

**DE ANZA COLLEGE**  
**State of the College Annual Report**  
**2004-2005**



**Democratic Education**  
*for a*  
**Democratic Society**



## **PREFACE** Democratic Education for a Democratic Society

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De Anza College began the 2004-2005 academic year with a sense of profound duality: a continuation of excellence challenged by inadequate funding, a tradition of access challenged by a sudden decline in enrollment, a commitment to new directions coupled to a desire to maintain and grow our existing programs. The college began the year with a new president and new vice president for Finance and College Services, with many administrative and support positions held vacant in the face of reduced state funding, with faculty and staff carrying the burden of larger classes, longer lines, and fewer supports.

In this palpable contradiction between commitment and capacity, De Anza is like many other fine public institutions in California. And like many institutions whose identity is framed by a deep commitment to the people of our region, the college simply did the work. Our faculty designed the courses, met the classes, and threw their very souls into the intimate dynamics of inspiration and discovery that marks a real education. The classified staff shouldered up the extra work, examined and debated the dynamics of respect in the workplace, assumed new responsibilities for outreach and the continued expansion of financial aid and student service. Administrators took up duties left unfilled when colleagues departed, and crafted ever-more fragile balances of budgets and services.

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

But we do this work under pressure, and the metrics will miss much of what matters. The charts will not assess the effects of enduring a third year of budget reductions, or the human dynamics of yet another round of layoffs. Nor will the charts reveal a community reaching out to support its members, actively looking for ways of protecting programs of superior design and singular capacity. And the sheer numbers will not capture the ebb and flow of student life – the Main Quad filled with music and dance, 450 prospective students and their parents filling a room with questions about next year, athletic teams and debate teams, a student government of uncommon smarts and generosity, quiet clusters of students studying in the library, in the new Science Building courtyard, in their cars, under the trees.

In this environment at once intensely personal and wonderfully public, De Anza is poised between the commitments that frame this report and new commitments about to be born. Just as the year was punctuated by budget crisis and cutbacks, so it was marked by new beginnings. Everywhere there was construction. We began the year by opening the new Science Building, a marvel of design and technology that gives our science students a facility worthy of their talents. The new Kirsch Center for Environmental Studies grew before our eyes, from framing to near completion.

On the other side of campus, the new Student and Community Services Center will open for the fall quarter, providing an elegant entrance to the full array of student support services, and offering an entirely new face of the college to our neighbors on Stevens Creek Boulevard. The Physical Education Quad and playing fields are under construction as we write, as is the reconstruction of the Science Quad. And then there will be new pathways, lighting, and the design of a new performance hall and gallery space for the arts. Everywhere we look, Measure E and committed local donors are paying for new facilities and renovations of the old.

Just as the year was marked by new construction, so it was marked by a renewed commitment to the broader public purposes of our work. The new president brought a challenge and invitation to the college: Could we design an education that more fully engaged our students in examining and understanding their civic responsibilities in a democracy? If we teach writing across the curriculum, could we not teach democracy across the curriculum? Could De Anza explore the many dimensions of civic and community engagement as a fundamental value for the college?

## **PREFACE** | **Democratic Education for a Democratic Society**

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These are not entirely new questions for a college where many faculty and staff are deeply involved in their communities, and where many students regularly seek ways to influence public life and public policy. And so the year was animated by voter registration drives, public service activities in many instructional areas, a newspaper program with the New York Times, a variety of public speakers and performers, and the formation of a new Task Force on Civic and Community Engagement. The Task Force has begun to explore the variety of ways a college can encourage the development of civic skills among its students, and will bring its proposals back to the college next year.

Finally, this was a year of introspection even as we prepare for new initiatives. It was our self-study year for formal re-accreditation next year, and literally dozens of faculty and staff worked tirelessly on the analysis, exploration, and planning agendas which mark a serious self-study. This work results in a formal report to the accreditation agency (WASC), and serves as a benchmark for a new strategic planning initiative we will undertake in the fall of 2005-2006.

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## **PART I. Educational Master Plan Update**

This section is an update to the Internal and External Assessment provided in De Anza's Educational Master Plan published in spring 1999. It displays progress made with respect to the key indicators of quality against which the college measures how well it is doing in educating and meeting the needs of its students.

## Introduction

**DE ANZA 2005: Pathways to Excellence**, the Educational Master Plan of De Anza College, was adopted in the spring of 1999 to guide the directions and actions of the college through 2005. This Master Plan was updated in 2004-2005 to guide the college during its Strategic Planning process, which will begin in fall 2005. To meet the ideals of both DE ANZA 2005 and the updated Master Plan DE ANZA 2015, the college agreed upon four goals that are used to guide all of the college's planning, program reviews, and budgeting activities.

### Master Plan Goals

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

To measure our progress in achieving these goals, we then adopted six critical indicators of quality we use annually to assess our progress and the success of our college. We return to these indicators on a regular basis as a consistent way to measure our overarching aim of access and success for every student.

### Six Indicators of Quality

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

This annual report updates the data and analysis on these indicators contained in Part I: Internal and External Assessment of De Anza's Educational Master Plan. On the following pages, each of the six indicators of quality is described to answer two important questions: a) Why is this significant? and b) How are we doing?



***De Anza College State of the College 2005***



*Attractiveness to Students*

## Indicators of Quality: Six Critical Success Factors

### 1. Attractiveness to Students

#### *Why is this significant?*

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

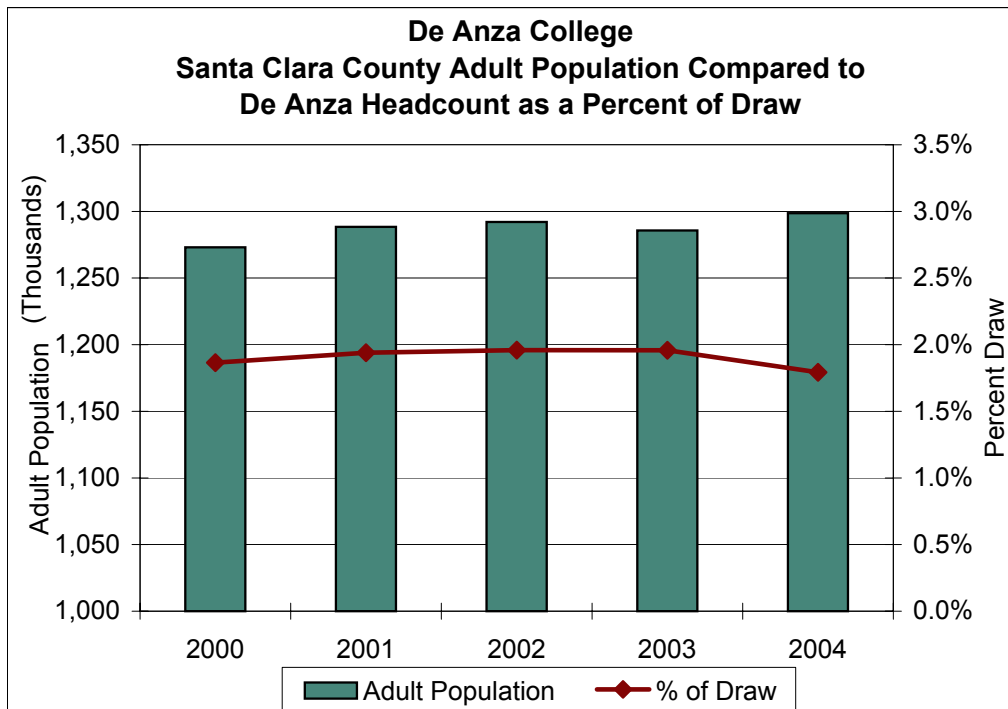
Access to the college’s programs and services is continuously reviewed from a variety of perspectives to assess whether we are attracting a full complement of individuals in the communities served by the college. As a result, we chose to look at attractiveness to students in a variety of ways.

#### *How are we doing?*

##### **Access and Participation Rates**

**Figure 1 Santa Clara County Adult Population Compared to De Anza Fall Headcount as a Percent of Draw** measures the college’s fall enrollment as a percentage of adults who live in Santa Clara County. The percentage draw has remained fairly consistent for the past several years at just below 2% of the adult population.

Figure 1



From 2003 to 2004, the adult population of Santa Clara County increased slightly to about 1.3 million while the college fall headcount declined. The graph shows the resulting decline in percent draw from 1.96% to 1.79%.



## Democratic Education for a Democratic Society

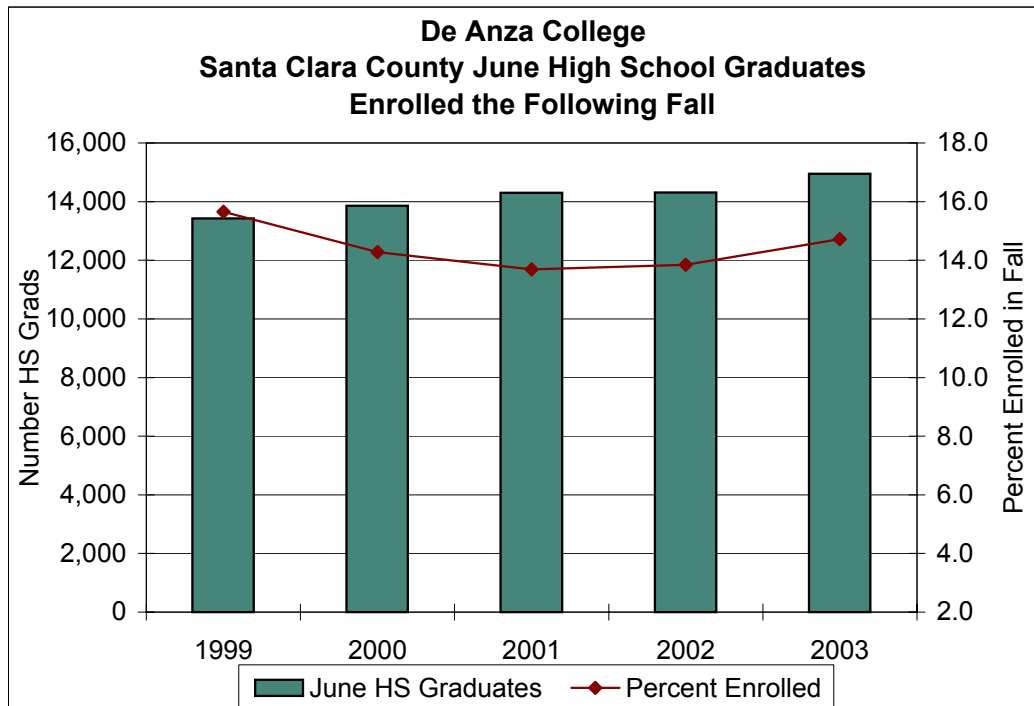
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The slight decline in enrollment during the 2004-2005 academic year is the result, we believe, of four main factors:

- 1) the continuation of major construction projects for the Measure E program resulted in significant disruptions across the campus, the loss of classrooms as the campus adjusted “surge” space around successive projects, and a loss of parking until the completion of the new parking structure;
- 2) a significant cut in outreach and marketing during the previous two years when the college was enrolled above its nominal capacity and operating budgets suffered reductions;
- 3) a significant increase in student fees at a time when the cost of transportation was also increasing (Analysis of student enrollment data indicate that we lost resident students from outlying areas of the region, where the combination of transportation costs and student fee increases may have had an effect); and
- 4) changes in both U. S. immigration policies and the local economy, which resulted in fewer overseas students and fewer non-resident students enrolling.

**Figure 2 Santa Clara County June High School Graduates Enrolled the Following Fall** at De Anza portrays the college’s draw of students from feeder high schools as of June 2003. *(Note: Data for 2004 was not available at the time of this report’s publication.)* The number of June high school graduates increased 4.5% from 14,308 in 2002 to 14,952 in 2003. During the same period De Anza fall enrollment of these students increased 11% from 1,975 to 2,198. This increase in enrollment resulted in an increase in the percent of June graduates enrolling at De Anza in the fall from 13.8% to 14.7%.

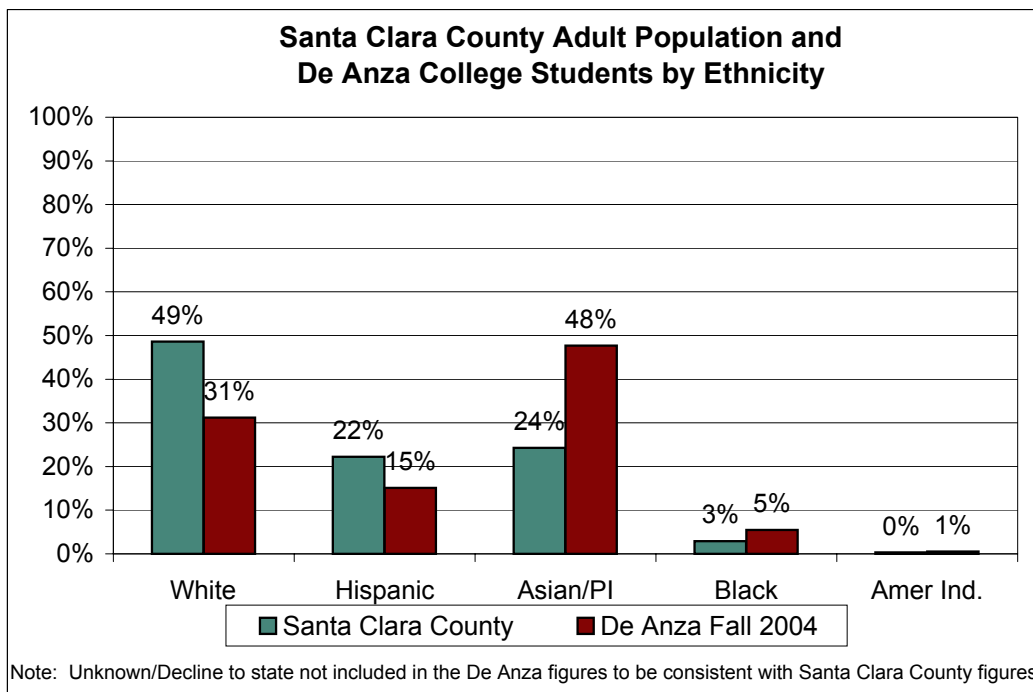
**Figure 2**



\* *Public schools only.*

**Figure 3 Santa Clara County Adult Population and De Anza Students by Ethnicity** compares De Anza fall 2004 enrollment by ethnicity (not including the “Unknown” / “Decline to state” category) to Santa Clara’s adult population in 2004. Since about 20% of De Anza students select “Decline to state” as their ethnicity and county figures do not include this category, comparisons with county figures must be made with caution. By recalculating the De Anza percentages without the “Unknown” and “Decline to state” categories, we are assuming that the students in these categories have ethnicities proportional to the overall student body.

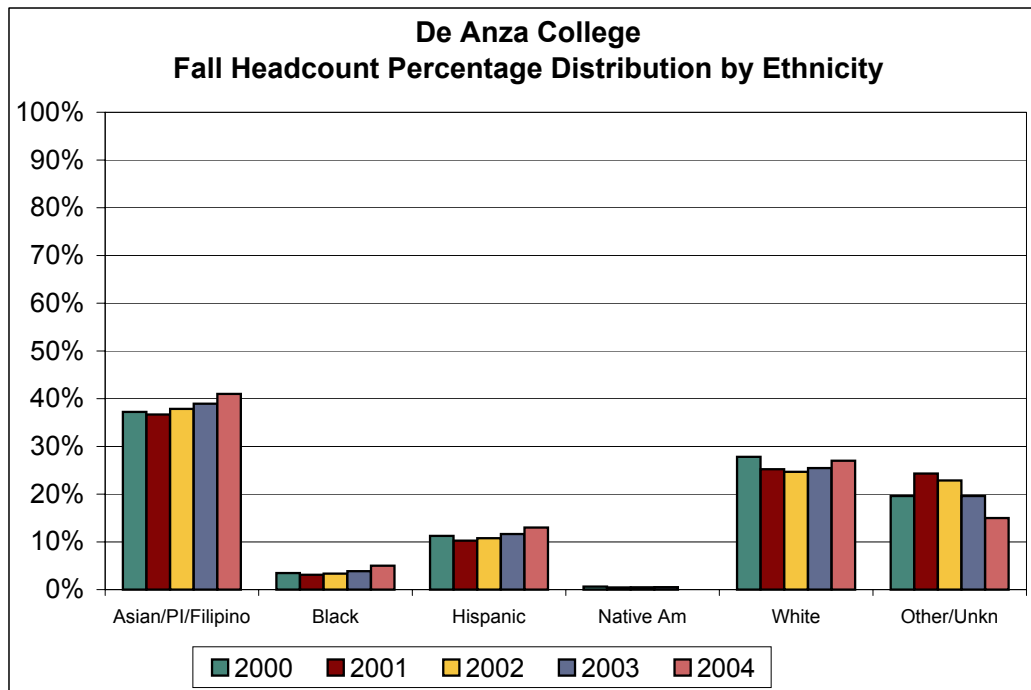
**Figure 3**



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

**Figure 4 Fall Headcount Percentage Distribution by Ethnicity** gives a longitudinal picture of the college’s ethnic composition. In 2004 a new selection process for ethnicity on the online student application was initiated. As a result, fewer new students are selecting “Decline to state.” In 2004 the percentage of students in nearly every ethnic group increased, while the Other/Unknown category (which includes “Decline to state”) decreased.

