

MOTSA

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PREFACE

From the President

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

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

Martha J. Kanter

Planning the Plan

In response to a district charge to both De Anza College and Foothill College to develop an educational master plan, De Anza's College Council (see Chart P-2 College Council 1998-99) established the Planning Group composed of administrators, faculty, classified staff, and students and empowered this group to develop a calendar and process for creating our educational master plan. The Planning Group (see Chart P-1 Augmented Planning Group 1997-99) identified key issues relative to the college's mission as well as

collected and analyzed all relevant data. This data and its possible implications were presented at a series of Town Hall Meetings which afforded all participants the opportunity to give meaningful input into the planning process. In addition, the Foothill-De Anza chancellor and Board of Trustees conducted several strategic conversations which resulted in a districtwide dialogue about several critical planning issues. Following each Town Hall, the Planning Group published and distributed summaries of the discussions and related research.

The Planning Group undertook an extensive review of existing plans, both internal and external, and analyzed the input from Town Hall Meetings. In spring, 1998, the College Council commented on the early phases of this document and provided guidance to the group. In June, 1998, the group wrote and distributed a plan outline for a broad review by College Council and the college staff. During summer, 1998, this outline was developed into a full draft, which was again submitted for a broad review throughout the college and revised as comments were received. During the summer months, Kathy Plum, Toni Forsyth, Judy Miner, Olivia Patlan, Mike Brandy, and Robert Griffin gave the Planning Group helpful suggestions to put this draft in its final form. In August, John Lovas and Martha Kanter co-edited the document; and in early September, Lori Susi contributed her design expertise. In February, 1999, Terri O'Connor, Janice Winkel, Bonnett Saussol, and Lori Susi prepared the document for publication. The revised final draft was submitted to College Council for approval and adoption as DE ANZA 2005 Pathways to Excellence, the educational master plan of De Anza College (see Timeline in Appendix 2).

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

— Mahatma Ghandiji

PREFACE

access and success. Where they find their sense of departmental needs and future directions out of sync with the statements in collegewide planning documents, these differences should be communicated to the governance group dealing with that issue, including representatives on the Academic or Classified Senates, the division dean or similar administrator, and members of the campus planning and budgeting groups.

Ideally, each staff member will individually review the key concepts of the mission and the core values and think about how these qualities are reflected in his or her work. Then he or she could read the analysis of how the college is currently performing on the quality indicators (see Part II) and check that data against the experience of their area.

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

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

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

Chart P-1 — Augmented Planning Group 1997-99

Sandy Acebo, Vice President, Instruction (1997-98)
Sue Barrera, Classified Staff Member, Financial Aid Office
Romi Bhatia, Foothill-De Anza Student Trustee
Mike Brandy, Vice President, Finance & College Services
Marcos Cicerone, Faculty Member, Staff Development Coordinator
John Daggett, Classified Staff Member, Mathematics Department; SEIU Representative
Sandra Dodge, De Anza Associated Student Body Representative
Toni Forsyth, Academic Senate Past-President; President-Elect; Faculty Member, English Department
Eugene Fujimoto, Faculty Member, Diversity Coordinator
Robert Griffin, Vice President, Student Services
Jim Haynes, Academic Senate Past-President; Adapted P. E. Department
Martha Kanter, President
Anne Leskinen, Division Dean, Physical Science, Mathematics & Engineering
John Lovas, Faculty Member, English Department
Jim Lucas, Faculty Member, Institutional Research Coordinator
Judy Miner, Vice President, Instruction
Olivia Patlan, Classified Senate President; Student Activities Office
Kathy Plum, Academic Senate President; Mathematics Department
Enrique Riveros-Schafer, Division Dean, Language Arts
Steve Sellitti, Division Dean, Special Education & Applied Technologies

Chart P-2 — College Council 1998-99

Mike Brandy, Vice President, Finance & College Services
Paul Chesler, Academic Senate Representative
John Daggett, Classified Staff; SEIU Representative
Christina Espinosa-Pieb, Minority Staff Association
Toni Forsyth, Academic Senate President-Elect
Martha Kanter, President
Augustine Martinez, Academic Senate Representative
Faith Milonas, Faculty Association President
Olivia Patlan, Classified Senate President
Kathy Plum, Academic Senate President
Enrique Riveros-Schafer, Division Dean, Language Arts Division
AK Sing Chanh, De Anza Associated Student Body Representative
Melanie Thomas, Classified Senate Past-President
Ron Warnock, Division Dean, Physical Education & Athletics
Ex-Officio, **Robert Griffin**, Vice President, Student Services

PART I. The Framework and the Focus

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

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

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

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

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

In a very real sense, establishing this planning framework—within which we can see where we have been and where we are now headed—is the work of serving the students of our region. Most of our real work as a college is never seen: students suddenly grasping new concepts, faculty members reading new material, staff members thinking of better ways to serve students. But we do document that work and those student outcomes in these ways: with transcripts, student portfolios and performances, departmental program reviews, summaries of student achievement and faculty effort in a wide range of databases, and reports and recommendations of our governance

groups and special task forces. This master plan will point to many of those documents and institutional resources, though it cannot summarize all of the significant work done at De Anza.

During 1998-99, the Planning Group anticipated the Accreditation Self-Study that took place at the same time. While the self-study demonstrates that De Anza continues to excel on the standards assessed by the Accrediting Commission, the master plan follows criteria that we have selected for ourselves (see Chart I-1—De Anza College Planning Process). These are the two strands of college-wide assessment that sometimes overlap but complement one another.

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

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

— Suzanne W. Morse,
Leadership for the New Millennium

PART I. The Framework and the Focus

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

Shaping the Focus

Planning Based on Core Values

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

As shown in Chart I-2—De Anza College Core Values, in 1990 De Anza's leadership groups developed a values statement underpinning all the work at the college. This list of core values has been reviewed and reaffirmed each year.

Chart I-2—De Anza College Core Values

Institutional Integrity
Community Relationships
Diversity
Quality of Student and Staff Life Learning
Access and Quality in Concert
Collegiality
Self-Assessment and Innovation
Student Success
A "Personal Best"

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

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

Mission

Subsequently, in 1994 the college developed a new mission statement as shown in Chart I-3—Mission, Purpose and Outcomes. The mission emphasizes student success through its conscious positioning of action verbs, "develop," "achieve" and "serve", and is accompanied by statements of institutional purpose and outcomes envisioned for every student. Through the mission and values statements, we focus on the quality of the students' educational experience and consider what we must do to enrich the learning environment to make the most of our time together. The faculty and staff repeatedly return to these guiding statements as the foundation for building both short-range and long-range institutional goals and objectives. These statements frame the fundamental questions we ask ourselves about the improvement of teaching and learning, as we attempt to integrate mission, values and goals in constructing our shared vision for De Anza and an agenda of work to achieve that vision.

In 1994, in response to the last Accreditation Self-Study, a year-long effort led to this revised statement of the college mission against which we test our work and our results.

Since its adoption, this mission statement has been widely disseminated throughout the campus in college publications. However,

PART II. Internal and External Assessment

Where We Are

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

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

This educational master plan uses the following indicators of quality to guide planning and budgeting for the next seven years.

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

On the following pages, the significance of each indicator of quality is described, followed by an assessment of how we are doing in the context of continuously improving access and success.

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 to attract students to the college result in the diversity reflected in the participation rates of De Anza's student body.

Access to the college's programs and services must be reviewed continuously from a variety of perspectives that reflect the diversity of the many communities served by the college. Thus, we chose to look at attractiveness to students in five different ways.

Are we improving?

