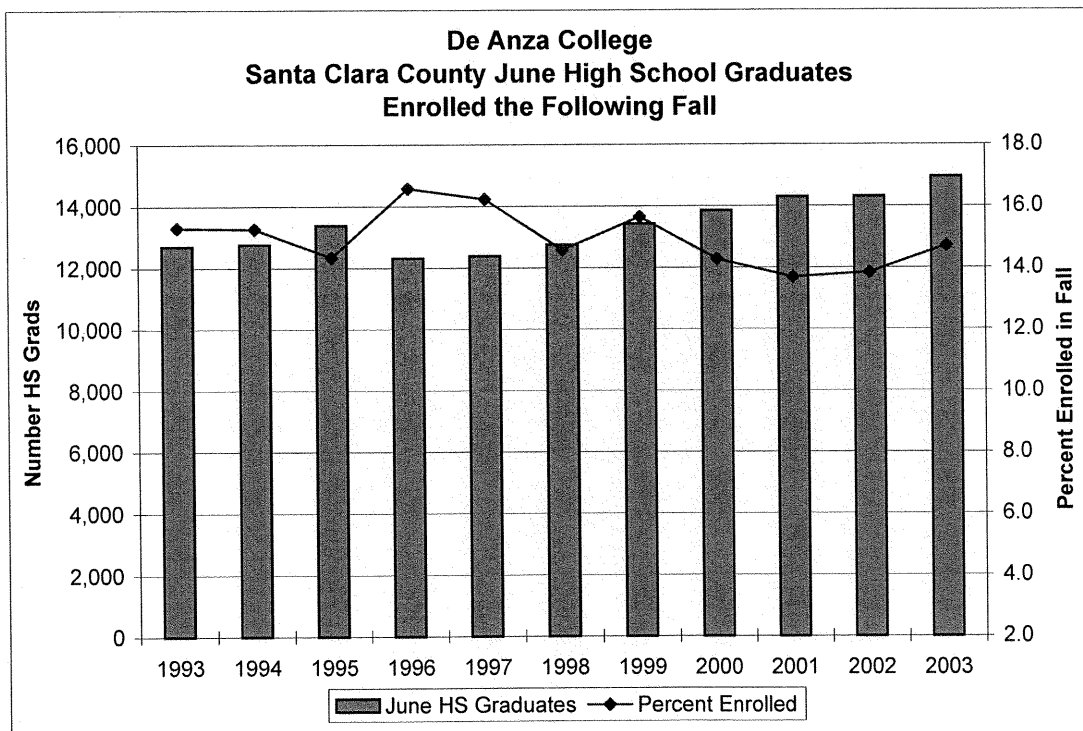


From 2000 through 2003, the adult population of Santa Clara County decreased slightly to about 1.28 million while total Santa Clara County population, which includes those younger than 18, grew slightly from July 1, 2002 to July 1, 2003 despite a net out migration of individuals from the county due to the economic recession. New births outpaced both deaths and the net out migration. At this time it is expected that the out migration will subside in the coming years and county population will continue to increase. Given these trends, the college is planning for enrollment to increase at about 1-2% a year over the next 10 years.



**Figure 5 Santa Clara County June High School Graduates Enrolled the Following Fall** at De Anza portrays De Anza's draw of students from feeder high schools as of June 2003. The number of June high school graduates increased 4.5% from 14,308 in 2002 to 14,952 in 2003. During the same period De Anza fall enrollment of these students increased 11% from 1,975 to 2,198. This increase in enrollment resulted in an increase in the percent of June graduates enrolling at De Anza in the fall from 13.8% to 14.7%.

**Figure 5**

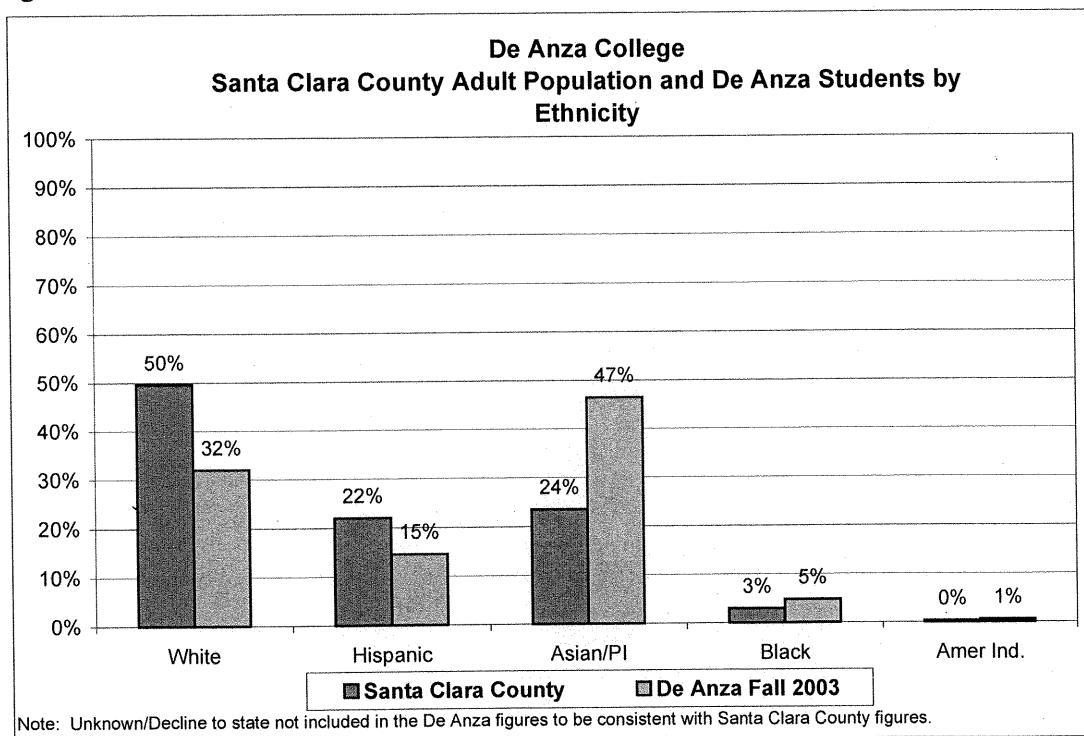


*\* Public schools only.*

College bound high school graduates have many options. However, were the University of California and California State University Systems to redirect students to the community colleges, we would expect to see the percentage of high school graduates attending De Anza to increase over the next few years.

**Figure 6 Santa Clara County Adult Population and De Anza Students by Ethnicity** compares De Anza fall 2003 enrollment by ethnicity (not including the “Unknown” / “Decline to state” category) to Santa Clara’s adult population in 2003. Since about 20% 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.

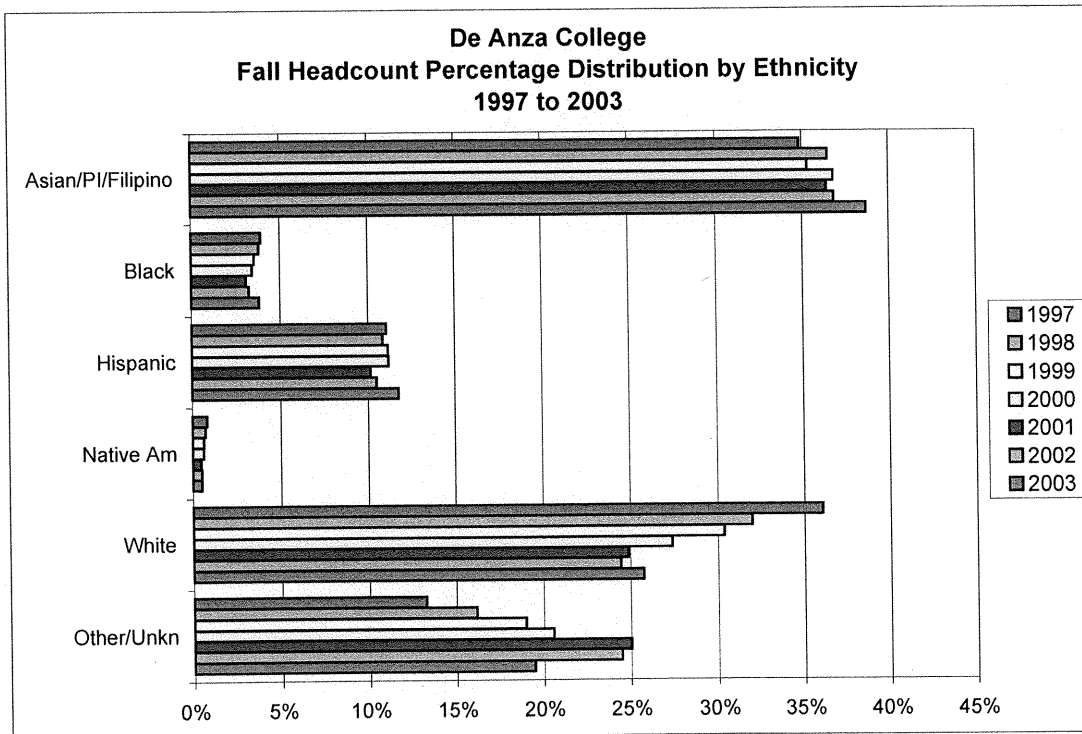
**Figure 6**



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. The college has many programs to attract students of every background and has recently extended its outreach to the Hispanic community.

**Figure 7 Fall Headcount Percentage Distribution by Ethnicity 1997-2003** gives a longitudinal picture of the college's ethnic composition. Changes from fall 2002 to fall 2003 include a new selection process on the online student application. As a result, fewer new students are selecting "Decline to state." In 2003 the percentage of students in nearly every ethnic group increased, while the Other/Unknown category (which includes "Decline to state") decreased.

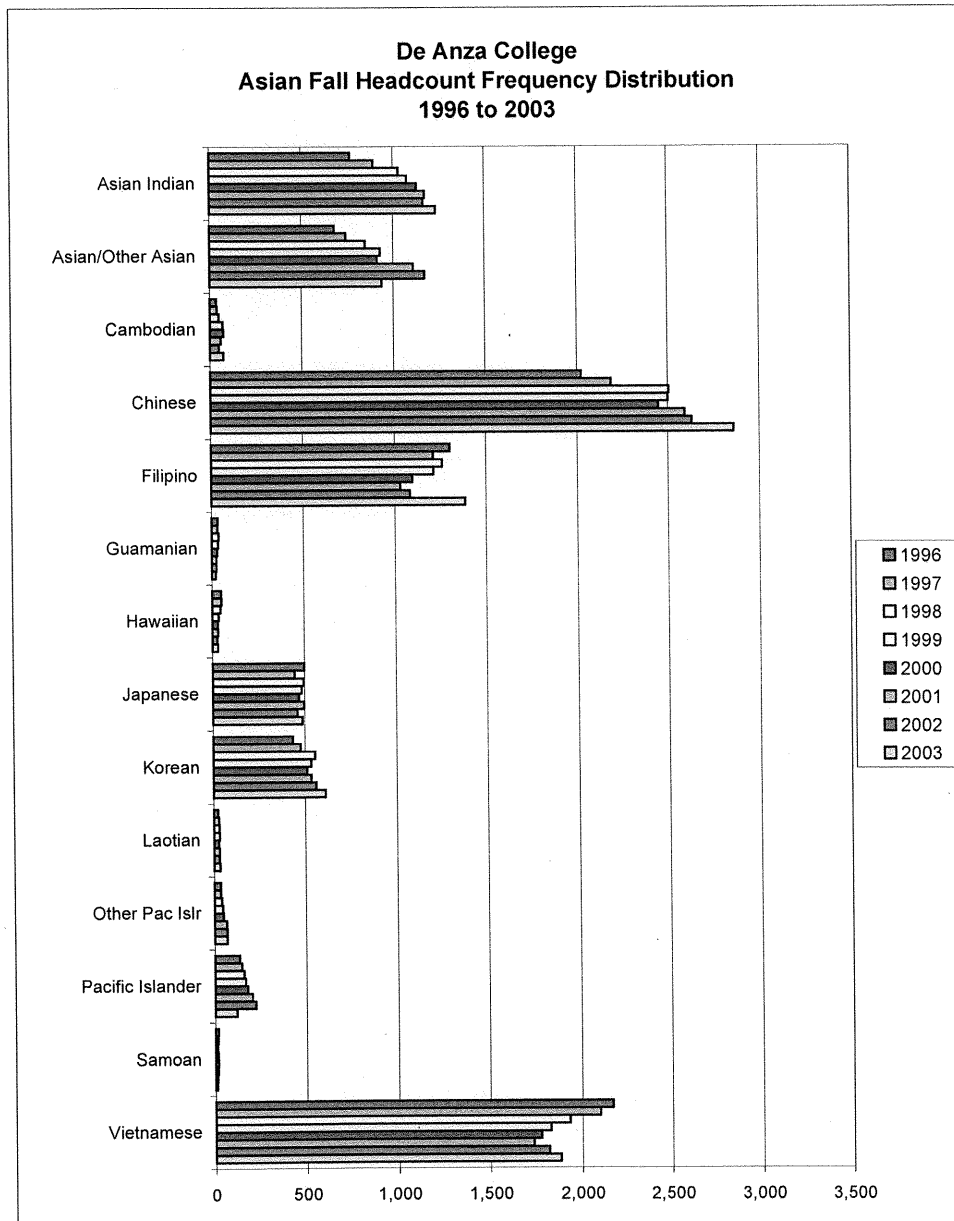
**Figure 7**



Taken together, students that identified themselves as members of the Asian, Pacific Islander, and Filipino ethnic groups comprise the largest percentage of De Anza students – more than one third. White students represent the next largest group at about one quarter. Hispanic students make up over 10% of De Anza's student population with Black and Native American students each making up less than 5% of the overall student body.

**Figure 8 Asian Fall Headcount Frequency Distribution 1996-2003** shows the enrollment change of the Asian student subgroups from 1996 to 2003. The Asian/Other Asian category declined from 2002 to 2003, primarily because the two categories were merged to Other Asian in the online application for students in fall 2003. Some of the increase in the other ethnic groups is due to this change in available categories.

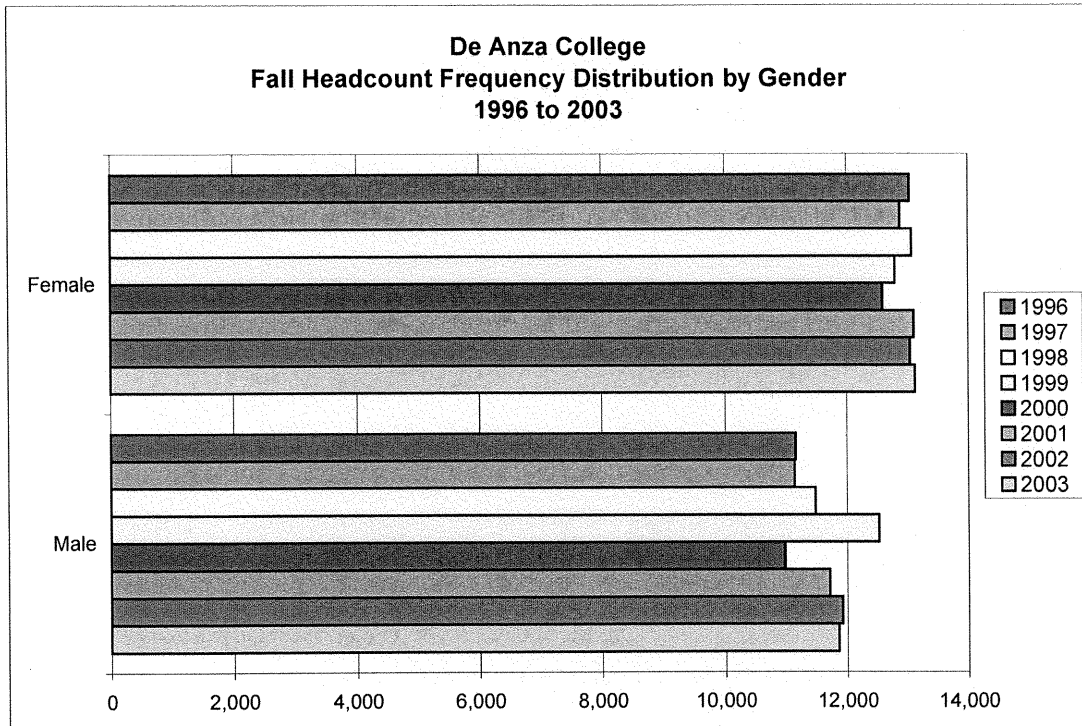
**Figure 8**



Overall, students identifying themselves as members of the Asian, Pacific Islander, and Filipino ethnic groups make up about 39% of De Anza's student population. This group represents a wide diversity of cultures.

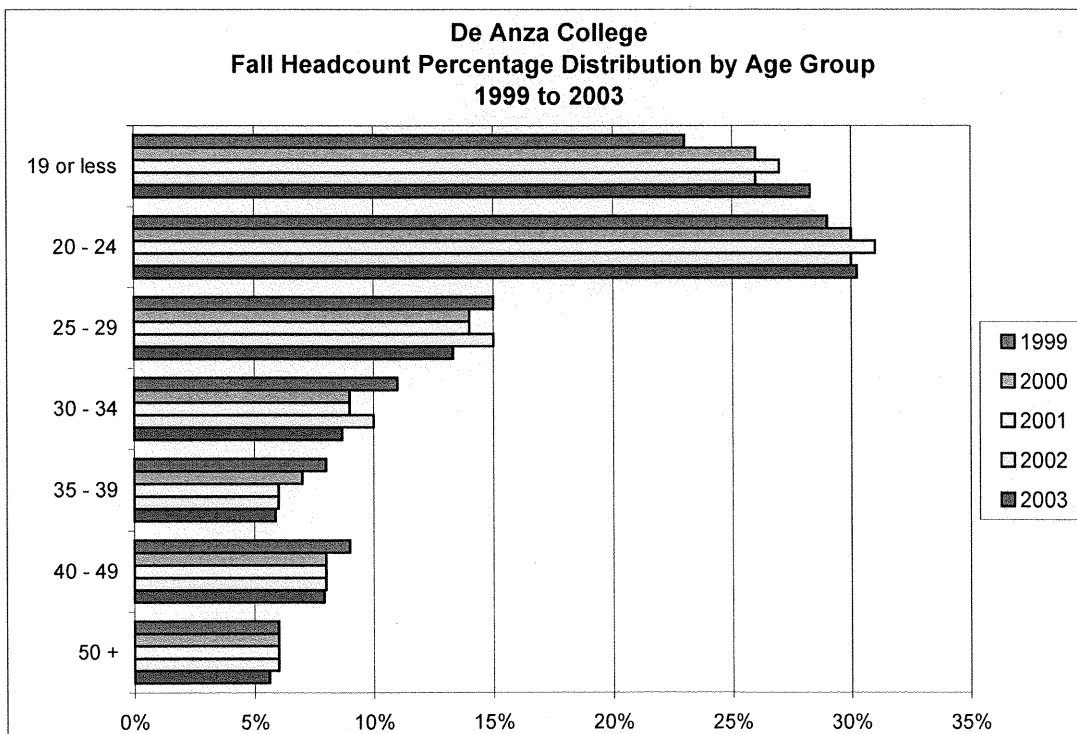
**Figure 9 Fall Headcount Percentage Distribution by Gender 1996 to 2003** shows that from 1996 to 2003 the percentage of the fall headcount made up of female students has dropped slightly. Women made up slightly more than 52% of the De Anza population in the fall of 2003.