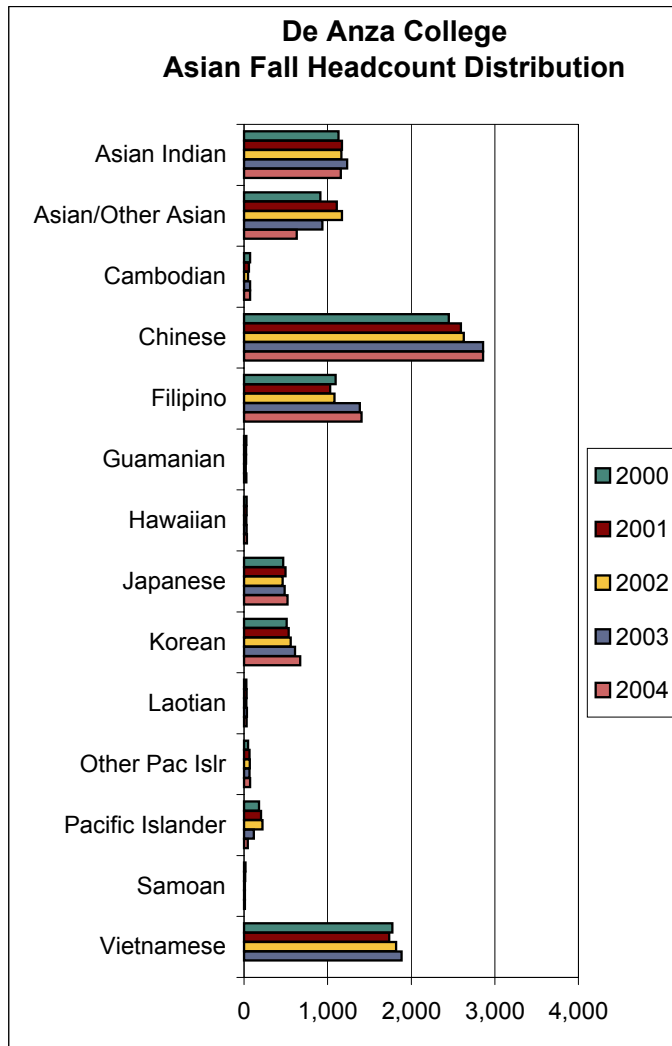
**Figure 4**



Taken together, students that identified themselves as members of the Asian, Pacific Islander, and Filipino ethnic groups comprise the largest percentage of De Anza students – about 40%. White students represent the next largest group at about one quarter. Hispanic students make up over 10% of De Anza’s student population with Black and Native American students each making up less than 5% of the overall student body.

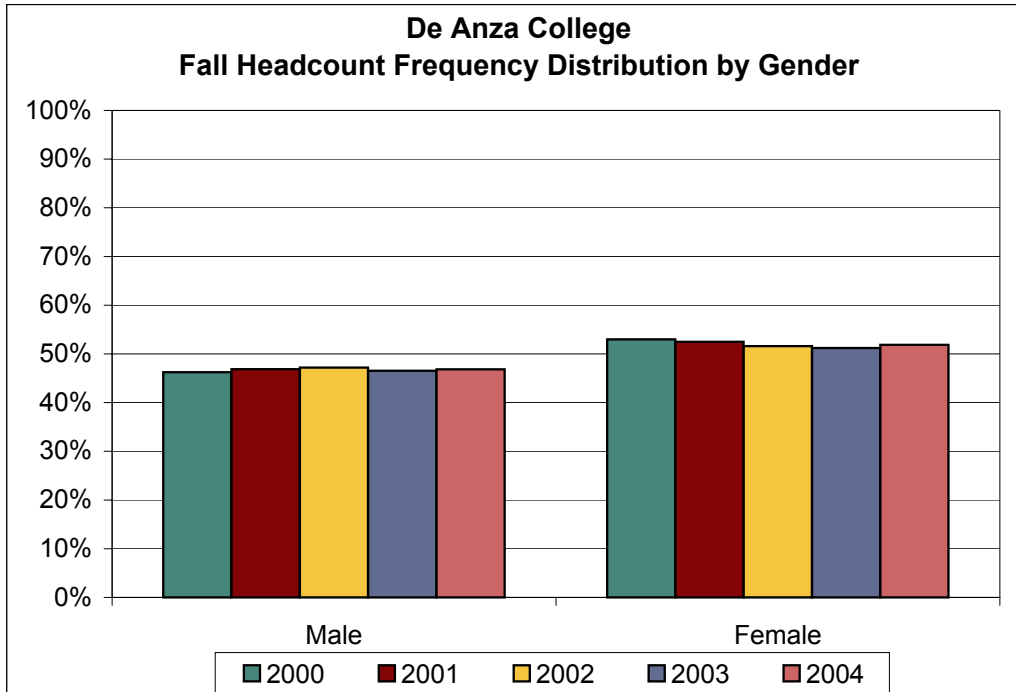
**Figure 5 Asian Fall Headcount Frequency Distribution** shows the enrollment change of the Asian student subgroups from 2000 to 2004. The Asian/Other Asian category declined from 2002 to 2004, primarily because the two categories were merged to Other Asian in the online application for students in fall 2004. Some of the increase in the other ethnic groups is due to this change in available categories.

**Figure 5**



**Figure 6 Fall Headcount Percentage Distribution by Gender** shows that from 2000 to 2004 the percentage of the fall headcount made up of female students has dropped slightly. Women made up about 53% of the De Anza population in the fall of 2000 and about 52% in 2004.

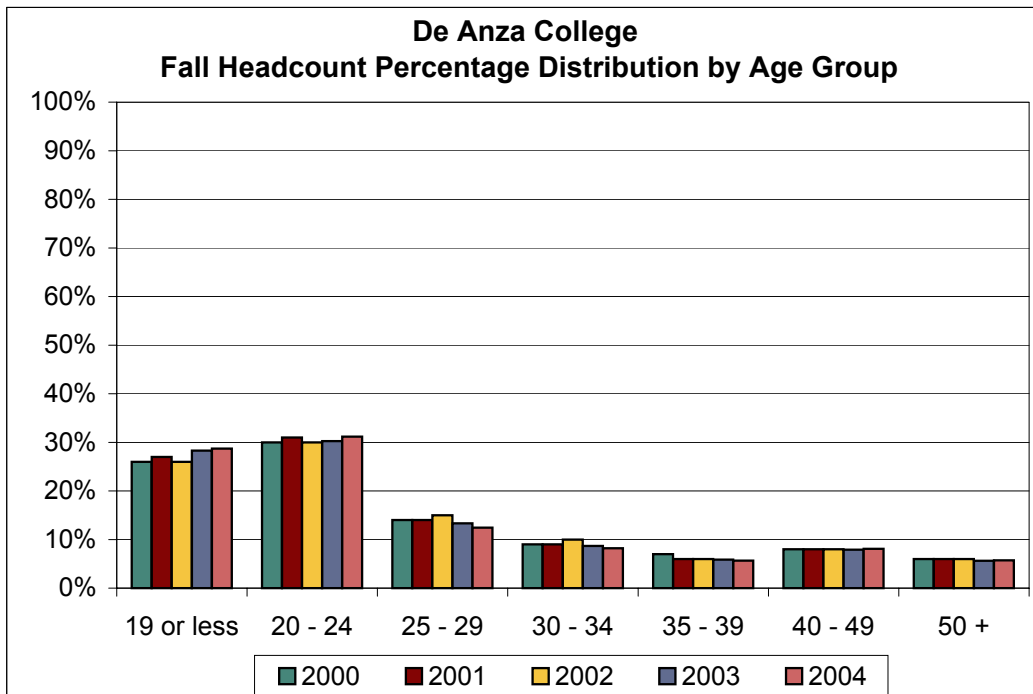
**Figure 6**





**Figure 7 Fall Headcount Percentage Distribution by Age Group** describes student access to the college as a function of various age groupings. Fifty-eight percent of the college's students are less than 25 years old. Thirty-six percent of the student body is in the 25- to 50-year-age group. From 2002 to 2004 there has been an increase in the student population under 24 with a decrease in the 25-39 age groups.

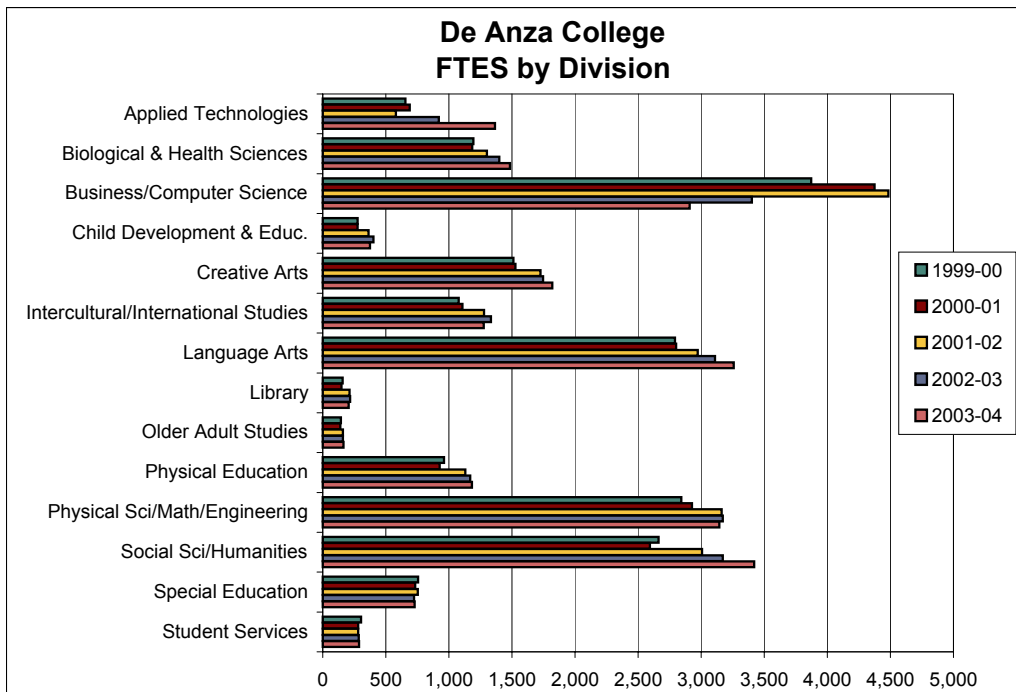
**Figure 7**



# Democratic Education for a Democratic Society

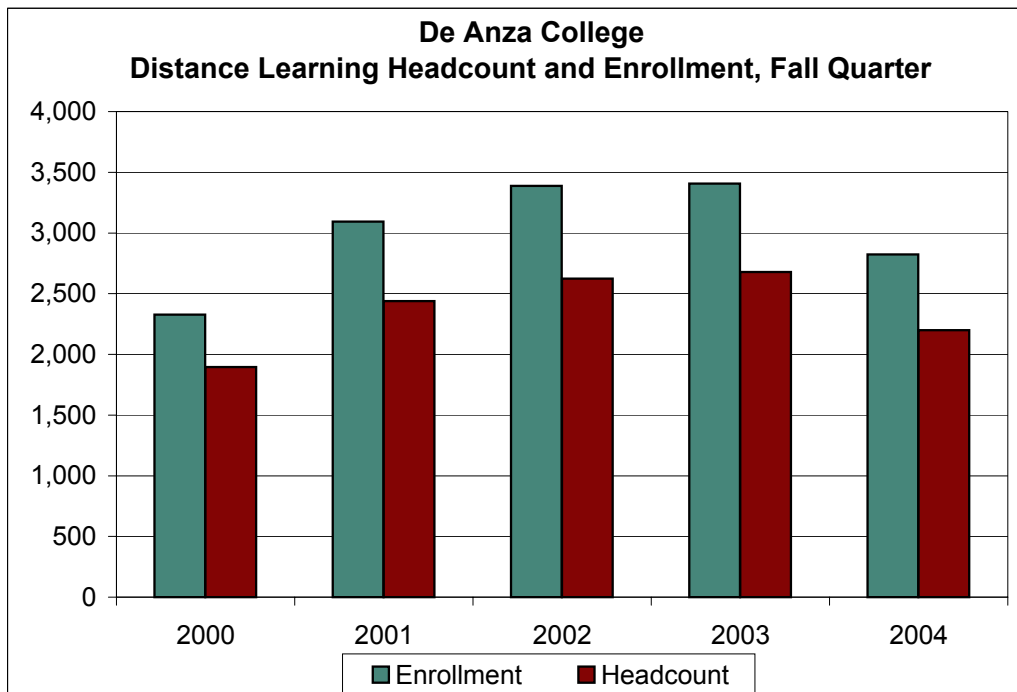
**Figure 8 FTES Enrollment by Division** displays the college's full-time equivalent student enrollment across 14 areas of the college. Over the years 2000-2001 and 2003-2004 the Social Sciences/Humanities Division experienced the largest increases while the Business/Computer Sciences Division, due mainly to computer information systems and computer applications and office systems enrollments, was down significantly.

**Figure 8**



**Figure 9 Distance Learning Headcount Enrollment**, illustrates access to the college certificate and degree programs through distance delivery via the Internet, televised, and video formats. Distance learning at De Anza began in the 1970s. Approximately 110-120 sections of 80-90 courses are offered online each quarter. The decline in enrollment from 3,406 in fall 2003 to 2,823 in fall 2004 (17%) was greater than the overall campus drop in enrollment of about 8%.

**Figure 9**



*De Anza College State of the College 2005*



*Comprehensive, Quality Programs*

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

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

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

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

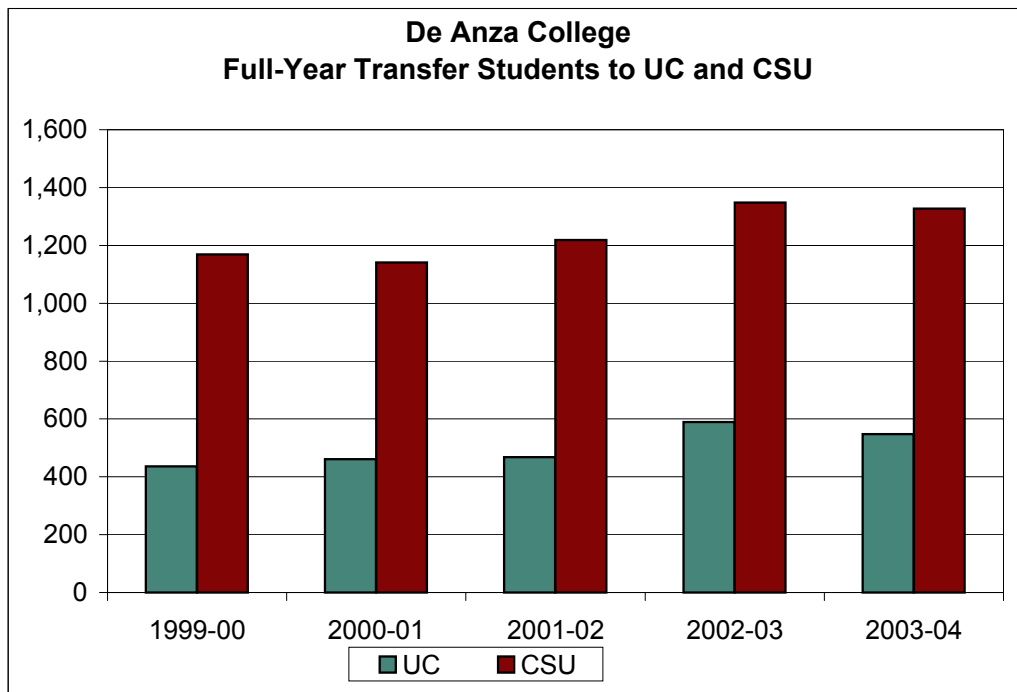
#### **Transfer to Colleges and Universities**

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



**Figure 10 Full-Year Transfer Students to UC and CSU Fiscal Years** shows the number of students who transferred from De Anza to the University of California and California State University systems as reported by the California Postsecondary Education Commission. De Anza was ranked number two in the state for combined UC and CSU transfers in 2003-2004.

**Figure 10**



As depicted above, the number of students transferring to CSU dropped by about 2% from 2002-2003 to 2003-2004. Transfers to UC dropped by about 7% over the same period. De Anza consistently ranks among the top California community colleges in the number of transfers to CSU and UC. De Anza's top transfer institutions include UC Berkeley, UC Santa Cruz, UC Davis, and UC San Diego as well as San Jose State University and San Francisco State University.