Access and Participation Rates

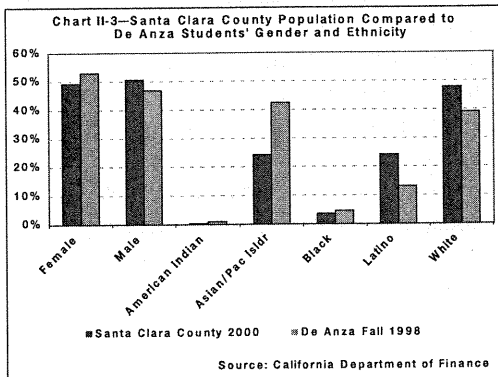
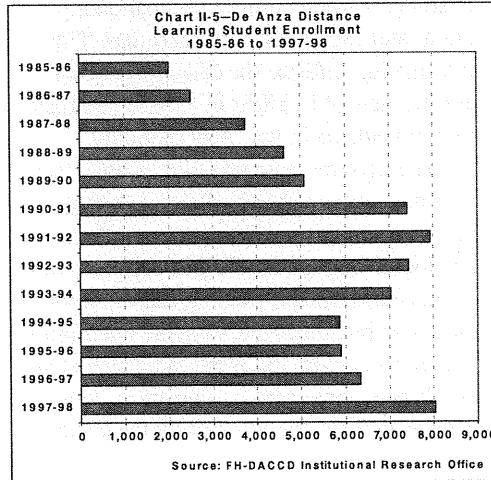
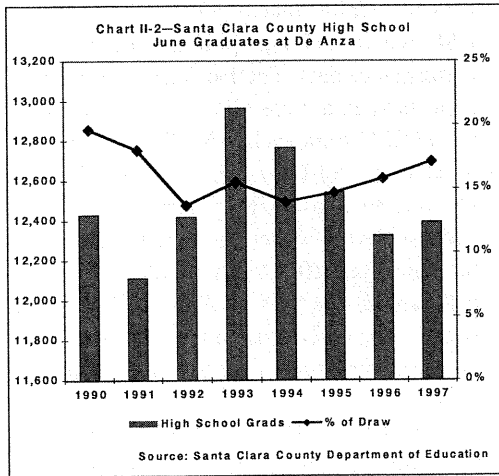
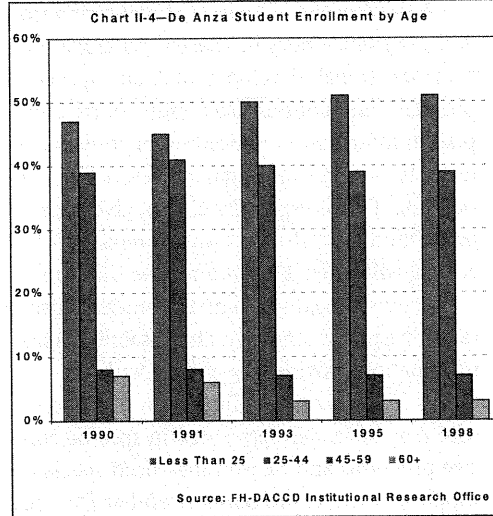
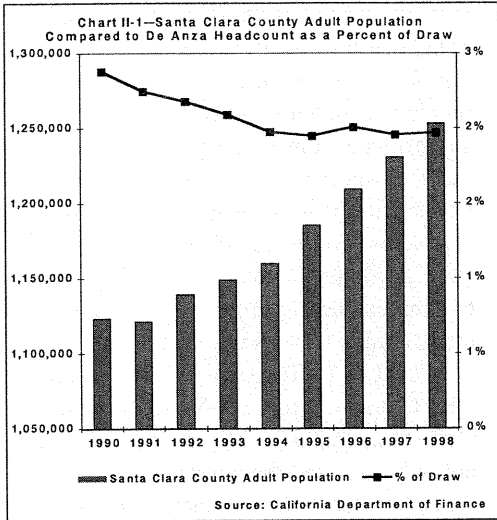
Chart II-1—Santa Clara County Adult Population Compared to De Anza Headcount as a Percent of Draw measures the college's fall enrollment as a percentage of adults who live in Santa Clara County. In the early 1990s, headcount declined and then stabilized at the 1995 level. De Anza's participation rate declined similarly; however, since 1995 our participation rate has kept pace with the county's rate of growth. We will continue drawing students from the growing population of the city of San Jose and at the same time increase the participation rate within the district boundaries.

"The real act of discovery consists not in finding new lands but in seeing with new eyes."

— Marcel Proust

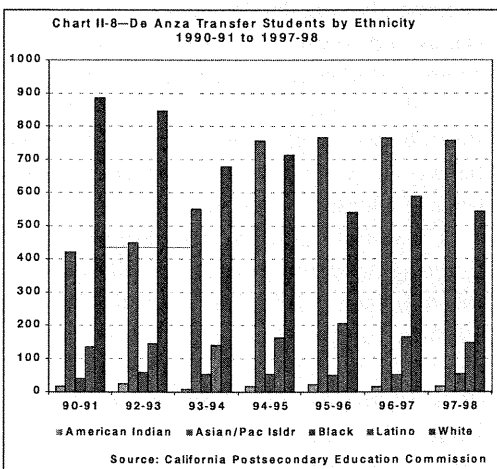
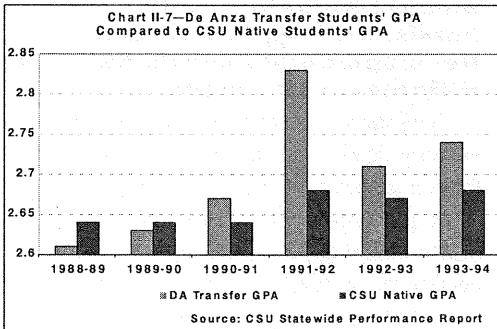
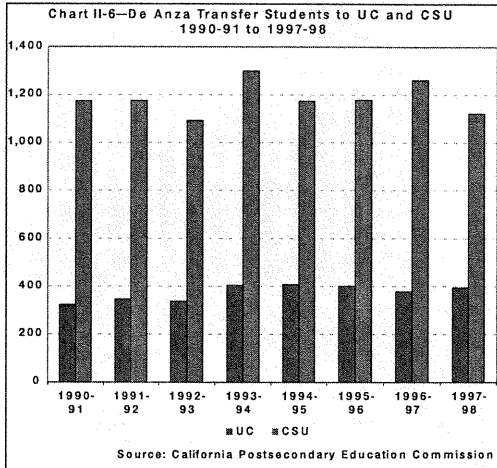
PART II. Internal and External Assessment

Where We Are



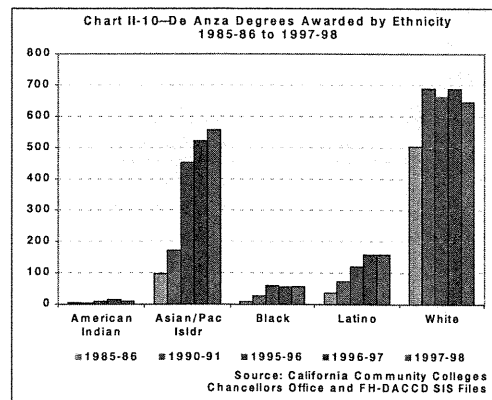
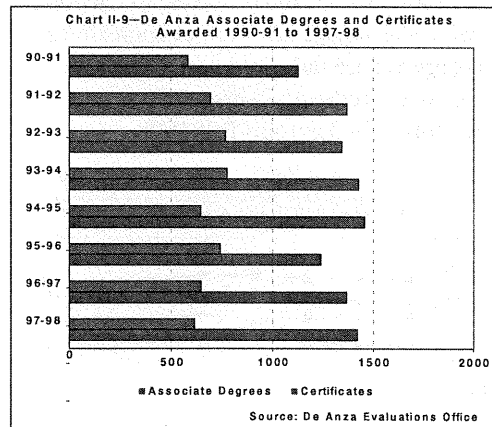
PART II. Internal and External Assessment

Where We Are



Degrees and Certificates Awarded

Chart II-9—De Anza Associate Degrees and Certificates Awarded 1990-91 to 1997-98 and Chart II-10—De Anza Degrees Awarded by Ethnicity from 1985-86 to 1997-98 show that since 1990, the college has increased the number of degrees awarded by 292 or 26% and the number of certificates awarded has remained constant. Both degrees and certificates of achievement earned by students of color have increased significantly in the past decade; however, comparable rates across ethnic, gender, and disability groups remain a goal for the institution. Steadily improving the degree and certificate award rate for underrepresented students, after controlling for enrollment growth, is a reasonable goal for DE ANZA 2005.



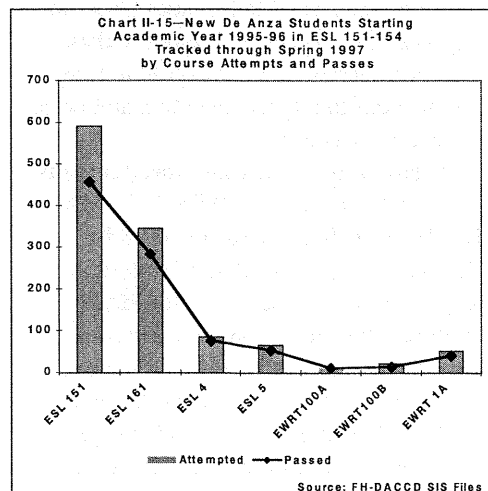
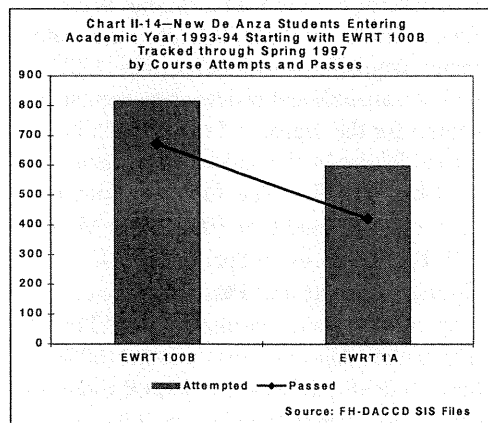
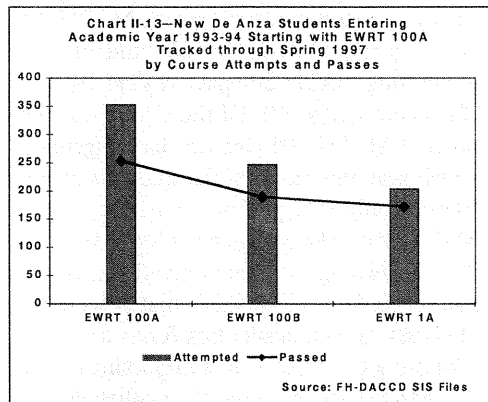
PART II. Internal and External Assessment

