

A photograph of a campus scene. In the foreground, a large fountain with multiple jets of water is on the left. In the middle ground, several people are walking on a paved path. One person is in a wheelchair. The background shows trees and a building under a clear sky.

**NEW REALITIES**  
*for achieving success*

2002-2003  
State of the College  
Annual Report

# **PREFACE**

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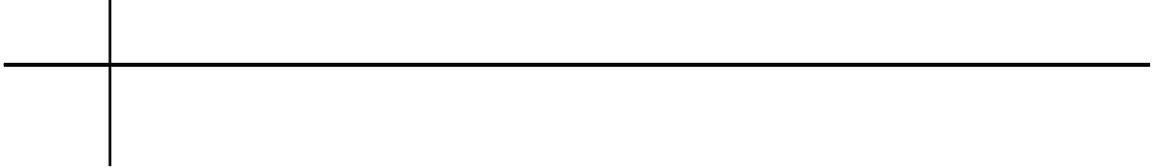
**We began the 2002-03 academic year by celebrating the 35<sup>th</sup> anniversary of De Anza College. Since we opened our doors in 1967, “Excellence,” “Innovation” and “Diversity” are the three words that we have used to describe our mission and goals, our institutional challenges, and our achievements. This third Annual Report informs our community about the progress we are making toward the four goals of our educational master plan, “DE ANZA 2005: Pathways to Excellence.” First and foremost, we are grounded in our longstanding commitment to student learning, student equity and student success. Our purpose is to enable the more than 26,000 De Anza College students to achieve “the highest levels of excellence” that they possibly can throughout the year. We measure our success by examining the preparation of our students in all fields of study and by reviewing and improving our courses, programs and services on a continual basis to ensure that our students meet or exceed the requirements of our degrees and certificates so that they can successfully enter the workforce, move up in their careers, and/or transfer to the university of their choice.**

**In January 2003, we learned about California’s \$35 billion shortfall. We immediately realized that we had “New Realities” to face, causing us to regroup and set new financial and programmatic goals to meet a proposed 10-15% state budget reduction. Right away, we began to work on new ways to provide programs and services with fewer resources, making every effort to preserve our faculty and staff and move forward despite these uncommon times. At this time in our history, our fiscal challenges are profound, but we are confident that we will continue to make progress toward our educational goals. Fortunately, we are in a community that is driven by our internal standards of integrity and excellence. Most importantly, we continue to give students our best teaching and our best service despite our new realities.**

**The 2002-03 Annual Report is organized in four parts. Part I: Educational Master Plan Update is an update to 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 progress in educating our students. Part II: Supplemental Presentation Materials provides information about the activities of the Academic Senate, Classified Senate, and the De Anza Associated Student Body, including some actions being taken in response to the state budget crisis. Part III: Measure E provides a progress report about the college facilities renovation and construction goals we have met in the third year's implementation of the local bond passed by the district's voters in November 1999. Part IV includes a brief summary and message from the 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 2002-03 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**

**Indicators of Quality**

**Attractiveness to Students**

**Comprehensive, Quality Programs**

**Exemplary Faculty and Staff**

**Collegial Campus Climate and**

**Participatory Governance**

**Fiscal Soundness**

**Reputation**

**Part II. Supplemental Presentation Materials**

**Part III. Measure E Progress**

**Part IV. Summary and President's Message**

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

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**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 indicators of quality that are critical to the success of our college that we use annually to assess our progress. 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?

## **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 the 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.

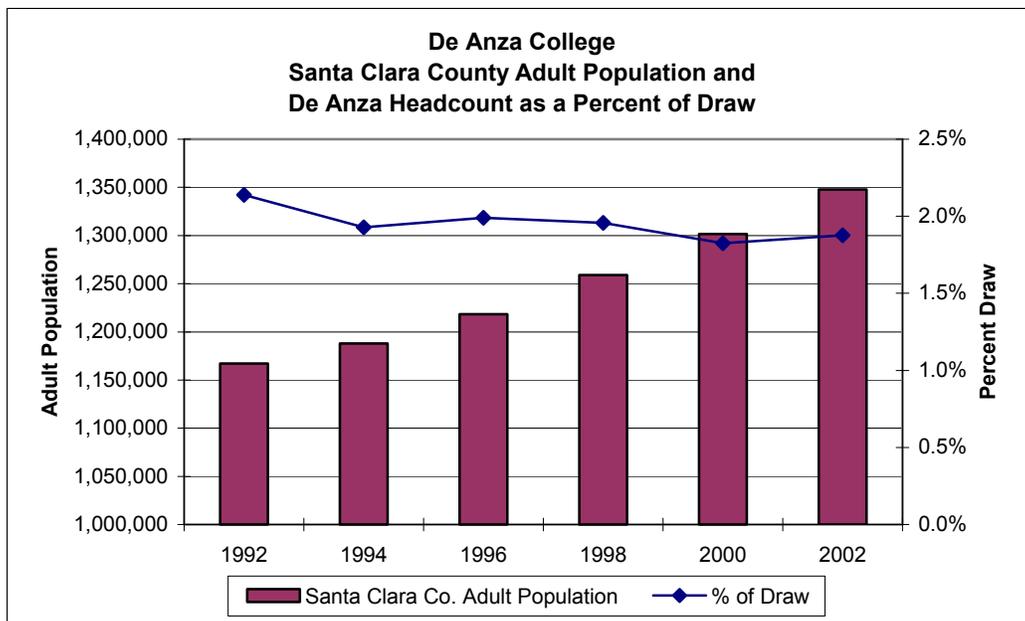
# PART I. Internal and External Assessment

## How are we doing?

### Access and Participation Rates

Figure 1 Santa Clara County Adult Population and 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 about 2% of the adult population; 88% of the students reside inside the county.

Figure 1

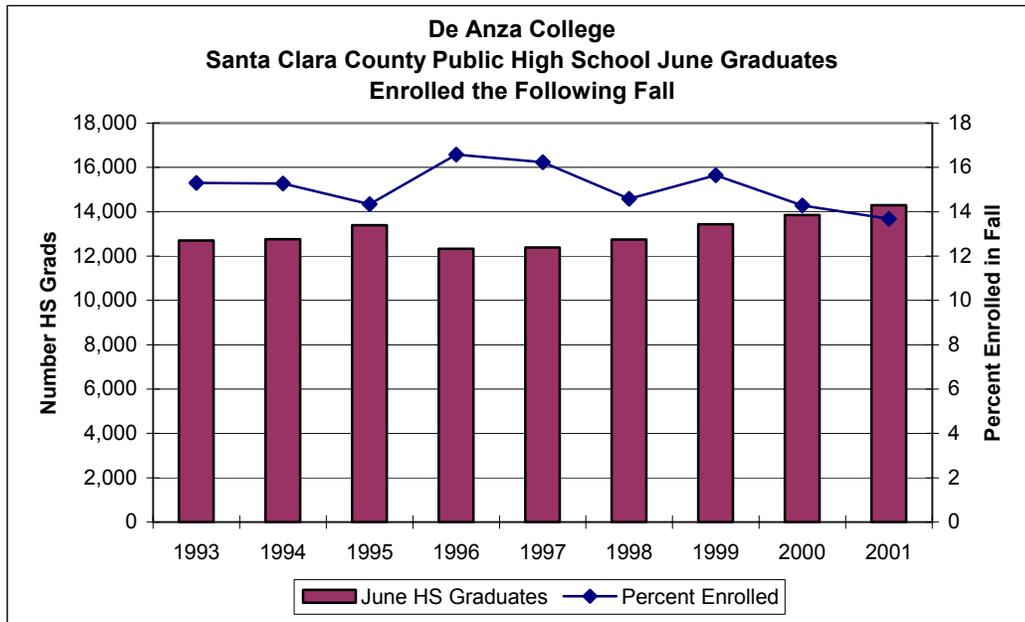


From 2000 through 2002, the adult population of Santa Clara County was projected to increase by about 50,000 adults to 1.5 million. Despite declines in county population in 2003 due to a weak economy, the college fully expects enrollment to continue to increase through 2010.

## PART I. Internal and External Assessment

**Figure 2 Santa Clara County Public High School June Graduates Enrolled the Following Fall at De Anza** portrays De Anza's draw of students from feeder high schools as of June 2001. As reported by the California Postsecondary Education Commission (CPEC), of the 14,299 Santa Clara County public high school graduates, 1,957 (nearly 14%) enrolled at De Anza College. According to CPEC, in 2001 De Anza College enrolled more than two-thirds of the June public high school graduates that went to a community college (2,998), a significant increase over 2000. De Anza enrolled more public high school graduates from Santa Clara County than either the University of California (1,731) or the California State University (1,944) systems. The number of public high school graduates from the county enrolled at a public college or university (UC, CSU, or CCCs) decreased from 7,477 in 2000 to 6,673 in 2001. De Anza College enrolled 29% of the high school graduates attending a public college, a slight increase over the previous year.

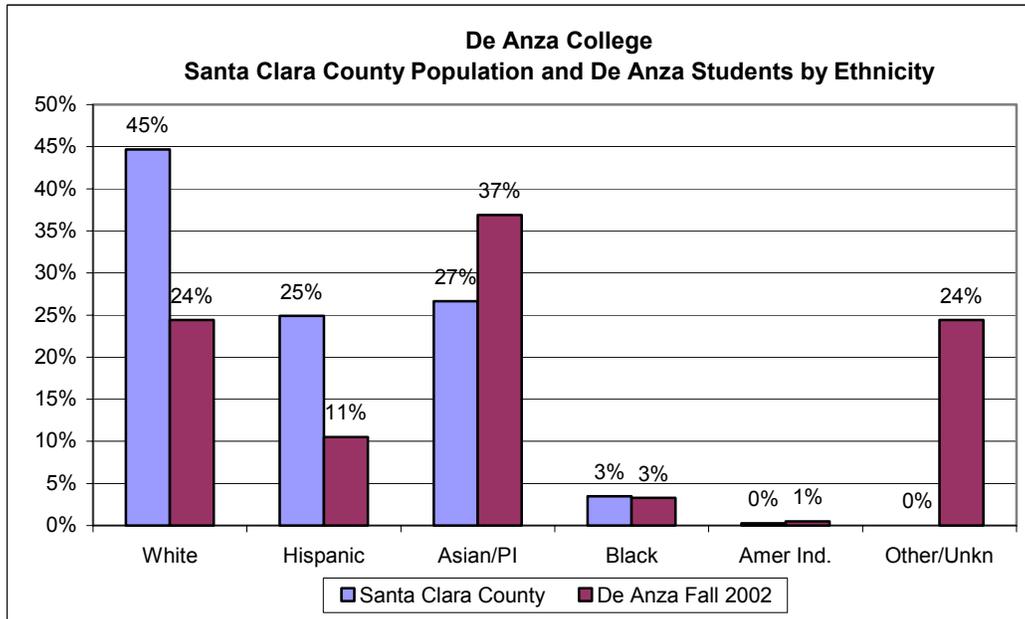
Figure 2



## PART I. Internal and External Assessment

Figure 3 Santa Clara County Population and De Anza Students by Ethnicity compares De Anza Fall 2002 enrollment to Santa Clara's population in 2002. De Anza College enjoys a diverse student body that comes from a wide variety of cultural and ethnic backgrounds. The college has many programs to attract students of every background and to support them in achieving their educational goals.

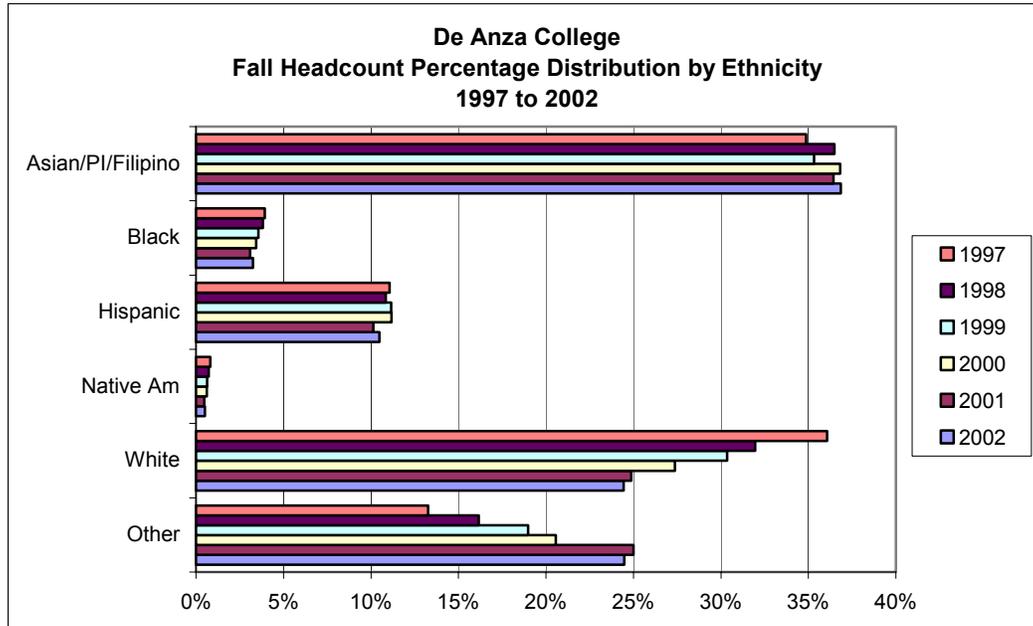
Figure 3



## PART I. Internal and External Assessment

Figure 4 Fall Headcount Percentage Distribution by Ethnicity 1997-2002 gives a longitudinal picture of the college's ethnic composition. De Anza College continues to increase its student diversity.

Figure 4

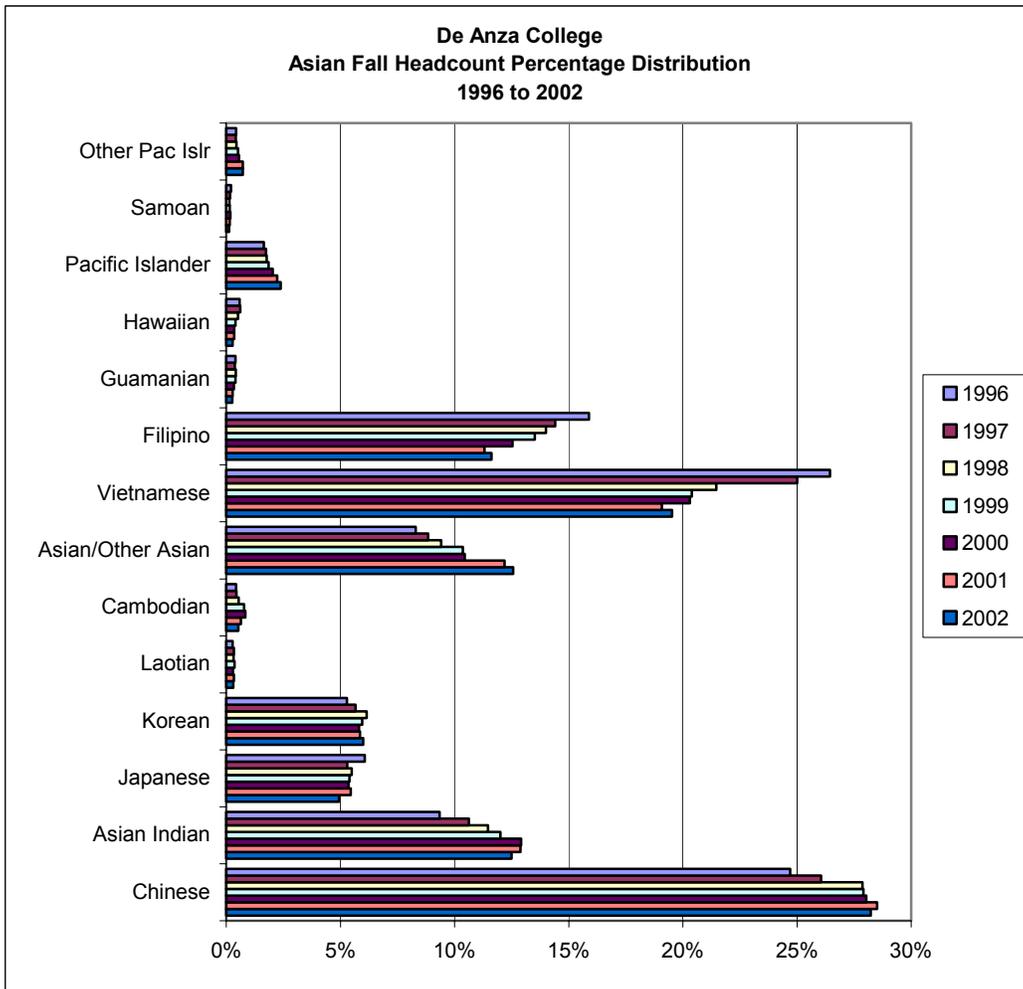


Taken together, students identified as from the Asian, Pacific Islander, and Filipino ethnic groups comprise the largest percentage of De Anza College students. It should be noted that the category of "Other" in Figure 4 includes students who select "Other" or "Decline to state." These two categories are selected by more than 20% of students. Faculty and staff report that multiracial and biracial students as well as some international students frequently use these categories. From 2001 to 2002, the percentage of students selecting "White" and "Other" fell slightly while the percentage of all other groups showed a slight increase.