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

Figure 11

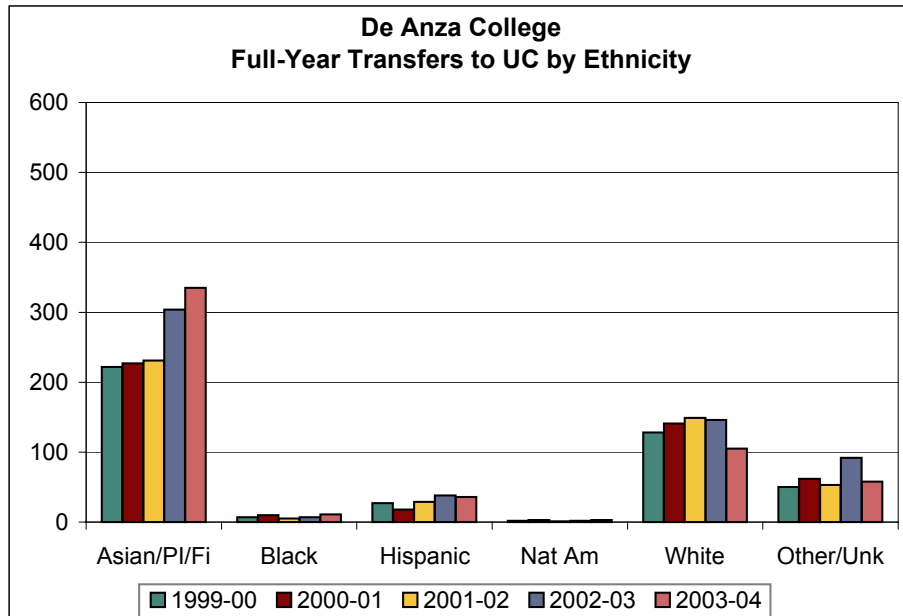
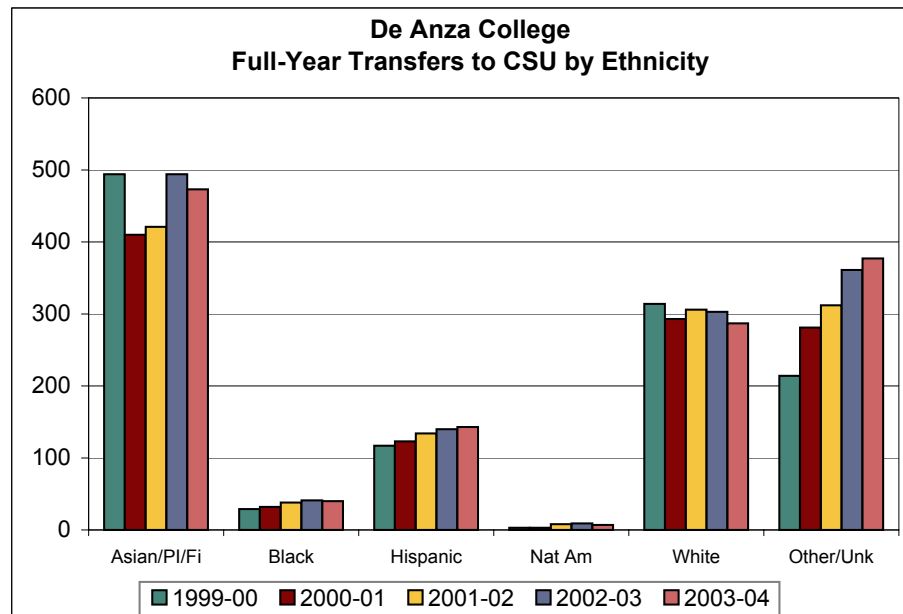


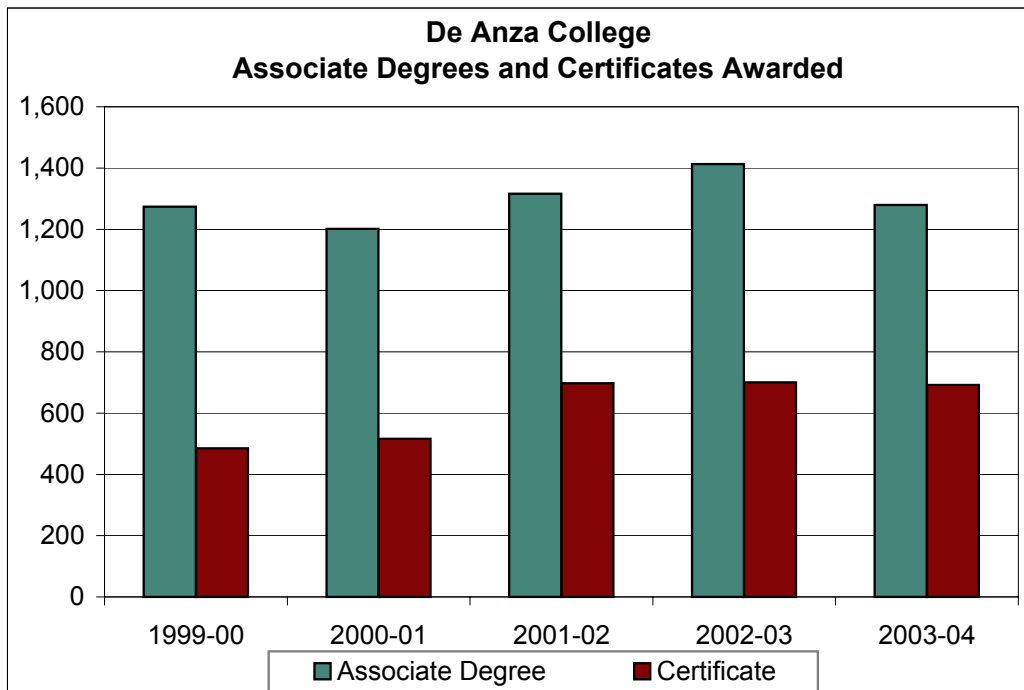
Figure 12



As depicted in Figures 11 and 12, the Asian ethnic group has the largest number of transfers to the University of California and California State University.

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

**Figure 13**



In 2003-2004 De Anza awarded 1,971 degrees and certificates compared with 2,113 in 2002-2003, a 7% decrease. It should be noted that, in general, there is an ebb and flow in the number of awards that mirrors the ebb and flow of total headcount enrollments with about a four-year lag. Hence, enrollment may be increasing but awards decreasing because of a dip in enrollment three or four years prior.

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

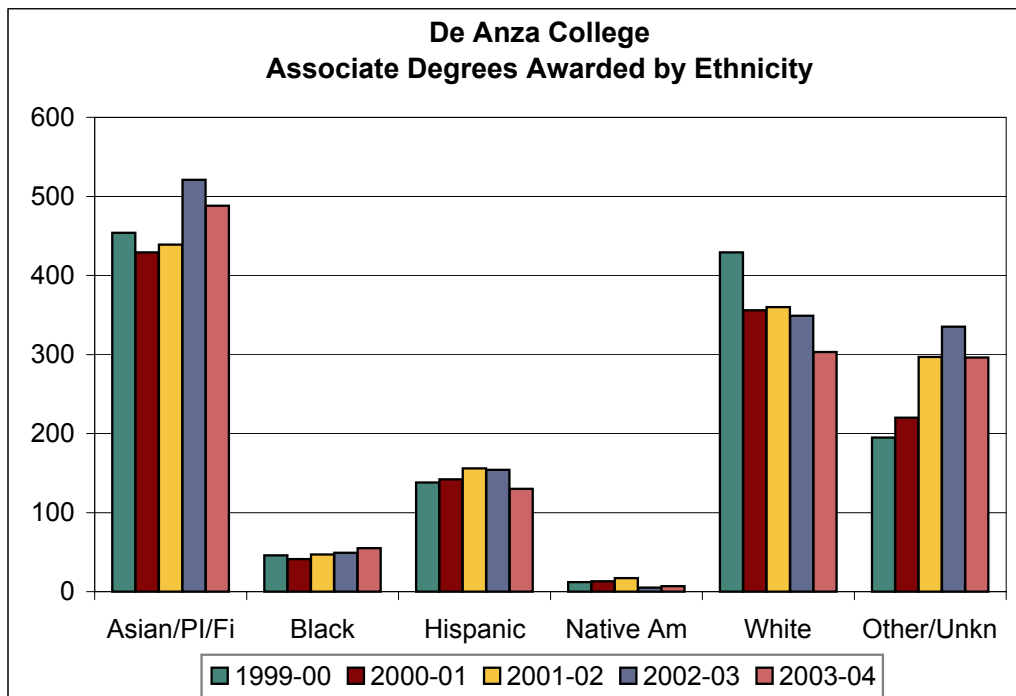
Figure 14

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

Source: De Anza College Marketing Office, April 2005

Figure 15 Percentage Distribution of Associate Degrees Awarded by Ethnicity Fiscal Years and Figure 16 Percentage Distribution of Certificates Awarded by Ethnicity Fiscal Years provide longitudinal data to track whether the number of students who received degrees and certificates mirrors the enrollment of students by ethnic group. In general the ethnic makeup of associate degree recipients in 2003-2004 was similar to the ethnic makeup of the overall college enrollment.

Figure 15

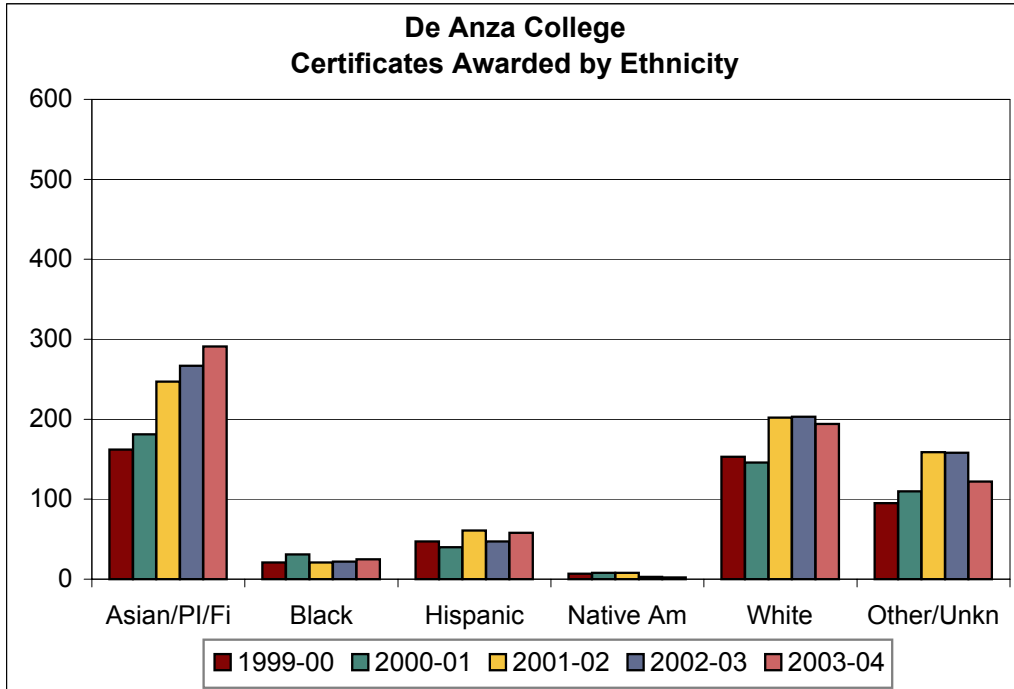


During this period, the proportion of associate degrees earned by Hispanic students remained stable, with Asian and Black students posting an increased share in 2003-2004. The percentage of associate degrees awarded to White students has declined significantly. It is important to note that the percentage of degrees earned by students listed as “Other” in Figure 15 (which includes “Decline to state”) makes up nearly 20% of recipients.



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

**Figure 16**

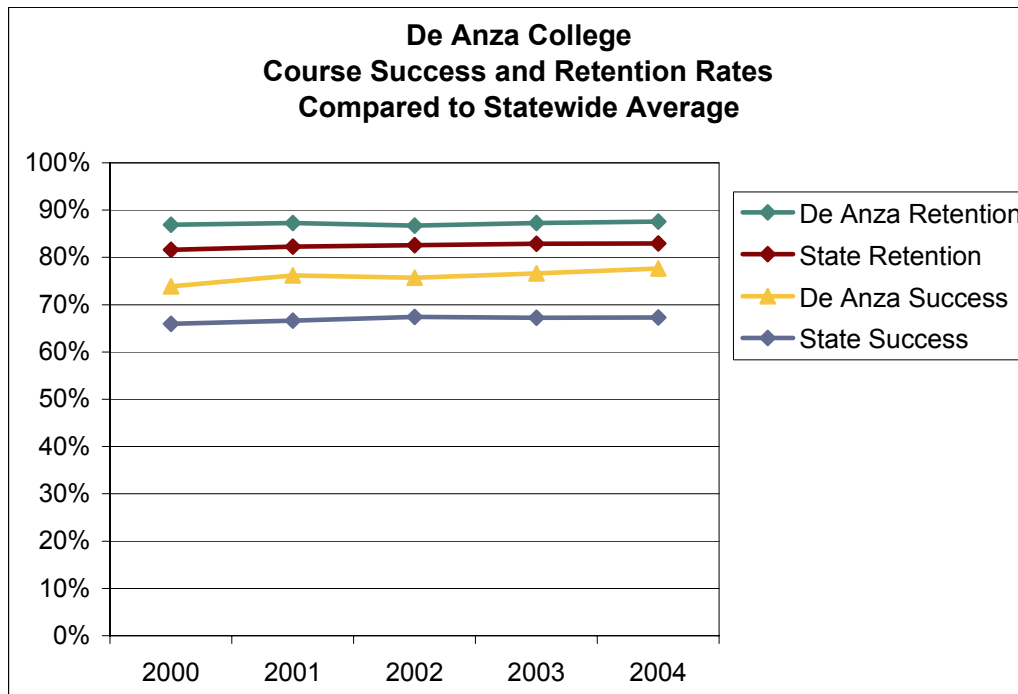


The ethnicity of students receiving degrees and certificates more closely matches the overall college population than it does for students transferring to the University of California or the California State University.

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

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

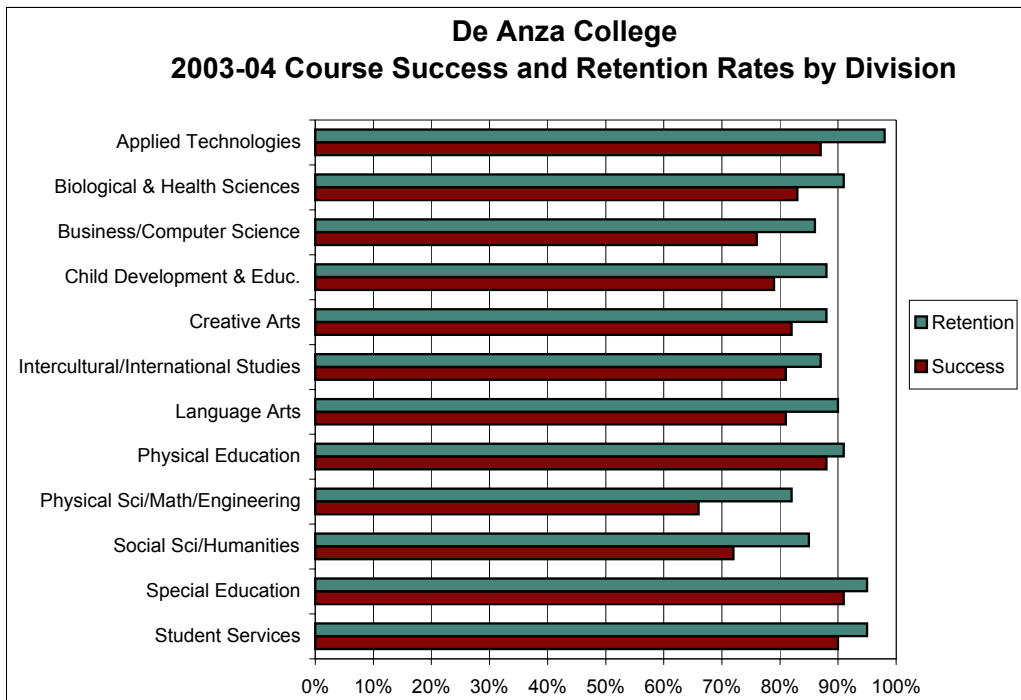
**Figure 17**



De Anza's retention rate is 88% while the statewide retention rate is 83%. The overall college success rate is 78% while the statewide success rate is 67%. De Anza exceeds the statewide average on both counts, success and retention, and has done so for many years.

Figure 18 2003-04 Course Success and Retention Rates by Division shows a very high retention and success rate for many divisions of the college.

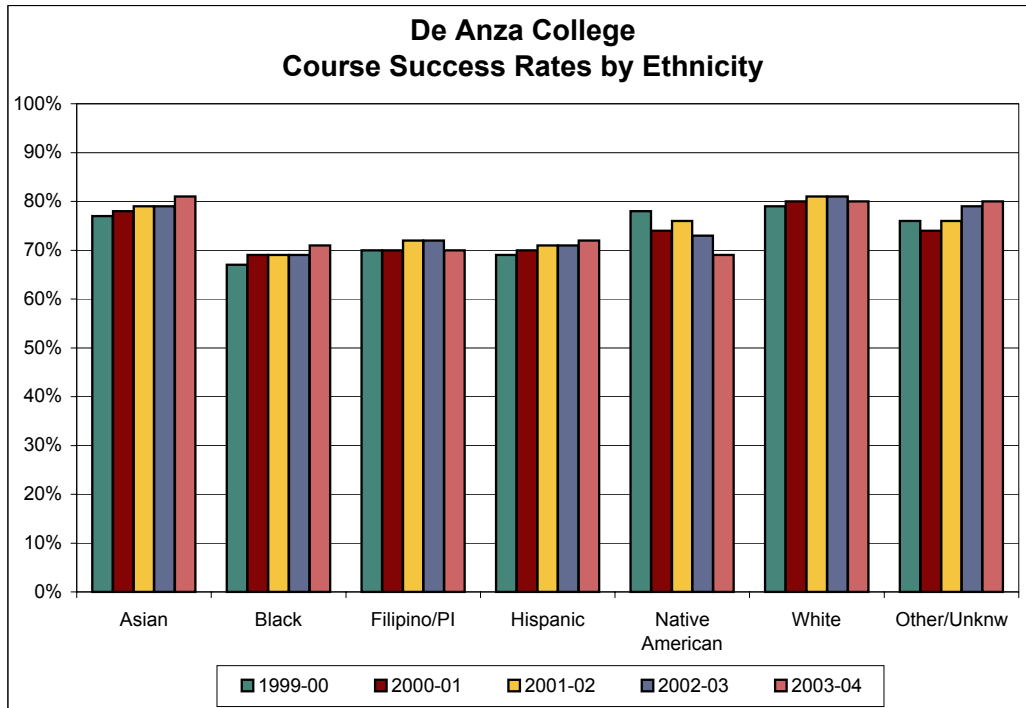
Figure 18



Significant curricular and programmatic efforts are being made in divisions where the gap between retention and success is wider to understand the reasons for these gaps and implement methods to improve student outcomes.

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

**Figure 19**



The number of course enrollments for the Other/Unknown category is more than the combined total of Black, Filipino/Pacific Islanders, Hispanic, and Native American categories. The combined Black, Filipino/Pacific Islanders, Hispanic, and Native American categories accounted for about 22% of all course grades in 2003-2004. The Asian, White and Other/Unknown groups have similar success rates (81, 80, and 80%), while the rates for Black, Filipino/Pacific Islanders and Hispanics range from 70 to 72%. The college continues to pursue the goal of student equity defined as having no more than 5 percentage points difference in the success rate between any ethnic groups.

