

**De Anza College
State of the College
2009-2010**

June 2010



DE ANZA COLLEGE
SOUTH ENTRANCE

Table of Contents

Part I: Educational Master Plan 2010-2015

1-32

Part II: Updates and Achievements

35-54

Sustainability, Facilities, Equipment
and Technology, Measures E and C

35

Academic Senate

41

Classified Senate

44

De Anza Student Body (DASB)

46

Institute of Community and Civic Engagement (ICCE)

48

Students

50

Faculty

53

Staff and Programs

53



PART I:

De Anza College
Educational Master Plan
2010-2015

D E A N Z A
2 0 1 5
C O L L E G E

**Where We've Been,
Where We're Going:**

De Anza College
Educational Master Plan
2010-2015

Winter 2005

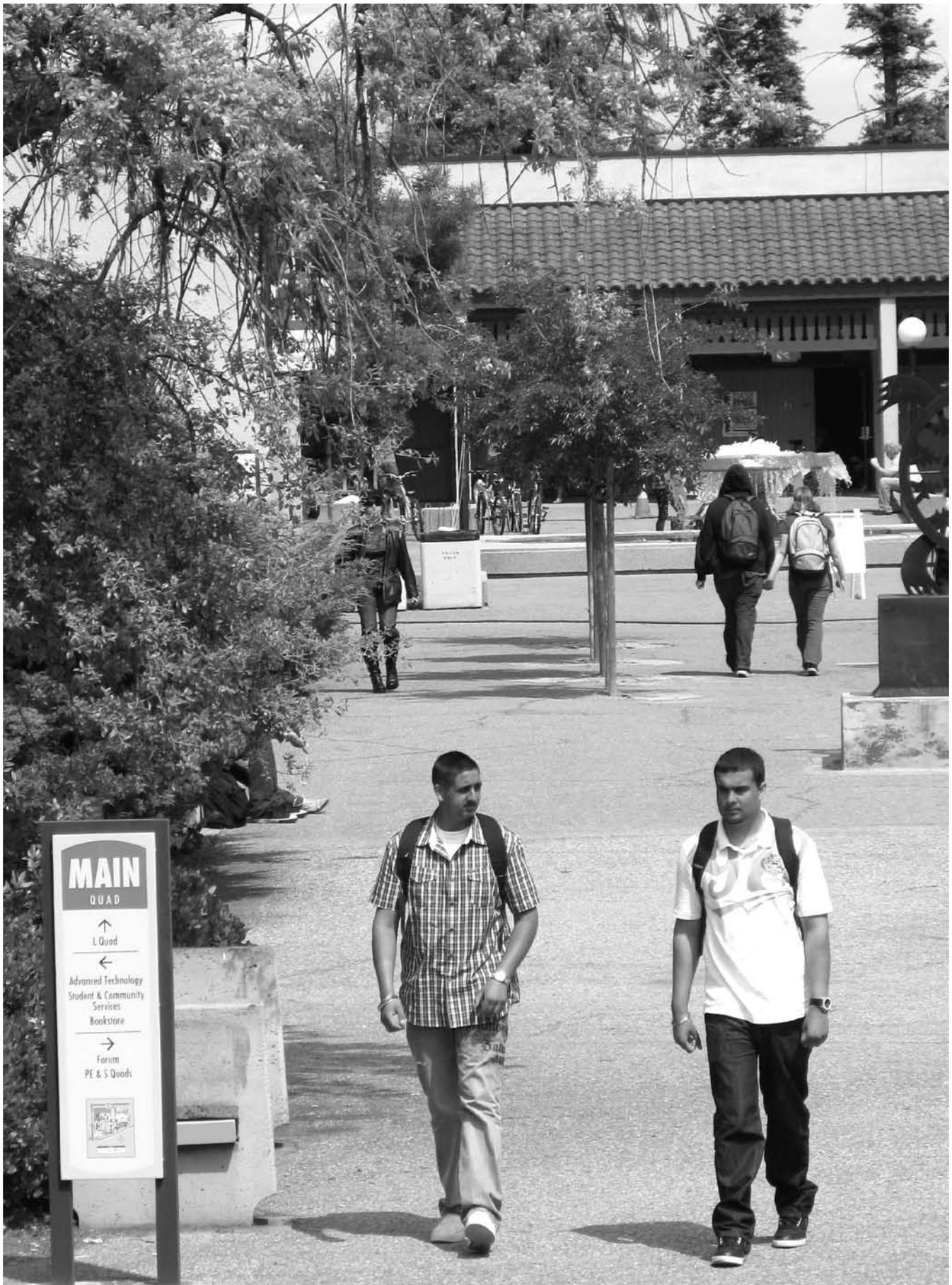
E d u c a t i o n a l M a s t e r p l a n

Spring 2010



Table of Contents

Preface – Who We Are	3
Introduction	5
• Planning Activities 2003-2010	
The De Anza College Mission	7
• New Mission Statement	
The Planning Framework	9
• Funding	
• The Economy and Labor Market	
• Enrollment and Demography	
• Student Learning	
• Diversity and Equity	
• Community and Civic Engagement	
• Sustainability	
Institutional Investments and Planning Processes	13
• Strategic Planning Institutional Initiatives	
• Outreach	
• Student Success and Retention	
• Cultural Competence and Community Collaborations	
• Facilities	
• Sustainability	
• Technology	
• Basic Skills	
• Equity	
• Civic Engagement	
• Support for the Initiatives	
• Institutional Metrics	
Institutional Decision-Making and Resource Allocation Processes	19
• Campus Planning and Decision-Making Processes	
• Outcomes-Based Program Review: Student Learning Outcomes/Assessment Planning	
• Key Components of the Planning Model	
• Program Level Assessment	
• Assessment Cycles – Course, Student Services and Educational Resources Services	
• The Planning and Budget Team Process	
• Conclusion	
Appendix – Key Planning Indicators	27



MAIN
QUAD

↑
I Quad

←
Advanced Technology
Student & Community
Services
Bookstore

→
Forum
PE & S Quads



Preface

Who We Are

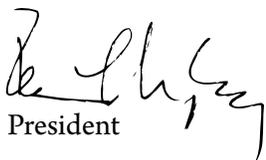
De Anza College enters the second decade of the 21st century with a shared vision for our future, a deep commitment to the success of our students, and a profound sadness for the failure of the state of California to honor its historic commitment to universal access to higher education. Caught between the call of our values and the refusal of the state to fund our dreams, we have crafted nonetheless an institution of strength and passion, one we care deeply about and one whose students we serve proudly.

We are a college devoted to innovation and creativity and community. We have tremendous standing and respect in our local region, earned through more than five decades of tireless service. We have a faculty and staff of uncommon intelligence and spirit, and a student body any teacher would appreciate. Our students are incredibly smart, diverse, committed to each other, hard working, capable. Many of them are poor, are the first in their family to go to college, have attended chronically underfunded schools. Many are learning English as a second — or third — language; many are recent immigrants; many have limited academic skills. At the same time we have many other students fully prepared for a university, or already fully degreed or long employed, but now looking for another career.

These students together craft a sprawling community, share classes and meals and sports contests and guest poets and street demonstrations. They are a constant rebuke to prejudice and preconceived notions about skill and preparation. They are learning English while reading poetry in the original Persian, learning math and writing and study skills while also able to compose original music and perform spoken word. They speak more languages than most of us who work here, may have lived through more violence or poverty or ethnic hatreds than those who teach them. They balance the demands of studying with family and work and community action.

Our challenge is this: How do we engage these incredibly diverse and talented students, meet their many and different needs, offer a curriculum of unparalleled breadth, organize the services they need, support their autonomous governance of a robust campus student life — and also have the time and energy and capacity to stop every once in a while to reflect on what we're doing, challenge ourselves, interrogate the evidence, and change? And how do we do this while also managing budget cuts, staff reductions, program elimination, and the onslaught of legislative imperatives?

This document reflects the dedicated work of an institution capable of thinking about the future even while managing its way through a crisis, able to reflect and analyze and argue and rewrite its purposes and its processes even when under extreme pressure to retreat. De Anza has not retreated; we are, instead, looking to the future, to where we're going.



President



Introduction

“Where We’ve Been, Where We’re Going: De Anza College Educational Master Plan 2010-2015” is based on nearly five years of planning activities that began in September 2005. The activities began with a broad-based strategic planning process conducted in 2006-2007 that resulted in the development of four Institutional Initiatives. Departments created Commitments to Action (CTAs) in fall 2007 in support of those initiatives, and the college funded several activities aimed at supporting them. These included Summer Bridge and First-Year Experience programs; a refocused and renamed Office of Outreach and Relations with Schools; and commitments to cultural competence and community engagement. After about 18 months of targeted funding that began in fall 2006, state budget cuts forced a reduction in expenditures for these activities by spring 2008. By that time, however, the initiatives had been woven into the fabric of the college, animating program review, planning and budgeting.

Since the original strategic planning dialogues, there have been ongoing discussions of environmental sustainability as well as the importance of physical space to our students. These discussions are captured in our sustainability and facilities plans as well as Measure C resource allocations. In addition, there have been intensive campuswide discussions regarding Institutional Core Competencies (ICCs), Student Learning Outcomes (SLOs), Student Services Learning Outcomes (SSLOs), and Administrative Unit Outcomes (AUOs).

This document captures planning activities occurring over several years that continue to guide the college’s decision-making, as well as highlights new proposals aimed at guiding the college over the next five years. This plan is being written in a time of rapid change in social demography and state budget allocations. It celebrates and relies on past work, and outlines a new mission statement and an integrated planning model, guided by these themes: “Where We’ve Been” and “Where We’re Going.”



Where We've Been

Planning Activities 2003-2010

- 2003-2004 – Mission review
- Fall 2004 – President Brian Murphy appointed
- Spring 2005 – Master Plan update
- Fall 2004-Spring 2005 – Accreditation Self-Study compiled
- Spring 2005 – Strategic Planning process begun
- Fall 2005 – Accreditation Team Visit
- Winter 2006 – Accreditation Reaffirmed
- Fall 2006 – Departmental Commitments to Action created
- Fall 2006-Spring 2008 – Institutional Initiatives funded
- Spring 2009 – Institutional Core Competencies approved
- 2006-2010 – Student Learning Outcomes and Assessment process developed
- Fall 2009 – New decision-making/resource allocation process proposed
- Fall 2009-Spring 2010 – Educational Master Plan Committee meets
- Spring 2010 – New mission statement proposed and Educational Master Plan created

The current planning process began in the fall of 2009 with the establishment of the Educational Master Plan (EMP) Committee composed of faculty, staff and administrators. The draft EMP was shared with the campus governance committees for review and input. The Academic and Classified Senates, Instructional Deans, Planning and Budget Teams (PBTs), Student Services Council, Senior Staff and finally College Council deliberated and came to consensus on “Where We’ve Been, Where We’re Going: De Anza College Educational Master Plan 2010-2015.”

Where We're Going

The EMP reaffirms the four Institutional Initiatives agreed to in 2006 as part of the strategic planning process. While line item funding is no longer available, the college remains committed to the initiatives and continues to use them as a lens for decision-making and resource allocation. The document introduces a new mission statement that focuses on student learning and community engagement. In addition, the document outlines an integrated planning model to guide planning and decision-making over the next decade.



The De Anza College Mission

Where We've Been

The spring 1999 Educational Master Plan, “De Anza 2005: Pathways to Excellence,” reaffirmed the college mission statement developed in 1994. In 2003-2004, a yearlong discussion of a new mission statement that included the introduction of Institutional Core Competencies (ICCs) for students did not result in consensus, and the college reaffirmed the 1994 mission statement in the “Educational Master Plan 2005-2015.” The strategic planning process in 2005-2006 began by reaffirming the mission statement as a basis for planning discussions. In spring 2009, the Academic Senate proposed language that would have incorporated the ICCs; consensus was not reached at that time. In fall 2009, the EMP committee met on several occasions to discuss revisions to the mission statement and proposed the following.

Where We're Going

New Mission Statement

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 creative 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*
- *Critical thinking*

– Adopted spring 2010

The extensive conversations about revising the mission statement included a review of the appropriate rhetorical form and function of a mission statement, and the degree to which it explicitly addresses student learning, the ICCs, and the degree of De Anza's uniqueness compared to selected other colleges and universities.

The new mission statement includes much of the previous one (which was still considered relevant by committee members) as well as the articulation of student learning goals and outcomes and the importance of civic engagement to democracy. The new statement was designed to be true to the original while staking out new language that would uniquely define De Anza College. The college's commitment to student learning encompasses its work in transfer education, career and technical education, and lifelong learning for De Anza's community.

The new mission statement emphasizes success for every student in the multiple areas of intellectual development and competence; achievement of personal goals; and social engagement with communities and the world. Student success is also tied explicitly to the college's ICCs in the new mission statement. This linkage reflects the college's commitment to self-assessment regarding the mission statement and its translation through curriculum, courses and student outcomes.

De Anza believes that such student success is best facilitated by a “learning environment” that is “academically rich” and “multicultural.” Rigorous and imaginative learning – that takes place in settings in which students are able to develop affinities with people who are like and unlike them – reflects De Anza's commitment to cultivate students who have the ability and sensibility to be socially responsible community members.



The Planning Framework

Where We've Been

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

How will De Anza maintain its excellence in the face of dramatic cutbacks in state support, a rapidly changing social, technological and economic environment, and the ever-changing demography of the region? What are the implications of changes in admissions and transfer policies at the UC and CSU, also victims of drastic cuts in state spending? How can faculty, staff and administrators sustain or redefine their identity in the face of new challenges in the region, commit to new initiatives in academic and support programs, and clarify the highest priorities for development and direction?

De Anza's current worldview is influenced by following trends that include fundamental and permanent changes to funding, the economy, enrollment and local demography.

Funding

In 2010, De Anza is experiencing another year of steep budget cuts from the state, following a decade in which the contradiction between resources and enrollment demand deepened. Even before the cuts of the last two years, the college's discretionary "B" Budget per full time equivalent student (FTES) had declined more than 60% from 2001 to 2006

(from \$255 per FTES to \$88); moreover, there were numerous cuts to staff, instructional technology and the support programs that sustain an engaged faculty and empower students. Over the past two years, the college endured an additional 10% reduction in state apportionment, deployed one-time savings to retain staff serving students, and watched enrollment grow even as courses were reduced by 5%. The state continues to experience a fiscal crisis not witnessed since the Great Depression, and the cuts experienced by the college are unlikely to be mitigated in the foreseeable future.

The Economy and Labor Market

The national collapse of the financial and housing markets precipitated a local recession of deep significance. Real unemployment approaches 20% in Silicon Valley, and the most recent recovery of the stock market is not yet accompanied by a rebound in employment. De Anza students must grapple with a permanent change in the local landscape, on which both employment and entrepreneurial opportunity will require ever-higher levels of education.

Independent of the most recent crisis, there have been multiple analyses of the local economy, including one commissioned three years ago by the Foothill-De Anza Community College District, in an effort to better understand the local job market. Every analysis concludes that the exodus of manufacturing jobs is a permanent feature of the economy, that job growth will be in high-skill fields – especially in business services, computing, biosciences and software development – and that high school equivalencies will be inadequate to gain employment

offering a living wage. More detailed analyses provide insight into the necessary and adaptable skill sets employers will require, and suggest that colleges must better prepare students for multiple career paths rather than for narrow technical competencies.

Enrollment and Demography

De Anza's overall enrollment trend for the last two years is flat, due entirely to the elimination of most of its off-campus Job Corps enrollment (Appendix, Figure 4). On-campus enrollment is up more than 4%, despite the elimination of courses and support programs.

While the enrollment of the college's local district high school graduates remains stable, this is a relatively small share of overall enrollment. Currently, four of the top five high schools from which De Anza enrolls its students are outside of the immediate service area, in San Jose or Milpitas. First-time-to-college enrollment among Latina/os in the last three years is up 77%, and up 30% for Filipinos and African Americans. De Anza has become the college of first choice for students across the region, especially for those most in need of developmental and basic skills instruction.



The fastest growing communities in the region are among those most in need of quality, low-cost educational opportunities, particularly in working class and immigrant communities. Latina/os are the fastest growing ethnic demographic in a region notable for its diversity, which also includes Chinese, Vietnamese, Indian, Filipino, other Asian, African American and European American students and families looking for opportunity.

To serve these students, the college makes plans based on the trends and assumptions outlined above and with the information presented in the Appendix. While these factors raise questions about De Anza's future, they do not direct the college explicitly to the answers. The answers come from the fundamental commitments the college makes both implicitly and explicitly to its students. These commitments guide decision-making and resource allocation and define the core of what De Anza stands for as an institution.

Where We're Going

Previous commitments to De Anza students appeared in "De Anza 2005: Pathways to Excellence" and were expressed through several core values:

- Institutional Integrity
- Community Relationships
- Diversity
- Quality of Student and Staff Life Learning
- Access and Quality in Concert
- Collegiality
- Self-assessment and innovation
- Student success
- A "Personal Best"

The college reaffirms these values and augments them through its commitment to student learning, diversity and equity, community and civic engagement, and sustainability.

Student Learning

De Anza College believes that all students can learn and is committed to providing “an academically rich, multicultural learning environment.” This commitment translates into support for a broad, liberal education providing students with the skills to learn throughout their lives and an understanding of the role they play in a democratic society. Employers have indicated that they desire employees who possess interpersonal and communication skills as well as an understanding of specific professional content.

The college's commitment to learning translates into maintaining high standards of excellence for both transfer and career programs, and supporting technologies that assist different learning styles and teaching approaches; this includes online and hybrid courses. In addition, the college is committed to supporting students in the achievement of the Institutional Core Competencies.

This commitment to learning also translates into support for basic skills education integrated across the disciplines, which provides opportunities for students who have been underserved by their previous educational experiences. A commitment to basic skills education is a key element of De Anza's commitment to equity.

