



DE ANZA COLLEGE

State of the College Annual Report 2007-2008

*Engaging Change:
Implementing Initiatives for Student Success*

Outreach

Retention & Success

Cultural Competence

Community Collaborations



DE ANZA
COLLEGE

State of the College
Annual Report 2007-2008

Engaging Change:
Implementing Initiatives for Student Success



Date: June 2, 2008

To: Foothill-De Anza Board of Trustees
Bruce Swenson, President
Laura Casas-Frier, Vice President
Betsy Bechtel
Paul Fong
Hal Plotkin
Jordan Eldridge, De Anza Student Trustee
Sarah Snow, Foothill Student Trustee

Martha J. Kanter, Chancellor

From: President Brian Murphy

During this past academic year, De Anza College moved into the full implementation of the college Strategic Plan. Four strategic initiatives framed this work: Outreach, Individualized Attention to Student Success, Community Collaborations and Cultural Competence. Funded in part through district one-time funds, these initiatives expressed the core commitment of the college to increasing the number and success of our students.

The raw numbers demonstrate our initial success: the numbers of students and families reached through our efforts in Outreach have grown dramatically; the success of students enrolled in our new summer and first-year program is notable; and our overall on-campus enrollment is up significantly, especially among students from historically underrepresented communities. Beyond the numbers is the palpable excitement and energy on campus for new projects aimed at retention, student community engagement, and the further development of the college's cultural capacity to engage the full diversity of our students. The strategic initiatives now guide our ongoing planning and budgeting in addressing the future.

This report will follow a familiar format: detailed indicators of success, the listing of important and notable success of our students, faculty and staff, reports from our senates and students, and summaries of the newest construction and renovation of our facilities. It will then elaborate in more detail the progress we are making with our four institutional initiatives.

It is remarkable what this college does in the service of its students and their communities. It is bittersweet to note that we provide this report amidst the annual anxiety that the state budget will not meet our needs, or the broader needs of our students and their families. Our faculty and staff are heroes of commitment in the face of this uncertainty, and I am proud to be their colleague.



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I. The Year in Review

Engaging Change: *Implementing Initiatives for Student Success*

Outreach

Retention & Success

Cultural Competence

Community Collaborations

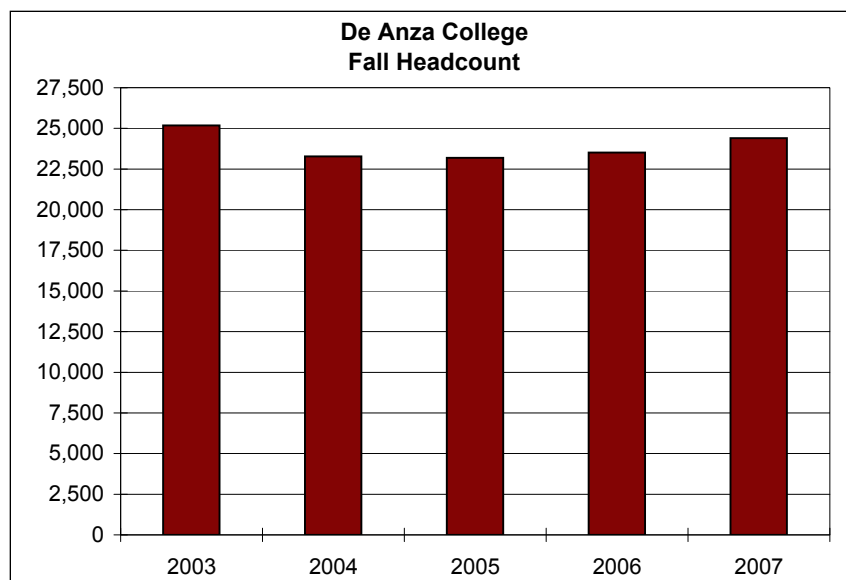
Trends and Key Planning Indicators

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

- Students from the college’s service area account for about 22% of the student population.
- About 43% of our students come from the city of San José, while 12% come from Sunnyvale and about 10% from Cupertino.
- About 80% of our students attend classes during the day.
- Just over 35% of our students are considered full time, taking 12 or more units.
- About 1,400 international students attend the college, making De Anza one of the largest community college programs for international students in the country.
- About 51% of De Anza’s students are female.
- About 15% of our students have already completed a bachelor’s degree or higher.
- About 65% of our students enrolled are 24 years old or younger.

Fall headcount enrollment increased 3.7% from 2006 to 2007: from 23,516 to 24,404 (see Figure 1). In fall 2003, headcount enrollment was 25,182.

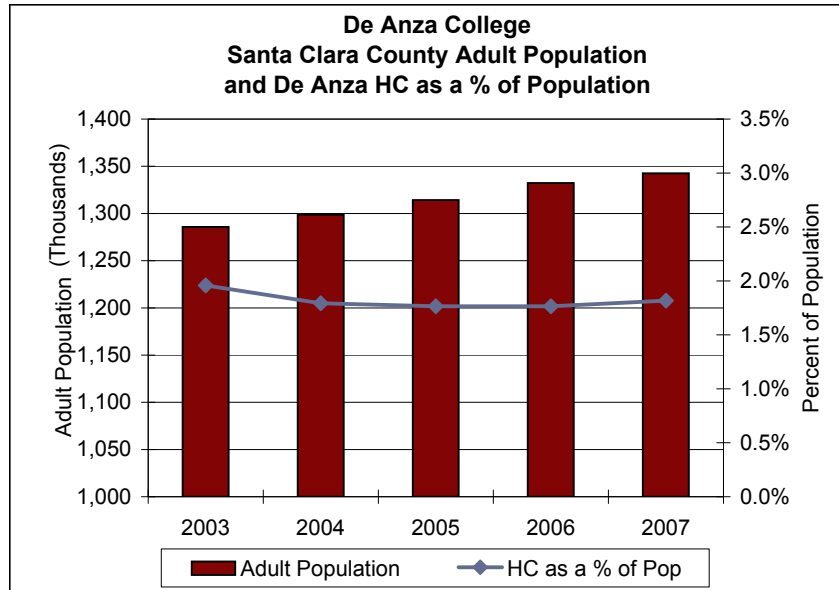
Figure 1



Source: FHDA Institutional Research Office

Between 2003 and 2007, the adult population (ages 18 and over) of Santa Clara County grew by 48,188, from 1.294 million to 1.343 million. In 2007, De Anza enrolled about 1.82% of the adult population in the county during fall quarter, down from about 2% in 2003 (see Figure 2). This smaller percentage actually netted larger numbers of students for De Anza.

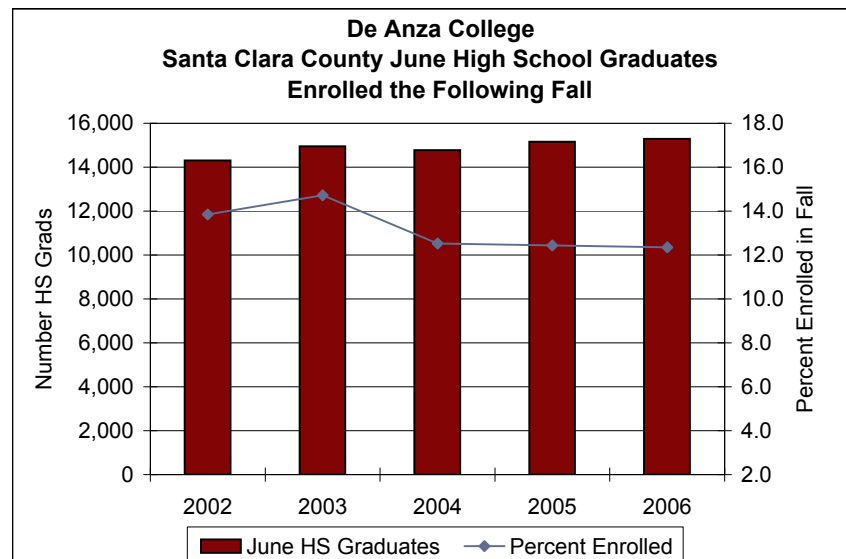
Figure 2



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

As depicted in Figure 3, De Anza attracted about 12% of all Santa Clara County students graduating from high school in June 2006. This has remained constant over the past three years, though it is down from a high of 15% in 2003 (June 2007 data not yet available).

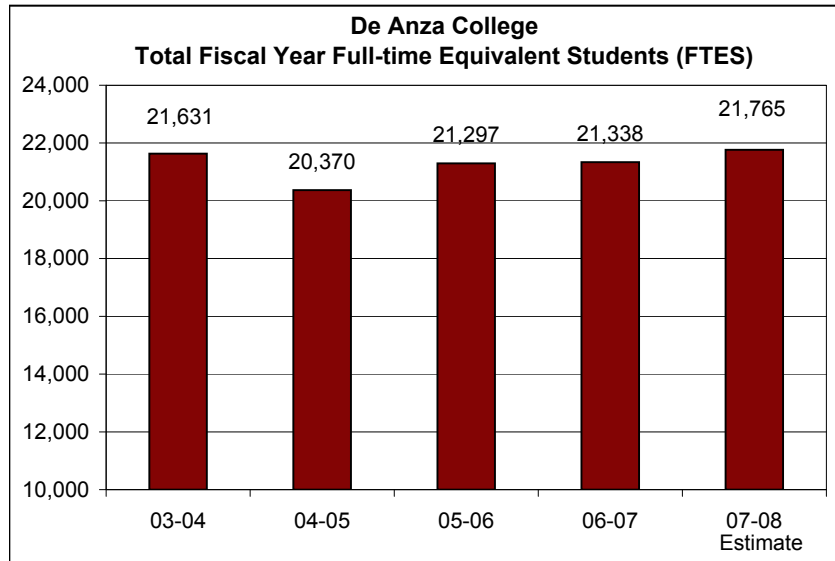
Figure 3



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

As depicted in Figure 4, full-time equivalent student (FTES) enrollment has increased an estimated 3% from 2006-07 to 2007-08. The institutional goal is to increase FTES enrollment about 2% each year.