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

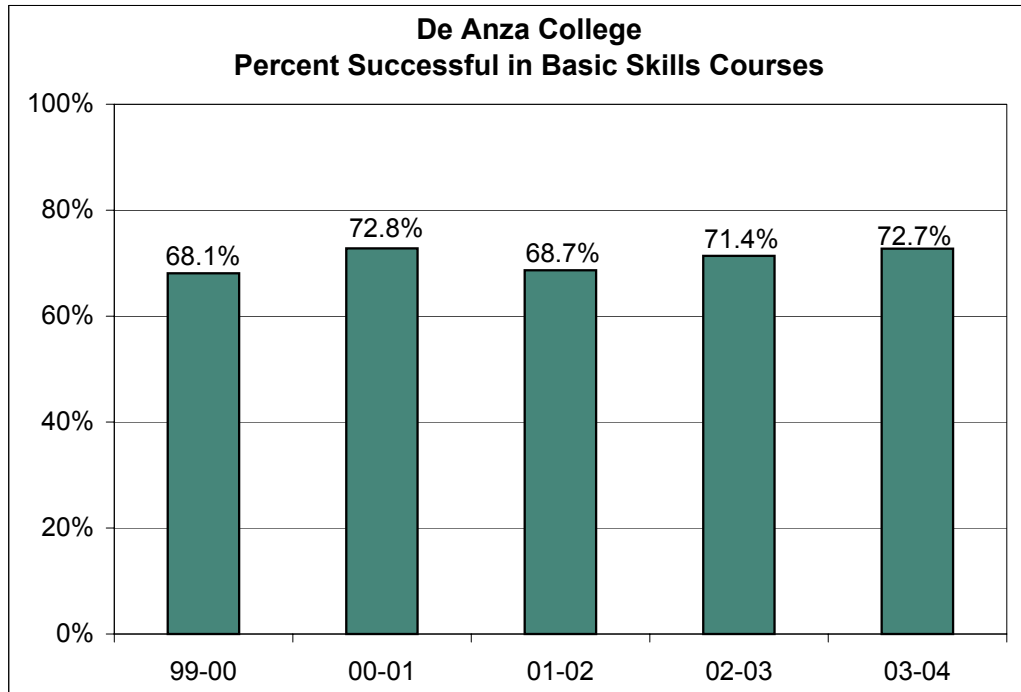
Improving course retention and success and persistence from term to term of students with developmental learning needs is a goal and continued area of emphasis for college faculty and staff. Two divisions have the primary responsibility for enabling developmental learning for these students: Language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

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

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



Figure 20



De Anza's Basic Skills course success rate (the percent of students receiving an A, B, C, or P grade) was 72.7% in 2003-2004. This compares to a college rate of about 78% for all courses (including basic skills). We will continue our efforts to increase student success in the years ahead through a variety of approaches.

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

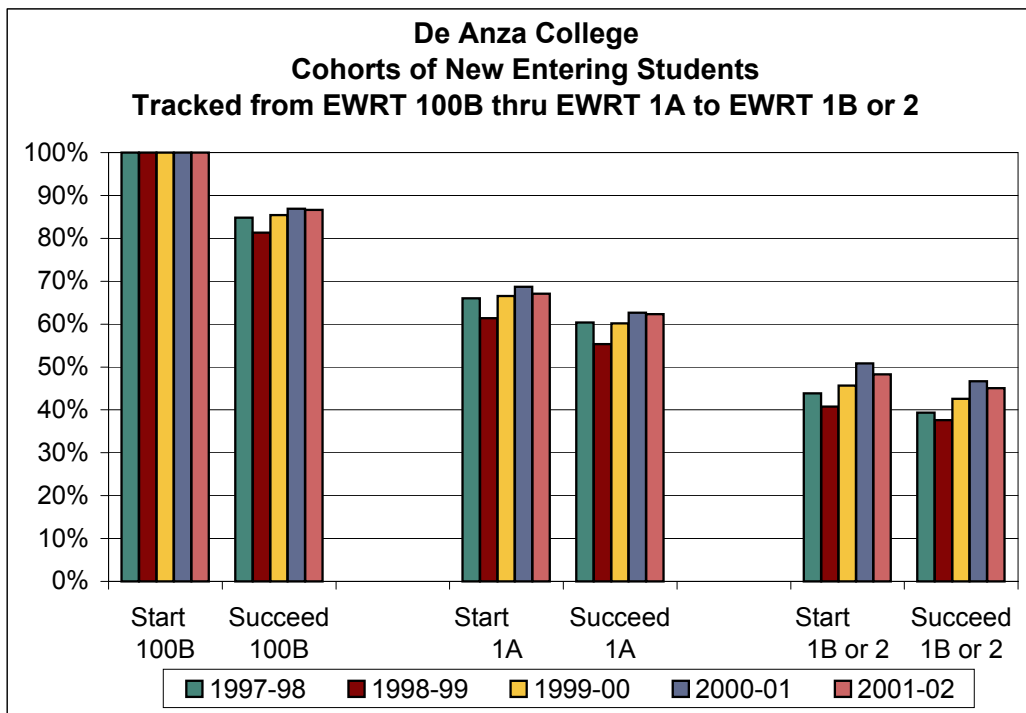
Figures 21, 22 and 23 track the progress of cohorts of students in English writing (EWRT and LART) and mathematics (MATH) through a sequence of courses. These charts examine the percent of students who attempt and complete their first course and subsequent courses in the particular basic skill sequence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

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

**Persistence to College Level in English Writing Courses (EWRT)**

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

**Figure 21**



By definition, 100% of each cohort starts the first course in the sequence, but not all students in the cohort successfully complete the course. The success rate in EWRT100B was about 85% for the five cohorts included in Figure 21. Of the students starting with EWRT100B, about 68% attempted the next course, EWRT001A. The percentage of the initial EWRT100B cohorts successfully completing EWRT001A is about 60%. In other words, for every 100 students initially attempting EWRT100B, about 60 successfully complete EWRT001A within the tracking period of four years. For the 2001-2002 cohort of students, for every 100 students initially starting with EWRT100B, about 48% attempted EWRT001B or EWRT002 and about 45% successfully complete EWRT001B or EWRT002. It should be noted that the success rate for each course is about 90%, for example about 90% of the students in the cohorts included in Figure 21 who attempt EWRT001A, are successful in EWRT001A.

## Democratic Education for a Democratic Society

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Improving on students' persistence and success rates through developmental sequences is a top priority in the Language Arts Division. In 2004-2005 the work of the award-winning Developmental Task Force continued with vigor. The faculty handbook and other assets for students have now been placed on the new Web site at <http://faculty.deanza.edu/taskforce>.

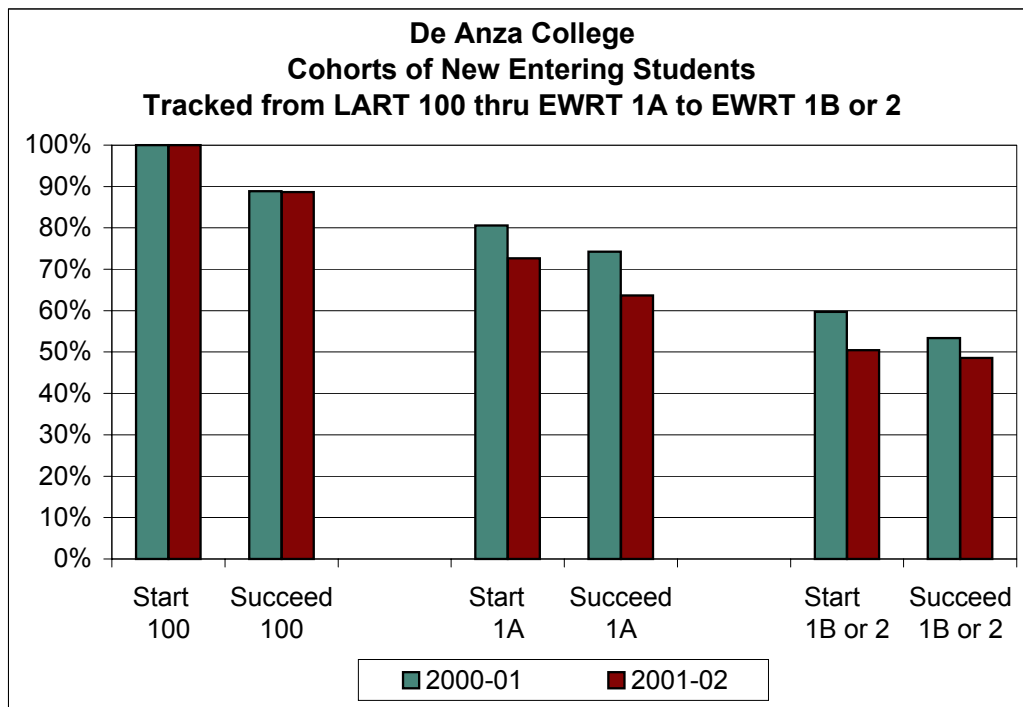
The Developmental Task Force, the English Department, and the Readiness Department are jointly working on a seminal conversion of the Writing Assessment Test (WAT) to a portfolio-based assessment, which should further increase the success rate of developmental students by moving from a summative assessment to a holistic assessment.

The Pitch and Cathy Johnson Listening and Speaking Laboratory in the Advanced Technology Center continues to be used by hundreds of students in new and exciting ways. New curricula in vocabulary and idioms, reading comprehension, advanced reading practice, listening in context, and conversation practice classes are enrolled to their maximum. Language exchange activities allow students to share native language skills with those students who are studying that language as a foreign language. Cross Cultural Partners, a program in which non-native speakers partner with native speakers, is now serving close to 400 students per quarter. Communication Across the Curriculum (CACP) is now teaching ESL classes for child care workers with content specific vocabulary geared to the profession, and a similar program is being taught for the health sciences programs under a joint OTI/CACP grant from the California Wellness Foundation. The Readiness and Tutorial programs continue with a very high demand for Readiness and Skills classes in English writing, ESL, and reading.

Faculty members are planning for a future Language Arts Success Center to deliver more personalized and effective instruction for basic skills students. A team of several faculty and staff are hard at work on the new Writing Center, which will be an integral and exciting part of the Language Arts Success Center. Scheduled to open in the fall of 2005, the center will focus on deep assessment and prophylactic measures designed to assist developmental students as well as providing Writing Across the Curriculum support for all levels of students at the college. Celebration of the written word, poetry slams, author visits, and tutorial and skills instruction all will be a part of this dynamic new activity. We are currently searching for local industry partners to assist with this center.

In recent years the division has expanded the LART (Language Arts) program, courses that involve teaching reading and writing simultaneously. The LART courses are not included in the data for Figure 21 but are treated separately in Figure 22. In the last few years, three LART 100 classes have been offered each quarter. These LART classes combine reading and writing instruction, providing students more integrated skill building and the advantage of building more lasting relationships that have a bonding effect, which can better students' persistence. Some of the LART classes have been augmented with counselor support, again increasing the students' commitment to persist. Figure 22 tracks the most recent cohort of students from LART100 through to EWRT001B or EWRT002. For the 2001-2002 cohort of students, success and persistence rates in LART were slightly higher than for EWRT. For students starting in LART100, about 50% ultimately succeeded in EWRT001B or EWRT002; this compares with about 45% for the EWRT sequence noted in Figure 21.

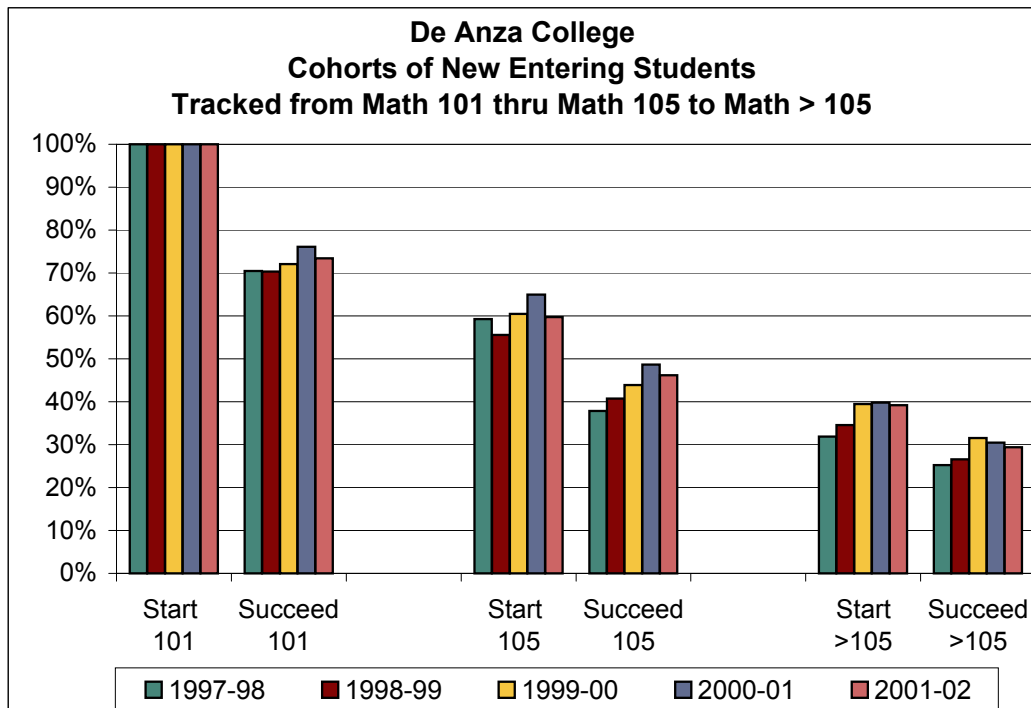
**Figure 22**



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

**Figure 23 Cohorts of New Entering Students Tracked from Math 101 thru Math 105 to Math > 105** shows cohorts starting with Math 101, Elementary Algebra. Over these five cohorts, an average of about 1,000 students start math with Math 101. This figure reveals that about 75% of the 2001-2002 cohort, starting math at this level, two levels below college level, eventually completed their first course, elementary algebra, successfully.

**Figure 23**



About 60% of the 2001-2002 cohort went on to the next course, Math 105, Intermediate Algebra (prior to fall 2001 students were not required to take Math 105 to obtain a De Anza degree), and about 46% of those starting this sequence complete this second course successfully. About 39% of the 2001-2002 cohort attempted a college-level math course such as Math 51, Trigonometry, or Math 10 Elementary Statistics and Probability.

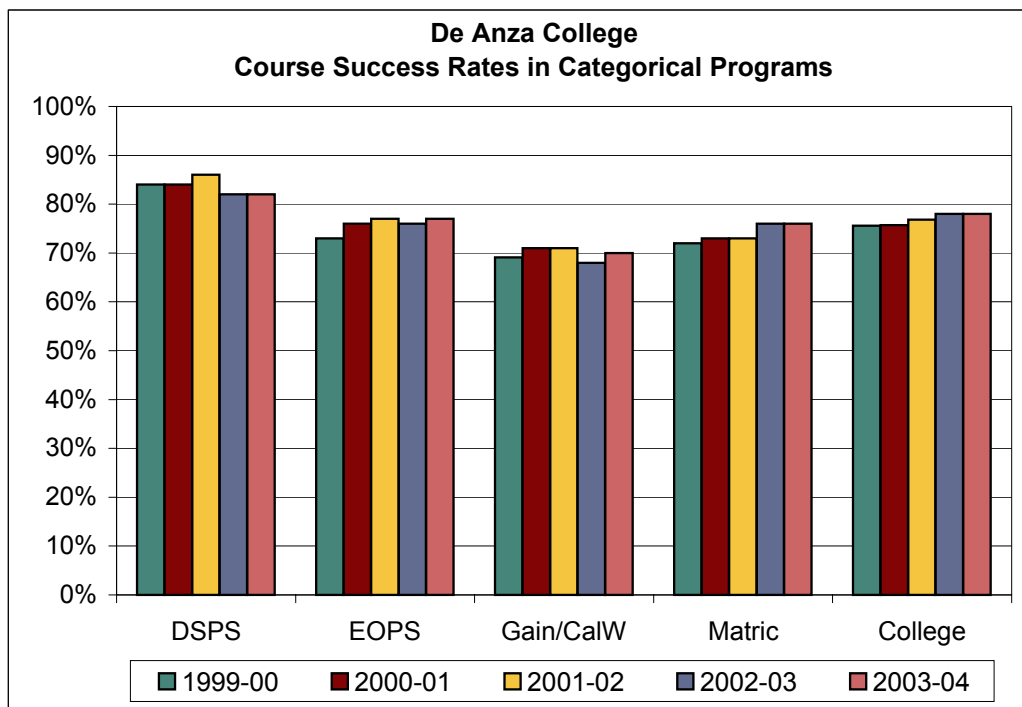
The Math Department has restructured the curriculum taught in Math 200, 101 and 105. The new sequence of Math 210, 112 and 114 started in summer of 2004. The new courses approach the content from four perspectives: the analytical, the graphical, the numerical and the verbal. The old method emphasized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

## Student Success by Categorical Program

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

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

**Figure 24**



## Workforce and Economic Development Enrollment and Funding

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

- The Occupational Training Institute provides intensive occupational training and job placement for area residents who are unemployed or underemployed.
- Professional and Workforce Development gives local employers access to cost-effective, customized work-site training and provides consulting and technology transfer services to manufacturers in the region to help them compete globally.
- Community Education offers outstanding services and programs to community members, in educational, recreational, cultural, and community development beyond those offered by the regular college program for students who are not seeking college credit or degrees. Community Education fee-based programs include the Planetarium programs, Short Courses and the Extended Year Summer Enrichment Program.

Figure 25 2003-2004 Enrollments in Workforce and Economic Development Programs lists the number of individuals participating in each program.

Figure 25

<b>De Anza College 2003-2004 Enrollments in Workforce and Economic Development Programs</b>	
Occupational Training Institute	585
Professional and Workforce Development	5,111
<hr/>	
Community Education	5,696
Planetarium	27,247
Extended Year Summer Enrichment Programs	4,461
Short Courses	10,522
<hr/>	
	42,230
<hr/>	
<b>Total</b>	<b>47,926</b>

## Democratic Education for a Democratic Society

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

More than 25,000 students from 445 schools throughout Santa Clara County visit the Planetarium to view star shows that supplement their space science education. Another 8,000 community members attend the Planetarium on weekends to view public programming and stay current with the latest astronomical discoveries. More than 2,500 De Anza students enroll in astronomy courses (which are presented in the Planetarium dome) annually. Twenty-five percent of the enrolled college students state that their first exposure to astronomy was via a school field trip to the Planetarium when they were children.