Diversity and Equity

Campus diversity and student equity are core to De Anza's very identity. The fall 2005 Accreditation Visiting Team noted the college “has a commitment to ensuring that efforts are in place to provide a learning environment that is inclusive and welcoming to all students.”

For the past six years, the college has been engaged in a concerted effort to achieve educational equity across different racial and ethnic groups. In 2009, program reviews focused on targeted student populations outlined in the college's strategic planning initiatives. Program reviews were developed for Instructional, Student Services, and Finance and

Educational Resources areas and used to prioritize resource allocations. The discussions in the Academic and Classified Senates, Instructional Deans, Planning and Budget Teams (PBTs), Student Services Council, Senior Staff and College Council included data on student success and retention, disaggregated by ethnicity, as part of the college's effort to ensure that barriers do not impede the success of any student group.

This commitment translates into a curriculum that includes a focus on diversity and inclusion, and a hiring process dedicated to finding the most talented individuals to serve De Anza's students. The commitment ensures the prioritization of positions and resources dedicated to serving diverse communities. In addition, the commitment shows in an active outreach program aimed at historically underserved students in the region.

Community and Civic Engagement

An emphasis on community and civic engagement began formally with the report of the President's Task Force for Community and Civic Engagement in 2005-2006. It was later included as one of four Institutional Initiatives and given resource support through the Institute of Community and Civic Engagement (ICCE), established in fall 2006. Focusing on community and civic engagement means De Anza endeavors to empower students to be agents of change in the social, economic and political realities of their lives, their communities and beyond. It renders education a transformative and deeply relevant force in students' lives, and emphasizes teaching through community-based learning and collaboration.

Community and civic engagement is a far broader concept than service learning. While the latter typically involves students serving in community organizations, community and civic engagement aims to develop deep, reciprocal relationships with communities: to help transform the conditions of people's lives, and to help students reach their potential as active participants in the civic, political,

social and economic lives of their communities and the broader world, as well as benefit from the received wisdom and assets of those communities.

A collective commitment to civic engagement supports the commitments to learning and equity. If students see the college working in their communities, then they are less likely to see college as something separate from their everyday lives. If the college's curriculum is deeply related to things relevant to students' concerns, then students will stay in school and succeed at higher levels. If De Anza prepares students to be leaders in their communities, they will be able to address some of the serious problems that face their communities. If young people see De Anza as an important part of their communities, they are more likely to want to attend.

A commitment to civic engagement translates into support for curricular initiatives aimed at linking students with their communities, a broad curriculum of learning, and sustained outreach efforts to students and their communities. As an example, the ICCE formed a partnership with the City of Cupertino Block Leader and Leaders in Training programs, with the goal of providing service-learning opportunities for De Anza faculty and students in collaboration with those city programs. Faculty identified topics or issues they wanted their students to experience in a service-learning project, then worked with block leaders to develop and/or implement community projects.

Sustainability

De Anza continues to embrace and foster sustainability as a core value. For the college, sustainability encompasses making provisions and taking responsibility for ensuring that every college action and decision embodies and institutionalizes environmental stewardship, social equity and citizenship, and financial responsibility.

De Anza's educators have inspired a rich legacy of environmental activism. Founded in 1992, the College Environmental Advisory Group (CEAG) helps to set policy and in 2007 spearheaded the development of the college's comprehensive Sustainability Management Plan (SMP). The milestone 2005 opening of the Kirsch Center for Environmental Studies – the first demonstration building for energy innovation and sustainability in the California Community College system – served to further sustainability efforts on the campus.

A commitment to sustainability means promoting curricular innovations that support a broad understanding of how the college impacts the world. It translates into building and design decisions guided by a commitment to minimizing environmental risks. A commitment to sustainability also supports the commitments to learning, equity and civic engagement through activities that engage the college's diverse communities in learning about how their choices can help lead to a healthy and sustainable future.



Institutional Investments and Planning Processes

This section outlines the Institutional Initiatives developed during the 2006-2007 strategic planning process and related planning efforts. While the initiatives are no longer funded explicitly as stand-alone items, resources continue to be allocated toward achieving the initiative goals. In 2009-2010 the college reaffirmed its support for the four initiatives.

Where We've Been

Strategic Planning Institutional Initiatives

Beginning in spring 2006, through a process called "story-based" planning, faculty, staff and administrators developed long-range strategic initiatives. The process began with a review of the college's strategic environment and progressed to include extraordinarily broad participation from every department and program on campus. Four common themes emerged from planning and discussion:

- Increased participation of historically underrepresented students
- Increased and personalized attention to the needs of each student
- Enhanced cultural competence and capacity among all campus personnel to meet the needs of an ever more diverse student body
- Expanded engagement with the communities around De Anza

These themes form the basis of the four Institutional Initiatives:

1. Outreach
2. Individualized Attention to Student Retention and Success
3. Cultural Competence
4. Community Collaborations

These initiatives outline a broad agenda for institutional change focused on student success. The following Web sites include additional detail on the action plans associated with the initiatives.

www.deanza.edu/strategicplan/
www.deanza.edu/president/SOTC-07.pdf
www.deanza.edu/president/sotc08.pdf
www.deanza.fhda.edu/emp/stratplantemplate.ppt
www.deanza.fhda.edu/emp/pdf/strategicplans.pdf

Outreach

The aim of annual outreach planning is to establish a significant increase in De Anza's depth and frequency of engagement with local school districts and communities. The establishing of an Office of Outreach and Relations with Schools, staffing and budget requests, and the engaging of broad numbers of faculty and students in these outreach programs focus on a singular goal: sustained involvement with schools and communities, in which De Anza acts as a full partner in the success of potential students.

Student Success and Retention

With regard to retention, the core proposal is the deeper involvement of faculty and staff in meeting the individualized needs of students. The initiative aims to increase the speed with which the college identifies student needs, the competency with which it responds, the quality of support services, and the integration between instruction and support.

Cultural Competence and Community Collaborations

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

Supporting Plans

Outlined below are the major planning efforts undertaken by the college community. The plans combine to support the EMP and each other.

Facilities

De Anza's Facilities Master Plan is an outgrowth of the college's EMP. The 1999 Foothill-De Anza Community College District Educational and Facilities Master Plan for Foothill College and De Anza College was based on the need to meet the enrollment, pedagogical and social needs of the campus community. The plan provided the direction for the bond projects made possible by the Measure E construction bond. New construction projects

delivered under Measure E were the Kirsch Center for Environmental Studies, Science Center Complex, Stelling Parking Structure, Student and Community Services Building, and Visual and Performing Arts Center. Renovation projects included the Creative Arts, Language Arts, Physical Education and Science instructional quads.

The college's 2007 update of the Facilities Master Plan was driven by the desire to fulfill the unmet needs of the 1999 Facilities Master Plan, address the demands of future growth, respond to the analyses of instructional and student support program needs and address the expectations of a technologically savvy student community. The "De Anza College 2007 Facilities Master Plan" outlined four concepts that were identified as primary goals:

- Support student success and retention through the development and ongoing support of educational and public spaces that are attractive, comfortable and suitable for a variety of uses and to a diversity of users
- Develop safe and accessible vehicular, pedestrian and bicycle paths
- Exemplify environmental stewardship and leadership toward sustainability
- Provide space that will empower and support collegiality among faculty, staff and students

The 2007 Facilities Master Plan is a document that reflects the needs of the instructional and student support programs and student life. In view of this new EMP, the Facilities Master Plan will be reviewed and modified to address identified needs.

Sustainability

The "Foothill-De Anza 2005-2015 Educational Master Plan" includes promoting environmental sustainability as a core value. Studies link a healthy environment to improved student learning, and the college's actions impact this outcome, from facilities operations to student services to instruction.

De Anza embraces and fosters sustainability as a core value. Sustainability encompasses making

provision and taking responsibility for ensuring that every college action and decision embodies and institutionalizes environmental stewardship, social equity and citizenship, and financial responsibility as represented in our sustainability policy. The college supports these sustainability goals through implementation and continuous improvement of the college Sustainability Management Plan (SMP), originated through CEAG and adopted by all levels of campus governance in fall 2007. The SMP provides the means for all members of the college community to achieve the highest possible sustainability performance through education, operations and planning, administration and engagement, with a focus on the following:

- Identifying and cataloging environmental risks and opportunities (not merely those regulated by law)
- Setting a framework for prioritizing those risks and opportunities
- Systematically applying greater management to the risks and impacts deemed most important, with the goal of reducing risks to the minimum extent practical

The college fully embraces the inclusion of sustainability within the EMP, which adds strength to its commitment to ensure that each member of the college community becomes an active agent in making choices and taking action for a healthy and sustainable future – for students, the college and beyond. De Anza College is a green campus for a green community.

Technology

The De Anza College Information Technology Strategic Plan was developed and approved through the campus governance process in 2007. Activities of the Technology Task Force (TTF), which is advisory to the College Council, include the following:

- Determining criteria for developing proposals
- Prioritizing and coordinating campus technology initiatives in accordance with the Technology Master Plan
- Presenting technology overview to College

Council

- Reviewing technology proposals from a technical perspective and make recommendations to College Council
- Developing and/or modifying technology policies and making recommendations to College Council
- Coordinating with governance groups when appropriate
- Communicating with constituency groups
- Collaborating with the district's Educational Technology Services (ETS) on design, implementation and maintenance of technology that affects instruction and administration services
- Defining process for identifying college-based technology standards (e.g., course management systems, content management systems, iTunes, etc.)

Currently the TTF is working on integrating the technology plan with other campus and district strategic planning efforts, prioritizing the technology plan goals, and making recommendations to College Council and other campus governance groups.

Basic Skills

Developmental education at De Anza is an institutional effort. Instruction in basic skills occurs primarily in four departments: English, ESL, Reading (all part of the Language Arts Division) and Math (within the Physical Sciences, Math and Engineering Division). At the same time, many students who have basic skills needs are served in every division across the college and supported extensively by the Learning Resources Division as well as Student Services areas, especially Counseling and Extended Opportunities Programs and Services (EOPS).

Recognizing the need to better integrate Instruction with Student Services and better support students enrolled throughout the college, the Basic Skills Initiative engaged De Anza in a collegewide self-assessment, and showed the need for reorganizing and refocusing the college's efforts. Through the

Developmental and Readiness Task Force (DARE), De Anza continues to engage in deliberate and comprehensive study of current practices, empirical research and resource allocation in the areas of learning communities, assessment, early alert strategies, orientations and success skills.

Equity

Student equity is an institution-wide priority with a long history at De Anza. In 2005, using as a tool the California Community College Chancellor's Office report "Student Equity, Guidelines for Developing a Plan" (2004), the college created "De Anza 2005 Pathways to Student Equity," a plan that outlined closing the 5% achievement gap in success indicators as a goal for student equity. Since 2005, the college has worked to narrow the gap in access, retention, and persistence, degrees, certificates and transfer rates.

The Diversity Advisory Council (DAC) facilitates De Anza's equity initiative as an advisory to the president of the college and in conjunction with the Educational Master Plan, the Student Equity Plan, the Strategic Planning Initiatives, the Staff Development Plan and the campus climate surveys. The DAC also works directly with the Foothill-De Anza Diversity Advisory Committee representing students, faculty, staff and administrators. The DAC took the lead in establishing equity collaboration teams in each division charged with developing one- and five-year plans for reducing the achievement gap in their disciplines. Each area shared best practices and pedagogy. Equity collaboration teams discussed discipline-specific indicators, and instructors, classified professionals and administrators attended workshops.

Through these discussions the student equity agenda became even more focused, with target populations (Latina/o, African American and Filipino) identified with the same goal of closing the gap of success indicators to within 5% applied. Each campus initiative supports student equity through cultural competence training, ethno-pedagogy, new classes and programs for new populations, evaluation of current programs,

and campuswide discussion of the importance and challenges of retention and persistence of the targeted populations.

Civic Engagement

De Anza's Institute for Community and Civic Engagement (ICCE) is working toward campuswide involvement in institutionalizing and supporting work that builds bridges between De Anza and the communities it serves. ICCE does this by promoting in students an ethic of civic responsibility; by helping them acquire the skills they need to make positive impacts in the world; by putting the college in the service of its surrounding communities; and by using communities as resources for the development of relevant forms of knowledge for students. The mission of the ICCE includes:

- Empowering students to be agents of change in the social, economic, political realities of their lives, their communities and beyond
- Making education a transformative and deeply relevant force in students' lives
- Emphasizing the teaching and practicing of democracy for advocacy and change through community-based learning and collaboration
- Embracing the cultural and social contexts of students as learners representing different ways of knowing, understanding and experiencing
- Fostering a democratic environment in our interactions with each other and in our efforts for institutional change

Where We're Going

Support for the Initiatives

In spite of significant budget reductions, the college continues to allocate resources to the four initiatives outlined previously. The initiatives form the lens through which decision making and resources allocations are made. For example, the 2009 program reviews included a number of questions asking faculty and staff to review data on student achievement by the targeted groups outlined in the initiatives.

The college continues to fund positions with responsibilities that include diversity and equity as well as civic engagement. In addition, the college supports expanded outreach efforts through the Office of Outreach and Relations with Schools, and Distance Learning and classroom technical support from the Technology Resources Group (TRG).

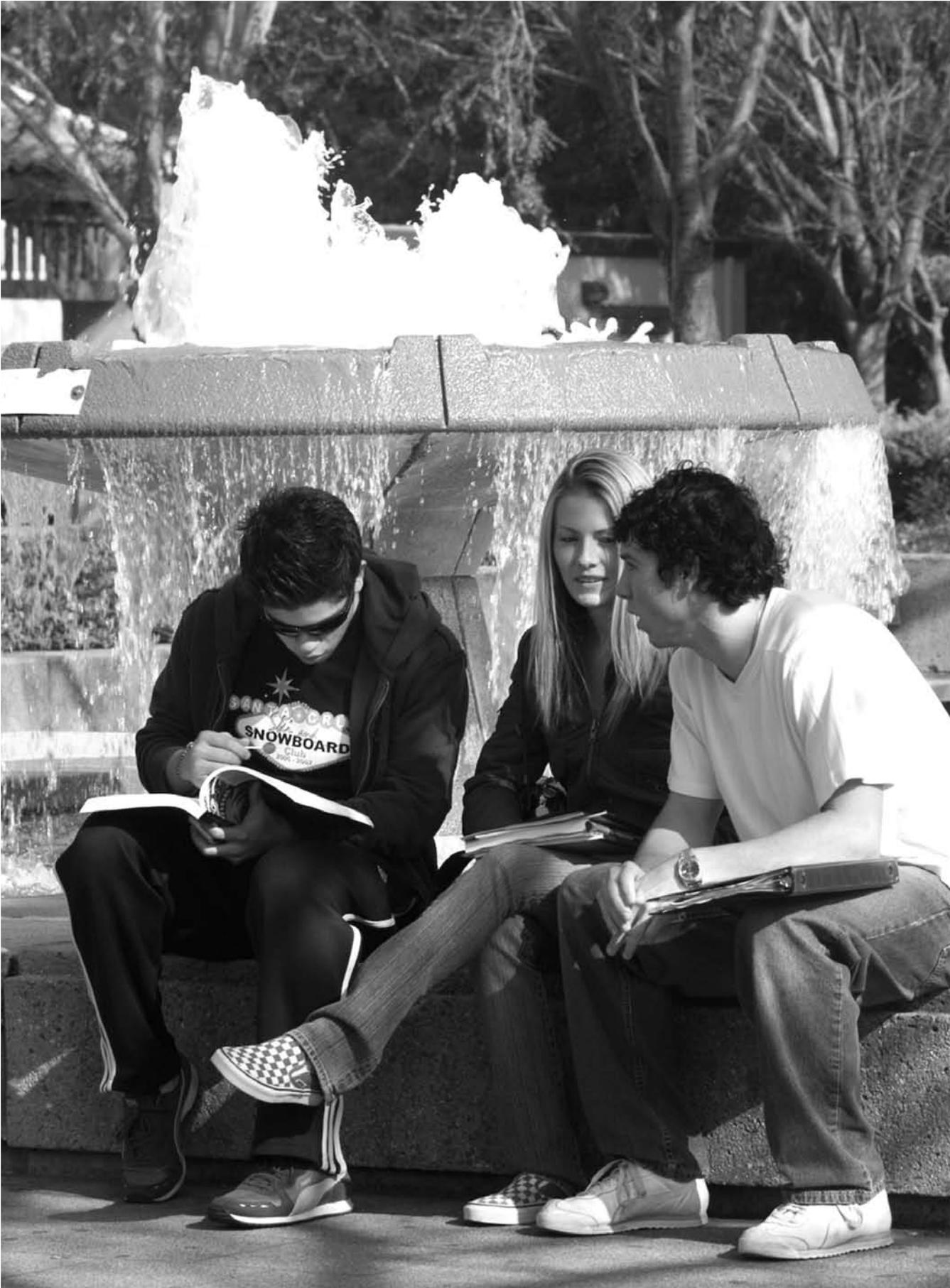
The college continues to support the Early Alert, Summer Bridge and First-Year Experience programs included under the Student Success and Retention initiative. Through funding from Title III and AAPI grants, the college assists a wide range of projects such as Math Performance Success (MPS), EnableMath, LinC and Tutoring. The proposed reorganization of the Student Success Center was conducted using the initiatives as the lens for review. The college continues to support released time for two Student Learning Outcomes (SLO) coordinators whose responsibilities include support for the broad goals outlined in the student success and retention initiative.

Institutional Metrics

The Institutional Initiative goals continue to be tracked by several institutional metrics. The metrics were identified based on their availability and connection to college goals. The list includes several indicators that are also part of the District Master Plan. Targets are set for achievement by fall 2015.