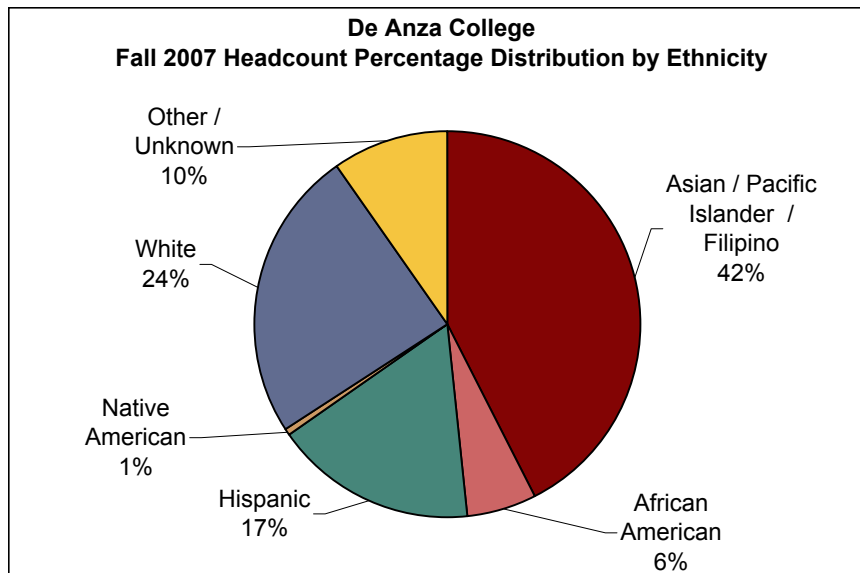
Figure 4



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

The De Anza student population is extraordinarily diverse. Students identifying themselves as Asian, Pacific Islander and Filipino comprised about 42% of the headcount enrollment in the fall of 2007. The Hispanic population increased from 15% in 2006 to 17% in fall 2007 (see Figure 5), likely as a result of comprehensive targeted recruitment and marketing efforts.

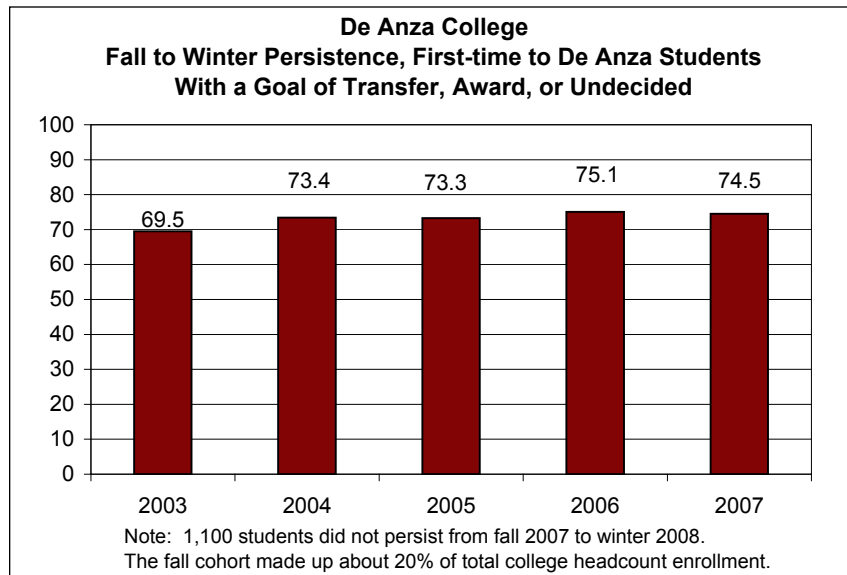
Figure 5



Source: FHDA Institutional Research Office

The fall-to-winter persistence rate of first-time De Anza students (new college students as well as students who may have previously attended another college) dropped slightly from 2006 to 2007 (Figure 6). About 1,100 students in this cohort did not persist from fall to winter quarter. Students taking 6 units or fewer have a significantly lower persistence rate than full-time students. Interestingly, the spring 2007 to fall 2007 persistence of continuing students increased from 67% to 70%.

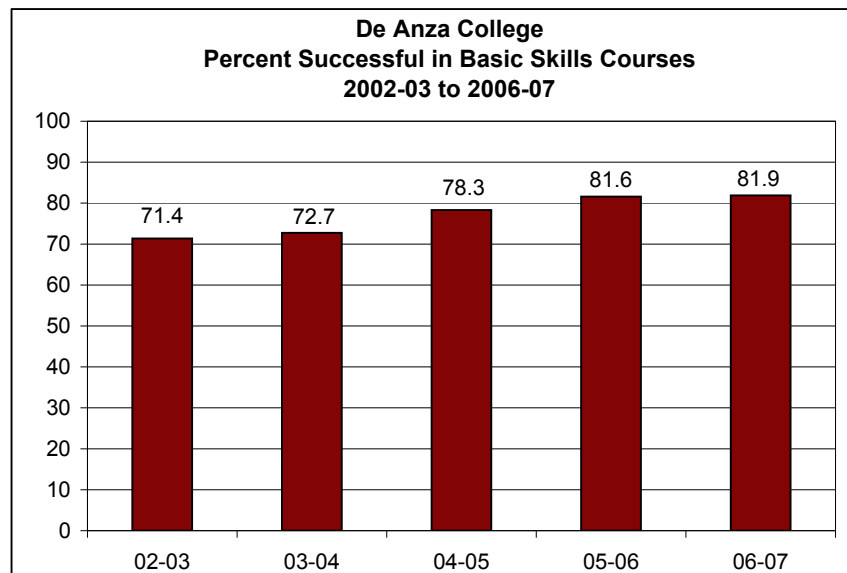
Figure 6



Source: De Anza Institutional Research Office

The basic skills course success rate remained constant at about 82% from 2005-06 to 2006-07 (Figure 7). De Anza continues to focus on improving the course success rates as well as the persistence rates of students taking basic skills courses.

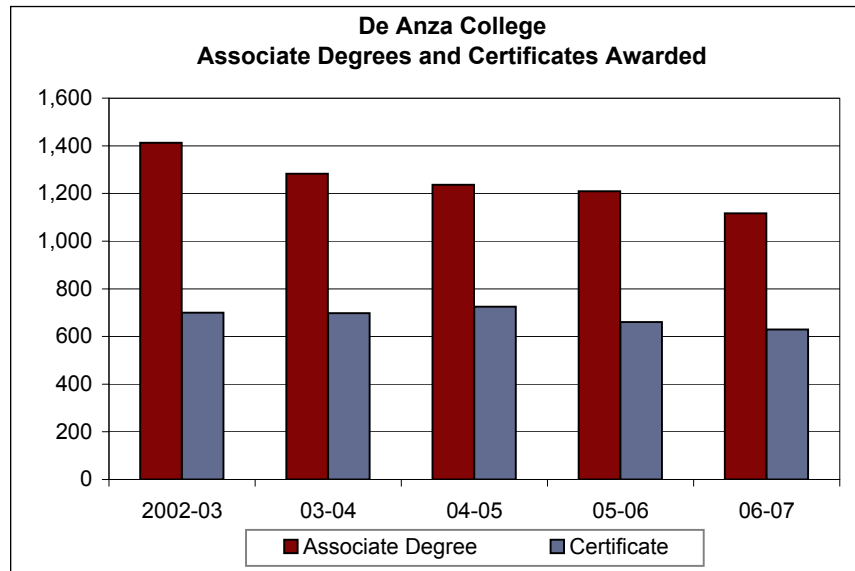
Figure 7



Sources: FHDA Institutional Research Office, CCCC PFE Reports, 2007 ARCC Report

Another measurement of college outcomes is the number of degrees and certificates awarded (Figure 8). Between 2005-06 and 2006-07 the number of degrees and certificates awarded declined slightly. Given the drop in enrollment in 2004, it may be a few more years before the college reaches the number awarded in 2002-03.