Where We Are

Chart II-14—New De Anza Students Entering Academic Year 1993-94 Starting with EWRT 100B Tracked through Spring 1997 by Course Attempts and Passes shows that among students who start in EWRT 100B, 73% attempt EWRT 1A, and 63% of those pass the course, achieving college level competency. The college has work to do in helping students progress through the reading and writing curriculum in order to enter college level courses at higher rates. Several task groups are addressing this issue. De Anza's English Department has modified both the placement process and course offerings during the period reflected in this chart. The department is pursuing ways to achieve further improvements in this area.

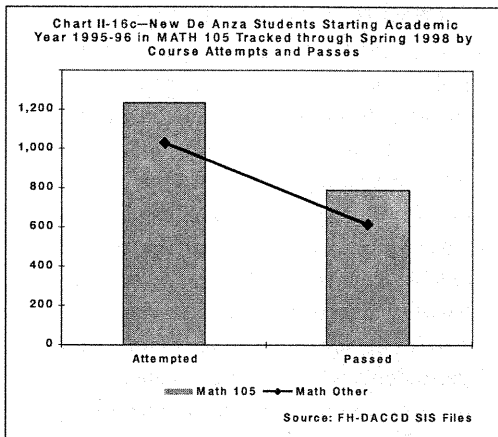
Chart II-15—New De Anza Students Entering Academic Year 1995-96 Starting with ESL 161-164 Tracked through Spring 1997 by Course Attempts and Passes shows that while De Anza has an 89% pass rate among students taking ESL 161-164, 24.6% of those students attempted ESL 4 and 9.6% attempted EWRT 100A and 100B. Those students who continue in the sequence have pass rates exceeding 90% so that when they reach either ESL 5 or EWRT 1A, 98% of the students pass. It is interesting to note that many students cross over from ESL to EWRT as quickly as they can, especially new students from high school who are placed in ESL. Many of our students come from communities in which English is not used regularly. Consequently, many of these students do not use English beyond the ESL classes they take and have little or very limited opportunities to expand their repertoire of English cultural and linguistic content. In order to build up English as a language of choice in our students, the college is developing plans to introduce an ESL practice area that will be transformed over time into a language laboratory equipped with interactive, self-guided, and instructor-led courses and workshops. The ESL practice area will pro-

vide both structured and informal spoken English opportunities for students who want to enrich their ESL experience.



PART II. Internal and External Assessment

Where We Are

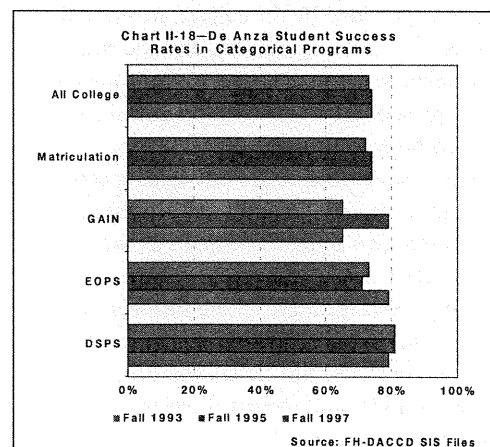
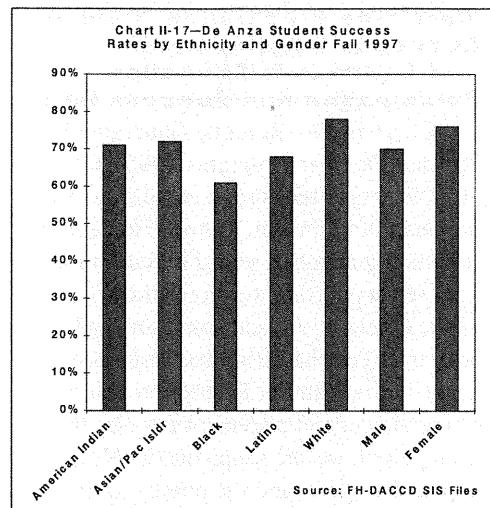


Student Retention and Persistence by Gender, Ethnicity, and Categorical Program

Annually the college monitors its goal of improving student success at comparable rates in regard to gender, ethnicity, and categorical program support and effectiveness.

Chart II-17—De Anza Student Success Rates by Ethnicity and Gender Fall 1997 show the performance by gender and ethnic grouping of De Anza students as measured by the number of courses they complete. Locally and at the state level, these comparisons are called "student equity indicators." While 73% of our students complete their courses on average, several groups are below the norm. One of De Anza's priorities is to develop specific departmental and division plans designed to improve the performance of all students, with special attention to strategies assisting students from various groups performing below the norm.

Chart II-18—De Anza Student Success Rates in Categorical Programs shows that most of the college's categorical programs are achieving average or better levels of academic success. (Categorical programs are state and/or federally funded.) As part of DE ANZA 2005, we should extend these success rates to a larger portion of the student body. Additionally, we need to more carefully examine student needs within various categories and across programs.



PART II. Internal and External Assessment

Where We Are

Chart II-20—De Anza College Associate Degree and Certificate Programs 1998-99

Shaded vocational programs tracked by CCC State Chancellor's Office.

	AA/AS Degree 2 yr	Cert. of Proficiency 12 mo	Cert. of Achievement 9 mo	Cert. of Completion 3-6 mo		AA/AS Degree 2 yr	Cert. of Proficiency 12 mo	Cert. of Achievement 9 mo	Cert. of Completion 3-6 mo
Accounting					Film/Television				
Taxation Emphasis	*	*			Production: TV Emphasis	*	*	*	
Practice Emphasis	*	*			Animation Emphasis	*			
Bookkeeping			*	*	Animation		*	*	
Certified Tax Practitioner		*			Computer Animation		*		
Activity Assistant				*	Industrial Management	*	*		
Activity Director				*	Industrial Technology				
Administration of Justice					Instrumentmaker	*			
Corrections/Probation	*				Modelmaker, Machinist	*			
Law Enforcement	*				Modelmaker, Metallic	*			
Private Security	*	*	*		Modelmaker, Non-Metallic	*			
Applied Graphics	*	*	*		Intercultural Studies	*	*	*	
Art					Manufacturing & Design Technology				
Art History	*	*	*		Computer Aided Design (CAD)			*	
Ceramics (Three-Dimensional Design)	*	*	*		Computer Aided Design: Mechanical	*	*		
Graphic Design (Two-Dimensional)	*	*	*		Computer Numerical				
Painting (Two-Dimensional Design)	*	*	*		Control Programming	*	*		
Printmaking (Three-Dimensional Design)	*	*	*		CNC Machine Operator			*	
Sculpture (Two-Dimensional Design)	*	*	*		Experimental Machinist/Tool & Die	*	*		
Automotive Technician (Evening Program)					Model Making			*	
Chassis	*	*			Model Making: CAD/CAM			*	
Engine Performance	*	*			Model Making: Product & Prototype	*	*		
Advanced Engine Perform.	*	*			Precision Mechanical Inspection			*	
Engine Repair	*	*			Manufacturing Systems Technician	*	*		
Inspection & Maintenance				*	Marketing Management	*	*		*
Powertrain	*	*			Massage Therapy	*	*	*	
Automotive Technology (Day Program)					Medical Assisting	*	*		
Chassis			*		EKG Technician			*	
Powertrain			*		Insurance and Coding			*	
Chassis/Powertrain	*	*			Lab Assisting			*	
Machining, Engines	*	*			Medical Reception			*	
Engine Performance	*	*			Medical Transcription Specialty			*	
Business Administration	*		*	*	Phlebotomy			*	
Small Business			*		Medical Secretary		*		
Business Management					Medical File Clerk			*	
Management				*	Medical Records Clerk			*	
Supervisory Management				*	Business Office Clerk			*	
Child Development	*	*	*	*	Music	*			
Computer Applications & Office Systems					Nursing Programs				
Administrative Assistant/					Certified Nursing Assistant				*
Office Technology	*	*	*	*	Acute Certified Nursing Assistant			*	
Legal Reception			*		Certified Home Health Aid			*	
Microcomputer Business					Critical Care/Continuing Education			*	*
Applications	*	*	*	*	Home Care Nursing				*
Computer Information Systems					Licensed Vocational Nursing (LVN) Program	*	*		
Business Programming	*	*			Registered Nursing (RN) Program	*			
System Support Services	*	*			R.N. Refresher Program			*	
Network Administration	*	*	*		Paralegal Studies	*	*		
Network Programming	*	*			Photographic Arts	*			
Systems Programming	*	*			Professional Photography	*			
Electronic Publishing			*		Electronic Still Photography	*			
Environmental Studies					Physical Education				
Environmental Compliance	*	*	*	*	Aerobic Instructor				*
Energy Management					Advanced Aerobic Instructor				*
Technology	*	*	*	*	Personal Fitness Trainer				*
Environmental Studies	*				Physical Therapist Assistant	*			
Biodiversity Specialist	*				Purchasing	*	*	*	*
Film	*				Real Estate	*	*		
General Studies	*				Speech Communication	*		*	
Liberal Arts	*				Technical Communications	*		*	