- On-campus FTES enrollment will increase 5 percentage points.
- The percentage of June Santa Clara County High School graduates attending De Anza will increase from 16% to 20%.
- The fall-to-fall persistence of full-time students (an ARCC indicator) will increase from 71% to 75%.
- Underserved groups will persist from fall to fall at a rate at least as high as all other groups (ARCC Cohort).
- The basic skills course success rate will achieve 85% or the highest score within the peer group.
- Ten percent of students with a goal of transfer or degree will have enrolled in at least one course having a community/civic engagement component.
- The college will achieve a rate of 75% or the highest score within the peer group on the ARCC Achievement Rate, which measures attainment of any of six different outcomes such as transfer.
- De Anza will have a 90% course success rate or the highest score within the peer group, for the Vocational Courses (ARCC).
- There will be a less than 5 percentage point difference between the annual Course Success Rate for historically under-served groups and all other groups.

These metrics will be reported each year in the State of the College Report (SOC). The SOC will also include additional data on student success. District metrics articulated at the college level will also be included in the SOC each year.



Institutional Decision-Making and Resource Allocation Processes

This section outlines the decision-making model in use, including the modification used in 2006-2008 as well as a new process that integrates the multiple planning activities taking place at the college.

Where We've Been

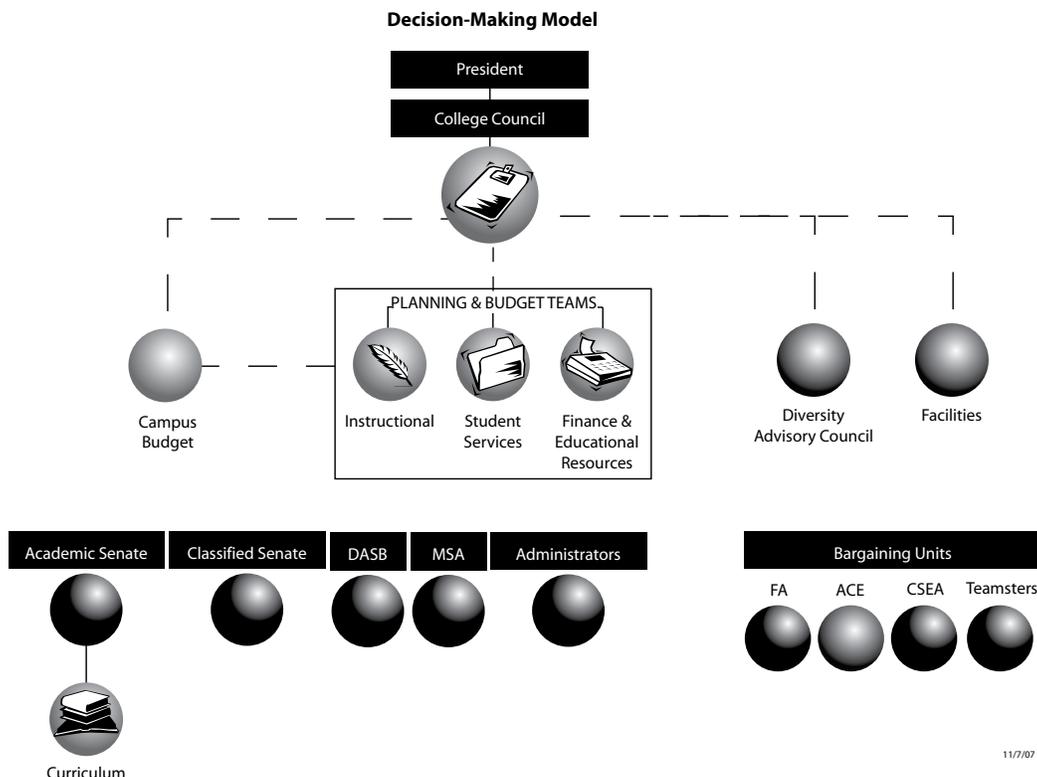
Campus Planning and Decision-Making Processes

The following section outlines the De Anza College planning and resource allocation process as it exists along with modifications aimed at providing a coordinating framework for future work. The current process involves shared governance committees that offer multiple avenues for input (Figure 1).

At the heart of the process are the Planning and Budget Teams (PBTs). The three PBTs (Finance and Educational Resources, Instruction, and Student Services) review and provide advice to the vice presidents and president on major resource allocation decisions. The teams utilize information from various sources, but rely most heavily on program reviews and program review annual updates as well as the EMP to guide resource allocations.

The PBTs are representative of the three vice presidential areas. The Finance and Educational Resources PBT is co-chaired by the vice president of that area and the president of the Classified Senate. The Instructional PBT is co-chaired by the vice president of that area and the vice president of the Academic Senate. The Student Services PBT is co-chaired by the vice president of that area and a faculty member.

Figure 1



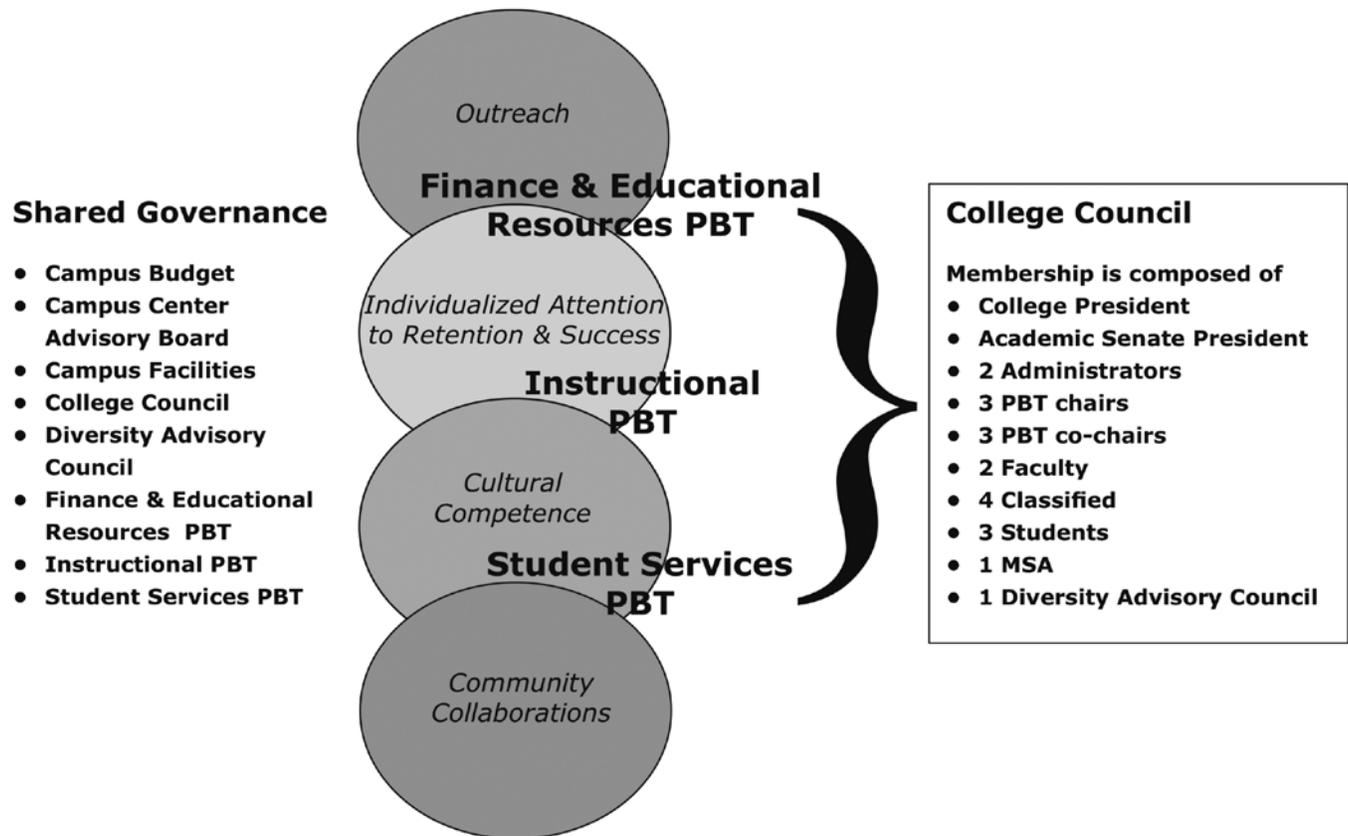
The recommendations of the three PBTs are forwarded to the College Council, which is composed of representation from the PBTs as well as constituent groups such as the bargaining units and administration. The College Council, as the name suggests, takes a collegewide perspective in providing advice to the president. Given the work done in the PBTs, the expectation is that the College Council will respect the advice of the PBTs and make suggestions for change as a way of reconciling the various perspectives using an institution-wide lens.

De Anza's decision-making 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 the college's decision-making so that recommendations can be made in the best interest of students, faculty, staff and the college as a whole.

The four strategic planning initiative teams provided suggestions to the PBTs (Figure 2). The PBTs met jointly on several occasions to attempt consensus before forwarding recommendations to College Council.

Figure 2



The Campus Budget Committee presents the overall budget picture to College Council, sets the budget calendar, reviews all fund balances and revenues, establishes and communicates budget assumptions, and reviews and analyzes all programs that have income from a self-sustaining Fund 15 or a grant.

In addition to the PBTs and the Campus Budget committee, the Instructional Deans and Student Services councils provide avenues for additional input on resource allocation and decision-making.

Where We're Going

With the development of SLO, SSLO and AUO processes, it is important to recognize the various components of planning taking place at De Anza College and articulate how the various pieces fit into place. The planning process at the college establishes the groundwork necessary to achieve the goals outlined for a large, dynamic learning institution.

Outcomes-Based Program Review: Student Learning Outcomes/Assessment Planning

It is essential that De Anza College demonstrate that its highest priority is to improve student learning and achievement through institutional planning. The foundation of that planning must be evidenced through Outcomes-Based Program Review (OBPR) that is well established, robust and pervasive throughout the college.

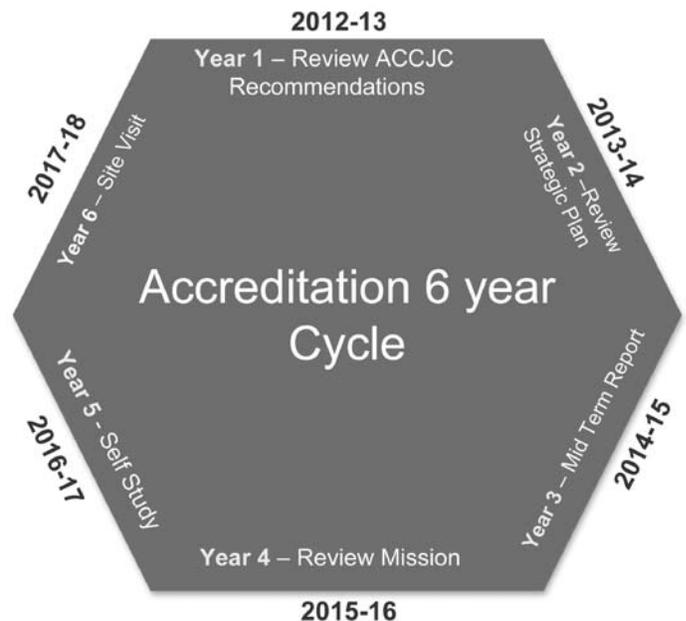
For an OBPR process to be effective, efficient and enduring, all six of the college's planning cycles and processes must be in alignment and synchronized to deliver accurate and timely information in a predictable, sustainable and understandable format.

This process should be based on the six-year accreditation cycle (Figure 3). Using the year of the accreditation visit as a reference point, almost all planning would culminate in the fifth year of the cycle with a Comprehensive Program Review Report. The



comprehensive review includes six years of Student Learning Outcomes/Assessment and Student Support Services Learning Outcomes/Assessment analyses; five years of annual update reports; five years of curriculum review updates; and updated versions of the college's Institutional Initiatives, EMP and mission statement. This information would be used in the sixth year to develop and write the college's Accreditation Self-Study. The study would be the foundation for a revised institutional plan created in conjunction with ACCJC recommendations following the site visit.

Figure 3

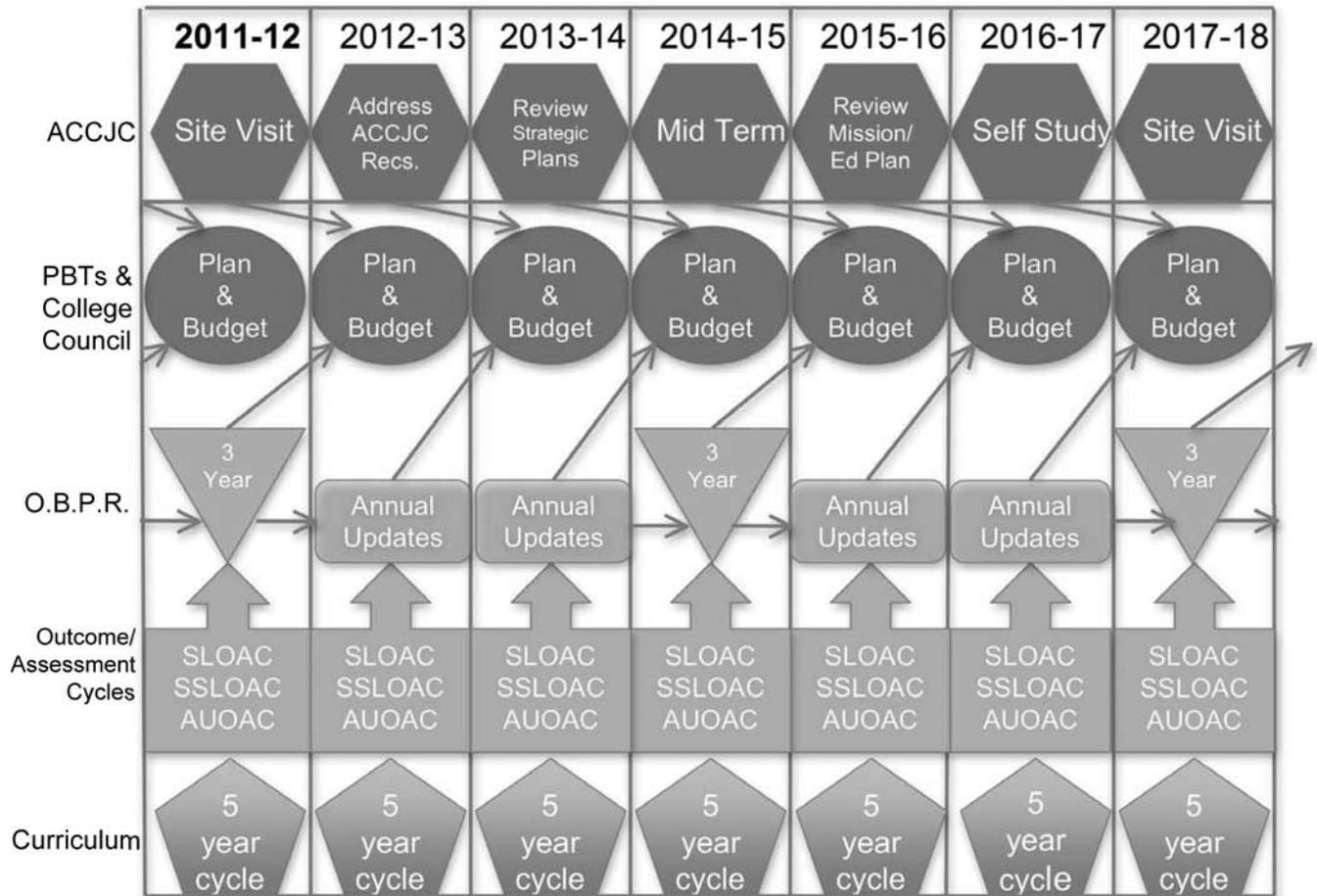


Where We've Been, Where We're Going: De Anza College Educational Master Plan 2010-2015

An important aspect of this model is that the information provided for the Accreditation Self-Study and the annual resource allocation process will have its roots in up-to-date Student Learning Outcomes Assessment Cycles (SLOAC), Student Support Services Learning Outcomes Assessment Cycles (SSLOAC), and Administrative Unit

Outcomes Assessment Cycles (AUOAC) (Figure 4). This information will be readily accessible in an electronic database on a dedicated server that will contain the De Anza-originated Electronic Curriculum Management System (ECMS) and other databases in development.