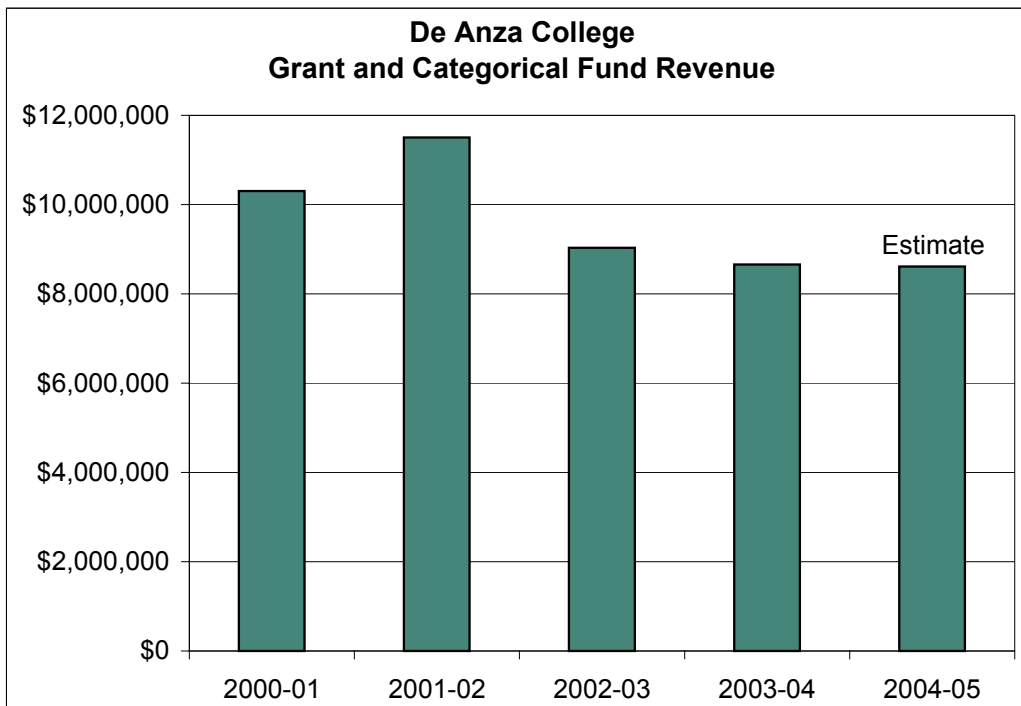
To date, funds have been secured to purchase and install the new star projector, a new state-of-the-art 50-foot dome, as well as provide an upgrade for some of the electrical and mechanical infrastructure in the Planetarium dome. Funding sources to date include: Federal Appropriations dollars, California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

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



**Figure 26 Grant and Categorical Fund Revenues** shows the revenue received from all categorical, self-supporting workforce and economic development programs from 2000-2001 to 2004-2005. The majority of these revenues support economic development related programs. Grant and categorical fund revenues have declined in recent years due primarily to a drop in state categorical funds.

**Figure 26**

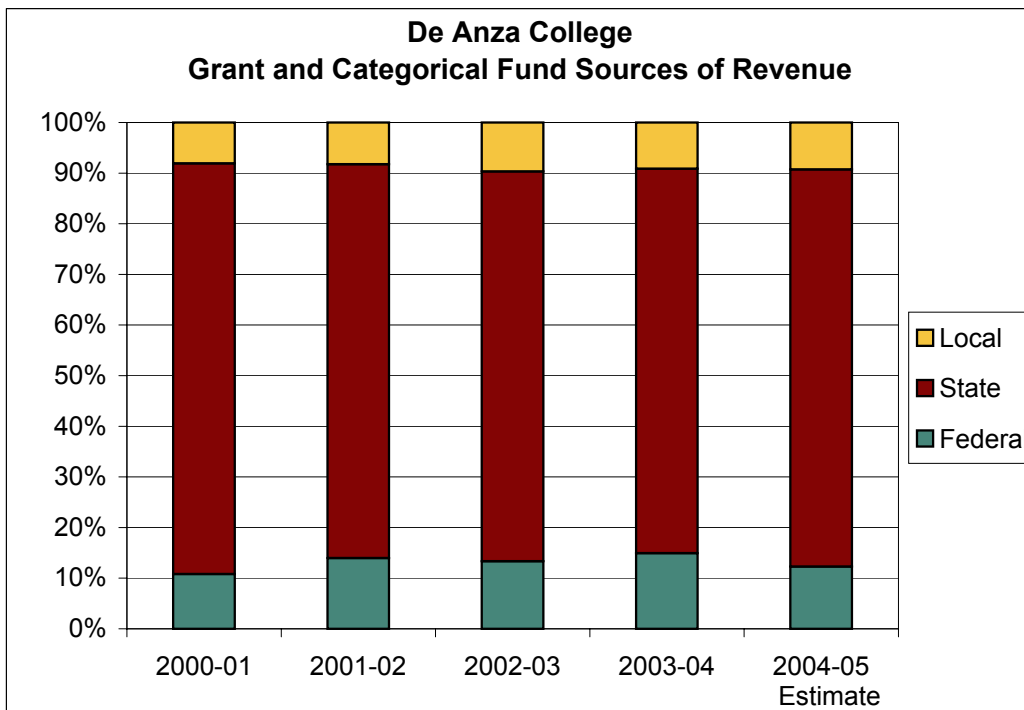


*Note: This graph includes Fund 21, Fund 22 and only EOPS from Fund 37.*

**Figure 27 Grant and Categorical Fund Sources of Revenue** displays the percentage distribution of revenue sources for all categorical, self-supporting workforce and economic development programs. Federal funds include support from the Workforce Investment Act (WIA) and the Vocational and Applied Technology Education Act (VTEA) programs. Examples of state funds include support for Matriculation, CalWorks, and Extended Opportunities Programs and Services (EOPS). Local revenue examples include support from the Packard Foundation and revenues from Health Services Fees (FHDA Foundation funds are not included).

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

**Figure 27**



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

*De Anza College State of the College 2005*



*Exemplary Faculty and Staff*

### 3. Exemplary Faculty and Staff

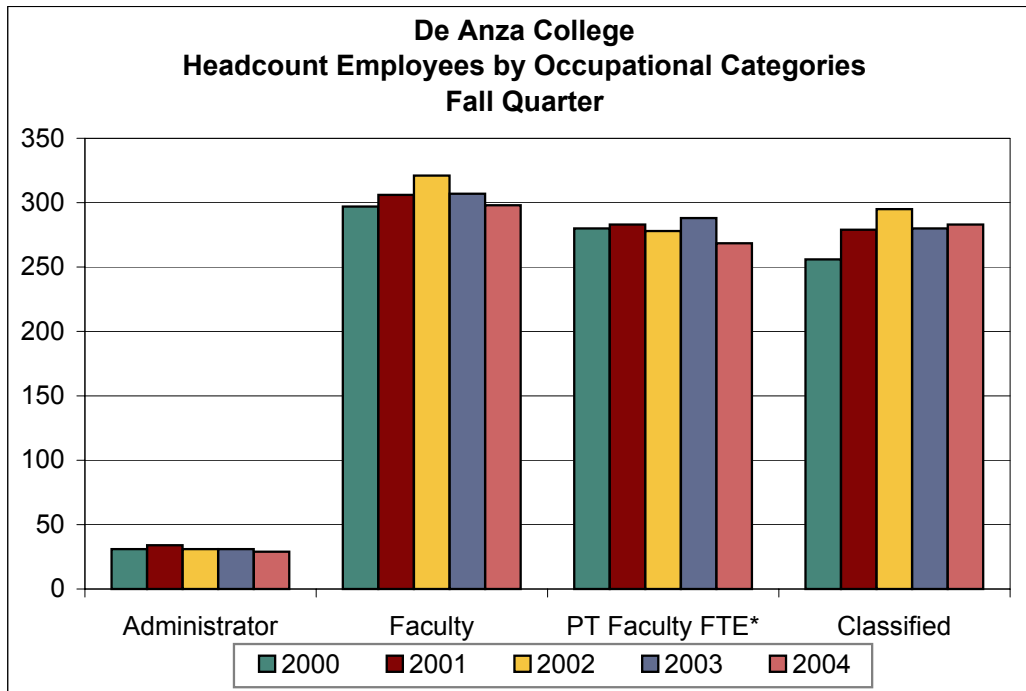
**Why is this significant?**

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

**Are we improving?**

Figure 28 Headcount Employees by Occupational Categories Fall Quarters shows the changes in staffing patterns of the college over the past several years. This figure tracks people employed as of October 31 each year in each assignment.

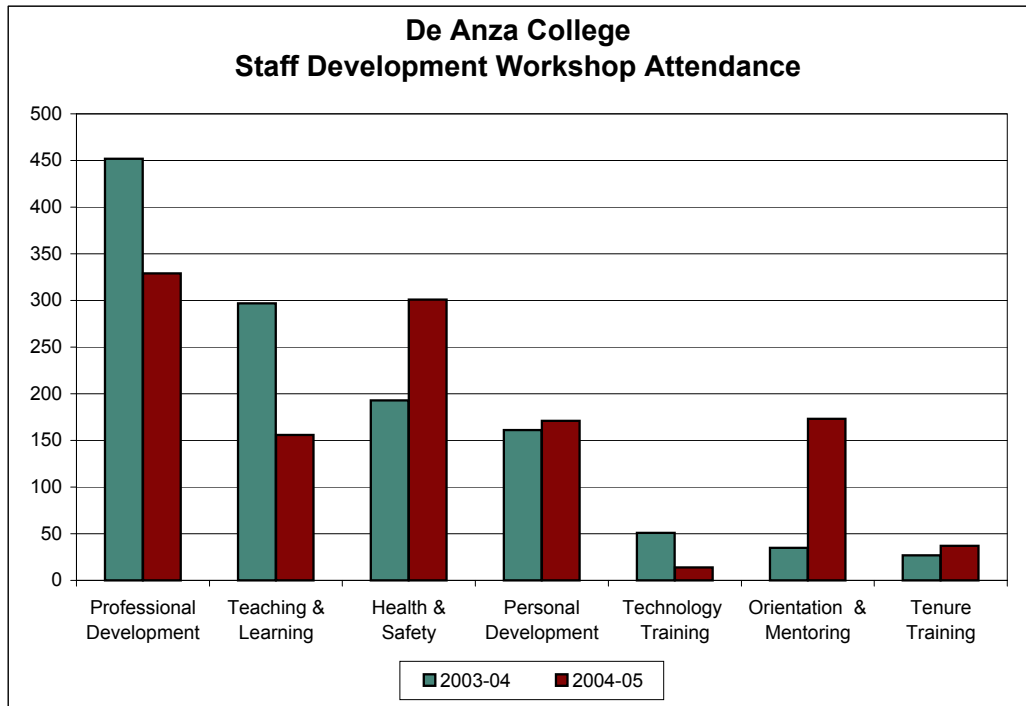
Figure 28



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

**Figure 29 Staff Development Workshop Attendance** shows the number of faculty and staff taking advantage of ongoing classes, programs, workshops, and peer support groups offered by the Staff and Organizational Development Office.

**Figure 29**



As depicted in Figure 29, the largest components of staff development training are in professional development, health and safety, and orientation and mentoring workshops. For 2004-2005, the Staff Development Office continued to operate with no state categorical funding for staff development programs. The greatest impact of these losses has been in the reduction in the number of workshops in technology training and the loss of Staff Revitalization funding for classified staff and managers. In spite of this situation, the Staff Development Office has continued to create and expand several new programs such as Professional Development Seminars for all district part-time faculty members, and a new First Year Experience Program for new classified staff and tenure-track faculty.

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

- Transition Team activities that assist with classified staff transfers to new positions, by facilitating the transition between the new manager and the affected staff and evaluating training needs to create a training plan
- Providing ongoing faculty development opportunities and support for the Learning in Communities (LinC) program
- Working with departments to facilitate a multi-step process for achieving workload adjustments and reorganization
- Facilitating training and administrative support to the Classified Senate in completing the Respect in the Workplace Focus Groups project

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

***De Anza College State of the College 2005***



*Collegial Campus Climate and Participatory Governance*

### 4. Collegial Campus Climate and Participatory Governance

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

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

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

**Figure 30 Administrative Functions** outlines the departmental organizational structure for De Anza College in 2004-2005. This chart depicts the reporting structure for the college's administration. **Figure 31 De Anza's Decision-Making Model and Participants** illustrates the process by which the college makes its major decisions. Planning and Budget teams consist of faculty, classified staff, students, and administrators nominated by their specific leadership organizations of the Academic Senate, Classified Senate, DASB, and the administration. Student participation was strong. Each of these teams provides recommendations to the College Council for a final recommendation to the president. Other campus teams, including the Instructional Division Deans' Council, Student Services Council, Curriculum Committee of the Academic Senate, Diversity Advisory Council, Facilities, Campus Environmental Advisory Committee and Campus Budget, also provide input to college leadership.

The Planning and Budget Teams (Instruction, Student Services, and Finance and College Services) and College Council provided valuable insight and direction to campus budget decisions. De Anza's Participatory Governance Model provides a sound framework that has been tested over the last several years to enable the college to make regular, systematic, and timely decisions. Collaboration between and among these various teams is critical to the success of our decision-making so that we can collectively make recommendations in the best interest of our students, faculty, staff, and the college as a whole.



Figure 30

## De Anza College 2004-2005 Administrative Functions

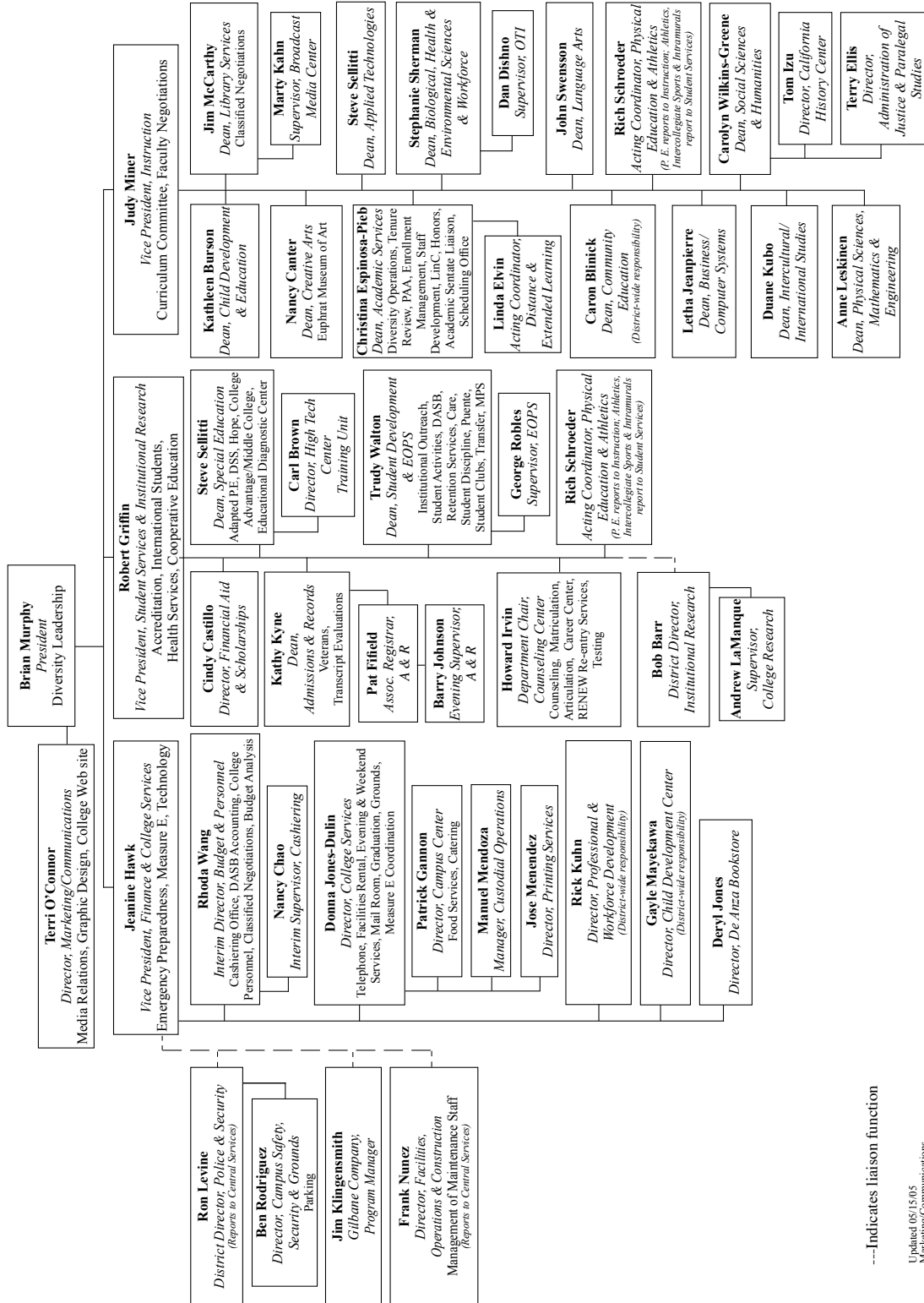
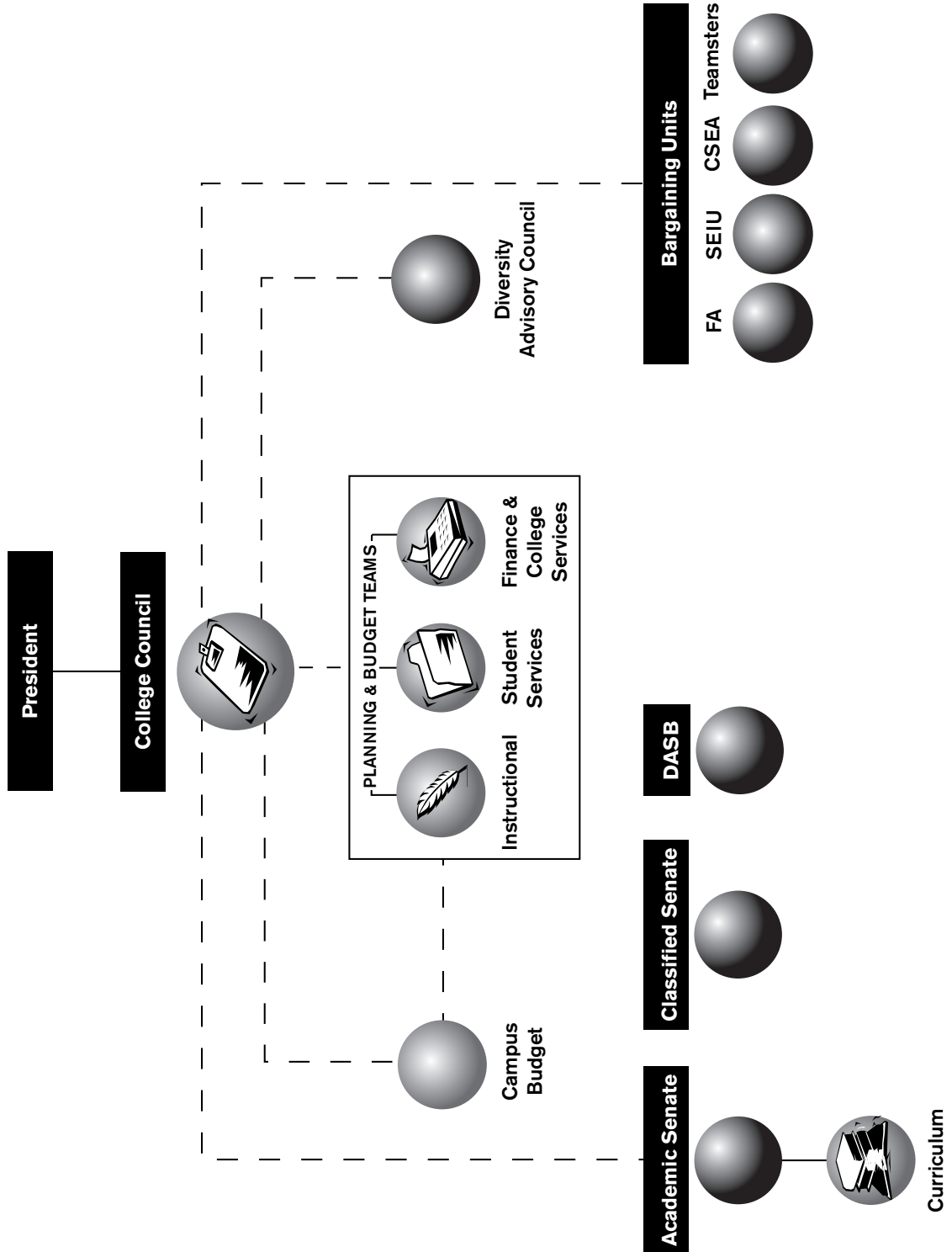


