DRAFT

DeAnza
College

2003-2004
State of the College
Annual Report

Change you can count on…

<u>PREFACE</u>

Fiscal year 2003-04 was a year of change for De Anza College. It began with the appointment of an interim president, Judy Miner, along with several other interim administrators. The college quickly found itself planning for a projected budget shortfall in 2004-05. Each division was asked to examine the impact of a 5% and 10% cut to its area. These plans were brought to the Planning and Budget teams for feedback. The Planning and Budget teams worked diligently to reach consensus on an approach to the budget that was brought to College Council for consideration. The process was indicative of De Anza's reputation for innovation and collegial environment.
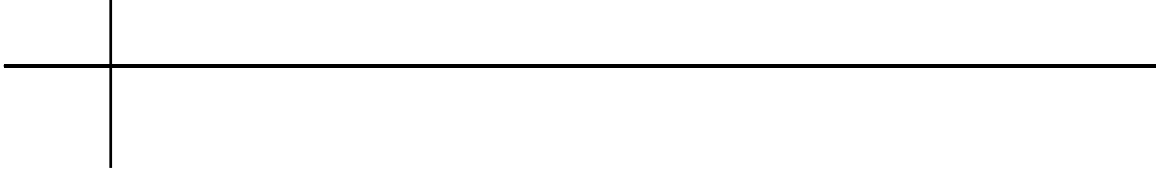
During 2003-04 the college also went through the process of selecting a new president, which involved college-wide collaboration and input. The search allowed the college community to reflect on the qualities it felt important for the 3rd president in De Anza's 37-year history.

This reflection was also found in the discussions involving revision of the mission and goals statements in preparation for the upcoming accreditation review. The Academic Senate, Classified Senate, and the De Anza Student Body (DASB) as well as the College Council began the discussion needed for the revision of De Anza's Educational Master Plan.

Throughout all the change, the college relied on its competent and dedicated staff and faculty to continue to focus on the qualities that have made De Anza an institution that attracts students from throughout the world. Students come for the opportunity to learn in an environment that values their unique contributions.

The 2003-04 Annual Report is organized in four parts. Part I: Educational Master Plan Update covers progress in the Internal and External Assessment portion of our Educational Master Plan published in Spring 1999. It examines the key indicators of quality that we use to measure our performance and improvement in educating our students. Part II: Supplemental Presentation Materials provides information about the activities of the Academic Senate, Classified Senate and the DASB. Part III: Measure E provides a progress report about the college facilities renovation and construction goals we have met in implementation of the local bond passed by the district's voters in November 1999. Part IV includes a brief summary and message from the interim president about our plans for 2003-04.

De Anza's Educational Master Plan is our plan for the future. We use this living document to chart our progress toward our institutional goals that guide us to the year 2005. The 2003-04 Annual Report gives us a snapshot in time to inform the public about our progress and our plans for the future.

Part I. | Educational Master Plan Update

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

PART I.　Internal and External Assessment

Introduction

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

Master Plan Goals

Goal 1:　Achieving levels of excellence for all segments of a diverse student body.

Goal 2:　Establishing pathways to learning for every student.

Goal 3:　Applying appropriate technology to improve student learning, student life, and the management of resources.

Goal 4:　Achieving planned growth and maintaining fiscal soundness.

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

Six Indicators of Quality

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

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

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Attractiveness to Students

PART I.   Internal and External Assessment

Indicators of Quality: Six Critical Success Factors

1. Attractiveness to Students
Why is this significant?
This indicator measures student access to De Anza or "access to educational opportunity for all" as described in the original mission of the district and its colleges. Outreach, recruitment and marketing strategies used to attract students to the college result in the diversity seen in the student body.
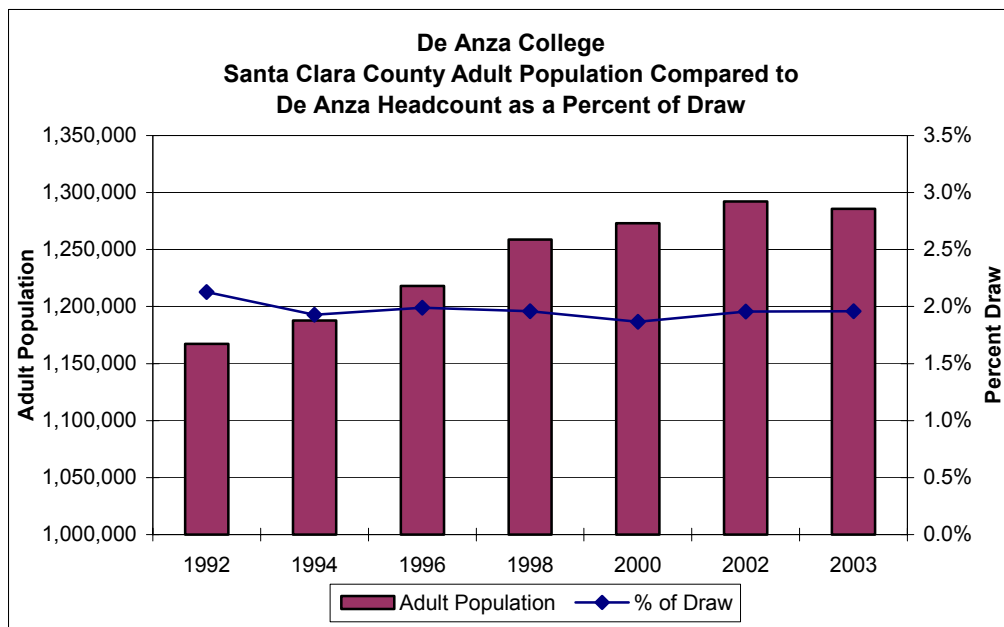
Access to the college's programs and services is continuously reviewed from a variety of perspectives to assess whether we are attracting a full complement of individuals in the communities served by the college. As a result, we chose to look at attractiveness to students in a variety of ways as follows.

How are we doing?
Access and Participation Rates
Figure 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. The percentage draw has remained fairly consistent for the past several years at just below 2% of the adult population.

Figure 1

De Anza College
Santa Clara County Adult Population Compared to
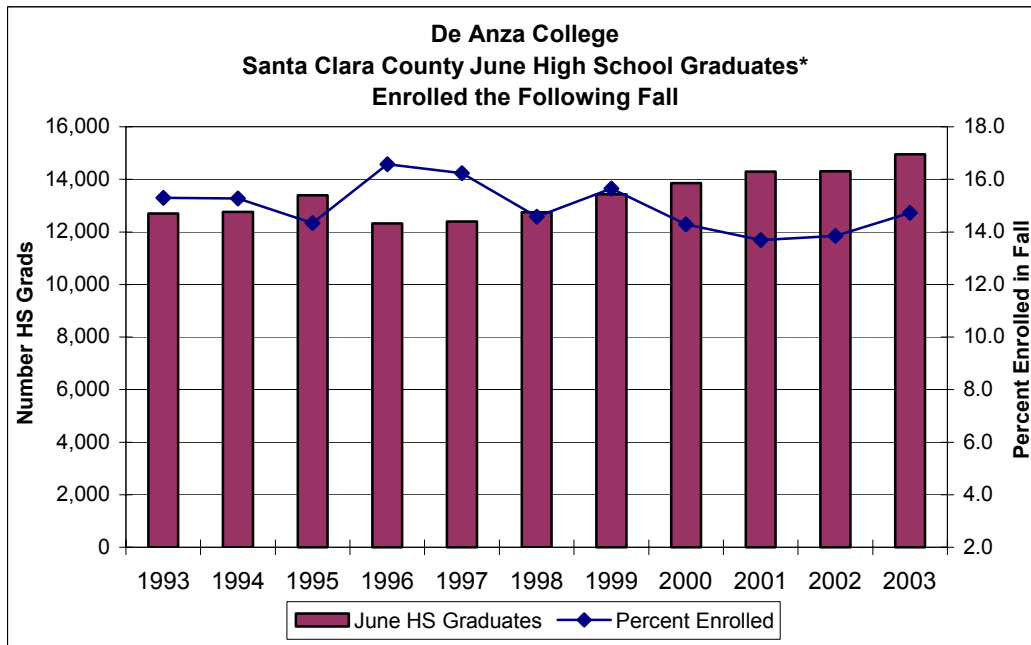De Anza Headcount as a Percent of Draw

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

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

Figure 2

De Anza College
Santa Clara County June High School Graduates*
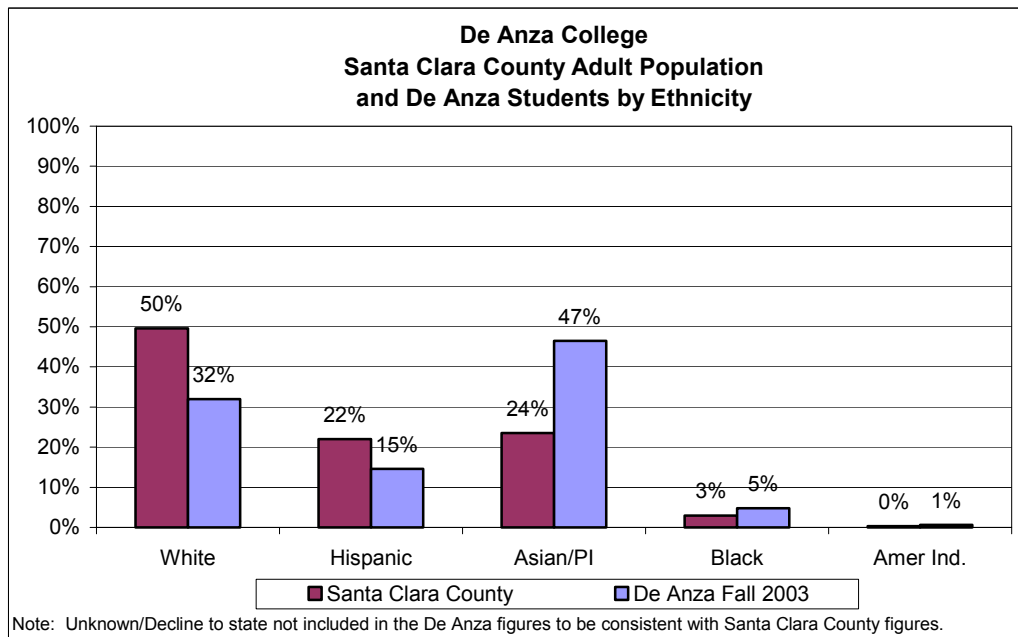Enrolled the Following Fall

* Public schools only.

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

Figure 3 Santa Clara County Adult Population and De Anza Students by Ethnicity compares De Anza fall 2003 enrollment by ethnicity (not including the "Unknown" / "Decline to state" category) to Santa Clara's adult population in 2003. Since about 20% of De Anza students select "Decline to state" as their ethnicity and county figures do not include this category, comparisons with county figures must be made with caution. By recalculating the De Anza percentages without the "Unknown" and "Decline to state" categories, we are assuming that the students in these categories have ethnicities proportional to the overall student body.

Figure 3

De Anza College
Santa Clara County Adult Population
and De Anza Students by Ethnicity

Note: Unknown/Decline to state not included in the De Anza figures to be consistent with Santa Clara County figures.
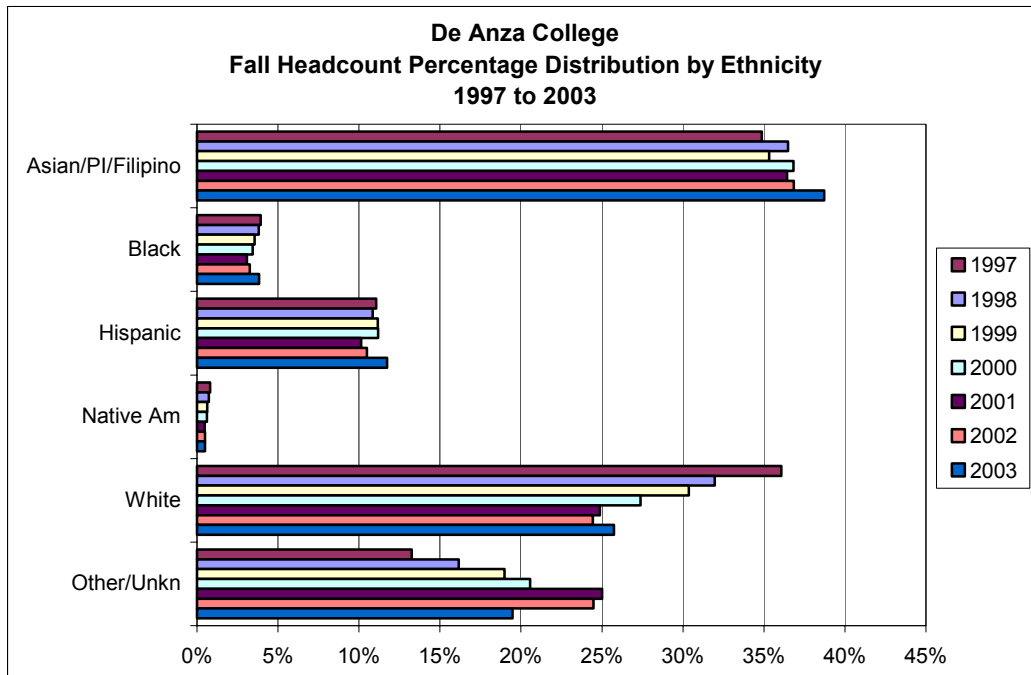
Even with these cautions, it is apparent that the college enrolls proportionally more Asian students than are found in the overall adult county population. White and Hispanic students are underrepresented at De Anza when compared to county population estimates. The non-adult population in Santa Clara County has a higher percentage of individuals of Hispanic origin than the adult population, which suggests that in the years ahead there may be a higher percentage of Hispanic students who will or could attend De Anza, than at present. The college has many programs to attract students of every background and has recently extended its outreach to the Hispanic community.