# PART I. Internal and External Assessment

Figure Asian Fall Headcount Percentage Distribution 1996-2002 shows the enrollment change of the Asian student subgroups over a seven-year period.

Figure 5

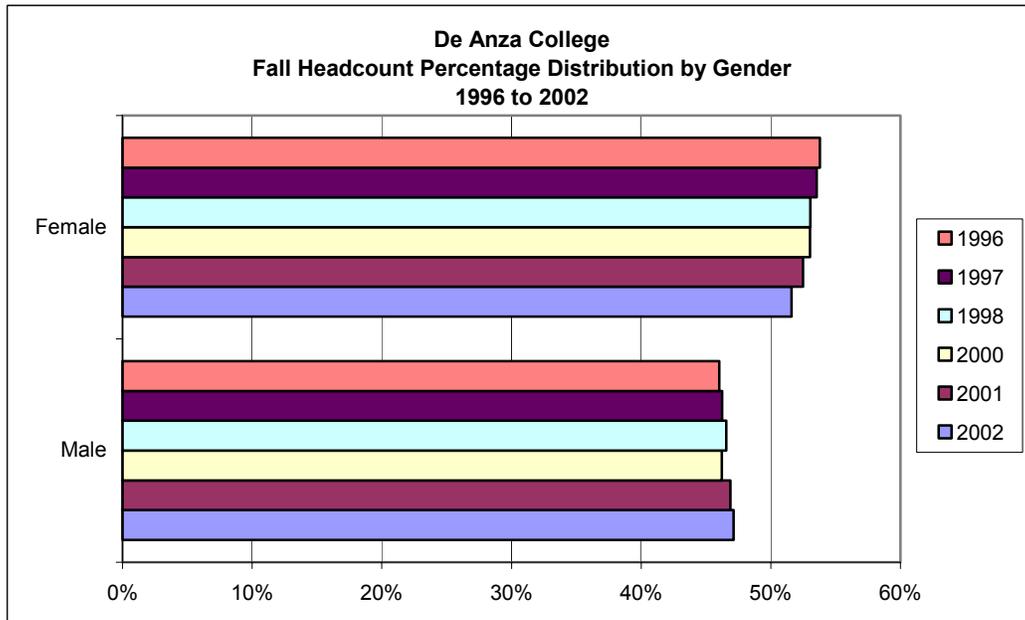


Overall, students identifying themselves as from the Asian, Pacific Islander, and Filipino ethnic groups make up about 37% of De Anza's student population. Of these students, the largest percentage of students identified themselves as from the Chinese (28%), Vietnamese (20%), Asian Indian (13%), Filipino (12%), Korean (6%), and Japanese (5%) ethnic groups.

# PART I. Internal and External Assessment

Figure 6 Fall Headcount Percentage Distribution by Gender 1996 to 2002 shows that from 1996 to 2002 the percentage of the fall headcount made up of female students has dropped slightly.

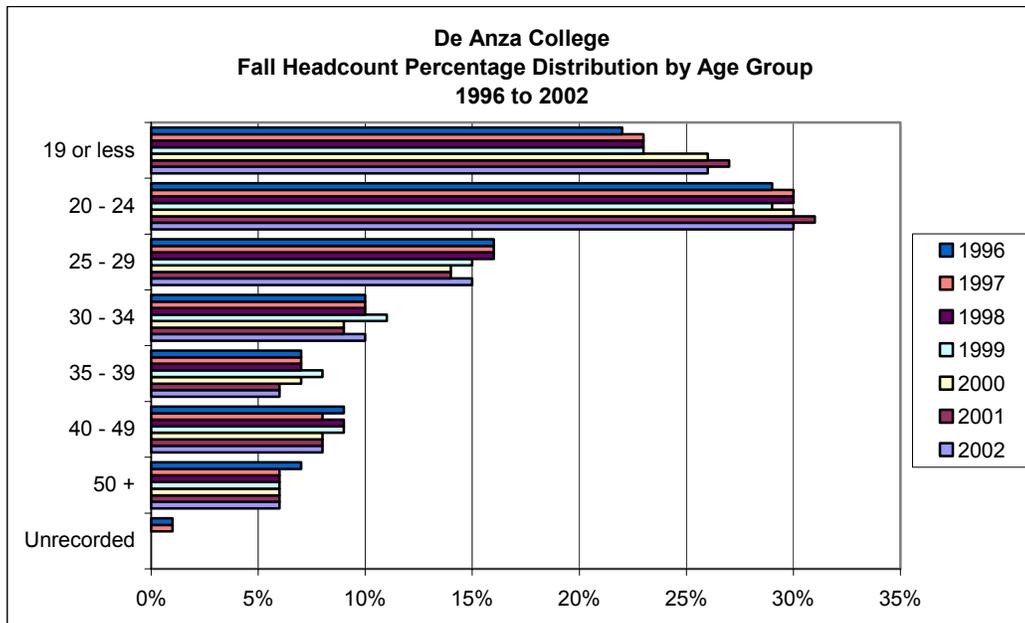
Figure 6



# PART I. Internal and External Assessment

Figure Fall Headcount Percentage Distribution by Age Group 1996 to 2002 describes student access to the college as a function of various age groupings. Over half (55%) of the college's students are less than 25 years old. Twenty-five percent (25%) of the student body is in the 30- to 50-year-age group.

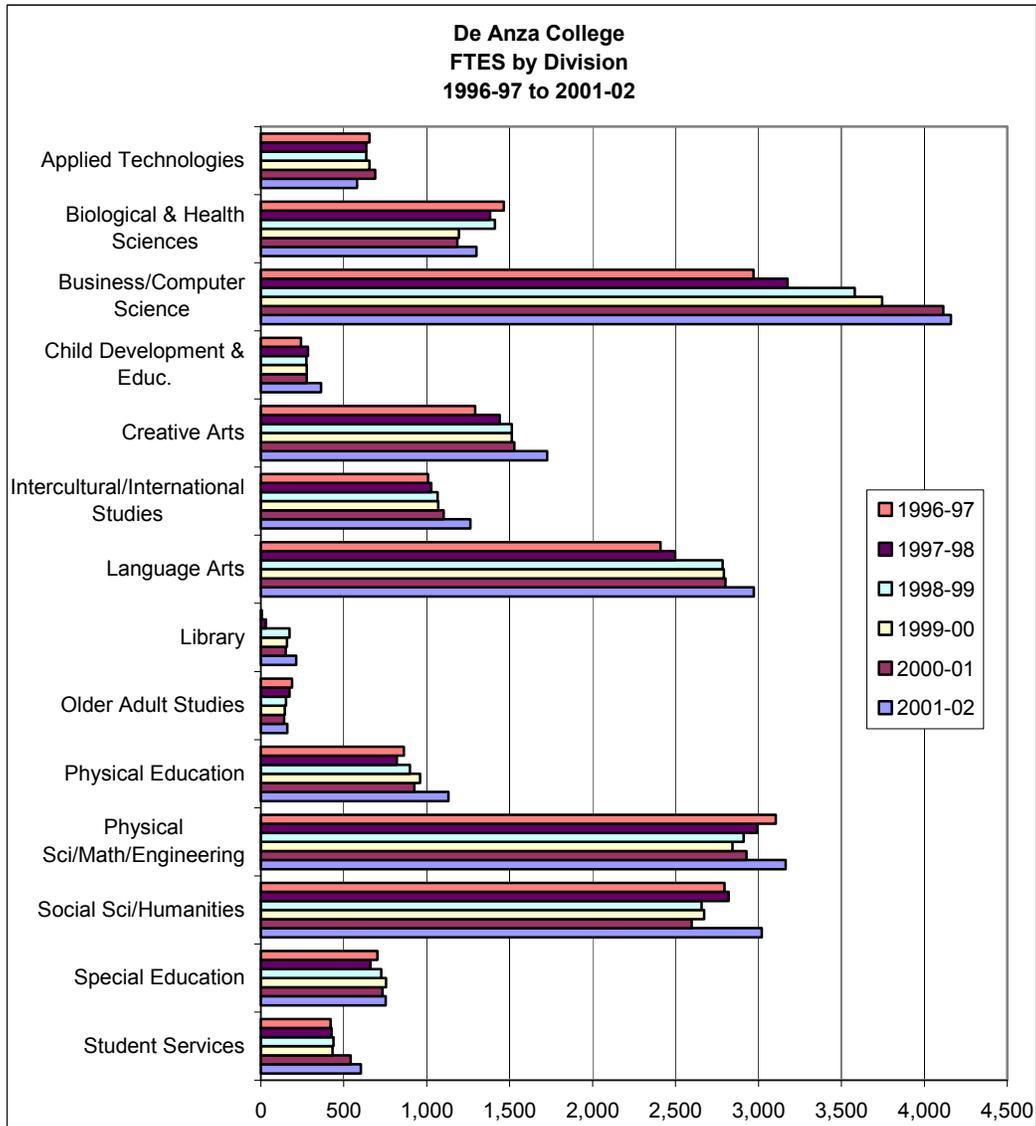
Figure 7



# PART I. Internal and External Assessment

Figure 8 FTES Enrollment by Division 1996-97 to 2001-02 displays the college's full-time equivalent student enrollment across 14 areas of the college in the past six years. From 2000-01 to 2001-02 enrollments increased in all divisions except Applied Technologies. In 2001-02 the Business / Computer Science Division had the largest student enrollment.

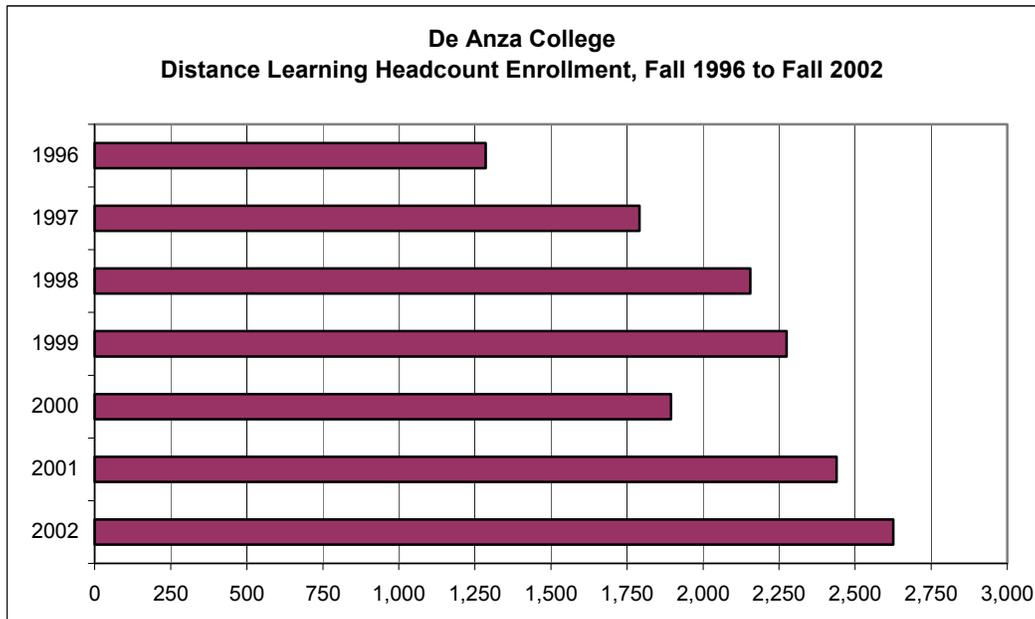
Figure 8



## PART I. Internal and External Assessment

Figure 9 Distance Learning Headcount Enrollment, Fall 1996 to Fall 2002 illustrates access to the college certificate and degree programs through distance delivery via Internet and /or television. Distance learning at De Anza began in the 1970s.

Figure 9



The number of individual students taking courses at a distance in the fall quarter increased from 1,285 in 1996 to 2,625 in 2002. 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 more than 10% in 2002. 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. About 30% of students enrolling in distance learning courses in the fall of 2002 enrolled for more than one distance learning section. Although not shown in the graph, the combined census course enrollment (the number of seats in distance learning classes) for all quarters in the year increased by about 15% from 11,378 in 2001-02 to 13,030 in 2002-03.

De Anza College offers distance learning classes in the following areas: accounting, anthropology, arts, biology, business, child development, computer applications and office systems, computer information systems, counseling, economics, English literature, English writing, environmental studies, health, health technologies, history, humanities, intercultural studies, learning center, music, nutrition, paralegal, philosophy, political science, psychology, statistics, sociology, speech, and technical communications.

# **PART I. Internal and External Assessment**

## **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 by showing the number of employees who are enrolled in customized, fee-based education and training classes; enrollment and placement rates for the unemployed, welfare recipients, and displaced workers; and the numbers of those who participate in community education classes provided by the college.

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

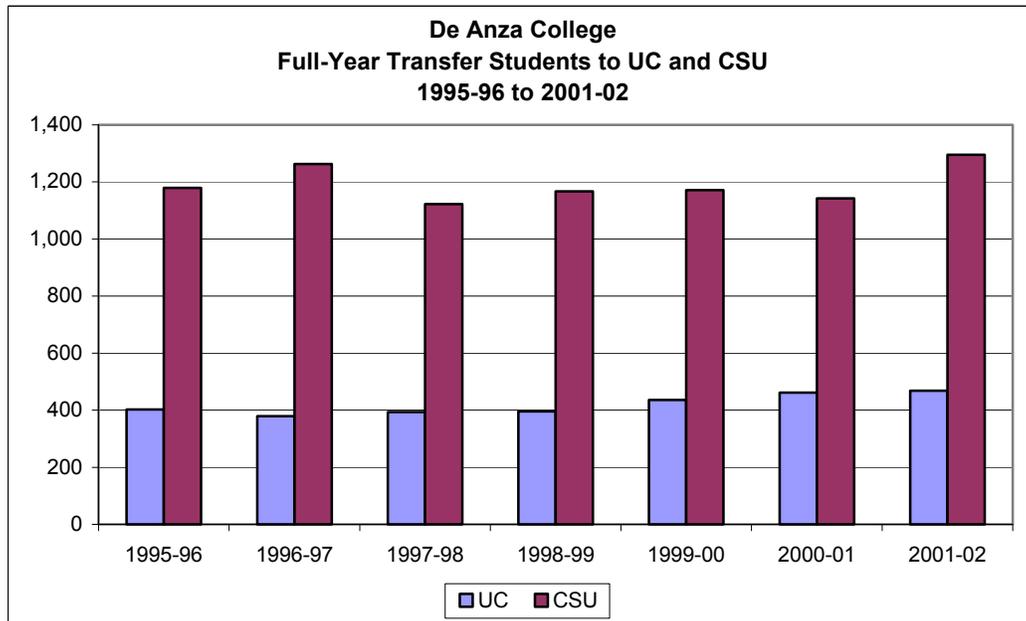
#### **Transfer to Colleges and Universities**

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 admission's 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.