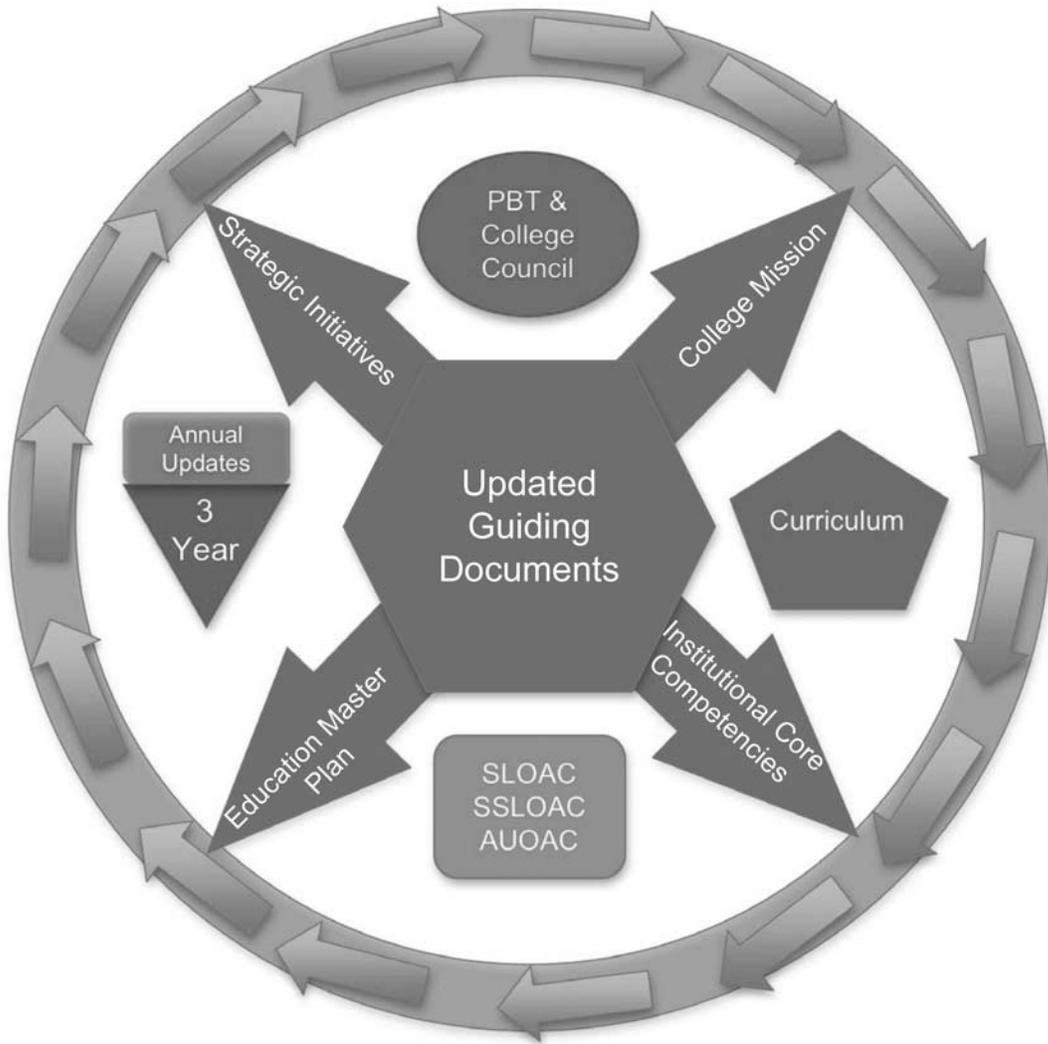
Figure 4



There are six primary institutional planning cycles or processes taking place at the college in addition to specialized planning such as found in the facilities, technology, equity and sustainability plans. The cycles are bracketed by the six-year accreditation

cycle and include Accreditation, Strategic Planning, Curriculum, Program Review, Assessment and Resource Allocation (Figure 5). Each of the six has its own cycles and processes, outlined below.

Figure 5



Key Components of the Planning Model

Outcomes-Based Program Review

- Accreditation is already on a six-year cycle. The site visit is in year one and begins the planning process leading up to the next site visit. Year four is the time for the midterm report to be written and submitted. In year six the Accreditation Standard Teams conduct research, collect evidence and write the Self-Study.
- Strategic planning takes place annually for the five years between Self-Study years. By year five all of the college's guiding documents will be reviewed and reaffirmed, with the Self-Study conducted in year six.
- Resource allocations are conducted annually. Resource allocation is guided by the work of strategic planning and will be informed by a six-year program review process that includes annual update reports. Resource allocation requests will be supported by evidence derived from the outcomes/assessment cycles.
- Program review will be placed in the six-year planning cycle. A comprehensive program review will be conducted once every six years, in the year prior to the Accreditation Self-Study. In the five years leading up to the comprehensive review, an annual update will be conducted that captures outcomes/assessment data.
- The annual update will include all assessment cycles that are completed prior to the end of April of any year (preceding the comprehensive program review) and will be reported via the annual update report. This document will provide a program overview of SLOAC, SSLOC or AUOAC work that has been completed, will be completed, or is in progress. A general summary that captures the trends found in samplings of

course and department Phase 3 assessments (Reflection and Enhancement) will also be included in the annual report. Groups utilizing reports from the ECMS and other databases will generate these reports. To the extent that there are resource requests supported by SLOAC, SSLOAC or AUOAC data, the annual report will be forwarded on to the college's PBTs.

- Curriculum, while being placed into the six-year planning cycle, will remain on its five-year cycle of review and approval for all courses. It is recommended that faculty align their courses' curriculum review(s) with their SLOACs and distribute the workload evenly starting in year one of the accreditation cycle and ending in year five. The curriculum work in year six (the Self-Study year) will only entail placing a few curriculum cycles back on track if necessary. This pattern will allow SLOAC results to inform the curriculum process.

Program Level Assessment

Program assessment will occur during the Comprehensive Program Review year. All information in ECMS and other databases will be reviewed; program related data, such as ICC mappings, will be assessed; and program SLOAC, SSLOAC and AUOAC will also be reviewed and assessed. Each unit or department will develop outcome(s) associated with that department or the degrees/certificates offered by that department.

Assessment Cycles — Course, Student Services and Educational Resources

Course level SLOACs will be conducted annually over a five-year cycle that is coordinated and integrated with the five-year curriculum cycle. It is recommended that faculty to divide their SLOAC work evenly over five years and in turn coordinate the work with a likewise evenly divided curriculum review cycle. The intent is to have SLOAC inform the curriculum review process. Assessment of Student

Services (SSLOAC) and Educational Resources (AUOAC) will be conducted annually over five years but on independent schedules.

Evaluation of assessment results is built into all assessment cycles in the third phase of SLOAC, SSLOAC and AUOAC (reflection and enhancement). Written summaries describing assessment tools, findings, and interpretations of what the findings mean, as well as plans to be implemented to enhance student learning and achievement, will be created as part of the process of documenting group discussion sessions at regularly scheduled division or department meetings. This information will be recorded in Phase 3 of the ECMS and on other documenting sites.

SLO statements will reside within course curriculum documents in the ECMS system to create transparency and easy access to updating or changing of statements. A historical record of all SLO changes will be monitored on the ECMS as well.

SSLO and AUO statements will reside within a database system to create transparency and easy

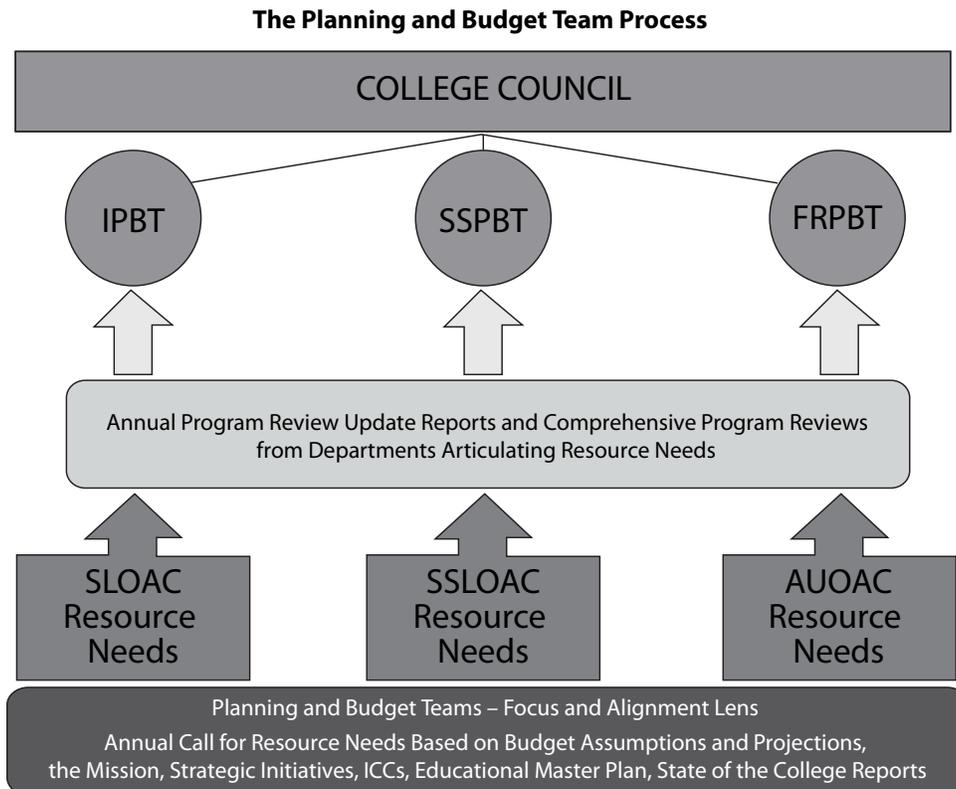
access to updating or changing of SSLO/AUO statements. A historical record of all SSLO and AUO changes will also be monitored on the system as well.

The Planning and Budget Team Process

This section outlines the process taken by the PBTs in recommending resource allocations annually. The current Decision-Making Model cited above is reaffirmed. The new Planning and Budget Team Process is a hybrid of the existing practice and is represented graphically below (Figure 6).

The chief addition to the PBT process is the inclusion of outcomes-based information. This addition will require each department to develop outcomes for the department and/or degrees/certificates offered by the department. As is the case under the current system, each department will be responsible for writing the Annual Update Report each year as well as the Comprehensive Program Review every six years. The new reports will include the results of the course and program level assessment cycles.

Figure 6



The PBT process will begin each year with a review of information on the budget, including budget assumptions and projections. Using strategic planning priorities as a lens, the PBTs will articulate their priorities for the year through the questions asked in the annual update report and the comprehensive program review. This will occur with input from the Academic and Classified Senates, Diversity Advisory Council, Instructional Deans, Student Services Council, Senior Staff and College Council. Departments will then be charged with articulating the resource needs, based on assessment results, in their areas. The reports will then be forwarded to the PBTs for review. If the PBTs require additional information they may request unit leaders to present detailed responses. If there is

a need for cross-PBT discussions, that can happen on an ad hoc basis. The PBTs will then forward their recommendations to College Council.

Conclusion

With its revised mission statement, detailed and extensive planning framework, Institutional Initiatives and updated planning processes in place, De Anza College continues to support student learning, provide up-to-date curriculum, connect students with their communities and prepare them to be engaged members of democracy and their communities. The faculty, staff and administrators are devoted to the work they do in support of students, despite dwindling resources and increasingly high demand for their services.



Appendix – Trends and Key Planning Indicators 2009-2010

The college's planning efforts rely on an understanding of key variables affecting De Anza and its ability to serve students. This section examines trends in student access, student success, equity, basic skills, and community/civic engagement. The Key Student Characteristics and Trends in Access and Success listed below include about 25 pieces of information from which to draw a picture of De Anza College. While only nine of these elements are included as metrics in which the college has set targets for achievement, taken together this data provides a snapshot of how the college is serving students. The data paints a picture of an institution showing improvements in student success and access. It also reveals the success achieved by some groups is still not shared by all. The goal to promote equity and achieve higher levels of success for all groups continues to guide our efforts. Important demographics of De Anza's student population include the following.

Key Student Characteristics, Fall 2009

(Source: <http://www.research.fhda.edu>)

- Students from our college's service area account for about 22% of the student population.
- 48% of the college's students reside in the city of San Jose, while about 12% reside in Sunnyvale, about 10% reside in Cupertino, and about 7% reside in Santa Clara.
- 84% of our students attend classes during the day.
- 43% of our students are considered full time, taking 12 or more units.
- 1,900 international students attend the college, making De Anza one of the largest community college programs for international students in the country.

- Female and male students represent the student body equally.
- 12% of our students have already completed a bachelor's degree or higher.
- 63% of our students enrolled are 24 years old or younger.

Key Indicators – Trends in Access and Success

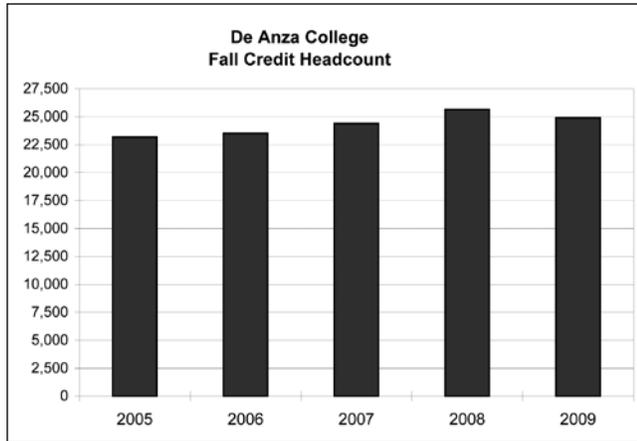
- Fall Headcount
- Santa Clara County Adult Population Participation Rate
- Santa Clara County High School Graduate Participation Rate *
- Total Full-time Equivalent Students enrolled (FTES) *
- Ethnic Distribution of Students
- Number of Associate Degrees and Certificates Awarded
- Transfers to Four Year Colleges
- Course Success and Retention Rates Compared to the State
- Course Success Rates by Ethnicity *
- Vocational Course Success Rates *
- Basic Skills Course Success Rates*
- Next Course Success Rates for Math and English Basic Skills Students
- Fall to Winter Persistence of First time Students *
- Fall to Winter Persistence of First time Students by Ethnicity *
- ARCC Student Progress and Achievement Rate *

* Included as Institutional Metrics

Where We've Been, Where We're Going: De Anza College Educational Master Plan 2010-2015

Fall headcount enrollment decreased 3% from 2008 to 2009: from 25,655 to 24,906 (see Figure 1). This reduction stemmed from a reduction in the Job Corps program as on campus headcount was up slightly. Despite student demand, the state budget cuts have forced the reduction of the number of sections offered which will likely result in a decrease in enrollment in fall 2010.

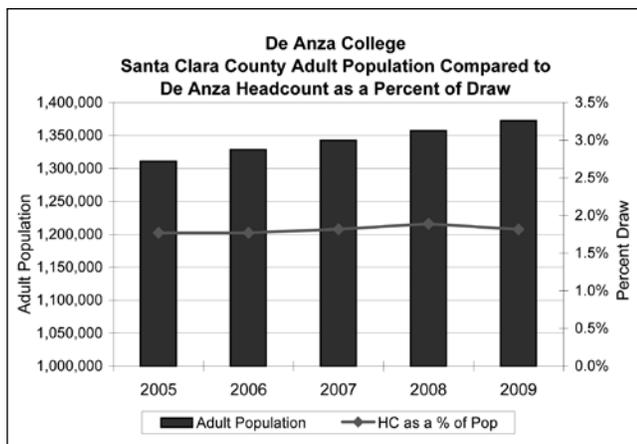
Figure 1



Source: FHDA Institutional Research & Planning

Between 2008 and 2009, the adult population (ages 18 and over) of Santa Clara County was projected to grow by 15 thousand, from 1.372 million to 1.387 million. In 2009, De Anza enrolled about 1.82% of this projected adult population during fall quarter, down from about 1.89% in 2008 (see Figure 2).

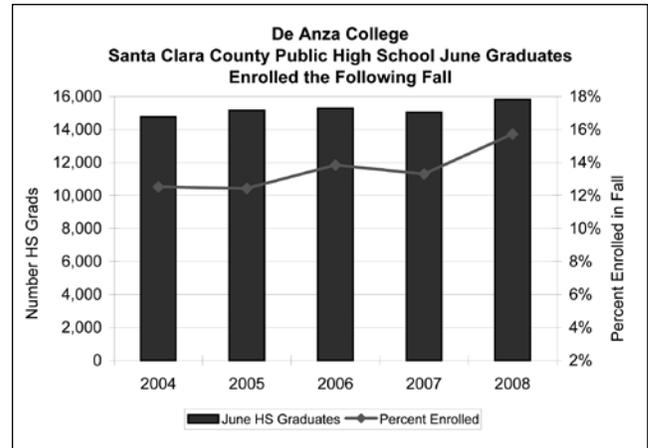
Figure 2



Source: FHDA Institutional Research & Planning

As depicted in Figure 3, De Anza attracted about 16% of all Santa Clara County students graduating from high school in 2008. The number of high school graduates attending De Anza increased 24% from 2,001 to 2,488 at a time when the number of graduates in the county increased by about 5%. The result was an increase of more than 2 percentage points in the participation rate between 2007 and 2008.

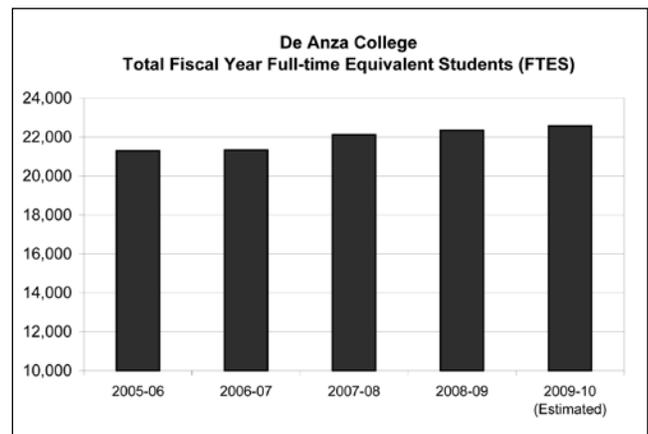
Figure 3



Source: FHDA Institutional Research & Planning

As depicted in Figure 4, full-time equivalent student (FTES) enrollment has increased an estimated 1% from 2008-2009 to 2009-2010. The increase was in spite the decision to reduce the Job Corps program.

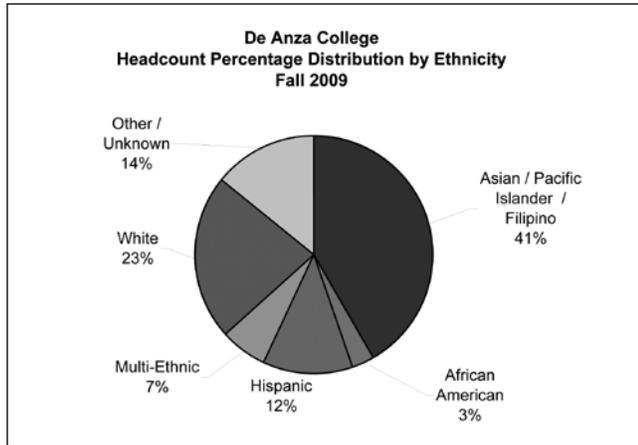
Figure 4



Source: FHDA Institutional Research & Planning

The De Anza student population includes a diverse array of ethnic groups. Students identifying themselves as Asian, Pacific Islander, and Filipino comprised about 41% of the headcount enrollment in fall 2009. The Unknown population decreased from 16% to 11% in fall 2009 (see Figure 5), likely in part to the new ethnic grouping called Multi-Ethnic, comprising 7% of the student population in fall 2009.