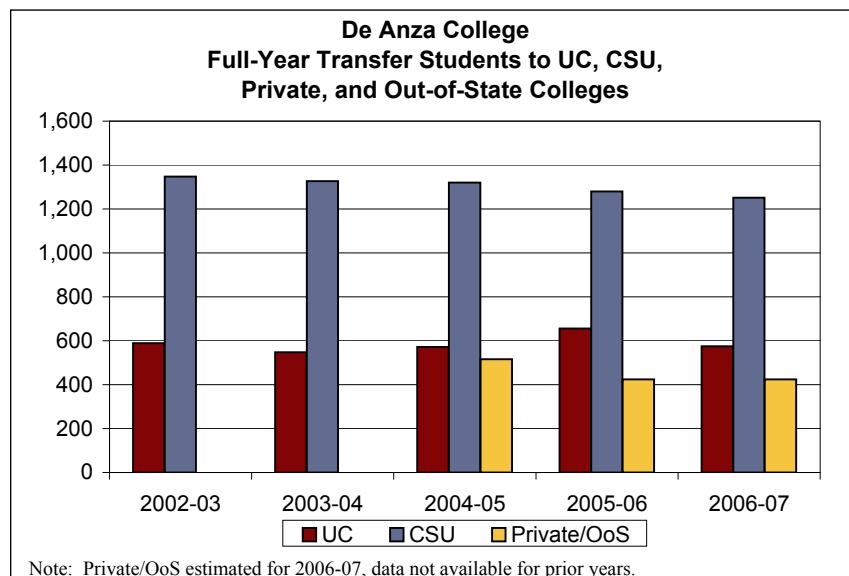
Figure 8



Source: FHDA Institutional Research Office

As depicted in Figure 9, about 2,300 De Anza students transfer to a UC, CSU, in-state private or out-of-state college or university. The number of students transferring to UC and CSU campuses has declined slightly from 2005-06 to 2006-07, reflecting the lower initial enrollment numbers in 2004. In 2006-07 De Anza had the second largest number of combined UC and CSU transfers in the state: 1,826 (compared to Santa Monica's 2,102).

Figure 9

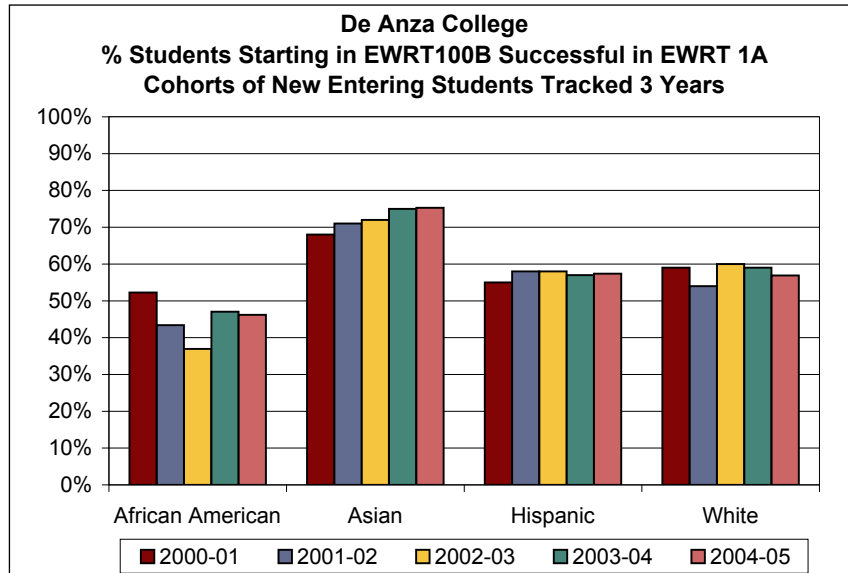


Note: Private/OoS estimated for 2006-07, data not available for prior years.

Sources: FHDA Institutional Research Office, CPEC, CCCCC

As depicted in Figures 10 and 11, there remain differences in course success rates among ethnic groups. The ethnic groups have been aggregated in these two charts for easier reading. The two figures show the percent of students starting in a basic skills course who are successful in the next course. For English writing (EWRT), there is considerable variation between Asian and other students on this measure.

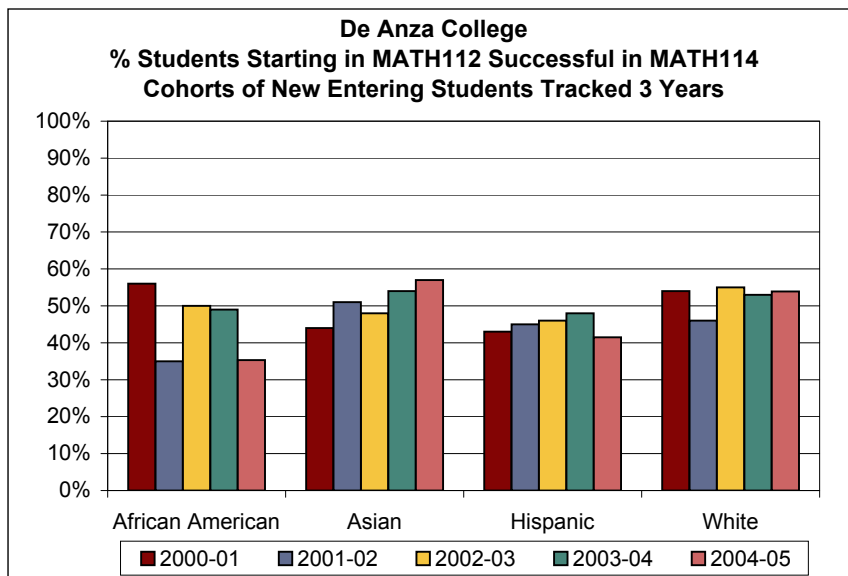
Figure 10



Sources: FHDA and De Anza Institutional Research Offices

As noted in Figure 11, the success rates from Math 112 to Math 114 are less compared to EWRT, but there is less variation among ethnic groups. Still, for the 2004-05 cohort (tracked for 15 quarters), 57% of Asian students, compared with 42% of Hispanic students, successfully moved from Math 112 to Math 114.

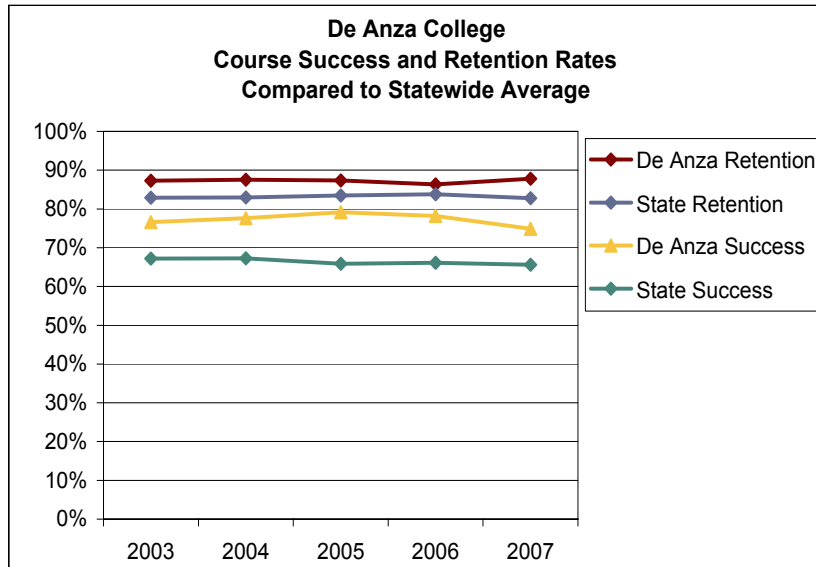
Figure 11



Sources: FHDA and De Anza Institutional Research Offices

Compared to other community colleges, De Anza’s course success rate is considerably higher (Figure 12). In 2007 the overall success rate dropped slightly but still remained about 10 percentage points above the statewide average. It is unclear why there was a slight drop; further research is being undertaken.

Figure 12



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



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

Sustainability

This year De Anza adopted a Sustainability Management Plan (SMP) to guide the college toward becoming fully sustainable. The SMP addresses all aspects of college operations and their impact on the campus and community. The plan includes community vibrancy, environmental stewardship, social equity and financial responsibility. Steps taken this year include:

- The addition of biodegradable cornstarch utensils, organic local produce and natural meats in Food Services.
- A water conservation project on the soccer field in collaboration with the Santa Clara Water District.
- Participation in the Sustainability, Tracking, Assessment and Rating System (STARS) project in conjunction with the Association for the Advancement of Sustainability in Higher Education (AASHE). STARS is a voluntary, self-reporting framework for gauging relative progress toward sustainability for colleges and universities. De Anza is one of seven large community colleges participating in the nationwide project.
- A vote this spring by De Anza Associated Student Body (DASB) on the purchase of VTA eco-passes for all full-time students and consideration of a “green” fee for student environmental initiatives.

Facilities, Equipment and Technology

The few remaining Measure E projects will be completed this calendar year. In addition, we began the implementation of Measure C first through bridge funding and now with full funding available to the college. The first year bridge funding for furniture, equipment and technology was fully allocated and much has been installed. This includes the addition of several smart classrooms and the retrofitting of several student computer labs.

Also, the college was the recipient of a generous \$1,000,000 donation from Fujitsu Computer Systems that included a \$500,000 contribution to the planetarium, now renamed the Fujitsu Planetarium at De Anza College. The remaining \$500,000 in state-of-the-art technology will be used in classrooms and labs.



Projects in Construction

Measure E

Visual and Performing Arts Center – Progress continues toward the fall 2008 completion of the facility that will co-house the Euphrat Museum, an art history classroom and a 400-seat main stage venue for music, dance and film. The project is 52% complete, which means there is now access to State Capital Outlay funding to begin furniture and equipment procurement. This project is eligible for LEED® Silver designation, making it the fourth LEED® project on the campus. The current budget is \$18,828,956.

Landscape Phase 1 – This project begins in June and will continue through the summer. The primary components of this project are irrigation, a weather station that will monitor current conditions and respond appropriately, and plantings along the east side of campus and within S and L quads. The current budget is \$1,322,500.