PART II. Internal and External Assessment

Where We Are

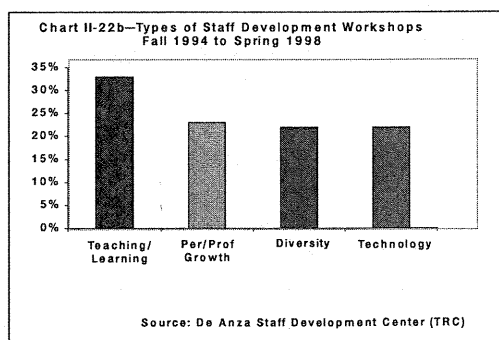
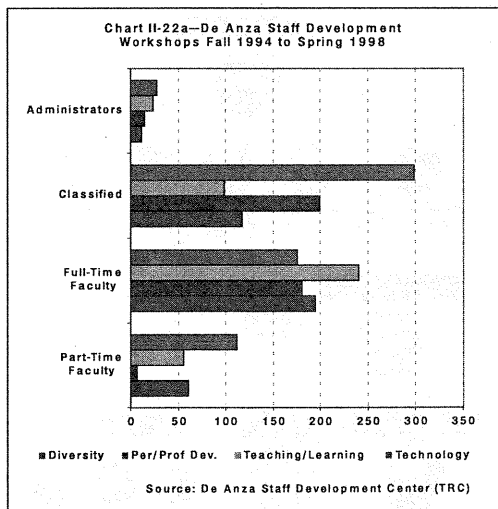
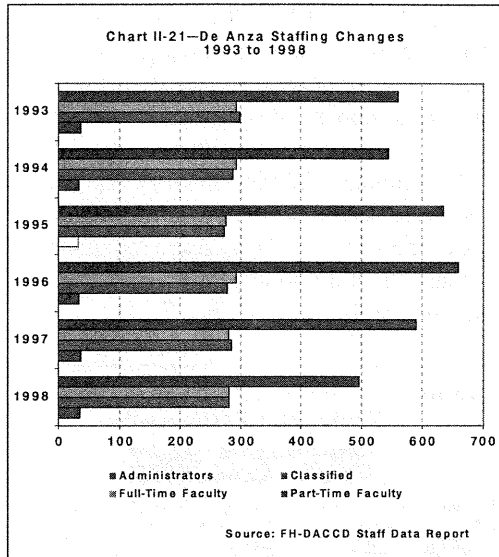


Chart II-23—Collegewide Learning Communities of Interest

Recent Initiatives to Improve

Student Performance and Enhance the College

Diversity

- Increased number of Trained Affirmative Action Representatives for hiring committees
- Multicultural Plan developed and being implemented
- Harassment and discrimination training provided for all employees by District of Human Resources
- Five Year Staff Development Plan put into place
- Diversity Training for Administrators initiated
- Collegewide Diversity Survey completed
- English as a Second Language curriculum revised and put into place
- Classroom innovations underway to improve the achievement of historically or underrepresented students in Mathematics

Interdisciplinary Studies

- 30 fulltime faculty trained in Interdisciplinary Studies
- Significant increase in the number of Interdisciplinary Studies courses offered
- Success of students taking interdisciplinary courses is increasing

Technology-Enhanced Learning

- Desktop computers installed in two-thirds of all faculty offices
- New computer laboratories installed (e.g., Open Media Lab, Advanced Technology Center, Faculty/Staff Technology Training Lab)
- Continuous faculty & classified staff technology training provided
- Campus technology organization created

PART II. Internal and External Assessment

Where We Are

Chart II-26—Key Decisions Made 1996-1998 provides examples of significant, timely and well-accepted decisions resulting from the College's shared governance processes. To make decisions, shared governance representatives forward recommendations from their constituencies on agenda items for the respective team (e.g., Program Review, Personnel and Enrollment, Budget, Technology, Curriculum or Facilities). Those items that have impact on the institution as a whole, such as the prioritization of full-time faculty positions to be hired, are then forwarded from the specific team to the College Council which makes its final recommendations to the president for action. The Decision-making Model is helping the College to make regular, systematic, and timely decisions. Sometimes teams must collaborate with

one another to make thoughtful recommendations. For example, the Program Review, Budget and Technology Teams collaborated to develop and recommend an orderly process for faculty offices to be equipped with computers.

As of Spring 1999, a refinement of the Decision-making Model was put into place, creating four Planning and Budgeting Teams (Instruction, Student Services, Finance and College Services, and Workforce, Technology and Economic Development). These teams will oversee program reviews, personnel and enrollment, budget and technology decisions in their respective areas, and forward recommendations on collegewide agenda items to the College Council, again for a final recommendation to the president.

Chart II-26—Key Decisions Made 1996-1998

College Council

1. Approved B-Budget Augmentation Model.
2. Approved instructional equipment recommendation.
3. Approved hire of twenty-two full time faculty.
4. Approved Campus Budget Allocation Model.
5. Approved Strategic Goals Implementation.
6. Approved the Four Strategic Goals for 1997-98.
7. Approved the names of 10 nominees to receive the NISOD Awards for Excellence.
8. Approved the concept proposal and recommendations contained in the Accreditation Draft Document.
9. Approved the "Year One Plan" for the bidding of faculty computers.
10. Approved the concept of a Multi-Year Planning Proposal.
11. Approved recommendation of an Ad Hoc Joint Task Force Group to be formed from members of Program Review, Campus Budget, the Technology Team, and students.
12. Approved the College Council Ground Rules for 1997-98.
13. Approved hire of two Provost positions and the 5 learning communities.
14. Approval of Band 2 instructional equipment.

Program Review Team

1. Completed the initial processing of new full-time faculty requests.
2. Prioritized 1.4 million dollars in instructional equipment requests.
3. Read and responded to program reviews for the third consecutive year.
4. Oversaw the formation of a work group to recommend decrease/elimination of services or programs.

Personnel and Enrollment Team

1. Recommended position allocations for twenty two full-time faculty.
2. Accelerated faculty prioritization cycle to arrive at 99-00 recommendations by the end of Spr '98.
3. Finalized documentation of Personnel and Enrollment procedures.

Budget Team

1. Developed the 1997-98 budget calendar and the process of involvement with the Learning Communities.

2. Reviewed District Budget scenarios and presented information to the college.
3. Reviewed District "Reallocation" lists and forwarded to College Council.
4. Used the College goals developed in January to direct resources for 1998-99 budget year.

Curriculum Committee

1. Reviewed and acted on all new courses.
2. Evaluated the requisites of new and revised courses.
3. Reviewed and acted on the general education courses and the IGETC courses.

Technology Team

1. Established hardware and software standards for faculty offices.
2. Recommended to Program Review re: technical appropriateness of equipment ordered under instructional equipment allocation.
3. Prioritized 231 requests for faculty offices computing to be phased in over an 18 month period.
4. Offered direction and guidance to the Dean of Technology in the implementation of the District Technology Plan.