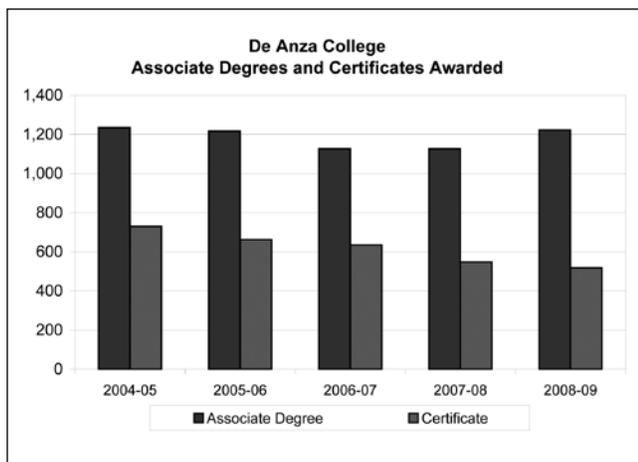
Figure 5



Source: FHDA Institutional Research & Planning

Another measurement of college outcomes is the number of degrees and certificates awarded (Figure 6). Between 2007-2008 and 2008-2009 the number of degrees awarded increased from 1,126 to 1,222 while the number of certificates awarded decreased from 548 to 518.

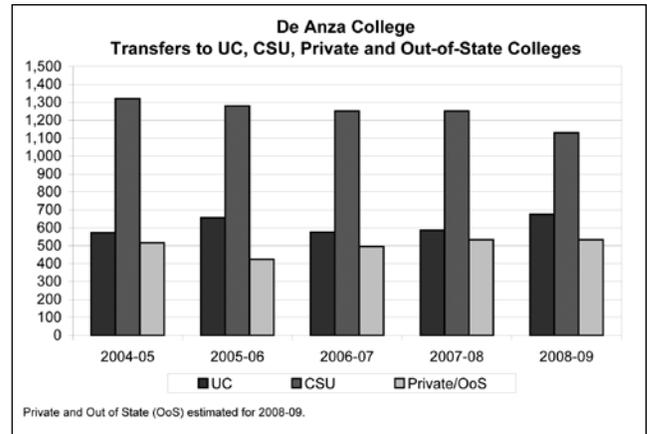
Figure 6



Source: FHDA Institutional Research & Planning

As depicted in Figure 7, about 2,300 De Anza students transfer to a 4-year college or university. From 2007-2008 to 2008-2009 the number of UC transfers increased from 586 to 675 while the number of CSU transfers decrease from 1,251 to 1,130. In 2008-2009, De Anza had the third largest number of combined UC and CSU transfers in the state.

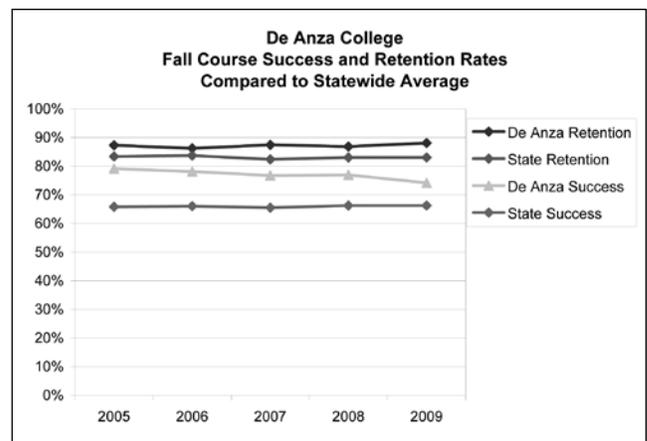
Figure 7



Source: FHDA Institutional Research & Planning

In 2009, the overall course success rate decreased from 77% to 74%, but still remains about 8-10 percentage points above the statewide average (Figure 8). The drop is likely due to a reduction in the Job Corps program, which had high success rates.

Figure 8

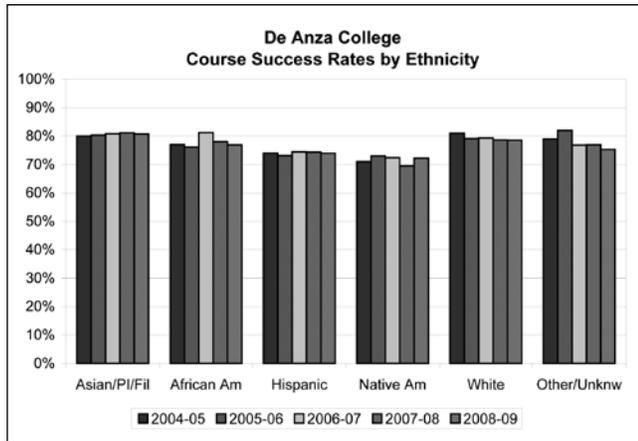


Source: FHDA Institutional Research & Planning

Where We've Been, Where We're Going: De Anza College Educational Master Plan 2010-2015

As shown in Figure 9, students selecting Asian, Filipino or Pacific Islander ethnicities on the application had a course success rate of about 80%. Hispanic students had course success rates of about 74% in 2008-2009. The college goal is to have less than a 5-percentage point difference in course success rates between groups.

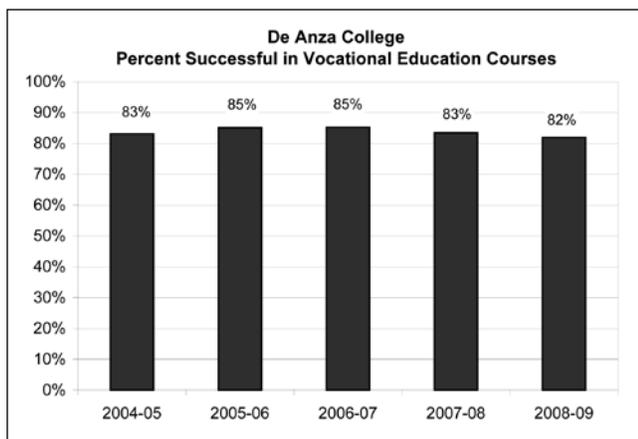
Figure 9



Source: State Chancellor's Office Data Mart

The vocational course success rate dropped one percentage point from 2007-2008 to 2008-2009 (Figure 10). This drop is likely the result of reductions in the Job Corps program that had high success rates.

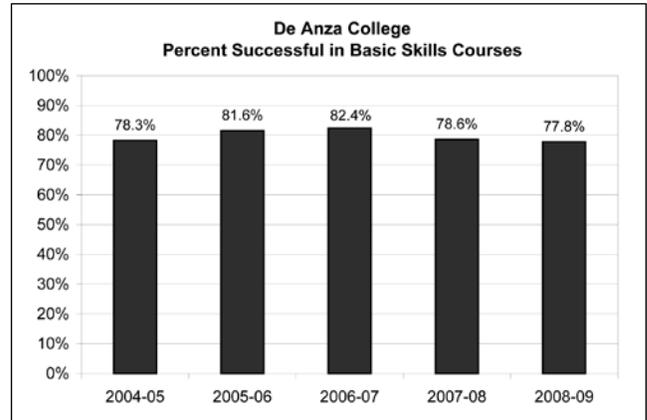
Figure 10



Source: FHDA Institutional Research & Planning

The basic skills course success rate dropped by less than 1 percentage point from 78.6% in 2007-2008 to 77.8% in 2008-2009 (Figure 11). The college is committed to providing opportunities for all students to succeed and will continue to examine the data in this area to pinpoint what works best for students.

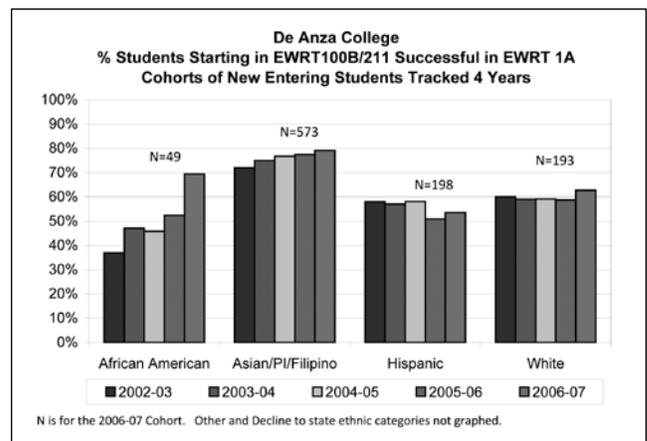
Figure 11



Source: ARCC 2010 report

Figures 12 and 13 show the percent of students starting in a basic skills course who are successful in the next course. For English writing (EWRT), considerable variation exists between Asian and non-Asian students. Of note, the African-American student cohorts have shown steady improvement in success rates, although the number of students involved is small.

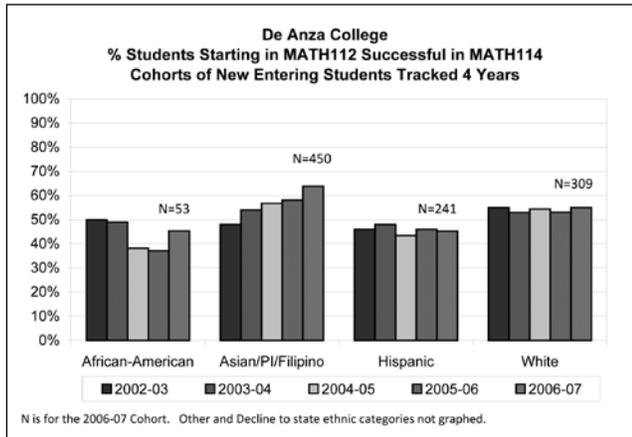
Figure 12



Source: 2010 ARCC Report

As noted in Figure 13, less variation existed between ethnic groups when progressing through the Math course sequence when compared to the EWRT course sequence in Figure 12. The overall success rates are much lower for Math than for EWRT.

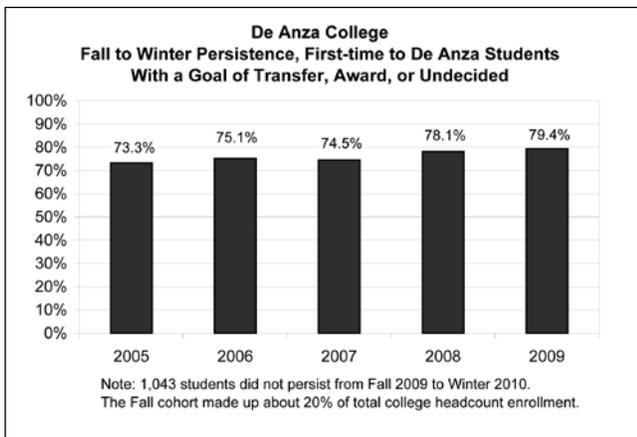
Figure 13



Source: FHDA Institutional Research & Planning

The fall-to-winter persistence rate of first-time De Anza students (new college students as well as students who may have previously attended another college) has increased by 1.3 percentage points from 2008 to 2009 (Figure 14).

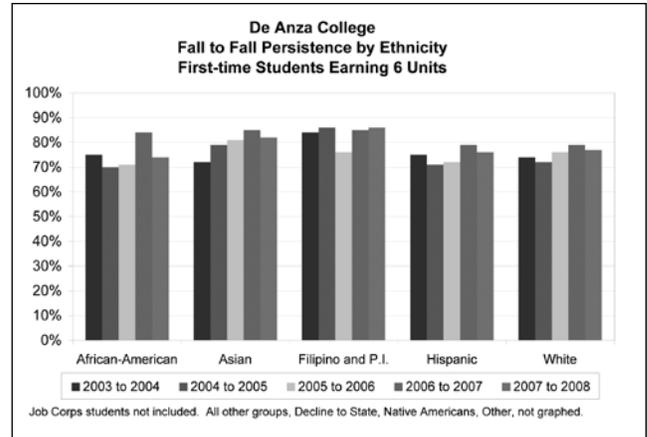
Figure 14



Source: FHDA Institutional Research & Planning

The fall-to-winter persistence rate of first-time De Anza students (new college students as well as students who may have previously attended another college) varies by ethnicity (Figure 15).

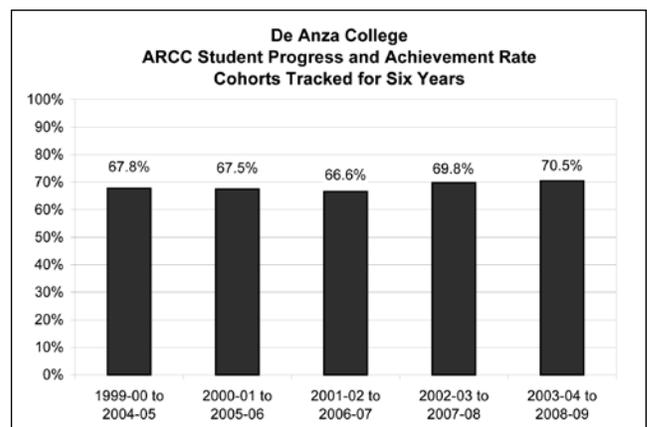
Figure 15



Source: FHDA Institutional Research & Planning

As depicted in Figure 16, the ARCC Student Progress and Achievement Rates increased for the cohort starting in 2003-2004. This rate measures the cohort of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status.

Figure 16



Source: 2010 ARCC Report

The data show high rates of success, especially compared to the state average. The college will continue to address gaps that still exist for basic skills students and historically underserved students.

Additional information can be found at:

State Chancellor's Office Data Mart
<http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx>

CalPASS
<http://www.cal-pass.org/>

CPEC
<http://www.cpec.ca.gov/>

College Insight
<http://college-insight.org/>

IPEDS
<http://nces.ed.gov/ipeds/>

Educational Master Plan Committee

Patricia Fifield, Supervisor

Lois Jenkins, Classified Professional

Alex Kramer, Faculty

Andrew LaManque, Administrator and Co-Chair

Mae Lee, Faculty

Brian Murphy, President and Chair

Marisa Spatafore, Administrator

Robert Stockwell, Faculty



PART II:
Updates and Achievements

Updates

Sustainability, Facilities, Equipment and Technology, Measures E and C

Sustainability

De Anza's commitment to sustainability in its daily operations and building program continued in 2009-2010. The college submitted its draft of the American College and University Presidents' Climate Commitment Action Plan and continued to participate in the Sustainability Tracking, Assessment and Rating (STARS) program. The Campus Environmental Advisory Committee (CEAG) focused its efforts on social justice in the cultivation, preparation and acquisition of food products used in the Dining Services operation.

On March 15, 2010, the U.S. Green Building Council awarded the Visual and Performing Arts Center a LEED® Silver rating. The building achieved 33 documented and approved points under the LEED® For New Construction rating system.

In May 2010, De Anza College's Mediated Learning Center (MLC), designed as a LEED® Platinum building, won the 2010 Best Practice Award for the Energy Efficiency Partnership Program's Overall Sustainable Design. This program:

- Highlights the achievements that the University of California, California State University and California Community Colleges campuses have made through innovative and effective energy efficiency projects and sustainable operations.
- Showcases specific projects and retrofits as models to be used by other campuses to achieve energy efficiency and sustainability goals.
- Provides campus staff with a valuable resource of Best Practice projects that they can transfer to their own campus.

Facilities, Equipment and Technology

Technology

- Wireless infrastructure: Library, Campus Center, Administration Building and S-Quad Buildings. Additional installations continue
- Replaced 6 multimedia classrooms and 4 student lab computers for E-1, Automotive Technologies Building (December 2009)
- Installed 25 new student computers in E-1, Automotive Technologies Building (December 2009)
- Replaced 23 computers in HOPE sites (January-November 2009)
- Replaced 92 computers in ATC-102, 103 and 304, "smart" classrooms and recording equipment (October 2009)
- Replaced 6 computers in ATC-106 for the Creative Arts Department (November 2009)
- Replaced 28 computers in Admissions and Records Office (November 2009)
- Replaced "smart" classroom in ATC-202, Business/CIS Division (December 2009)
- Replaced multimedia stations in California History Center classroom (December 2009)
- Replaced 2 multimedia stations in L-6 (September 2009)
- Replaced 1 multimedia station in L-7 (September 2009)
- Replaced 2 multimedia stations in G Building (September 2009)
- Replaced 20 classified staff computers (November 2009)
- Installed 90 new computers in Library West Computer Lab (July 2009)

New Equipment

- Laptop charging station for E-1 (December 2009)
- Instructional equipment for Nursing Program (June-August 2009)
- Instructional equipment for Creative Arts Division (January-December 2009)

Updates and Achievements

New Furniture

- Student classroom and faculty offices for E-1 renovation (December 2009)
- ATC-102 and 103 (October 2009)
- California History Center classroom (October 2009)
- 44 faculty offices throughout campus (August 2009)

Projects Completed Measure C

E-1 Automotive Technology — Design was completed through Measure E and renovations implemented with Measure C funding. The Automotive Technology Department moved to an offsite location in April 2009 for the duration of the project to allow students to continue classes. In January 2010, students were back on campus in the renovated space, which includes a state-of-the-art Auto Tech classroom with two lifts. Upgraded HVAC and electrical systems were provided as well as a new roof and epoxy flooring. The budget for this project was \$4,229,600.