Figure 31

De Anza College Decision Making Model and Participants



***De Anza College State of the College 2005***



*Fiscal Soundness and Increasing  
Access through Planned Growth*

## 5. Fiscal Soundness

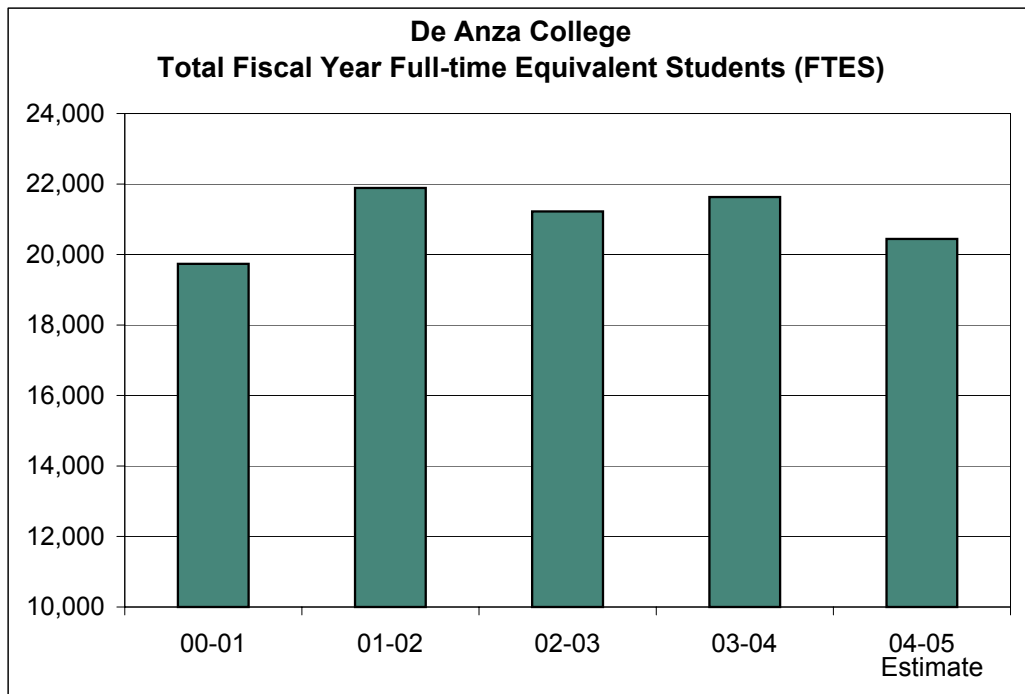
### ***Why is this significant?***

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

### ***Are we improving?*** **Enrollment and Productivity**

Figure 32 Total Fiscal Year Full-time Equivalent Students (FTES) provides a trend of the colleges FTES enrollment.

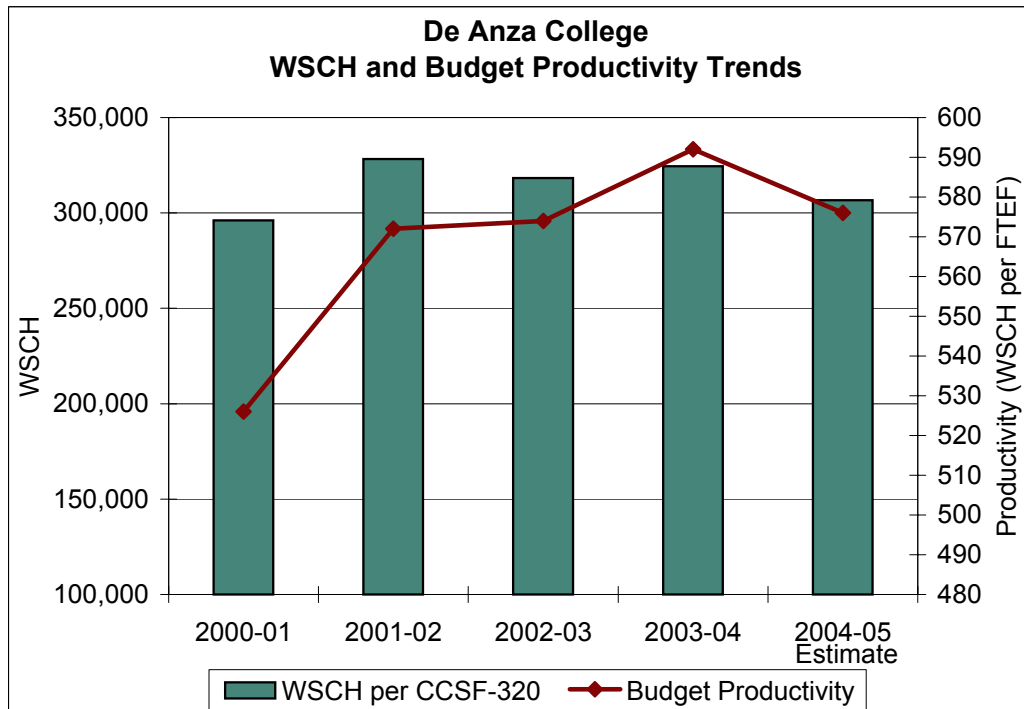
Figure 32



De Anza FTES enrollment declined slightly from 2001-2002 to 2002-2003 and then increase slightly in 2003-2004. The current year, 2004-2005, showed a decline in fall quarter enrollment (roughly 8%), but preliminary numbers from winter and spring quarters 2005 indicate a softening of that initial drop in the fall. The college responded immediately to the drop in fall quarter enrollment in creative and thoughtful ways. The president established an Enrollment Task Force with broad representation from constituency groups on campus, the instructional deans and the faculty responded with new courses, scheduling options, and outreach to currently enrolled students encouraging greater continuation quarter to quarter. Admission, registration, financial aid, and enrollment processes were made more accessible to prospective students and the timelines for registration were increased dramatically.

**Figure 33 WSCH and Budget Productivity Trends** displays trends in college instructional offerings and the efficiency with which we serve our students.

**Figure 33**



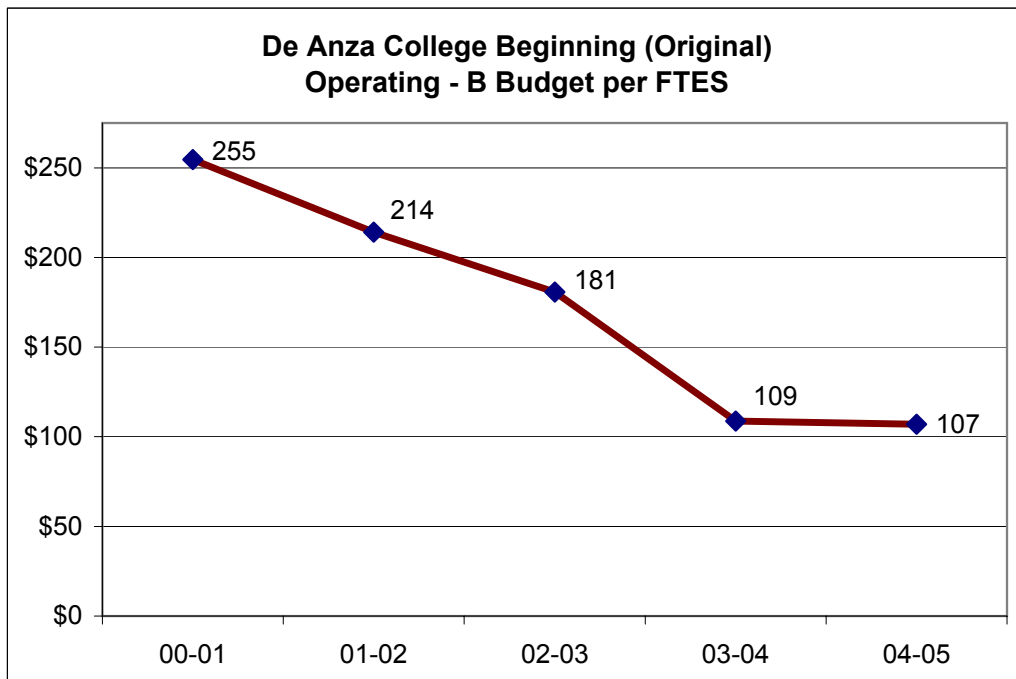
*Source: WSCH Official final CCFS-320 reports of FTES.*

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

A major highlight of the academic year was the opening of the new Science Center in fall 2004. The campus and larger community take great pride in this facility that grew from the vision and hard work of a dedicated team of faculty, staff, and students from biology and chemistry. An award winning complex, the center draws science educators from around the country who seek advice regarding their own projects.

As depicted in **Figure 34 Beginning (Original) Operating - B Budget per FTES**, at the same time new buildings are coming on line the college is faced with a reduction in the dollars needed to help maintain the facilities.

**Figure 34**



These past two years of fiscal difficulty at the state, district, and college level have had a significant impact on support services for students. The staff and faculty members of Student Services have put a great deal of time and energy into maintaining the quality and level of support services delivered to students through restructuring and merging services as well as developing and expanding partnerships with instructional divisions and programs. The following represents how budget reductions have impacted support services.

- Reduced hours of operation for the Counseling Center and Admissions and Records
- Reduced availability of part-time counselors in the Counseling Center
- Reduced/eliminated hourly staff in Admissions and Records
- Increased period of time to complete secondary Admissions and Records transactions, such as transcript evaluation
- Discontinued services to assist faculty in Assessment and Testing Office
- Reduced outreach efforts in EOPS and Transfer Center
- Reduced Fund 14 allocation to categorical programs (EOPS and DSS)

The staff and faculty of Student Services are continuing their dialogue and efforts to mitigate the impact of these reductions on the quality and availability of key services to students.

## Democratic Education for a Democratic Society

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The Finance and College Services Division has experienced a year of transition and mitigation of budget issues in many of our departments. As a part of this transition, we have welcomed new employees to three of our departments. At the Child Development Center, Gail Mayekawa joined us as the director and she has been busy getting to know the dedicated faculty and staff who daily provide a quality program to more than 140 children. In the Budget and Personnel department, due to the departure of Allen Frische and Dennis Borelli, we have welcomed Rhoda Wang as the interim director of Budget and Personnel and Nancy Chao as the interim Cashiering Supervisor. Both Rhoda and Nancy bring positive attitudes and many years of experience from the district office to support our students and staff.

Many of our self-supporting activities suffered as campus enrollments slipped and regional economic expansion remained flat. As a result, we have had to make some very difficult decisions, which have included a proposed staffing reduction in Printing Services, the Bookstore, and in Professional and Workforce Development. With the help of the staff in these areas, we are working hard to address these budgetary issues and we are in the process of analyzing changes to their business models. For example, a Bookstore Task Force was created this year and successfully developed a sustainable business model that will take it from district to campus management beginning July 1, 2005.

We have also formed a Technology Task Force with representatives from across the campus. The task force has been created in response to campus-wide concerns around the lack of centralized oversight of technology and to ensure that the district-wide technology agenda is impacted by an articulated campus vision. This group will serve to respond to planning agendas developed through the Accreditation Self-Study process including the development of a campus-wide technology plan. The plan will include recommendations around organization, process for prioritization and coordination with the district of campus-based initiatives, continued development of online services, faculty and staff training, and equipment replacement guidelines.

We are continuing our Measure E work on campus and this year's construction highlights include the opening of the Science Center and the Stelling Parking Structure. As we continue to manage Measure E projects, valued at more than \$140 million, we have had to address the escalating costs of steel and wood, as well as increasing overhead. These issues have created budgetary challenges requiring tough decisions to reallocate resources and eliminate projects. Our guiding principles continue to be the development of quality instructional and service spaces, the health and safety of our students, faculty and staff, and an environmentally principled approach to renovation and new construction.

The downturn in enrollment during fall 2004 did not daunt the instructional divisions that did a phenomenal job of responding throughout the academic year and laying groundwork for future accomplishments. Applied Technologies and Child Development surpassed their FTES generation in 2003-2004. The divisions of Physical Education and Biological, Health, and Environmental Sciences updated every course in their curricula that was more than five years old, thereby assuring students of the most current offerings in those fields. Business/Computer Systems developed exciting new courses and certificates including a course in computer forensics. Social Sciences and Humanities opened its wireless lab in psychology, and Language Arts intensified the pace of fundraising for its technology needs. Creative Arts and the Library filled two faculty vacancies from the ranks of De Anza's dedicated classified staff. Intercultural/International Studies continued to serve the broader community through its efforts in civic engagement.

**De Anza College State of the College 2005**



*Reputation*



### 6. Reputation

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

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

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

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

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

Art student Kathleen Elliot was one of only 19 student artists in the country to be honored with a coveted 2005 NICHE Student Award in the category of sculpture for her piece titled “Botanica: Plums.” Recognition is based on these criteria: technical excellence and creativity, both in surface design and form, and a distinct quality of unique and original thought. The annual competition is sponsored by NICHE magazine, an exclusive trade publication for North American retailers of American craft. The winners were announced on Feb. 20 at an awards ceremony held at the Philadelphia Buyers Market of American Craft.

Two student films produced in the Film/Television Program were selected for Cinequest Film Festival 2005, ranked as one of the world’s top 10 film festivals by the Ultimate Film Festival Survival Guide. Adriel Amirol’s and Paul Kresge’s futuristic “Trans” and Hayato Ando’s comic “Ramen Life” were featured during the festival’s March 2 to 13 run. Film/TV Department screenwriting instructors Ed Azlant and John W. Kim participated in the Movie Maker Forum 1: Day of the Writer on March 11. Films of former De Anza students Scott Smith, Ross Guidici, Steve Sprinkles, and Immanuel Martin were also shown at Cinequest 2005.

Automotive Technology students delivered 3,400 cans of food to Cupertino Community Services right before Thanksgiving 2004. The staff and clients gathered together and gave them a standing ovation for their largest donation ever.

Journalism students were recognized this academic year for outstanding work on La Voz at two conferences held by the Journalism Association of Community Colleges. De Anza students won 17 awards at the Northern California JACC conference held Oct. 29, 2004 at San Francisco State University.

- First place: investigative news story - Jon Edwards; news photo - Steven Cabana.
- Second place: inside page layout - Arlette Thibodeau and Owen Ray; news photo - Cabana.
- Third place: best use of photos and graphics - La Voz staff; editorial - La Voz staff; front-page design - La Voz staff; photo illustration - Sarah Gahan, Sarah Joy Callahan and Anna Callahan; sports feature - Ngan Truong;

## Democratic Education for a Democratic Society

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- Fourth place: editorial - La Voz staff;
- Honorable mention: advertising - Pedro Paulo Viegas de; line illustration - Viegas de Sa; news photo - Cabana; photo story essay - Sarah Joy Callahan; sports action photo - Cabana; sports profile - Ira Desmukh; on-the-spot opinion writing - Gahan.

In a repeat performance, another 17 awards went to La Voz students in April 2005 in Sacramento.