## PART I. Internal and External Assessment

Figure 10 Full-Year Transfer Students to UC and CSU Fiscal Years 1995-96 to 2001-02 shows the number of students who transferred from De Anza College to the University of California and California State University systems as reported by California Postsecondary Education Commission.

Figure 10



### De Anza College Full-Year Transfers

Year	UC	CSU	Total
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

The number of students transferring to the California State University system increased more than 12%. De Anza College 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.

# PART I. Internal and External Assessment

Figure 11 Full-Year Student Transfers to University of California by Ethnicity Fiscal Years 1995-96 to 2001-02 and Figure 12 Full-Year Student Transfers to California State University by Ethnicity Fiscal Years 1995-96 to 2001-02 display the number of student transfers by ethnic group over the past seven years.

Figure 11

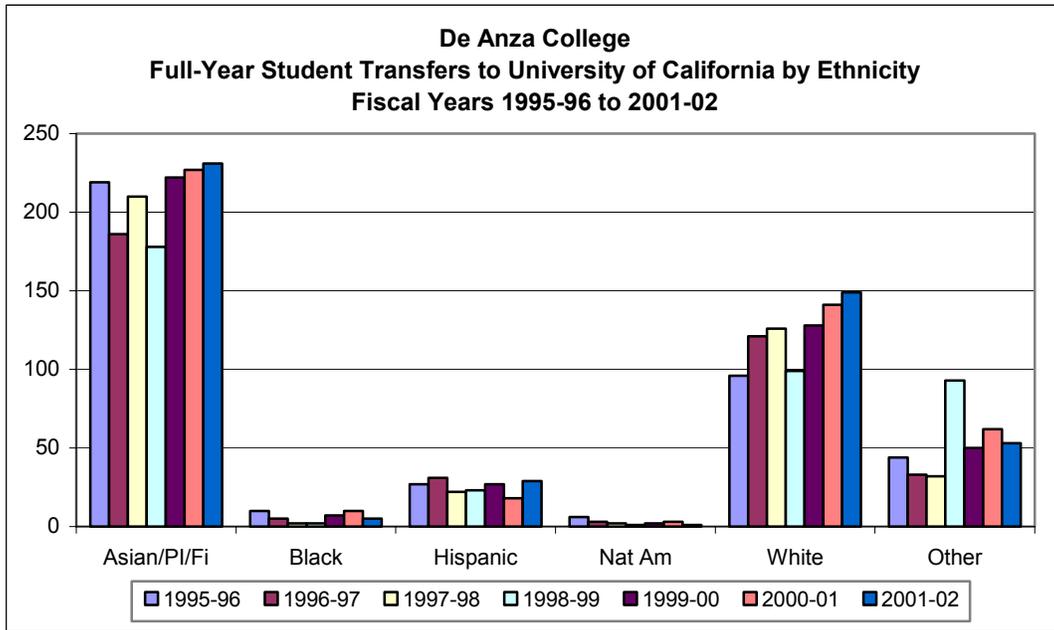
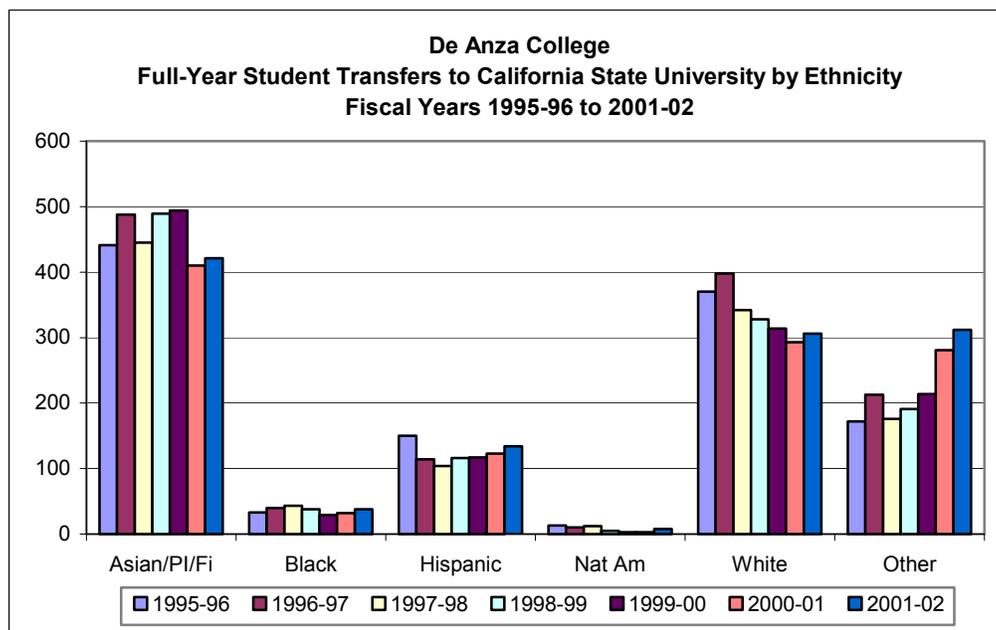


Figure 12

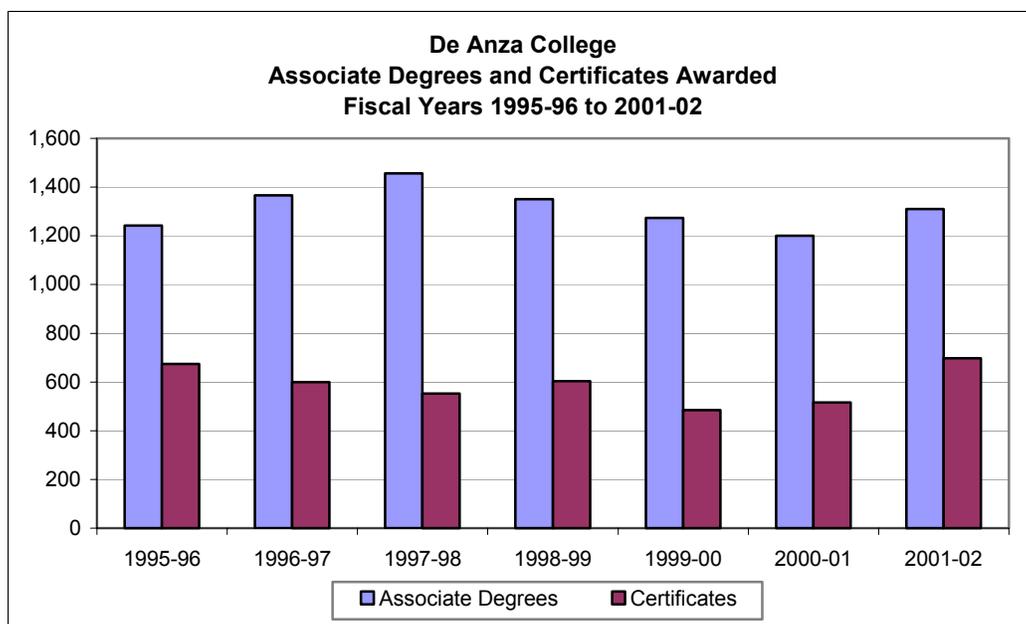


## PART I. Internal and External Assessment

As noted previously in Figures 11 and 12, the Asian ethnic group has the largest number of transfers to the University of California. Overall, increasing numbers of Asian and White students are transferring to the University of California although there has been a corresponding decrease in the number of transfers from the Asian and White ethnic groups to the California State University.

Figure 13 Associate Degrees and Certificates Awarded Fiscal Years 1995-96 to 2001-02 show the total number of associate degrees and certificates (all types) awarded to students over a seven-year period.

Figure 13



In 2001-02 De Anza awarded more degrees and certificates than it did in 2000-01. 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.

Some students opt to transfer without a degree or do not petition for an award even though they may have earned one. Students planning to attain a bachelor's degree often are not aware of the value of an associate's degree in certifying the work they have done at De Anza College. Since degree attainment is a key indicator of student success, we will be examining more closely the nature of declines and increases, to find more ways to encourage students to complete the requirements and receive their associate degree or certificate.

## **PART I. Internal and External Assessment**

As outlined on Figure 14 on the next page, De Anza College offers a variety of 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.

With the growth of interest in the concept of “career ladders,” as well as work the statewide Academic Senate has done on the definitions and requirements for “career certificates” over the past several years, certificates of completion and certificates of achievement that require fewer than 27 quarter units have been created. The Inventory of Approved and Projected Programs was not set up to track low-unit certificates, but it has the capability to do so and will track such data in future studies. Many students earn associate degrees and certificates on a part-time basis over several years.

# PART I. Internal and External Assessment

Figure 14

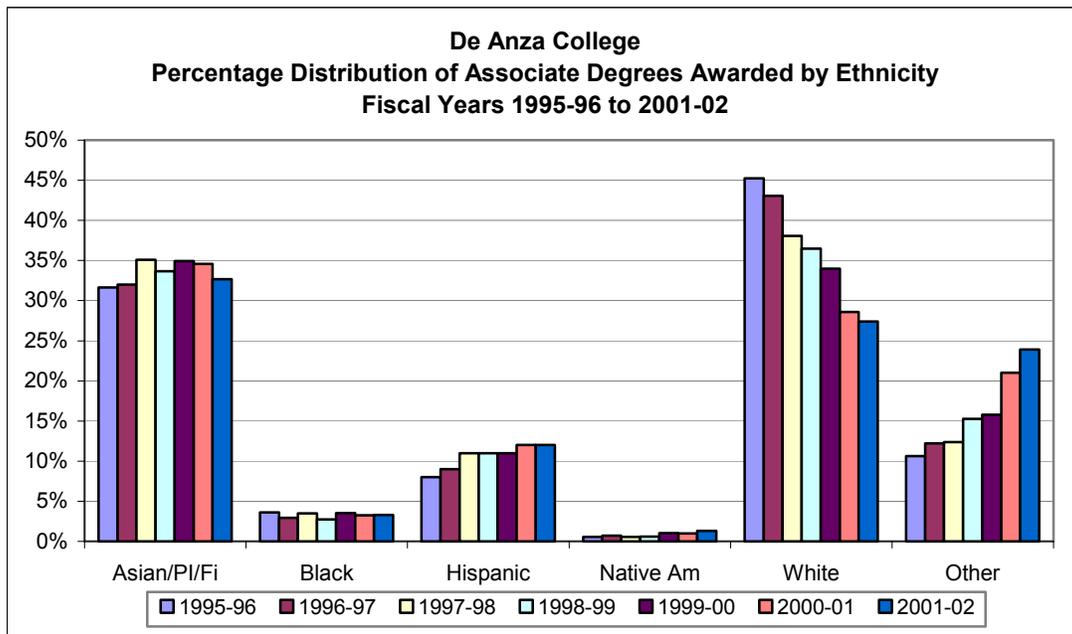
Highlights of De Anza College's Associate Degree and Certificate Programs				
Program	AA/AS Degree 2 yr	Cert. of Proficiency 12 mo	Cert. of Achievement 9 mo	Cert. of Completion 3-6 mo
<b>Accounting</b>			♦	
Bookkeeping			♦	♦
Certified Tax Practitioner		♦		
Practice Emphasis	♦	♦		
Taxation Emphasis	♦	♦		
<b>Administration of Justice</b>				
Corrections/Probation	♦			
Law Enforcement	♦			
Private Security	♦	♦	♦	
<b>Administrative Assistant/ Office Technology</b>	♦	♦	♦	♦
<b>Art</b>				
Art History Option	♦	♦	♦	
Ceramics Option	♦	♦	♦	
Graphic & Interactive Design	♦	♦	♦	
Museum Studies				♦
Painting Option	♦	♦	♦	
Sculpture Option	♦	♦	♦	
<b>Automotive Technician (Evening)</b>				
Advanced Engine Performance	♦	♦	♦	
Air Conditioning				♦
Chassis Technology	♦	♦	♦	
Engine Repair	♦	♦	♦	
Engine Performance	♦	♦	♦	
Inspection & Maintenance				♦
Machining Technology	♦	♦	♦	
Powertrain Technology	♦	♦	♦	
<b>Automotive Technology (Day)</b>				
Chassis & Powertrain	♦	♦		
Engine Performance	♦	♦		
Machining & Engine Repair	♦	♦		
<b>Biological Sciences</b>	♦			
<b>Business Administration</b>	♦		♦	♦
Business Management				♦
Small Business			♦	
<b>Child Development</b>	♦	♦	♦	
Child Development Center Admin				♦
Early Intervention Specialist		♦		
Home-Based Child Care				♦
Infant and Toddler Development				♦
School-Aged Child				♦
<b>Computer Information Systems</b>				
Business Programming	♦	♦		
Database Administration			♦	
Network Administration	♦	♦	♦	
Network Programming	♦	♦	♦	
Programming in C			♦	
Programming in JAVA			♦	
Programming in PERL			♦	
Systems Programming	♦	♦		
System Support Services	♦	♦		
UNIX Operating System			♦	
Visual Basic Programming			♦	
Web Development			♦	
Windows Technical Support			♦	♦
<b>E-Business</b>			♦	
<b>Electronic Publishing</b>			♦	
<b>Environmental Studies</b>				
Biodiversity Specialist		♦		
Energy Management Technology	♦	♦	♦	♦
Environmental Compliance	♦	♦	♦	♦
Environmental Studies (General)	♦			
<b>Film</b>				
<b>Film/TV Production: Animation</b>				
Animation Emphasis	♦	♦	♦	
Animation History & Criticism			♦	
Computer Animation		♦		
<b>Film/TV Production: TV Emphasis</b>	♦	♦	♦	
<b>General Studies</b>	♦			
<b>Global Studies</b>	♦	♦	♦	
<b>Graphic Design</b>	♦	♦	♦	
<b>Health Technologies</b>				
Medical Assisting Options				
Business Office Clerk				♦
Insurance and Coding				♦
Lab Assisting				♦
Medical File Clerk				♦
Medical Reception				♦
Medical Records Clerk				♦
Medical Transcription				♦
Phlebotomy				♦
Medical Assisting	♦	♦		
Medical Secretary		♦		
<b>Intercultural Studies</b>	♦	♦	♦	
<b>Internet Literacy &amp; Research</b>				♦
<b>Legal Reception</b>				♦
<b>Liberal Arts</b>	♦			
<b>Manufacturing &amp; CNC</b>				
CNC Machine Operator				♦
CNC Programming	♦	♦		
Experimental Machinist/Tool & Die	♦	♦		
Manufacturing Systems Technician	♦	♦		
Model Making	♦	♦		
<b>Marketing Management</b>	♦	♦		♦
<b>Massage Therapy</b>	♦	♦	♦	
<b>Microcomputer Business Applications</b>	♦	♦	♦	♦
<b>Microsoft Office User Specialist (MOUS)</b>				♦
<b>Music</b>	♦			
<b>Nursing Programs</b>				
Critical Care Nursing				♦
Registered Nursing (R.N.)	♦			
R.N. Refresher Program				♦
<b>Office Assistant</b>				♦
<b>Office Technology</b>				♦
<b>Paralegal Studies</b>	♦	♦		
<b>Personal Fitness Trainer</b>				♦
<b>Photographic Arts</b>	♦			
<b>Professional Photography</b>	♦		♦	♦
Digital Photography	♦			
<b>Physical Therapist Assistant</b>	♦			
<b>Real Estate</b>	♦	♦		
<b>Retail Management</b>				♦
<b>Speech Communication</b>	♦		♦	
<b>Technical Communications</b>	♦		♦	

Source: De Anza College Marketing Office, May 7, 2003.