Measure C

Signage Phase 1 – The campus has never truly had adequate vehicular and pedestrian signage. This project provides both, including new entry signs at the corner of Stelling Road and McClellan Road and at the East and South Entrances. The majority of the project will be completed by June 2. The current budget is \$513,462.



Artist's sketch of Visual and Performing Arts Center



Projects in Programming and Design

Measure C

Baldwin Winery Building – This building was affectionately known as the “Old Bookstore Building.” The current name derives from the original building owner and purpose. The building will house the complete Financial Aid and Scholarships operation, a copy center and part-time faculty offices. Renovations will be in keeping with its historical significance and properties. The current budget for this project is \$5,589,839.

E-1 Auto Technology – Design was completed under Measure E and construction is pending Department of State Architects final approvals. Construction is scheduled to begin in June 2009. The current budget for this project is \$3,395,545.

East Cottage – The East Cottage is one of two cottages on the property that served the previous owners of the estate as both guesthouses and servants quarters. This renovation will develop additional instructional space that will be home to a smart classroom, an oral history lab and the Institute for Community and Civic Engagement (ICCE). This building also will be renovated to retain its historical significance and properties. This project serves to encourage further discussion and to acknowledge the facility’s historical implications. The current budget for this project is \$1,704,608.

Multicultural Center – The Multicultural Center renovation will upgrade classrooms, improve the division offices for the Division of International and Intercultural Studies (IIS), and enhance and expand the multipurpose facilities used by various leadership activities including Asian Pacific American Leadership Institute (APALI) and Latina/o Empowerment at De Anza (LEAD). This renovation will also include creating a distinctive entrance and learning environment for a variety of programs and services centered on culturally competent instruction. The current budget for this project is \$3,847,568.

Seminar Building – The Seminar Building project is a leftover Measure E project. This building will house programs displaced by the Mediated Learning Center including the Occupational Training Institute (OTI), CompTechS, and Professional and Workforce Development. In addition one classroom will remain. The current budget for this project is \$2,737,182.

Mediated Learning Center – The Mediated Learning Center is the only large cap, new building project in Measure C. This building is being programmed as a LEED® Platinum facility, the highest LEED® achievement. This 54,000-square-foot facility will be home to 13 classrooms for programs such as world languages, anthropology and general instruction. The building will also bring together the Office for Mediated Instruction, Staff Development and the Technology Resources Group (TRG) to create a state-of-the-art faculty resource area in support of mediated instruction. The roof will house a large photovoltaic array. The design will integrate leading edge heating, cooling and ventilation systems as well as natural day lighting in all the classrooms for enhanced student learning. The current budget for this project is \$37,685,138.

Projects Completed

Measure E

Campus Center – Renovations on the Campus Center were completed in August 2007. The project included an expanded, redesigned Food Services Food Court and upgraded technology delivery in the dining room and meeting spaces. The major source of funding for this project was from the student body through increased Campus Center Use Fees.

Fujitsu Planetarium at De Anza College – The planetarium was open to students in the fall term 2007 and reopened to the public this year with the addition of the state-funded Konica Minolta Infinium S Star Projector. The project included the replacement of the inner dome and repainting of the distinctive outer dome. Refurbished seats and a new orientation contribute to making this “classroom” comfortable and effective. Each year, more than 25,000 students from 445 local schools visit the planetarium. An additional 8,000 community members visit the planetarium to enjoy exciting programs and stay current with the latest astronomical discoveries. In honor of Fujitsu Computer Systems’ gift, the planetarium was renamed in May 2008.

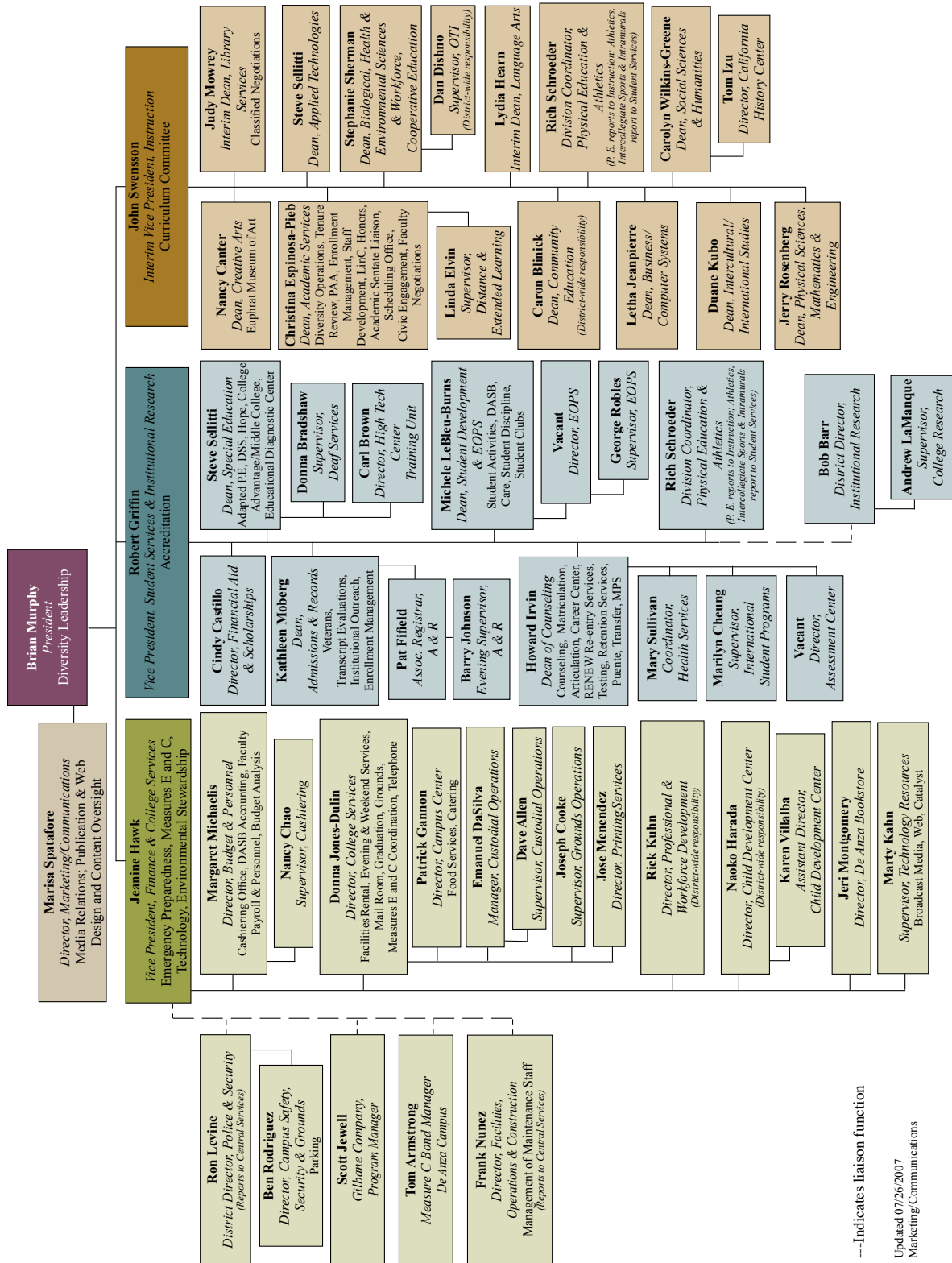
Measure C

Forum – Renovations to the Forum were completed in August 2007. Work included major mechanical, finishes, seats and additional faculty offices.

Lighting Phase I – This project was the first phase of lighting to improve safe passage and circulation around the campus. Work was completed in A and S quads in addition to the central campus core and major pathways.



2007-2008 De Anza College Administrative Functions



--Indicates liaison function

Updated 07/26/2007
Marketing/Communications

De Anza Academic Senate

Summary of Accomplishments 2007-08

Wayne Chenoweth, President

Academic Senate Web Site

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

Annual Scholarships Awarded

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

Curriculum Committee

The Curriculum Committee is a subcommittee of the Academic Senate. Through this committee, faculty members establish and maintain the quality and integrity of the curriculum. In conjunction with the Curriculum Committee, the Academic Senate continued discussion of Student Learning Outcomes (SLOs) and continues to identify, implement and assess procedures for determining SLOs.

Course renumbering, new courses and the reconsideration of degrees and certificates due to new state mandates have all been accomplished or are significantly under way. After careful consideration and with the recommendation of the Curriculum Committee, the Senate Executive Committee did not approve a newly revised University Studies Associate's degree. The primary reason for this decision is that it would be the only degree offered that did not meet De Anza's General Education requirements.

General Education Review

A steering committee for the General Education (GE) review was established this fall, composed of six members from the Senate Executive Committee and six members from the Curriculum Committee plus the Academic Senate president and the Curriculum Committee co-chair as co-chairs. The Steering Committee began meeting in January to discuss the GE philosophy. The committee will review suggested changes to the college General Education Philosophy Statement and make recommendations for change to the Senate Executive Committee. The Steering Committee decided to first determine our institutional core competencies to use in further GE and SLO discussions. A draft has been formed that will be used for further discussion and refinement.