- General excellence: both the print and online newspapers - La Voz staff.
- Second place: on-the-spot sports photo - Steven Cabana
- Third place: investigative news - Jonathan Edwards; editorial - La Voz staff
- Fourth place: on-the-spot editorial cartoon - Pedro Paulo Viegas de Sa; sports action photo - Cabana; online photo - Thu Di Ha
- Honorable mention: front page design - Julio Lara; editorial cartoon - Viegas de Sa; investigative news - Edwards; sports profile - Lara; online photo - Cabana; on-the-spot copyediting - Sarah Gahan; on-the-spot news photo - Cabana; on-the-spot team feature - Marjan Sadoughi and Gahan; bring-in photo illustration - Erika Lamont

De Anza coaches and student athletes achieved state and national recognition for their accomplishments in 2004-2005, both on and off the field. Athletic honors went to:

- Nicole Payne - Women's Volleyball MVP, North Division Coast Conference
- Helena Walden - Women's Cross Country, All NorCal and All Coast Conference
- Chad Talley - Football, All American and All Coast Conference
- Ernie Bueno and Luis Trejo - Men's Soccer, All NorCal and All Coast Conference
- Anne Guina - Women's Soccer, NSCAA/Adidas All American
- Neil Goggans - Men's Swim & Dive, All American
- Men's Soccer, Women's Soccer, Women's Tennis, Women's Swim & Dive - Coast Conference Champions
- Women's Cross Country - NorCal Champions
- Men's Soccer - rated 9th in nation by USA Soccer Coaches/Adidas Poll
- Shannon Bracy, head athletic trainer - Special Service Award from California Athletic Trainers Association and COA Athletic Trainer of the Year from California Community College Athletic Trainers Association

The average GPA of De Anza's female student athletes was 3.11; De Anza male athletes' average GPA was 3.01.

De Anza's cheer and dance team won first place in the West Coast competition of the Athletic National Championship Series in the college/non-mount category in April. Students on the team are Magdalena Arellano, Roseryn Bhudsabuurg, Michele Carmello, Magdalena Garcia, Ai Iseri, Danielle Lien, Dao "Liz" Nguyen, Gladis Sanchez, and Courtney Wickware.

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Creative Arts students received the top prize in three categories – computer modeling, traditional animation, and motion graphics – in the statewide 2005 Media Arts Award Competition. De Anza was the only college in the state to win in three categories and won more awards than any other school. This year the college swept the computer-modeling category, and in each instance the instructor was Will Paicius. Albert Robles was the category winner, and the merit award recipients were Sonja Caldwell, Wei-Liang Chen, Margarete Miyasaki, Silvia Palara, and Ehren Tye. In the category of traditional animation Izabela Melamed won and Maria Carolina Crespo and Dihuyen Ho were merit winners, and Martin McNamara taught them all. Cherié Stachel won in motion graphics, with instructor William Nagel. Paul Kresge received a merit award in the same category, with Zaki Lisha as the instructor. Gino Do and Fredrik Johansson were both merit award recipients in the film/video category, with Lisha as the instructor. Scott Maiden, merit award recipient in the computer animation category, was taught by Van Phan.

The DASB voter registration drive in fall 2004 was an outstanding example of civic education and civic engagement. Many individuals and groups at De Anza rallied together to support the registration efforts of the student government. The initial goal was to register 1,000 students and others at De Anza. The final count was 1,168 registered voters. In support of civic education, President Murphy arranged through the American Democracy Project for free copies of the New York Times to be delivered to campus for distribution for one month leading up to the Nov. 2 election.

The New York Times newspaper returned to campus in spring quarter 2005, with 600 copies of the paper delivered every morning, Monday through Friday, through the end of the quarter. The program is a continuation of the partnership between De Anza and the Times in support of programs aiming at a greater awareness of public affairs among our students. The Times also hosted a visit of two members of the editorial staff of La Voz at a special event in New York that brought together student editors from over a hundred colleges and universities. “A Day at the Times” focused on the role of newspapers in democracy, and offered an opportunity for student editors to participate in serious discussion with editorial and news staff at the Times, as well as have an intimate view of the daily operations of the paper. The Times also provided a variety of curriculum materials for faculty interested in integrating newspaper resources into their courses.

De Anza’s Alpha Sigma Alpha Chapter of the Phi Theta Kappa Honor Society received special commendation at the Nevada/California Regional Convention in spring 2004. The chapter fulfilled all requirements and earned the distinction of being named a Five-Star Chapter.

Approximately \$1,000 – the money raised so far for De Anza’s Shelters on Sri Lanka (S.O.S.) fund-raising effort – will be enough to build a small house for a family that survived the Dec. 26 tsunami, according to Manisha Perera, an economics instructor who is spearheading the campus humanitarian effort. Funds are still being collected in S.O.S. cans located around the campus. Hundreds of De Anza students attended a campus fund-raiser in mid-February, heard experts talk about Sri Lanka, and listened to personal experiences during and after the Dec. 26 tsunami. DASB held a tsunami banquet fund-raiser in early March 2005 to rebuild Bang Kamala, a school in Phuket, Thailand that was demolished by the tsunami.

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The May 6, 2004 issue of Puente NewsWire reported that these Puente students at De Anza have successfully transferred or will transfer soon to four-year colleges and universities: Christy Castillo, Karina Castillo, Maria Lourdes Cervantes, Yolanda Fernandez, Vanessa Gomez, Zenia Gutierrez, Jesus Magaña, Jason Perez, Guillermo Picazo, Gilbert Pineda, Claudia Ponce, Violeta Ramirez, Diane Semanik, Keith Thrift, Jesus Villicaña and Joanne Zatarain. The electronic newsletter provides up-to-date information about the Puente Project and the California K-12 and higher education systems.

Vice President of Instruction Judy Miner created the Distinguished Educator Award. Presented 8 times a year, the award recognizes educators who display substantial, significant and sustained excellence, commitment and enthusiasm to the multifaceted aspects of teaching our diverse student population. Full-time and part-time faculty, Article 18 and 19 faculty, or administrators and staff who teach during the month in which the award is given are eligible. Honored this academic year were: Ulysses Pichon – November 2004, Debi Schafer-Braun – December 2004, Jorge Gracia – January 2005, Greg Druehl – February 2005, Diane Mathios – March 2005, Michael Brandt – April 2005, Joanne Araki – May 2005, Pauline Waathiq – June 2005. Profiles of each winner can be found on the Office of Instruction Web site ([www.deanza.edu/instruction](http://www.deanza.edu/instruction)) along with information about how to nominate a great instructor.

The Speech Communication Department won the highest possible acknowledgment of excellence — the Model Teaching Program Award — at the Western States Communication Association’s annual conference held Feb. 21 in San Francisco. Our Speech Communications faculty are: department chair Donna Stasio, Matthew Abrahams, Mia Hoglund-Kettmann, Ben Kanter, Alexander Kramer, Elaine lee, Kimberly Pearce, Edwina Stoll, Michael Holler, and Anu Khanna.

Nicky Gonzalez Yuen, a political science instructor since 1992, and Cy Gulassa, a retired English instructor who taught at De Anza for 30 years, were elected to the Board of Trustees of the Peralta Community College District in November 2004.

The city of Campbell selected Mary Donahue, a part-time physical education instructor, as “Volunteer of the Year” for her exemplary service to the community. She was honored at the Santa Clara County Emergency Managers Association’s annual awards luncheon on Dec. 16.

Mathematics professor Karl Schaffer was recently named an artist-in-residence at the Henry J. Mello Center for the Performing Arts in Watsonville for a two-year period beginning in 2004. He and his colleagues in the field of dance have created a unique approach to their work that imaginatively crosses disciplinary boundaries between the arts and sciences. In addition, the Dr. Schaffer and Mr. Stern Dance Ensemble received a National Endowment for the Arts Access to the Arts award for the years 2004 -2005 to support performances and workshops linking dance and mathematics. This is the company’s fifth NEA award.

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Phyllis Helene Mattson's new book, "War Orphan in San Francisco," tells her coming-of-age story through the letters she wrote to her family scattered by World War II. She has taught science at De Anza and is working as an instructional assistant in the Readiness Lab. Co-authors Joanne Banker Hames, who retired in June 2004 after teaching paralegal studies at De Anza for 27 years, and Yvonne Ekern, a member of the faculty at Santa Clara University Law School and a part-time instructor, published "Constitutional Law: Principles and Practice." The fourth edition of Susan Lister's book, "Medical Spanish – The Instant Survival Guide" has been released. Lister has taught part time in the Intercultural/International Studies Division for seven years.

Foothill-De Anza's Innovation of the Year award for 2003-2004 was presented to the De Anza Developmental Task Force for its work on improving the range of developmental programs available in reading, writing, math and ESL. Its two main projects were the development of the Faculty Guide to Student Services and Programs and the De Anza Writing Center, which will provide online and in-person services in the Language Arts Student Success Center. More than 50 long-term participants make up the task force headed by a team of leaders: Judith Hubbard, co-chair, English; Ulysses Pichon, chair, reading; and Veronica Acevedo-Avila, counselor liaison to Language Arts.

Math instructor Barbara Illowsky and some of her calculus students have been volunteering this year in the Santa Clara County Office of Education's Math Mentor Program. The program's goal is to raise the success rate of students taking the California high school exit exam in mathematics. In addition, the program sponsored a tournament titled Math Squares. Illowsky assisted in writing and editing the questions for the tournament and served as the official judge for the tournament that lasted several weeks. It was broadcast on KQED and other stations throughout the months of April and May 2004.

Faculty members Barbara Illowsky and Paul Setziol served as co-presenters on different but equally important topics at the spring 2004 plenary session of the Academic Senate for California Community Colleges. Illowsky, who teaches math, was one of four community college instructors who led a discussion on "Basic Skills: How Hard Can It Be?" Setziol, a music instructor, was the principal author of the paper "Roles and Responsibilities of Faculty Academic Chairs: An Academic Senate Perspective."

English instructor John Lovas received the 2004 Nell Ann Pickett Service Award, a national honor given by the Two-Year College English Association. The award is presented to an outstanding teacher whose vision and voice have had a major impact on two-year college professionalism and whose teaching exemplifies those outstanding personal qualities of creativity, sensitivity, and leadership.

Nancy Canter, dean of the Creative Arts Division, was selected as chair of the Fine Arts Commission for the city of Cupertino.

CIS instructor Cynthia Lee was selected to be included in the eighth edition of "Who's Who Among America's Teachers, 2004." Former students choose the teachers.

History instructor David Howard-Pitney published his book "Martin Luther King Jr., Malcolm X, and the Civil Rights Struggle of the 1950s and 1960s."

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Counselor Jackie Reza was appointed to serve on the 29-member NCORE National Advisory Committee for one year to assist in planning the national conference held by NCORE (the National Conference on Race and Ethnicity in America Higher Education).

Beth Grobman, chair and instructor of mass communication and journalism, was hired by McGraw-Hill to write the instructor's manual and test bank to accompany a new mass communication textbook by George Rodman of Brooklyn College. Titled "Mass Media in a Changing World," the textbook and instructor's manual were published in December.

Stephanie Sherman, dean of the Biological, Health, and Environmental Sciences/Workforce Education Division, received De Anza's 2003-2004 Exemplary Achievement Award, which recognizes exceptional contributions by an administrator.

Paintings, drawings, and video created by visual arts instructor Eugene Rodriguez were on display in June and July 2004 at Gallery 49 in New York City. The title of his exhibition was "The Middle of Somewhere." Rodriguez has been teaching visual arts full time at De Anza since 1997.

The State Chancellor's Office appointed Caron Blinick, dean of Community Education, to serve on a focus group charged with discussing issues related to noncredit courses.

Counselor Patricia Guitron was elected to serve as a regional representative on the board of the Latina Leadership Network of the California Community Colleges in 2004-2005. The organization was founded 18 years ago for the purpose of promoting the educational and professional development of Latina women throughout our system.

Film instructor Susan Tavernetti received an honorable mention for her film review of John Sayles' "Casa de los Babys" at the Peninsula Press Club's 2004 Greater Bay Area Journalism Awards. Her work appeared in the Palo Alto Weekly.

De Anza now offers a new free service: a personalized degree audit that lets students know what they still need to take to earn an associate degree or certificate. The service is available to students and the general population at [www.deanza.edu/audit/mindex.html](http://www.deanza.edu/audit/mindex.html) through the Admissions and Records Office.

The Distance Learning Center began offering streaming video for the first time in fall 2004, where students can view certain courses on their computers live during a class meeting. Streaming video is available for Elementary Statistics and Probability; Introduction to UNIX; Introduction to Java Programming; General Psychology; and History of the United States, Electric Motors and Drives, Lighting Distribution Systems, and Electric Power Systems.

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With the opening of fall quarter 2004, students were invited to learn biology and chemistry in a highly sophisticated, environmentally friendly Science Center designed to provide them with the most efficient, attractive, technologically advanced classrooms and laboratories possible. The \$20-million, three-building complex was constructed to be energy efficient using sustainable products whenever possible. The 46,400-square-foot center has a lecture hall, computer lab, faculty offices, and “smart classrooms” equipped to project PowerPoint and multimedia presentations and has capabilities for overheads, videotapes, and DVDs. Some laboratories and instructional areas are “super smart” because they are Web ready.

About 300 friends and supporters of De Anza attended the 11th annual “A Night of Magic” gala in November that raised \$70,000 for resource materials, software, computers, printers and other classroom equipment for the Social Sciences and Humanities Division and the California History Center.

The Tutorial and Academic Skills Center ([www.deanza.edu/tutorial/](http://www.deanza.edu/tutorial/)) received a third-place Web site excellence award from two professional organizations, the Learning Support Centers in Higher Education and the National College Learning Center Association. The national award was presented in Baltimore, Md., at an annual conference in early fall quarter.

Donna Bradshaw, supervisor of Deaf Services, passed her national certification performance exams given by the National Registry of Interpreters for the Deaf. She now holds certification in both interpretation and transliteration. In the profession of sign language interpreting, it is the equivalent of an attorney passing the bar.

Media Relations Coordinator Janice Winkel received a gold medallion at the National Council for Marketing and Public Relations District 6 Annual Conference for her black-and-white photograph titled “Huge Oak Trees Relocated to Prepare for New Parking Structure” and a silver medallion for feature writing for her news release, “Samual Akau, ‘Lost Boy of Sudan,’ Finds Academic Success at De Anza College.” District 6 includes five western states and territories.

## **PART II. Supplemental Presentation Materials**

This section includes an overview of the accomplishments of De Anza's governance groups: the Academic Senate, Classified Senate and DASB. These three groups are key to success of the college, and their accomplishments are many.



## **De Anza Academic Senate Summary of Accomplishments 2004-05 Submitted by Dan Mitchell, President**

### **Plus/minus Grading**

The Academic Senate was successful in gaining board approval of its proposal for plus/minus grading last year. 2004-2005 was the first year of the partial implementation period, which will lead to full implementation in fall of 2006. Information about the change was presented to college faculty in all academic divisions during De Anza Opening Day activities. Additional orientation activities are planned for fall 2005. The senate is working with Institutional Research to gather and analyze data regarding the effects of plus/minus adoption.

### **Two \$1,000 Annual Scholarships Awarded**

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

### **Academic Senate Web Site**

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

### **Accreditation**

The senate has a central role in the De Anza College Accreditation Self-Study. Faculty members are co-chairs of the four Standards Committees, and a record number of faculty members participate as members of these committees.

### **Student Equity**

The senate continues to regard student equity issues as central to the mission of the college. Academic divisions report to the senate on their equity plans and activities. There is widespread support for and participation in initiatives including the Equity for All project and the Civic Engagement Task Force.

### **Faculty Hiring and Tenure Review**

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

### **Shared Governance**

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

## **Enrollment Issues**

Response to the unexpected decline in enrollment in 2004-2005 has been a major college priority. The faculty response focused on retention and success issues. Faculty members took an active role in successful activities such as the New Student and Parent nights. Senate officers participated on the Enrollment Management Task Force.

## **Scheduling**

Concerns about policies on class scheduling and final exam scheduling led the Senate Executive Committee to charge a subcommittee with gathering information and proposing policies that might lead to more effective scheduling.

## **Curriculum Committee**

The Curriculum Committee is a sub-committee of the Academic Senate. Through this committee, faculty establish and maintain the quality and integrity of the curriculum. This year the senate worked with the Curriculum Committee to establish stronger policies concerning the timely review and revision of course outlines.

## **Participation in State Academic Senate**

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

## **Textbook Policies**

This year, the senate will likely adopt course materials policies that address issues such as textbook selection, faculty authors, bookstore policies, costs, intellectual property issues, and alternatives to traditional textbooks including materials in the public domain. The senate intends to focus on implementation issues during the 2005-2006 academic year.

## **Joint Academic Senates**

The De Anza Senate collaborates with the Foothill College Academic Senate. This year the senates have worked together to develop processes for selecting the District Senate President and clarifying the role of this office.

## **District Issues**

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

### **De Anza Classified Senate Summary of Accomplishments and Purpose 2004-2005 Submitted by Vicky Criddle, President**

#### **Participated in the Governance of De Anza College**

Classified Senate representatives served on:

- Three campus Planning and Budget teams
- District Budget Committee
- Campus Budget Committee
- ETAC Committee
- De Anza College Council
- Chancellor's Advisory Council
- Human Resources Advisory Committee
- De Anza College Diversity Advisory Council
- De Anza College Facilities Committee

Classified Senate representatives attended:

- Academic Senate meetings
- FHDACCD Board meetings

#### **Supported College/District Priorities**

- Awarded and distributed \$90,000 for non-instructional equipment to classified staff, in collaboration with the vice president of Finance and College Services.
- Participated in the Respect in the Workplace Project of the district's Human Resources Advisory Committee. This activity involved training selected staff to be focus group facilitators, conducting focus group sessions for classified staff across divisions and departments, coding and analyzing data from these sessions.
- Initiated and collaborated with students, faculty and administrators on Campus Pride Day, a college-wide litter pickup.
- Provided the Enrollment Management Task Force with a list of suggestions to improve enrollment.
- Worked to maintain morale during a difficult year of decreased enrollment and state funding. This included spearheading a "Classified Cares" committee that will raise funds and plan donor activities to help staff during an emergency or medical need.
- Participated in the discussions of the proposed revision of De Anza's Mission Statement.
- Participated in the revision of the district Mission Statement.
- Actively participated in the budget and planning process.
- Volunteered to read scholarship applications for Financial Aid and Scholarship Office.
- Participated in updating the De Anza's Educational Master Plan.
- Participated in the Accreditation Self-Study.

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### **Provided a Centralized Means of Communication**

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

### **Enhanced Staff Development and Motivation**

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

## **De Anza Associated Student Body Summary of Accomplishments 2004-2005**

The De Anza Associated Student Body (DASB) continues to maintain a prominent leadership role at De Anza College and with statewide issues. Once again this year, as last year, all 30 of the senator positions were filled. In fact, this year there were more participants than there were positions available. A total of 69 people filled senate roles such as officers, senators, junior senators, and senate agents. There continues to be a strong interest in participating in the DASB Senate.