## PART I. Internal and External Assessment

Figure 15 Percentage Distribution of Associate Degrees Awarded by Ethnicity Fiscal Years 1995-96 to 2001-02 and Figure 16 Percentage Distribution of Certificates Awarded by Ethnicity Fiscal Years 1995-96 to 2001-02 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).

Figure 15

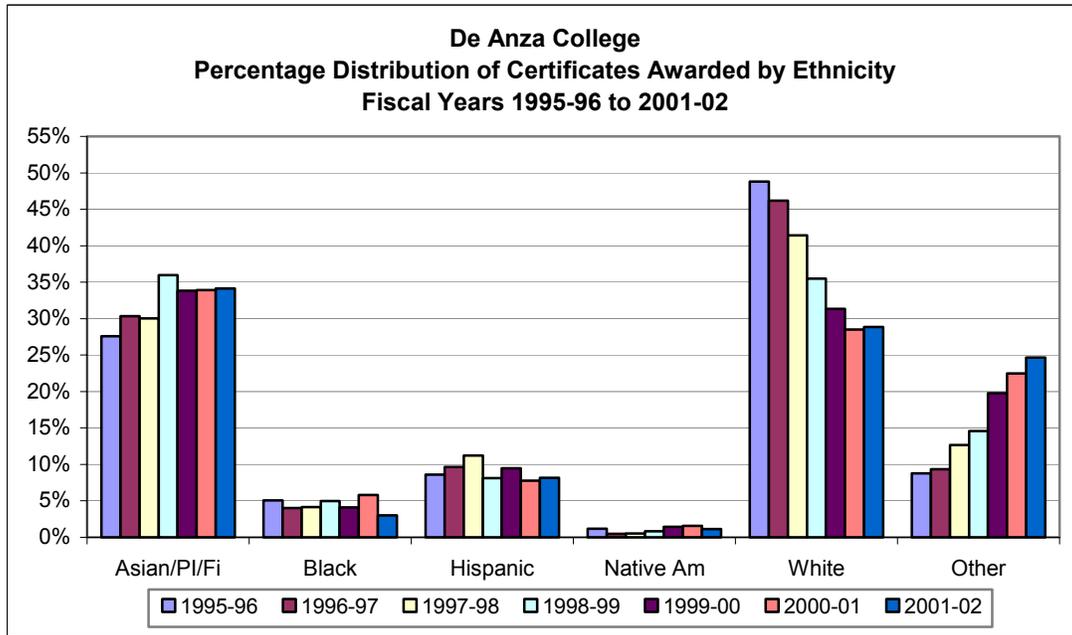


During this seven-year period, the number of associate degrees earned by Hispanic, Native American and Asian/Pacific Islander/Filipino students increased; the number awarded to Blacks remained stable; and the number awarded to White students declined. It is important to note that the degrees earned by students listed as “Other” in Figure 15 (which includes “Decline to state”), has nearly doubled during this period.

## PART I. Internal and External Assessment

As noted on Figure 16 below, similar patterns exist in regard to certificates. The goal of the Educational Master Plan is to achieve comparable rates across ethnic, gender, and disability groups so that there is no more than a 5% variance between each group. Steadily improving the degree and certificate award rate for all students, including underrepresented groups, remains a top priority.

Figure 16



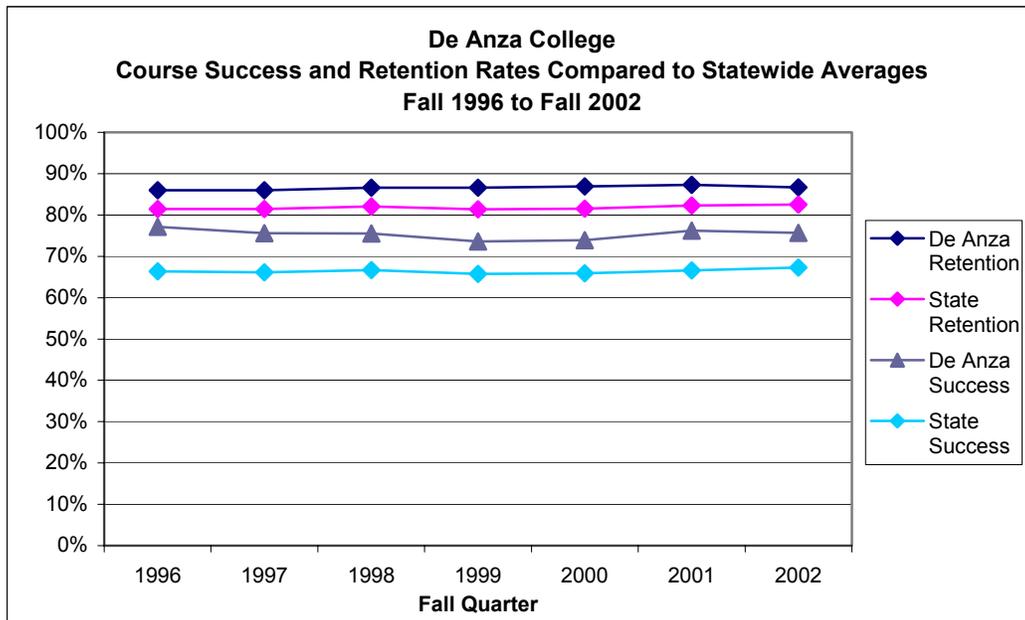
# PART I. Internal and External Assessment

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

Two important measures of student success are course completion (retention) and course success. Success is defined as a grade of C or higher. Course retention is defined as a grade of F or better; in other words, the student completed even if not successfully.

Figure 17 Course Success and Retention Compared to Statewide Averages Fall 1996 to Fall 2002 shows De Anza's student retention and success rates compared to the aggregate retention and success rates of all California Community Colleges.

Figure 17

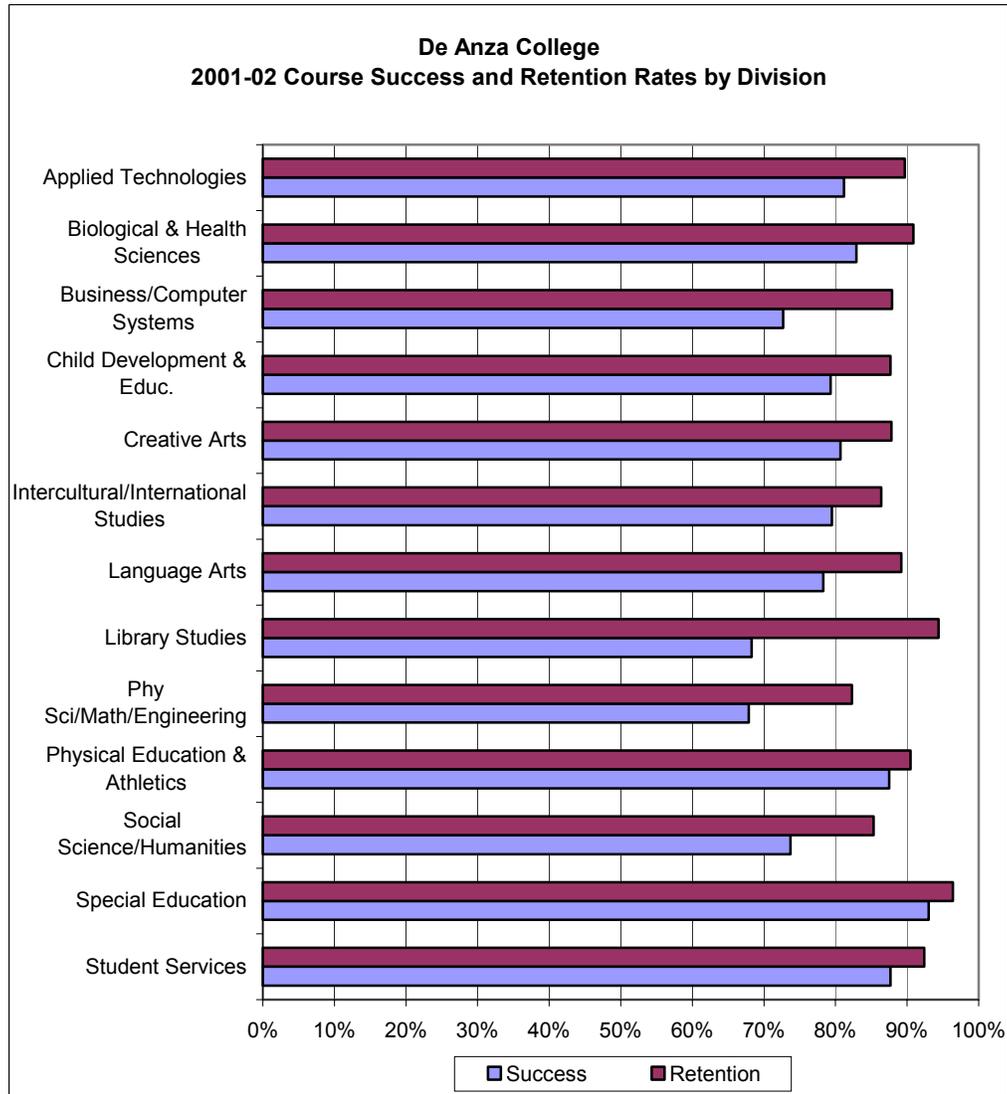


The De Anza College retention rate is 87% while the statewide retention rate is 83%. The overall college success rate is 76% while the statewide success rate is 67%. Clearly, De Anza exceeds the statewide average on both counts: success and retention, and has done so for many years.

# PART I. Internal and External Assessment

Figure 18 2001-02 Course Success and Retention Rates by Division shows a very high retention and success rate for many divisions of the college.

Figure 18

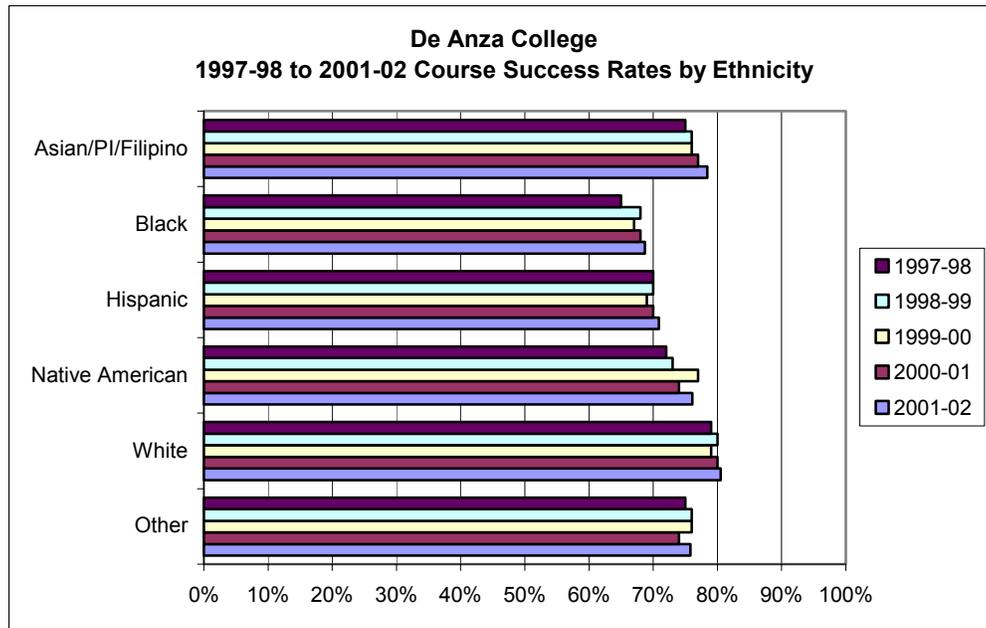


Significant curricular and programmatic efforts are being made in divisions where the gap between retention and success is wider to understand the reasons for these gaps and implement methods to improve student outcomes.

## PART I. Internal and External Assessment

Figure 19 Course Success Rates by Ethnicity shows a slight improvement in course success for all groups over the past five years.

Figure 19



Partnership for Excellence funds were used to improve the success rates of students through interdisciplinary studies, special programs, integrating counseling services more effectively into instruction, infusing multiculturalism into the curriculum, and improving institutional research for ongoing program review purposes. The college's Educational Master Plan and the Student Equity Plan developed by the Academic Senate and adopted by the college make student equity, retention and success a major focus of the divisions and the campus as a whole. Each division is addressing equity goals annually. All ethnic groups showed improvement over a five-year period.

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

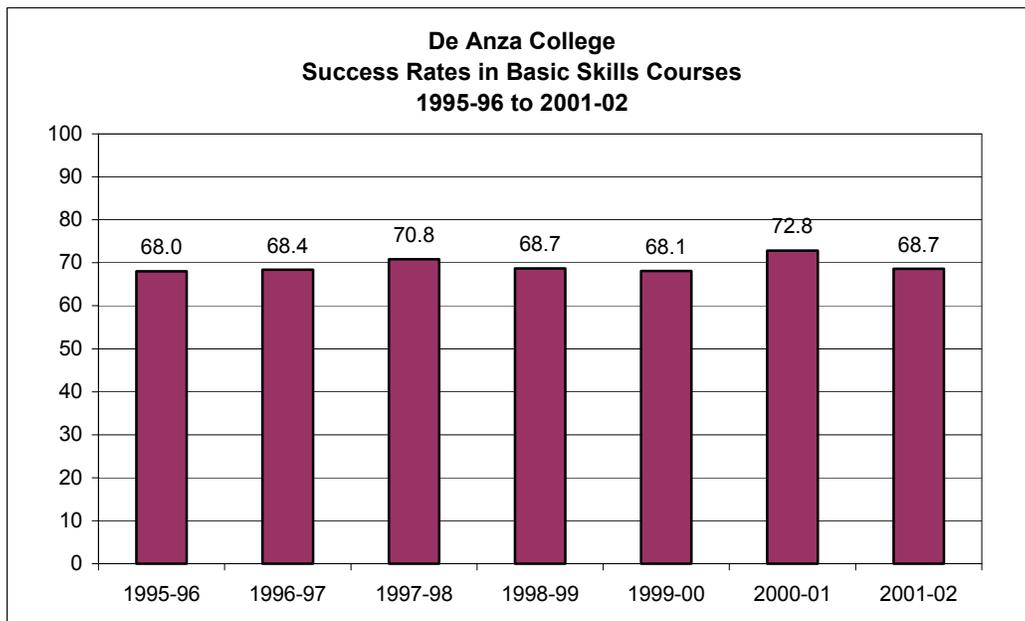
Improving course retention and success and persistence from term to term of students with developmental learning needs is a goal and continued area of emphasis for college faculty and staff. Two divisions have the primary responsibility for enabling developmental learning for these students: Language 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, SLAMS, STARS, 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 of the college, support students in moving to a standard so that they successfully complete English 1A – Composition and Reading (EWRT1A) and other college-level courses in the college curriculum.