Student Learning Outcomes

Language Arts instructor **Maryalice Bonilla** is our new Student Learning Outcomes (SLOs) co-ordinator. The coordinator position is responsible to the Academic Senate's Committee on Curriculum and, by extension, to the Academic Senate Executive Committee. She will provide

leadership and guidance to faculty and staff for the development of SLOs at the course, program, and college level. The focus for winter quarter was awareness building, with the goal that faculty and administrators have a general understanding of what SLOs are. Several events were conducted:

- a presentation to the Academic Senate to introduce a dialogue;
- an SLO workshop at the De Anza Teaching and Learning Conference; and
- an SLO seminar for faculty and administrators with perspectives from other campuses.

Load Factors

The Senate formed an ad hoc committee to create a formal, curriculum-driven process for changing the load factors of existing courses. The document included suggested draft language for an ad hoc committee to consider.

District Activities

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. Senate officers are members of the Chancellor's Advisory Council (CAC) and the Academic and Professional Matters Committee (APM), in addition to working on other projects with the district, including District Opening Day activities.

Shared Governance

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

This year the Senate Executive Committee continued to meet quarterly with college senior staff to strengthen relationships. Discussions in College Council and other shared governance groups resulted in a more explicit map of what shared governance at De Anza looks like. The new Shared Governance Web Site (<http://www.deanza.edu/gov>) will also play a key role in communicating the various aspects of shared governance and will encourage more faculty to become engaged with the process.

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, the writing of papers adopted by the state senate and the presentation of sessions at Plenary Sessions. These included math instructor **Barbara Illowsky**'s presentation on the Basic Skills Initiative and music instructor **Paul Setziol**'s presentation on the Associate's Degree.

De Anza Classified Senate

Summary of Accomplishments 2007-08

Olivia Patlan, President

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

The recently negotiated SEIU contract offers classified leadership an opportunity to give adequate, quality time to participate in campus committees. It also provides office space for the Classified Senate to have an equally visible location as other campus constituencies. Classified Senate is grateful to our college president for his support and encouragement of classified professionals to participate in shared governance across the campus and the district. The full participation of Classified Senate representatives is critical for the smooth operation of our shared governance process.

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
- Chancellor's Advisory Council
- Human Resources Advisory Committee
- De Anza College Council
- De Anza College Diversity Advisory Council
- De Anza College Facilities Committee
- De Anza College Campus Center Advisory Board
- Equity=Excellence Conference Committee members
- Various hiring committees as EO and SEIU representatives

Classified Senate representatives attended:

- Academic Senate meetings
- Foothill-De Anza Community College District Board meetings

Supported College/District Priorities:

- Classified professionals chaired and participated in developing Institutional Initiatives and continue to be involved in strategic planning for the college
- Reviewed, analyzed and recommended suggested changes for the College Administrative Reorganization
- Continued work on Respect in the Workplace Project
- Provided input on District Opening Day workshops

Enhanced Staff Development and Motivation:

- Sponsored Employee of the Month Awards, presented semi-annually
- Sponsored Classified Senate Leadership Workshop for all classified staff
- Supported and encouraged classified staff Professional Growth Award (PGA) participation
- Collaborated with Staff Development Office to provide professional development activities for all classified staff
- Sponsored Cultural Competence training with College Equity Team
- Sponsored and coordinated the annual All-Classified Retreat to enhance professional relationships
- Provided leadership training and team building to senators and officers
- Sponsored a Leadership Retreat for all campus classified professionals
- Sponsored a team in memory of a colleague, Jean Elwell, in the Santa Clara Valley American Heart Association Walk to benefit the campus and the local community
- Contributed \$500 to the Jean Elwell Memorial Scholarship
- Sponsored a team (Making Tracks for the Cure) in memory of colleagues who lost their lives and to honor colleagues battling courageously against cancer by participating in the Cupertino Relay for Life activity held at the De Anza College track
- Participated in orientation for new classified employees
- Represented ergonomic needs of classified professionals in their work environment

De Anza Associated Student Body **Summary of Accomplishments 2007-08**

Managing an annual budget of more than \$1,000,000, DASB supports numerous clubs, programs and student services across the campus. DASB continues to enthusiastically advocate for students. The mid-year change in leadership did not slow DASB's progress in "students helping students." Once again De Anza College is well represented on statewide issues. The DASB put forth energy and resources to send a full complement of students to attend the Student Senate for California Community Colleges conferences. In addition, one student from our student body, Monica Pen, was voted in to serve as the regional senator for Region IV.

On April 21, 2008, the DASB sponsored several students to attend a statewide rally and march on the state capitol regarding proposed higher education budget cuts.

Locally, the DASB continues to conduct student forums so students become informed of available services and how to access these services. The DASB also considers a vibrant college life as essential for a successful college experience and so has provided for a multitude of programs and services that span a wide array of interests and cultures.



Notable Achievements of Students, Faculty and Staff

Student Accomplishments

Business management economics major **Stefan Anderson** was awarded a \$20,000 Karl S. Pister scholarship to UC Santa Cruz for fall 2008. Anderson has been a member of the De Anza College Chamber Orchestra for the past two years, a tutor in the Math and Science Tutorial Center, and a tennis coach for children since his freshman year in high school. He is also a finance intern with NASA.

Nursing student and San José resident **Katie Grace** received a \$5,000 Kaider Scholarship President's Award from President Brian Murphy. The scholarship was made possible by the Steve and Lola Kaider Foundation to help her reach her goal of an associate's degree. Grace will graduate from De Anza's Registered Nursing Program in spring 2008.

Santa Clara resident **Katie Miller** was awarded a \$1,000 College of Natural Sciences Academic and Performance Scholarship to CSU Chico for fall 2008.

Yujin Yoshimura of Santa Clara was ranked second in the 2007-08 AMATYC Student Mathematics League Competition, a national contest held in March. AMATYC (American Mathematical Association of Two-Year Colleges) is the only organization exclusively devoted to providing a national forum for the improvement of mathematics instruction in the first two years of college.

Two De Anza students were named to the CalWORKs Portraits of Student Success 2008; **Diana Hoover**, business administration and marketing management double major, maintains a 3.5 GPA, is on the dean's list and has completed four certificates in her major while supporting her two daughters. Hoover will complete her degrees in June 2008. **Paige Whitney-White** completed her registered nursing degree in June 2007 while a single mother. She is a full-time registered nurse at El Camino Hospital in Mountain View.

De Anza students made a strong showing again this year at the 2008 Media Arts Competition, winning eight prizes.

- **Tina Baird, Indukuri Meena, Eileen Laitinen** and **Suvobrata Roy Chowdhury** – Traditional Animation category
- **Indukuri Meena** and **Ryan Chilton** – four 3D Cinematic prizes
- **Shan Ling Li** – Film/Video award
- **Thu Nguyen** – Package Design award

Instructors for these students were **Martin McNamara, Bill Nagel, David Perry, Zaki Lisha** and the late **Will Paicius**.

De Anza Film/Television alumnus **Kurt Kuenne** received the Special Jury Prize for Documentary Feature and the Audience Award for Documentary Feature at Cinequest 18 for "Dear Zachary: A Letter to a Son About His Father."

Two De Anza College student films produced in the college's Film/TV Department were selected for Cinequest Film Festival 18: the animated "Final Performance" by **Indukuri Meena** and the experimental "Try" by **Omar Forero**. Meena lives in Cupertino, and Forero currently resides in

his native Peru. De Anza once again was the only community college represented in the Student Film Competition at the festival. Cinequest is ranked among one of the world's top 10 film festivals, according to the "Ultimate Film Festival Survival Guide."

Former international relations and U.S. government student **Anna Socha** of Poland has been accepted to UC Santa Barbara's Ph.D. program with a full scholarship and has also been accepted to the prestigious international relations master's program at Johns Hopkins University. Socha has returned to De Anza during the past two years as a volunteer tutor and guest lecturer in political science instructor Greg Druehl's international relations class. Another of Druehl's former students, **Euncie Han** of South Korea, graduated magna cum laude in economics from UCLA and is now attending Harvard University pursuing a Ph.D. in economics.

De Anza students took home 15 awards from the NorCal regional conference of the Journalism Association of Community Colleges (JACC) in October 2007. The awards were primarily for stories, graphics and photos published in the 2006-07 La Voz Weekly. Students from approximately 25 northern California community college newspapers entered the competition, which was judged by professionals who work in the journalism field.

- Newspaper General Excellence – La Voz Staff
- Online General Excellence – La Voz Staff
- 1st Place – Student Designed Advertisement – La Voz Staff
- 2nd Place – Opinion Writing On-the-Spot – **Jay Donde**
- 2nd Place – Inside Page Layout – **Tom Guffey**
- 3rd Place – Line Illustration – **Olga Ardulov**
- 3rd Place – Front Page Layout – **Loriza Sasur**
- 3rd Place – Photo Illustration – **Brian Oden**
- 3rd Place – Informational Graphic – **Brian Oden, Joanna Law**
- Honorable Mention –
 - News Story – **Sung Kim**
 - Column Writing – **Sung Kim**
 - Column Writing – **Jay Donde**
 - Profile Feature – **Helen Zou**
 - News Photo – **Kelly McManus**
 - Photo Story/Essay – La Voz Staff

De Anza student **Mike Bailey** was named Special Olympian of the Year at the 13th Annual San José Sports Hall of Fame Induction Ceremony. Bailey, 26, has competed in the Special Olympics since the age of 7.

Eliseo Guillen of San José will receive the President's Award for 2007-08 and graduate in June with a 3.302 GPA. Guillen, who grew up in Jalisco, Mexico, will transfer to San José State University and major in business administration in fall 2008.