Figure 4 Fall Headcount Percentage Distribution by Ethnicity 1997-2003 gives a longitudinal picture of the college's ethnic composition. Changes from fall 2002 to fall 2003 include a new selection process on the online student application. As a result, fewer new students are selecting "Decline to state." In 2003 the percentage of students in nearly every ethnic group increased, while the Other/Unknown category (which includes "Decline to state") decreased.
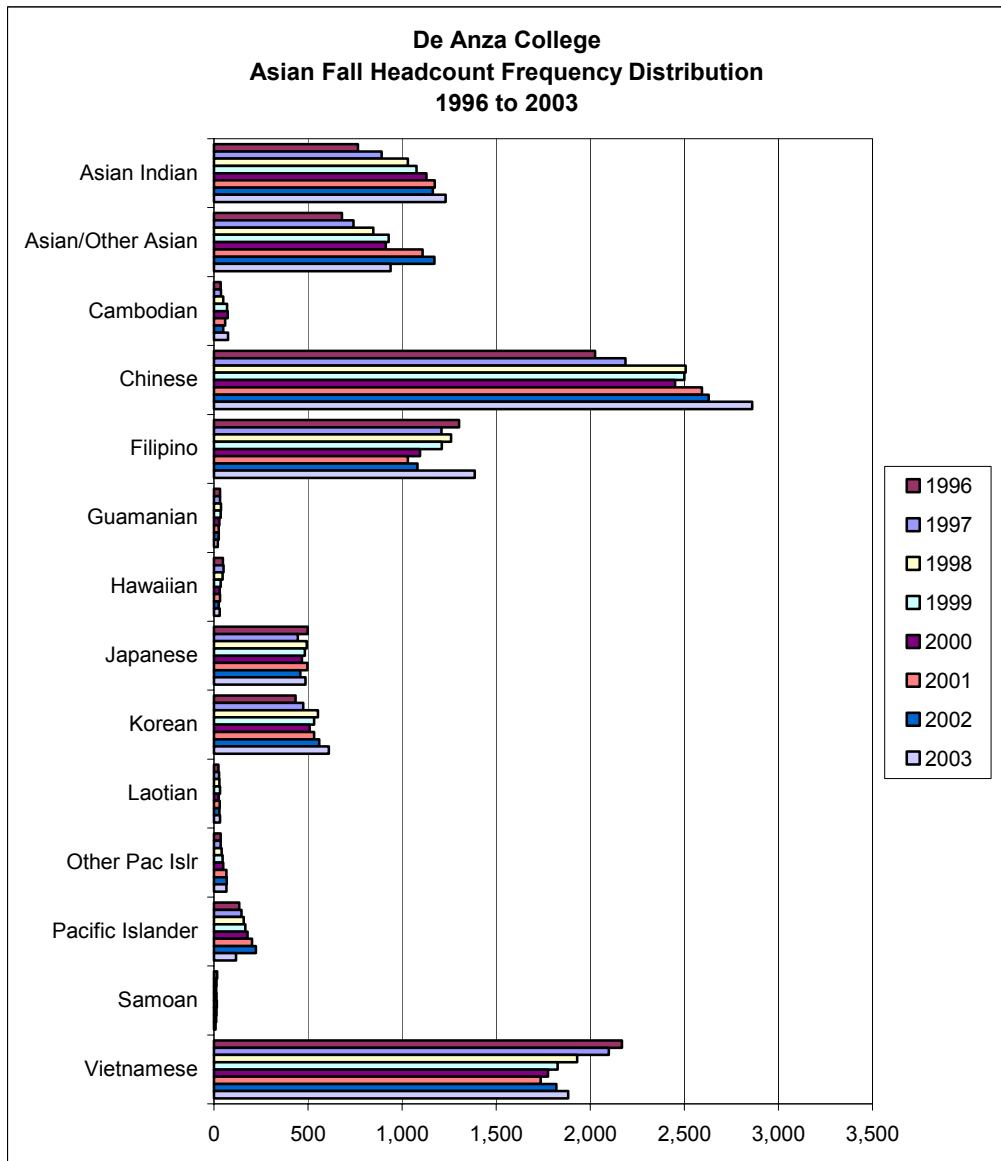
Figure 4

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

Figure 5Asian Fall Headcount Frequency Distribution 1996-2003 shows the enrollment change of the Asian student subgroups from 1996 to 2003. The Asian/Other Asian category declined from 2002 to 2003, primarily because the two categories were merged to Other Asian in the online application for students in fall 2003. Some of the increase in the other ethnic groups is due to this change in available categories.

Figure 5

De Anza College
Asian Fall Headcount Frequency Distribution
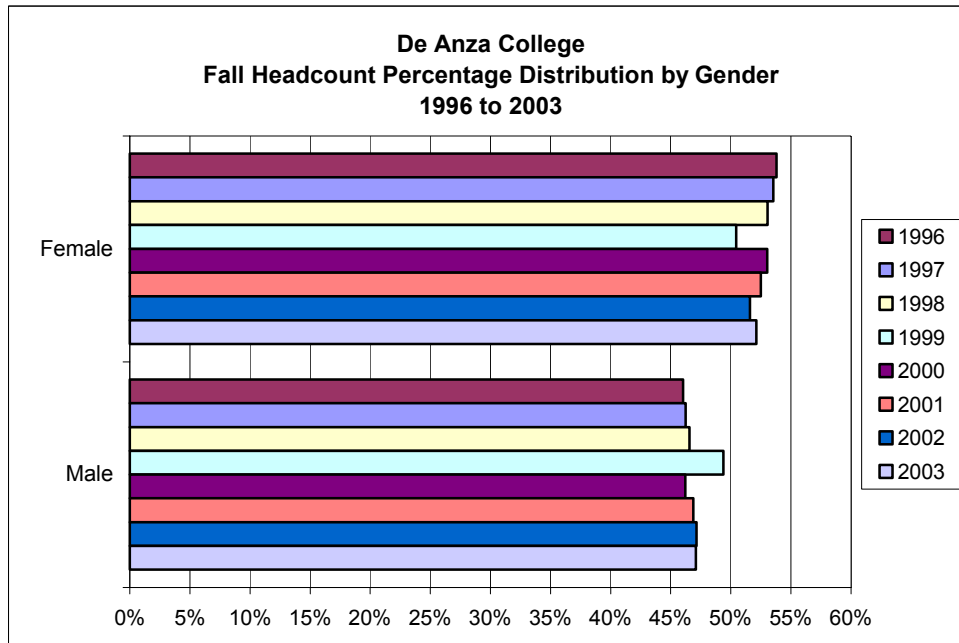1996 to 2003

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

Figure 6 Fall Headcount Percentage Distribution by Gender 1996 to 2003 shows that from 1996 to 2003 the percentage of the fall headcount made up of female students has dropped slightly.   Women made up slightly more than 52% of the De Anza population in the fall of 2003. This is one percentage point higher than the proportion of females at Foothill College.
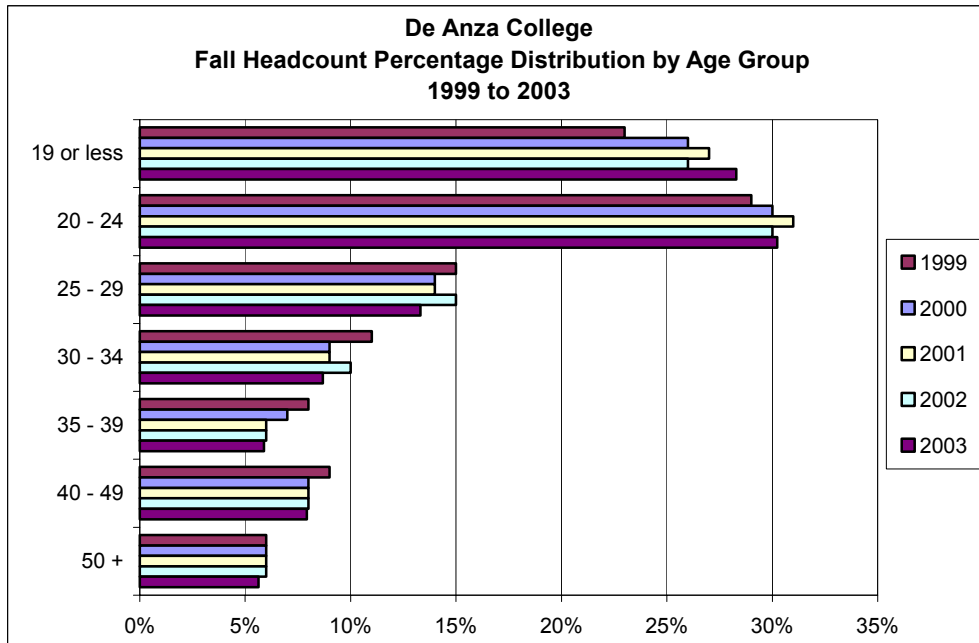
Figure 6

De Anza College
Fall Headcount Percentage Distribution by Gender
1996 to 2003

Figure 7 Fall Headcount Percentage Distribution by Age Group 1999 to 2003 describes student access to the college as a function of various age groupings. Fifty-eight percent of the college's students are less than 25 years old. Thirty-six percent of the student body is in the 25- to 50-year-age group. From 2002 to 2003 there was an increase in the percentage of students 19 years old or younger. This increase is likely the result of the increase in percentage of June graduates from Santa Clara County attending De Anza.

Figure 7

Figure 8 FTES Enrollment by Division 1998-99 to 2002-03 displays the college's full-time equivalent student enrollment across 14 areas of the college. Over the last two years most divisions have posted stable or increased enrollments. Language Arts and Social Sciences experienced the largest increases. In the Business / Computer Sciences Division, enrollment in business, accounting and real estate classes was up, although computer information systems and computer applications and office systems enrollment was down due to reductions in the technology workforce.

Figure 8

De Anza College
FTES by Division
1998-99 to 2002-03

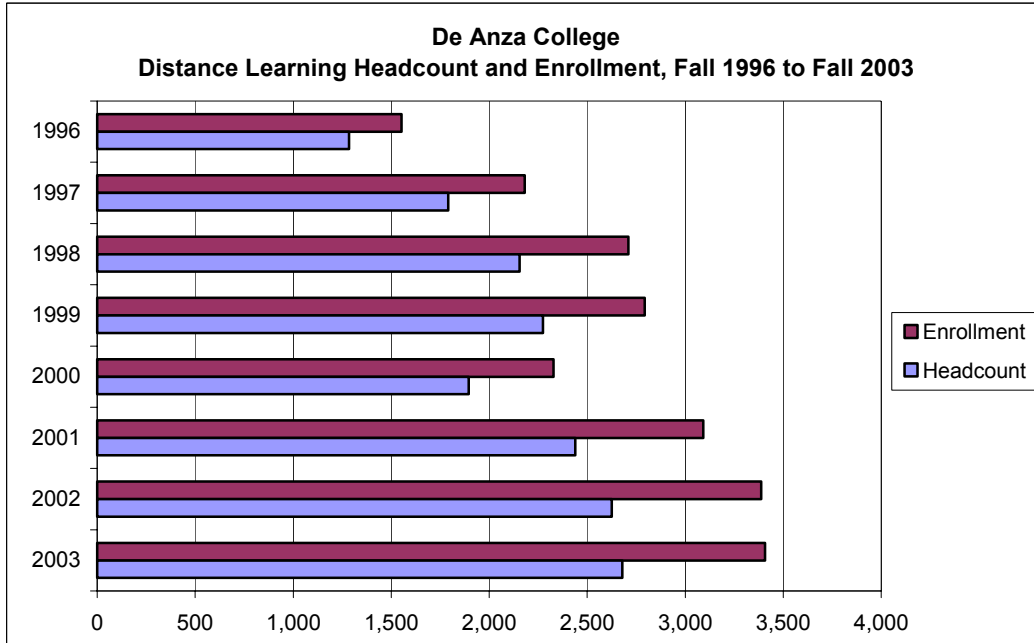**Figure 9 Distance Learning Headcount Enrollment, Fall 1996 to Fall 2003** illustrates access to the college certificate and degree programs through distance delivery via the Internet, televised and video formats. Distance learning at De Anza began in the 1970s. Approximately 110-120 sections of 80-90 courses are offered online each quarter.

Figure 9

De Anza College
Distance Learning Headcount and Enrollment, Fall 1996 to Fall 2003

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

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Comprehensive, Quality Programs

2. Comprehensive, Quality Programs

Why is this significant?

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

How are we doing?

Transfer to Colleges and Universities

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

Figure 10 Full-Year Transfer Students to UC and CSU Fiscal Years 1993-94 to 2002-03 shows the number of students who transferred from De Anza to the University of California and California State University systems as reported by the California Postsecondary Education Commission.

Figure 10

De Anza College
Full-Year Transfer Students to UC and CSU
1993-94 to 2002-03

De Anza College Full-Year Transfers

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

As depicted above, the number of students transferring to CSU increased by about 4% from 2001-02 to 2002-03. Transfers to UC have increased 45% over the last 10 years. De Anza consistently ranks among the top California Community Colleges in the number of transfers to CSU and UC. De Anza's top transfer institutions include UC Berkeley, UC Santa Cruz, UC Davis and UC San Diego as well as San Jose State University and San Francisco State University.

Figure 11 Full-Year Student Transfers to University of California by Ethnicity Fiscal Years 1995-96 to 2002-03 and **Figure 12 Full-Year Student Transfers to California State University by Ethnicity Fiscal Years 1995-96 to 2002-03** display the number of student transfers by ethnic group over the past eight years.