Facilities Team

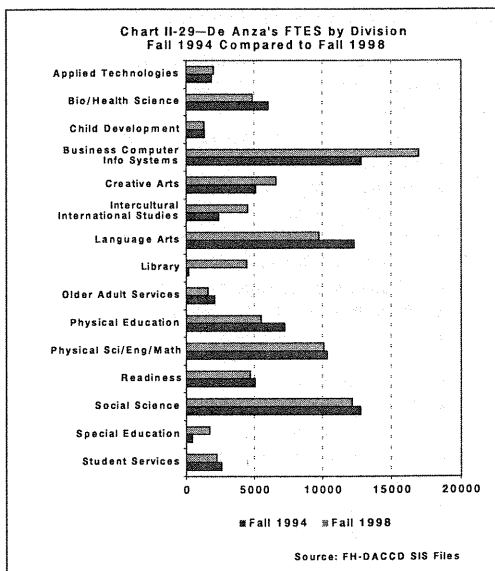
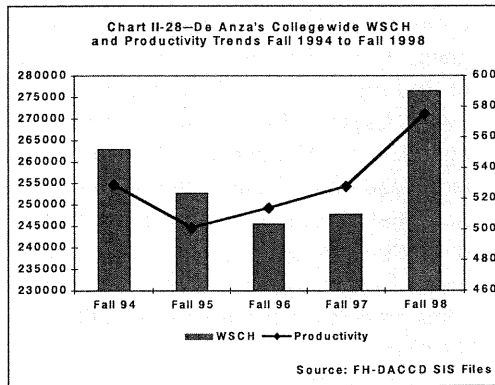
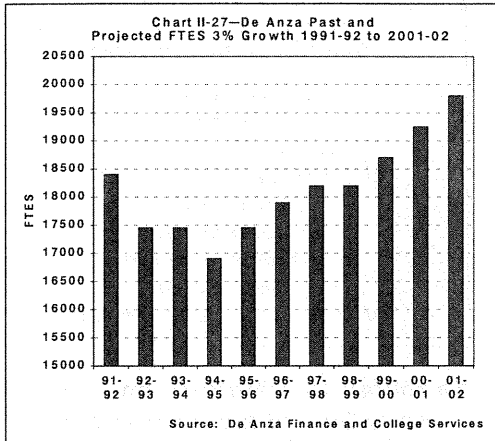
1. Solicited, reviewed and prioritized requests for the improvement of classrooms.
2. Provided ongoing campus communication in regards to new construction projects and major remodeling efforts.
3. Provided leadership in initiating improvement programs for the campus environment such as the campus beautification project that has resulted in landscape enhancements to previously barren grounds.
4. Reviewed and recommended construction of a new De Anza Bookstore Warehouse and Environmental Studies Building.

Team Leaders

1. Established a joint work group with Program Review, Budget, and Technology for prioritization and distribution of instructional equipment funding.
2. Developed guidelines for team composition and operations.
3. Established a calendar of collegewide decision making cycles.

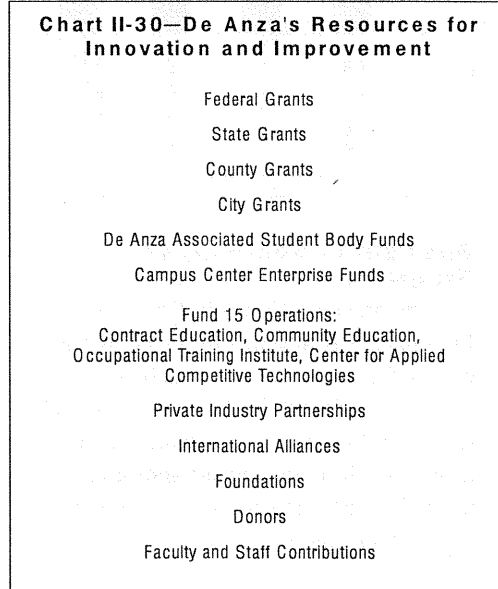
PART II. Internal and External Assessment

Where We Are



Resources for Innovation and Improvement

The college funds innovation from the diverse sources displayed in Chart II-30—De Anza's Resources for Innovation and Improvement. The research and innovation grant program was a well accepted and valuable method of fostering new ideas. However, contract education surplus revenue was not available after 1996 and that program was suspended. That year, special innovation grants were awarded for faculty to develop online and Web-based courses. In 1997, a Grants Office was put into place, resulting in a doubling of funds from 1996-97 to \$3.7 million as of June 1998. Grant revenues have increased substantially, and more faculty and staff are applying to outside sources to fund their innovative ideas. Examples of popular funding categories include science equipment and support, technology, business, creative arts, and occupational training in addition to campus-wide initiatives in student success through interdisciplinary studies and multicultural curriculum development.



PART II. Internal and External Assessment

Where We Are

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 chose to attend De Anza, they often say "... because of its reputation." Thus, assessing our reputation is important to attract and retain students.

Are we improving?

Awards and Recognitions

Throughout the years, De Anza has earned the right to be called exceptional for many reasons. Recent awards (e.g., to the college's public access director of the Television Center for establishing a job line, the Jazz Ensemble's first place at the American River College Statewide Jazz Festival, and the Faculty Association of California Community Colleges' "Advocate of the Year" and "Adjunct Faculty Member Award" presented to De Anza faculty) are examples of the breadth of recognition that is deemed important in maintaining the college's reputation. Chart II-34—Recent Awards and Recognitions Earned by De Anza College displays some additional accolades received by the college in the last few years.

Chart II-34—Recent Awards and Recognitions Earned by De Anza College

No. 1 Community College in Silicon Valley—De Anza is the best community college for its impressive technology center, first-class campus and registration by phone, Internet or friendly humans," according to the 1997 Reader's Choice Award for the Best of Santa Clara Valley published in Metro, the countywide weekly newspaper.

No. 1 Transfer—De Anza's transfer rate is outstanding. In fact, the California State University's Chancellor's Office recently announced that more De Anza students transferred to the CSU system in the fall of 1997 than from any other community college.

No. 1 Vocal Jazz—De Anza's Vocal Flight was named the best collegiate vocal jazz group in the country by Down Beat Magazine in 1987, 1991, 1993, 1994 and 1996. The competition is judged by well-known vocal jazz artists and draws applicants from two- and four-year colleges throughout the United States.

No. 1 Athletics Championships—In recent years, De Anza College has excelled in athletic competitions, winning the 1996-97 Bud Ottmar Award as best in the Coast Conference of 16 community colleges, 1997 Men's Soccer State Championship, 1996-97 Women's Soccer Coast Conference Champions, and 1998 Women's Tennis State Championship.

No. 1 Most Wired—An issue of Yahoo! Internet Life named De Anza the most electronically wired community college in the United States. The purpose of the Yahoo! study was to find out which schools provide the most access and exposure to the Internet.

No. 1 Dance Team—Phase II, a multicultural dance team, has been awarded first-place honors in West Coast and national competitions. Formed to help recruit students, the dance team performs at regional and campus activities and especially reaches out to young adults and students historically underrepresented in higher education by attracting them to the college as freshmen.

No. 1 Best Internal Newsletter—In 1997 and 1998, the Community College Public Relations Organization awarded the De Anza employee newsletter, LocalTalk, first place; and in 1997, the National Council for Marketing and Public Relations awarded De Anza a gold Medallion for the commencement program, a silver Medallion for the catalog, and bronze Medallions for four other publications.

PART II. Internal and External Assessment

Where We Are

State and National Leadership

Statewide and national leadership roles are regularly assumed by De Anza's faculty, classified staff, and administrators. The quest for excellence and continuous improvement on the campus is often shaped by the nature of these participatory activities. Further, our staff are

able to affect state and federal policies and guidelines to benefit students and the district. Chart II-36—State and National Leadership Activities Undertaken by De Anza Faculty, Staff, and Administrators portrays selected state and national leadership roles assumed by our faculty, staff, and administrators.

Chart II-36—State and National Leadership Activities Undertaken by De Anza Faculty, Staff, and Administrators