### **Serving Students**

DASB is an Associated Student Body of “students serving students.” DASB’s funding allocation shows its commitment and dedication to sincerity, equity, and consideration of De Anza’s 24,000 students. The student senate funds athletic teams, clubs, events, programs, and services to support student success and enrich lives. More than 26% of its budget goes toward funding a robust campus life. And an additional 5% directly funds the Inter Club Council, the campus organization that oversees Student Clubs.

The DASB remains dedicated to serving students while making tough decisions such as deferring personnel issues to appropriate departments. When students were faced with problems this year, such as reduced Library hours, the student senate took constructive steps toward resolving issues in a timely manner. The DASB continues to create positive relationships with campus departments and works closely with them to increase student success rates.

Over the past year, DASB funded conference and leadership travel for deserving student organizations and distributed more than \$20,000 in scholarships to international, single parent, and other deserving students. The student senate continues to respond to issues that arise and proudly represents its constituents in a professional and effective manner.

### **Contributing to the College**

The DASB recognizes its role and responsibility and assists the college with financial support for various departments, programs, and services. When college services run out of money sooner than expected, the DASB allocates funds to keep those programs afloat. Roughly 24% of DASB funds are used to support college services and academic divisions. The student senate recently completed its annual budget process for the 2005-2006 fiscal year and allocated funds based on strict guidelines. These guidelines include allocating funds to programs that enhance success rates, maintain open access, enrich campus diversity, and support achievement of goals.

### **Advocating for Higher Education**

In addition to breaking records with the voter registration drive for the 2004-2005 presidential elections, the DASB continues to stay involved on issues that affect students. Our student senators are recognized as leaders by their peers throughout the state. They have advocated the importance of maintaining access to higher education before legislators, legislative committees, and the general public.

### **Participating in the Global Community**

The DASB understands that students are part of a larger community. In response to December’s tsunami disaster, the student senate organized a fund-raising banquet to rebuild a school in Phuket, Thailand. Those in attendance heard from De Anza’s own tsunami survivor, librarian Tom Dolan, and a member of the Deputy Prime Minister’s Office of Thailand. Food, entertainment, and a silent auction helped the DASB break fund-raising records when more than \$6,100 was collected to rebuild the school.

### **PART III. Measure E Progress**

This section includes an overview of De Anza's renovation and construction plans for instructional and student services facilities as a result of the passage of Measure E in the fall of 1999. Information about the progress made by the college in achieving the Measure E goals is also provided in this section.

### **The State of Measure E 2004-2005**

This year has brought a great deal of construction activity to De Anza. Two of the four new Measure E buildings were completed in 2004, and the Student and Community Services Center and the Kirsch Center for Environmental Studies will be open in time for the fall quarter 2005. As well as opening new buildings, this year De Anza has renovated numerous buildings and has approximately 15 projects pending. Below is a brief overview of the larger projects. See [www.deanza.edu/MeasureE](http://www.deanza.edu/MeasureE) for more project information.

### **Projects Completed in 2004-2005**

**A-Quad Phase II (A1, 2, 3, 4 and 6):** The \$2.5 million renovation of these buildings began in December 2003 and all the renovations were completed in early 2005.

**Child Development Center Playground:** This project was funded by the Packard Foundation and completed in February 2005. A dedication is schedule for June 2005.

**Lots A and B Landscape:** As a result of the redesign of Parking Lots A and B, the landscape had to be re-established. Work took place during summer 2004.

**Lot C Parking Structure:** The \$15-million parking structure was the second large construction project on campus. Work began in December 2003 and the garage was open for fall quarter 2004. The structure and surrounding surface parking bays provide 1,765 parking spaces.

**P.E. 3, 4, and 5 Renovations:** The first part of these renovations to the P.E. Quad office spaces was completed in summer 2004.

**S1-S8 Cross Connect:** This project consists of laying underground pipe connecting buildings S1 and S8 to a cooling tower that we anticipate building on the campus Perimeter Drive. The cooling tower will allow the college to reduce consumption of electricity to cool our buildings. This project was completed in May 2005.

**Science Center:** The \$20-million Science Center complex was the first of our four large construction projects. This 46,400-square-foot complex consists of three buildings; the science laboratory that houses the biology and chemistry labs; the Pavilion that includes a large lecture hall; and the science administration building that houses the faculty offices on the upper level and lecture halls on the lower level. There is also an outdoor garden classroom situated between the Pavilion and the administration building. Construction began in November 2002 and the complex was open for fall quarter 2004.

### **New Construction**

**Student and Community Services Center:** This is the third large construction project on campus and is located on the Stevens Creek Boulevard side of campus, by the Advanced Technology Center. It is a two-story, \$15 million, 44,000-square-foot building that will house various student related services including Admissions and Records, Cashiering, Counseling, the Bookstore, Disabled Student Services, Community Education, and the Student Success and Retention Services Center. Work began in December 2003 and will be complete in spring quarter 2005. During the summer, installation of the furniture, fixtures, and equipment will be completed and the center will be ready for students and staff for fall quarter 2005.

**Kirsch Center for Environmental Studies:** The fourth largest construction project, this two-story, 22,000-square-foot building is located on the McClellan Road side of campus. This building incorporates sustainable and environmentally innovative building principles that will enable it to receive a LEEDS platinum rating. The project budget is \$11 million, which includes a \$2 million donation from the Kirsch Foundation. Work began in December 2003 and is on schedule for completion in summer 2005. The center will open for classes in fall quarter 2005.

**Athletics Fields:** Work on the athletics fields and tennis courts began in February 2005 and should be completed by September 2005. The budget for this project is \$3 million and includes a new artificial surface soccer field, grass softball diamond, and seven tennis courts.

### Renovations and Additions

**P.E. Quad:** This \$9-million renovation project continues with work on P.E. 6 and some site work. Renovations to P.E. 1 and 2 will commence in summer 2005 and are scheduled for completion in time for fall quarter 2005.

**S-Quad, E3, and Seminar:** This is an extensive \$9-million, multi-phase renovation project. Following the completion of renovations to buildings S4 and S8 in summer 2005, renovations to S1, S3, and S7 will begin. The final phase will be renovation of S5, E3, and the Seminar Building, scheduled to begin in January 2006 and be completed in summer 2006.

### Projects In Design

**A-Quad Phase III (A8 and A9):** We are currently in the design phase of this project. The bid and award phase is scheduled for fall with renovations scheduled for spring through summer 2006.

**Administration Building:** This \$3.6-million renovation project is scheduled to take place fall 2005 through spring 2006. The new design includes two 90-seat classrooms where Counseling is currently situated, one 60-seat classroom where Academic Services are currently located, and a 120-seat classroom in the current Admissions and Records space. There will also be two conference rooms and a faculty and staff mailroom with secure exterior access. This summer Admissions and Records, Cashiering, and Counseling will move into the new Student and Community Services Center, and other administrative staff will move to swing space.

**Campus Entries:** We are finalizing the design phase of this \$2.2 million project. The design suggests making the section of road next to the Flint Center Parking Structure on the northwest corner of campus one-way to improve circulation. As a result, one of the cottages will have to be removed. An EIR is being carried out because the cottages have historical significance. Also, we are responding to a request for more information from Caltrans regarding the deceleration lane proposed for the northwest corner entrance. Work on this project should commence in 2006.

**Campus Center:** The \$4.9-million project is the design phase with work scheduled for summer 2006 through summer 2007. Plans include an upgraded dining services area as well as major mechanical upgrades.

**Campus Restrooms:** Renovation work will run from June through October 2005 at a cost of \$580,000.

**Building E1:** Construction on the \$2-million renovation project is scheduled for 2006.



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**Forum Building:** The design phase for this \$1.9-million project is under way with renovations scheduled for mid-2006.

**Planetarium:** The design phase for this \$1.2-million project is under way with renovations scheduled for most of 2006. Federal funding has contributed \$75,000 in planning funding. State Capital Outlay of \$1million allowed the purchase of the new star projector.

**T9 Building:** Design development review is in progress. A scope reduction on this project is anticipated.

### Future Projects – Renovations and Additions

**California History Center/G Building/Advanced Technology Center:** This \$1-million renovation project should be in the construction phase by mid-2006.

**Learning Center:** This \$1-million construction projected is anticipated in late 2005.

**Performance Hall:** This is a 400-seat performance/lecture hall funded by Proposition 55 and Measure E matching dollars. The proposed design includes the incorporation of the Euphrat Gallery and a 70-seat art history classroom.

**Present Bookstore Building/Snack Bar:** This \$1.9-million project should begin the design phase in mid-2005.

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



*S1-S8 Cross Connect*



*Kirsch Center for  
Environmental Studies*



## **PART IV. Accreditation Self-Study Update**

This section includes a brief overview of the process under way for our Accreditation Self-Study and the members of our campus community who are participating in its creation.

## Accreditation Self-Study

This year marked the critical first step in the two-year accreditation process through which De Anza College receives its formal accreditation every six years from the Western Association of Schools and Colleges. 2004-2005 was De Anza's self-study year, and the college devoted considerable energy and attention to an exploration of our current practices and outcomes, which will culminate in the delivery of a self-study report to WASC this summer.

De Anza used the WASC Standards as the organizing principles for our self-study, and organized work groups around each of the four Standards:

Standard I:	Institutional Mission and Effectiveness
Standard II:	Student Learning Programs and Services
Standard III:	Resources
Standard IV:	Leadership and Governance

Each sub-committee was chaired by an administrator and a member of the faculty, and engaged the good work of literally dozens of other faculty members, classified staff, administrators, and students. The overall accreditation effort was under the able leadership of Vice President Robert Griffin.

The sub-committees met throughout the year; conducted surveys of faculty, staff, and students; reviewed hundreds of documents and survey results; reviewed data from our office of Institutional Research; and interviewed other faculty and staff. We held several public meetings to review and discuss drafts of the reports of the sub-committees, and shared the drafts with our various governance groups. The process will conclude with the formal campus visit of the WASC Accreditation Team in October 2005.

One key element of the self-study was its broader purpose in gathering data and analysis pertinent to the initiation of strategic planning in 2005-2006. This gives us a rare opportunity to link the accreditation process to a longer planning horizon, where the campus will assess the strategic choices it can make over the next decade. Strategic planning will allow us to use the internal assessment from accreditation while also looking outward to our surrounding communities and their economic and social future.

### Organization for the Self-Study

The Accreditation Self-Study teams for this year's report were chosen on the basis of providing opportunities for participation by members of the faculty, classified staff, management, and students.

Vice President Griffin worked with staff in our Marketing/Communications Office, in consultation with our senior administrators, to keep the college community and members of our local public community informed and engaged in the self-study process through the use of a variety of formats, including:

- Reports to the FHDA Board of Trustees, the De Anza Commission and local Rotary organizations
- Town Halls
- Academic Senate, Classified Senate, and DASB meetings
- Accreditation Web site
- Meetings with administrators, supervisors, and various staff at the program and department levels

## **Accreditation Team Members**

### **Accreditation Oversight Team**

Brian Murphy, President  
Judy Miner, Vice President of Instruction  
Jeanine Hawk, Vice President of Finance and College Services  
Andrew LaManque, Campus Researcher  
Rich Hansen, Faculty  
Dan Mitchell, Academic Senate President  
Judy Mowrey, Librarian  
Steve Sellitti, Dean of Special Education and Applied Technologies  
Barbara Illowsky, Academic Senate Vice President  
Lois Jenkins, Classified

### **Accreditation Steering Committee (College Council – Advisory to President)**

Nancy Canter, Dean of Creative Arts  
Robert Covington, CSEA representative  
Vicky Criddle, Finance and College Services PBT co-chair, Classified Senate President  
Cyndy Dowling, Classified Senate  
Christina Espinosa-Pieb, Multicultural Staff Association  
Nadine Foster-Mahar, DASB President  
Mike Gough, Curriculum Chair  
Robert Griffin, Vice President of Student Services and Institutional Research  
Amine Hambaba, DASB Executive Vice President  
Nafees Hamid, DASB Senator  
Jeanine Hawk, Vice President of Finance and College Services  
Scott Heffner, Faculty Association Representative  
Barbara Illowsky, Instructional PBT co-chair  
Kathy Kyne, Dean of Admissions and Records  
Andrew LaManque, Campus Researcher  
Judy Miner, Vice President of Instruction  
Dan Mitchell, Academic Senate President  
Brian Murphy, President  
Dennis Shannakian, Classified Senate President-elect  
Marion Winters, Student Services PBT and Diversity Advisory Chair

## Democratic Education for a Democratic Society

### **Standard I: Institutional Mission and Effectiveness**

Andrew LaManque,  
Campus Researcher (co-chair)  
Rich Hansen,  
Faculty Association (co-chair)  
Carleen Bruins  
Cindy Castillo  
Mayra Cruz  
Christina Espinosa-Pieb  
Pat Fifield  
Kevin Glapion  
Lydia Hearn  
Carolyn Keen  
Duane Kubo  
Carmen Pereida  
Carolyn Wilkins-Greene

### **Standard II: Student Learning Programs and Services**

Judy Miner, Vice President  
of Instruction (co-chair)  
Dan Mitchell, Academic  
Senate President (co-chair)  
Diana Alves de Lima  
Margaret Bdzil  
Caron Blinick  
Kathleen Burson  
David Campbell  
Nancy Canter  
Alicia Cortez  
Joan Crandall  
Dan Dishno  
Christina Espinosa-Pieb  
Speranta Georgiou  
Mike Gough  
Kevin Harral  
Barbara Illowsky  
Howard Irvin  
Paula Israel  
Letha Jeanpierre  
Lois Jenkins

Anu Khanna  
Duane Kubo  
Kathy Kyne  
Clara Lam  
Andrew LaManque  
Anne Leskinen  
Jim McCarthy  
Judy Mowrey  
Marilyn Patton  
Rich Schroeder  
Steve Sellitti  
Stephanie Sherman  
Jefferson Shirley  
John Swensson  
T.J. Walton  
Carolyn Wilkins-Greene  
Cheryl Woodward  
Student, Stephanie Bellini

### **Standard III: Resources**

Jeanine Hawk, Vice President  
of Finance and College Services  
(co-chair)  
Judy Mowrey, Librarian (co-chair)  
David Campbell  
Carol Cini  
Donna Jones-Dulin  
Pippa Gibson  
Richard Grove  
Joni Hayes  
George Hein  
Melinda Hughes  
Letha Jeanpierre  
Shirley Kawazoe  
Sally Larson  
Kevin Metcalf  
Jean Miller  
Janny Thai  
Renato Tuazon  
Marion Winters  
Students, Hudah Mukiibi  
and Gita Gam

### **Standard IV: Leadership and Governance**

Steve Sellitti, Dean of Special  
Education and Applied  
Technologies (co-chair)  
Barbara Illowsky, Academic  
Senate Vice President (co-chair)  
Nancy Canter  
David Coleman  
Vicky Criddle  
Susan Dean  
Mary Ellen Goodwin  
Jennifer Myhre  
Terri O'Connor  
Dennis Shannakian  
Student, Beverly Parker

### **Accreditation Self-Study Editor**

Lois Jenkins

### **Accreditation Web site Developer**

Carleen Bruins

### **Accreditation Liaison Officer**

Robert Griffin

## **PART V. Summary and President's Message**

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

## Summary and President's Message

In the introduction to this report we summarized the cruel duality with which we entered and ended this year: good people, bad budget; terrific programs, overburdened staff; enormous demand for quality education, limited capacity for expanded initiatives. What I find remarkable here is the continued enthusiasm and commitment of a faculty and staff who have heard little but bad budget news for three years, yet persevere because of an abiding sense of community and professional pride.

At the center of this community and pride are the students – a wonderfully diverse crew of men and women who come to us from all over the region. Some are immediate past graduates of local high schools, others are returning to college after the downturn in the economy forced them out of jobs and security. Some are mothers and fathers raising families and working at the same time, somehow putting an academic schedule together in the midst of family and work commitments. Yet others are older adults making a sharp turn in their careers, becoming nurses where they were tech workers before, studying history while working night shifts, learning a new language when their clients or co-workers speak many other languages.

Many among our students need so-called developmental work in basic skills to reach their goals. Others are already exquisitely trained in a technical specialty but need a radically new set of skills. Some have come to college for the very first time, others are returning to try after earlier setbacks. They come to De Anza College because of a shared belief that they will be treated with respect and affection, that the instruction will be superior, that the services they need for classroom success will be available, and that their fellow students will be serious and generous. As a community organizer from San Jose's east side told me last year – when I asked why so many students would travel so far to get to De Anza – “Going to De Anza is like going away to college; it's serious, it looks cool, and people are really smart.”

I have asked the college to prepare for a strategic planning exercise next academic year, to explore the economic and social dynamics of our region, the demographic transitions through which we are moving, and the role of this community college in meeting the demands of this shifting landscape. We will explore our strategic strengths and advantages, based on the work accomplished this year in the Accreditation Self-Study process. We will seek ways to define our work in relation to the many other institutions of higher education in the region: what is our unique role, what do we alone offer best, what can we do in better partnership with our sister institutions? We will address these questions in a search for clarity of vision and purpose, for a renewed sense of our mission.

At the center of this exploration will be the complicated challenge: how can we best prepare our students for a life well lived, in a social and economic environment of great conflict and change, international violence and domestic struggles over fundamental national direction. A life well lived is at once a life well examined, and we aim to give students the tools with which they can know themselves better, be prepared to act when they can or must, and understand their greater role in the social world. We also will ask how we can better prepare our students for a life of engagement in their communities, for taking greater responsibility for the social futures they will inhabit, and for making the world a safer and more peaceful place.

Democracy is a process and a passage, not just a destination, someone once wrote. If we ask these questions seriously and debate our answers in ways both principled and informed, we will have already begun a great contribution to the democratic promise of the community colleges.

De Anza is fundamentally healthy, state budget aside. We are committed to our students, our local communities hold us in high regard, our programs train, graduate, and transfer talented men and women who contribute to our entire region, and we are blessed with a campus of uncommon beauty. Not a bad place to end an annual review.