Figure 11

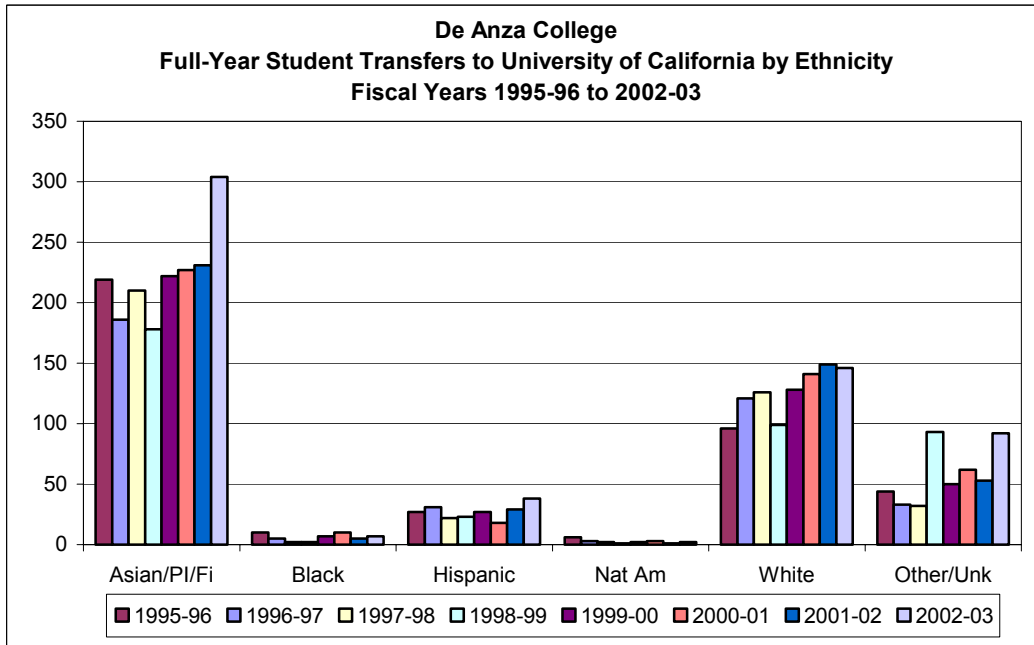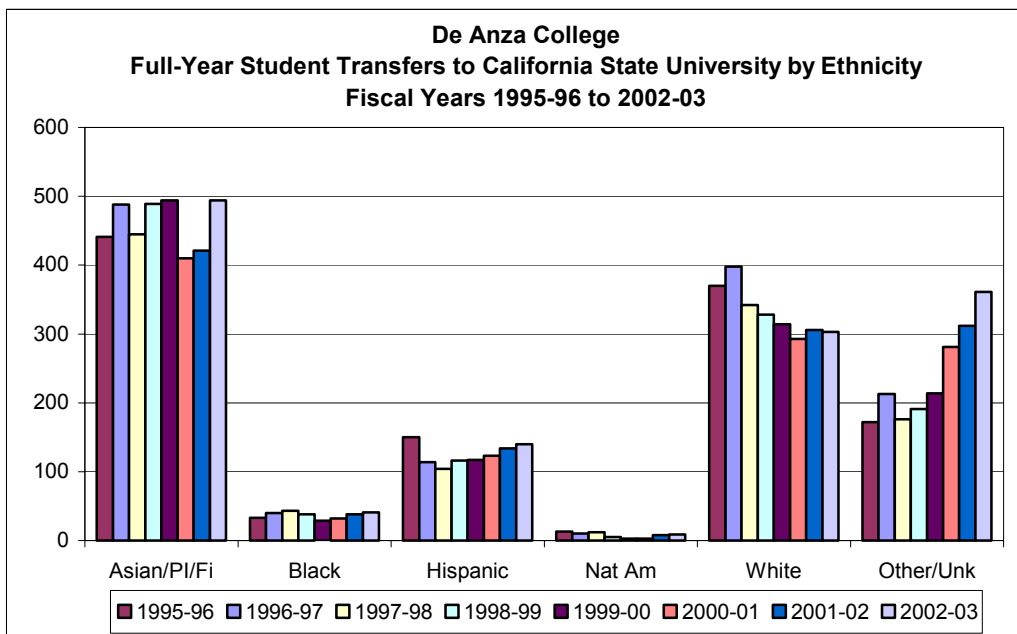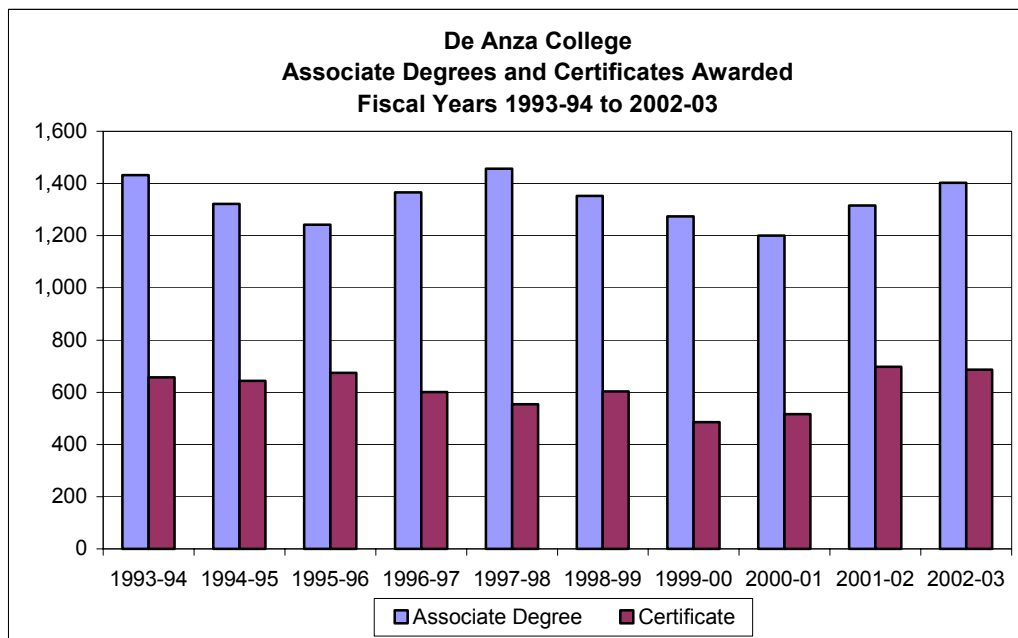De Anza College
Full-Year Student Transfers to University of California by Ethnicity
Fiscal Years 1995-96 to 2002-03

Figure 12

De Anza College
Full-Year Student Transfers to California State University by Ethnicity
Fiscal Years 1995-96 to 2002-03

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

Figure 13 Associate Degrees and Certificates Awarded Fiscal Years 1993-94 to 2002-03 show the total number of associate degrees and certificates (all types) awarded to students over the period.

Figure 13

De Anza College
Associate Degrees and Certificates Awarded
Fiscal Years 1993-94 to 2002-03

In 2002-03 De Anza awarded 2,089 degrees and certificates compared with 2,013 in 2000-01, a 4.8% increase. It should be noted that, in general, there is an ebb and flow in the number of awards that mirrors the ebb and flow of total headcount enrollments with about a four-year lag. Hence, enrollment may be increasing but awards decreasing because of a dip in enrollment three or four years prior.

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

Figure 14

De Anza College Associate Degree and Certificate Programs
2004-2005

Program	AA/AS Degree 90+ units	Cert of Proficiency 27-45 units	Cert of Achievement 12-26 units	Cert of Completion 4-11 units
Accounting			♦	
Bookkeeping			♦	♦
Certified Tax Practitioner		♦		
Practice Emphasis	♦	♦		
Taxation Emphasis	♦	♦		
Administration of Justice				
Corrections/Probation	♦			
Law Enforcement	♦			
Private Security	♦	♦	♦	
Administrative Assistant/ Office Technology	♦	♦	♦	♦
Animation (Film/TV Production)	♦	♦	♦	
Animation History & Criticism			♦	
Computer Animation		♦		
Art				
Art History Option	♦	♦	♦	
Ceramics Option	♦	♦	♦	
Graphic & Interactive Design	♦	♦	♦	
Museum Studies			♦	
Painting Option	♦	♦	♦	
Sculpture Option	♦	♦	♦	
Automotive Technician (Evening)				
Advanced Engine Performance	♦	♦	♦	
Air Conditioning				♦
Chassis Technology	♦	♦	♦	
Engine Repair Technology	♦	♦	♦	
Engine Performance Technology	♦	♦	♦	
Inspection & Maintenance				♦
Machining Technology	♦	♦	♦	
Powertrain Technology	♦	♦	♦	
Automotive Technology (Day)				
Chassis & Powertrain	♦	♦		
Engine Performance	♦	♦		
Machining & Engine Repair	♦	♦		
Biological Sciences	♦			
Business Administration	♦		♦	♦
Small Business			♦	
Business Management				♦
Child Development	♦	♦	♦	
Child Development Center Admin				♦
Early Intervention/Special Ed Assist		♦		
Home-Based Child Care				♦
Infant and Toddler Development				♦
School-Aged Child				♦
Computer Aided Design (CAD)	♦	♦	♦	
AutoDesk			♦	
Pro/ENGINEER			♦	
SolidWORKS			♦	
Computer Information Systems				
Business Programming	♦	♦		
Database Design for Developers			♦	
Enterprise Security			♦	
Network Administration	♦	♦	♦	
Network Programming	♦	♦		
Network Basics			♦	
Programming in C/JAVA/PERL			♦	
Systems Programming	♦	♦		
System Support Services	♦	♦		
UNIX Operating System			♦	
Visual Basic Programming			♦	
Web Development			♦	
Windows Technical Support			♦	
Electronic Publishing			♦	

Program	AA/AS Degree 90+ units	Cert of Proficiency 27-45 units	Cert of Achievement 12-26 units	Cert of Completion 4-11 units
Environmental Studies	♦			
Biodiversity Specialist	♦			
Energy Management Technology	♦	♦	♦	♦
Environmental Compliance	♦	♦	♦	♦
Film	♦			
Film/TV Production: TV Emphasis	♦	♦	♦	
Global Studies	♦	♦	♦	
Graphic Design	♦	♦	♦	
Health Technologies				
Business Office Clerk			♦	
Insurance and Coding			♦	
Lab Assisting			♦	
Medical File Clerk			♦	
Medical Reception			♦	
Medical Records Clerk			♦	
Medical Transcription			♦	
Phlebotomy Tech I			♦	
Medical Assisting	♦	♦		
Medical Secretary		♦		
Intercultural Studies	♦	♦	♦	
Internet Literacy & Research				♦
Legal Reception			♦	
Liberal Arts	♦			
Manufacturing & CNC				
Computer Numerical Control Operator			♦	
Machinist: CNC-CAD/CAM	♦	♦		
Machinist: Research & Development	♦	♦		
Manufacturing Systems Technician			♦	
Mastercam				♦
Model Making: Product & Prototype	♦	♦		
Programming: CNC-CAD/CAM	♦	♦	♦	
Marketing Management	♦	♦		♦
Massage Therapy	♦	♦	♦	
Microcomputer Business Applications	♦	♦	♦	♦
Music	♦			
Nursing Programs				
Critical Care Nursing (Level I, II and III)				♦
Critical Care Nursing (Level IV)			♦	
LVN Transition to RN	♦			
Registered Nurse (R.N.)	♦			
Office Assistant (Level I, II and III)				♦
Office Technology				
Computer Literacy (Level I and II)				♦
Data Entry Clerk				♦
File Clerk				♦
Workplace Communication				♦
Word Processing Clerk				♦
Paralegal Studies	♦	♦		
Personal Fitness Trainer				♦
Photographic Arts	♦			
Professional Photography	♦		♦	♦
Digital Photography	♦			
Physical Therapist Assistant	♦			
Real Estate	♦	♦		
Speech Communication	♦		♦	
Business Skills			♦	
Culture			♦	
Human Relations			♦	
Performance Studies			♦	
Speaking and Listening for ESL Students			♦	
Team Building Skills			♦	
Technical Communications	♦		♦	
University Transfer Studies	♦			

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

Figure 15 Percentage Distribution of Associate Degrees Awarded by Ethnicity Fiscal Years 1998-98 to 2002-03 and **Figure 16 Percentage Distribution of Certificates Awarded by Ethnicity Fiscal Years 1998-99 to 2002-03** provide longitudinal data to track whether the number of students who received degrees and certificates mirrors the enrollment of students by ethnic group (see Figure 4). In general the ethnic makeup of associate degree recipients tracks closely with the ethnic makeup of college enrollment.
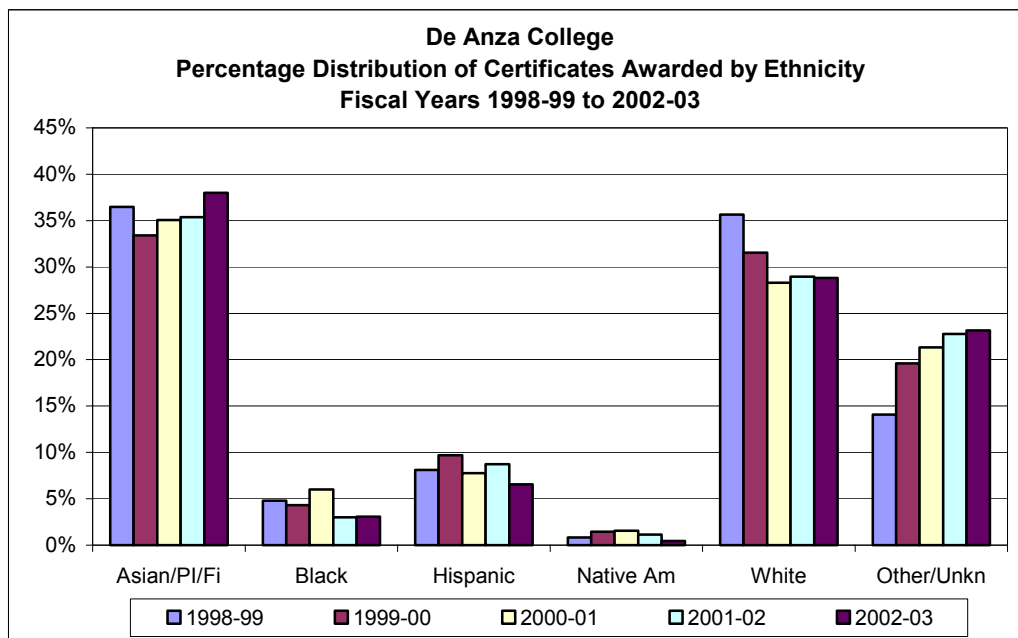
Figure 15

During this period, the proportion of associate degrees earned by Hispanic, Native American and Black students remained stable, with Asian students posting an increased share in 2002-03. The percentage of associate degrees awarded to White students has declined significantly. It is important to note that the percentage of degrees earned by students listed as "Other" in Figure 15 (which includes "Decline to state"), has increased substantially during this period.