- Thomas W. Beggs**, Who's Who Among America's Teachers, 4th edition, 1996
- Dennis Borelli**, President (1996-97), California Bursar's Association
- Susan Bruch**, Item Writer and Reviewer, National Nursing Boards, National and State Boards of Nursing
- Cindy Castillo**, State Board of California Community College Student Financial Aid Administrators Association: Regional Coordinator 1995-96 and Secretary 1996-97; CASFAA (California Association of Student Financial Aid Administrators) HEA Reauthorization Committee Member (1998)
- Susanne Chan**, State Chair, Workability III/IV Field Support Group of the California Department of Rehabilitation, California Community Colleges, State Colleges and Universities
- Michael Cole**, Recipient, Award for Design Excellence, Print Magazine; Award of Distinction, Creativity 27 Annual; Award of Distinction, Creativity 28 Annual; Multisensory Showcase Award, California Community Colleges Foundation
- David L. Coleman**, Inclusion in the 4th edition of "Who's Who Among America's Teachers" (February 1996); Inclusion in the 5th edition of "Who's Who Among America's Teachers" (May 1998)
- Cynthia Denman**, Founding President, Nevada/California Regional Alumni Association of Phi Theta Kappa International Honor Society
- Donna Dowdney**, Society for Technical Communications: Associate Fellow 1997, Fellow 1999
- Thelma R. Epstein**, State Treasurer and Board of Governors (1996-97), Faculty Association of California Community Colleges (FACCC); honored as 1998 Faculty of the Year
- Toni Forsyth**, Executive Director (1977-present), Center for the Study of Diversity in Teaching and Learning in Higher Education; Director (1996-present) Statewide "Student Equity Colloquia" and "Commitment to Diversity Colloquia"
- Joel Franks**, Davies Fellow, University of San Francisco, Fall 1998
- Arnetta Garcin**, President, Journalism Educators Association of Northern California/AEAN; elected to JEA (national) Regional Directorship, November, 1999
- Mike Gervasoni**, President, Women's Basketball Coaches Association, 1997-98
- Robert Griffin**, Board of Directors and Past President (1996-97), Association of California Community College Administrators; National League for Innovation Representative; Regional Workforce Preparation and Economic Development Act Advisory Group (1998-present)
- Beth Grobman-Burruss**, Vice President, Consortium for Distance Learning
- Tuck Halsey**, President (1988), Northern California Golf Coaches Association
- Richard Hansen**, Board of Governors (1997-present), Faculty Association of California Community Colleges (FACCC)
- Ken Harper**, Accounting Education Committee, American Accounting Association and California Society of CPAs; Founding Member, Northern California Accounting Educators; Statewide Co-Chair, Accounting in the Year 2015
- Barbara Ilowksy**, Board Member, Council of Mathematics of the California Community Colleges; 1998 National Institute of Staff and Organizational Development Teaching Excellence Award
- Judith Johnson**, Project Co-Director, Online Course Templates for Instructional Improvement
- Martha Kanter**, Board of Directors, President, and Mentor (1995-98), Association of California Community College Administrators (ACCCA); Chair, ACCCA Corporate Relations Committee (1996-1998); National Community Colleges Advisory Panel, The College Board; National Commission on Learning Technologies, American Association of Community Colleges; District Representative, National Community College Distance Learning Network; Mentor, the American Council on Education; Board of Directors, Community College Leadership Development Initiative
- Ann Koda**, Project Director, @ONE Statewide Faculty Technology Development Program of the California Community Colleges
- Jim Linticum**, President (1996-98), NorCal Coaches Association for Track and Field/Cross Country
- John Lovas**, Chair, The National Two-Year College English Association of the National Council of Teachers of English; Workshop presentation, "New Approaches to Teaching Developmental English, First-Year Composition and Introduction to Literature," TYCA West Regional Conference, Las Vegas, October, 1998
- Dan Mitchell**, Lead Faculty Representative, @ ONE Project Faculty Technology Team
- Terri O'Connor**, President, California Community College Public Relations Organization; 1998 Communicator of the Year, National Award and District VI (Western United States) Award, National Council for Marketing and Public Relations
- Nancy Olsen**, Director, New Mexico Endowment for the Humanities Grant for the Pueblo Indian Potters' Symposium, Pueblo Indian Cultural Center, Albuquerque, NM, April, 1996
- Kathy Plum**, Inclusion in Who's Who Among America's Teachers (1996)
- Willie Pritchard**, President, Board of Directors, New Media Centers
- Steve Sellitti**, Innovation Abstracts Selection of De Anza's Middle College as a National High School/College Partnership Model
- Paul Setziol**, District Representative, State Academic Senate for California Community Colleges
- Mark Sherby**, National Mentor, Microsoft Connections Partnerships of the American Association of Community Colleges
- Rebecca Sherwood**, President, California Chapter, American Psychiatric Nurses Association
- Kulwant Singh**, Executive Committee Member (1996, 1997 and 1998), California Community College Soccer Coaches Association; Technical Director (1997 and 1998), California Youth Soccer Association; Staff Coach (1996, 1997 & 1998), United States Youth Soccer Association, Western States
- Barry Smith**, Regional Vice President (eight Western States) and National Trustee, American Society of Dousers
- Frank Soler**, Faculty Consultant; Exam Item and Curriculum Developer, Advanced Placement Program in Statistics, The College Board/ETS
- Edwina Stoll**, President, California Speech Communications Association; Current Chair, Community College Interest Group Committee for the National Communication Association; Campus Project Director, National Learning Communities Dissemination Project, FIPSE/Washington Center for Undergraduate Education

Continued on page 26

PART II. Internal and External Assessment

Where We Are

Leadership through Scholarship:

Contributing to the literature of one's discipline or field of investigation provides a wealth of information to an international readership. De Anza's faculty and staff are continually in the forefront of scholarship as measured by the books and substantive articles that are

published annually. Chart II-38—Books and Articles Authored by De Anza Faculty and Staff from 1996 to Present is evidence of our reputation among scholars and interested members of the local and world communities of which De Anza is a part.

Chart II-38 — Books and Articles Authored by De Anza Faculty and Staff from 1996 to Present

- Patrick Bresnan**, *Awakening: An Introduction to the History of Eastern Thought*, Prentice-Hall (1999).
- Barbara Callison**, *Swim for Life*, Barcal (1998).
- Nancy J. Canter**, *Factors Influencing Retention at Riverside Community College*, University of Southern California Dissertation, 1997; Artwork published in "The Forum," the journal of the Academic Senate of California Community Colleges (1998).
- Michael Cole**, *Dr. Dither's Digital Basics* (1997).
- Donna Dowdney**, with Donna Richards Sheridan, *How to Write and Publish Articles in Nursing*, Springer Medical/Nursing Publishing Company, New York, Second Edition (1997); *Writing for Publication Workbook*, Writing Enterprises International, Cupertino, California, self-published (1998); *Technical Writing VI Workbook*, Writing Enterprises International, Cupertino, California, self-published (1998); "Necessary Skills for Technical Communicators," *Connection*, Society for Technical Communication (February 1998); "Mentoring New Nurse Authors," with Donna Richards Sheridan, *Nurse Author & Editor* (Spring, 1998); "Necessary Skills for Technical Communicators," *CD-ROM and Proceedings, Annual Conference*, Anaheim, California, Society for Technical Communication (May, 1998); "Nurse Writers Internet and World Wide Web Sites," with Donna Richards Sheridan, *Nurse Author & Editor*, Fall (1997).
- Maurice Dunbar**, *Hooked on Books: Everybody's Guide to Book Collecting*, Smarts Publishing Group, San Mateo (1997).
- Behrouz Forouzan**, *Introduction to Computer Science: A Structured Programming Approach Using C*, with Gilberg, ITP Publisher, to be released 2/15/99; *Data Structures: A Pseudocode Approach with C*, with Gilberg, ITP Publisher (1998); *Introduction to Data Communication and Networking*, McGraw-Hill (1998).
- Toni Forsyth**, Video: "Crosscultural Communication in Higher Education," one of the eight videos available in the series, *Multicultural Perspectives in Higher Education*, Anker Publishing Company (1996).
- Joel Franks**, *Asia Pacific Americans and the United States* (2 volumes), McGraw Hill (1996); *Whose Baseball? The National Pastime and Cultural Diversity in California, 1859-1941*, Scarecrow Press.
- Arnetta Garcin**, co-author of *Journalism Framework*, JEAN, in press.
- Richard F. Gilberg**, *Data Structures: A Pseudocode Approach with C*, with Forouzan, ITP Publisher (1998); *Introduction to Computer Science: A Structured Programming Approach Using C*, ITP Publisher, with Forouzan, to be released 2/15/99.
- Mike Gough**, Spring/Summer, 1998: Executive Producer/Author and Featured Instructor for the Distance Learning videotapes for the 19th edition of the *Warren Accounting* text and for the 6th edition of the *Financial and Managerial Accounting* text also by Warren.
- Joanne Hames**, with **Yvonne Ehern**, *Introduction to Law*, Prentice-Hall, (1998).
- Stephen Hinerman**, with James Lull, *Media Scandals: Morality and Desire in the Popular Culture Marketplace*, New York: Columbia University Press and Oxford: Polity Press (1997).
- Barbara Ilowksy & Susan Dean** (co-authors), *Collaborative Statistics*, Addison Wesley Educational Publishers (1997).
- Judith Johnson**, created electronic testing for *English and Careers* text, Prentice-Hall (1996).
- Martha J. Kanter, Beth Grobman Burruss and Sandy Acebo**, "Most Wired" College Tells of Journey to the Information Age," *Community College Journal*, Vol. 69, No. 1 (August/September 1998); "Preparing Tomorrow's Workforce," *Controller's Quarterly*, with Leo E. Chavez, State of California (August 1998).
- Louis Gary Lamit**, *Engineering Graphics and Design*, West Publishing Company (1997); *Fundamentals of Engineering Graphics and Design*, West Publishing Company (1997); *Basic Pro/Engineer in 20 Lessons*, PWS Publishing (1997); *Basic Pro/Engineer with References to PT Modeler*, PWS Publishing (1997); *Pro/Engineer 21*, Brooks Cole Publishers, (forthcoming in August 1999).
- John Lovas**, "An Analysis of Trends in Part-time Faculty Employment in California Two-Year Colleges," ADE Summer Seminar, Traverse City, MI, June 1997; "Allocating Resources in a Large Two-Year College Writing Program," CCCC Annual Convention, Chicago, April, 1998; *Experiences: The Reader for Developing Writers*, New York: Harper Collins College Publishers (1996); "How Did We Get in This Fix? A Personal Account of the Shift to a Part-time Faculty in a Leading Two-Year College District," in Eileen Schell and Patricia Lambert Stock, *Moving a Mountain: Improving Working Conditions of Adjunct Writing Faculty*, Urbana: NCTE, forthcoming.
- Judy C. Miner**, *Ashoka's Dream*, Operaglass Website, Stanford University (1998).
- Patricia O'Neill**, *Instructor's Resource Manual* (1998) to accompany *Toward Health Aging*, Moseby Yearbook.
- Nancy H. Olsen**, *Bandelier Rock Art Documentation Study, Final Report* (1997), Albuquerque, N.M.; "Rock Art of the Pajarito Plateau," in *Final Report of Bandelier Archaeology*, editor Timothy Kohler, University of New Mexico Press (in press).
- John Perry**, *Advanced C Programming by Example*, ITP Publishing.
- Lorie Prouty**, "Foothill-De Anza Community College District and Hewlett-Packard," in *Common Ground: Exemplary Community College and Corporate Partnerships*, The League for Innovation in the Community College and the National Association of Manufacturers (1996).
- Hester Schell**, Publisher and Editor, *Bay Area Casting News* (monthly newsletter of Bay Area film actors) (1996 - present).
- Mark Sherby**, MCSE-Studier: Windows NT Administration, Stanford PC Networking (1997); MCSE-Studier: Windows NT Technical Support, Stanford PC Networking (1998).
- Ariel Slothower Smart**, *The Green Lantern and Other Stories*, Fithian Press, Santa Barbara (1999).
- Frank Soler**, *Statistics: A Model for Uncertainty*, Kendall Hunt Publisher (revised in 1997).
- Randolph Splitter**, *Body and Soul*, Creative Arts Book Company, Berkeley (1999).
- Edwina Stoll & Jim Luotto**, *Communication Skills for Collaborative Learning*, Kendall Hunt Publishing (revised in 1997).
- John Swenson**, *Teaching Composition with Literature*, Ed. Dana Gioia, Patricia Wagner, New York: Addison Wesley (1999).
- Susan Tavernetti & Margo Kasdan**, *The Critical Eye: An Introduction to Looking at Movies* (3rd ed.), Dubuque, Iowa: Kendall/Hunt Publishing Company (1998); "Native Americans in a Revisionist Western: Little Big Man" in *Hollywood's Indian*, pp. 121-136, ed. Peter C. Rollins and John E. O'Connor, Lexington, Kentucky: The University Press of Kentucky (1998).
- Leland Van Fossen**, *A Guide to the Study of Introductory Biology*, Burgess Press (1999); *Marine Biology*, Kipuka Productions (1998); *Ecology*, Kipuka Productions (1993); *A Guide to Big Basin State Park*, Kipuka Productions (1993).
- James C. Williams**, *Energy and the Making of Modern California*, Akron, Ohio: University of Akron Press (1997); "Hydroelectricity and the FERC 106 Process—A View from the West," CRM, 21 (1998): 2-6, 52; "Getting Housewives the Electric Message: Gender and Energy Marketing in the Early Twentieth Century," in *His & Hers: Gender, Consumption, and Technology*, edited by Roger Horowitz and Arwen Mohen, Charlottesville, Virginia: University of Virginia Press (1998), 149-170 (+ notes); "Frederick E. Terman and the Rise of Silicon Valley," *International Journal of Technology Management*, 16:8 (1998): 751-760; "Energy, Conservation, and Modernity: The Failure to Electrify Railroads in the American West," in *Technology and Western Landscapes*, edited by Stephen Tchudi, Reno: Nevada Humanities Committee, Halcyon Imprint, 1998, pp. 51-69; "California's First High-Head Turbine Installation," *IA: The Journal of the Society for Industrial Archaeology*, 22:1 (1996): 50-64; "Fuel at Last: Oil and Gas for California, 1860s-1940s," *California History* 75 (Summer 1996): 114-127, 180-181.