**Figure 9**



**Figure 10 Fall Headcount Percentage Distribution by Age Group 1999 to 2003** describes student access to the college as a function of various age groupings. Fifty-eight percent of the college's students are less than 25 years old. Thirty-six percent of the student body is in the 25- to 50-year-age group. From 2002 to 2003 there was an increase in the percentage of students 19 years old or younger. This increase is likely the result of the increase in percentage of June graduates from Santa Clara County attending De Anza.

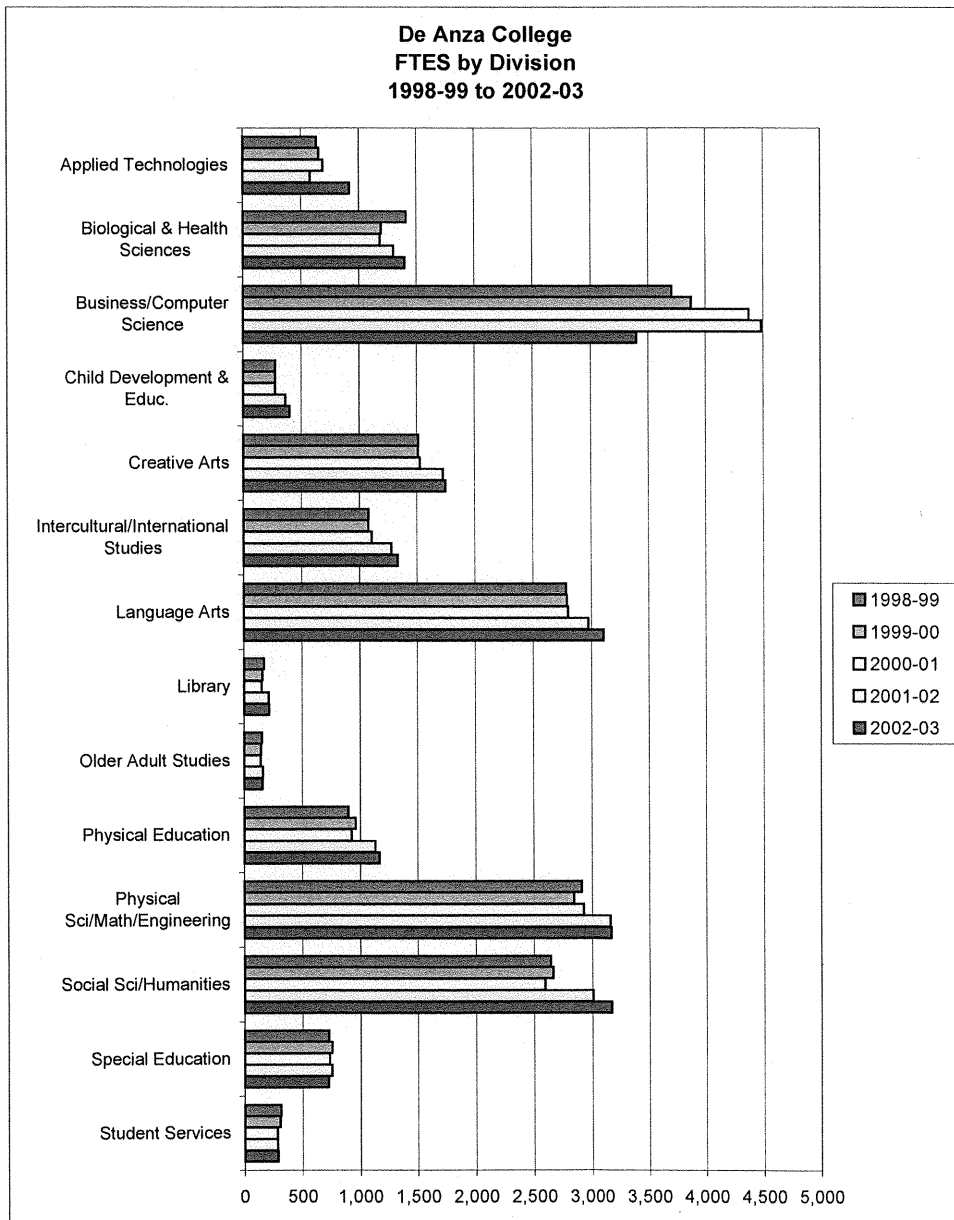
**Figure 10**



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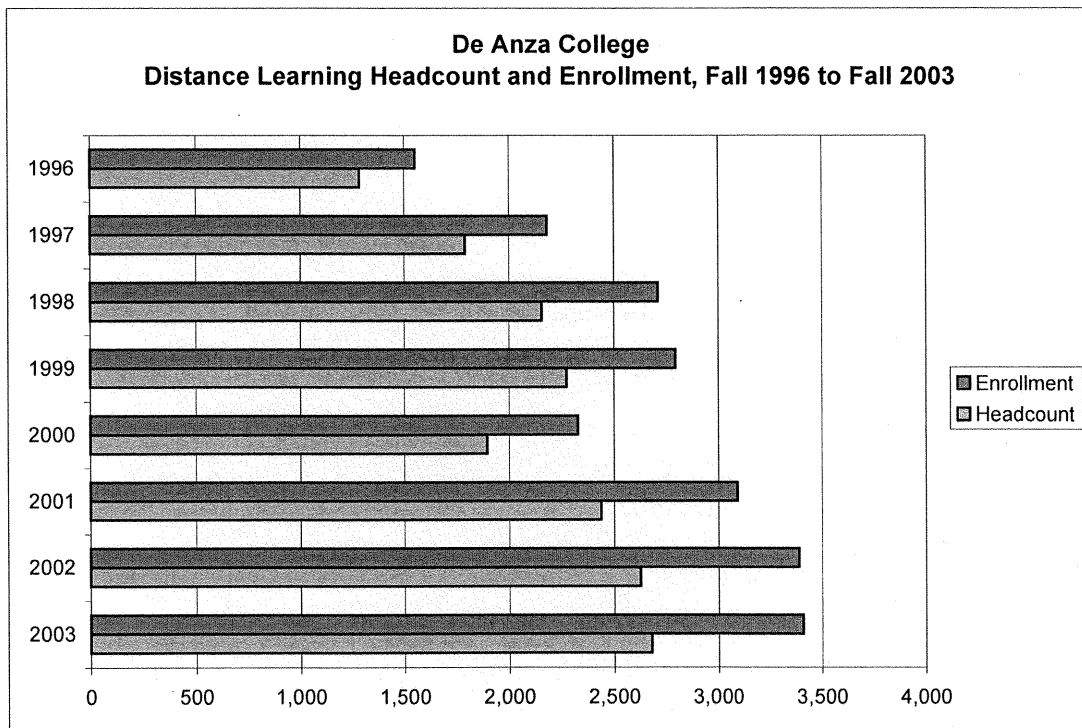
**Figure 11 FTES Enrollment by Division 1998-99 to 2002-03** displays the college's full-time equivalent student enrollment across 14 areas of the college. Over the years in 2001-02 and 2002-03 most divisions posted stable or increased enrollments. Language Arts and Social Sciences experienced the largest increases. In the Business / Computer Sciences Division, enrollment in business, accounting and real estate classes was up, although computer information systems and computer applications and office systems enrollment was down due to reductions in the technology workforce.

**Figure 11**



**Figure 12 Distance Learning Headcount Enrollment, Fall 1996 to Fall 2003** 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.

**Figure 12**



The number of students taking courses at a distance in the fall quarter increased from 1,285 in 1996 to 2,679 in 2003, with total enrollment of over 3,400 at the end of the term. The percentage of students enrolled in the fall quarter who enrolled in at least one distance learning course has doubled from about 5% in 1996 to almost 10% in 2003. Students report that this is a popular and flexible method for taking courses. Many students take classes on campus and at a distance during the same quarter.



## **2. Comprehensive, Quality Programs**

### ***Why is this significant?***

This indicator measures program quality and comprehensiveness by analyzing student outcomes and institutional performance data in five different areas: (1) transfer to colleges and universities; (2) degrees and certificates awarded; (3) student retention and persistence rates; (4) student success rates by gender, ethnicity and categorical programs; (5) enrollments in business, industry and community education courses.

### ***How are we doing?***

#### **Transfer to Colleges and Universities**

Transferring to a college or university after matriculating at De Anza is a critical measure of institutional success. How many students transfer and how they perform after they transfer are ways in which the college tracks the quality of its general education program and majors. It should be noted that the transfer function involves the integration of a complex array of programs, services and institutional relationships that are not all influenced or controlled by the college. University admissions policies, availability and amount of financial assistance, program availability, course articulation, information dissemination, faculty interaction, proximity to a transfer institution and other factors influence the number of students who transfer.

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**Figure 13 Full-Year Transfer Students to UC and CSU Fiscal Years 1993-94 to 2002-03** 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. De Anza was ranked number one in the state for combined UC and CSU transfers in 2002-03.

**Figure 13A**

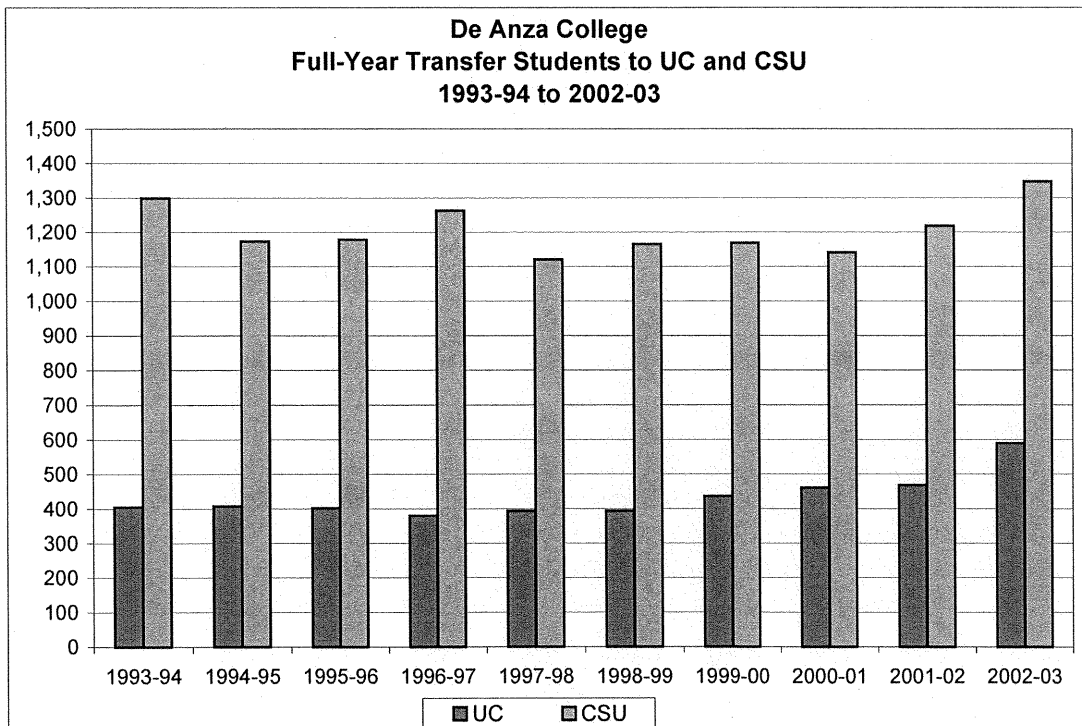


Figure 13B

<b>De Anza College Full-Year Transfers</b>			
<u>Year</u>	<u>UC</u>	<u>CSU</u>	<u>Total</u>
1993-94	405	1,299	1,704
1994-95	407	1,173	1,580
1995-96	402	1,179	1,581
1996-97	379	1,263	1,642
1997-98	394	1,122	1,516
1998-99	396	1,167	1,563
1999-00	436	1,171	1,607
2000-01	461	1,142	1,603
2001-02	468	1,295	1,763
2002-03	589	1,348	1,937

As depicted above, the number of students transferring to CSU increased by about 4% from 2001-02 to 2002-03. Transfers to UC have increased 45% over the last 10 years. 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 14 Full-Year Student Transfers to University of California by Ethnicity Fiscal Years 1995-96 to 2002-03 and Figure 15 Full-Year Student Transfers to California State University by Ethnicity Fiscal Years 1995-96 to 2002-03 display the number of student transfers by ethnic group over that time period.

Figure 14

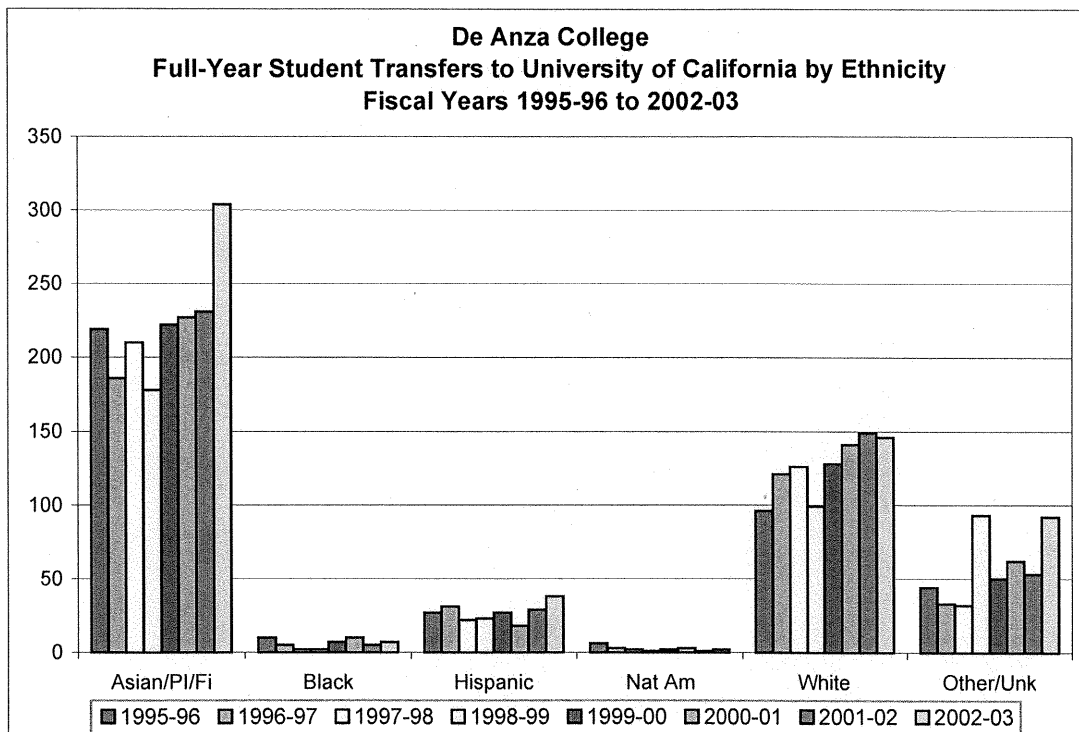
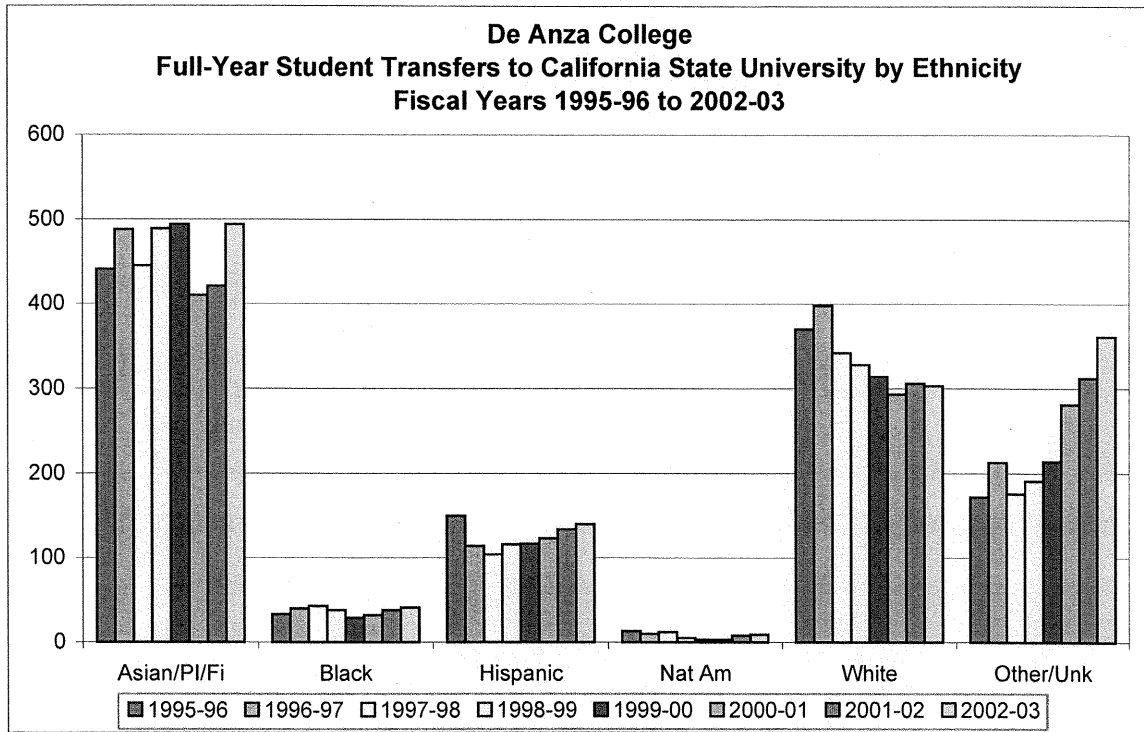


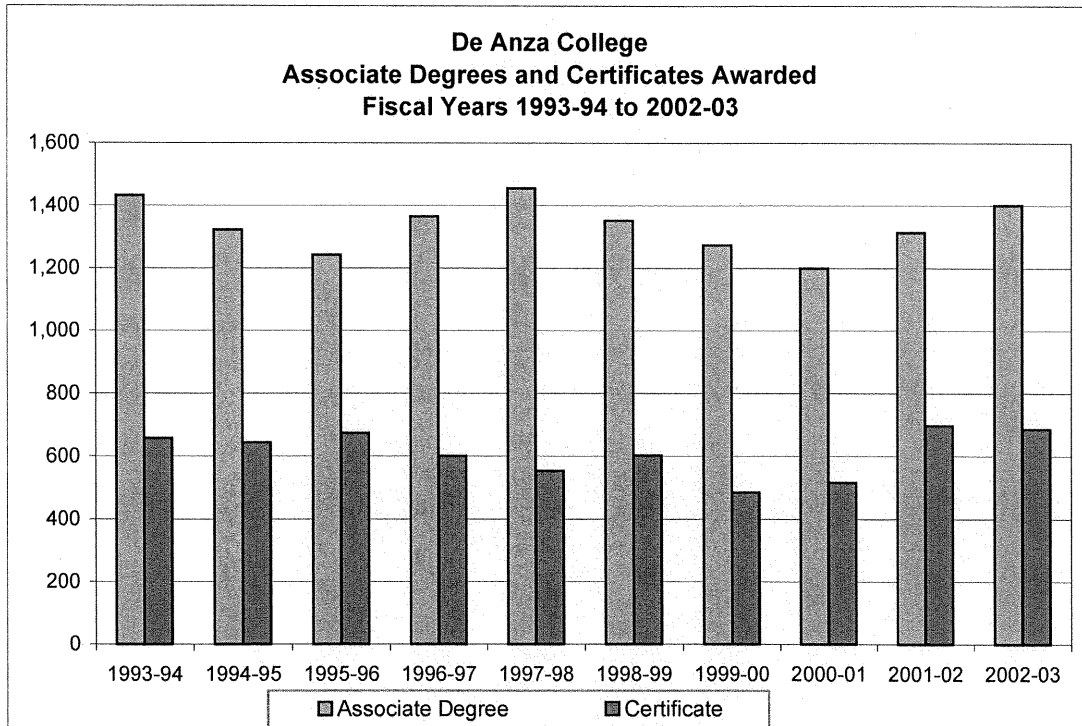
Figure 15



As depicted in Figures 14 and 15, the Asian ethnic group has the largest number of transfers to the University of California and California State University.