Photovoltaic Arrays

There are two photovoltaic arrays in Parking Lot C that produce 125 kw/dc @ 156,350 kwh/yr power. A second set of photovoltaic arrays is scheduled for construction in summer 2011 in Parking Lots A and B and will produce 1 megw/dc power. The Kirsch Center for Environmental Studies will be the site of the third set of arrays. This project will have three types of arrays: fixed panel, tracking, and roof shingle/pole mounted. Students in photovoltaic technology classes participated in the design of the array, and once the project is complete they will be able to perform systems comparisons and gain hands-on educational experience in their classes. There is a kiosk monitor in the Campus Center that compiles data from all alternative energy sources across campus and displays the results. The anticipated cost of all the photovoltaic arrays is \$13,682,597.

Mediated Learning Center Road Realignment

Campus Drive was realigned during site preparation for the Mediated Learning Center (MLC). This project included rerouting and upgrading underground site utilities and infrastructure to make way for construction of building. This project also included demolition of existing structures, placement of a new retaining wall adjacent to Highway 85, and the site grading necessary to provide a building pad for construction of the MLC. The Campus Drive roadway was closed at this location for the summer of 2009 and was reopened in time for the start of classes in fall. The budget is \$1,364,370.

Projects in Construction Measure C

Baldwin Winery Building and East Cottage Historic Renovation

The Baldwin Winery Building, East Cottage and Sunken Garden comprise the college's historic corridor renovation projects. Due to the historical significance of these projects, programming and design are being managed by the Architectural Resources Group, which has expertise in historical renovations. A goal of these renovations is to retain the historical significance of each site while ensuring they provide updated learning and working environments for students and staff.

As this document goes to press, there has been a partial collapse of the East Cottage. The architect and structural engineers will assess the situation and determine next steps. Plans are for the East Cottage to include a resource room, an oral history interview room and a seminar-style "smart" classroom space, all for use by faculty and students to create community-based research projects to enhance classroom instruction. The Institute for Community and Civic Engagement (ICCE) is to be housed in the cottage. Projects envisioned include geographic and historic studies of the local area and oral history projects focused on specific communities, locations and significant historical events.

When the renovation is complete, the Baldwin Winery will house the Financial Aid and Scholarships Office, Reprographics and offices for part-time faculty. The extensive renovation will encompass seismic retrofitting. HVAC and electrical will be updated to accommodate programmatic needs. Since the same architectural firm was selected for renovation of both the East Cottage and Baldwin Winery, the projects were combined into one. The budget for these projects is \$6,162,531. Project completion is scheduled for fall 2010.

Mediated Learning Center (MLC)

The MLC, due to open in fall 2012, was designed to provide flexible general classrooms as well as lab space for Anthropology. The MLC will also house offices for Distance Learning, a training classroom and offices for Staff and Organizational Development, and the Broadcast Media/Film/TV studio with offices for the Technology Resources Group (TRG). The goal is to make the MLC an energy efficient

facility that fully integrates technology in the classrooms. The building was designed to meet the LEED® Platinum rating.

Green building features:

- Rooftop photovoltaic panels for electrical generation
- Rooftop solar hot water panels for building use
- Buoyancy-driven ventilation
- Raised floor for gentle air distribution and flexibility
- High-performance skylight glazing
- Clerestory windows
- Use of natural daylight
- Orientation and layout for energy efficiency and passive solar benefits
- Water conservation and water runoff control
- Radiant heating in the lobby/atrium floor
- Native- and low-water-usage species landscaping design



Updates and Achievements

Construction is scheduled to begin in December 2010 and finish in summer 2012. The budget for this project, designed by The Ratcliff Architects, is \$55,466,597.

S2-S6 Phase II — Utility Master Plan

This project will finish the reconfiguration of the S2 and S6 Central Plants, which began under Measure E. This project will improve electrical and HVAC services to almost every building on campus. Construction has been phased to minimize campus disruption. Demolition of old equipment in Buildings S2 and S6 is complete and the cooling towers have been installed at the new condenser plant. Underground condenser piping and heating/cooling is complete from S6 Building to the condenser plant. New electrical infrastructure (transformers, switchgear, conduits and feeders) is 80% complete. Three campuswide power shutdowns were successfully completed. The general contractor is S. J. Amoroso Construction Co., and the architect is Salas O'Brien Engineers, Inc. The budget is \$14,132,446.

PE Quad Roof and Trellis Repair

This project includes the replacement of existing flat roofs and repair of existing tile roofs while addressing damaged trellis, purlin and beam members. A new storage area is being constructed, and new bird netting, scuppers, access doors and ladders will also be provided. The project budget is \$3,236,399 and is scheduled for completion in fall 2010. PetersenDean is the general contractor for the project, for which Allana Buick and Bers, Inc., is the commercial architect.

Seminar Building and Multicultural Center (MCC)

The project will upgrade and modernize office space and classrooms in the Seminar Building and Multicultural Center. Renovations include upgrades of the interior with new restrooms; hazardous material abatement; and electrical, mechanical, plumbing and telecommunications improvements. Exterior renovations include new paint, window and door replacements, Americans with Disabilities Act (ADA) and Title 24 improvements, and tile roof repairs. The scope of work for the Multicultural

Center will also include a new building entry, site landscaping and lighting. Construction on this project began in April 2010 and is scheduled to be completed in October 2010. The project is designed to obtain a minimum LEED® certification level of Certified. The budget is \$6,460,970.

Projects in Programming and Design Measure E

Measure E Significant Activities Fiscal Year 2009-2010

Master Landscaping

A Master Landscaping and Irrigation Plan for the college was developed for future enhancements to the campus that will implement sustainable design. A comprehensive arborist survey of all campus trees was completed that included evaluation of the health of each tree and GPS location and mapping. A full civil topographical survey was conducted to update De Anza's hardscape, landscape and tree locations.

Campus Site Lighting

Design was completed for total renovation of campus lighting that will upgrade pathway and building lighting to current standards.

ADA Pathway Improvements

Design was completed for the improvement of pathways that will facilitate better access based on current ADA guidelines.

Combined Site Improvements

A key project was developed that will strategically join many of the various campus site improvement projects under one master project. The objective is to provide better continuity, economy of scale and construction phasing for upcoming walkway, lighting, storm drainage, signage, landscaping, irrigation and overall campus site improvements.

Measure E Upcoming Activities Fiscal Year 2010-2011

- Campuswide upgrade of the TV distribution system
- Campuswide upgrade of the ticket vending dispensary machines

Measure C

Advanced Technology Center (ATC)

The scope of this project will encompass mechanical, electrical and telecom upgrades with minor architectural renovation. The schematic design phase is complete and the design team is working on the programming phase. Construction is estimated to begin in summer 2012. The architect is Noll & Tam, and the budget is \$8,482,404.

Sunken Garden

The Sunken Garden connects the Historical Corridor projects on the west of campus (the East Cottage and the California History Center) to the Baldwin Winery to the east. The scope of this project includes the development of a master plan for the renovation of the Sunken Garden and surrounding pathways. The plan will include the replacement of the concrete balustrades, fountain maintenance and landscaping. This project design concept phase has been completed and is moving into schematic development. The final scope will be determined in summer 2010; construction is scheduled for summer 2011. As the Sunken Garden is part of the Historical Corridor project, Architectural Resources Group will be the architect. The budget is \$694,897.

Corporation Yard

Design for the Corporation Yard project has been completed. The project will convert the existing Reprographics Department to a facilities building and provide office space for Plant Services. The remaining space in the warehouse will provide shop space for carpenters, electricians, grounds and custodial operations. Locker facilities for these crews and a break room are also included. A photovoltaic array will be mounted on carport structures and will provide power for the building and electric vehicles used by staff. The architect is Noll & Tam, and the budget for the project is \$2,527,709.

Child Development Center (CDC) Playground

Design has been completed and construction on the CDC playground will begin in mid-June. The design includes renovation of the existing toddlers' playground located at the southeast corner of the CDC. The scope of work includes a play structure,

shade structure/performance area, "tot-sized" raised gardening beds and landscaping. The shade structure/performance area will be made of metal with a fabric canopy. The surface under the play structure will be made of recycled rubberized material. "Trex" recycled plastic decking will also be installed. The project will be completed by mid-September 2010. The architects are Miller Company Landscape Architects; Guerra construction is the contractor. The project budget is \$370,661.

Campus Center Phase II

Currently under design, the project will reconfigure the space to be vacated by Financial Aid on the lower level of the Campus Center into new office space for the De Anza Associated Student Body (DASB). The current DASB office will be reconfigured to enlarge the DASB Council Chamber for space that can be divided into three meeting areas separated by folding partitions. Construction is scheduled for summer 2011 to minimize the impact on students. The architect is Noll & Tam. The budget is \$1,700,675.

Signage Phase II

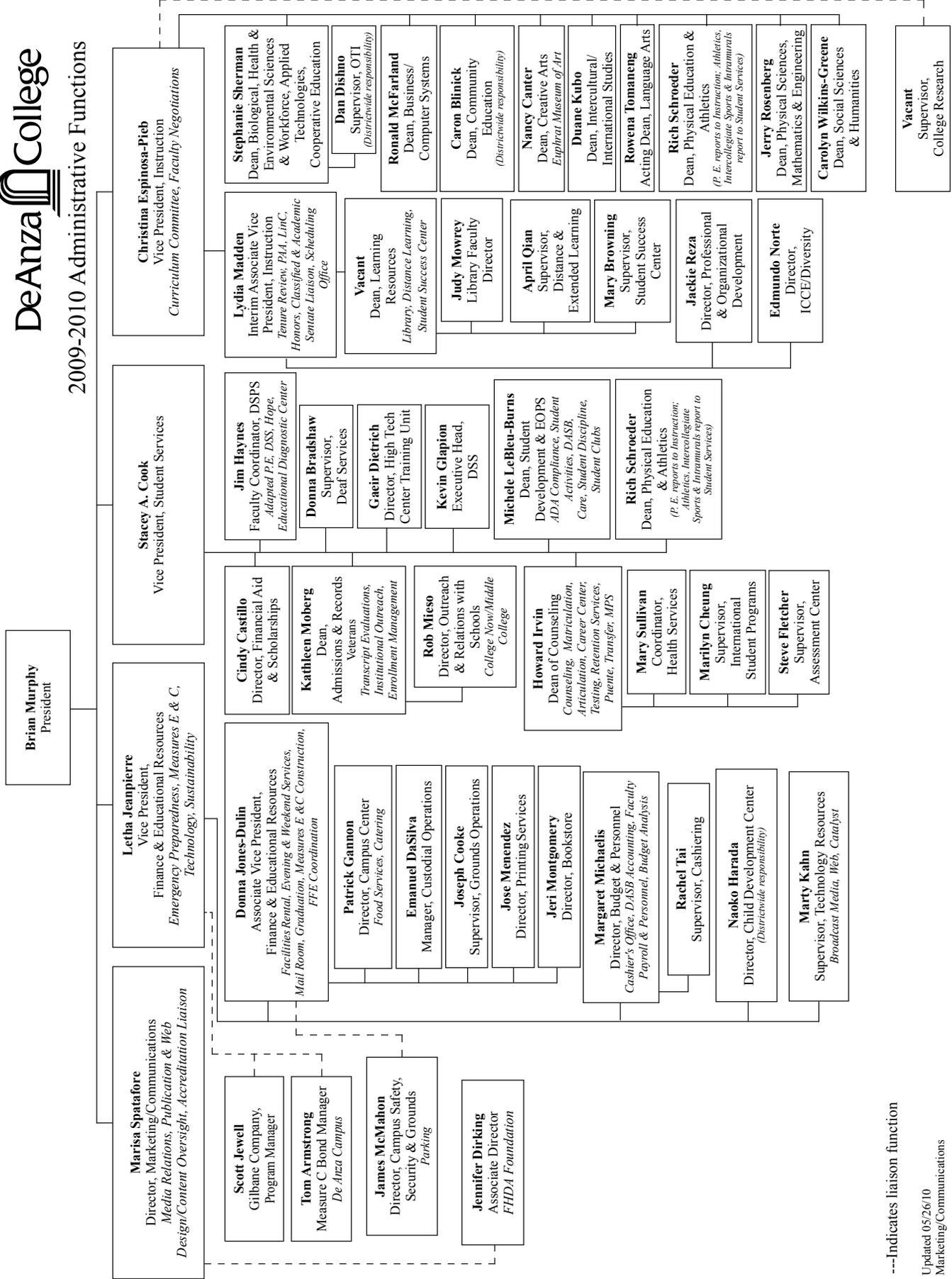
This project is a continuation of the Phase I signage project that provided exterior campus signage and wayfinding. Phase II will provide building identification signage, interior building signage additional quad signage and will expand wayfinding for pathways and vehicles. The budget for the project is \$694,897.

Scheduled Maintenance

- Buildings E2 and E3 roofs will be replaced with tile, and the Administration Building roof will be a combination of tile and flat roof. Construction is scheduled for summer 2011. The budget is \$1,722,000.
- Interior/exterior finishes to L Quad are scheduled between the end of summer session and the beginning of fall quarter 2011.
- Construction of fire risers, part of the sprinkler system and required for five-year certification, is scheduled for summer 2010. The budget is \$579,162.



2009-2010 Administrative Functions



---Indicates liaison function
Updated 05/26/10
Marketing/Communications

De Anza Academic Senate

Summary of Achievements 2009-2010

Anne Argyriou, President

Academic Senate Web Site

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

Accreditation

In a collective effort, the De Anza Academic Senate president and vice president worked with faculty, classified professionals and administration across the three areas of the district in developing and presenting the District Opening Day activities on accreditation. This collaborative effort included the Foothill Academic Senate President and faculty members, and the Classified Senates and administration from De Anza, Foothill and Central Services.

Faculty tri-chairs attended the accreditation training presented by the Accrediting Commission for Community and Junior Colleges (ACCJC) held at Foothill College in March 2010.

A team of six faculty members, comprised of the four faculty tri-chairs of the college's Accreditation Self-Study teams and the two Student Learning Outcomes (SLO) coordinators, attended the Academic Senate for California Community Colleges (ASCCC) Accreditation Institute in March 2010.

Annual Scholarships Awarded

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



Updates and Achievements

Courses, Disciplines and Faculty Service Areas

The Academic Senate maintains and annually updates the assignment of qualifying disciplines and Faculty Service Areas for each course approved for offering by the college.

Curriculum Committee

The Curriculum Committee is a subcommittee of the Academic Senate. Through this committee, faculty members establish and maintain the quality and integrity of the curriculum. The Curriculum Committee, in conjunction with the Academic Senate, continued the discussion of SLOs and continues to identify and implement the writing and assessment of course-level outcomes.

A new electronic subsystem was developed in conjunction with the already-existing Electronic Curriculum Management System (ECMS) to document faculty learning outcomes and assessment results.

In 2009-2010, the Curriculum Committee reviewed and approved 28 new courses, 522 revised courses, and 37 revised and 14 new certificate and degree requests. The to-be-arranged (TBA) hour review, distance education course approval process, cross-listing of courses, and course pre-requisites review due to new state mandates or institutional policy changes have all been accomplished or are significantly under way.

General Education Review

A steering committee for the General Education (GE) review, consisting of members from both the Academic Senate and the Curriculum Committee, having completed the Institutional Core Competencies (ICCs), continued reviewing the GE pattern and requirements for their scope, relevance and for alignment with the ICCs. Recommendations regarding the GE pattern will be brought to the Academic Senate in spring 2010, to be discussed campuswide in fall 2010.

Student Learning Outcomes (SLOs)

The college continues to make progress on its implementation of SLO and assessment efforts, led by Coleen Lee-Wheat (Physical Education)

as the SLO coordinator for instruction areas, and Jim Haynes (Adapted Physical Education) as the coordinator for Student Services Learning Outcomes (SSLO). Both coordinator positions are responsible to the Academic Senate's Curriculum Committee and, by extension, to the Academic Senate Executive Committee. The SLO coordinator provides leadership and guidance to faculty in developing and assessing course and program-level outcomes, and the SSLO coordinator provides leadership and guidance to faculty, administration and staff in the required creation and assessment of outcomes in the student service, academic services and college service areas. In addition, Jacquelyn Reza, the new director for Professional and Organizational Development, and the faculty co-chair of the Curriculum Committee and the Academic Senate president, are also part of the leadership team involved in planning and developing the college's SLO efforts.

Per the ACCJC's rubric for SLOs, the focus for this academic year was to move into the "Development" level and closer to the "Proficiency" level of the rubric by establishing the institutional processes to support the integration of outcomes and assessment work with the college's planning and budgeting processes.

The following events were conducted:

- College Opening Day activities in fall 2009 highlighted the work of several faculty and service areas and their successes with outcomes and assessment work. These activities also resulted in providing the time and space for faculty and service areas to identify SLO statements and develop initial assessment plans. Benchmarks for collegewide progress in meeting the ACCJC standards were presented.
- Several workshops on writing outcomes and learning about assessment methodology were held throughout fall 2009 and winter 2010 quarters for faculty and service area groups.
- Faculty volunteers were solicited from each division to serve as division assessment liaisons whose responsibilities are to lead their division through the Student Learning Outcomes and Assessment Cycle (SLOAC) dialogue and documentation processes.

- Division assessment liaisons attended one four-hour workshop to obtain both facilitation techniques and SLOAC processes training. Liaisons are expected to serve in these leadership positions through fall 2011.
- Administrators, faculty and classified professionals in various student service areas, academic services areas and college service areas met with the SSLO coordinator to identify outcomes and develop assessment plans. Many areas have conducted initial assessments and will document their results by the end of spring 2010 quarter.
- Bradley Creamer, college webmaster, developed a new electronic system for the purpose of documenting all of the college's SLOAC information. This sub-system is part of the college's larger ECMS and is available for use by faculty as of spring 2010. A sub-system to document the SSLO assessment work will be under development beginning in summer 2010, soon to be followed by a sub-system for the Administrative Unit Outcomes (AUO).
- During fall 2009 quarter, the SLO coordinators presented a proposal that would align the many different institutional planning activities within the larger accreditation cycle calendar.
- During winter and spring 2010 quarters, the SLO coordinators led the efforts to implement an outcomes-based program review process that would integrate and align outcomes and assessment work with the program review process.
- A team of faculty attended the "Strengthening Student Success" conference sponsored by the statewide Research & Planning Group in fall 2009 to learn more about assessment methodology.
- A team of faculty attended the Accreditation Institute sponsored by the Academic Senate for the California Community Colleges (ASCCC) in spring 2010 to learn more about the ACCJC standards and the expectations about alignment between outcomes and assessment, planning and budgeting, and program review.