## **PART I. Internal and External Assessment**

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 2001-02** displays the overall success rate of students in Basic Skills courses for the past seven years according to the Partnership for Excellence reports published by the State Chancellor's Office. Basic Skills courses are English, English as a Second Language and Mathematics courses that are below college level and do not count toward a degree. Reading, and 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) has remained at nearly 69% except for 2000-01 when it improved to 73%. We had hoped to see continued improvement due to the college focus on course and program improvements aimed at increasing the retention and persistence of students. However, this rate returned to its historical levels in 2001-02. 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 Basic Skills Courses to College Level**

Figures 21, 22, and 23 track four sets of new-student cohorts (groups of students starting at the same time) in course sequences for 16 terms (four years) in the three Basic Skills areas. Those areas are: English Writing (EWRT), English as a Second Language (ESL), and Mathematics (MATH). 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 of the Basic Skills areas. We selected the sequence with the largest number of students in each area for this report. 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 below, 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 tracks students through the most popular English Writing course sequence from one level below college (EWRT100B) through two college-level courses (EWRT001A and EWRT001B). It is important to note that it is difficult to make predictions on longitudinal tracking studies for a dynamically changing student population, as is the case at De Anza. In examining Figure 21 some caveats should be noted.

One of the major additions to working with this population has been the expansion of the LART program, a very special linked course that involves teaching reading and writing simultaneously. The LART courses are not included in these data. LART200 has been the most important change in our work with students at the developmental level and has been expanded in a major way. We are now enrolling in excess of 200 students per year in LART200. The LART200 program addresses the students' very specific reading needs, which has contributed to their success in the subsequent reading and writing courses.

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 which will offer face-to-face and online tutorial and writing assistance to students (and faculty).

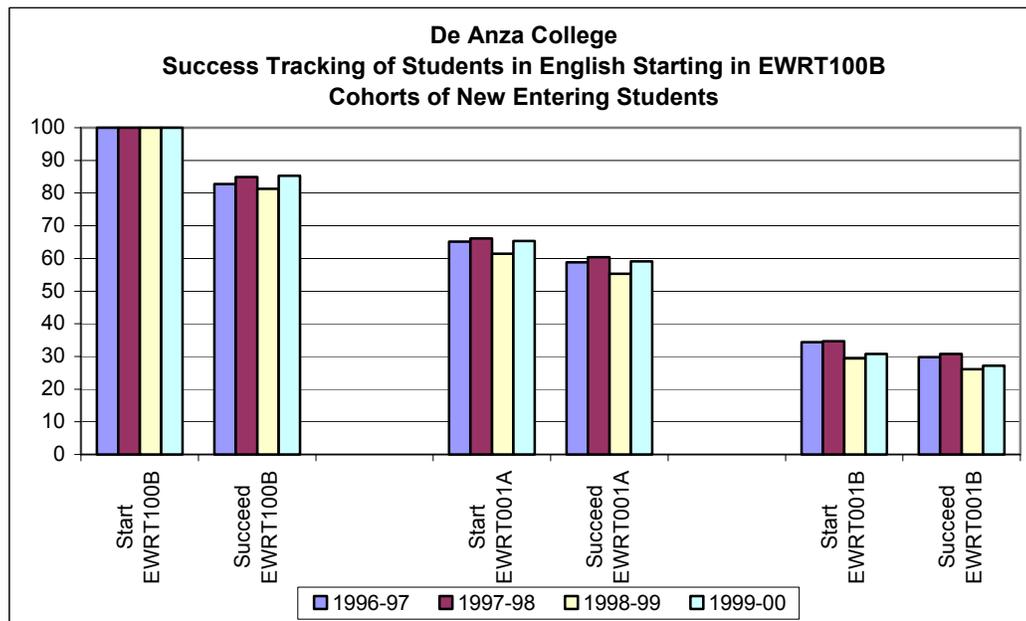
## PART I. Internal and External Assessment

The Johnson Listening and Speaking Laboratory in the Advanced Technology Center is being used by hundreds of students in new ways. New curricula in Vocabulary & Idioms and Conversation Practice classes are selling out, and Language Exchange activities allow students to share native language skills with those students who are studying that language as a foreign language. There is a particular interest in studying Japanese. 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 are planning for a future Language Arts Success Center to deliver more personalized and effective instruction for basic skills students.

**Figure 21 Success Tracking of Students in English Starting in EWRT100B Cohorts of New Entering Students** shows four cohorts of students whose first English course was EWRT100B and the percent of those cohorts who attempt and successfully complete the higher level courses of EWRT001A and then EWRT001B. EWRT001A and EWRT001B constitute Freshman Composition. Each cohort is tracked for 16 quarters except the most recent, 1999-00, which could only be tracked for 15 quarters as of this writing. About 1,500 students in each cohort of new students start their English studies with EWRT100B, Preparatory Reading and Writing Skills.

Figure 21



## **PART I. Internal and External Assessment**

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 1996-97 cohort achieved a success rate of 83% in this first course of this sequence. Again, this is the success rate of individual students who attempted this course as their first English course. About 9% of these students attempted EWRT100B more than once and many of those finally succeeded. Such students are counted in this method as starting once and succeeding once, as we are tracking individual student success and not course success rates. Students attempting the first course more than once and not ever succeeding are counted only as having started (once). The 1997-98 cohort's success rate was 85%, while the 1998-99 cohort slipped to a success rate of 81%. Finally, the most recent cohort, the 1999-00 cohort, returned to a success rate of 85% in their first English course.

This figure further indicates that of all the students in each of the four cohorts starting with EWRT100B, about 65% attempted the next course, EWRT001A, between their cohort start year and 16 quarters later (15 quarters for the 1999-00 cohort). The percentage of the initial EWRT100B cohorts successfully completing EWRT001A is about 58% on average, but varied from a low of 55% for the 1998-99 cohort to a high of 60% for the 1997-98 cohort. In other words, for every 100 students initially attempting EWRT100B, about 58 successfully complete EWRT001A within the tracking period of four years.

Figure 21 also shows that for every 100 students initially starting with EWRT100B, on average about 32% attempt EWRT001B and an average of about 28% successfully complete EWRT001B. The chart shows that the success rate for initial EWRT100B cohorts in the final course in the sequence, EWRT001B, has remained about the same over the four cohorts tracked, though there was some decline recently.

Some students in these cohorts attempted EWRT001A more than once before completing the course successfully. About 11% of those who started this second English course attempted it more than once. About 6% attempted the final course in this sequence, EWRT001B, more than once.

It is important to note that the persistence shown in Figure 21 from EWRT1A to EWRT1B is an incomplete picture. This analysis does not show, for example, the large number of students who move directly from EWRT1A to EWRT2, Critical Thinking, or to a comparable critical thinking college-level course in another discipline. There are many pathways from pre-college preparation to college-level work, and this is but one example.

## **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. Not only have more sections of the traditional sequence of classes in EWRT, READ, and ESL been added, but also a variety of delivery systems involving new pedagogy have been added. In the last two years, two LART 200 and 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, bettering students' persistence. Some of the LART classes have been augmented with counselor support, again increasing the students' commitment to persist. A number of Language Arts faculty have also worked with the LinC (Learning in Communities) program, linking EWRT, READ, and/or ESL classes with content classes. This linkage affords students a better perspective of how communication skills are relevant and essential in their pursuit of a content major or career, increasing both their persistence and success.

College awareness and commitment to advancing persistence and success rates for developmental students is becoming increasingly evident in the level of advisories that curriculum initiators are recommending on new and revised course outlines. More and more curriculum writers are realistically stating what level of communication and math competencies students must have to succeed in their courses. This factor, along with more accurate placement testing recommendations, has helped to increase the number of students who take the basic skills courses they need before they attempt college-level content courses.

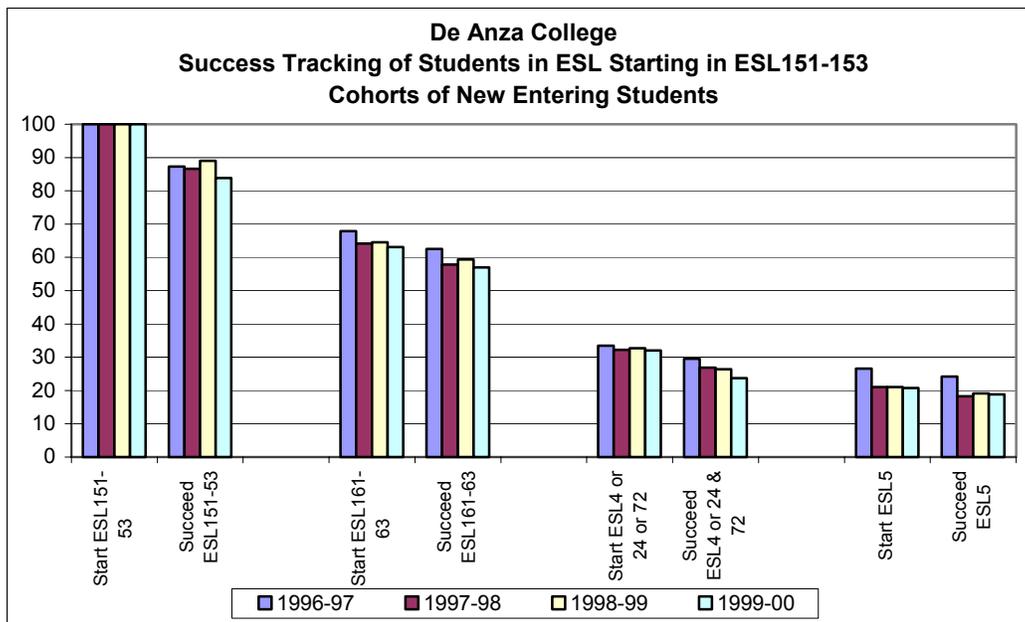
A continued effort must be made to make available to students the developmental classes they need as early in their college careers as possible. We also need to get students as involved and committed to their self-improvement as possible. Classes that show interconnectivity of skills, that engender building relationships, and that provide counseling and referrals for instructional support are increasingly needed.

# PART I. Internal and External Assessment

## Persistence to College Level in English as a Second Language Courses (ESL)

Figure 22, Success Tracking of Students in ESL Starting in ESL 151-153 Cohorts of New Entering Students tracks student cohorts starting with ESL 151-53, progressing through ESL 161-63, then to ESL4 or ESL24 and 72, and finally, to ESL 5 (college level).

Figure 22



Note that ESL151, 152, and 153 are grouped together as the first level and ESL161, 162, and 163 are grouped together as the next level. Within each of these levels courses can be taken simultaneously or in any order. ESL 154, 160, and 164 are electives and are not part of a particular level. In addition, ESL 154 and ESL 160 are not basic skills courses. Hence, ESL 154, 160, and 164 are not included in this tracking sequence.

A further complication is that, as of fall 2000, the pathway from ESL161-63 to ESL5 changed from one course, ESL4, of five units, to two courses, ESL24 and ESL72, comprising 10 units. Because of this change, stage three in this pathway is defined as attempting any of ESL4, 24 or 72 courses and success consists of succeeding in ESL4 or both ESL24 and ESL72. The shift in the pathway mostly affects the 1999-00 cohort but has some effect on the 1998-99 cohort as well. Once a student has finished ESL5, s/he can go directly to EWRT001A. Students can go from ESL5 to EWRT001B with the permission of the English Department chair.

## **PART I. Internal and External Assessment**

As in the previous EWRT tracking example, the difficulty of making predictions on longitudinal tracking studies for a dynamically-changing student population should be noted. Students can (and do) move from ESL to English at any time by taking the English Department's placement test. For example, students can switch tracks, so that the full cohort is no longer static by the completion of the ESL sequence. This may affect the results shown here. The data presented here does not explore those ESL students started this path and who subsequently switched to the first-language track.

About 625 students in each entering cohort of new students take an ESL 151-153 course as their first ESL course. Figure 22 shows that students whose first ESL courses are ESL 151-53 succeed in ESL 151-53 at an average of about 87% and attempt the next set of courses, ESL 161-63, at about a 65% rate. Those attempting the second set of courses succeed at a very high average rate of about 91%, or about 59% of those initially attempting the first level of courses. There is a clear drop off in starts for the next stage ESL4 or ESL24 and 72.

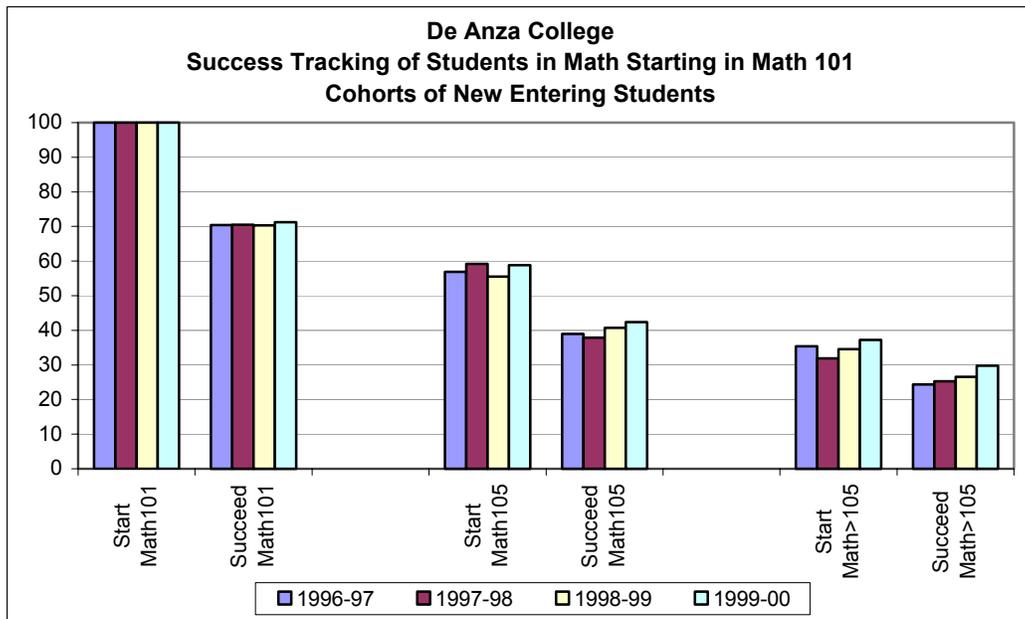
Only about half of those who started ESL161-63 start this next stage, an average of 33% of the initial cohort that started with ESL151-53. However, again, for those who do attempt this next level, the success rate is very high, about 82%, or an average of 27% of the initial cohort. A high proportion of those successful at this level go on the final course, ESL 5. An average over these four cohorts of 84% of those succeeding at the third stage attempt the college-level ESL 5 course and for those attempting this course, the success rate is very high, about 90% on average. About 20% of those in each cohort who start at the ESL 151-53 level eventually succeed in ESL 5 over the four-year tracking period. As noted previously, many students, of course, move in other pathways particularly at the third stage, but for those continuing on this path to stage three, success is very high at that stage and the next.

# PART I. Internal and External Assessment

## 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 four cohorts, an average of about 1,000 students start math with Math 101. This figure reveals that about 70% of those starting math at this level, two levels below college level, eventually complete their first course, Elementary Algebra, successfully. On average, about 58% go 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 40% of those starting this sequence complete this second course successfully. Finally, about 35% of the initial cohort attempts a college-level math course such as Math 1A, Calculus, or Math 10, Elementary Statistics and Probability.

**Figure 23**



It appears that the start rates in subsequent math courses and the success rates in those courses have improved from the first to the fourth cohort. For example, 39% of the 1996-97 cohort completed Math 105 successfully while 42% of the 1999-00 cohort completed it successfully (even though it had one less term in its tracking period). In addition, while 24% of the 1996-97 cohort completed at least one college-level course beyond Math 105, 30% of the 1999-00 cohort did so. These success rates were achieved, in part, because some students repeated the courses at each step, one or more times until they succeeded. On average, about 18% of the cohort repeated the first course, Math 101, and about 30% found it necessary to repeat at the second step, Math 105.