**Figure 16 Associate Degrees and Certificates Awarded Fiscal Years 1993-94 to 2002-03** shows the total number of associate degrees and certificates (all types) awarded to students over the period.

**Figure 16**



In 2002-03 De Anza awarded 2,089 degrees and certificates compared with 2,013 in 2000-01, a 4.8% increase. 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 17 on the next page, De Anza College 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 less), 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 less than two years of full-time study.

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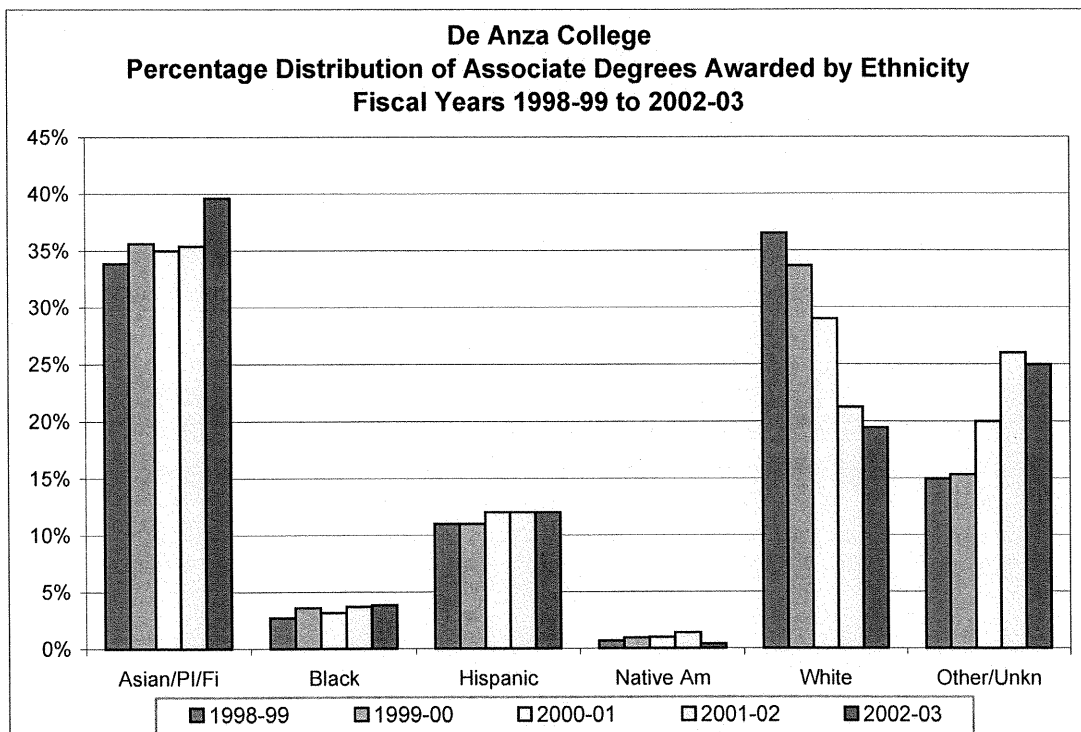
Figure 17

<b>De Anza College Associate Degree and Certificate Programs</b>					<b>2004-2005</b>				
<b>Program</b>	AA/S Degree 90+ units	Cert. of Proficiency 27-45 units	Cert. of Achievement 12-26 units	Cert. of Completion 4-11 units	<b>Program</b>	AA/S Degree 90+ units	Cert. of Proficiency 27-45 units	Cert. of Achievement 12-26 units	Cert. of Completion 4-11 units
<b>Accounting</b>			♦		<b>Environmental Studies</b>	♦			
Bookkeeping			♦	♦	Biodiversity Specialist	♦			
Certified Tax Practitioner		♦			Energy Management Technology	♦	♦	♦	♦
Practice Emphasis	♦	♦			Environmental Compliance	♦	♦	♦	♦
Taxation Emphasis	♦	♦			<b>Film</b>				
<b>Administration of Justice</b>					Film/TV Production: TV Emphasis	♦	♦	♦	
Corrections/Probation	♦				Global Studies	♦	♦	♦	
Law Enforcement	♦				Graphic Design	♦	♦	♦	
Private Security	♦	♦	♦		<b>Health Technologies</b>				
<b>Administrative Assistant/ Office Technology</b>	♦	♦	♦	♦	Business Office Clerk			♦	
<b>Animation (Film/TV Production)</b>	♦	♦	♦		Insurance and Coding			♦	
Animation History & Criticism			♦		Lab Assisting			♦	
Computer Animation		♦			Medical File Clerk			♦	
<b>Art</b>					Medical Reception			♦	
Art History Option	♦	♦	♦		Medical Records Clerk			♦	
Ceramics Option	♦	♦	♦		Medical Transcription			♦	
Graphic & Interactive Design	♦	♦	♦		Phlebotomy Tech I			♦	
Museum Studies				♦	Medical Assisting	♦	♦		
Painting Option	♦	♦	♦		Medical Secretary		♦		
Sculpture Option	♦	♦	♦		<b>Intercultural Studies</b>	♦	♦	♦	
<b>Automotive Technician (Evening)</b>					<b>Internet Literacy &amp; Research</b>				♦
Advanced Engine Performance	♦	♦	♦		Legal Reception			♦	
Air Conditioning				♦	<b>Liberal Arts</b>	♦			
Chassis Technology	♦	♦	♦		<b>Manufacturing &amp; CNC</b>				
Engine Repair Technology	♦	♦	♦		Computer Numerical Control Operator			♦	
Engine Performance Technology	♦	♦	♦		Machinist: CNC-CAD/CAM	♦	♦		
Inspection & Maintenance				♦	Machinist: Research & Development	♦	♦		
Machining Technology	♦	♦	♦		Manufacturing Systems Technician				♦
Powertrain Technology	♦	♦	♦		Mastercam				♦
<b>Automotive Technology (Day)</b>					Model Making: Product & Prototype	♦	♦		
Chassis & Powertrain	♦	♦			Programming: CNC-CAD/CAM	♦	♦	♦	
Engine Performance	♦	♦			<b>Marketing Management</b>	♦	♦		♦
Machining & Engine Repair	♦	♦			<b>Massage Therapy</b>	♦	♦	♦	
<b>Biological Sciences</b>	♦				<b>Microcomputer Business Applications</b>	♦	♦	♦	♦
<b>Business Administration</b>	♦		♦	♦	<b>Music</b>	♦			
Small Business			♦		<b>Nursing Programs</b>				
<b>Business Management</b>				♦	Critical Care Nursing (Level I, II and III)				♦
<b>Child Development</b>	♦	♦	♦		Critical Care Nursing (Level IV)			♦	
Child Development Center Admin				♦	LVN Transition to RN	♦			
Early Intervention/Special Ed Assist	♦				Registered Nurse (R.N.)	♦			
Home-Based Child Care				♦	<b>Office Assistant (Level I, II and III)</b>				♦
Infant and Toddler Development				♦	<b>Office Technology</b>				
School-Aged Child				♦	Computer Literacy (Level I and II)				♦
<b>Computer Aided Design (CAD)</b>	♦	♦	♦		Data Entry Clerk				♦
AutoDesk			♦		File Clerk				♦
Pro/ENGINEER			♦		Workplace Communication				♦
SolidWORKS			♦		Word Processing Clerk				♦
<b>Computer Information Systems</b>					<b>Paralegal Studies</b>	♦	♦		
Business Programming	♦	♦			Personal Fitness Trainer				♦
Database Design for Developers			♦		<b>Photographic Arts</b>	♦			
Enterprise Security			♦		Professional Photography	♦		♦	♦
Network Administration	♦	♦	♦		Digital Photography	♦			
Network Programming	♦	♦			<b>Physical Therapist Assistant</b>	♦			
Network Basics			♦		Real Estate	♦	♦		
Programming in C/JAVA/ PERL			♦		<b>Speech Communication</b>	♦		♦	
Systems Programming	♦	♦			Business Skills				♦
System Support Services	♦	♦			Culture				♦
UNIX Operating System			♦		Human Relations				♦
Visual Basic Programming			♦		Performance Studies				♦
Web Development			♦		Speaking and Listening for ESL Students				♦
Windows Technical Support			♦		Team Building Skills				♦
<b>Electronic Publishing</b>			♦		<b>Technical Communications</b>	♦		♦	
					University Transfer Studies	♦			

Source: De Anza College Marketing Office, May 18, 2004

Figure 18 Percentage Distribution of Associate Degrees Awarded by Ethnicity Fiscal Years 1998-98 to 2002-03 and Figure 19 Percentage Distribution of Certificates Awarded by Ethnicity Fiscal Years 1998-99 to 2002-03 provide longitudinal data to track whether the number of students who received degrees and certificates mirrors the enrollment of students by ethnic group (see Figure 7). In general the ethnic makeup of associate degree recipients tracks closely with the ethnic makeup of college enrollment.

Figure 18

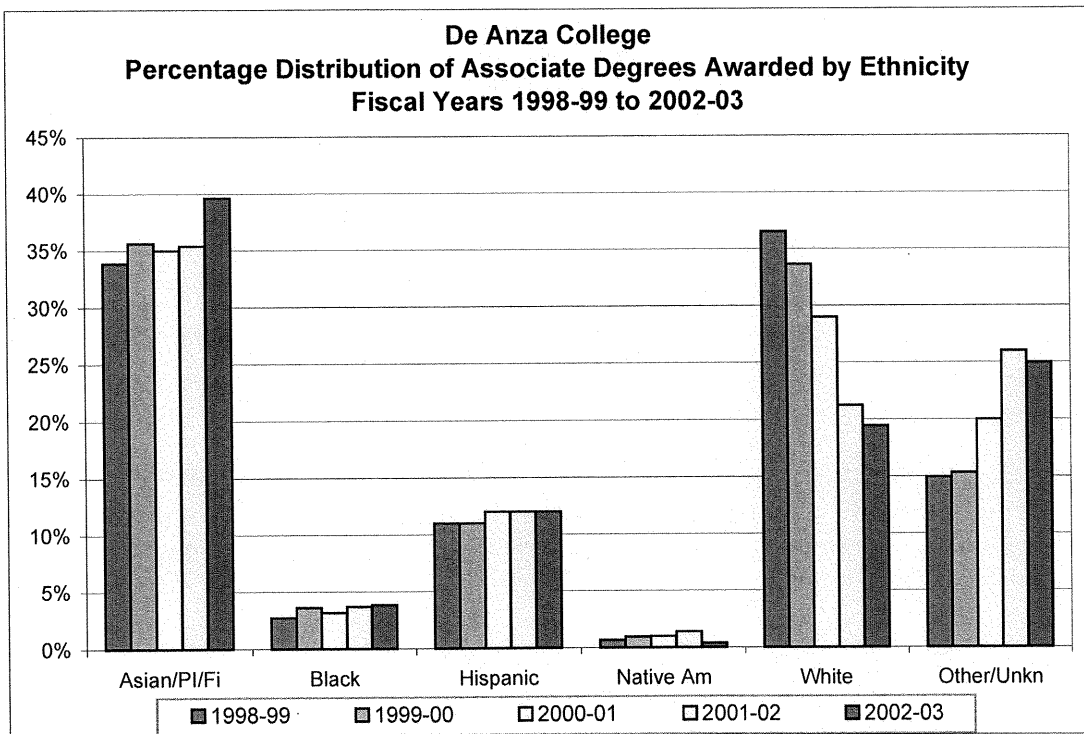


During this period, the proportion of associate degrees earned by Hispanic, Native American and Black students remained stable, with Asian students posting an increased share in 2002-03. The percentage of associate degrees awarded to White students has declined significantly. It is important to note that the percentage of degrees earned by students listed as “Other” in Figure 18 (which includes “Decline to state”) has increased substantially during this period.



As noted in Figure 19, similar patterns exist with regard to certificate awards. 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.

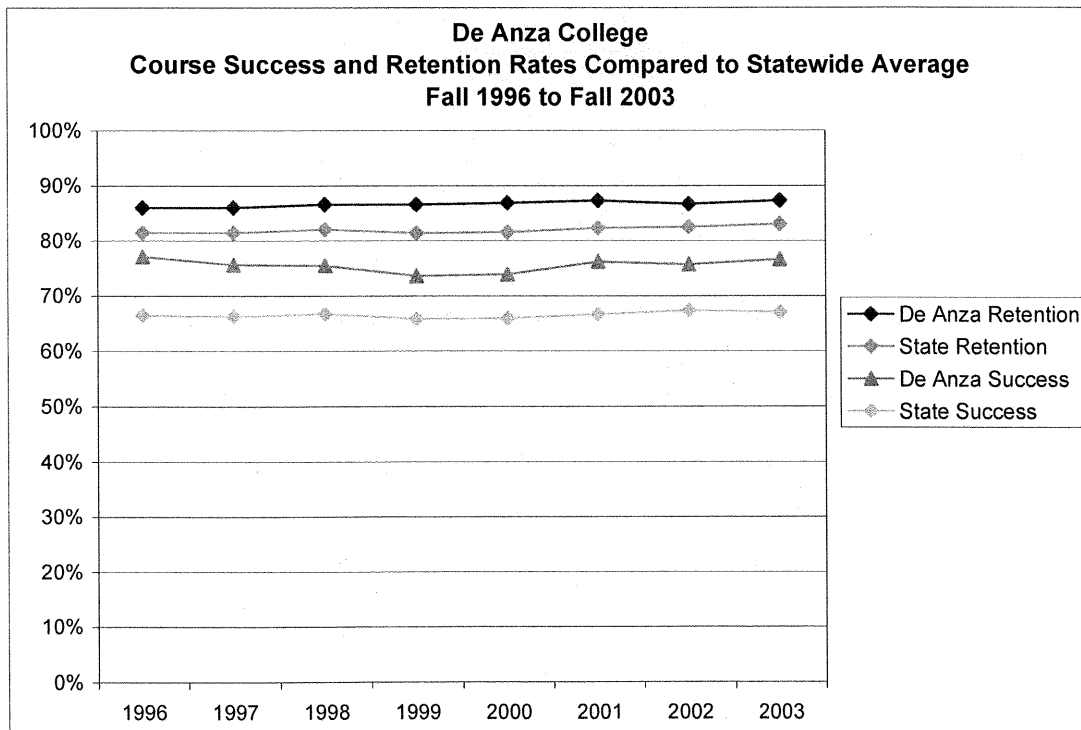
**Figure 19**



## Student Retention and Persistence from a College-wide Perspective

**Figure 20 Course Success and Retention Rates Compared to Statewide Average Fall 1996 to Fall 2003** 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).