As noted on Figure 16 below, similar patterns exist with regard to certificate awards. The ethnicity of students receiving degrees and certificates more closely matches the overall college population than it does for students transferring to the University of California or the California State University.
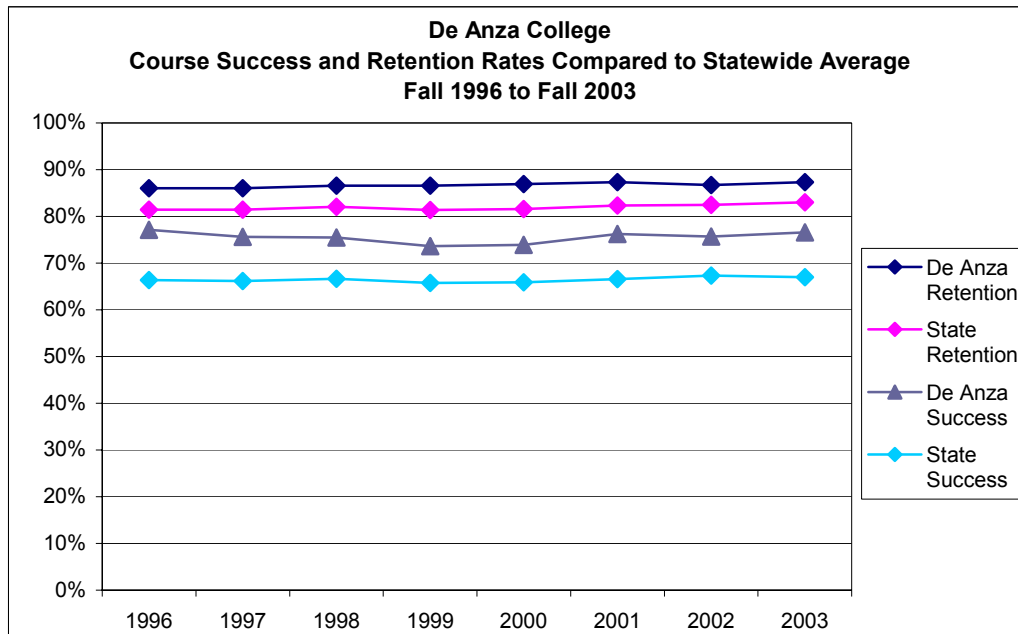
Figure 16

De Anza College
Percentage Distribution of Certificates Awarded by Ethnicity
Fiscal Years 1998-99 to 2002-03

Student Retention and Persistence from a College-wide Perspective

Figure 17 Course Success and Retention Rates Compared to Statewide Average Fall 1996 to Fall 2003 shows De Anza's student retention and success rates compared to the aggregate retention and success rates of all California community colleges. The calculation includes all graded courses over four quarters. Success is defined as the percentage of students at the end of the term who received a grade of A, B, C or P. Retention is the percentage of students at the end of term who received a grade other than W (which includes an A, B, C, F or P). The gap between Success and Retention is the percentage of students who do not succeed (D, F or NP grades).
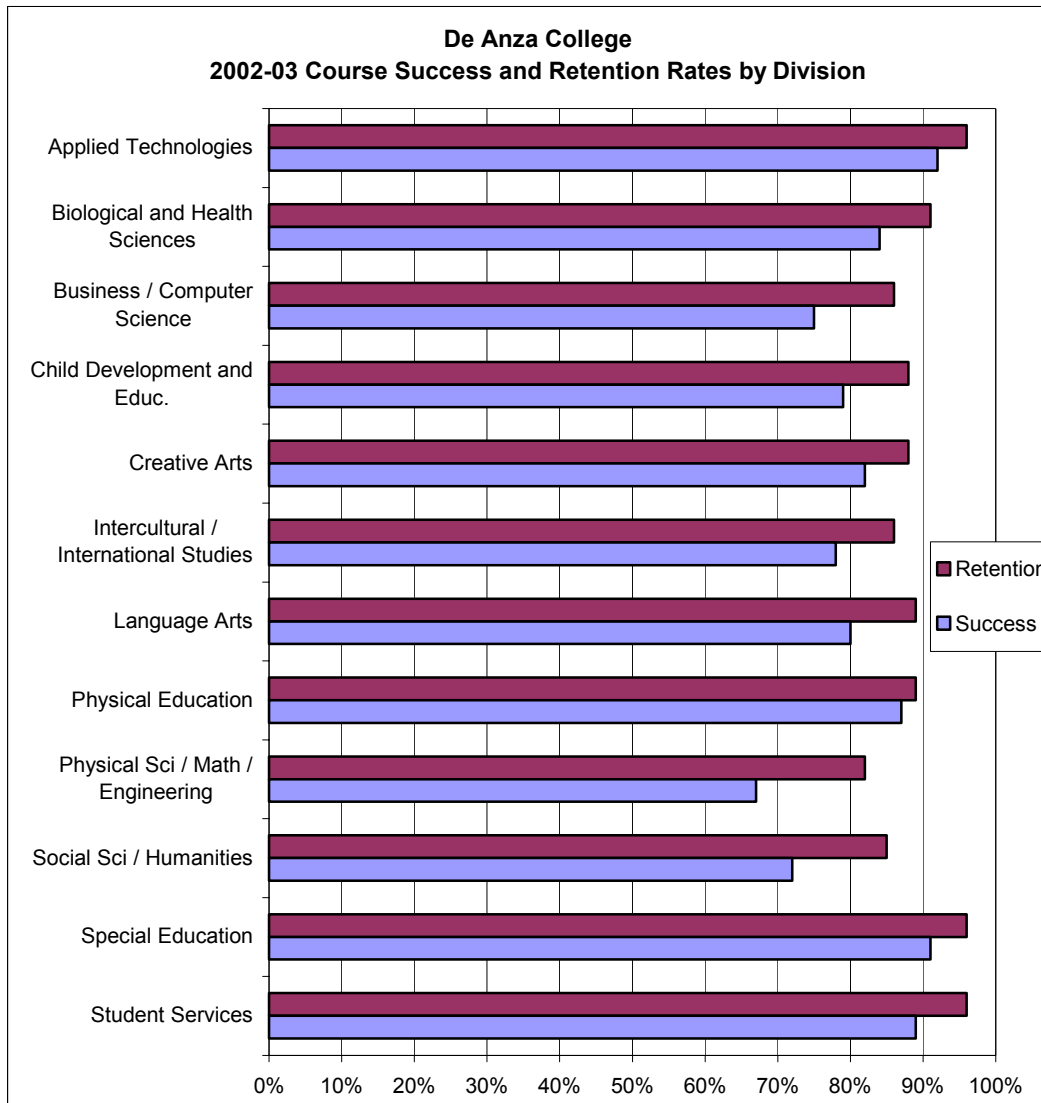
Figure 17

De Anza's retention rate is 87% while the statewide retention rate is 83%. The overall college success rate is 77% while the statewide success rate is 67%. De Anza exceeds the statewide average on both counts, success and retention, and has done so for many years.

Figure 18 2002-03 Course Success and Retention Rates by Division shows a very high retention and success rate for many divisions of the college.

Figure 18

De Anza College
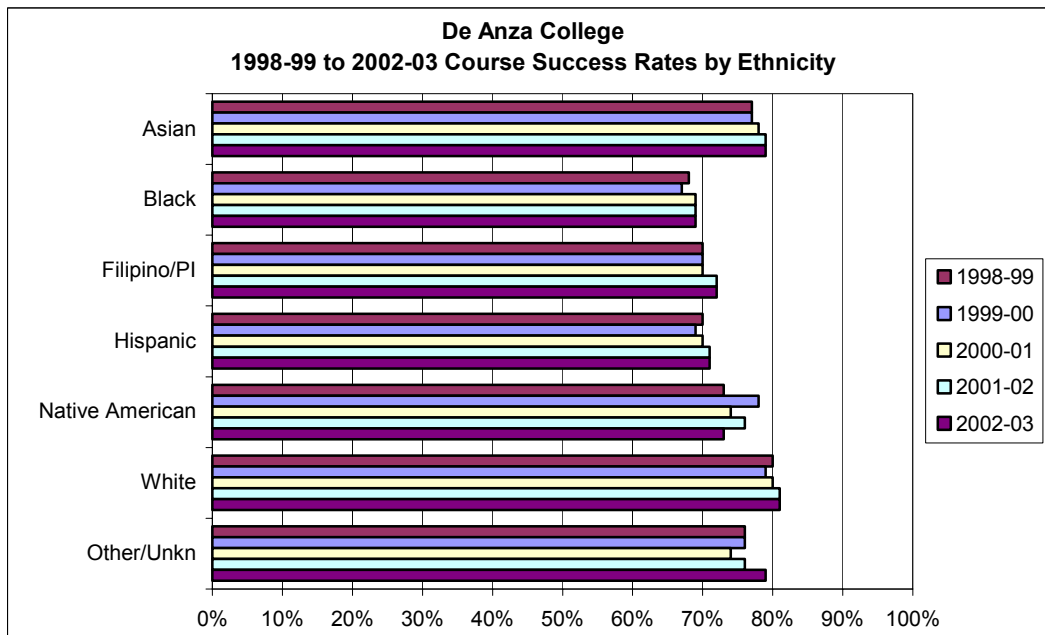**2002-03 Course Success and Retention Rates by Division**

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

Figure 19 1998-99 to 2002-03 Course Success Rates by Ethnicity shows a slight improvement in course success for all groups over the past five years. This chart separates the Filipino and Pacific Islanders from Asian to highlight the diversity found within these ethnic groupings.

Figure 19

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

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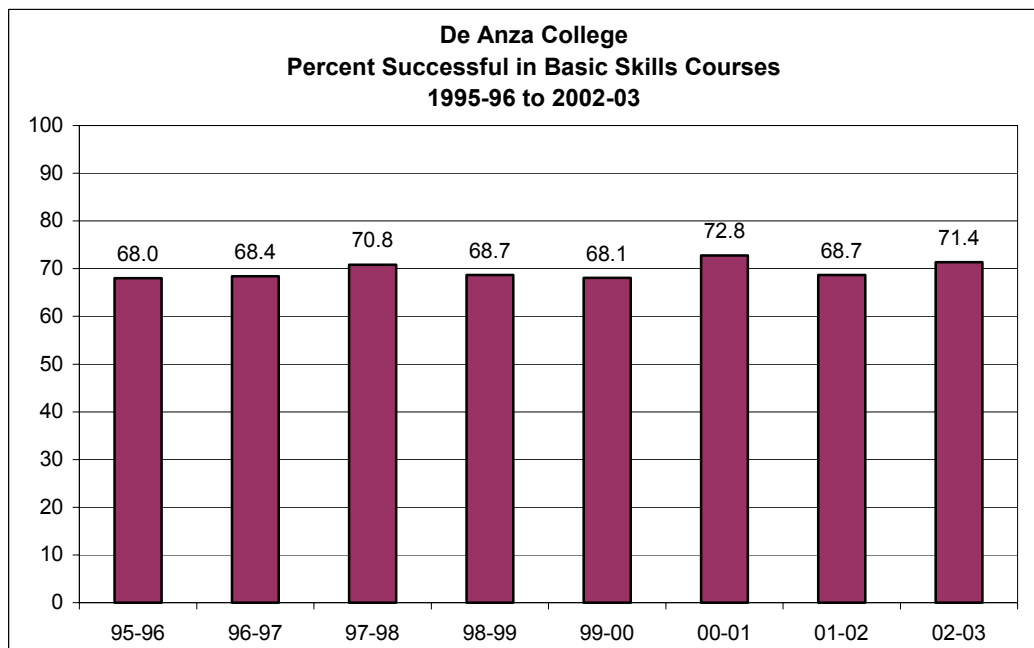
Improving course retention and success and persistence from term to term of students with developmental learning needs is a goal and continued area of emphasis for college faculty and staff. Two divisions have the primary responsibility for enabling developmental learning for these students: Language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

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

Figure 20 Success Rates in Basic Skills Courses 1995-96 to 2002-03 displays the overall success rate of students in Basic Skills courses for the past eight years according to the Partnership for Excellence reports published by the State Chancellor's Office. Basic Skills courses are English and mathematics courses that are below college level and do not count toward a degree. Reading and writing (LART) courses are also included in this group of basic skills courses.

Figure 20

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

PART I.   Internal and External Assessment

Persistence in Math and English Writing Basic Skills Courses

Figures 21, 22 and 23 track student cohorts (groups of students starting at the same time) in English writing (EWRT) (including Language Arts - LART) and mathematics (MATH) course sequences. These charts examine the percent of students who attempt and complete their first course and subsequent courses in the particular basic skill sequence or pathway. In this report, we examine only one possible path in each area, selecting the sequence with the largest number of students. Research on other sequences or pathways is available. These tracking charts help us to understand whether we have improved the percentage of students successfully completing these important sequences as a result of our programmatic efforts.
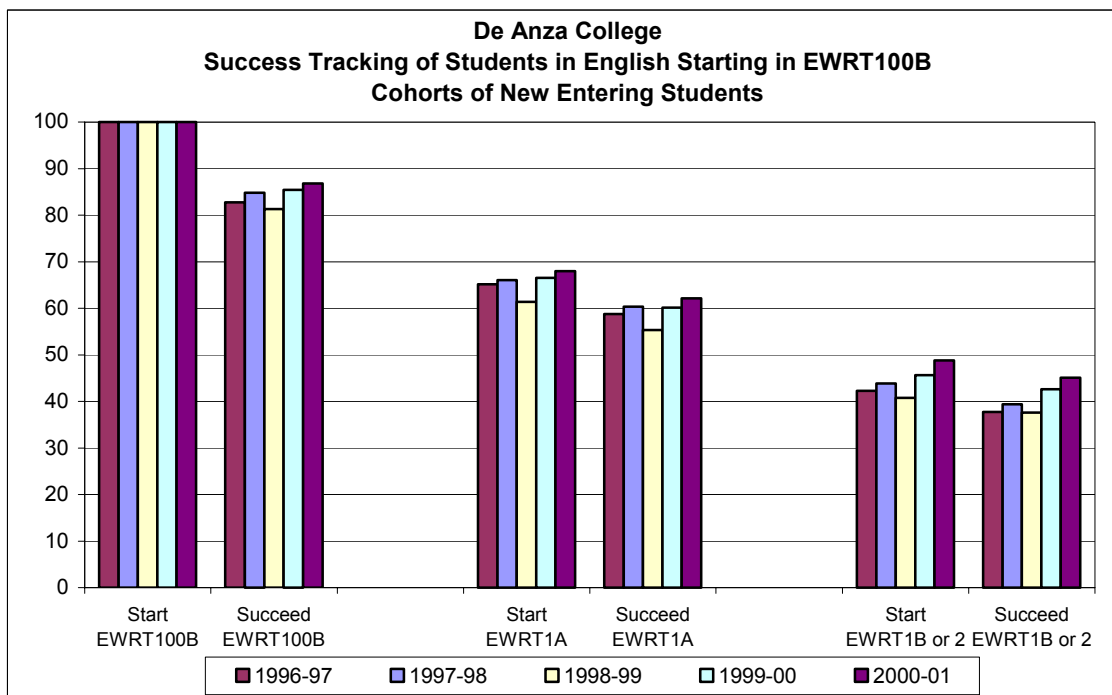
For the sequences displayed on the next pages, individual unduplicated new students in an entering cohort are tracked through a sequence of three courses. Each cohort is tracked for 16 quarters except the most recent cohort, which is tracked for 15 quarters after entry. The first course in the sequence is the first of that area taken by the student after entering as a new student in the indicated cohort year. The start and success rates reflect whether a student ever attempted the course and ever succeeded in the course, that is, passed it with an A, B, C, or P grade. If a student repeated a course, only one attempt is counted as a start. A success on any attempt is counted once in the success rate. Thus, these sequence rates differ from course success rates, which include all attempts and all success or non-success results.