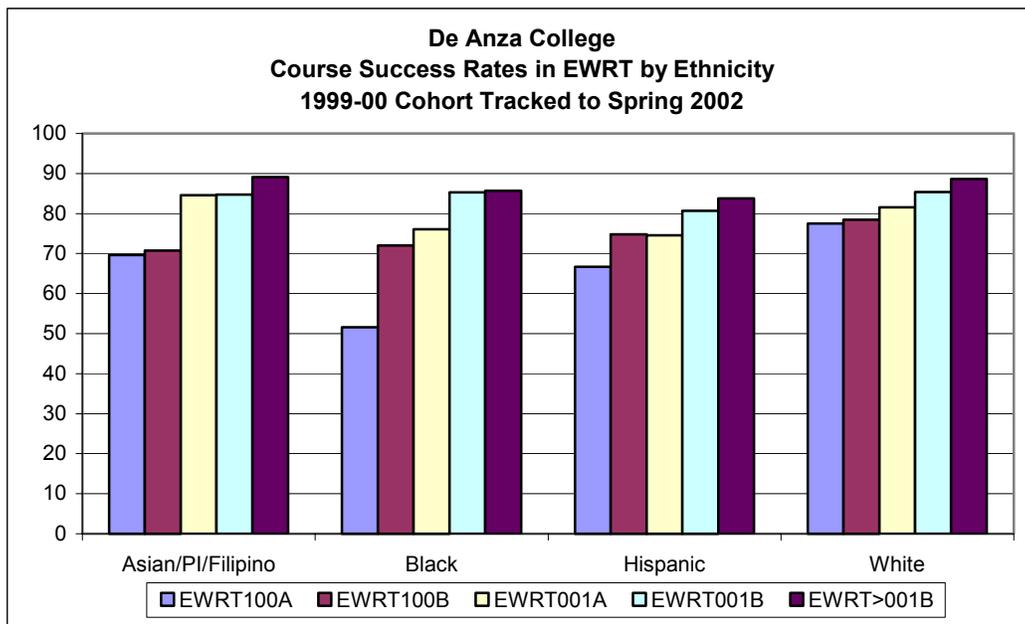
## PART I. Internal and External Assessment

The Math Department is continuing to review the curriculum taught in Math 200, 101, and 105. Beginning in fall of 2003, several experimental sections of Math 200, which are five rather than four units, will be offered. The plan is to fully implement the revisions in curriculum for all Math 200 courses offered in the fall of 2004 with the goal of increasing student success in math. The department is also reviewing software packages that can be used to augment the curricula in Math 200, 100, and 105.

### Success Rates in Basic Skills Courses by Ethnicity

Figure 24 Course Success Rates in EWRT by Ethnicity 1999-00 Cohort Tracked to Spring 2002 displays success rates for the EWRT courses by ethnicity.

Figure 24



This Figure reveals a similar pattern for the four ethnic groups displayed: The course success rates are higher in the more advanced courses. A higher percentage of students in the introductory courses find it necessary to repeat the course to achieve success than students in the more advanced courses.

Figure 24 also reveals that for the first three English writing courses, Asians (i.e., Asians, Pacific Islanders, and Filipinos) and Whites succeed at higher rates than Blacks and Hispanics (Latinos). However, for the higher EWRT courses, EWRT001B and EWRT beyond 001B, all four ethnic groups succeed at a comparably higher rate greater than 80%. The number of Native Americans is too small to provide reliable success rates.

## PART I. Internal and External Assessment

Figure 25 Course Success Rates in ESL by Ethnicity 1999-00 Cohort Tracked to Spring 2002 examines success rates in English as a Second Language by ethnicity.

Figure 25

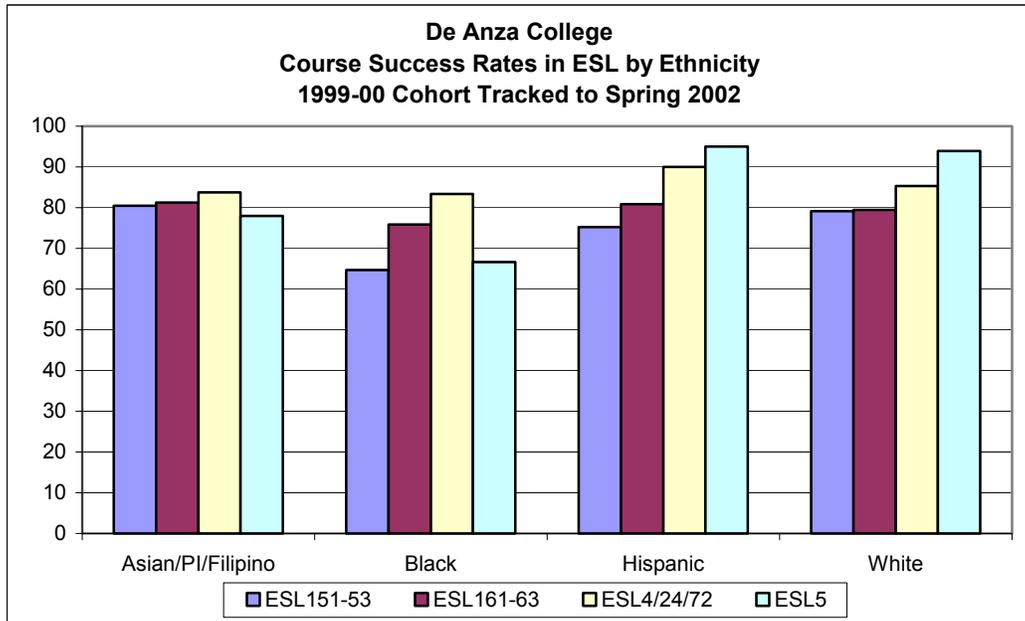
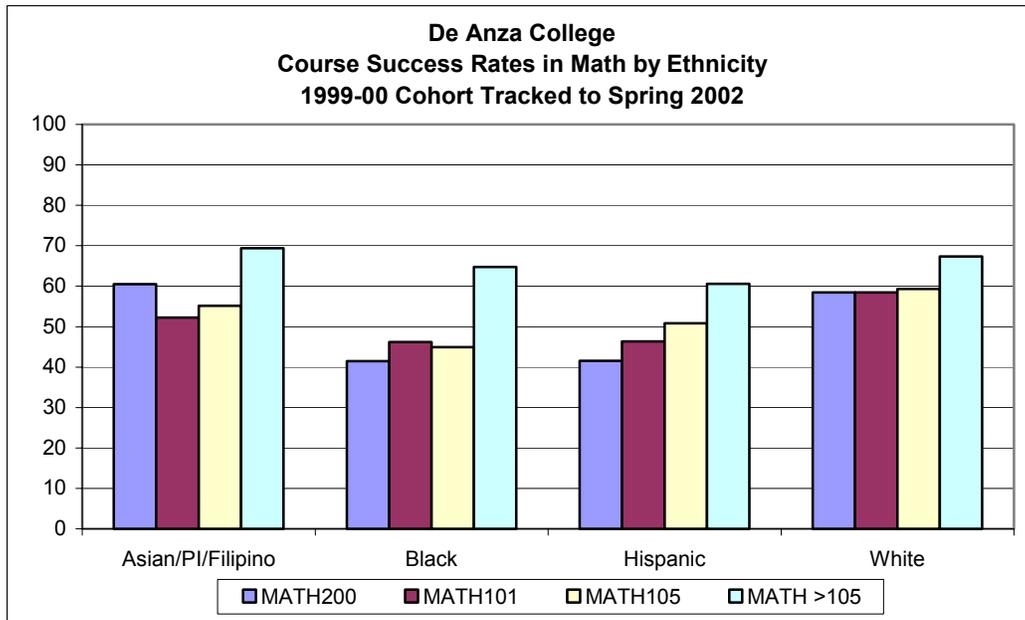


Figure 25 shows that Asians, Hispanics, and Whites succeed at each of these basic skills ESL courses at high rates of at least 75% and 80% or higher in most courses. Black students, who take ESL classes in small numbers, appear to have somewhat lower success rates. Note that only 12 Blacks took ESL 4, 24 or 72 and only three took ESL 5. The number of Hispanics taking these two courses is also small but they succeed at a rate of 90% or better in these courses.

## PART I. Internal and External Assessment

Figure 26 Course Success Rates in MATH by Ethnicity 1999-00 Cohort Tracked to Spring 2002 examines success rates in mathematics by ethnicity.

Figure 26



In this Figure, we see lower overall success rates for every ethnic group compared to their success rates in EWRT and ESL. This same dynamic was reflected in the cohorts tracked in Figures 20- 22. We also see, in the case of mathematics, that Whites and Asians succeed at higher rates than Blacks and Hispanics. Blacks and Hispanics have particularly low success rates in Math 200 and Math 101 compared to Asians and Whites and compared to their own success rates in higher-level courses, Math 105 and those greater than Math 105.

To address these challenges of closing the success gap among ethnicities where they exist and to improve success rates particularly in the lowest-level basic skills courses, many initiatives are in progress as described in the prior section of this report. The variation in success rates by ethnic group as shown in these data reinforces the attention the college is paying to students who enroll in these initial and subsequent levels of developmental courses in English, ESL and mathematics and the need to understand the challenge of teaching students who enter college at these levels so that they can improve their basic skills and persist to college level as quickly as possible.

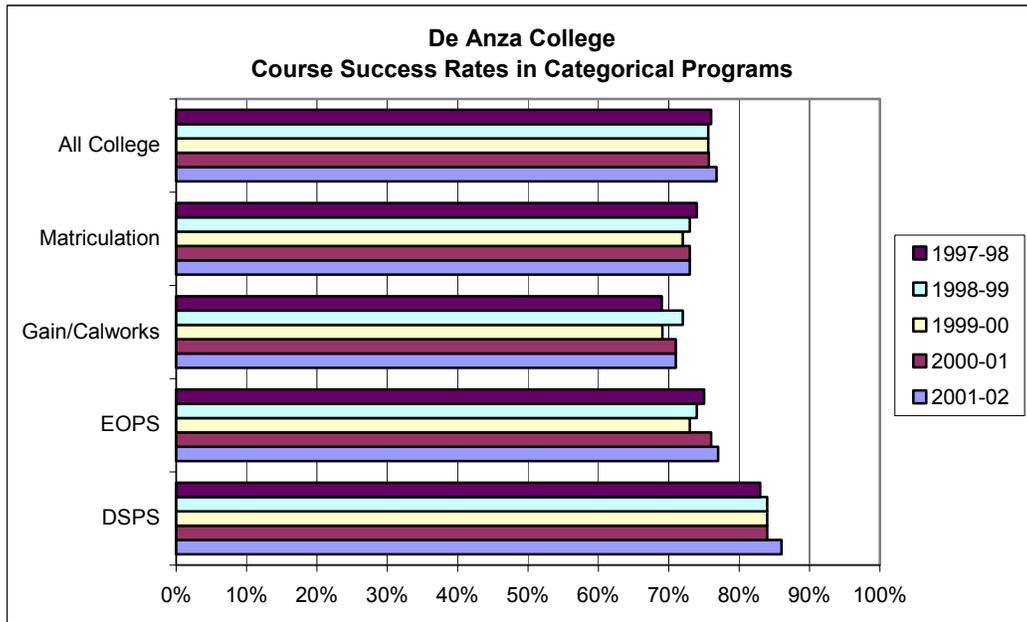
# PART I. Internal and External Assessment

## Student Success by Categorical Program

Annually, the college monitors its goal of improving student success. An 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. De Anza has pledged to improve student success among all ethnic, age, gender and disability groups so that there is no more than a 5% variance between each group. Categorical programs play a major role in supporting students in their instructional programs to achieve retention, persistence and success.

**Figure 27 Course Success Rate in Categorical Programs** shows that over a five-year period the annual success rates of students in categorical programs and the college as a whole 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 27



# **PART I. Internal and External Assessment**

## **Workforce and Economic Development Enrollment and Funding**

De Anza College operates a number of entrepreneurial, self-supporting, revenue-generating and district programs for business, industry, and the community. The self-supporting workforce and economic development programs include 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.
- De Anza College 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.

## **PART I. Internal and External Assessment**

Figure 28 2001-02 Enrollments in Workforce and Economic Development Programs lists the number of individuals participating in each program.

Figure 28

<b>De Anza College</b>		
<b>2001-02 Enrollments in Workforce and Economic Development Programs</b>		
Occupational Training Institute		386 *
Business and Industry Institute		3,850
Center for Applied Competitive Technologies		881
Community Education		<u>53,528</u>
Planetarium	39,132	
Youth Programs	1,766	
Short Courses	8,216	
Older Ault Studies	4,414	
Total		<u>58,645</u>

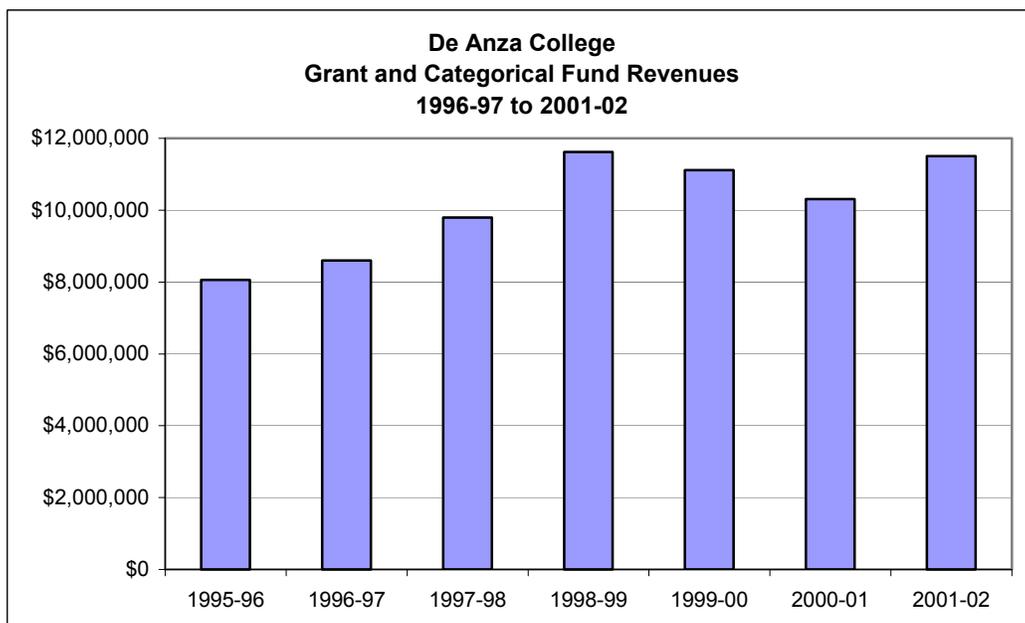
\* An additional 2,983 students were served through the Workforce Investment Act off campus.

Meeting the needs of business and industry is an essential element of De Anza's mission. The Workforce and Economic Development programs will continue to expand their partnerships, contracts, and classes to create new opportunities for local citizens and businesses in the years ahead.

## **PART I. Internal and External Assessment**

**Figure 29 Grant and Categorical Fund Revenues** shows the revenue received from all categorical, self-supporting workforce and economic development programs from 1995-96 to 2001-2002. The majority of these revenues support economic development related programs. Since 1995-96, grant and categorical fund revenues have increased by more than \$3.5 million to a total of \$11.5 million in 2001-02, an increase of more than 40%. With recent state funding reductions we expect this figure to drop in 2002-03 and 2003-04.