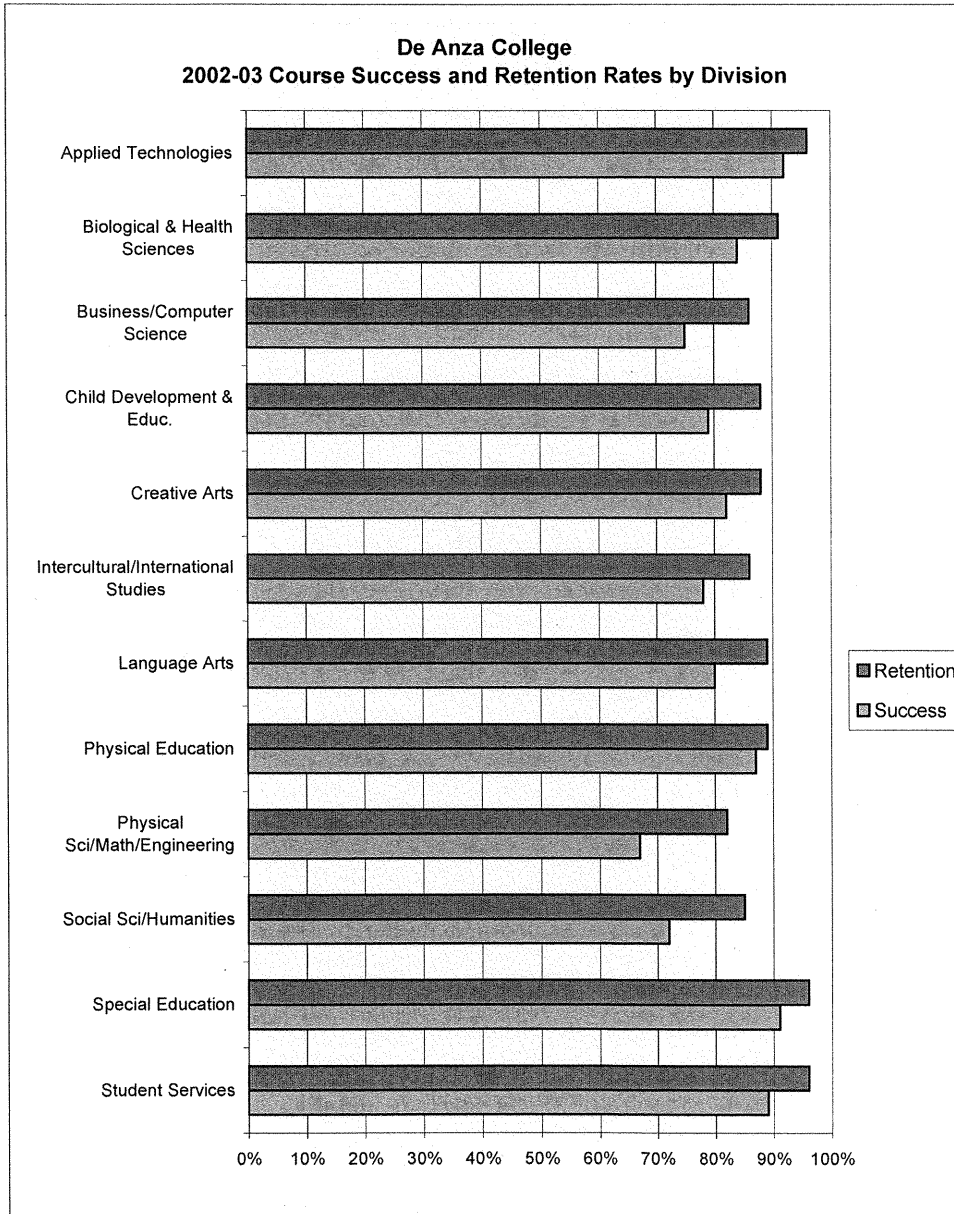
**Figure 20**



De Anza's retention rate is 87% 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 21 2002-03 Course Success and Retention Rates by Division** shows a very high retention and success rate for many divisions of the college.

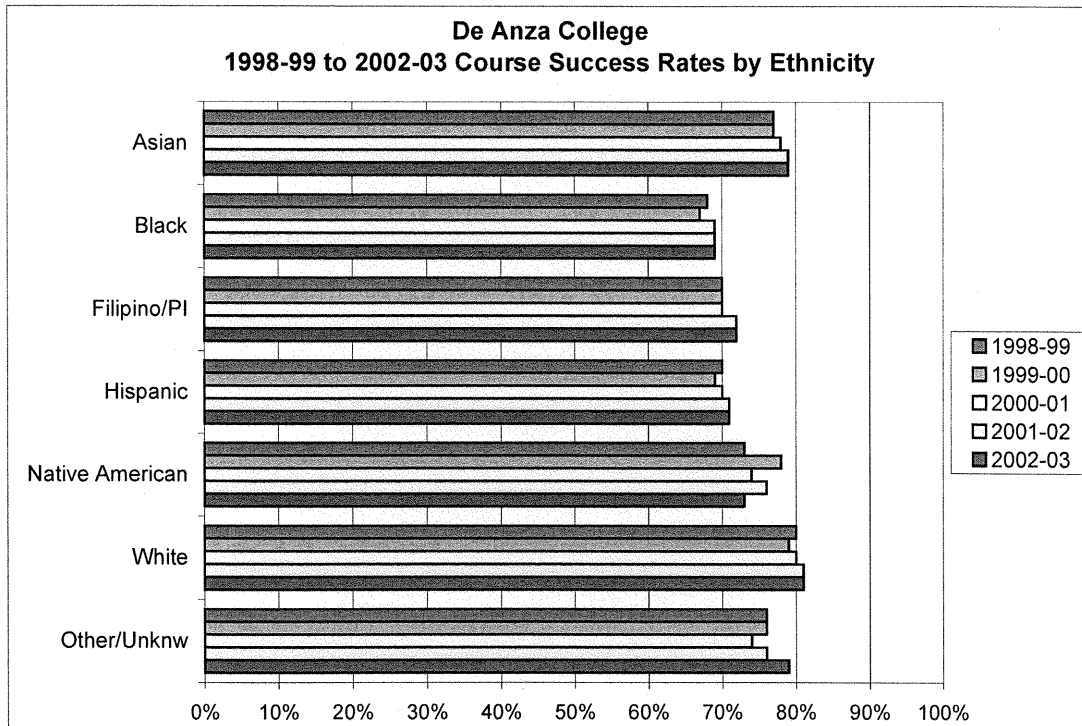
**Figure 21**



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.

**Figure 22 1998-99 to 2002-03 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 22**



The number of course enrollments for the Other/Unknown category is more than the combined total of Black, Filipino/Pacific Islanders, Hispanic and Native American categories. The combined Black, Filipino/Pacific Islanders, Hispanic and Native American categories accounted for about 20% of all course grades in 2002-03. The Asian, White and Other/Unknown groups have similar success rates (78-79%) as do Black, Filipino/Pacific Islanders and Hispanics (69-72%).

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

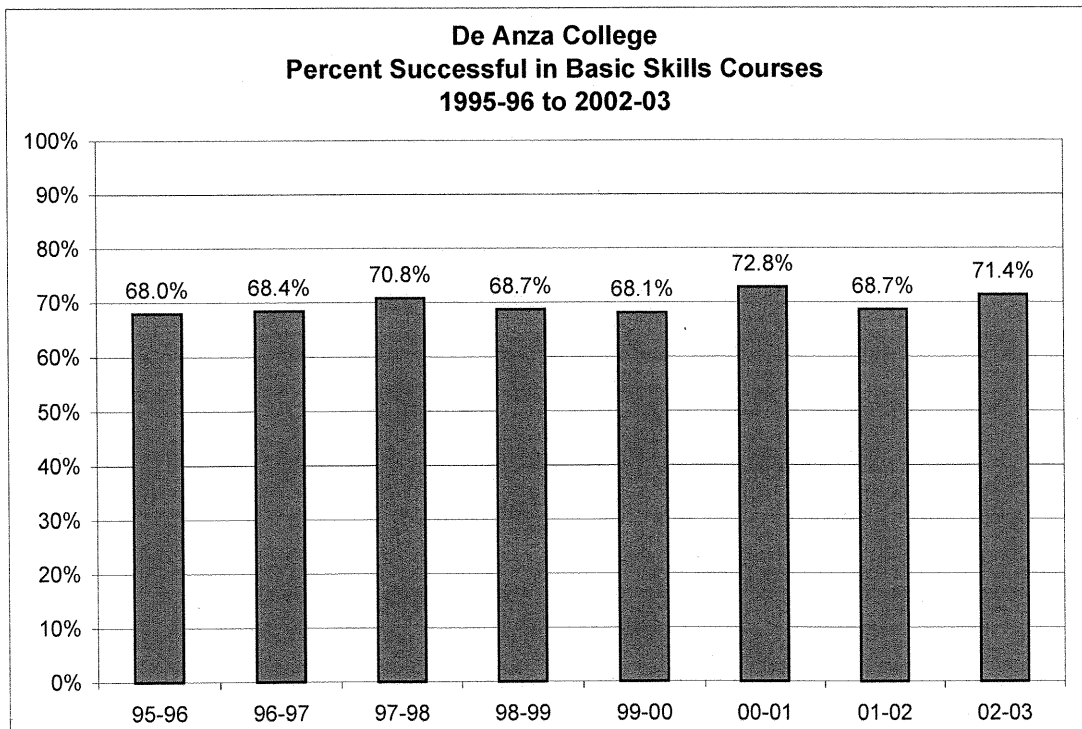
Improving course retention and success and persistence from term to term of students with developmental learning needs is a goal and continued area of emphasis for college faculty and staff. Two divisions have the primary responsibility for enabling developmental learning for these students: Language Arts, and Physical Sciences, Math 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, Disability Support 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, 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 23 Success Rates in Basic Skills Courses 1995-96 to 2002-03** displays the overall success rate of students in Basic Skills courses for the past eight 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 23**



De Anza's Basic Skills course success rate (the percent of students receiving an A, B, C, or Credit grade) was 71.4% in 2002-03. This compares to a college rate of about 78% for all courses (including basic skills). We will continue our efforts to increase student success in the years ahead through a variety of approaches.

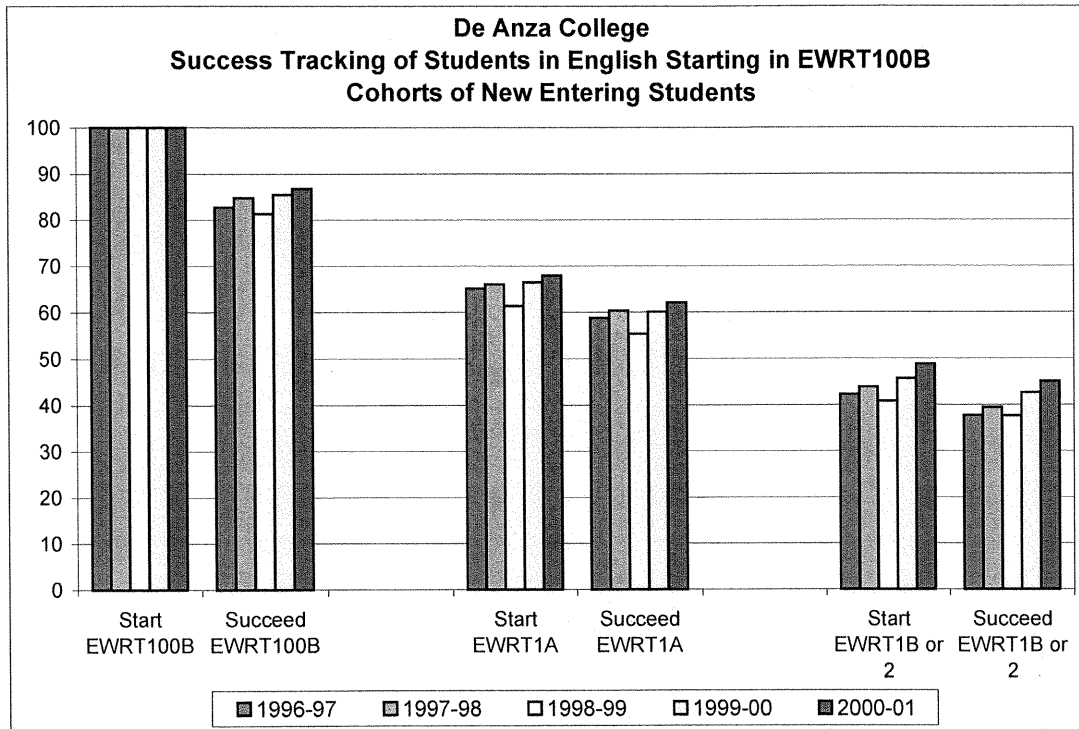
### Persistence in Math and English Writing Basic Skills Courses

Figures 24, 25 and 26 track student cohorts (groups of students starting at the same time) in English writing (EWRT) (including Language Arts - LART) and mathematics (MATH) course sequences. These charts examine the percentage 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.

For the sequences displayed on the next pages, individual unduplicated new students in an entering cohort are tracked through a sequence of three courses. 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 ever succeeded in the course, that is, passed it with an A, B, C, or P grade. 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 24 Success Tracking of Students in English Starting in EWRT100B Cohorts of New Entering Students** 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 24



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 24. 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 2000-01 cohort, for every 100 students initially starting with EWRT100B, about 49% attempted EWRT001B or EWRT002 and about 45% successfully complete EWRT001B or EWRT002. It should be noted that the success rate for each course is about 90%, for example about 90% of the students in the cohorts included in Figure 24 who attempt EWRT001A, are successful in EWRT001A.

Improving on students' persistence and success rates through developmental sequences is a top priority in the Language Arts Division. Three Developmental Task Force initiatives that are leading to increased faculty support and collaboration for student success include:

- 1) assessment of student profiles in our developmental courses,
- 2) the sharing of best practices, and
- 3) better awareness of resources and facilities to meet students' needs.

## DE ANZA 2005: UPDATE

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In 2002-03 the work of the Developmental Task Force continued with vigor. The faculty handbook and other assets for students have now been placed on the new Web site at:  
<http://faculty.deanza.edu/taskforce>.

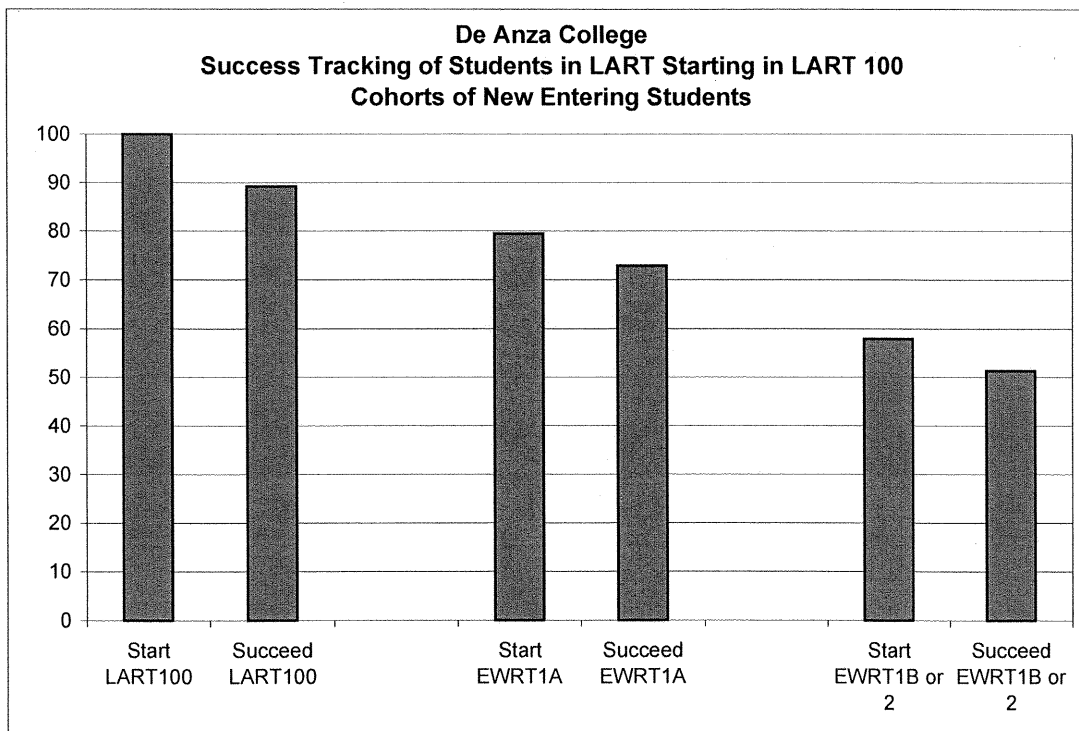
The Developmental Task Force is also working on a new English Writing Center that will offer face-to-face and online writing assistance to students (and faculty). Forty members of the Developmental Task Force received the Innovator of the Year award for the Foothill-De Anza Community College District from the League for Innovation in 2003-04.

The Pitch and Cathy Johnson Listening and Speaking Laboratory in the Advanced Technology Center is being used by hundreds of students in new ways. New curricula in vocabulary and idioms and conversation practice classes are enrolled to their maximum, and language exchange activities allow students to share native language skills with those students who are studying that language as a foreign language. Cross Cultural Partners, a program in which non-native speakers partner with native speakers, is now serving 380 students per quarter. Communication Across the Curriculum (CACP) is now teaching ESL classes for child care workers with content specific vocabulary geared to the profession, and a similar program is being developed for the health sciences. Readiness and Tutorial programs continue with a very high demand for Readiness classes and Skills classes in English writing, ESL and reading. Faculty members are planning for a future Language Arts Success Center to deliver more personalized and effective instruction for basic skills students.



In recent years the division has expanded the LART (Language Arts) program, courses that involve teaching reading and writing simultaneously. The LART courses are not included in the data for Figure 24 but are treated separately in Figure 25. 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 25 tracks the most recent cohort of students from LART100 through to EWRT001B or EWRT002. For the 2000-01 cohort, success and persistence rates in LART were slightly higher than for EWRT. For students starting in LART100, about 50% ultimately succeeded in EWRT001B or EWRT002; this compares with about 45% for the EWRT sequence noted in Figure 24.

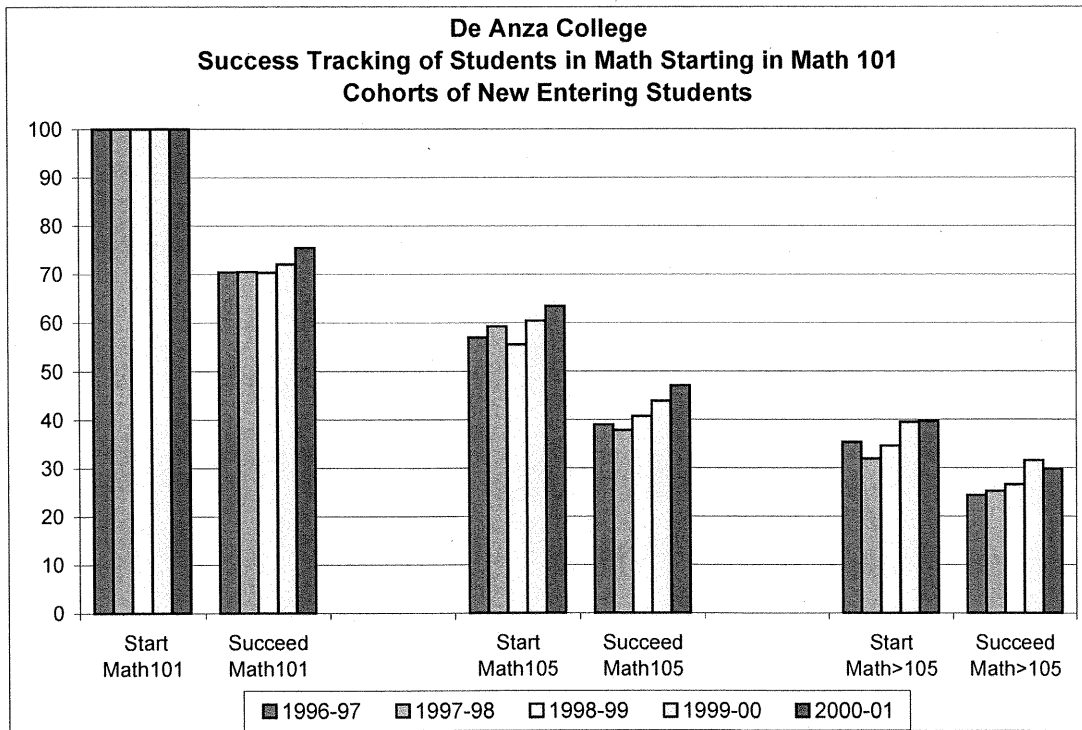
**Figure 25**



**Persistence to College Level in Mathematics Courses (MATH)**

**Figure 26 Success Tracking of Students in Math Starting in Math 101 Cohorts of New Entering Students** 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 75% of the 2000-01 cohort, starting math at this level, two levels below college level, eventually completed their first course, elementary algebra, successfully.