Persistence to College Level in English Writing Courses (EWRT)

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

Figure 21

By definition, 100% of each cohort starts the first course in the sequence, but not all students in the cohort successfully complete the course. The success rate in EWRT100B was about 85% for the five cohorts included in Figure 21. Of the students starting with EWRT100B, about 68% attempted the next course, EWRT001A. The percentage of the initial EWRT100B cohorts successfully completing EWRT001A is about 60%. In other words, for every 100 students initially attempting EWRT100B, about 60 successfully complete EWRT001A within the tracking period of four years. For the 2000-01cohort, for every 100 students initially starting with EWRT100B, about 49% attempted EWRT001B or EWRT002 and about 45% successfully complete EWRT001B or EWRT002. It should be noted that the success rate for each course is about 90%, for example, about 90% of the students in the cohorts included in Figure 21 who attempt EWRT001A, are successful in EWRT001A.

PART I.   Internal and External Assessment

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

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

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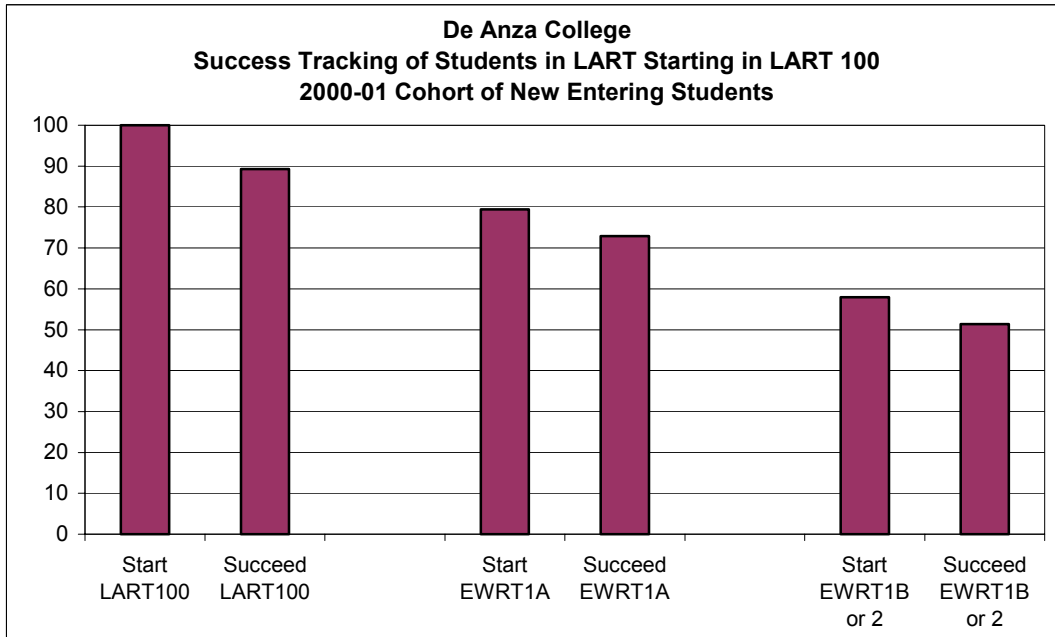
http://faculty.deanza.fhda.edu/taskforce.

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

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

In recent years the division has expanded the LART (Language Arts) program, courses that involve teaching reading and writing simultaneously. The LART courses are not included in the data for Figure 21 but are treated separately in Figure 22. In the last few years, three LART 100 classes have been offered each quarter. These LART classes combine reading and writing instruction, providing students more integrated skill building and the advantage of building more lasting relationships that have a bonding effect, which can better students' persistence. Some of the LART classes have been augmented with counselor support, again increasing the students' commitment to persist. Figure 22 tracks the most recent cohort of students from LART100 through to EWRT001B or EWRT002. For the 2000-01 cohort, success and persistence rates in LART were slightly higher than for EWRT. For students starting in LART100, about 50% ultimately succeeded in EWRT001B or EWRT002; this compares with about 45% for the EWRT sequence noted in Figure 21.
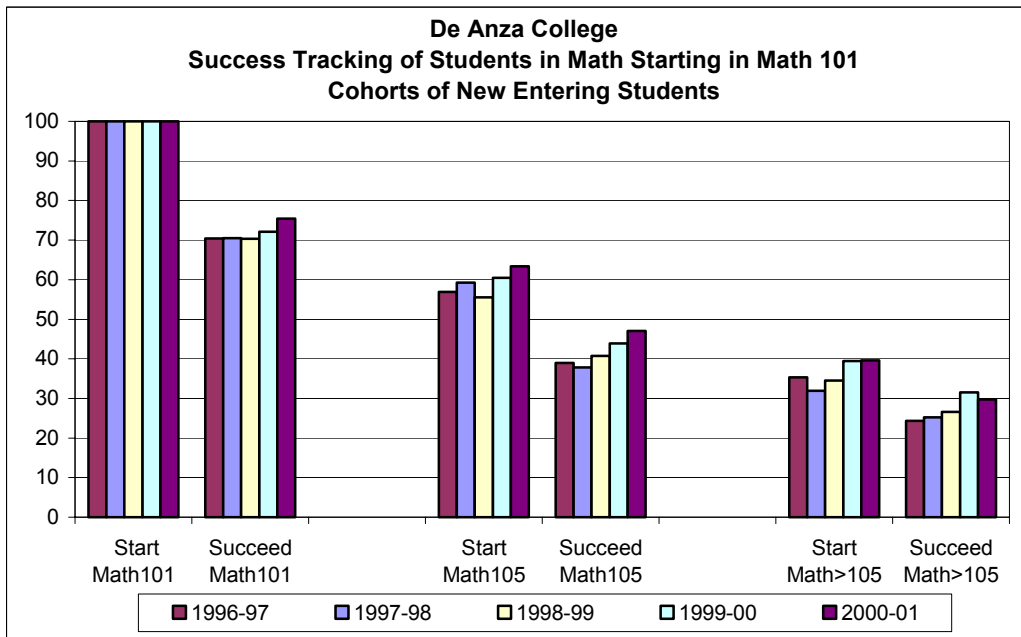
Figure 22

De Anza College
Success Tracking of Students in LART Starting in LART 100
2000-01 Cohort of New Entering Students

Persistence to College Level in Mathematics Courses (MATH)

Figure 23 Success Tracking of Students in Math Starting in Math 101 Cohorts of New Entering Students shows cohorts starting with Math 101, Elementary Algebra. Over these five cohorts, an average of about 1,000 students start math with Math 101. This figure reveals that about 75% of the 2000-01 cohort, starting math at this level, two levels below college level, eventually completed their first course, elementary algebra, successfully.

Figure 23

De Anza College
Success Tracking of Students in Math Starting in Math 101
Cohorts of New Entering Students

About 63% of the 2000-01 cohort went on to the next course, Math 105, Intermediate Algebra (prior to fall 2001 students were not required to take Math 105 to obtain a De Anza degree), and about 47% of those starting this sequence complete this second course successfully. About 39% of the 2000-01 cohort attempted a college-level math course such as Math 51, Trigonometry, or Math 10 Elementary Statistics and Probability.

The success rates in the courses included in Figure 23 have shown signs of improvement. For example, 39% of the 1996-97 cohort completed Math 105 successfully while 47% of the 2000-01 cohort completed it successfully. In addition, while 24% of the 1996-97 cohort completed at least one college-level course beyond Math 105, about 30% of the 2000-01 cohort did so, which is a 25% improvement in success.

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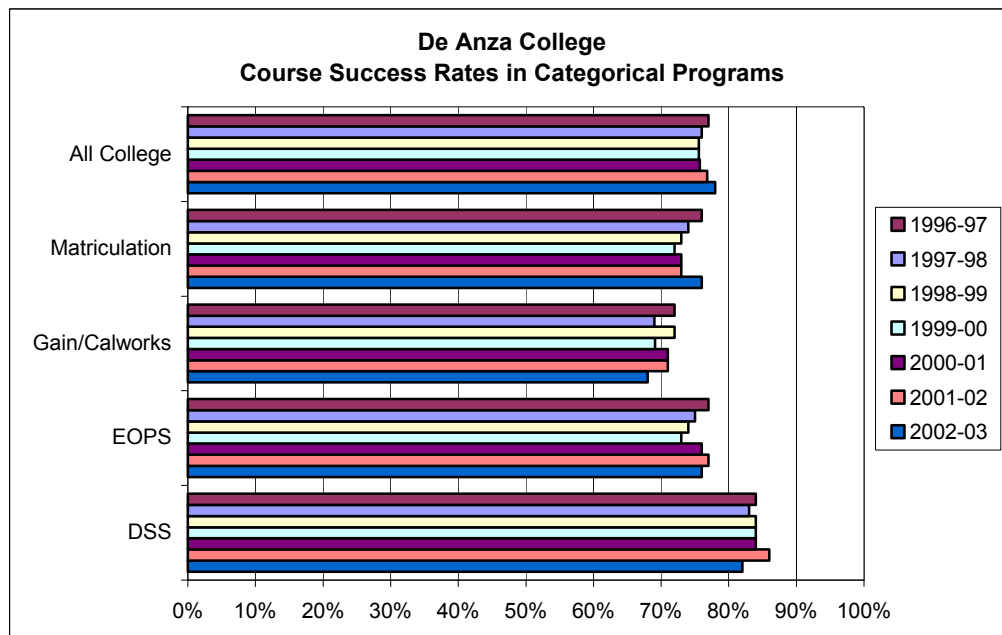
Student Success by Categorical Program

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

Figure 24 Course Success Rates in Categorical Programs shows that over a seven-year period the annual success rates of students in categorical programs mirror the All College norm and in many cases exceed the statewide success rates as shown previously, except for some student groups in the Matriculation and Gain/CalWorks areas, suggesting the need for further attention to these populations.

Figure 24

De Anza College
Course Success Rates in Categorical Programs

PART I. Internal and External Assessment

Workforce and Economic Development Enrollment and Funding

De Anza operates a number of entrepreneurial, self-supporting, revenue generating programs for business, industry and the community. As of 2002-03, the self-supporting Workforce and Economic Development programs included the following:

- The Occupational Training Institute (OTI) provides intensive occupational training and job placement for area residents who are unemployed or underemployed.

- The Business and Industry Institute (BII) gives local employers access to cost-effective, customized work-site training when and where it is needed.

- The Center for Applied Competitive Technologies (CACT) provides workshops, technical training, consulting and technology transfer services to manufacturers in the region to help them compete globally.

- Community Education offers outstanding services and programs to community members, in educational, recreational, cultural and community development beyond those offered by the regular college program for students who are not seeking college credit or degrees. Community Education fee-based programs include the Planetarium programs, Short Courses and the Extended Year Summer Enrichment Program.

The 2002-03 fiscal year saw the reorganization of the BII and CACT programs noted above into a new umbrella called Professional and Workforce Development. Despite staff reductions, service levels continued to be maintained and there was an increase in the numbers of participants served.

The Community Education programs at De Anza have been experiencing a significant upswing in enrollments and revenues. This is due to a multiplicity of factors converging simultaneously:
- the aging of the baby boomers in this area who value lifelong learning and connecting with others with similar interests,
- increased target marketing by the college,
- an improvement in the quality of the graphics on all of our marketing materials,
- innovations with regard to new programs and course offerings,
- rapid response to community demands and queries,
- reasonable pricing structure,
- streamlining program operations and processes as much as possible so that staff time is shifted to the creative/development side, and
- excellent customer service.

Figure 25 2002-03 Enrollments in Workforce and Economic Development Programs lists the number of individuals participating in each program.

Figure 25

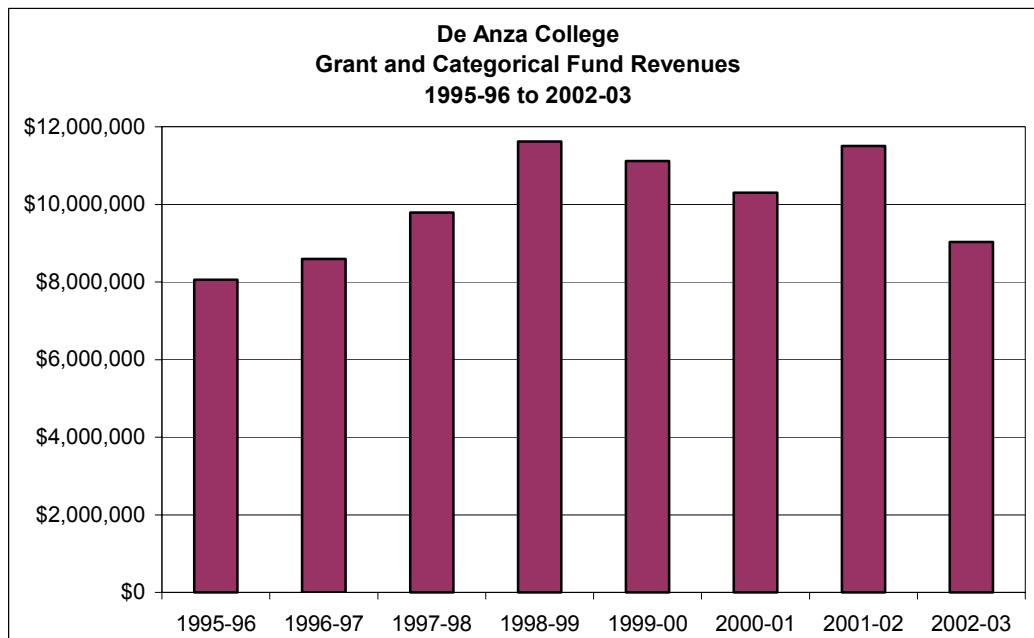|	
De Anza College	
2002-03 Enrollments in Workforce and Economic Development Programs	
Occupational Training Institute	772
Business and Industry Institute	4,970
Center for Applied Competitive Technologies	1,064
Community Education	39,352
Planetarium	20,115
Extended Year Summer Enrichment Programs	4,788
Short Courses	9,419
Older Ault Studies	5,030
Total	46,158