PART III. Plans for the Future

Four Goals and Expected Outcomes for 2005

We will forge our
**pathways to
excellence**
by achieving
four goals.

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

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

While some commentators in higher education and the wider public see creating broad access in conflict with maintaining high standards, we consciously reject that formulation. We believe rich diversity—in viewpoint, age, cultural background, race, purpose, and social values—must be a hallmark of excellence in educational achievement. We also recognize that creating the learning conditions on campus that embody trust, equity, challenge, fairness, engagement, and a strong sense of community has not yet been fully realized. Therefore, our planning for improvement must be directed in these areas:

Improve the Climate for Learning

- Promote a welcoming atmosphere in all first contacts with new students, new staff, and the public.

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

Improve Assessment for a Diverse Student Body

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

Improve Instruction and Student Services for a Diverse Student Body

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

*"We have tomorrow
Bright before us
Like a flame."*

— Langston Hughes

PART III. Plans for the Future

Four Goals and Expected Outcomes for 2005

- Deliver effective assessments, both self and institutional, using the Student Educational Plan and provide regular updates for transfer and vocationally oriented students (registration, testing, counseling and advising, research).
- Establish new and improved relationships with both feeder institutions (high schools, social agencies), transfer institutions (public and private universities, proprietary schools), and businesses.

Clarify the Pathways to Success in College

- Promote enhanced forms of communication that inform students of the multiple pathways to educational success which range from initial inquiries to orientations to reviews of academic progress to completion of degree and certificate requirements.
- Promote flexible programs that provide practical choices for youth, parents, and older citizens (child care, short courses, community education).
- Experiment with alternative load and scheduling policies to meet student needs with increased coverage, better delivery systems, and more flexibility by working with negotiated agreements (e.g., offer blocked and annual scheduling, assure the availability of courses in a sequence, provide cross training, cyberschedules, virtual office hours, etc.).
- Create strong, rich programs incorporating Instruction and Student Services based upon mutual support and shared development, delivery, and evaluation.

Encourage New Forms of Scholarship in the Classroom

- Redefine the classroom as a place for a broad range of teaching methods or pedagogies (problem analysis, collaborative learning, interdisciplinary study, role playing, gaming, and electronic interaction) and

focus on "uncovering" content and arranging student encounters with the best minds of the past and the present.

- Provide new models of participation for both faculty and staff that incorporate the roles of mentor, coach, and facilitator with those of lecturer and grade-giver.

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

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

Improve Student Learning with New Tools

- Improve assessment, advisement, and placement by making new tools available to staff and students. Examples include risk analysis data by program for students recommended for basic skills courses and individualized, online student educational plans so that students can determine their progress in achieving degrees, certificates, transfer, and/or career preparation through appropriate career-ladder pathways.

PART III. Plans for the Future

Four Goals and Expected Outcomes for 2005

Ensure Fiscal Soundness and Accountability

- Manage our costs prudently by maintaining effective expense controls and by monitoring expenditures to ensure accountability to our mission.
- Increase financial and personnel resources for faculty and staff training, Web management, and technical support.

Increase External Resources to Support Innovation and Entrepreneurship

- Develop more effective partnerships with business, industry, and community leaders. Such alliances will establish the basis for learning competencies linked to industry standards and employability needs and will provide a baseline for better public funding and necessary private funding.
- Establish a more aggressive, coordinated approach to fund-raising and an expanded Grants Office. Each organizational unit will meet a target for external funding. Fund-raising should be done to augment our programs and services to support our mission, ensuring that we do not compromise our integrity as an educational institution.
- Maintain an annual set-aside of discretionary funds to support innovation.

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

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

Tracking System for Annual and Long-Term Operational Goals and Strategies through 2005

APPENDIX 1

DE ANZA 2005 Pathways to Excellence

Tracking System for Annual and Long-Term Operational Goals and Strategies through 2005

Based upon DE ANZA 2005 and the state's Partnership for Excellence goals, this table is an annual tracking system for illustrating De Anza's progress, activities and accountability measures. We anticipate changes to our college, district and state goals, as new information becomes available. For 1998-99, information that is known is displayed in the chart below. All information was derived from state reports, district institutional research reports, college and district retreats, open forums, program reviews, division plans, and related plans such as those for diversity, technology, and budget. Partnership for Excellence outcome measures are defined under "State Goal for CCCs". Trend shows what has occurred in the past. 1990 was selected as a benchmark year prior to major budget reductions, 1995-96 was selected as this is the base year for PfE measures, 1996-97 was used for transfer (last col-

lege attended) and degree/certificates data, as reported by the California Postsecondary Education Commission. Workforce Development data is based on Ed>Net reports with 1996-97 as the base year. Basic Skills Improvement data looks at students who complete one or more levels above their basic skills course placement, using cohorts after the fact (1997 data for FY 1996-97). Goals are reviewed and adjusted annually for the subsequent year based upon the district, college, regional, and state information. "Metrics" defines the source of information, assumptions, and calculation used for the measure. Action plan summarizes the plans put in place as a result of the college's master planning activities. All other statements are derived from other sources, including program review materials and division plans, open forums, accreditation reports, etc.