District Activities

The Academic Senate has a special role in developing and recommending policy on academic and professional issues. In this capacity, Academic Senate officers have represented faculty at board meetings on important topics. Academic Senate officers are members of the Chancellor's Advisory Council (CAC) and the Academic and Professional Matters Committee (APM), in addition to working on other projects with the district such as District Opening Day activities. The Academic Senate collaborates with the chancellor in reviewing board policy for possible recommendations for change.

Shared Governance

The Academic Senate participates in all shared governance activities at the college. The Senate has a special shared governance role regarding academic and professional issues such as curriculum, faculty hiring, tenure review, budget and program review processes. In addition, the Senate's Executive Committee and Academic Senate officers meet frequently with college President Brian Murphy in a direct and collaborative manner, formulating shared responses to the many issues facing the college on an ongoing basis that do not call for district-level action.

State Academic Senate

Academic Senate officers participated in statewide ASCCC activities including the fall and spring Plenary Sessions. De Anza Academic Senate officers participated in the formulation of state Academic Senate policies, the writing of papers adopted by the state Academic Senate and the presentation of breakout sessions at Plenary Sessions. The ASCCC is the main organization for faculty to advocate for changes to Title 5, which occurs through resolutions approved at Plenary Sessions. Paul Setziol, the De Anza Academic Senate executive secretary-treasurer, maintains a consulting relationship with the ASCCC Standards and Practices Committee and is tentatively scheduled to return to the Educational Policies Committee.

De Anza Classified Senate

Summary of Achievements 2009-2010

Lois Jenkins, President

De Anza's classified professionals continue to participate in the Classified Senate and in the college's shared governance process. Classified professionals are proud of their tradition of service to the college and our students. The senate leadership continues to work toward the opportunity for all classified professionals to participate in Classified Senate activities. This includes working with the college administration to ensure that all classified professionals have greater opportunities to fully participate.

In recognition of its exemplary performance, De Anza's Classified Senate was awarded the status of Model Senate by the California Community Colleges Classified Senate (4CS), the highest honor that 4CS confers. In its April 16, 2010, letter to Senate President Lois Jenkins, the 4CS stated, "Model Classified Senates are organizations that exercise their role in shared governance with autonomy and professionalism. They exemplify the highest standards of classified participation within the learning environment, encourage classified leaders to become stronger, and offer their support and encouragement for novice and established senates seeking organizational revitalization."

Jenkins will accept the award on behalf of the Classified Senate at the 2010 Classified Leadership Institute to be held June 10-12 at the Granlibakken Conference Center in Tahoe City. She will also be co-presenting a workshop with Foothill College classified colleagues on accreditation for classified professionals at the conference. Visit www.ccccs.org/activities/model_senates.html for detailed information on model Classified Senates.

Classified Senate is grateful to college President Brian Murphy for his support and encouragement of classified professionals to participate in shared governance across the campus and the district. The full participation of Classified Senate representatives is critical for the smooth operation of the shared governance process.

The Senate is also proud to have sponsored and co-coordinated the second annual joint Classified Retreat with Foothill and Central Services Classified Senates. The joint event was held at De Anza and was well attended. Many attendees voiced their appreciation for the joint effort, calling it the best retreat ever.

The Classified Senate also fully engaged in the discussions and difficult decision-making process regarding reductions in programs and employees at De Anza in response to the state's devastating budget crisis. The Senate applauds the efforts of our colleagues across the campus and the district in that heart-wrenching work. Special recognition goes to ACE (Association of Classified Employees) leadership for their efforts to keep as many classified professionals employed for as long as possible.

Participated in the Governance of De Anza College

Classified Senate representatives served on:

- Campus Budget Committee
- Campus Center Advisory Board
- Campus Environmental Advisory Group
- Campus Facilities Committee
- College Council
- Developmental and Readiness Education Task Force (DARE)
- Diversity Advisory Council
- Educational Master Plan (EMP) Committee
- Educational Technology Advisory Committee
- Finance and Educational Resources PBT
- Instructional PBT
- Student Services PBT
- Various hiring committees as classified professional, ACE and Equal Opportunity (EO) representatives

Participated in the Governance of the District

- Chancellor's Advisory Council
- District Budget Committee
- Human Resources Advisory Committee

Classified Senate Representatives Attended

- Academic Senate meetings
- Foothill-De Anza Community College District Board meetings
- 4CS Classified Senate Conference held annually in Tahoe City

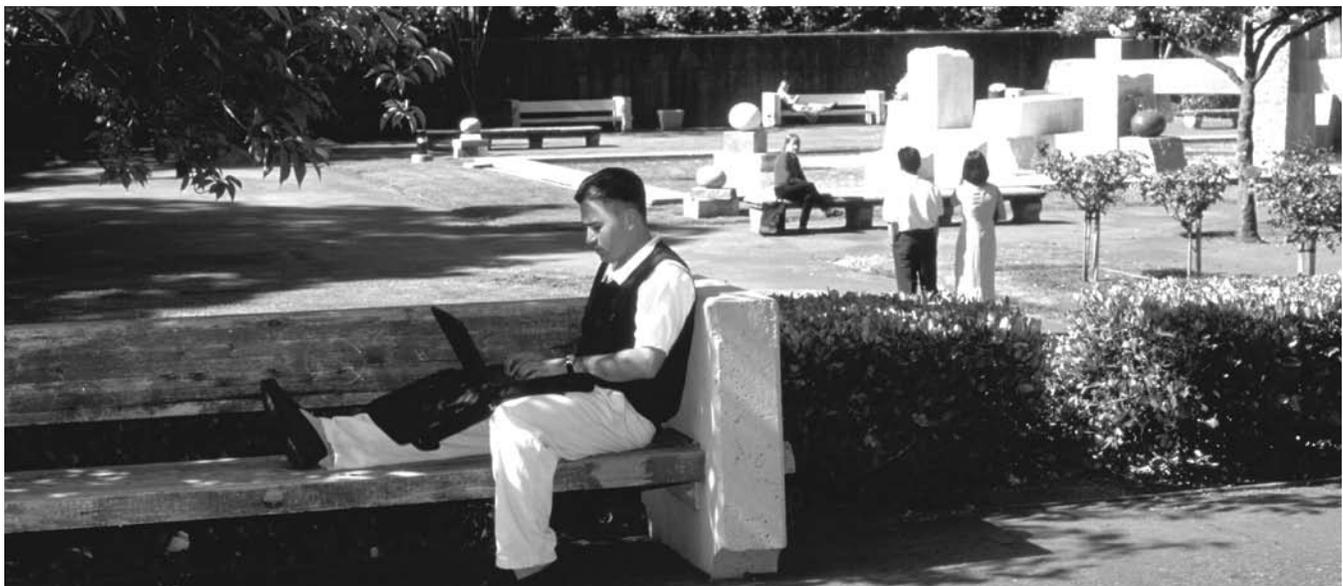
Supported College/District Priorities

- Continued to be involved in strategic planning for the college and the district, including feedback and suggestions on the college's updated mission statement, Educational Master Plan and the Foothill-De Anza Strategic Plan 2010-2016
- Classified president presented information on accreditation with Foothill colleagues on District Opening Day
- Participated on Accreditation Self-Study Standards Teams as members and tri-chairs of each team
- Reviewed and approved Accreditation Follow-Up Report

Enhanced Staff Development and Motivation

- Worked closely with ACE to ensure participation of classified professionals on hiring committees and governance committees
- Sponsored Employee of the Month Awards, presented semi-annually
- Supported and encouraged classified staff Professional Growth Award (PGA) participation

- Collaborated with the Staff Development Office to provide professional development activities for all classified professionals
- Sponsored and coordinated a second annual Joint Classified Retreat with Foothill and Central Services Classified Senates to enhance professional relationships
- Provided leadership training and team building to senators and officers
- Sponsored a Leadership Retreat for all campus classified professionals
- Sponsored a team in memory of colleague Jean Elwell in the Santa Clara Valley American Heart Association Walk to benefit the campus and the local community
- Contributed \$500 to the Jean Elwell Memorial Scholarship
- Sponsored a team (Making Tracks for the Cure) in memory of colleagues who lost their lives and to honor colleagues battling courageously against cancer by participating in the Cupertino Relay for Life activity held at the De Anza College track
- Participated in orientation for new classified employees
- Represented ergonomic needs of classified professionals in their work environment
- Updated and maintained the Classified Senate's Web site to include agendas, minutes and information on the budget crisis



De Anza Associated Student Body

Summary of Achievements 2009-2010

Marlo Custodio, President

As student elected representatives, we embraced our roles with dignity, passion and devotion. Living in a recession, we understood that the turbulence of our times would define the true testament of our leadership. This year we shared the burden and the tough decisions that instructors, deans and administrators had to face.

We asked ourselves, "Will this be a great struggle, or will this struggle make us great?" This year the De Anza Associated Student Body (DASB) focused on prioritizing the allocation of our limited resources and created programs and initiatives with students as our chief concentration. We understood our role was not just to represent students on campus, but also to represent students statewide. We marched with De Anza students in the streets of San Francisco representing public education. We spoke with politicians and representatives from our state capital. The integrity and the commitment that our classified professionals, instructors, counselors and administrators have displayed this year was a profound influence. The following DASB highlights for 2009 -2010 are provided by collective consensus because we believe in teamwork.

Executive Council

Our Executive Council is a collective of all the chairs of these DASB committees: Administration, Marketing and Communications, Student Services, Budget and Finance, Diversity and Events, Environmental Sustainability and Student Rights. The Executive Council's projects included:

Food Voucher

- To support students who are financially challenged by providing food vouchers
- Next Steps
 - Preserve an account to make food vouchers a long-lasting service
 - Establish criteria and eligibility requirements (for example: having 9

units or more, having a certain low-income level and being a DASB cardholder)

- Explore the logistical implementation of this service (for example, will our service be monthly or quarterly, and how and who will decide?)

Assembly Bill 540 Student Support

- DASB organized and collaborated with students and Integral Mass (IMASS) to offer an informative workshop during which AB540 specialized counselors shared their knowledge and experience with De Anza counselors.
- Long-term Goal: Establish an institutional space of support for AB540 and undocumented students.

Administration

While receiving our new computers over the summer, DASB negotiated retaining our old computers to make sure as many workstations would have word processing ability as possible. We regularly conducted training for our senators to promote competency and professionalism. We continuously reviewed our Bylaws and Codes to better reflect efficiency and culture within the senate. We also created a new officer position that will support, maintain communication and coordinate with the Athletics and Creative Arts departments. The Elections Code was reviewed and an improved version adopted during winter quarter. The DASB Bylaws were reviewed throughout the year and are currently in the process of adoption. We created a technological resource for outreach to students: the De Anza Student Body Forums Web site at www.dasbforums.com

Marketing and Communications

The Marketing and Communications Committee completed the mascot election among the general student population. It set the foundation for the college to make a decision on a new official mascot. The committee also helped promote various events around the campus to raise the reputation of student senate, and made great efforts to incorporate sustainability in its marketing and promoting process.

Student Services

The Student Services Committee started its session early in summer quarter and created a friendly environment among the committee members. The committee established a textbook exchange program. By changing the scholarship criteria and format, the committee served a more diverse group of students and created a student survival kit that will guide new students on how to transfer, what classes to take and how to start their college life.

Budget and Finance

This year was a fairly difficult year for DASB allocations because of the state budget cuts. The Budget and Finance committee had to reevaluate DASB's support for various groups and programs on campus, but despite the difficulties found innovative ways to fund as many groups as possible. One of the projects we are proud to have completed was the new Textbook Rental Program for EOPS and OTI students. Not only does it require less spending to support the same number of students, but it also helps expand the existing Textbook Rental Program at the Bookstore. DASB also funded the buses for the March in March event, in support of those who were fighting for education.

Diversity and Events

Diversity and Events this year focused on three themes: intellectualism, multiculturalism and entertainment. Many of our events had to do with social and political issues, such as the AB540 Forum in the summer, which had huge support from student organizations and the administration. Another event was Roots of Our Rights, where art and film were employed to remind students of political issues and their own roots in civil rights. We also held cultural entertainment and recreational events such as Diwali, the Hindu festival of lights, Middle Eastern Day and African Culture Day. DASB also gave support to the multicultural institutional holidays such as Black History Month, Women's History Month, Asian Pacific American Month and Latina/o Heritage Month. This year's programs and events educated students about politics, social issues and cultural topics.

Environmental Sustainability

The Environmental Sustainability Committee looked at campus issues and introduced innovative solutions with the intention of making environmental issues relevant to students. The creation of the committee increased awareness of environmental justice on campus and sparked several ideas, including the campus' participation in October 2009 in the nationwide "350 flash mob" focusing on climate change and the distribution of biodegradable water bottles to students. The committee also considered possibilities such as a green initiative fund, campus garden, "\$1 Healthy Real Food Menu" and farmers market.

Student Rights

Student Rights and Campus Relations is a committee that has been on the forefront of academic and student activism. As a heavy contributor to the January 20 Walk-In and the March 4 budget cut rally in San Francisco, we remain strong in our conviction to provide an environment for student success. Current projects include the Student Transfer Success Program and addressing student concerns. By regularly distributing surveys and hosting open discussions, we continue to accomplish our goal of bridging the gap between students and faculty.

Student Transfer Success Program

- Decrease barriers students face during transfer
- Increase requirements for programs with priority registration
- Increase transparency

Student Concerns

- Categorize and prioritize student concerns; address each one in an efficient and timely manner
- Direct students to solutions to their problems
- Prevent future issues with each individual concern by addressing the root cause of the concern

Institute of Community and Civic Engagement (ICCE)

This has been a year of transition and development for the ICCE with new leadership, new on-campus collaborative partnerships, and the renovation in process of the East Cottage to be ICCE's new home. New developments include the following.

- Edmundo Norte was hired mid-fall 2009 to fill the new position of faculty director of Diversity and Community and Civic Engagement. The combining of the duties and responsibilities of the Office of Diversity and the Institute of Community and Civic Engagement (ICCE) was a strategic attempt to maintain and strengthen the viability of both these offices in times of severe budget cuts and staff layoffs. While additional staffing is essential for this office to continue to flourish, Norte is actively pursuing additional funding sources for this purpose. Norte has also worked closely with the Office of Professional and Organizational Development to offer workshops and training for faculty, staff and administrators on a number of timely and important issues, and leveraged the resources of to support ICCE activities.
- Tom Izu, executive director of the California History Center (CHC), formally began to dedicate one-third of his time to working with ICCE in support of its Service Learning program. With his support, ICCE was able to continue the bulk of its Service Learning opportunities for students and to maintain effective working relationships with our community partners who provide these opportunities. Izu's dual roles with CHC and ICCE provide an integrated connection to the development of the digital Oral Histories Project, particularly in relation to "community scholars" who have a wealth of history and experience in community change efforts.

- ICCE moved out of its original home base in the Seminar Building and temporarily relocated to the Office of Diversity in the Administration building. ICCE's new location will be the renovated East Cottage building that should be completed in the fall of 2010.

This year, ICCE:

- Successfully convened the Youth Voices United for Change conference in fall 2009 at which a wide range of De Anza College students, faculty, staff and community partners offered workshops and opportunities for interactive engagement by almost 400 regional high school students on issues of critical awareness and community empowerment.
- Became a full member of the Community Learning Partnership (CLP), a national organization based in Washington, D.C., consisting of institutions of higher education (IHEs) and nonprofit community organizations dedicated to developing educational pathways for members of historically underserved communities interested in pursuing careers in community empowerment/community organizing. The CLP is dedicated to securing funding for its members to develop these educational pathways in community organizing as models for other IHEs and to support a national agenda for state and federal funding of these programs and pathways. As a member of the CLP, ICCE has secured a commitment of \$175,000 per year for at least three years in the CLP's development and support plan.
- Former co-director of ICCE Mayra Cruz and former Santa Clara County Supervisor Blanca Alvarado established the Latina Leadership Network as a project of ICCE, and developed funding and curriculum for a training program for an electoral leadership, the Latina Leadership Academia, to be implemented in fall 2010.

- Supported students from DASB and other ad hoc student organizers in the planning and implementation of three major student-organizing efforts (an on-campus Teach-In, the Solidarity March in San Francisco, and the March in March in Sacramento) aimed at restoring funding for education in California that involved well over 700 students.
- Collaborated with the Office of Professional and Organizational Development in the planning and implementation of De Anza's annual Teaching and Learning Conference (with the theme of "What's Love Got to Do With It?") enthusiastically received by almost 200 students, staff and faculty members from across the state.
- Cosponsored the campuswide environmental sustainability event, "Awakening the Dreamer,

Changing the Dream," that engaged hundreds of students, faculty, staff and community organizations on what can be done, individually and collectively, to turn the tide of global warming and other environmental destruction within the critical window of the next four years.

- Supported the annual "A Night of Magic" event and was a recipient of a portion of these fundraising efforts.
- Began preliminary work campuswide, including with leadership of the Physical Science, Math and Engineering (PSME) and Biological Health and Environmental Sciences (BHES) divisions, as well as the IMPACT AAPI grant, in preparation for submitting a number of grant proposals next year.