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

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

Figure 26 Grant and Categorical Fund Revenues shows the revenue received from all categorical, self-supporting workforce and economic development programs from 1995-96 to 2002-03. The majority of these revenues support economic development related programs. Grant and categorical fund revenues declined from 2001-02 to 2002-03 due primarily to a drop in state categorical funds.
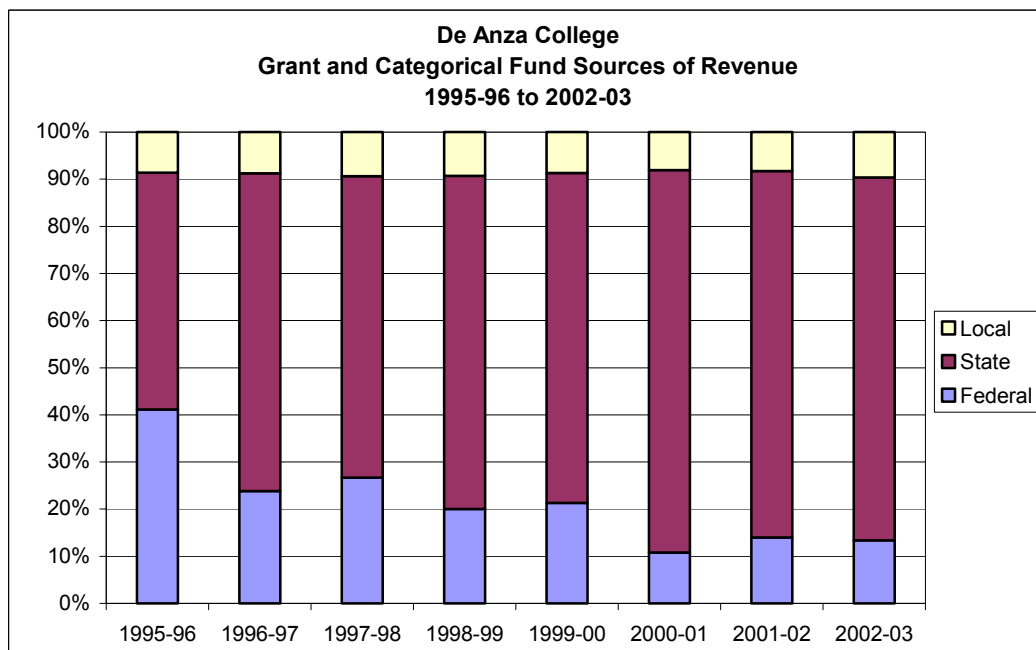
Figure 26

De Anza College
Grant and Categorical Fund Revenues
1995-96 to 2002-03

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

Figure 27 Grant and Categorical Fund Sources of Revenue 1995-96 to 2002-03 displays the percentage distribution of revenue sources for all categorical, self-supporting workforce and economic development programs. Federal funds include support from the Workforce Investment Act (WIA) and the Vocational and Applied Technology Education Act (VTEA) programs. Examples of state funds include support for Matriculation, CalWorks, and Extended Opportunities Programs and Services (EOPS). Local revenue examples include support from the Packard Foundation and revenues from Health Services Fees (FHDA Foundation funds are not included).

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

Figure 27

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

De Anza College 2003-2004 State of the College Annual Report

Exemplary Faculty and Staff
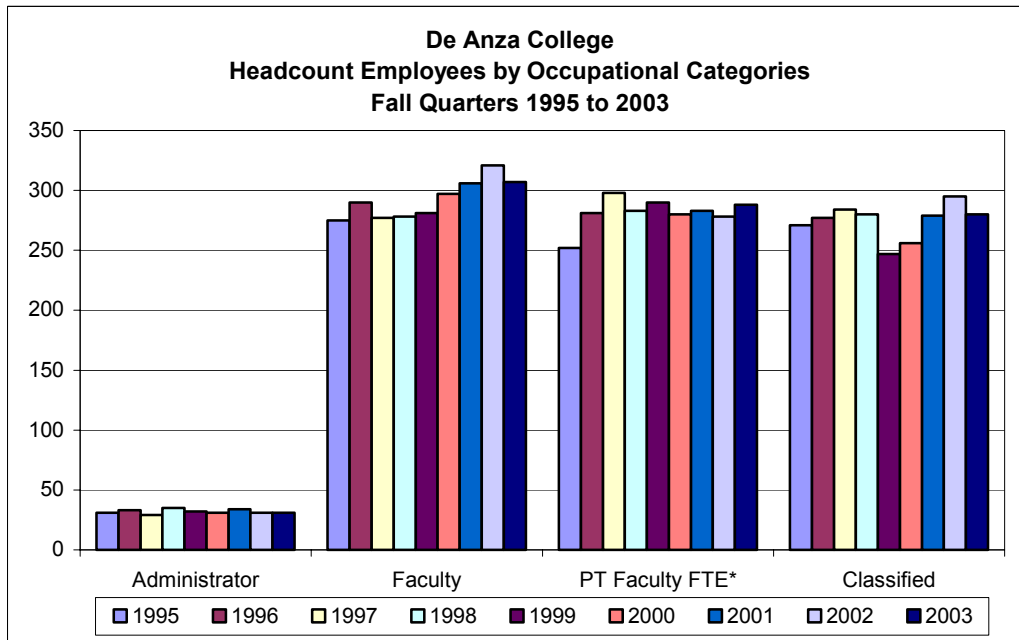
3. Exemplary Faculty and Staff

Why is this significant?

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

Are we improving?

Figure 28 Headcount Employees by Occupational Categories Fall Quarters 1995 to 2003 shows the changes in staffing patterns of the college over the past several years. This figure tracks people employed as of October 31 each year in each assignment.
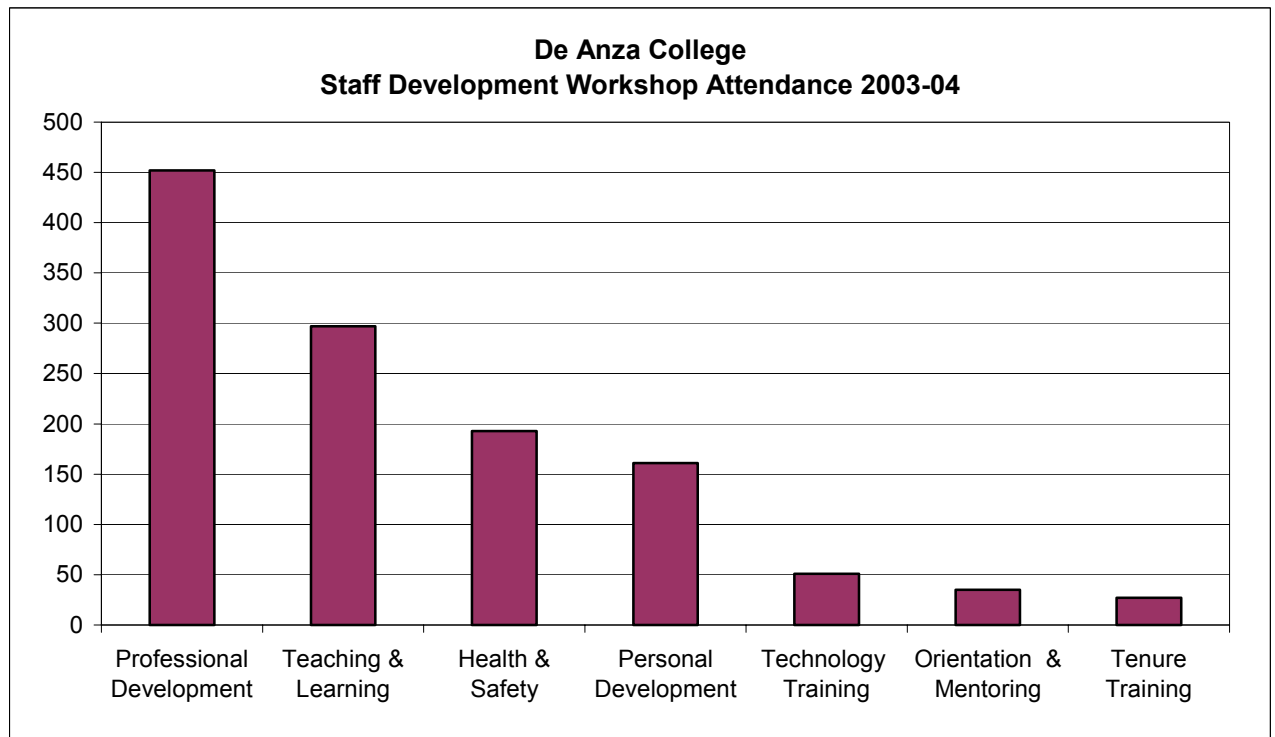
Figure 28

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

Figure 29 Staff Development Workshop Attendance 2003-04 shows the number of faculty and staff taking advantage of ongoing classes, programs, workshops and peer support groups offered by the college's Staff and Organizational Development Office.

Figure 29

De Anza College
Staff Development Workshop Attendance 2003-04

As depicted in Figure 29, the largest components of staff development training are in professional development and teaching and learning workshops. For 2003-04, the Staff Development Office continued to operate without state categorical funding for staff development programs. The greatest impact of these losses has been in the reduction in the number of workshops in the areas of technology training and orientation and mentoring. In spite of this situation, the Staff Development Office has continued to create and expand several new programs such as Health and Safety, Professional Development Seminars for all district part-time faculty members, and a Classified Career Skills track. Staff Development has strengthened its role in providing organizational support and faculty development opportunities for the Learning in Communities (LinC) program and has been working with several departments and divisions to facilitate a multi-step process for achieving workload adjustments and reorganization.

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

De Anza College 2003-2004 State of the College Annual Report

*Collegial Campus Climate
and Participatory Governance*

4. Collegial Campus Climate and Participatory Governance

Why is this significant?

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

Are we improving?

Figure 30 De Anza's Decision-Making Model and Participants illustrates the process by which the college makes its major decisions. Planning and Budget teams consist of faculty, classified staff, administrators and students nominated by the Academic Senate, Classified Senate, DASB and the administration. Student participation in 2003-04 was strong. Each of these teams provides recommendations to the College Council for a final recommendation to the president. Other campus teams, including the Instructional Division Deans' Council, Student Services Council, Curriculum Committee of the Academic Senate, Diversity Advisory Council, Facilities, Campus Environmental Advisory Committee and Campus Budget, also provide input to college leadership.
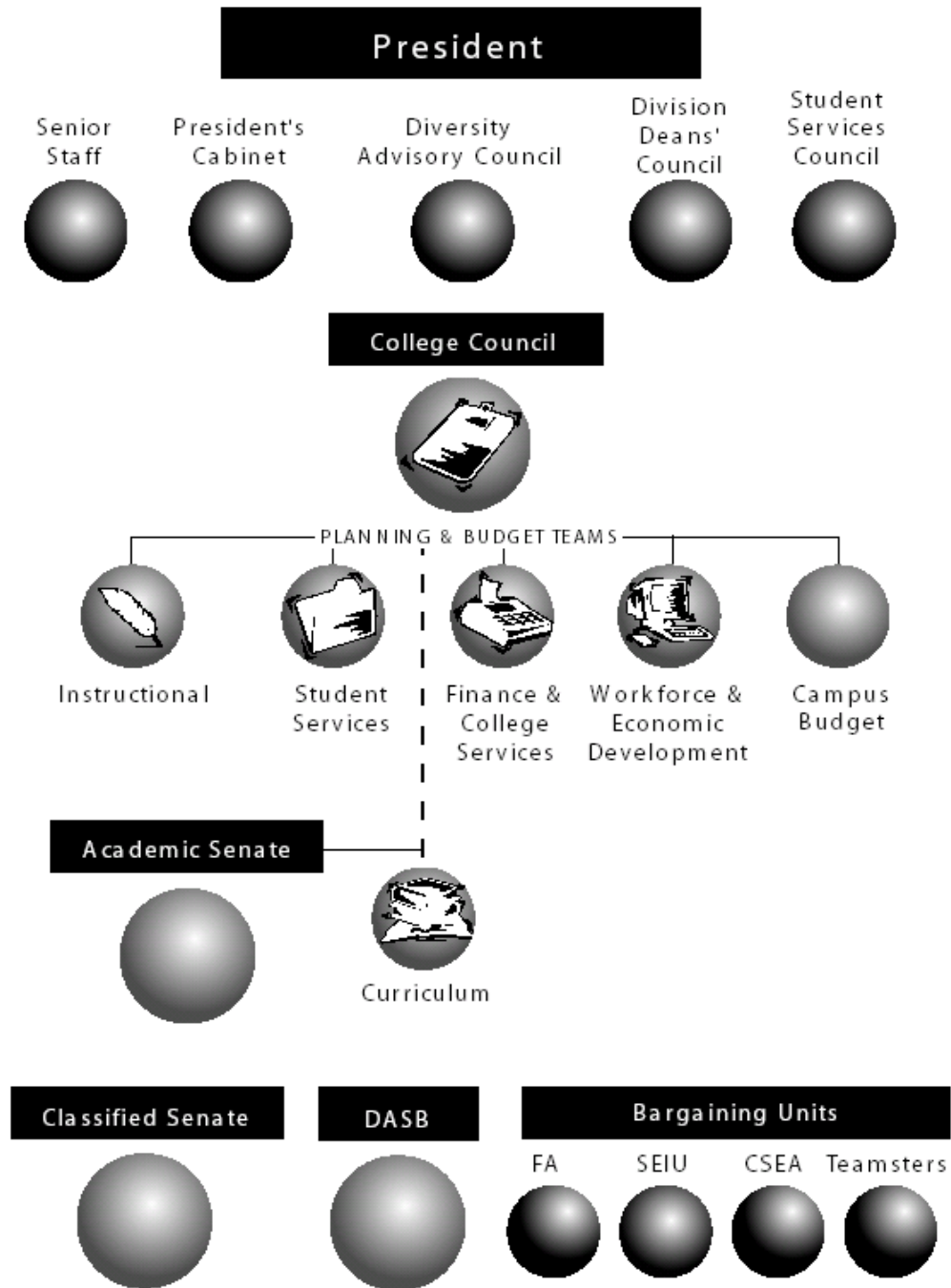
In 2003-04 the Planning and Budget teams and College Council provided valuable insight and direction to campus budget decisions. The teams began meeting in the fall of 2003 to address divisional plans for budget reductions needed in 2004-05. After hearing presentations from various deans, recommendations and input were provided to the vice presidents in December. As new information became available in the winter and spring, the various teams were informed of the status of budget planning and asked for feedback and recommendations. The results from these discussions were presented at College Council.