**Figure 29**

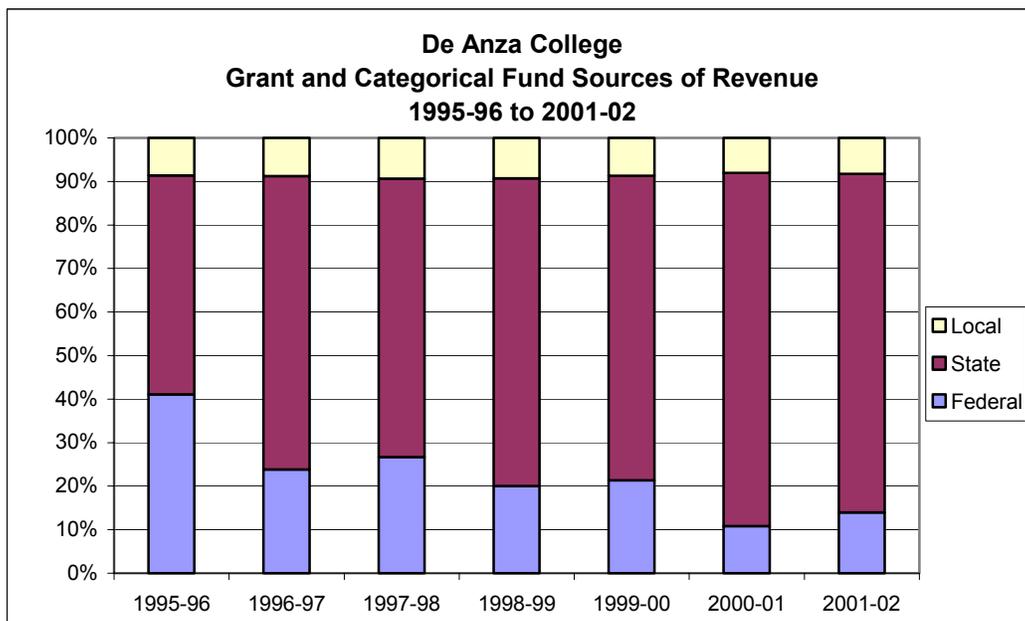


## PART I. Internal and External Assessment

**Figure 30 Grant and Categorical Fund Sources of Revenue** displays the gross revenues generated from 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, Educational Opportunity Programs (EOPS), and Instructional Equipment. 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 these revenues has increased. With the state budget crisis and increased efforts to attract federal and private sources of funds, De Anza College should see the proportion of non-state revenues in these funds increasing in the next few years.

**Figure 30**



De Anza's grants support faculty and staff development and innovation across the college. De Anza receives numerous grants each year and continues to be aggressive in this domain; in 2002-03 the College applied for several large grants over one million dollars each, including NSF, Title III and FIPSE.

# PART I. Internal and External Assessment

## 3. Exemplary Faculty and Staff

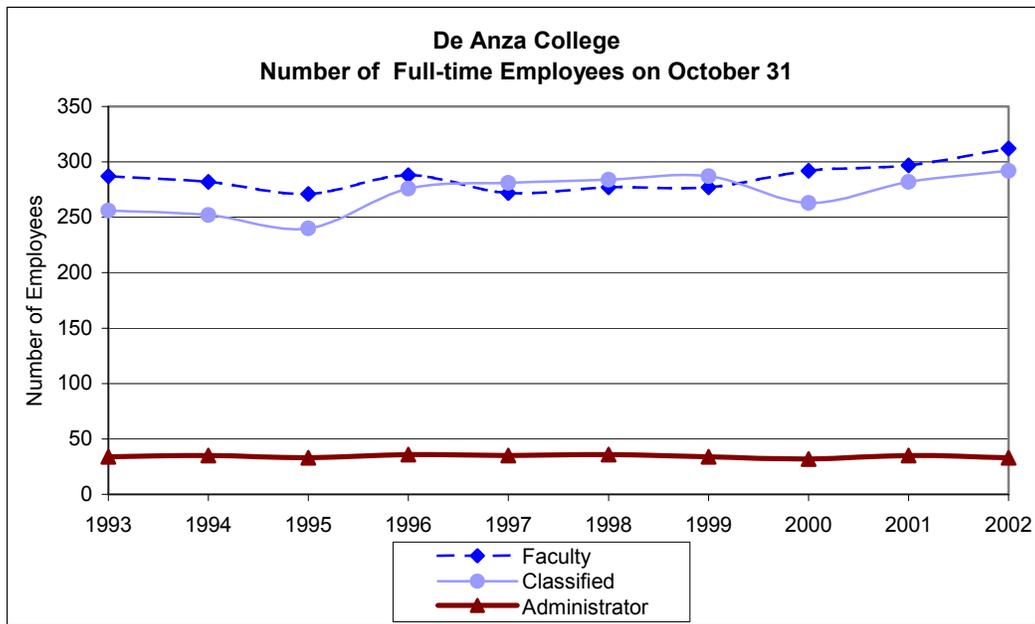
### *Why is this significant?*

This indicator measures staffing levels and training opportunities of De Anza College'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 31 Number Full-time Employees on October 31 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 31

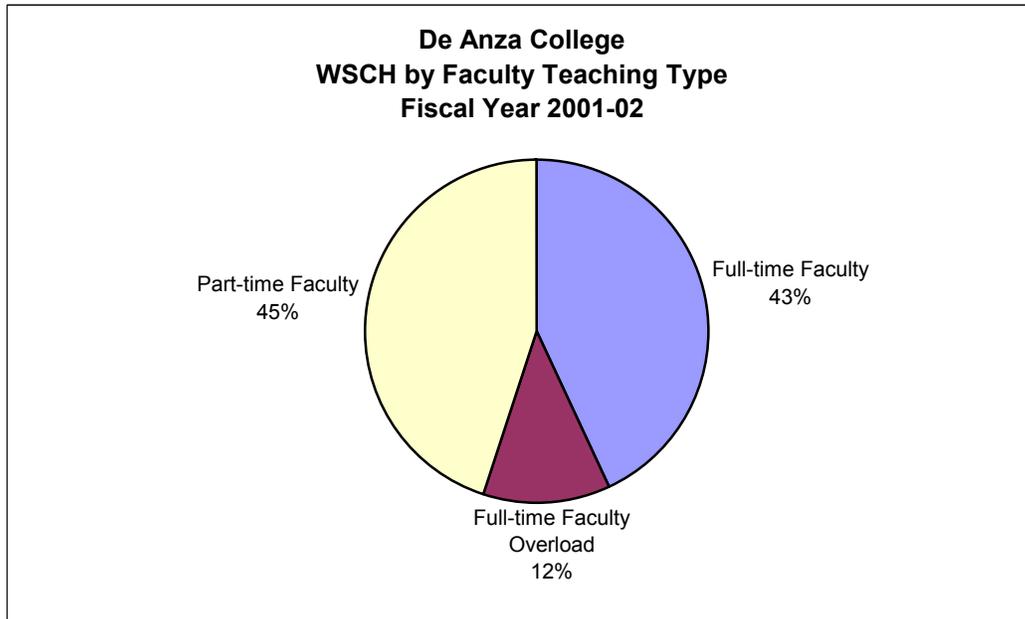


The number of full-time faculty employed in the fall at De Anza College increased from 287 in 1993 to 312 in 2002. Full-time classified staff employed in the fall increased from 256 to 292 over this same time period. De Anza College added 35 new full-time faculty and classified staff positions using Partnership for Excellence incentive funds received from the state. Additional positions were gained as a result of growth funds. No general fund administrative positions have been added, although the number of administrative employees has varied slightly over the years due to resignations, reassignments, reorganizations, and grants received.

## **PART I. Internal and External Assessment**

Figure 32 WSCH Generated by Faculty Group below shows student weekly contact hours (WSCH) taught by faculty group for the 2001-02 fiscal year. In 2001-02 55% of WSCH was taught by full-time faculty members.

Figure 32



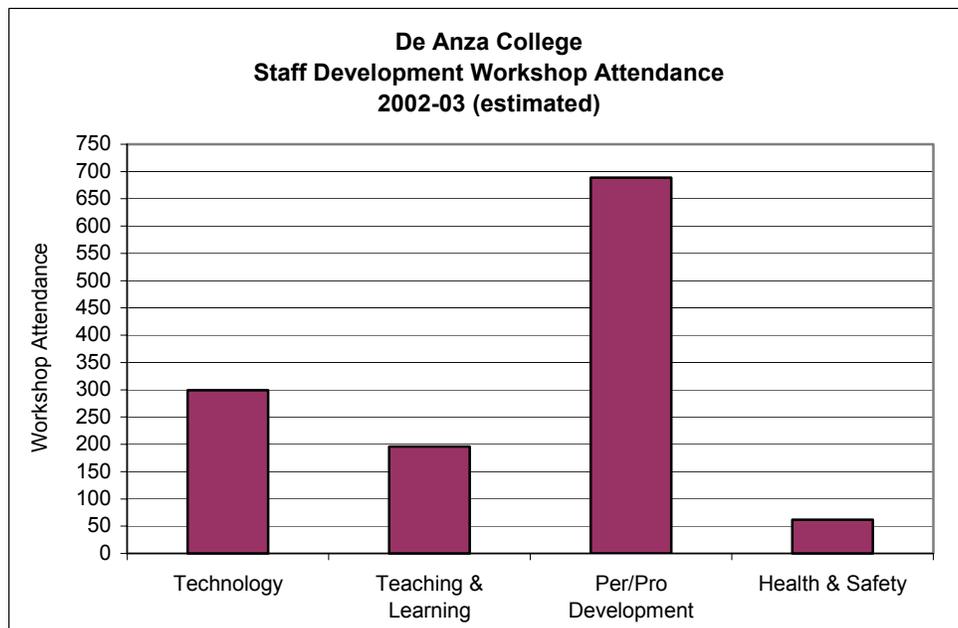
Given the state budget crisis, the makeup of De Anza College's workforce is likely to undergo change in 2003-04. These changes will have an impact on everything from classroom teaching to the needs of staff development discussed on the next page. A future study should examine the changing nature of the De Anza College workforce with regard to diversity, age, and part-time status.

## PART I. Internal and External Assessment

Figure 33 Staff Development Workshop Attendance 2002-03 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 in four critical areas:

- (1) Technology - Filemaker Pro, office copier training, etc.;
- (2) Teaching and learning - learning styles, classroom assessment, articulation, etc.;
- (3) Personal and professional development - new faculty/staff orientation, mentoring, tenure review, career skills, improving communication, etc.;
- (4) Health and safety - stress management, nutrition supplements, ergonomics, etc.

Figure 33



As depicted in Figure 33, the largest component of staff development training is in personal and professional development workshops. For 2002-03, state categorical funding for staff development programs was completely eliminated. The greatest impact of this funding loss has been in the reduction in the number of workshops in the areas of teaching and learning and personal/professional development. 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 is partnering with District Human Resources to develop and implement the Classified Transition Plan to provide support for managers and employees affected by workforce reductions.

Staff Development is restructuring its efforts to strengthen professional development opportunities for current staff through the creation of the Classified First Year Experience and the development of a series of Instructional Skills modules for full-time faculty. Continuous staff development provides opportunity 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.

# **PART I. Internal and External Assessment**

## **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.

Participation in the governance and accountability of the institution is another measure of climate. Annual surveys and decisions that are well accepted by the college community, the district, and community at large are also important ways for faculty, staff, and students to provide input and take responsibility for the institution's progress toward goals.

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

**Figure 36 De Anza's Decision-Making Model and Participants** illustrates the process by which the college makes its major decisions. Now in its eighth year of operation, four college Planning and Budget Teams (PBts) replaced the six decision-making teams shown in the 1999 Educational Master Plan. The PBts are identified for: 1) Instruction; 2) Student Services; 3) Workforce and Economic Development; and 4) Finance and College Services. Each PBt consists of faculty, classified staff, administrators and students nominated by the Academic Senate, Classified Senate, DASB and the administration. Student participation continues to be uneven based upon time availability. Each of these teams oversees program review process related to personnel, enrollment management, service delivery, personnel and enrollment, budget and campus technology decisions in their respective areas, and forwards recommendations on college-wide agenda items to the College Council, for a final recommendation to the president. The College Council also provides its perspective and makes recommendations to the Chancellor's Advisory Council at the district level. Other campus teams, including the Instructional Dean Council, Student Services Council, Curriculum Committee of the Academic Senate, Diversity Advisory Council, Facilities (college MCCRC), Campus Environmental Advisory Committee, and Campus Budget, also provide leadership and input to the PBts and College Council.

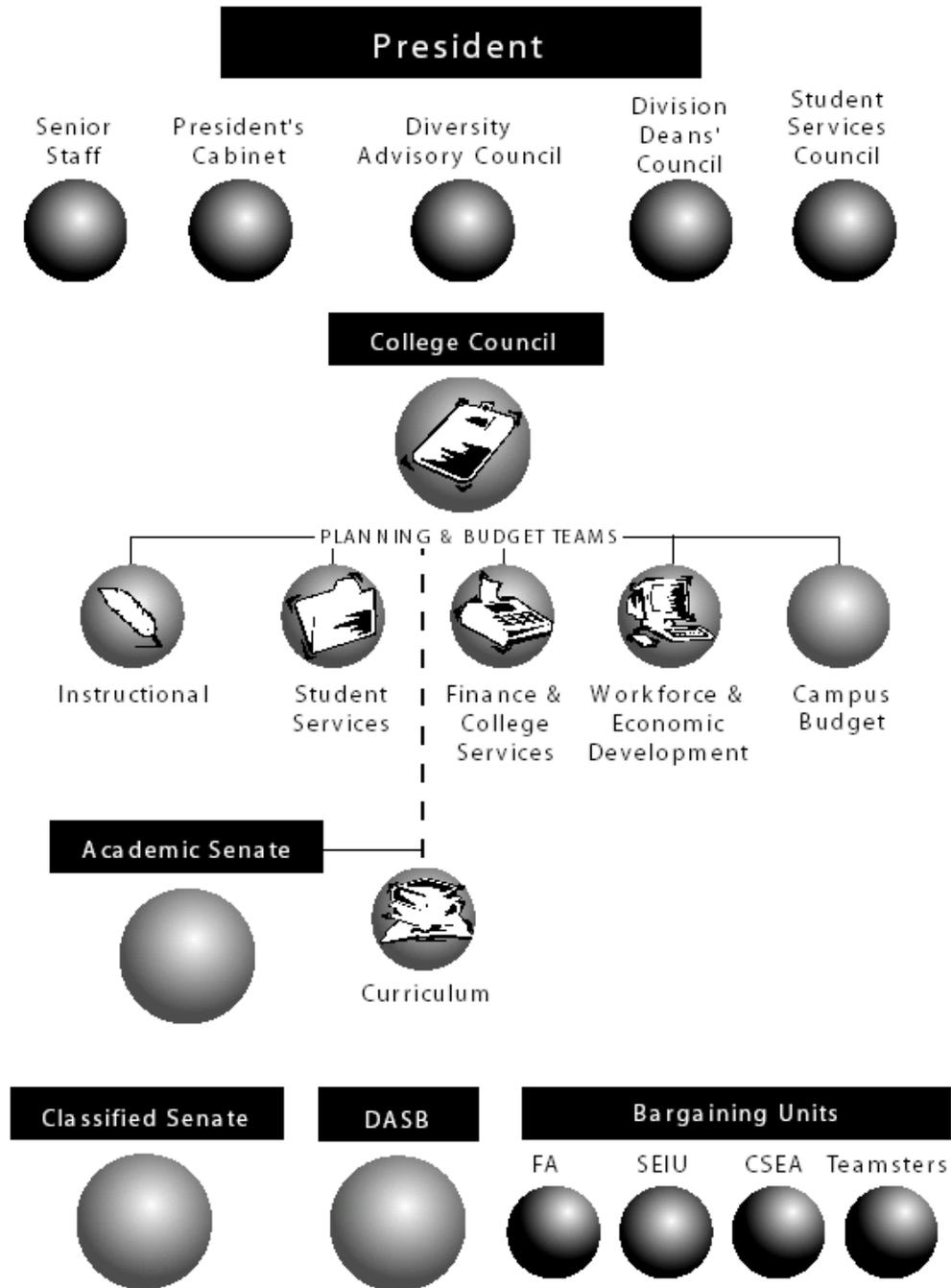
To make decisions, participatory governance representatives forward recommendations and input from their constituencies on budget and planning items for the respective team (e.g., PBts, Campus Budget Team, Curriculum, Diversity, Environmental or Facilities). Those items that have impact on the institution as a whole, such as allocation of instructional equipment, are then forwarded from the specific team to the College Council, which makes its final recommendations to the president for action.