Juliana Batista of Cupertino will receive the DeHart Memorial Scholarship for Service and graduate in June with a 3.496 GPA. Batista, a native of Brazil, will transfer to UC Berkeley or UC Santa Cruz and major in political science and Latin American studies in fall 2008.

Several De Anza students were honored for top athletic awards:

- Football: **Lateef Duncan, Arvelle Thompson, Tyler Miller** and **Chantz Staden**, named to the All Coast Conference Team. Staden was also named All Coast Conference Offensive Player of the Year, All-Purpose and Return Specialist of the Year, and signed a letter of intent to play football at Washington State University.
- Women's Volleyball: co-champions of the North Division of the Coast Conference and players **Ali Hanshaw, Margaret McCloskey** and **Alisa Vinokur**, named to the All Coast Conference Team. Hanshaw was also named to the All California Team.
- Men's Soccer: co-champions of the South Division of the Coast Conference and players **Luis Nieves, Adan Penuelas, Humberto Pineda** and **Chad Thompson** were named to the All Coast Conference Team. Nieves was also named to All California Team.
- Women's Soccer: winners of the North Division of the Coast Conference (10 wins, 0 losses). Player **Jasmine Stephens** was named to All American Team and All California Team. **Jenny Kute** was named to All West Region Team and All California Team.
- Cross Country runner **Cynthia Chaidez** was named to All State Team.
- Women's Basketball: winners of the conference championship and player **Derisa Taleni** was named to All California Team.
- Women's Swimming and Diving: **Valerie Sultan** was named CCCAA/COA Pepsi Scholar Athlete Honor Roll (California Community College Athletic Association/Commission on Athletics).

The fall quarter 2007 honor roll for student athletes included 105 students with a minimum 3.0 GPA. Nine of those students earned a 4.0 GPA.

The winter quarter 2008 honor roll for student athletes included 94 students with a minimum 3.0 GPA. Eight of those students earned a 4.0 GPA.

Former De Anza student **Brennan Marion**, who is a junior transfer to the University of Tulsa, was selected as the Conference USA's Newcomer of the Year in football.

Massage therapy student **Emilia Krznarich** received the Centa Sprezel Student Scholarship from the California chapter of the American Massage Therapy Association (AMTA).

Massage therapy graduate **Miyuki Mori** received the Judy Dean Professional Scholarship from the California chapter of the American Massage Therapy Association (AMTA) for her volunteer work in the Silicon Valley unit.

Massage therapy graduate **Daniel Morello**, owner of Mountain Mobile Massage in Big Bear Lake, California, was featured in the "Hands On" national newsletter for the AMTA.

Former students **Crystal Gallatin, Eric Hall, Dana Johnson, Richard Curtis Lou, Ken Mignosa, Don Pham** and **Glenn Wheatland** have all joined the ranks of the American Red Cross CPR AED for professional rescuer instructors and are volunteering in classes for the Biological, Health and Environmental Studies Division and the Physical Education Division.

Faculty Accomplishments

With the leadership of Interim Vice President of Instruction **John Swensson**, weekend college classes were renewed and re-energized into the **Weekend Collegeplus** program. Weekend, evening, online and self-paced classes have been highlighted in the class schedule, making them easy to find. Enrollment in Friday, Saturday and Sunday classes increased by 26% from spring quarter 2007 to spring quarter 2008.

Art history instructor **Catie Cadge-Moore** was selected to participate in “2008 Andean Worlds: New Directions in Scholarship and Teaching,” a summer institute co-sponsored by the National Endowment for the Humanities and Community College Humanities Association. Scholars will share the most recent developments in the field of Andean Studies through seminars, field study and travel to Lima, Chiclayo, Trujillo, Pisac in the Sacred Valley and Cusco.

Instructor **Randy Lomax**, Dean of Counseling **Howard Irvin**, Foothill-De Anza student trustee **Jordan Eldridge** and other students took part in the YWCA's 6th Annual Walk a Mile in Her Shoes, an event to promote sexual assault awareness.

Rowena Tomaneng, co-director of the Institute of Community and Civic Engagement (ICCE), was selected as one of 10 leaders nationwide for the Campus Compact's New Leaders Organizing Team. The team was established to foster deeper collaborative dialogue, planning and action on campuses committed to civic and community engagement. Earlier this year she was selected to participate in the inaugural class of the Bridge-Building Leadership Initiative, a yearlong program that will bring together emerging and seasoned leaders of color who integrate service-learning agendas with the interests of stakeholders in diverse communities. Participants were chosen because of their deep commitment to promoting diversity, multicultural inclusion, equity and/or multicultural building work.

Lee Lesser, part-time faculty member in Child Development and Education, will teach “Making Room in the Circle: Lesbian, Gay, Bisexual and Transgender Families in ECE Settings” at De Anza College, only the fourth location in the country to have the course as part of its curriculum. Lesser is one of the authors of the class and will be teaching it in June and July 2008.

Nicky Gonzalez-Yuen, chair of the Political Science Department, was elected vice president of the Peralta Community College Board of Trustees.

Karl Schaffer, math instructor, continued his travels and work promoting mathematics and dance via workshops, conferences, performances and professional presentations in such diverse places as Costa Rica, Puerto Rico, Queens College in New York, Santa Barbara, Santa Cruz, the University of Southern Florida, San Diego and Atlanta.

Kristin Jensen Sullivan, environmental studies instructor, published the article “Sustainability at De Anza College: Past, Present and Future” in the spring 2008 issue of Faculty Association of California Community Colleges (FACCCTS).

Dawnis Guevara, Women's Volleyball coach, was named Coast Conference Coach of the Year.

Arden Kragalott, Women's Basketball coach, was named Coast Conference Coach of the Year.

Cheryl Owiesny, Women's Soccer coach, was named Coast Conference Coach of the Year and also West Region Coach of the Year.

Matt Trospen, athletics academic adviser, was named to the Policy Committee of the California Community College Athletic Association.

Kulwant Singh, athletics director, was named to the National Alliance of Two-Year College Athletic Administrators and to the Management Council of the California Community College Athletic Association/Commission on Athletics.

Formerly its division coordinator, **Rich Schroeder** was named Dean of Physical Education and Athletics at De Anza College.

Instructor **Jeff Forman** is serving his second term as vice president of the Board of Directors of the American Massage Therapy Association Counsel of Schools. His most recent book is "Managing Physical Stress with Therapeutic Massage."

Kathy Flores, ESL instructor and placement test coordinator, published her book "What Every ESL Student Should Know" with University of Michigan Press.

Counselor **Melinda Hughes** has published her book "Illness Perception and Coping Among African American Women with Lupus."

Interim Vice President of Instruction **John Swensson** honored the following faculty members with the Distinguished Educator Award in recognition of their exemplary teaching in the classroom.

For 2007:

- **Richard Lopez**, spring quarter
- **Jack Lynch**, fall quarter

For 2008:

- **Eugene Rodriguez**, winter quarter
- **Julie Phillips**, winter quarter
- **Pauline Yeckley**, spring quarter

Staff/Program Accomplishments

Fujitsu Computer Systems donated \$1 million to the college: \$500,000 to the De Anza campus planetarium and \$500,000 in in-kind contribution to the college as a whole. In conjunction with the donation, the planetarium was renamed **Fujitsu Planetarium at De Anza College** in a ceremony held May 6.

Patrick Gannon, director of **De Anza Dining Services**, and his staff won the Gold award in the category of Retail Sales – Multiple in the 35th annual Loyal E. Horton Dining Awards national contest presented by the National Association of College and University Food Services (NACUFS). The award will be presented at the NACUFS conference in July 2008.

The De Anza College **Marketing/Communications** team of **Marisa Spatafore**, **Lois Jenkins**, **Bonnett Saussol** and **Lori Susi** won five awards at the CCPRO (Community College Public Relations Organization) conference in April:

- Class schedule – First place
- Viewbook/Student Recruitment Book (“Your Guide”) – Second place
- Theatre/Performing Arts Campaign (VPAC seat brochure and groundbreaking materials) – Second place
- Internal Newsletter (Financial Aid piece) – Third place
- Promo/Advertising Campaign – Third place

The **Office of Outreach and Relations with Schools** hosted a record attendance at two New Student & Parent Nights in April and May 2008. More than 2,000 people came to the events and took advantage of the on-site Counseling 100 registration and visited with more than 30 departments and programs represented at the event.



De Anza's **College Environmental Advisory Group (CEAG)** won the Innovation of the Year Award from the League for Innovation in the Community College for its Sustainability Management Plan (SMP). Each year the league honors outstanding innovations that have been recognized by member institutions as capstone achievements. The Foothill-De Anza District is a board member of the league. The SMP, believed to be the first such document among community colleges nationwide, was developed in 2007 by CEAG in collaboration with the broader college community.

The runner-up for the award was De Anza's **CompTechS** program. The goal of the CompTechS program is to help students who are planning a career in computer technical support to transition to the professional work environment. The program provides the training and real-world experience essential for entry into the technical support profession.

The **Kirsch Center for Environmental Studies** won a first-place award for exceptional performance in occupant satisfaction, resource efficiency and overall design from UC Berkeley-based Center for the Built Environment (CBE). The Kirsch Center, conceived, operated and maintained by dedicated De Anza staff and faculty and named for donors Steve and Michele Kirsch, is a key component of the college's comprehensive sustainability efforts, which include the SMP, the LEED® certification of the Science Center and the Student and Community Services Building; the Kirsch Center's recently awarded LEED® platinum certification and at least LEED® silver certification of the planned Visual and Performing Arts and Mediated Learning centers.