Achievements

Students, Faculty and Staff

Student Achievements

Scholarships

Nursing major **Laura Belardes** of San Jose was awarded a \$5,000 Kaider Scholarship President's Award by President Brian Murphy. Belardes, a single mother of three daughters, works as a birth recorder for Kaiser Foundation Hospital in San Jose. She enjoys volunteering for her daughters' classrooms and chaperoning their school field trips. Belardes also volunteers at her local church in its early childhood program. This scholarship is made possible by the Steve and Lola Kaider Foundation.

Michelle Lee of Cupertino is this year's recipient of the A. Robert DeHart Memorial Scholarship for Service. Lee, a biotechnology major and member of Phi Theta Kappa Honor Society, has a 3.99 GPA and plans to transfer to Cornell University in fall 2010 to major in bioengineering/molecular biology. Her service activities include volunteering at Kaiser Hospital, being a "pet pal" at a local animal shelter, cleaning up local beaches, and organizing a campus clothing drive. Lee also spent three weeks in Taiwan as an international volunteer teaching children basic math, science and English.

Two President's Awards will also be presented at the June graduation ceremony. **Haig Vartan Haig** of San Jose maintained a 3.47 GPA in his biological science major and plans to transfer to UCLA in the fall where he will major in biochemistry. **Danielle Keene**, originally from Springfield, Mo., and a graphic design major, earned a 3.27 GPA and plans to transfer to San Jose State this fall to continue her graphic design studies.

International student **Hou In Lou** from Macau will receive a Regents and Chancellor's Scholarship from UC Berkeley. These scholarships are awarded annually to select students who demonstrate outstanding intellectual abilities and potential.

Athletics

For the third year in a row, De Anza College is the Coast Conference All-Sports Champion for 2009-2010, besting over 16 other colleges. De Anza earned 252 points, beating the next best college by 51.5 points. This year De Anza had 9 All-Americans, 16 All-Californians, 5 Coast Conference Championships, 3 California Scholar Teams and 22 student athletes with 4.0 GPAs.

To be considered as a Scholar-Athlete of the Year, student athletes must have competed in at least two years of a sport at De Anza, have at least a 3.5 GPA, and show a commitment to community service or involvement. De Anza College Female and Male Scholar-Athletes for 2009-2010:

- **Kate Braham**, Cross Country/Track, GPA 3.94, majoring in fine arts, transferring to UC Berkeley or UC Davis. Braham volunteers in South America teaching art to impoverished children.
- **Hiram Alvarez**, Men's Soccer, GPA 3.65, majoring in philosophy, transferring to SJSU. Alvarez volunteers as a soccer coach in his community in East San Jose and plans to become a lawyer.

The **Men's Cross Country, Women's Track and Field, and Women's Tennis** teams have received the California Community College Athletic Association (CCCAA) Scholar Team Award for 2010. This is the highest academic team achievement given annually by the CCCAA, and the first time that De Anza has had more than one team recognized in a year. All team members must have excelled academically with a total GPA of 3.0 or higher. The team coaches are **Nick Mattis, JJ Noble** and **Coleen Lee-Wheat**.

Kankunda (Cartoon) Phukchampa, Women's Tennis, won the NorCal singles Championship in April 2010. She also won the California State Women's Tennis Championship in May 2010. The De Anza women's team won the entire team event at the Ojai 2010 Tennis Tournament in April, one of the oldest and most prestigious events in the United States.

Two team members of Women's Basketball were honored in May. **Kathleen De La Cruz** was named to the First Team All-Coast Conference, and **Anecia Jones** received an honorable mention from the All-Coast Conference.

The **Women's Track and Field** team, coached by **Nick Mattis**, won the Coast Conference Championship in April 2011.

The Women's Swimming and Diving team, coached by **Pete Raykovich** and **Jerry Koch**, were named Coast Conference Champions in April 2010. **Leticia Ng** and **Kate Wagner** qualified for the state championships.

The **Women's Badminton** team placed second in the Coast Conference in May 2010, and finished the season as No. 2 in Northern California, with a 6-2 Coast Conference record and a 7-3 overall record.

Civic Engagement

Two Puente students were honored for their leadership and service to the community in October 2009.

Jacqueline Escobar was awarded a \$1,500 scholarship from the Chicana/Latina Foundation, and **Gloria Pascual** received a \$1,000 scholarship from the Silicon Valley Latina Scholarship Fund.

By unanimous vote, the 70-member **Auto Tech Club** donated \$2,000 in fall 2009 to "Operation Light Saber," a program started by Off-Road Adventures magazine. The program delivers donated vehicle lights to troops overseas to make repairs on broken-down or damaged vehicles. To date, Auto Tech's donation is the largest single contribution the program has received.

Creative Arts

Photography student **Phil Richardson**'s landscape photo was selected as a final entry and will be published in Photographer's Forum magazine's "The Best of College Photography 2010." Richardson's photo was one of 100 selected from 13,947 images submitted by 3,500 students nationwide.

Photography student **Lisa Teng** was a finalist in Photographer's Forum magazine's 30th Annual Student Photograph Contest.

A number of students in the Film/TV program were featured in multiple festivals and competitions in the 2009-2010 academic year.

- Animation student **John Tupper**'s short film "On the Rise" received the Award of Excellence in the Music/Variety/Specialty/Animation category in the 5th Annual Student Film and Video Festival presented by 3C Media Solutions in May 2010, which honors outstanding student achievement in film and video in the California Community College system. It took third place in the IndieRoar Online Film Festival and Competition in 2010. Tupper's film was also shown at the 2010 Boston International Film Festival, the 2010 Sacramento International Film Festival, and won Best Short Film in the 2009 Indie Producer Short Film Contest.
- **C.J. Palmisano**'s "The Seduction of Persephone" was a quarter-finalist in the 2009 American Zoetrope Screenplay Contest and in the 2009 BlueCat Screenplay Competition.
- **Neil Baker**'s "The Cleaning" was shown in the animation category at the California Community College Film Festival.
- **Karsten Freeman**'s "The Chess Game" was shown in the narrative category at the California Community College Film Festival.
- **Frances Lin**'s "Tyler's Spoken History" was shown in the documentary category at the California Community College Film Festival.
- **Alaric Holloway**'s "Vol de l'Amour" was shown in the Student Shorts Competition of the 2010 San Jose Cinequest Film Festival.
- **Brian Pahl**'s "Psycho Sundae" was screened in the Student Shorts Competition of the 2010 San Jose Cinequest Film Festival.
- **Jennifer N. Gonzalez**'s "Make the Yuletide Day" was a finalist in the WILDsound One-Page Screenplay Competition, Winter 2009-2010 in Toronto, Canada.

The League for Innovation Art exhibition accepted the work of the following students for its 2010 exhibition:

- **Estee Phuong Vu**, furniture design, Honorable Mention

Updates and Achievements

- **Sylvie Levesque**, oil painting
- **Hyunjou Pak**, photograph

Honors

The **Alpha Sigma Alpha Chapter of Phi Theta Kappa Honor Society** at De Anza received special commendation during the Nevada/California Region Regional Convention for fulfilling all requirements to be named a “4 Star Chapter.” The chapter was also recognized at the Society’s Annual Convention in May 2010 and will be cited on the Society Web site at <http://www.ptk.org>. Mathematics instructor **Charles Klein** is the De Anza chapter’s adviser.

Journalism

In fall 2009, La Voz Weekly staff members attended the fall regional Journalism Association for Community Colleges conference at San Jose State where they learned new journalism skills and received 13 awards:

- General Excellence – Newspaper
- General Excellence – Online Journalism
- 1st Place: Advertisement: **Kate Alcid**
- 2nd Place: Feature Photo: **Ernest Chavez**
- 2nd Place: Front Page Layout: **Shawn McGann**
- 2nd Place: Inside Page Layout: **La Voz Staff**
- 3rd Place: Editorial Cartoon: **Brandon Selph**
- 3rd Place: Infographic: **Reza Kazempour**
- 3rd Place: Sports Game Story: **Vinh Vu**
- 4th Place: Editorial Writing: **La Voz Board**
- 4th Place: Informational Graphic: **Lina Kwon**
- 4th Place: News Story: **Audrey Barker**
- 4th Place: Opinion Story: **Audrey Baker**

In spring 2010, La Voz Weekly staff members attended the spring state Journalism Association for Community Colleges convention in Los Angeles where they learned new journalism skills and received four awards:

- Honorable Mention: Illustration – **Galen Oback**
- Honorable Mention: Infographic – **Jason Frits**
- Honorable Mention: On-the-spot Feature Writing – **Laura Wenus**
- Honorable Mention: On-the-spot Broadcast News Writing – **Peter Maxwell**

Other accomplishments of the Journalism Department

- Developed and maintained the broadcast news program “Video La Voz.” La Voz continued to break new ground in broadcast media at De Anza through working with the Technology Resources Group (TRG) at the Broadcast Media Center, producing dozens of broadcast news programs, posted on its Web site at www.lavozdeanza.com
- In 2010, La Voz will publish during the summer for the first time. The publication will be online-only during July and August.
- La Voz enrollment was the largest in its history during spring quarter 2010. The La Voz Weekly class, Jour 61, immediately filled with 30 students.
- The newspaper’s Web site receives more 10,000 hits every month.
- La Voz hosted a guest lecturer from the University of Indianapolis in Cecilia Deck’s “Writing as a Career” Special Topics class using free Skype technology. From Indiana, professor/author George Dunn spoke to De Anza students located in L-42 (a “smart” classroom) in an interactive audio/video teleconference format on his area of expertise: writing about pop culture.
- De Anza journalism students interned at:
 - CBS 5 (San Francisco)
 - CNN (Washington, D.C.)
 - Fox TV (Los Angeles)
 - KNBR Radio (San Francisco)
 - KRON Channel 4 (San Francisco)
 - KTEH Channel 54 (San Jose)
 - Metro (Silicon Valley)
 - Mountain View Voice
 - Palo Alto Weekly
 - Silicon Valley Community Newspapers (Los Gatos Weekly, Saratoga News, Campbell Reporter)
 - Wave Magazine (San Jose)
 - Willow Glen Times
- Student **Duncan Cook**’s feature story, “Museum Volunteer Fills a Lot of Needs,” was published in the April 28, 2010, issue of the Campbell Express.

Faculty Achievements

Michael Chang, Intercultural Studies instructor and founder of the Asian Pacific American Leadership Institute (APALI) at De Anza, was named Educator of the year by the California Asian Pacific Islander Legislative Caucus in May 2010.

Gary Lamit, CAD/Digital Imaging instructor and children's book author, published "Wally the Walking Fish Meets Madison and Cooper."

Nannette Regua, part-time history instructor, co-authored "Mexicans in San Jose," a cultural history of the community's experiences and contributions to the United States. The book includes more than 250 photographs from local archives, personal collections and the California History Center.

Head Football Coach **Dan Atencio** was named Coach of the Year in the Coast Conference and also Region 2 NorCal Coach of the Year.

Head Track and Field Coach **Nick Mattis** was named Coach of the Year in the Coast Conference for Women's Cross Country.

Bill Mattick, part-time photography instructor, was featured in Color Magazine's March 2010 issue for his 2004 series "The Caretakers," an eight-month photographic study of an abandoned train station in Oakland.

Women's Soccer Coach **Cheryl Owiesny** was named to Saint Francis High School's Athletic Hall of Fame. Owiesny, a 1987 graduate of Saint Francis, was honored in May 2010 at the Mountain View High School along with other inductees.

Math instructor **Karl Schaffer** and dance partner Erik Stern were featured in the March 2010 issue of Dance Teacher magazine. Schaffer and Stern travel the country and teach Math Dance about six times a year.

Glenn Lovell, part-time Film/TV instructor, published his essay "Sub-par Propaganda" in The Pop Culture Zone: Writing Critically about Popular

Culture. Also, his "Escape Artist: The Life and Films of John Sturges" was among those named Best Books for Special Interests, selected by the American Association of School Librarians, and Best Books for General Interests, selected by the Public Library Association.

Staff/Program Achievements

Rob Mieso, director of Outreach and Relations with Schools, was awarded an Ed.D. in educational leadership and change with an emphasis on community college leadership from Fielding Graduate University. His dissertation, "Connecting the Dots – From Planning to Implementation: Translating Commitments into Action in a Strategic Planning Process," focuses on the college's strategic initiatives. Mieso also serves on the governing board of the San Jose California Student Opportunity and Access Program/Silicon Valley Higher Education Roundtable (Cal-SOAP/SilVHER), representing De Anza. The consortium of UC, CSU, community colleges and high schools collaborate to promote college-going culture and increase the college participation rate of underserved and at-risk students.

The De Anza Marketing/Communications team of **Lori Susi, Bonnett Saussol and Lois Jenkins** won two first-place awards at the Community College Public Relations Organization (CCPRO) conference in April 2010. Two key collateral pieces for students were honored: "Your Guide" in the Viewbook area, and the general brochure in the "Before and After" category. The comments on the score sheets were compelling, and spoke to the utility and aesthetics of the pieces for De Anza students.

In May 2010, the **Mediated Learning Center (MLC)**, designed as a LEED® Platinum building, won the 2010 Best Practice Award for the Energy Efficiency Partnership Program's Overall Sustainable Design. The MLC is an ambitious project envisioned as a center of innovation that will advance the college's digital media program. The project includes classroom space, a television studio, a student lounge and office space for several campus departments. The building is organized around a two-story atrium

Updates and Achievements

that contributes significantly and innovatively to its HVAC operation, and has photovoltaic panels on flat roof surfaces. These features will contribute to an anticipated LEED® Platinum certification. By embracing energy efficiency as a guiding design principal, the MLC is anticipated to consume 71% less energy than the national average for college and university building types.

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

For 2009:

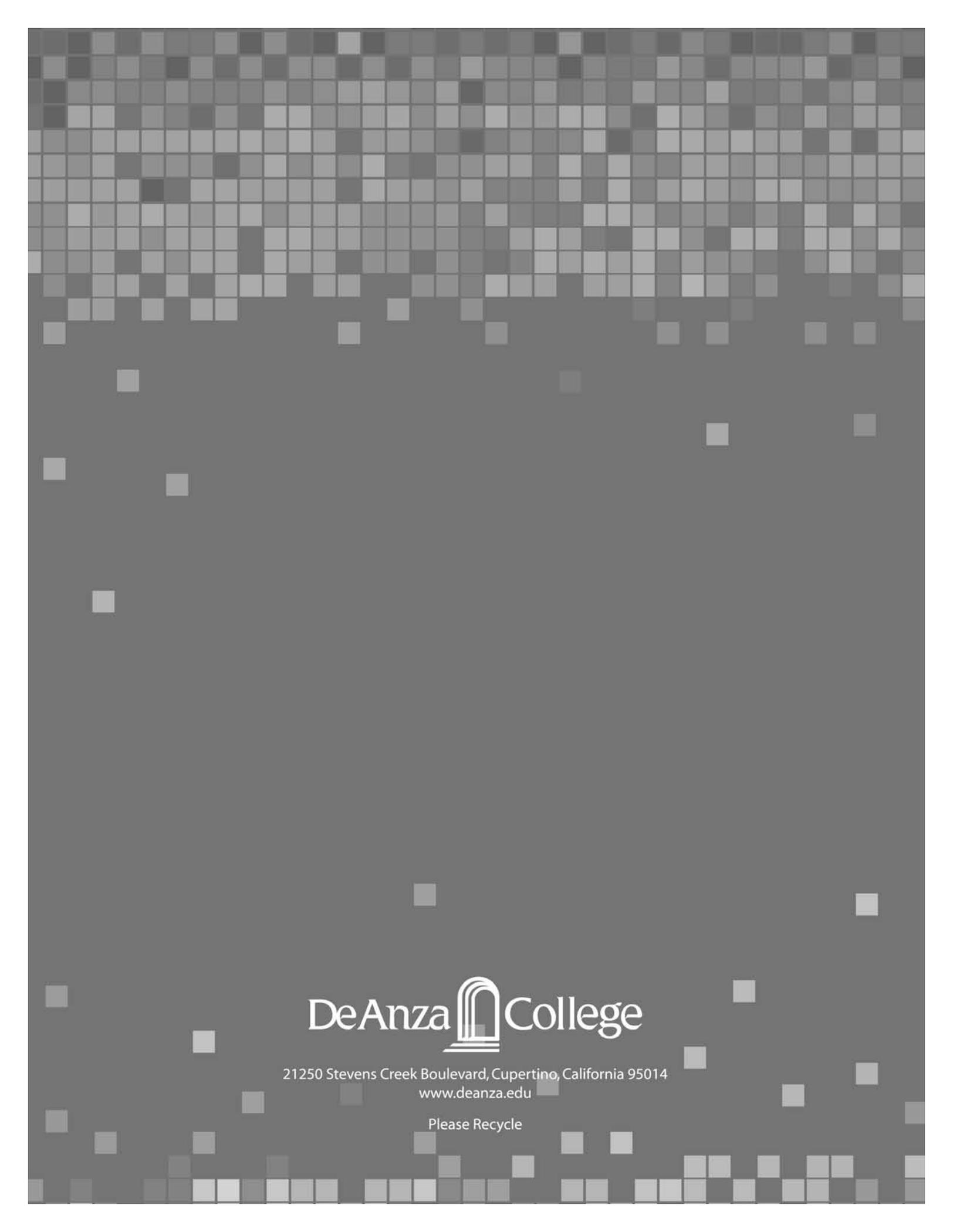
- **Barry Johnson**, Admissions and Records, November
- **Alerie Flandez**, Student Success Center, December

For 2010:

- **Sandy Cardoza**, Library West Computer Lab, January
- **Joseph Ng**, International Student Office, February
- **Virginia Marquez**, EOPS, March
- **Sarah Corrao**, Financial Aid and Scholarships Office, April
- **Max Gilleland**, Computer Aided Design/ Computer Digital Imaging (CAD/CDI) Department, May
- **Berta Pace**, Business/CIS Division Office, June







DeAnza  College

21250 Stevens Creek Boulevard, Cupertino, California 95014
www.deanza.edu

Please Recycle