**Figure 26**



About 63% of the 2000-01 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 47% of those starting this sequence complete this second course successfully. About 39% of the 2000-01 cohort attempted a college-level math course such as Math 51, Trigonometry, or Math 10, Elementary Statistics and Probability.

The success rates in the courses included in Figure 26 have shown signs of improvement. For example, 39% of the 1996-97 cohort completed Math 105 successfully while 47% of the 2000-01 cohort completed it successfully. In addition, while 24% of the 1996-97 cohort completed at least one college-level course beyond Math 105, about 30% of the 2000-01 cohort did so, which is a 25% improvement in success.

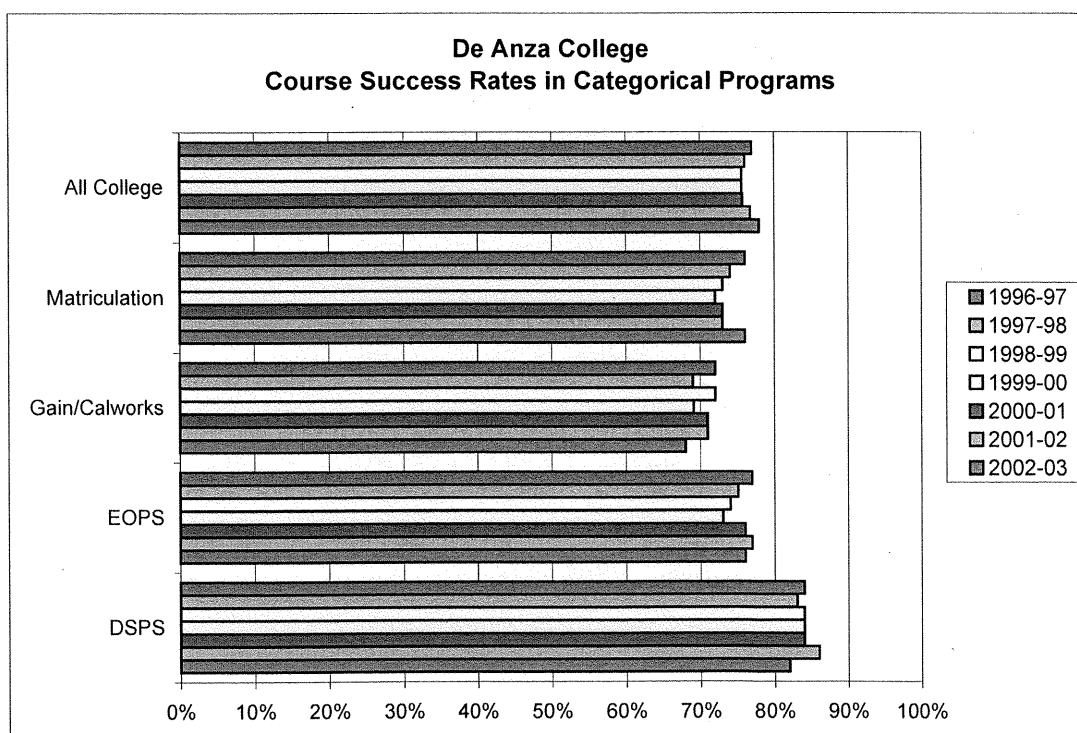
The Math Department has restructured the curriculum taught in Math 200, 101 and 105. The new sequence of Math 210, 112 and 114 started in summer of 2004. The new courses approach the content from four perspectives: the analytical, the graphical, the numerical and the verbal. The old method emphasized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

### 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 27 Course Success Rates in Categorical Programs** shows that over a seven-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 some student groups in the Matriculation and Gain/CalWorks areas, suggesting the need for further attention to these populations.

**Figure 27**



## **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 2002-03, 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.

The Community Education programs at De Anza have been experiencing a significant upswing in enrollments and revenues. This is due to a multiplicity of factors converging simultaneously:

- the aging of the baby boomers in this area who value lifelong learning and connecting with others with similar interests,
- increased target marketing by the college,
- an improvement in the quality of the graphics on all of our marketing materials,
- innovations with regard to new programs and course offerings,
- rapid response to community demands and queries,
- reasonable pricing structure,
- streamlining program operations and processes as much as possible so that staff time is shifted to the creative/development side, and
- excellent customer service.

**Figure 28 2002-03 Enrollments in Workforce and Economic Development Programs** lists the number of individuals participating in each program.

**Figure 28**

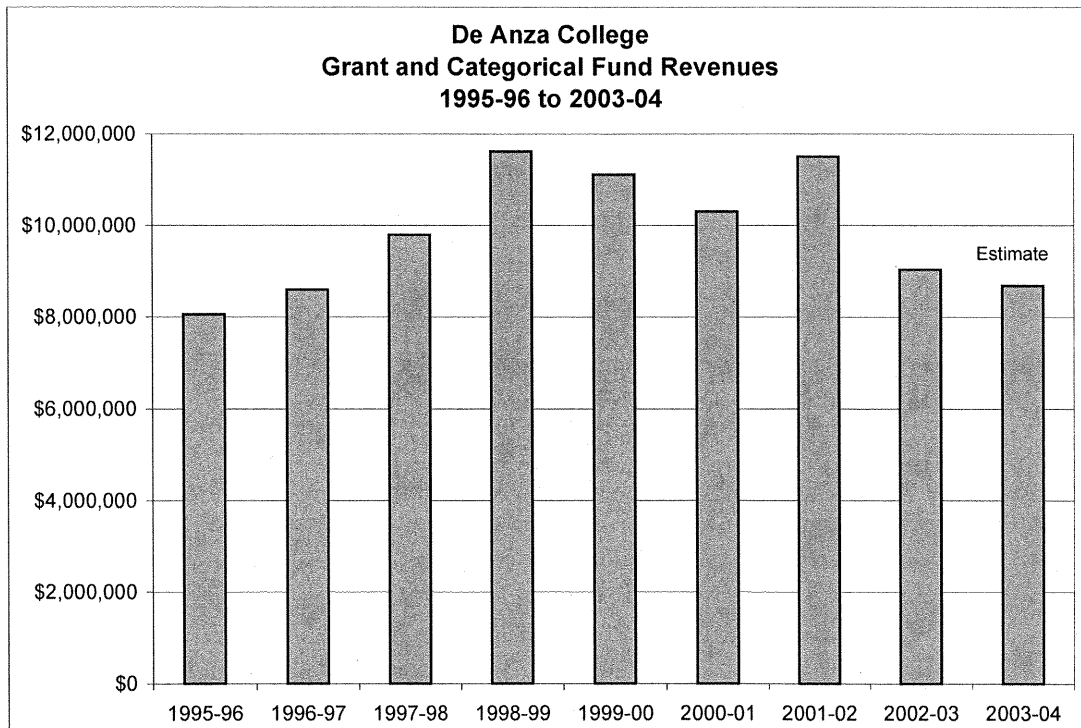
<b>De Anza College 2002-03 Enrollments in Workforce and Economic Development Programs</b>	
Occupational Training Institute	772
Professional and Workforce Development	6,034
	<b><u>6,806</u></b>
Community Education	
Planetarium	20,115
Extended Year Summer Enrichment Programs	4,788
Short Courses	9,419
Older Adult Studies	5,030
	<b><u>39,352</u></b>
<hr/> Total	<b><u>46,158</u></b>

New funds have been sought to upgrade the Planetarium, especially the star projector, which is now more than 30 years old and in need of replacement. One million dollars to purchase a new star projector for the Planetarium was obtained through a proposal to the State of California for Capital Outlay Funds. Community Education excess revenues (from self-supporting Fund 15 programs) made up the rest of the funds that allowed the college to purchase a new star projector, the “Infinium S” from Konica-Minolta.

In addition, a proposal has been written to the Federal Government requesting appropriations funds to support the purchase of additional all-dome visualization equipment from SGI (Silicon Graphics, our partner in this request) as well as funds to renovate the Planetarium facility. After months of working with our local congressional representatives and visiting Washington to meet with congressional aides, we were awarded a \$75,000 planning grant, thanks in great part to the efforts of Representative Mike Honda. We are still in need of substantial funds to complete this project (equipment for the dome and a major renovation or complete rebuilding of the Planetarium is needed) and are in search of outside donors.

**Figure 29 Grant and Categorical Fund Revenues** shows the revenue received from all categorical, self-supporting workforce and economic development programs from 1995-96 to 2002-03. The majority of these revenues support economic development related programs. Grant and categorical fund revenues declined from 2001-02 to 2002-03 due primarily to a drop in state categorical funds.

**Figure 29**

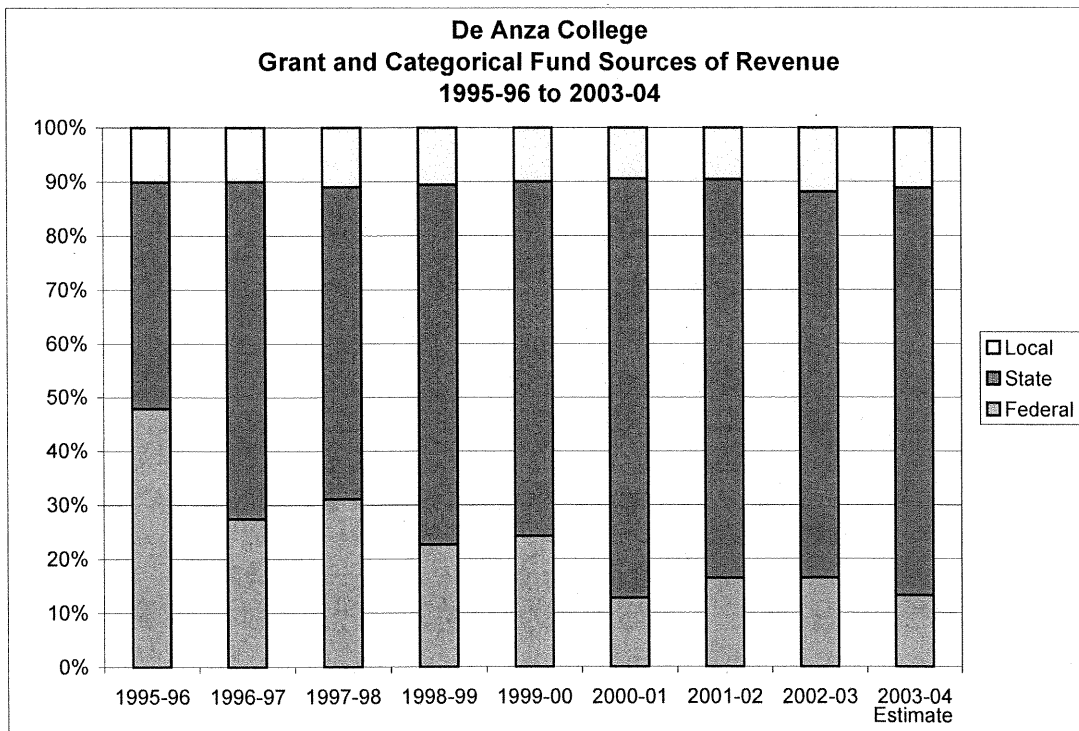


*Note: This graph includes Fund 21, Fund 22 and only EOPS from Fund 37.*

**Figure 30 Grant and Categorical Fund Sources of Revenue 1995-96 to 2002-03** 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 for Matriculation, CalWorks, and Extended Opportunities Programs and Services (EOPS). Local revenue examples 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 30**



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

**3. Exemplary Faculty and Staff**

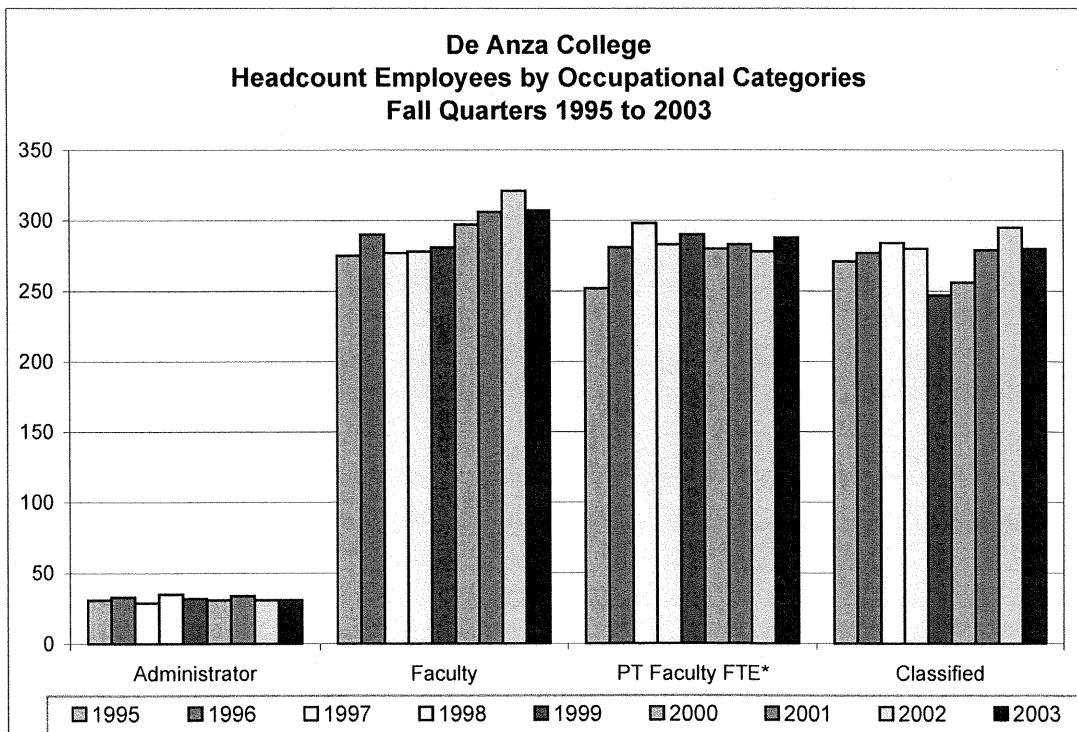
***Why is this significant?***

This indicator measures 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.

***Are we improving?***

**Figure 31 Headcount Employees by Occupational Categories Fall Quarters 1995 to 2003** 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.

**Figure 31**

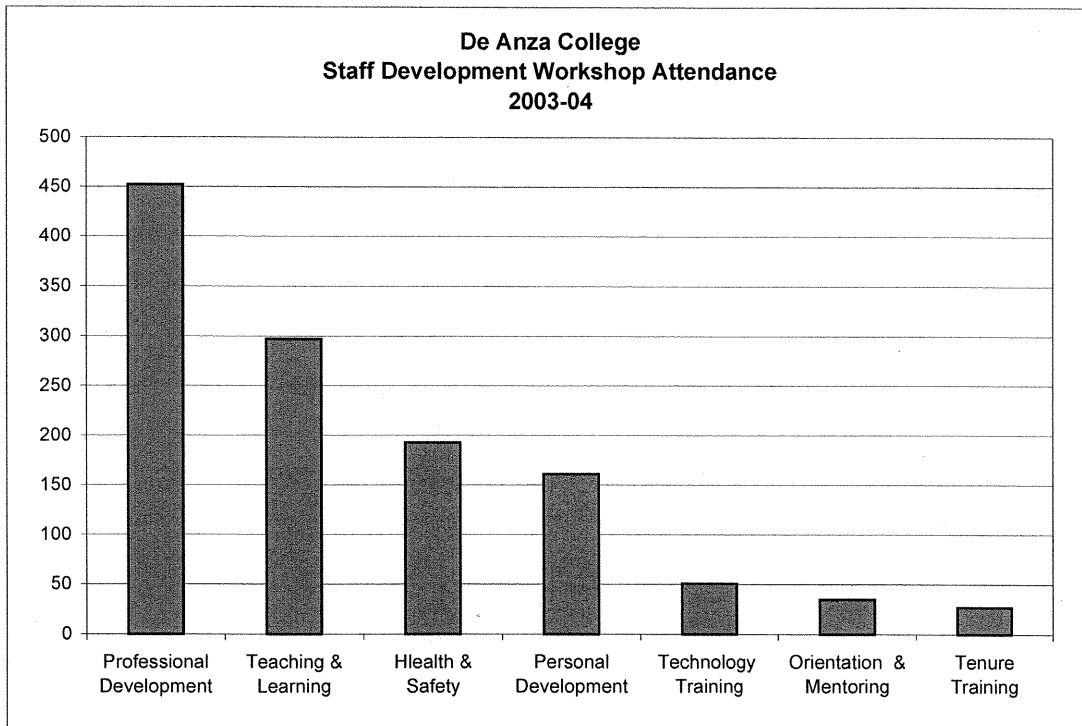


\* PT Faculty FTE includes FTE overload of FT faculty but not Article 19 faculty.



**Figure 32 Staff Development Workshop Attendance 2003-04** shows the number of faculty and staff taking advantage of ongoing classes, programs, workshops and peer support groups offered by the college's Staff and Organizational Development Office.