Diana Argabrite, coordinator of the Arts in Schools Program at the **Euphrat Museum of Art**, was invited as one of 21 people nationwide to participate and present at this year's Xroads Xchange Conference in New Orleans in May. Funded by the Ford Foundation, the conference is part of a national effort to share and develop best practices in the arts education and arts-based youth development fields.

The **Professional and Workforce Development** team of **Rick Kuhn, Skip Barnes, Jane Chavis, Nicolas Holguin** and **Ellen Miller** this year:

- Received an Exemplary Contract Sales Performance award from the State Chancellor's Office
- Appeared before the Senate Select Committee on Community Colleges for partnership accomplishments
- Presented to the Center for Energy Workforce Development Western Regional Conference
- Hosted a Green Tech event for regional K-12 administrators and board members to educate participants about Career Technical Education in the energy field
- Presented to the statewide annual conference of the Economic and Workforce Development Program on tools for partnership development

Increased funding for **Library** materials enabled the Library to:

- Add new databases, such as Lexis-Nexis Academic and Learning Express
- Expand existing electronic resources to provide additional full-text resources
- Expand print and media resources to support curriculum
- Implement a proxy service that allows students to log in from remote locations using either their library number or their Student ID number

- Move Library Reserves from a print collection to Electronic Reserves, using a product called ERes
- Add library hours to include Saturdays and Sundays as part of Weekend College Plus
- Provide wireless access to hundreds of students per day in the library

Dean of Counseling **Howard Irvin** received his Ph.D. in human and organizational systems from Fielding Graduate University.

Rob Mieso, program coordinator for the Office of Outreach and Relations with Schools, earned an M.A. in organization management and development from Fielding Graduate University and is a member of the Association of California Community College Administrators mentor program. Mieso recently received a Board of Trustees Outstanding Achievement Award from the East Side Union High School District.

Sarah Ratner, full-time Financial Aid assistant, earned an M.A. in higher education administration from San José State University.

Dawna O'Malley, full-time Financial Aid assistant, earned a B.A. in behavioral science from San José State University.

Jeanine Hawk, vice president of Finance and College Services, was selected to attend the Executive Leadership Institute (ELI) in December 2007 in Tempe, Arizona. ELI is sponsored by the League for Innovation in the Community College.

Caron Blinick, Karl Von Ahnen, Margarita Hawthorn and **Paula Ahrens** were recognized by the City Council of Cupertino for outstanding contributions to the renovation of the planetarium.

Deborah Tuck, Massage Therapy Program assistant, was elected president of the Silicon Valley Unit of the American Massage Therapy Association. Tuck also served as a delegate from California on national issues and policy changes at the 2007 AMTA National Convention in Cincinnati, Ohio.

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

For 2007:

- **Ken DiMare**, De Anza Bookstore – October
- **Michelle Nga Doan**, Chemistry Department – November
- **Rob Mieso**, Office of Outreach and Relations with Schools – December

For 2008:

- **Rudy Carranza**, Grounds – January
- **Maria Serrano**, Dining Services – February
- **Carmen Pereida**, Cooperative Education – March
- **Monika Winn**, De Anza Bookstore – April
- **Diana Argabrite**, Euphrat Museum – May
- **Mary Washington**, Language Arts – June



II. Implementing Institutional Initiatives

Engaging Change: Implementing Initiatives for Student Success

Outreach

Retention & Success

Cultural Competence

Community Collaborations

Institutional Initiatives Overview

Four common themes emerged from planning and discussion:

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

Four areas of focus:

Outreach

- Office of School Relations
- Recruitment Plan
- Marketing Plan
- Systems to Collect and Disseminate Entering Student Data

Individualized Attention to Student Retention and Success

- Summer Bridge
- First Year Experience
- Early Alert
- Integrated Instructional Support
- Division Retention Teams
- Peer support

Cultural Competence

- Staff Development
- Participatory Action Research Team
- Cultural Events Planning Committee

Community Collaborations

- General Education Curriculum
- Enhance Internship and Community Service Learning Programs and Opportunities
- Internal and External Community Partnerships

Teaching and Learning

The Academic Senate, in conjunction with the Office of Instruction, held the third annual Teaching and Learning Conference during spring quarter, celebrating the teaching skills of De Anza faculty and working on new ways to improve pedagogy, retention and equity.

Basic Skills Initiative

Basic skills are foundation skills in reading, writing, mathematics and English as a Second Language, as well as learning skills and study skills, which are necessary for students to succeed in college-level work. On our campus, Dean of Student Development and EOPS **Michelle LeBleu-Burns** and Director of the Student Success Center **Gregory Anderson** head De Anza's Basic Skills Initiative response. With their leadership, the campus completed a self-assessment tool and basic skills implementation plan.

Intellectual Property, Copyright and Fair Use

A group of individuals representing various campus interests meets regularly to discuss moving faculty toward a better understanding of how intellectual property rights, copyright and fair use affect instructional practices. They are working on a campus policy and on the best ways to communicate responsible use of materials. The Academic Senate and others will be discussing this policy as it develops.

Strategic Planning

Last year, the Academic Senate made the following strategic planning commitments that we still need to address:

1. Provide faculty advising for students grouped in cohorts (e.g. discipline areas, clusters of courses). While counselors and academic advisers provide expert advising for a student's academic and personal concerns, faculty can provide advising in their area of expertise-disciplines and careers.
2. Students who have not yet selected a major can receive more general educational advising such as the culture of post-graduate education and the process of career planning. Students who do not have transfer as an objective (e.g. students who are interested in a certificate or who are retraining) would also benefit from faculty advising because they can learn of careers similar to those in which they currently have an interest.

A pilot group will begin working on a mentoring program during upcoming fall quarter with support from President **Brian Murphy**.

Update on Institutional Initiatives 2007-08

This section provides a summary of the activities occurring within the primary Institutional Initiatives for 2007-08. The activities built upon the work already under way in Outreach, Student Services and in several Instructional Divisions. New Student and Parent Nights brought more than 2,000 high school students and their parents to our campus this past year. These events were coupled with repeated visits by the Outreach staff to high schools and community centers, making contact and exchange of information reliable and accessible. In Instruction, the development of Early Alert programs, increased Cultural Competence, increased student mentorship and new initiatives in Community Collaborations occurred this year.

Outreach

The renamed Office of Outreach and Relations with Schools had a banner year, increasing the number of high schools, alternative schools and community entities served. Under the leadership of **Rob Mieso**, Outreach staff now work with 72 high schools, traveling as far south as Gilroy and as far north as South San Francisco to provide materials and information to prospective students. A dedicated and effective group of student ambassadors helped make this possible, as well as the recent hiring of a new Outreach assistant **Jorge Morales**. He has made important connections with the Latina/o community, providing much-needed information sessions in Spanish and an additional on-campus contact for follow-up questions.

De Anza offered a variety of special conferences for targeted populations, including high school conference days for African Ancestry, Latina/o and English-as-a-second-language learners. Conferences for high school career technicians and counselors were well received and provided additional networking opportunities between high school and college staff. Existing partnerships with other community groups such as Cal-SOAP and the Community College Consortium were strengthened. New partnerships were created with the Fremont Union High School English Language Development program, the Institute of Civic and Community Engagement and other community entities.



The new location of the Office of Outreach and Relations with Schools now provides a designated office for prospective students to visit. It also provides additional opportunities for working more collaboratively across campus, which improves links to services, connections to and marketing of programs to new students, and a creative discussion for how to best serve De Anza's students. The already popular campus tours, led by student staff, provided prospective students and their families with a snapshot of the campus. This year Outreach also hosted several middle-school tours as well.

Outreach activities and milestones:

- Participated in more than 200 outreach activities serving more than 72 area high schools and reaching thousands of students and parents (compared with 180 visits in 2006-07)
- Increased number of high schools served from 50 in 2006-07 to 72 in 2007-08 (including 29 alternative/continuation schools), an increase of 44%
- More than doubled placement tests scheduled at high school sites from 11 in 2006-07 to 24 in 2007-08
- Developed conference sessions for Fremont Union High School District English Language Development students, introducing them to De Anza, our ESL program and faculty

Student Retention and Success

The Individualized Attention for Student Retention and Success Initiative included a multi-pronged approach to increasing retention at De Anza College. Among the immediate goals were five action plans: Summer Bridge, First Year Experience, Early Alert, Division Retention Teams and Peer Support.

The Summer Bridge Program continued its success from the previous year by increasing the number of participants while still maintaining a 90% retention rate throughout the academic year. The program targeted African ancestry, Latina/o and Filipino students entering college for the first time. Through the 4-unit Human Development 20 class, students interacted with fellow incoming students, learned essential college success skills, acclimated to college culture and further developed basic English and math skills. With counseling support and enrichment activities such as field trips to UC Berkeley and the Museum of the African Diaspora, students began to envision their futures as successful college students.