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

Figure 30

De Anza College Decision-making Model and Participants

De Anza College 2003-2004 State of the College Annual Report

Fiscal Soundness and Increasing Access through Planned Growth

5. Fiscal Soundness
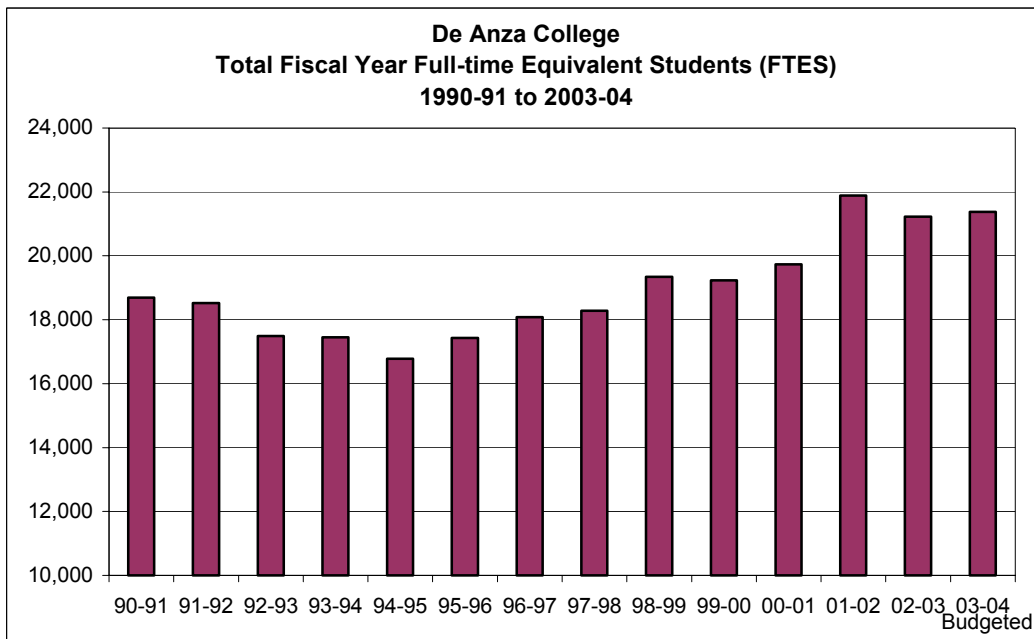
Why is this significant?

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

Are we improving?

Enrollment and Productivity

Figure 31 Total Fiscal Year Full-time Equivalent Students (FTES) 1990-91 to 2003-04 provides a 13-year history of the college's full-time equivalent student (FTES) enrollment plus the budgeted FTES target for 2003-04.
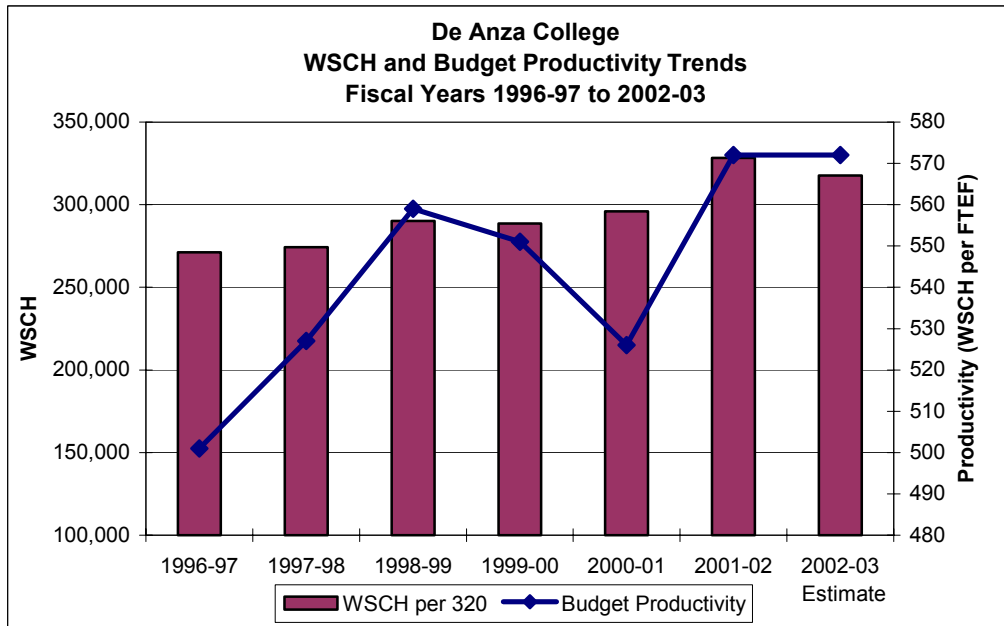
Figure 31

De Anza FTES enrollment declined slightly from 2001-02 to 2002-03. The decline brought the college in line with the funding cap imposed by the state. In 2003-04 it is projected the FTES enrollment will rise slightly over 2002-03.

Figure 32 WSCH and Budget Productivity Trends 1996-97 to 2002-03 displays trends in college instructional offerings and the efficiency with which we serve our students.

Figure 32

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

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

De Anza College 2003-2004 State of the College Annual Report

Reputation

6. Reputation

Why is this significant?

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

Are we improving?

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

Notable Achievements for De Anza Programs, Staff and Students

- In recognition of his academic success, leadership skills and community service, De Anza honors student Gammon Williams Tsui was selected for the 2004 Phi Theta Kappa All-California Academic Team 3. The purpose of this annual scholars program is to provide recognition at the state level for top community college students. The program is sponsored by the Community College League of California in conjunction with the Phi Theta Kappa International Honor Society and the Community College Foundation. The winners represent some of the best of the 2.9 million students enrolled in California's 109 community colleges.

- De Anza's LinC Program continues to receive national recognition for its exemplary work on behalf of students in learning communities. De Anza is one of only 20 colleges and universities in the country to be selected for a national learning communities study conducted by Syracuse University. The study is expected to reshape current policy debates about developmental educational programs in higher education by focusing on how under-prepared college students make meaning of their experiences in learning communities and how this affects their success and persistence in college.

- De Anza's Webmaster, Bradley Creamer, was instrumental in creating and implementing the online searchable schedule. With help from ETS and Scheduling personnel, Creamer created a system that now provides students with timely and accurate course information. The searchable data is updated automatically every 24 hours; a new footnote system allows schedulers to update and correct footnotes related to courses in their departments; the system ties directly to the latest catalog information; the schedule is completely integrated into the college Web site; and every course contains links to the campus map and department information. Creamer also set up the events registration site for Workforce and Economic Development's School To Career site at www.deanza.edu/regionvstc.

- Carleen Bruins, Web content coordinator, redesigned the De Anza Web site's navigation to make access to information about the college easier and quicker for all users.

- Students now receive important information from De Anza through e-mail, including registration dates and confirmation of enrollment. This step eliminated the cost to mail printed schedules and letters to students, an annual savings of nearly $100,000. Messages are generated in the Marketing/Communications Office at the request of Admissions and Records, Counseling, and the President's Office. Faculty and staff also receive timely messages in this way, eliminating paper and greatly reducing the time needed to convey necessary information.

- Marketing/Communications has also taken other cost-savings steps in the way it produces the schedule of classes. The office now uses newsprint for the entire document, eliminating color covers and reducing the number of copies printed. Careful tracking of schedules provided to on- and off-campus departments allows Marketing to anticipate their needs and not order more copies than necessary.

- Instructor Diane Mathios received a teaching excellence award from the California Mathematics Council, Community Colleges, at its 31st annual fall conference in Monterey.

- Jeff Forman, P.E. instructor and founder/coordinator of the Massage Therapy Program, published "Running a Successful Student Massage Clinic" in a national newsletter and presented that information at the AMTA Council of School's 2004 Leadership Conference in New Orleans.

- De Anza film students were once again acknowledged for their work in some of the world's top film festivals. Graduate Adam Winkel received first prized at the Sasa International Award competition in Italy; current students Ricardo Gonzales, Mislav Zelle, Manisha Singh and Peter Carter all had their films run at the 14th annual Cinequest Film Festival in San Jose. De Anza was the only community college represented at the juried competition that included film talent from universities throughout the country.

- The 2002-03 men's baseball team was named the COA Scholar Team Recipient, an award based 80 percent on scholarship and 20 percent athletic performance.

- Leland Van Fossen was recently selected to appear in his seventh "Who's Who Among America's Teachers." Van Fossen teaches introductory biology, ecology, marine biology and redwood ecology.

- The Environmental Study Area was renamed to honor Doug Cheeseman, who taught ecology, zoology and biology from 1967 to 1997, when he retired from De Anza. The Cheeseman Environmental Study Area is a thriving 1.5-acre arboretum on the southeast corner of campus, dedicated on the same day as the groundbreaking for the Kirsch Center for Environmental Studies, which will also be located in that area of the campus.

- De Anza auto technology students will benefit from a partnership with the Toyota Motor Corp. through hands-on internships at local Toyota dealerships; technical material, training aids and reference materials; and training received by their instructors. Technicians already employed full time a Toyota dealerships may attend evening automotive classes at De Anza to upgrade their skills and receive Toyota certification in specific areas.

- De Anza's football team finished the 2002-03 season as co-champions of the Coast Conference, their best finish in years.

- The Financial Aid Office expanded its efforts to serve students by opening a Satellite Office in the lobby of the Administration Building, with the goal of making sure no student leaves De Anza due to the increase in fees. With augmented funding from the government, Director Cindy Castillo hired more staff members, raised awareness about financial aid through print media and the Web, and held a financial aid fair called "Get A Jump On Your Future." Financial aid counselors also visited more classrooms.

- Under the direction of Marketing/Communications Director Terri O'Connor, personnel from Marketing/Communications, Financial Aid and the Broadcast Media Center created an online multimedia guide for filling out the FAFSA form for federal student aid. Instrumental in creating the "FAFSAssistant" were: Lois Jenkins, Carleen Bruins (Marketing); Greg Bartschenfeld, Greg Shaw (Media Center); and Cindy Castillo, Louise Abatecola, Joyce Feldman, Kevin Harral, Nicholas Huynh, Joe Ngo, Margaret Obenour, Dawna O'Malley and Janet Schmidt (Financial Aid). Bradley Creamer from Marketing/Communications has also developed an online interactive BOG application for state student aid.

- Barbara Illowsky, math instructor and vice president of De Anza's Academic Senate, was appointed to serve as a member of the Basic Skills Committee of the statewide Academic Senate and on the state chancellor's Basic Skills Advisory Committee.

- English instructor John Lovas gave the keynote address and presented a session at the 2003 conference of the English Council of California Two-year Colleges in San Diego, where he was also presented with the Nina Theiss Award.

- Gary Lamit, a computer-assisted drafting instructor and author of more than 30 textbooks, helped secure a $27,000 software donation from AutoDesk, ensuring the CAD Program could offer the latest applications to students. Lamit was also featured in an article in Injection Molding Magazine.

- De Anza's student newspaper, La Voz, received 22 awards at the Northern California conference of the Journalism Association of Community Colleges in fall 2003.

- Of the 109 community colleges in California, De Anza ranked No. 1 in combined transfers to the UC and CSU systems in 2002-03. The rankings were complied by the university systems and released by the California Community Colleges State Chancellor's Office.

- A dozen De Anza women participated as presenters or facilitators at the 2003 National Conference on Race and Ethnicity in Higher Education. Participants included Trudy Hunter, Melinda Hughes, Jen Myhre, Toni Forsyth, Trudy Walton, Marion Winters, Cyndy Dowling, Shirley Kawazoe, Elizabeth Mjelde, Rowena Tomaneng, Jean Miller and Jacquelyn Reza.

- English instructor Ariel Smart published a book of short stories titled "Stolen Moments and Other Stories."

- Cynthia Kaufman, philosophy and women's studies instructor, was honored at a reception and book signing for her "Ideas for Action."

- Three De Anza students were winners in the 2002-03 League for Innovation Student Literary Competition. Roshini Joseph took first for the short story "Tulsi's Arrival," Lionel de Maine placed second for his one-act play "Jongue," and Matthias Neeracher's poem "Mountains" took third place.

- De Anza College's No Fuss Bus, a free shuttle service for students and employees, provided 18,000 rides in January, February and March of 2004. The program, along with designated car pool spots, were implemented to ease the parking problems associated with construction of three buildings and a parking structure: the Science Center (due to open in fall 2004), the Kirsch Center for Environmental Studies, and the Student and Community Services Center.

- La Voz advisers Beth Grobman-Burruss and Cecilia Deck reported another in a long line of successes for the student newspaper, which won 11 awards at the Journalism Association of Community Colleges convention in spring 2004, competing against 52 other colleges in 33 categories. La Voz staff won for General Excellence Magazine and General Excellence Online Publication; Arlette Thibodeau won the Tom Pasqua Memorial Essay (including a $200 cash award), and also took second place for an Opinion Story; honorable mentions went to Julio Lara for Column Writing; La Voz staff for Editorial and Front Page Design; Reza Kazempour and Steven Cabana for Inside Page Design; Steven Cabana for Sports Action Photo; Payam Johromi for Sports Profile Story; and Lilya Mitelman for On-The-Spot Headline Writing.

PART I. Internal and External Assessment

PART II. | Supplemental Presentation Materials

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

PART II. | Supplemental Presentation Materials

De Anza Academic Senate
Summary of Accomplishments 2003-04

Plus/minus Grading

After nearly 20 years of work on proposals to include the plus and minus grade symbols, the Academic Senate was successful this year in gaining Board approval of its proposal. A two-year period of partial adoption of plus/minus grades will begin with the fall 2005 term, providing an opportunity to raise awareness of this change among faculty members and students and to assess the effects of the adoption. Full implementation will begin in the fall 2006 term.

Two $1,000 Annual Scholarships Awarded

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

Academic Senate Web Site

The Academic Senate Web Site has been updated and expanded to include Senate news and updates. It also serves as an archive of important Senate documents and as a portal to other Web sites and resources for De Anza faculty. The site is found at http://faculty.deanza.fhda.edu/academicsenate/.

Faculty Hiring and Tenure Review

Under the authority of the Academic Senate many De Anza faculty participate in the hiring and tenure review processes.

Clarification of Faculty Search Committee Procedures

The Academic Senate researched and provided a set of guidelines for the critical work of forming search committees for faculty hiring.

Participation in State Academic Senate

Senate officers participated in State Academic Senate activities. Vice President Barbara Illowsky and Executive Secretary Paul Setziol participated in the formulation of State Senate policies and presented sessions at state conferences.