**Figure 32**



As depicted in Figure 32, the largest components of staff development training are in professional development and teaching and learning workshops. For 2003-04, the Staff Development Office continued to operate without state categorical funding for staff development programs. The greatest impact of these losses has been in the reduction in the number of workshops in the areas of technology training and orientation and mentoring. In spite of this situation, the Staff Development Office has continued to create and expand several new programs such as Health and Safety, Professional Development Seminars for all district part-time faculty members, and a Classified Career Skills track.

Staff Development has strengthened its role in providing organizational support and faculty development opportunities for the Learning in Communities (LinC) program and has been working with several departments and divisions to facilitate a multi-step process for achieving workload adjustments and reorganization.

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.

#### **4. Collegial Campus Climate and Participatory Governance**

##### ***Why is this significant?***

This quality indicator measures the health and well-being of the college as evidenced by the atmosphere, collaboration and sense of community on the campus experienced by students, faculty, and staff. Participation of faculty, staff, students and administrators in college and district decisions affecting instruction, student services and campus life is one important measure of the campus climate.

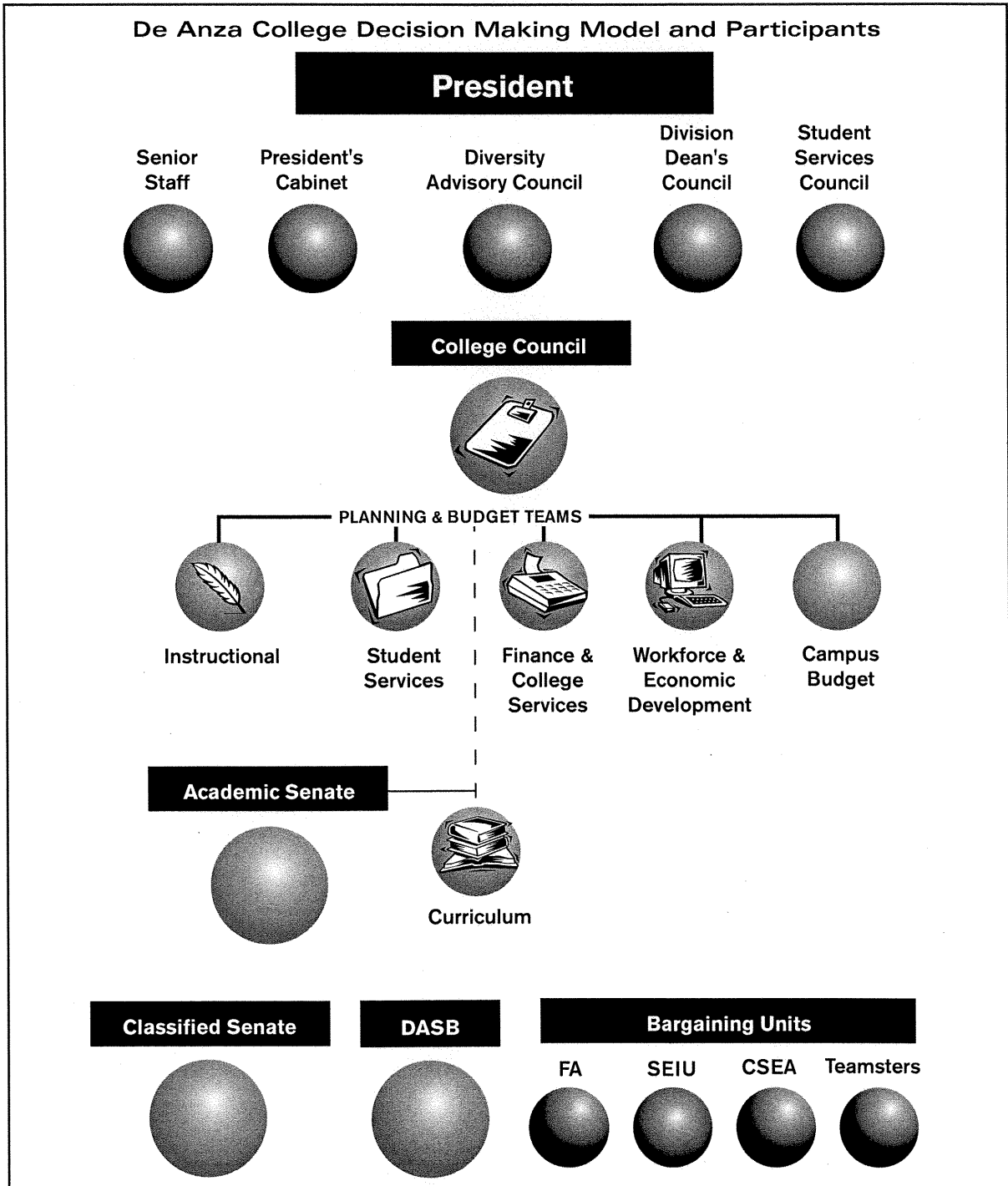
##### ***Are we improving?***

**Figure 33 De Anza's Decision-Making Model and Participants** illustrates the process by which the college makes its major decisions. Planning and Budget teams consist of faculty, classified staff, students and administrators nominated by their specific leadership organizations of the Academic Senate, Classified Senate, DASB and the administration. Student participation in 2003-04 was strong. Each of these teams provides recommendations to the College Council for a final recommendation to the president. Other campus teams, including the Instructional Division Deans' Council, Student Services Council, Curriculum Committee of the Academic Senate, Diversity Advisory Council, Facilities, Campus Environmental Advisory Committee and Campus Budget, also provide input to college leadership.

In 2003-04 the Planning and Budget Teams (Instruction, Student Services, Workforce, and Finance and College Services) and College Council provided valuable insight and direction to campus budget decisions. The teams began meeting in the fall of 2003 to address divisional plans for budget reductions needed in 2004-05. After hearing presentations from deans and directors representing all areas of the college, recommendations and input were provided to the vice presidents in December. As new information became available in the winter and spring, the various teams were informed of the status of budget planning and asked for feedback and recommendations. The results from these discussions were presented at College Council.

De Anza's Participatory Governance Model provides a sound framework that has been tested over the last several years to enable the college to make regular, systematic and timely decisions. Collaboration between and among these various teams is critical to the success of our decision-making so that we can collectively make recommendations in the best interest of our students, faculty, staff and the college as a whole.

Figure 33



Source: DEANZA 2005 Pathways to Excellence

**5. Fiscal Soundness**

***Why is this significant?***

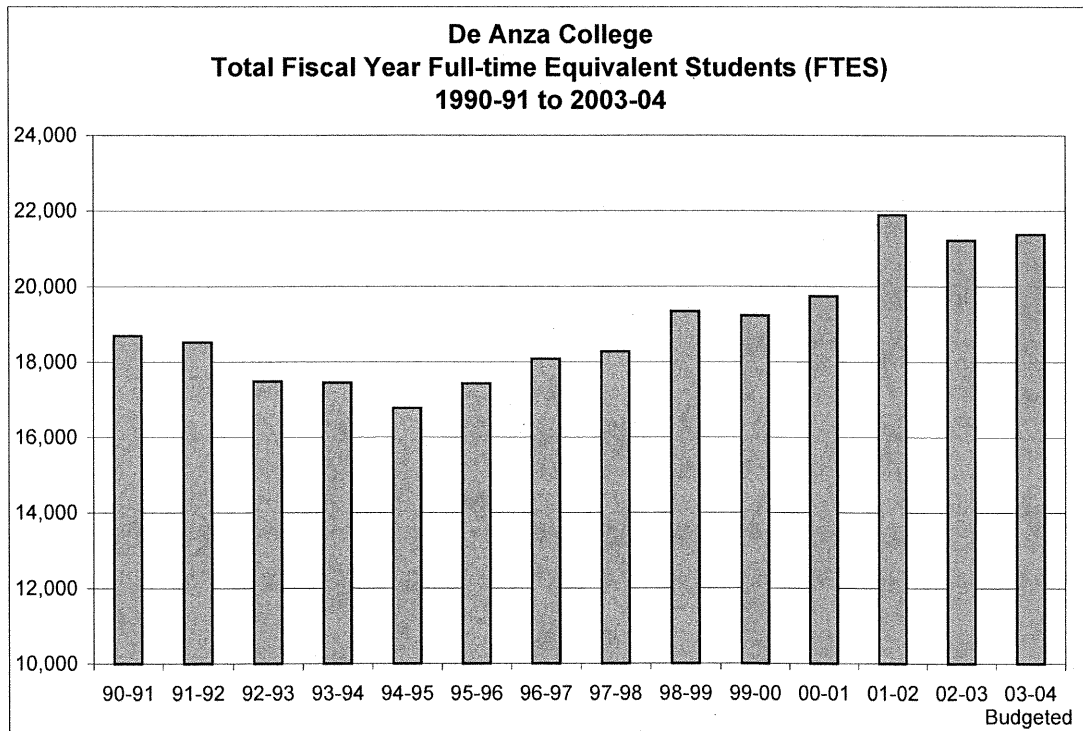
This quality indicator measures the financial health of the college and student access through planned growth strategies in several ways. In order for De Anza to provide quality programs and services, an appropriate level of funding is necessary. Funding from the State of California is based largely 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).

***Are we improving?***

**Enrollment and Productivity**

**Figure 34 Total Fiscal Year Full-time Equivalent Students (FTES) 1990-91 to 2003-04** provides a 13-year history of the college's full-time equivalent student (FTES) enrollment plus the budgeted FTES target for 2003-04.

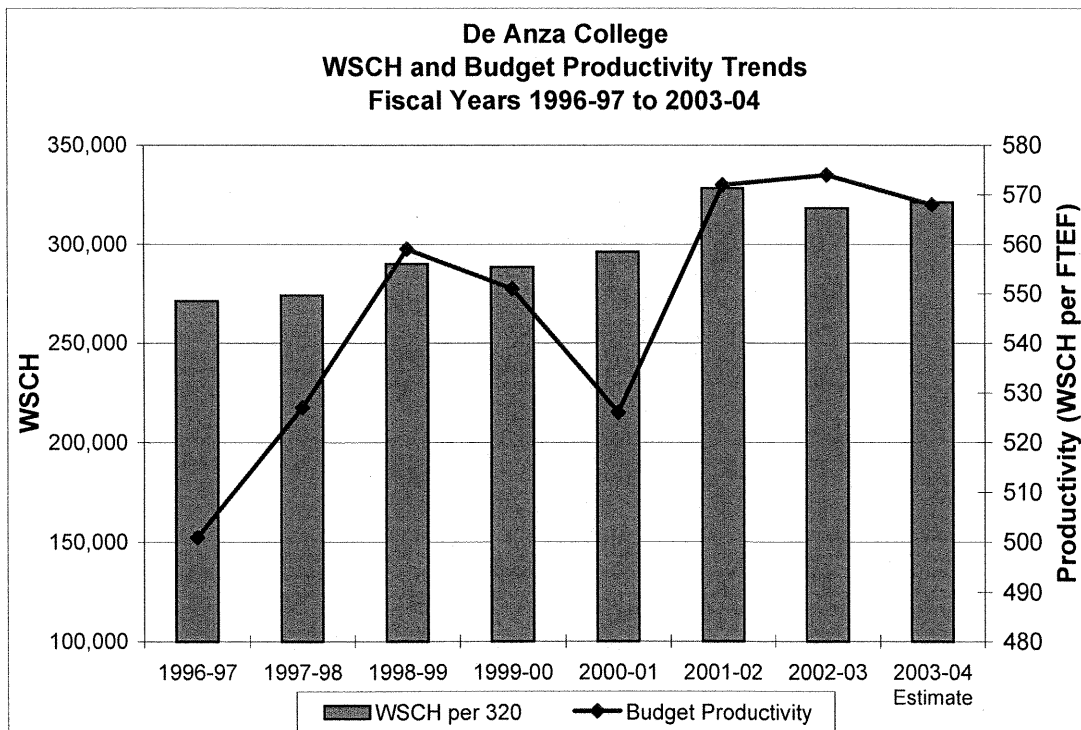
**Figure 34**



De Anza FTES enrollment declined slightly from 2001-02 to 2002-03. The decline brought the college in line with the funding cap imposed by the state. In 2003-04 it was projected that FTES enrollment would rise slightly over 2002-03. The current year, 2004-05, showed a decline in fall quarter enrollment (roughly 8%), but preliminary numbers from winter quarter, 2005, indicate a recovery of significant proportions (a gain of **over 3%** from last winter numbers). The college responded immediately to the enrollment crisis in creative and thoughtful ways. The president established an Enrollment Task Force with broad representation from constituency groups on campus, the instructional deans and the faculty responded with new courses, scheduling options, and outreach to currently enrolled students encouraging greater continuation quarter to quarter. Admission, registration, financial aid, and enrollment processes were made more accessible to prospective students, and the timelines for registration were increased dramatically.

**Figure 35 WSCH and Budget Productivity Trends 1996-97 to 2002-03** displays trends in college instructional offerings and the efficiency with which we serve our students.

**Figure 35**



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

In **DE ANZA 2005**, the college made a commitment to increase access for students and attain its productivity goals by offering programs and services to meet the needs of its diverse student body. The college has done well in meeting its productivity targets over the past two years. Instructional staff continues to be extremely efficient in managing limited state resources to best serve our students.

## 6. Reputation

### *Why is this significant?*

This indicator of quality measures the college from local, regional, statewide, national and global perspectives. When students are asked why they choose to attend De Anza, they often say “because of its reputation.” Thus, assessing our reputation is important to attracting and retaining students.

### *Are we improving?*

Throughout the years, De Anza has earned the right to be called exceptional for many reasons. Recent awards are examples of the breadth of recognition that is deemed important in maintaining the college’s reputation.

### **Notable Achievements for De Anza Programs, Staff and Students**

- La Voz advisers Beth Grobman-Burruss and Cecilia Deck reported another in a long line of successes for the student newspaper, which won 11 awards at the Journalism Association of Community Colleges convention in spring 2004, competing against 52 other colleges in 33 categories. La Voz staff won for General Excellence Magazine and General Excellence Online Publication; Arlette Thibodeau won the Tom Pasqua Memorial Essay (including a \$200 cash award), and also took second place for an Opinion Story; honorable mentions went to Julio Lara for Column Writing; La Voz staff for Editorial and Front Page Design; Reza Kazempour and Steven Cabana for Inside Page Design; Steven Cabana for Sports Action Photo; Payam Johromi for Sports Profile Story; and Lilya Mitelman for On-The-Spot Headline Writing.
- De Anza’s LinC Program continues to receive national recognition for its exemplary work on behalf of students in learning communities. De Anza is one of only 20 colleges and universities in the country to be selected for a national learning communities study conducted by Syracuse University. The study is expected to reshape current policy debates about developmental educational programs in higher education by focusing on how under-prepared college students make meaning of their experiences in learning communities and how this affects their success and persistence in college.
- In recognition of his academic success, leadership skills and community service, De Anza honors student Gammon Williams Tsui was selected for the 2004 Phi Theta Kappa All-California Academic Team 3. The purpose of this annual scholars program is to provide recognition at the state level for top community college students. The program is sponsored by the Community College League of California in conjunction with the Phi Theta Kappa International Honor Society and the Community College Foundation. The winners represent some of the best of the 2.9 million students enrolled in California’s 109 community colleges.

## DE ANZA 2005: UPDATE

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- Instructor Diane Mathios received a teaching excellence award from the California Mathematics Council, Community Colleges, at its 31<sup>st</sup> annual fall conference in Monterey.
- Jeff Forman, P.E. instructor and founder/coordinator of the Massage Therapy Program, published “Running a Successful Student Massage Clinic” in a national newsletter and presented that information at the AMTA Council of School’s 2004 Leadership Conference in New Orleans.
- De Anza film students were once again acknowledged for their work in some of the world’s top film festivals. Graduate Adam Winkel received first prize at the Sasa International Award competition in Italy; current students Ricardo Gonzales, Mislav Zelle, Manisha Singh and Peter Carter all had their films run at the 14<sup>th</sup> annual Cinequest Film Festival in San Jose. De Anza was the only community college represented at the juried competition that included film talent from universities throughout the country.
- The 2002-03 men’s baseball team was named the COA Scholar Team Recipient, an award based 80 percent on scholarship and 20 percent athletic performance.
- Leland Van Fossen was recently selected to appear in his seventh “Who’s Who Among America’s Teachers.” Van Fossen teaches introductory biology, ecology, marine biology and redwood ecology.
- The Environmental Study Area was renamed to honor Doug Cheeseman, who taught ecology, zoology and biology from 1967 to 1997, when he retired from De Anza. The Cheeseman Environmental Study Area is a thriving 1.5-acre arboretum on the southeast corner of campus, dedicated on the same day as the groundbreaking for the Kirsch Center for Environmental Studies, which will also be located in that area of the campus.
- De Anza auto technology students will benefit from a partnership with the Toyota Motor Corp. through hands-on internships at local Toyota dealerships; technical material, training aids and reference materials; and training received by their instructors. Technicians already employed full time at Toyota dealerships may attend evening automotive classes at De Anza to upgrade their skills and receive Toyota certification in specific areas.
- De Anza’s Webmaster, Bradley Creamer, was instrumental in creating and implementing the online searchable schedule. With help from ETS and Scheduling personnel, Creamer created a system that now provides students with timely and accurate course information. The searchable data is updated automatically every 24 hours; a new footnote system allows schedulers to update and correct footnotes related to courses in their departments; the system ties directly to the latest catalog information; the schedule is completely integrated into the college Web site; and every course contains links to the campus map and department information. Creamer also set up the events registration site for Workforce and Economic Development’s School To Career site at [www.deanza.edu/regionvstc](http://www.deanza.edu/regionvstc).