The First Year Experience (FYE) Program, composed of Summer Bridge students and other graduating high school seniors recruited primarily from the East Side Union and San José High School Districts, enrolled 75 students in fall 2007. Students were assigned to specific cohorts for reading and writing classes that were linked to a counseling course, "Brain-based Learning for Academic Success." The cohort courses, augmented by counseling support from Student Success and Retention Services (SSRS) eased the transition to college by building a strong community of students who support one another both in and out of the classroom. The faculty teaching classes in the program frequently coordinated with each other regarding curriculum

and students' needs. The Summer Bridge and FYE counselor-coordinator has facilitated the development of an expanded cohort of classes with an interdisciplinary approach for the 2008-09 academic year.

In expanding the pilot of the Early Alert Program, the counselor-coordinator trained 75 faculty to participate in the Web-based system of early warning and follow-up with students who display signs of academic difficulties. By identifying common student behaviors that signal potential obstacles to course success (e.g. lack of attendance, textbooks, English speaking or writing ability), the faculty were better able to reach out to students having difficulty and refer them to needed resources. Coordination with the Counseling Division for further intervention created a wider safety net for students in need. Preliminary results of the Early Alert Program indicate that this technology-based system will prove to be an effective means of increasing retention.

In addition to these efforts, Division Retention Teams (DRT) were formed consisting of the division dean, a faculty coordinator and a counselor assigned to the team for up to 10 hours per week. Five divisions were selected as pilots for this action plan (Language Arts; Physical Science, Math and Engineering; Creative Arts; Social Science; and Business/Computer Sciences); a sixth division (Intercultural/International Studies) also formed a DRT independently. With varying levels of activity, each worked on curriculum specific retention strategies. Strategies included increasing professional development opportunities for faculty, coordinating programs and services within the division, surveying students who dropped a class to determine their reasons for doing so, and researching retention strategies at other schools.



The divisions also worked on increasing student peer support, which included not only peer tutoring also peer mentoring and facilitation. In some cases, divisions increased their tutorial support through the Tutorial Center while in other cases, divisions assigned in-class peer tutors and mentors to specific courses such as developmental classes, classes with poorer retention or success rates, and classes with special programmatic needs.

Retention activities and milestones:

- Expanded the Summer Bridge Program providing learning support in English and math
- Enrolled 75 students in the First Year Experience Program in fall 2007, with 75% enrolled the following spring
- Trained 75 faculty to participate in the Web-based system of early warning and follow-up with students who display signs of academic difficulties
- Formed six division retention teams

Cultural Competence

First-year activities were devoted to creating a foundation for an understanding of Cultural Competence for De Anza College employees upon which years two and three will build. The activities focused on training for three groups: faculty, classified professionals and administrators.

Faculty had the opportunity to participate in several Cultural Competence trainings. Ten division practica were created, focusing on understanding and defining Cultural Competence in smaller groups over the course of the year. Basic concepts of Cultural Competence were presented to classified professionals who interact directly with students, the public and personnel. Concepts and tools were introduced to front line staff. The Conversation–Application–Reflection (CAR) practicum model was utilized by campus administrators. Student leaders had the opportunity to participate in Cultural Competence training with a decidedly student development focus. Scholars in the field of Cultural Competence, Equity and Diversity disseminated information to all campus constituencies. They helped to construct a level of awareness and knowledge base that lays the groundwork for working with our diverse college students and community.

The curriculum development coordinator established the college-wide practicums and provided the participants with the literature that served as a basis for the practicum discussion and training. The curriculum development coordinator worked collaboratively with the Cultural Competence Strategic Initiative team to identify and select those scholars to present whose expertise best aligned with our goals.

The capstone of the year was the statewide Equity=Excellence Conference sponsored and organized by De Anza College. The outstanding speakers and workshops created a venue to share, collaborate and highlight best practices. The conference attracted colleagues from across the state.

Cultural Competence activities and milestones:

- Developed and hosted a statewide conference: “Equity=Excellence: California Community Colleges at the Vanguard of Change”
- Hosted scholar Geneva Gay, who presented a two-day staff development workshop, “An Introduction to Cultural Competence”
- Developed 10 division practica that address relevant, timely topics with the direction of faculty
- Conducted a Cultural Competence training workshop and cross-cultural communication training for classified professionals

Community Collaborations

In 2007-08, the Institute for Community and Civic Engagement (ICCE) developed a leadership certificate program, Leadership and Social Change, in which students earn 18 units of transferable credit in affiliated classes. Through the program students will engage in various forms of service and leadership development. In addition to the certificate, the Community Collaborations team also worked with the De Anza Associated Student Body, Student Success and Retention Services, and the Office of Outreach and Relations with Schools to develop the second annual Youth Leadership Student Conference. This conference provides students a variety of issue-based workshops and an opportunity to network with community agencies serving youth and students.

Over the course of the year the infrastructure needed to enable Community Service Learning (CSL) to take place across the curriculum and throughout the institution was developed. The CSL program will focus on experiential learning by arranging for students to interact with diverse and often underserved people in a variety of workplace environments, reflect on their community involvement, and connect and integrate their experiences in the community with their classroom learning and their own lives. This program requires developing curriculum and the Community Links database. Training and orientation is provided for faculty, students and community partners. The Internship Program is being developed as another opportunity for students to engage in community and civic work.

ICCE is connecting academic study with community and public service in order to strengthen communities and develop effective public leaders through a wide variety of projects. The Community Scholars in Residence program is bringing community leaders to the campus as educators beginning in June. Community scholars are conducting workshops and public dialogues. The De Anza Urban Arts Festival showcased the talents of students and community members in the arts, spoken word, photography, and hip-hop and urban-themed dance. It also included a Multicultural Resource Fair that provided an opportunity for students to connect with community agencies. Focus the Nation, a conference on “Understanding and Taking Action on Climate Change,” brought together campus and community leaders to participate in workshops, dialogue and community action. The Community Civic Leadership Program with the Asian Pacific American Leadership Institute (APALI) provided personally empowering and socially transforming leadership training for emerging Latino/as and Asian and Pacific Islanders civic leaders in Silicon Valley.

Community and civic engagement projects have developed links with already existing projects in student service areas. The Community Collaborations team has been working with Student Success and Retention Services, Office of Outreach and Relations with Schools, the Asian Pacific American Leadership Institute, the California History Center, Heritage Month Committees, Visiting Speakers Series, De Anza Associated Student Body programs, the Diversity Leadership Training Institute, the Writing and Reading Center, student organizations and Financial Aid Outreach.

Community Collaborations activities and milestones:

- Developed a leadership certificate program, Leadership and Social Change, in which students can earn 18 credits in affiliated classes
- Developed an annual Youth Leadership Student Conference
- Implemented a Community Service Learning Program, Community Links database and training
- Developed community and civic engagement projects in collaboration with existing programs, including Student Success and Retention Services, the Office of Outreach and Relations with Schools, the Asian Pacific American Leadership Institute and the California History Center

Institutional Initiatives Team Leaders

Outreach

Rob Mieso
Jean Miller
Kathleen Moberg

Individualized Attention to Student Retention and Success

Lydia Hearn
Howard Irvin
Shirley Kawazoe

Cultural Competence

Sal Breiter
Virginia Marquez
Carolyn Wilkins-Greene
Marion Winters

Community Collaborations

Mayra Cruz
Letha Jeanpierre
Rowena Tomaneng

Initiative Goals / Measures of Success for 2007-08

= Met Expectations + Exceeded Expectations - Below Expectations*

Outreach

- | | | |
|---|--|---|
| 1 | The number of new student prospects will increase 10%. | + |
| 2 | The number of visits coordinated by outreach staff will increase 5%. | + |

Student Success and Retention

- | | | |
|---|--|---|
| 3 | 90% of Summer Bridge students will return for the fall term. | = |
| 4 | 75% of fall First Year Experience students will be enrolled in spring. | = |
| 5 | 30 class sections per quarter will be using the Early Alert System.* | - |
| 6 | At least 200 students will have division retention team contact.* | - |

Cultural Competence

- | | | |
|----|--|---|
| 7 | 40% of faculty and staff will be trained in pilot divisions. | = |
| 8 | 10 practicum/case study teams will be initiated. | = |
| 9 | 5 Action Research Team projects will be initiated.* | - |
| 10 | 10 new Cultural Competence curriculum changes/classes will be initiated. | = |

Community Collaborations

- | | | |
|----|---|---|
| 11 | The number of businesses, organizations and individuals involved in contributing materials, ideas and resources (e.g., mentoring, internships, and training) will increase by a minimum of five partners. | + |
| 12 | Student, staff and faculty participation in activities involving community service learning and/or community and civic engagement will increase by 10%. | + |
| 13 | At least 10% of faculty and staff will have attended at least one service learning/civic engagement training session. | + |
| 14 | Work areas (e.g., divisions, departments, programs, and offices) will increase the number of projects involving community and civic entities and organizations by 10 projects. | = |
| 15 | At least two new or revitalized program advisory groups will be established. | + |

Institutional Strategic Planning Goals

- | | | |
|----|--|---|
| 16 | On-campus FTES enrollment will increase 2% annually. | + |
| 17 | The percentage of June Santa Clara County High School graduates attending De Anza College will increase from 12% to 14% by fall 2010. | = |
| 18 | The fall-to-fall persistence of full-time students (ARCC Indicator) will increase from 71% to 75% by the 2010. | = |
| 19 | By 2010, the Basic Skills course success rate will have increased 5% over 2005-06. | + |
| 20 | By fall 2010, 10% of students with a goal of transfer or degree will have completed at least one course having a community/civic engagement component. | = |

* In progress

DeAnza  College

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