Tracking System for Annual and Long-Term Operational Goals and Strategies through 2005

APPENDIX 1

Degrees and Certificates Awarded

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

STATE GOAL for CCCs

An increase from 80,799 to 110,500 in the number of degrees and certificates awarded from 57,076 to 78,000 (36%) associate degrees awarded and from 23,723 to 32,500 (37%) in the number of certificates awarded.

De Anza Goal Needed to

Reach System Goal:

Degrees: from 1222 to 2234
 Certificates: from 736 to 986

METRICS

- Information on degree and certificates from Evaluation Office and State Management Information System (MIS) data reports. 1996-97 most current data set.

DE ANZA ACTION PLAN

- Implement Degree Audit Function in the Districts CATS Project
- Review FH-DACCD MIS data reports to ensure all possible degrees and certificates are being accounted for.
- Move from an awarding system to an active system in the SIS+ program.
- Review divisions and programs to ensure all possible degrees and certificates are being offered, are current, and being accounted for.
- Review wage data reports and student enrollment patterns in areas showing significant wage gains for student completing 12-48 units for possible new certificate areas.
- Design marketing program to inform the campus community about the importance of an earned degree or certificate.
- Design and implement a plan to achieve degree and certificate goals via Partnership for Excellence.

EXPECTED OUTCOMES

Increase degrees and certificates by 1-5% per year, with student equity monitoring of major ethnic, gender, age and disability groups

(It should be noted that De Anza College has one of the highest degree rates in the state and country; however, the college is reviewing its degree standards and is likely to raise those standards which may cause a decline in degree recipients in the short term; therefore, increasing the rate from 1-5% per year may be a more appropriate and realistic range on this performance measure.)

Tracking System for Annual and Long-Term Operational Goals and Strategies through 2005

APPENDIX 1

Workforce Development

DESCRIPTION	DE ANZA TREND			DE ANZA GOAL			
	90-91	95-96	96-97	99-00	01-02	03-04	05-06
Workforce Development							
Successful completion in Vocational Education programs							
Education Contracts with Businesses				Ed>Net data to be inserted when validity and reliability is determined by the State.			To be designed by institutional research.
Employees Enrolled in Contract Courses							
Fee-based Training Enrollment							

STATE GOAL for CCCs

- I. An increase from 597,491 to 806,000 (26%) in the number of successful completions in vocational courses.
- II. An increase from 1,263 to 1,700 in the number of California businesses benefiting from training through contract education (note: base year is Fall, 1996).
- III. An increase from 73,801 to 99,600 in the number of employees benefiting from training through contract education.
- IV. An increase from 140,505 to 189,700 in the number of individuals receiving fee-based job training.

De Anza Goal Needed to Reach System Goal:
Data Analysis Required

METRICS

Standard Definition: Source: State of California EDD/UI Report for Vocational Students with assigned TOP codes with five or more graduates leaving college in 1995 after one year out of school who are not enrolled in a CSU or UC school and are making more than \$12,500/year.

District research committee to establish appropriate research measures, proxies, and instrumentation.

DE ANZA ACTION PLAN

- Implement vocational education student success strategies underway in the instructional divisions.
- Develop research methods for tracking students, student survey, and employer survey methods.
- Expand corporate linkages, partnerships, advisory boards, and form an oversight committee to advise on emerging job clusters for which no current program exists.

EXPECTED OUTCOMES

Increase successful completion rates in Vocational Education programs by 1-3% per year, with student equity analyses for major ethnic, gender, age and disability groups.

Increase the number of education contracts with businesses by 1-3% per year

Increase the number of employees enrolled in contract courses by 1-3% per year

Increase enrollments in fee-based training courses by 1-3% per year

Master Plan Goal

3

Improve Student Learning, Student Life, and the Management of Resources through the Appropriate Applications of Technology

Technology Applications

DESCRIPTION	DE ANZA TREND			DE ANZA GOAL			
	90-91	95-96	96-97	99-00	01-02	03-04	05-06
Technology							
# Computers in classrooms with 3 years of recency				To be inventoried by the Campus Technology staff.	To be designed according to the Campus Technology Plan.		
# Faculty and staff offices equipped with technology				To be inventoried by the Campus Technology staff.			
# Courses offered that utilize technology in the classroom (e-mail, Powerpoint, Web, etc.)				To be surveyed.			
# Distance Learning courses and sections offered				To be provided by the Distance Learning Program.			
# Students enrolled in Distance Learning courses							

On the Horizon:

Student performance studies comparing student outcomes with and without technology support and tools

STATE GOAL for CCCs

California Virtual University and FH-DACCD's participation in the Community College Distance Learning Network efforts support increased participation of students via the Internet and television

De Anza Goal Needed to

Reach System Goal:

Additional Data Analysis Required

METRICS

- Displaying course and program conversions to distance learning delivery formats will be assessed
- Student performance as a result of participation in the statewide Flashlight grant will be described in future reports

DE ANZA ACTION PLAN

- Increase course and program conversions to the Internet and television in appropriate disciplines and services

EXPECTED OUTCOMES

Estimate 30% of De Anza students enrolling in one or more distance learning classes over time

APPENDIX 2 Accreditation and Educational Master Planning Timeline

September 1998

- a. Planning Group finalizes annual DE ANZA 2005 targets for growth and student outcomes
- b. College Council, serving as the Accreditation Steering Committee (ASC), reviews draft on September 10
- c. Draft provided for feedback at College Leadership Retreat on September 16
- d. College Council adopts first draft of DE ANZA 2005 on September 24
- e. Final first draft published and disseminated collegewide
- f. Final first draft forwarded to Foothill, Central Services and governance groups
- g. Accreditation survey prepared and disseminated

October 1998

- a. DE ANZA 2005 presented at all division and program meetings, Town Halls and Intranet
- b. All divisions and programs assess/modify annual goals and action plans by filling in the last section (Appendix) of the Educational Master Plan
- c. Accreditation survey results analyzed
- d. Accreditation Standards 1, 2 and 8 first review by College Council (ASC)
- e. District Master Plan prepared incorporating De Anza and Foothill Educational Master Plans
- f. District Master Plan presented to the governance groups and endorsed by Chancellor's Advisory Council
- g. District Master Plan presented to the Board of Trustees on October 19

November 1998

- a. Accreditation survey results incorporated into DE ANZA 2005 Educational Master Plan and provided to all 10 standard teams and College Council (ASC)
- b. Final draft of DE ANZA 2005 adopted by College Council
- c. Town Hall focusing on Educational Master Plan priority and Accreditation Standards 1, 2 and 8

- d. Accreditation Standards 3, 5, 6 and 9 first review by College Council (ASC)

December 1998

- a. DE ANZA 2005 disseminated to the College Community
- b. DE ANZA 2005 incorporated into Accreditation Self-Study and provided to all Accreditation Standard Teams
- c. DE ANZA 2005 used for collegial decision making and provided to all Decision-Making Teams, the Diversity Advisory Committee and College Council
- d. Town Hall focusing on DE ANZA 2005
- e. Accreditation Standards 4 and 10 first review by College Council (ASC)
- f. Accreditation Standards 3 and 6 second review by College Council (ASC)

January 1999

- a. Accreditation Standards 1, 2, 5, 8 and 9 second review by College Council (ASC)
- b. Accreditation Standard 7 first review by College Council (ASC)
- c. Town Hall focusing on Educational Master Plan priority and Accreditation Standards 3 and 6

February 1999

- a. Collegewide retreat held to assess progress to date and propose annual priorities, targets and outcomes for 1999-2000 as well as review and comment on Accreditation Self-Study draft to date
- b. Accreditation Standards 3 and 6 third review by College Council (ASC)
- c. Accreditation Standards 7 and 10 second review by College Council (ASC)
- d. Town Hall focusing on Educational Master Plan priority and Accreditation Standards 5 and 9
- e. Accreditation Standards 1, 2 and 8 adopted by College Council (ASC)
- f. Revised DE ANZA 2005 published

APPENDIX 3 Master Planning Resources

General

- Baker, G. A. (1998). Managing Change: A Model for Community College Leaders. Washington, D.C.: American Association of Community Colleges.
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State and County

- California Citizens Commission on Higher Education. (1998). A State of Learning: California Higher Education in the Twenty-First Century. A Blueprint for Implementing the Report of the Citizens Commission on Higher Education. Los Angeles: The Commission.
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