## DE ANZA 2005: UPDATE

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- De Anza's football team finished the 2002-03 season as co-champions of the Coast Conference, their best finish in years.
- The Financial Aid Office expanded its efforts to serve students by opening a Satellite Office in the lobby of the Administration Building, with the goal of making sure no student leaves De Anza due to the increase in fees. With augmented funding from the government, Director Cindy Castillo hired more staff members, raised awareness about financial aid through print media and the Web, and held a financial aid fair called "Get A Jump On Your Future." Financial aid counselors also visited more classrooms.
- Barbara Illowsky, math instructor and vice president of De Anza's Academic Senate, was appointed to serve as a member of the Basic Skills Committee of the statewide Academic Senate and on the state chancellor's Basic Skills Advisory Committee.
- English instructor John Lovas gave the keynote address and presented a session at the 2003 conference of the English Council of California Two-year Colleges in San Diego, where he was also presented with the Nina Theiss Award.
- Gary Lamit, a computer-assisted drafting instructor and author of more than 30 textbooks, helped secure a \$27,000 software donation from AutoDesk, ensuring the CAD Program could offer the latest applications to students. Lamit was also featured in an article in Injection Molding Magazine.
- Under the direction of Marketing/Communications Director Terri O'Connor, personnel from Marketing/Communications, Financial Aid and the Broadcast Media Center created an online multimedia guide for filling out the FAFSA form for federal student aid. Instrumental in creating the "FAFSAssistant" were: Lois Jenkins, Carleen Bruins (Marketing); Greg Bartschenfeld, Greg Shaw (Media Center); and Cindy Castillo, Louise Abatecola, Joyce Feldman, Kevin Harral, Nicholas Huynh, Joe Ngo, Margaret Obenour, Dawna O'Malley and Janet Schmidt (Financial Aid). Bradley Creamer from Marketing/Communications has also developed an online interactive BOG application for state student aid.
- De Anza's student newspaper, La Voz, received 22 awards at the Northern California conference of the Journalism Association of Community Colleges in fall 2003.
- Of the 109 community colleges in California, De Anza ranked No. 1 in combined transfers to the UC and CSU systems in 2002-03. The rankings were compiled by the university systems and released by the California Community Colleges State Chancellor's Office.



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- A dozen De Anza women participated as presenters or facilitators at the 2003 National Conference on Race and Ethnicity in Higher Education. Participants included Trudy Hunter, Melinda Hughes, Jen Myhre, Toni Forsyth, Trudy Walton, Marion Winters, Cyndy Dowling, Shirley Kawazoe, Elizabeth Mjelde, Rowena Tomaneng, Jean Miller and Jacquelyn Reza.
- English instructor Ariel Smart published a book of short stories titled "Stolen Moments and Other Stories."
- Cynthia Kaufman, philosophy and women's studies instructor, was honored at a reception and book signing for her "Ideas for Action."
- Three De Anza students were winners in the 2002-03 League for Innovation Student Literary Competition. Roshini Joseph took first for the short story "Tulsi's Arrival," Lionel de Maine placed second for his one-act play "Jongue," and Matthias Neeracher's poem "Mountains" took third place.
- De Anza College's No Fuss Bus, a free shuttle service for students and employees, provided 18,000 rides in January, February and March of 2004. The program, along with designated car pool spots, were implemented to ease the parking problems associated with construction of three buildings and a parking structure: the Science Center (due to open in fall 2004), the Kirsch Center for Environmental Studies, and the Student and Community Services Center.
- Students now receive important information from De Anza through e-mail, including registration dates and confirmation of enrollment. This step eliminated the cost to mail printed schedules and letters to students, an annual savings of nearly \$100,000. Messages are generated in the Marketing/Communications Office at the request of Admissions and Records, Counseling, and the President's Office. Faculty and staff also receive timely messages in this way, eliminating paper and greatly reducing the time needed to convey necessary information.

### III. Four Goals and Expected Outcomes for 2005

In 1999 De Anza determined that it would “forge our pathways to excellence by achieving four goals.” These remain central elements of all college operations and planning, and also establish the metric against which we must judge our progress. We will include these goals here, and then provide an analysis of our progress to date.

#### 1. **Achieve levels of excellence in a climate of learning for a diverse student body.**

From its inception, De Anza College has embodied the drive to be the best while providing “Educational Opportunity for All,” the district’s original motto. Today, we formulate that same institutional challenge in a new way. To achieve excellence through diversity, we must establish a climate for learning—a college culture—which expects high levels of achievement for all our students, and builds on the rich tapestry of experience each brings to De Anza.

While some commentators in higher education and the wider public see creating broad access in conflict with maintaining high standards, we consciously reject that formulation.

We believe rich diversity—in viewpoint, age, cultural background, race, purpose, and social values—must be a hallmark of excellence in educational achievement. We also recognize that creating the learning conditions on campus that embody trust, equity, challenge, fairness, engagement, and a strong sense of community has not yet been fully realized. Therefore, our planning for improvement must be directed in these areas:

#### ▶ **Improve the Climate for Learning**

- Promote a welcoming atmosphere in all first contacts with new students, new staff, and the public.
- Continue to institutionalize the values of treating every person with full human dignity and create communication systems that encourage both students and staff to be well informed and active in the decisions that shape the curriculum, programs, and student pathways.
- Celebrate our diversity and achievements in both learning and human relationships through regular activities of recognition, publication, and dissemination both on campus and in the wider community.

## ► **Improve Assessment for a Diverse Student Body**

- Provide a broader and more detailed assessment of students in skills, learning styles, career goals, educational and socio-economic background, cultural heritage, emotional intelligence, and disability presence.
- Establish a Student Educational Plan that is built on multiple assessments to help each student focus his/her studies, allowing staff to provide both effective and efficient support for those studies and moving students to complete their goals.

## ► **Improve Instruction and Student Services for a Diverse Student Body**

- Revise existing curricula and create new courses and programs that can effectively integrate the ingredients of student success: mastery of information, development of learning skills (especially reading, writing and mathematics), active encouragement of culturally diverse perspectives, and familiarization with the basic tools of scholarship such as critical analysis, accessing and documenting concepts and information, and effective presentational skills (oral, written, and mediated).

*“We have tomorrow Bright before us Like a flame.”*

— Langston Hughes

- Improve the student success rates of all ethnic, gender, and disability groups for all major indicators of student outcomes so that they will be comparably high with no more than a 5% variance between each group. They will be guided by division and departmental plans to achieve student equity.
- Clarify and raise, where appropriate, the college’s academic standards and competencies for degree, certificate, transfer, and workforce requirements to reflect the increased knowledge and skills in both body and spirit needed for students to be current, competitive, and creative in today’s world.
- Increase in the kind and number of professional development opportunities for faculty and staff to work more effectively with students. Particular emphasis will be given to multicultural teaching skills, interdisciplinary methods, collaborative teaching within and among disciplines, and greater mastery of traditional and innovative teaching tools in both real and virtual classrooms and labs.
- Establish more effective measures of outcomes for both individual students and for programs and departments. These include methods of feedback that promote regular and thoughtful modifications of the learning environment.
- Promote collaboration between Student Services and Instruction that focuses on student access, retention, and success.

## **2. Provide effective pathways to learning for every student.**

Our mission supported by statements of purpose and outcomes gives broad direction to the future emphasis of the college. While many students design their own unique pathways through De Anza, our assessments show that we must meet these differing educational needs in varied and flexible ways.

De Anza values the balance that is realized by offering courses that range from college general education and transfer, to those specifically designed for immediate employment into various high-demand occupations, to those courses at the pre-collegiate level for students with developmental learning needs. As our student population is culturally and ethnically diverse, so are their interests, their levels of intellectual curiosity, and their preparedness for the disciplines the college offers. De Anza needs to provide a full range of offerings from basic or developmental classes to the more advanced courses that enable its students to succeed in the workplace or as transfer students to a university. The college will focus its planning efforts on strengthening its programs and services in the following areas:

### **▶ Enhance Programs for Freshmen and Students Seeking Career Preparation**

- Provide full programs for recent high school graduates seeking transfer or preparation for work (basic skills, general education, transfer/ vocational majors, A.A./A.S. degrees).
- Offer focused programs for those seeking immediate employment or retraining, and for those in the workforce upgrading their skills (certificates, weekend college, Welfare-to-Work, OTI, CACT, Business & Industry, etc.).
- Deliver effective assessments, both self and institutional, using the Student Educational Plan and provide regular updates for transfer and vocationally oriented students (registration, testing, counseling and advising, research).
- Establish new and improved relationships with both feeder institutions (high schools, social agencies), transfer institutions (public and private universities, proprietary schools), and businesses.

### **▶ Clarify the Pathways to Success in College**

- Promote enhanced forms of communication that inform students of the multiple pathways to educational success that range from initial inquiries to orientations to reviews of academic progress to completion of degree and certificate requirements.
- Promote flexible programs that provide practical choices for youth, parents, and older citizens (child care, Short Courses, Community Education).

- Experiment with alternative load and scheduling policies to meet student needs with increased coverage, better delivery systems, and more flexibility by working with negotiated agreements (e.g., offer blocked and annual scheduling, assure the availability of courses in a sequence, provide cross training, cyber schedules, virtual office hours, etc.).
- Create strong, rich programs incorporating Instruction and Student Services based upon mutual support and shared development, delivery, and evaluation.

▶ ***Encourage New Forms of Scholarship in the Classroom***

- Redefine the classroom as a place for a broad range of teaching methods or pedagogies (problem analysis, collaborative learning, interdisciplinary study, role playing, gaming, and electronic interaction) and focus on “uncovering” content and arranging student encounters with the best minds of the past and the present.
- Provide new models of participation for both faculty and staff that incorporate the roles of mentor, coach, and facilitator with those of lecturer and grade-giver.

**3. Improve student learning, student life, and the management of resources through the appropriate application of technology.**

We know the attainment of knowledge is enhanced in a congenial environment and extended by the mastery of the tools of scholarship. The material conditions of learning make a difference, allowing students to concentrate on their learning and empowering them with access to great ideas and important information. For those reasons, we will pursue the following initiatives to create truly humane conditions for learning.

▶ ***Improve Student Learning with New Tools***

- Improve assessment, advisement, and placement by making new tools available to staff and students. Examples include risk analysis data by program for students recommended for basic skills courses, and individualized, online student educational plans so that students can determine their progress in achieving degrees, certificates, transfer, and/or career preparation through appropriate career-ladder pathways.
- Support all courses with appropriate technology to increase student responsibility for learning and mastery of skills. All students and staff will have online Web access that includes training and technical support.

- Expand Internet access and enhance television services to provide learning options such as distance learning, multimedia as a learning tool, and online information research.
- Provide access to technology for students with disabilities, including alternative text formats (e.g., Braille, large print, and audio).

► ***Improve Student Learning through New Systems and Facilities***

- Annually prepare class schedules that are based on student need and determined by a composite of student educational plans. Up-to-date schedule information such as course location, instructor, and available seats will be provided in real time on the Web.
- Provide training and support to faculty, staff, and administrators on appropriate technological tools, databases, and software applications for their jobs as needed. Currency in these tools and tracking of key quality indicators will be an expectation of every employee.
- Increase and improve laboratory space for both the arts and sciences areas by incorporating technological features. In addition, provide more social and meeting space for faculty, staff, and student gatherings as well as more areas for joint use with other colleges and agencies.

**4. Increase access through planned growth and fiscal soundness.**

The dual pressures to meet the growing educational needs of our community and to use our fiscal resources to the maximum effect require efficiency, productivity, and accountability. Our educational mission drives our work, but we operate in a framework of public policy and public support. We must communicate effectively what is required to meet the educational expectations of our community, and we must wisely use the support provided by our taxpayers and legislators. Balancing the needs of students with the available resources will require these continuing efforts:

► ***Increase Student Access***

- Use program review for the appropriate allocation and/or reallocation of resources as well as the redesign of program mix. The goal is to achieve proportional representation from under-represented ethnic groups while attracting special populations such as older adults and working adults, distance learners, and international students.
- Construct our programs in response to the learning needs of our students while maximizing our income to meet state funding requirements for growth and retention, state initiatives for performance funding, and increased use of categorical funding.

- Carefully schedule facilities, faculty, and staff to ensure an optimal FTES while realizing that general fund revenues provide the greatest flexibility in meeting student needs.
- Plan for intelligent growth to include aggressive development of off-campus sites, the high schools, and business locations.

► ***Ensure Fiscal Soundness and Accountability***

- Manage our costs prudently by maintaining effective expense controls and by monitoring expenditures to ensure accountability to our mission.
- Increase financial and personnel resources for faculty and staff training, Web management, and technical support.
- Increase external resources to support innovation and entrepreneurship.
- Develop more effective partnerships with business, industry, and community leaders. Such alliances will establish the basis for learning competencies linked to industry standards and employability needs and will provide a baseline for better public funding and necessary private funding.
- Establish a more aggressive, coordinated approach to fund raising and an expanded Grants Office. Each organizational unit will meet a target for external funding. Fund raising should be done to augment our programs and services to support our mission, ensuring that we do not compromise our integrity as an educational institution.
- Maintain an annual set-aside of discretionary funds to support innovation.

Time passes at a uniform, arbitrary rate. Every second, every minute may seem the same. Yet when we think in large units of time, we give special meanings to years, to decades, to centuries. Milestones matter. This document looks back on the last decade of the 20th century and looks forward to the marking of a new millennium. The close of the last century heightens our sense of both past and future.

We trust that all members of the De Anza community will use the heightened sense of this historical moment for finding ways to make our plans work. The final test of a master plan lies not in how well the plan is formulated but in how the plans really work. If each of us gives our best effort to making these plans part of our daily routines and decision making, the beneficiaries will not only be the college programs of 2005, but the students of 2025 and beyond.

#### IV. Achieving the 1999 Master Plan Goals – Progress Report

This section provides an assessment of institutional progress toward achieving the goals outlined in the 1999 Master Plan: **DE ANZA 2005 Pathways to Excellence**. While some of the goals were given specific outcomes, other goals were listed to give direction to actionable plans for the future. The analysis below will provide a summary of the institution’s overall progress on each of the four goals:

- 1) Achieve levels of excellence in a climate of learning for a diverse student body.
- 2) Provide effective pathways to learning for every student.
- 3) Improve student learning, student life, and the management of resources through the appropriate application of technology.
- 4) Increase access through planned growth and fiscal soundness.

Goal number one, “**Achieve levels of excellence in a climate of learning for a diverse student body**,” combines a variety of “hard” numerical targets and more elusive—but critical—programmatic intentions aimed at creating a campus climate conducive to success for a broader range of our students. One of the more specific metrics to which De Anza measures its success is the degree to which the college provides instructional and support programs that result in student transfer to four-year colleges and universities. By 2003-04, De Anza College surpassed the goal of 508 transfers to the University of California with 589 transfers. This number exceeded, in fact, the target number for 2005-06 (588) sketched in the 1999 plan.

Transfer Rate							
DESCRIPTION	DE ANZA TREND			DE ANZA GOAL			
Transfer Rate:	90-91	95-96	96-97	99-00	01-02	03-04	05-06
UC	323	402	379	439	484	508	588 (5%/year 95-96 through 05-06)
CSU	1174	1179	1263	1462	1612	1777	1959 (5%/year 95-96 through 05-06)

Transfers to the California State University system, on the other hand, fell short of the goal of 1,777 by 2003-04 with 1,348 transfers in 2003-04, perhaps because of changes in curricular requirements at De Anza’s largest transfer institution, San Jose State. This shortfall has precipitated a careful and thorough review of our transfer and articulation programs, especially with regard to CSU requirements, and we anticipate the CSU numbers will increase over this coming year.

The 1999 Master Plan also stated a goal of 1,962 A.A./A.S. degrees and 865 certificates awarded in 2003-04. This ambitious goal required a 5% annual growth rate beginning in 1995-96. In 2003-04 De Anza awarded 1,402 A.A./A.S. degrees and 687 certificates. The action plan item “Implement Degree Audit Function in the Districts CATS Project” has been achieved and shows promise for



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increased automation of information to students on progress toward their educational plans. In the future, the Admissions and Records Office plans to use the system to provide students information on possible course selections just as Amazon.com uses information on past purchases to individualize data provided to online clients. Efforts are also under way to provide additional avenues to assess a student's learning needs. These efforts should result in increased degree and certificate obtainment in future years.

<b>Degrees and Certificates Awarded</b>							
DESCRIPTION	DE ANZA TREND			DE ANZA GOAL			
<b>Degrees Awarded:</b>	<b>90-91</b>	<b>95-96</b>	<b>96-97</b>	<b>99-00</b>	<b>01-02</b>	<b>03-04</b>	<b>05-06</b>
AA/AS degrees:	1127	1222	1331	1551	1737	1962	2234
				(5%/year 95-96 through 05-06)			
<b>Certificates Awarded:</b>							
Certificates:	578	736	587	684	766	865	986
				(5%/year 95-96 through 05-06)			

An important outcome under this goal was the achievement of “no more than a 5% variance between each group” in terms of student success rates. Course success rates for underrepresented ethnic groups continue to lag below 5 percentage points of students identifying themselves as Asian and White. While course success has generally improved for all groups, the gaps among groups remain. The spring 2003 student diversity survey provided insight into ways in which the classroom environment for learning may need to be improved. The Diversity Advisory Committee will be working with the campus in 2004-05 to make specific suggestions for obtainment of this outcome. The results from the survey can be found at: <http://www.deanza.edu/about/accreditation/studentdiversity.pdf>.

One of the critical elements of a long-term commitment to educational equity is the development of specific plans for each instructional and support area. The college did, in fact, devote considerable time and energy during the past two academic years to the development of such equity plans, and has an active Equity Council committed to assisting college units in reaching their goals. These equity plans will be used to establish the new equity goals during next year's strategic planning process.

Goal number two, “**Provide effective pathways to learning for every student,**” listed the following outcomes:

<b>Retention and Course Completion</b>							
DESCRIPTION	DE ANZA TREND			DE ANZA GOAL			
	90-91	95-96	96-97	99-00	01-02	03-04	05-06
<b>Student Success</b>							
All College Average Course Success Rate	73%	73%	73%	75%	75%	78%	80%
All College Average Retention Rate	86%	86%	86%	86%	86%	90%	90%

In fall 2003 De Anza’s All College Average Course Success Rate was 77%, just off the 2003-04 goal of 78% and significantly above the statewide average of 67%. In fall 2003 De Anza’s All College Average Retention Rate was 87%, 3 percentage points below the 2003-04 goal of 90% but above the statewide average of 83% and 1 percentage point above the historic trend. With additional research capacity beginning in 2002, student tracking information is beginning to be used more extensively by instructors in vocational programs, specific areas such as Math, English, and ESL and in programs such as Learning in Communities (LinC) and Math Performance Success, to increase student learning and thus course success and retention.

Goal number three, “**Improve student learning, student life, and the management of resources through the appropriate application of technology,**” laid out an ambitious plan to provide faculty with technological resources to improve student learning. The Education Technology Services (ETS) tracking surveys show increasing levels of satisfaction with technology services. The results of the surveys can be found at: <http://ets.fhda.edu/techsurvey>. Distance learning enrollments at De Anza have continued to increase since 1999 with about 3,400 course enrollments in fall 2003. But, this suggested that only about 10% of De Anza students had enrolled in one or more distance learning courses in 2003, far short of the long-term goal outlined in the 1999 Master Plan of 30%. This goal requires considerable and renewed attention, and has to be integrated into the equity and success goals above.