PART II. Supplemental Presentation Materials

De Anza Classified Senate
Summary of Accomplishments and Purpose 2003-04

Participate in the Governance of De Anza College

Classified Senate representatives serve on:
- All four campus Planning and Budget teams
- District Budget Committee
- Campus Budget Committee
- ETAC Committees
- De Anza College Council
- Chancellor's Advisory Council
- Human Resources Advisory Committee
- De Anza College Diversity Advisory Council
- De Anza College Facilities Committee
- De Anza College Transportation Committee
- Attend Academic Senate meetings
- Attend FHDACCD Board meetings

Support College/District Priorities
- Participated in revision of College Mission Statement
- Participated in revision of District Mission Statement
- Actively participate in budget and planning process
- Volunteered to read scholarship applications for Financial Aid and Scholarship Office
- Served on President Search and Selection Committee
- Served on search and selection hiring committees as equal opportunity representatives and bargaining unit representatives
- Participated in revision of De Anza College Multicultural Plan
- Participated in revision of De Anza College Educational Master Plan
- Participated in preparation and planning process for Accreditation Self-Study

Provide a Centralized Means of Communication
- Implemented a classified staff listserv to further improve dissemination of information and staff activities
- Maintained bulletin board in the Administration Building to post Senate information and upcoming events
- Increased use of e-mail to facilitate communication and decrease printing costs
- Employed multiple forms of communication to reach off-campus staff
- Planned a Classified Senate Web site to be established in fall 2004
- Developed distribution plan via the listserv to disseminate Classified Senate representatives' committee reports to further improve participatory governance structure

Promote Professionalism
- Sponsor Employee of the Month Award presented quarterly (9 per year)
- Presented three Classified Senate Recognition Awards to outstanding individuals honoring their exceptional services to classified staff at De Anza College
- Sponsored morale booster activities for all classified staff
- Sponsored a classified staff slogan/logo contest (14 entries), and will use the winning entry to further advertise/promote classified staff unity

Enhance Staff Development
- Supported and encouraged classified staff Professional Growth Award participation
- Collaborated with Staff Development Office to provide professional development activities for all classified staff
- Served with the Equity Collaboration Team in order to assist with the implementation of Student Equity Plans from each division
- Sponsored and coordinated the annual All Classified Retreat to promote improved relationships within a professional setting
- Facilitated annual Leadership Training and Team Building Retreat for Classified Senate officers and senators to further develop classified staff leadership skills and responsibilities as professional participants of shared governance process

Innovations to Address Changing Economic Climate and Physical Limitations
- Passed and implemented a voluntary dues program to supplement and expand Senate funding and increase self determination
- Increased use of electronic medium to facilitate communication
- Involvement in decision process to address parking issues

Building Communities of Practice
- Created teams to address community interests and fostering camaraderie among classified staff
- Walking Committee: fosters communication and physical well-being of employees
- Food Committee: promotes humor in the workplace, community building, while sharing of treats
- Change for Change: volunteerism and support for the community at large
- Society of De Anza College: fosters communication and interest of the arts

PART II. | Supplemental Presentation Materials

De Anza Associated Student Body
Summary of Accomplishments 2003-04

The De Anza Associated Student Body (DASB) continues to maintain a prominent leadership role at both De Anza College and with statewide issues. Once again for this year, as experienced last year, every available Senate position was filled. However, during the 2003-04 year an additional 25 students served as junior senators waiting for open positions. During the annual spring quarter elections, the DASB had 48 student candidates vying for a maximum of 30 seats. Interest in serving on the DASB and advocating for students is at an all time high.

The DASB Senators are recognized as leaders by their peers throughout the state. Once again, DASB was asked to take the lead in organizing for the March in March in Sacramento on March 15. Our student leaders were highly visible leading the other community colleges in advocating for community college students. More than 300 students attended this well organized rally to demonstrate to our legislators, Governor and the general public the importance of maintaining access to higher education.

The DASB should be commended for recognizing its role and responsibility in assisting the College with financial support for various departments, programs and services. It recently completed its annual budget process for the 2004-05 fiscal year and allocated funds based on very strict guidelines. These guidelines included allocating funds to programs that enhance success rates, access, diversity and achievement of goals. More than 40 % of DASB income is used to support college services and academic divisions.

The DASB proudly represents its constituents in a professional and effective manner.

PART III. Measure E Progress

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

PART III. | Measure E Progress

The State of Measure E 2003-04

This year has brought a great deal of construction activity to the campus. Our four new Measure E buildings are under construction and approximately 25 other projects are in design. Below is a brief overview of the larger projects. Information on the projects can be accessed on the De Anza Web site at www.deanza.edu/MeasureE. Figure 33 provides a map of Measure E activities and Figures 34-37 are pictures from selected projects.

Projects Completed

- ♦ A-Quad Phase I (A5 and A7) renovations were completed in July 2003 at a cost of about $1 million.
- ♦ Parking Lots A and B and Stelling entry: The reconfiguration of Parking Lots A & B and the Stelling entrance was completed in September 2003 at a cost of $2.3 million.
- ♦ L-Quad: This was a $4.5 million renovation project that was completed in October 2003.

Projects Under Construction or Renovation

Science Center: The Science Center complex is the first of our four large construction projects. This 46,400-square-foot complex consists of three buildings; the science laboratory, which houses the biology and chemistry labs; the science pavilion, which includes a large lecture hall; and the science administration building, which houses the faculty offices on the upper level and lecture halls on the lower level. There is also an outdoor 'garden' classroom situated between the pavilion and the administration buildings. Construction commenced in November 2002 and will be complete by summer 2004. The complex will be open in time for fall quarter 2004. The budget for this project is $20 million.

Parking Structure: The parking structure is the second large construction project on campus. It is located in Parking Lot C. Before work could commence on this project, Parking Lots A, B and the Stelling entrance were reconfigured. Work on the new parking structure commenced in December 2003. The lower level of the structure will be open for fall quarter 2004 and the whole facility will be open by November 2004. The parking structure and the surrounding surface parking bays will provide 1,765 parking spaces. The budget for this project is $15 million.

Student and Community Services Center: This is the third large construction project on campus and is located on the old site of Staff Parking Lot A, by the Advanced Technology Center. This is a two-story, $15 million, 44,000-square-foot building that will house various student related services, including Admissions and Records, the Bookstore, Disabled Student Services, Community Education, Counseling, Professional Workforce Development, and Student Success and Retention Services. Work commenced in December 2003 with site clearing and preparation for installation of underground utilities. Construction should be completed in summer 2005 with the new building coming online for fall quarter 2005.

Kirsch Center for Environmental Studies: The fourth large construction project is the Kirsch Center. De Anza held a groundbreaking ceremony in January 2004, which was attended by Steven and Michele Kirsch, from the Kirsch Foundation, after whom the center was named. This two-story, 22,000-square-foot building is located on the south-east side of campus where the tennis courts were situated. The project budget is $11 million, which includes a $2 million donation from the Kirsch Foundation. This project should also be completed in summer 2005 and be online for fall quarter 2005.

A-Quad Phase II (A1, 2, 3, 4 & 6): The $2.5 million renovation of these buildings began in December 2003. This is a complex project to sequence due to programming considerations and the difficulty in providing swing space. The renovations will be staggered, with A3 (performance halls) presently under renovation. A6 will be renovated through summer 2004 and A1, 2 & 4 will follow in fall 2004. All the renovations should be complete in time for winter quarter 2005.

Projects In Design

Lot A & B Landscape: As a result of the redesign of Parking Lots A & B, we need to re-establish the landscaping for this area of campus. Presently, we are out to bid on this project. Work will take place during summer and be complete by fall quarter 2004.

Child Development Center Playground: We are in the procurement phase of this project with work scheduled for summer this year. The budget is $200,000 and the landscaping should be finished by mid-fall 2004.

Athletics Fields: The soccer and softball fields will be redesigned to allow for both areas to be utilized at the same time. The district is conducting a request for quote for synthetic turf products, which will be utilized on the soccer field. This project is scheduled to be complete by fall quarter 2005. As a part of this project, the tennis courts will be re-located south of Parking Lot C and north of the baseball field. The tennis courts will be completed by summer 2005. The budget for this project is $3 million.

Campus Entries (Stevens Creek): The Campus entries project is in the preliminary design phase. Procurement is scheduled for early 2005.

Campus Restrooms: We are in the Department of State Architects (DSA) review period. Procurement is scheduled for Board approval in June 2004, with renovations anticipated to commence in July 2004.

E1: The E1 renovation project is in the preliminary design phase. Construction is scheduled for mid-2005.

Forum: This project is also in the preliminary design phase. Renovation is scheduled for mid-2005 to mid-2006.

PE-Quad: This $7 million renovation project is in the procurement stage, with the Board expected to award the bid in May 2004. Renovations will be done in phases, with work starting on PE 3, 4, 5 and 6 in summer 2004. PE 3, 4, and 5 should be back online by fall quarter 2004. PE 6 will be finished in spring 2005. PE 1 and 2 will be renovated during 2005 and will be complete in time for fall quarter 2005.

Planetarium: The Star projector bid has been awarded to Konica Minolta. The lead time on the projector is one year. We are reviewing architectural firms with planetarium experience to utilize the $75,000 planning grant received as part of the federal government's Omnibus Appropriation Act of FY 2004. Construction is anticipated in mid-2005 to early 2006.

S-Quad: This is an extensive $9.3 million renovation project. We are in the DSA review phase. Procurement is planned for December 2004, with construction complete by mid 2006.

T9/Print Shop/Lot K: This $3.6 million project is scheduled for late 2004 to mid-2005.
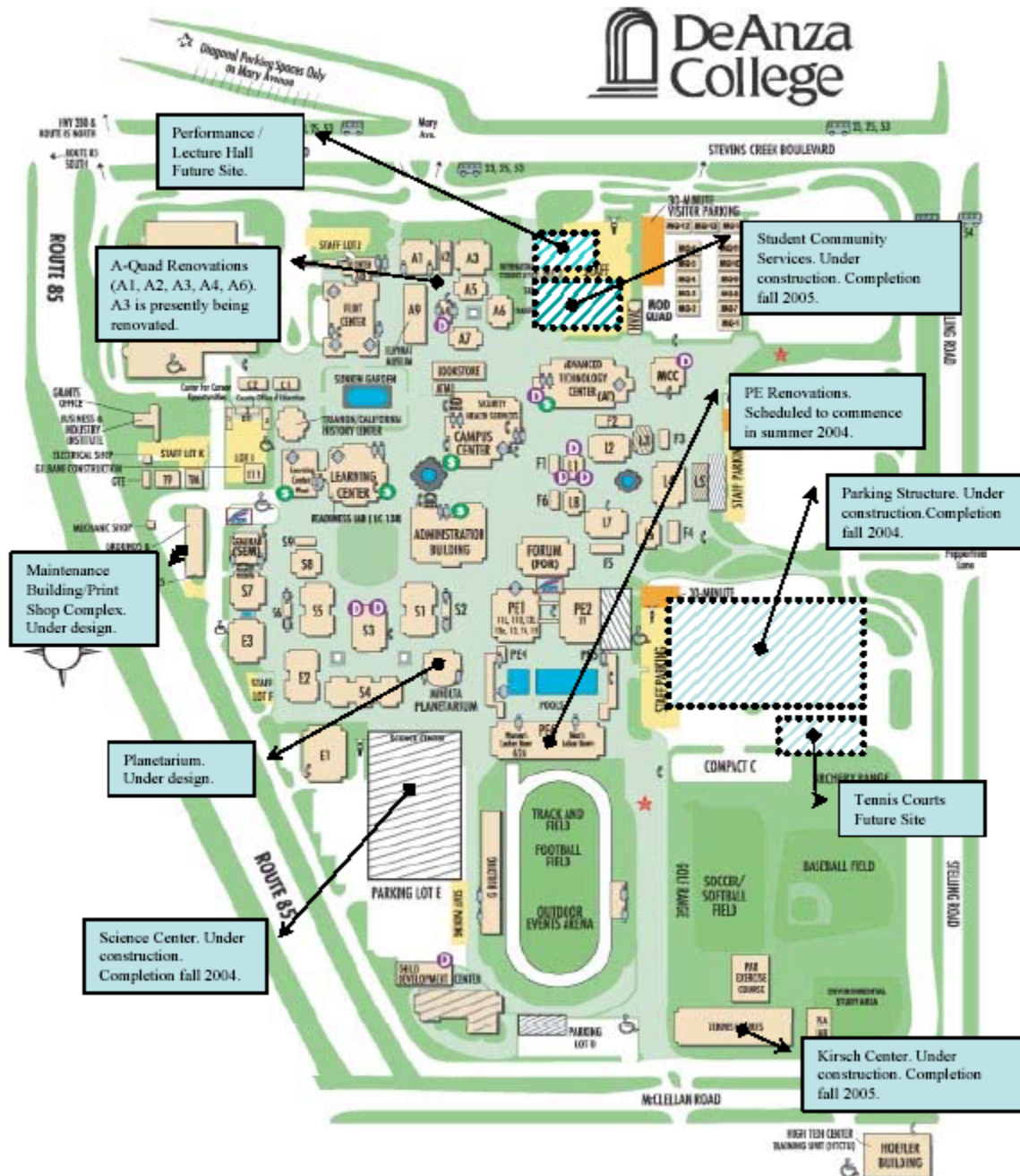
Future Projects

♦   A Quad Phase III: A8 & 9 (Broadcast Media Center & Euphrat): Construction on this project is not scheduled until late 2005.
♦   Administration Building: This is a $2.9 million project, with construction planned for 2005-06.
♦   California History Center/G/Advanced Tech: This $1 million project is projected to be in construction in 2005-2006.
♦   Campus Center Renovations: Construction is currently scheduled for mid-2005 to early 2006.
♦   Learning Center: A $946,000 project with construction anticipated in 2005-06.
♦   Performance Hall: This is a 300-400-seat performance/lecture hall funded by proposition 55 and Measure E matching dollars. The budget for this project is approximately $8 million.
♦   Present Bookstore building/Snack Bar: This $1.9 million project is scheduled for construction in 2005-06.

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

Figure 33

Overview of Measure E Projects

Figure 34

The Science Center under construction.

Figure 35

The Science Center under construction.

Figure 36

Kirsch Center ground breaking.

Figure 37

The new Student Services Center under construction.

PART IV. | Summary and President's Message

In 2004-05 we will look to the leadership of a new president to guide us through a year of planning and internal evaluation. The new president will be able to build on a strong foundation of discussions that began in 2003-04. The planning efforts will result in new educational and facilities master plans that will help guide college priorities over the next 10 years.

Next year the college will prepare an Accreditation Self Study in preparation for an external evaluation in the fall of 2005. The self-study process will involve an assessment of how well our programs and services contribute to student learning. This assessment will involve documenting, via data and other information, the success of our students.

These are both exciting and stressful times for the De Anza community. We continue to be faced with the impact of two years of budget shortages and know that we will have more work to do next year in that area. At the same time, the planning and evaluation that has begun this year and will continue next year will allow us to focus and improve on the things that make De Anza such a great institution. After all, tens of thousands of students each year still find that De Anza provides them the best opportunity for learning.