Goal number four, “**Increase access through planned growth and fiscal soundness,**” was aimed at increasing enrollment by 1-3% annually. The heart of this goal can be summed up in the statement “Construct our programs in response to the learning needs of our students while maximizing our income to meet state funding ...” which suggests the dual pressures faced by the college, especially during the last recession. The college has now struggled with three years of declining resources while witnessing, through fall 2003, increased enrollment pressures.

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Each of the goals listed below were achieved as of 2003-04. Santa Clara County adult population draw has continued at just above the 1.8% estimate assumed in the 1999 Master Plan. End of term headcount enrollment was 25,177 in fall 2003, which is on track with the 1-3% expected growth rate outlined under the outcomes for this goal. The target Full-Time Equivalent Students (FTES) of 21,088 in 2003-04 was met with an estimated FTES of 21,206. Productivity continued at levels significantly above the 2003-04 goal of 530 with productivity above 570. As the enrollment decline in fall 2004 foretells, balancing the access needs of our students in a period of restricted funding will continue to challenge the college in the years ahead.

<b>Access through Planned Growth and Fiscal Soundness</b>							
DESCRIPTION	DE ANZA TREND			DE ANZA GOAL			
<b>Student Enrollment</b>	<b>90-91</b>	<b>95-96</b>	<b>96-97</b>	<b>99-00</b>	<b>01-02</b>	<b>03-04</b>	<b>05-06</b>
Headcount	24253	21139	21781	Estimate 1.8% of draw over time			
FTES		17453	17934	18737	19878	21088	22373
				(3%/year 98-99 through 05-06)			
WSCH/FTE		501	527	530	530	530	530

The second dimension of Goal 4 was increased fiscal accountability and expanded external resources. Accountability and fiscal soundness have been achieved through the establishment of fiscal management systems at both the college and district levels, and a healthy dialogue between the two levels of budgeting and reporting. Increased external financial support has been reflected in the dramatic growth of the assets of the Foothill-De Anza Foundation, and the successful development of several major external grants and bequests to the college. The 1999 Master Plan did not establish a specific metric for the generation of expanded external support.

In summary, much has been achieved toward fulfilling the goals outlined in the 1999 Master Plan. Transfers to the University of California are above goal, student course success is close to goal; enrollment overall has been strong; and we have achieved increase student access, despite fewer state dollars, through increases in productivity. At the same time, work needs to be done to increase the number of degrees and certificates awarded, increase student course retention (especially for underrepresented minorities), and continue to provide the most up-to-date technology for learning. In the coming year the college will need to revisit the four goals and expected outcomes for relevancy and begin planning for the next 10 years at De Anza College.

## Appendix: The 1999 Planning Process, Goals, and Organization\*

### De Anza 2005 Pathways to Excellence

From the President, Martha Kanter, 1999:

An educational master plan rooted in the quest for excellence must have, at its core, a dynamic vision and a focused plan of action. **DE ANZA 2005 Pathways to Excellence** has both! Throughout 1997-98, the Planning Group, first commissioned by the College Council in the winter of 1997, devoted hundreds of hours to produce a draft for college-wide review. That review took place from early September to early December 1998. All governance groups, divisions, and programs of the college were able to respond to the draft of this document. Most comments and suggestions have been incorporated into this final plan. My thanks to the many people who joined us in the Town Halls and division meetings during the 1998 winter, spring, and fall quarters. They provided input to enrich the vision and action plans of this document and worked hard to create **DE ANZA 2005**.

Their participation has ensured that De Anza College is well positioned for the new millennium. I am confident that by working together over the next seven years De Anza will undertake, accomplish, and exceed most, if not all, of what is envisioned for us to do in this plan. Making a significant difference in the lives of our students, and in the life of our college, is our goal as we forge new and better **Pathways to Excellence**.

#### ***Planning the Plan***

In response to a district charge to both De Anza College and Foothill College to develop an educational master plan, De Anza's College Council (see Chart P-2 College Council 1998-99) established the Planning Group composed of administrators, faculty, classified staff, and students and empowered this group to develop a calendar and process for creating our educational master plan. The Planning Group (see Chart P-1 Augmented Planning Group 1997-99) identified key issues relative to the college's mission as well as collected and analyzed all relevant data. This data and its possible implications were presented at a series of Town Hall Meetings which afforded all participants the opportunity to give meaningful input into the planning process. In addition, the Foothill-De Anza chancellor and Board of Trustees conducted several strategic conversations, which resulted in a district-wide dialogue about several critical planning issues. Following each Town Hall, the Planning Group published and distributed summaries of the discussions and related research.

*\* This material, including the charts, is taken from **DEANZA 2005 Pathways to Excellence**. Refer to that document for additional information.*

The Planning Group undertook an extensive review of existing plans, both internal and external, and analyzed the input from Town Hall Meetings. In spring, 1998, the College Council commented

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on the early phases of this document and provided guidance to the group. In June, 1998, the group wrote and distributed a plan outline for a broad review by College Council and the college staff. During summer, 1998, this outline was developed into a full draft, which was again submitted for a broad review throughout the college and revised as comments were received. During the summer months, Kathy Plum, Toni Forsyth, Judy Miner, Olivia Patlan, Mike Brandy, and Robert Griffin gave the Planning Group helpful suggestions to put this draft in its final form. In August, John Lovas and Martha Kanter coedited the document; and in early September, Lori Susi contributed her design expertise. In February, 1999, Terri O'Connor, Janice Winkel, Bonnett Saussol, and Lori Susi prepared the document for publication. The revised final draft was submitted to College Council for approval and adoption as **DE ANZA 2005 Pathways to Excellence**, the educational master plan of De Anza College.

*"Each of us must be the change we want to see in the world."*  
— Mahatma Ghandiji

### ***Navigating the Process***

This document and the related material contain a host of terms which could easily become confusing. Here we offer a brief guide to the key concepts and terms, which may help each of us think carefully about where De Anza is headed and what we want De Anza to be.

**MISSION** — A statement of philosophy expressing the overarching purpose of the college.

**VALUES** — A set of institutional characteristics, identified by college leaders and affirmed by decision groups, upon which all our work is grounded.

**VISION** — An approach to future efforts derived from both the mission and values statements and stated in qualitative terms.

**QUALITY INDICATORS** — A set of data-based factors that were first identified in 1982, based on university research, and used by De Anza to assess its performance on matters related to achieving our mission.

**STRATEGIC GOALS** — Shorter term planning which is reviewed and revised annually and guides budgeting and other decision making. From 1998 through 2000, the college agreed to focus on the twin goals of access and success for all students.

**EDUCATIONAL MASTER PLAN** —

A document expressing a framework for the main directions of the college over the next five to seven years. This document incorporates all of the preceding elements.

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Throughout the document, “DE ANZA 2005” “Pathways to Excellence”, and “educational master plan” are interchangeable references.

**ACCREDITATION SELF-STUDY** — A process undertaken every six years to document to the Accrediting Commission for Community and Junior Colleges that the college meets or exceeds the criteria of the 10 standards established by the commission as the basis for accrediting the college.

**WORK PLANS** — Three- to five-year plans which are developed by each division and similar work groups and which outline the initiatives of each group in specific terms.

**PROGRAM REVIEW** — A formal documentation of the work effort of each department and program featuring proposals for change and improvement which are used as a basis for prioritizing action plans, personnel priorities, and resource needs.

### ***Working with the Plan***

Planning is an ongoing, dynamic, and interactive process. Each faculty and staff member discovers changes and problems in his or her everyday contacts with students and one another. As we talk among ourselves about those changes and problems, we begin to define those that are important in each department, program, division, and/or to the entire college. Large-scale efforts, such as the Accreditation Self-Study and the educational master plan, attempt to document major trends and critical issues so that we might bring our collective efforts to the most important concerns facing the college.

While no area will work in exactly the same way, the importance of participating actively and consistently should not be underestimated. Maintaining a healthy and effective department or program requires good planning. Future allocations of financial and human resources will come from the work documented in this rich and complex maze of planning efforts.

Drawing on the individual knowledge and expertise of each department or program member, and on the resources provided through the master planning process, departments will add to and revise their program reviews and their workplans. To keep these efforts in focus, each program at De Anza should ask how their efforts, current and proposed, increase student access and success. Where they find their sense of departmental needs and future directions out of sync with the statements in collegewide planning documents, these differences should be communicated to the governance group dealing with that issue, including representatives on the Academic or Classified Senates, the division dean or similar administrator, and members of the campus planning and budgeting groups.

Ideally, each staff member will individually review the key concepts of the mission and the core values and think about how these qualities are reflected in his or her work. Then he or she could read the

analysis of how the college is currently performing on the quality indicators (see Part II) and check that data against the experience of their area.

Each department should then review their workplans and program review documents and bring to bear the collective experience of the faculty and staff. Regular department discussion, which should always focus on how existing programs and proposed programs will facilitate student access and success, will make planning a dynamic and effective process.

Students, alumni, and community members have been invited to make all their comments and suggestions at all of the Town Hall Meetings about planning, as well as by speaking with or writing to any of the college leaders involved in the planning process.

While the single most important priority for each of us lies in carrying out our primary work assignments, contributing to these planning efforts will help each of us shape our future work. If each of us participates, De Anza's institutional effectiveness will be affected.

### ***Why We're Doing This and Where We're Headed***

At De Anza College, a student's success depends on planning and effort. Those same factors are essential to a faculty member's success in the classroom, a staff member's success in linking students to college resources, and to the overall success of the college in serving its diverse communities.

De Anza engages in many planning efforts, the most important of which is this educational master plan. Master planning creates a framework and focus within which faculty and staff can develop sound curriculum and effective programs, and through which each student can construct an educational plan that leads to his or her academic and vocational goals.

As a large community college, De Anza consists of thousands of people working in a complex organization, at all hours of the day, and on every day of the week. No single action or document could possibly coordinate and plan all that activity.

Rather, the master plan attempts to identify critical elements of our past success and critical challenges we expect to face. The overall planning efforts of the college work very much like creating a road and highway system. As an example, various public agencies build and maintain streets, roads, and freeways which create alternatives for each of us to reach our destinations. However, the actual route and the destination reached are chiefly the result of the efforts and resources of the individual driver.

In a very real sense, establishing this planning framework—within which we can see where we have been and where we are now headed—is the work of serving the students of our region. Most of our real work as a college is never seen: students suddenly grasping new concepts, faculty members reading new material, staff members thinking of better ways to serve students. But we do document that work

## DE ANZA 2005: UPDATE

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and those student outcomes in these ways: with transcripts, student portfolios and performances, departmental program reviews, summaries of student achievement and faculty effort in a wide range of databases, and reports and recommendations of our governance groups and special task forces. This master plan will point to many of those documents and institutional resources, though it cannot summarize all of the significant work done at De Anza.

During 1998-99, the Planning Group anticipated the Accreditation Self-Study that took place at the same time. While the self-study demonstrates that De Anza continues to excel on the standards assessed by the Accrediting Commission, the master plan follows criteria that we have selected for ourselves (see Figure 36—De Anza College Planning Process). These are the two strands of collegewide assessment that sometimes overlap but complement one another.

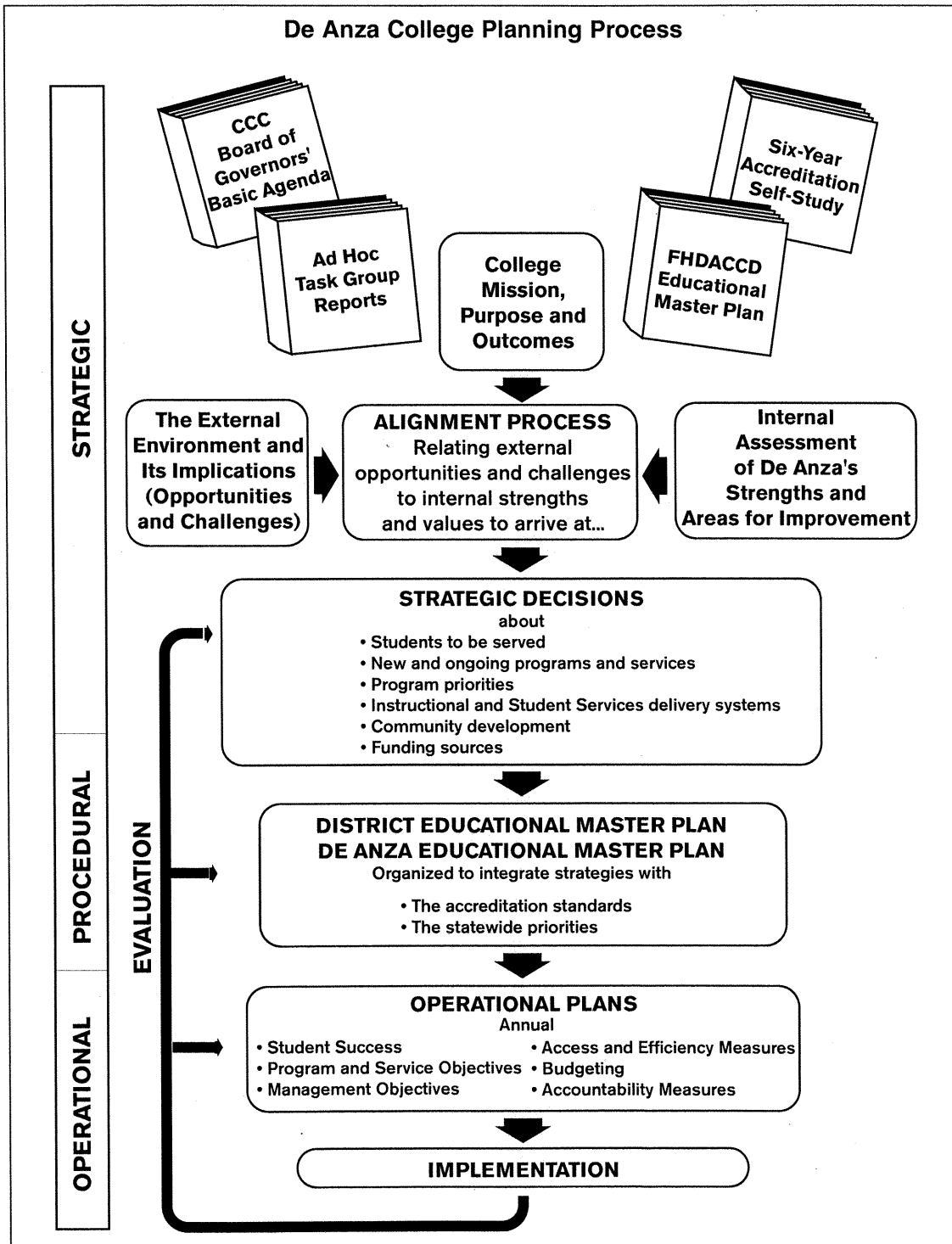
We have provided a timeline in the appendix that shows how the accreditation and master planning processes have run concurrently, each effort informing the other. We know that the success of any plan is measured by how much we accomplish and our willingness to change course when new information makes us better informed about the directions we have chosen. That is why we emphasize that master planning is a dynamic process. It depends upon the best information we can garner, the best minds we can put to the multiple planning tasks, and the best road map we can design to set our future course. Our “Pathways to Excellence” will guide us through the turning point of the new millennium through DE ANZA 2005.

*“The solutions and the promise for our new century will come from the collective voice of people who say that it does not have to be this way, that together we can do better, that we are better.”*

— Suzanne W. Morse, Leadership for the New Millennium



Figure 36





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FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT

Date: Mon, 04 Jan 2010 09:56:10 -0800  
From: Andrew LaManque <lamanqueandrew@fhda.edu>  
To: Brian Murphy <murphybrian@fhda.edu>, Alex Kramer <krameralex@fhda.edu>, Mae Lee <leemae@deanza.edu>, Lois Jenkins <jenkinslois@deanza.edu>, Pat Fifield <fifielpat@fhda.edu>, Tina Woo <wootina@fhda.edu>, Mae Lee <mae.lee@stanfordalumni.org>, Nancy Cole <colenancy@fhda.edu>, Marisa Spatafore <spataforemarisa@fhda.edu>, stockwellrobert@fhda.edu  
Subject: Educational Master Plan Committee Meeting Dec 13 3pm  
X-Keywords:

Welcome back to the Winter Quarter!

For our meeting on the 13th there are 3 items we need to try to get through and then on the next meeting (27th) we can talk about a draft document and then move it to the various committees in February.

- 1) Agree on a mission statement proposal. Below is another version -- Brian made some suggestions. Please review and send me any suggestions you may have in advance of the meeting so that at the meeting we can talk about specific wording.
- 2) Re-affirm the 4 strategic planning initiatives: Outreach, Student Success and Retention, Cultural Competency, and Community Collaborations for 2010-15. Unless there are specific concerns / proposals we should be able to agree to a continuation of these 4 areas of focus at the next meeting.
- 3) Provide specific comments on the "Context" statement that Brian put forward. What areas might be missing or need additional text?

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities, to realize their goals, and to be socially responsible leaders in their communities, the nation and the world.

De Anza College fulfills its mission by engaging students in work that demonstrates the knowledge, skills, and attitudes contained within the College's Institutional Core Competencies: communication and expression, information literacy, physical/mental wellness and personal responsibility, global, cultural, social, and environmental awareness, and critical thinking.  
Thanks -- see you in a couple weeks.

Andrew

Andrew LaManque wrote:

Our meeting for December 16 is canceled. \_The next meeting is on January 13 at 3pm\_.

Please review the minutes from the last meeting:

[http://www.deanza.fhda.edu/gov/college\\_council/empc/minempc120109.pdf](http://www.deanza.fhda.edu/gov/college_council/empc/minempc120109.pdf)

Also, please provide email feedback on this mission proposal which Alex and I worked on. We tried to be true to the current mission statement while incorporating some elements which may make it unique to De Anza as we discussed. We also wanted to make sure it aligned with our current strategic initiatives.

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities, to realize their goals, and to be socially responsible participants in their communities, locally and globally.

De Anza College fulfills its mission by fostering successful students who demonstrate the knowledge, skills, and attitudes contained within the College's Institutional Core Competencies: communication and expression, information literacy, physical/mental wellness and personal responsibility, global, cultural, social, and environmental awareness, and critical thinking.

After we agree on the mission and context statement, we need to re-affirm the Strategic Initiatives and metrics, and finally I need to pull together a document for your comment. After that we can