De Anza's Participatory Governance Model provides a sound framework that has been tested over the last seven 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 model so that we can collectively make recommendations in the best interest of our students, faculty, staff and the college as a whole.

# PART I. Internal and External Assessment

Figure 36

**De Anza College Decision-making Model and Participants**



# **PART I. Internal and External Assessment**

## **5. Fiscal Soundness**

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

This quality indicator measures the financial health of the college and 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 on an enrollment cap (or ceiling) for each community college district and then the state awards the district funding based upon its performance in meeting its enrollment targets. Productivity or efficiency (our performance) is a function of average class size and contact hours needed to meet enrollment targets. The state's program-based funding model is based upon several factors, the most important of which are the number of students and the number of contact hours generated in each course. The state formula assumes an average of 35 students to one instructor.

Within the district, each college is assigned annual "enrollment and productivity" targets. A slight variation of one student more or less per class on average will affect the district's distribution to De Anza College by as much as \$600,000. Certain types of instruction necessitate smaller classes by reason of sound pedagogy, methodology, safety, and/or available facilities. Generally, lecture courses can accommodate larger numbers of students. Providing additional weekly student contact hours (WSCH) among students, faculty and staff in areas where students need improvement (e.g., labs, tutorial services) can often improve student performance.

# **PART I. Internal and External Assessment**

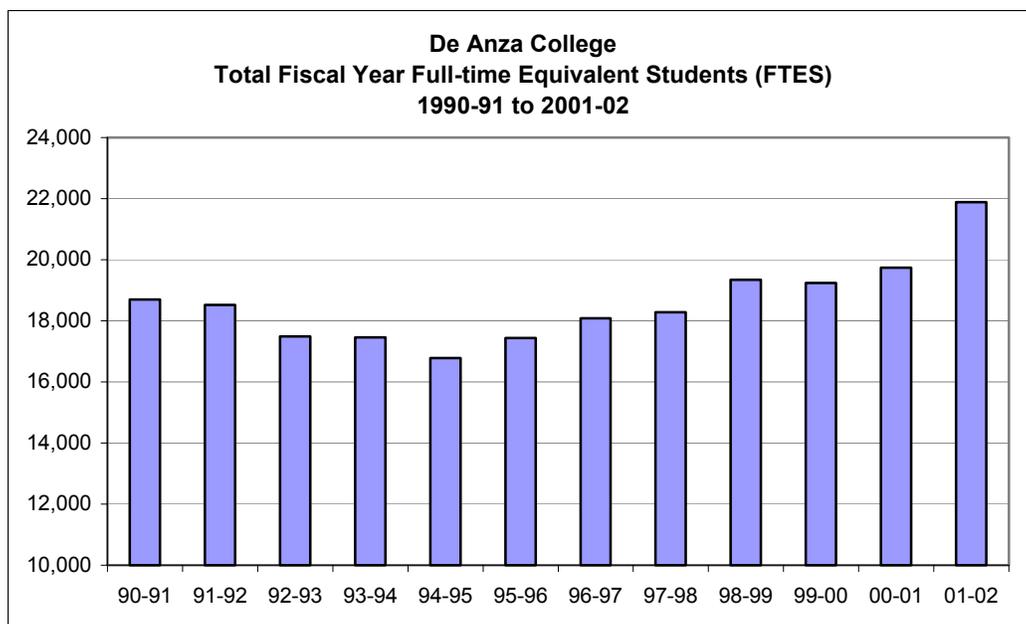
## ***Are we improving?***

### **Enrollment and Productivity**

Figure 37 Total Fiscal Year Full-time Equivalent Students (FTES) 1990-91 to 2001-02 provides a 12-year history of the college's full-time equivalent student (FTES) enrollment. FTES provides a common system for all of the 108 community colleges across the state to report their enrollments for funding and programmatic purposes.

The FTES enrollment and productivity goals are closely monitored by the college and district administration. Divisional and program-specific goals are established prior to the beginning of each fiscal year with mid-year adjustments made as necessary.

**Figure 37**

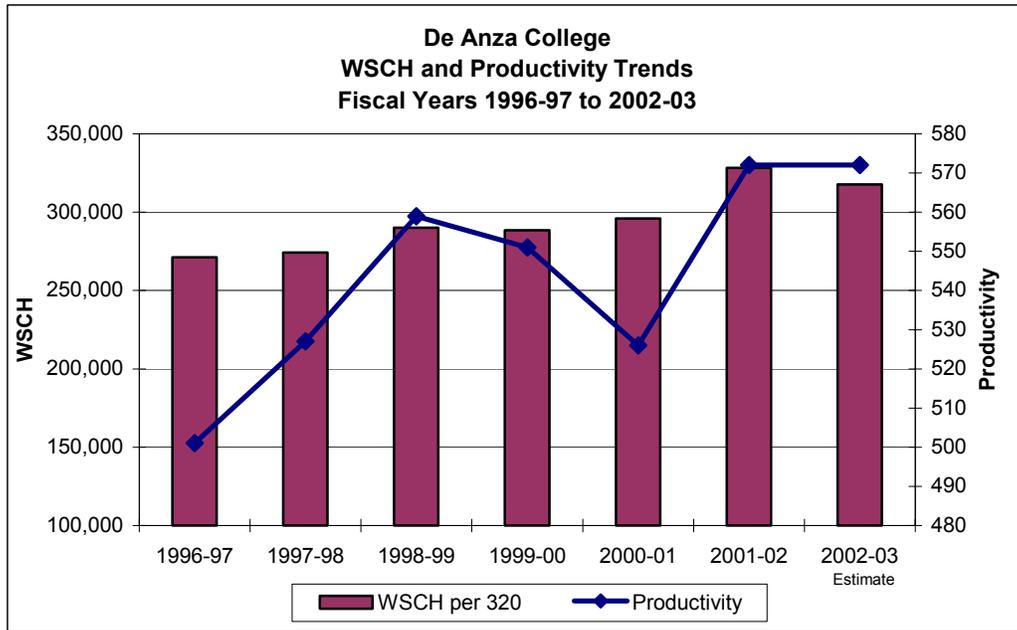


De Anza College FTES enrollment increased by about 2,000 from 2000-01 to 2001-02. The increase was due to a variety of factors including changes in enrollment policies by some California State University campuses, expanded marketing efforts, and an increase in demand from Bay Area workers affected by the shrinking economy returning to school to increase their skills.

# PART I. Internal and External Assessment

Figure 38 WSCH and Productivity Trends 1996-97 to 2002-03 displays trends in college instructional offerings and efficiency in which we serve our students.

Figure 38



Note: the productivity calculation is based on the methodology used by the district budget office.

The college maintains systems that can provide real-time data on productivity trends for all programs, divisions, and the college as a whole. Using these data, the college is involved in a detailed program review process that will ultimately lead to a much better understanding of our overall program mix. One of the key components of program reviews is a program-by-program display of performance on the basis of student demand, enrollment, and productivity, all of which contribute to the fiscal soundness of the institution.

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 estimated decline in WSCH for 2002-03 was the result of efforts to bring enrollment in line with the state-funding cap. 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.

# **PART I. Internal and External Assessment**

## **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 attract and retain 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.

**Honors and Awards Presented to De Anza Programs, Staff and Students** include some notable achievements received by the college in the past two years.

- Student Kevin Andrea, of De Anza’s Alpha Sigma Alpha chapter of Phi Theta Kappa, was named the Nevada/California Region’s Most Outstanding Chapter Member at the international honor society’s convention in May 2003. Charlie Klein, De Anza math instructor and adviser to Alpha Sigma Alpha, was also honored as the Region’s Most Outstanding Chapter Adviser.
- Caron Blinick, dean of Community Education and Older Adult Studies, received the Outstanding Regional Leadership Award from the South West Region of the National Council for Continuing Education and Training (NCCET). Blinick’s Extended Year Summer Enrichment Program was also singled out for NCCET’s Exemplary Program Award. The award honors educators for providing leadership and innovative partnerships in their communities.
- Barbara Illowsky and Susan Dean, math instructors, were among the five winners of the California Virtual Campus 2002 Best Online Teaching Web site award. Their Web site for Math 10 was judged one of the best among California’s community colleges.
- Behrouz Forouzan, CIS instructor, published three more networking textbooks with publisher McGraw Hill.
- Rebecca Sherwood, nursing instructor, received the American Psychiatric Nurses Association’s first Distinguished Service Award at the 15th annual APNA Conference. The award recognizes commitment, initiative, loyalty, integrity and exceptional and meritorious service to APNA and to the psychiatric nursing profession.
- Music instructor Anna Poklewski traveled to Wuhan, China, in September 2002 after being invited by the Central Academy of Music to teach master classes in piano. While she was there, she participated in an International Cultural Festival. The Wuhan Morning Post ran a front-page picture of Poklewski and one of her former De Anza piano students, Walter Asvolinsque, riding on a float and waving to the excited crowd.

## **PART I. Internal and External Assessment**

- De Anza celebrated its 35<sup>th</sup> anniversary as a progressive learning environment. To acknowledge its anniversary year, the college installed and dedicated another work of art on campus, hosted free screenings of a film with cultural significance for our Vietnamese community, honored 35 years of football teams and members at a reunion game, and broke ground on science buildings that will bring the disciplines of biology and chemistry together for the first time on our campus.
- De Anza College faculty and administrators collaborated on several parts of “We Could Do That: A Users’ Guide to Diversity Practices in California Community Colleges,” published by the City College of San Francisco. The manual describes 30 projects covering a wide range of successful practices within the 108 California community colleges. Christina Espinosa-Pieb, Cynthia Kaufman, Paul Setziol and Marion Winters helped write three subsections that identify effective practices in recruitment, hiring and internal climate.
- An interview and pictures of part-time ceramics instructor Diane Levinson and her work have been included in the book “Experience Clay” by Maureen Mackey.
- De Anza nursing student Cristina Vidal was the recipient of a \$2,500 Kaider health care scholarship and a \$5,000 President’s Award, both made possible by the Kaider Foundation. Vidal, who is the mother of two young children, works as a medical assistant and volunteers as a Spanish translator for clients at a clinic in Morgan Hill. Her dream is to become a nurse practitioner.
- De Anza’s Math Performance Success (MPS) Program was honored in January 2003 in Sacramento with a statewide Exemplary Program Award from the State Academic Senate and the Board of Governors. Among other criteria, the award recognizes programs that have a direct and demonstrated effect on student access, retention, completion or transfer, and that show particular promise for being replicated across the state.
- English instructor Bob Dickerson was named Teacher of the Week (Feb. 6-12, 2003) by the San Jose Mercury News. His picture and interview appeared in the Cupertino/Sunnyvale Guide section.
- De Anza ranked among the top 10 community colleges in a survey conducted by the Center for Digital Education, a national research and advisory institute providing educators and industry leaders with decision support, research and resources to help them effectively incorporate new technologies in the 21st century.
- Marilyn Cheung, Director of International Student Programs, received a grant from the Fulbright Commission to participate in the 2003 Fulbright Seminar for U.S. Administrators in International Education in Germany.
- De Anza was named the outstanding large organization in the community for 2003 by the Cupertino Chamber of Commerce. Each year the Chamber recognizes individuals and businesses

## **PART I. Internal and External Assessment**

in the community for their contributions to the city through the benefits they provide over and above their regular operations.

- Nursing students Mary Kathleen Lucitt and Cipriano Martinez were awarded scholarships by the Stanford University Medical Center Auxiliary at its 44<sup>th</sup> annual Recognition Luncheon in February 2003. Both students plan on earning B.S. degrees in nursing from San Jose State once they complete their degrees at De Anza.
- Math instructor Karl Schaffer toured the United States and Canada in spring 2003 with Erik Stern, dance instructor at Weber State University in Ogden, Utah, in “Two Guys Dancing About Math.” The show traces the humorous escapades of two characters as they ponder how dance and mathematics are found in everything we do.
- Jaci Ward, dean of Distance and Extended Learning, announced that De Anza has five more A.A. programs for which at least 50 percent of the credits are offered through distance education, making 10 majors now available through technology-delivered instruction. The new programs include major requirements for Industrial Management, Intercultural Studies, Materials Management, Microcomputer Business Applications and Network Administration.
- The ED>Net 2003 Media Arts Awards recognized outstanding student work in various categories of the Digital, Music, Film/Video and Animation disciplines, as well as the faculty who teach them. Thirteen De Anza students and six faculty members were honored among the 450 entries.
- The De Anza-San Jose State Business Incubator, whose focus is on businesses that support families in the areas of childcare, home health care and home maintenance, held its first entrepreneur presentations on March 26, 2003. Raymond Ong (Child Safety Systems), Nidhi Mathur (Guru Learning Center), and Walter Hlavacek (Road Apple Rocking) presented their business plans.
- De Anza College was awarded an HP Wireless Mobile Classroom by the Hewlett-Packard Company. The award is valued at approximately \$102,000 and is part of HP’s 2003 Community College Pre-Engineering/Computer Science Grant, an initiative aimed at increasing the number of underrepresented students who pursue high-tech careers.
- Joanne Hames, paralegal instructor, was named Teacher of the Week by the San Jose Mercury News. Her interview and picture appeared in the April 10 issue.
- NASA and the Foothill-De Anza Community College District signed a planning agreement on April 22, 2003 to facilitate the development of an academic center in the NASA Research Park for first-generation college students interested in pursuing careers in science, mathematics and physical sciences.

## **PART I. Internal and External Assessment**

- Robert Griffin, vice president of Student Services and Institutional Research, has been instrumental in the formation and operation of the National Articulation and Transfer Network (NATN) for almost three years, and was recently asked to become the chair of the NATN Technology Committee.
- According to information generated in January by the UC Office of the President, community college to UC transfer statistics for fall 2002 show that De Anza had 522 new transfers, 11 percent above our transfer total of 468 for 2001-02. As it stands now, we have surpassed our projected transfer target of 518 for 2004-05, and are approaching our target of 535 for 2005-06.
- Two nursing students, Suganthi Rajamanijeta and Fengdan Wang, were awarded \$5,000 Promise of Nursing Northern California scholarships from the Foundation of the National Student Nurses' Association.
- The instructional Computer Information Systems divisions of De Anza and Foothill Colleges have been awarded a National Science Foundation (NSF) grant to develop a six-unit, capstone level course in network security. The three-year \$1 million grant covers the design, development, implementation and testing of an online experiential learning model for advanced level technician education in cyber-security.
- Since the spring of 2002, the Financial Aid and Scholarships Office, in conjunction with the De Anza College Commission and a Chancellor's Circle Award, have matched 47 needy students with recycled computers. The computers are laptops or desktops, PCs with a minimum Pentium II processor or Macintosh G3s, donated by local corporations.

**PART I. Internal and External Assessment**

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## **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 student government. 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 2002-03**

#### **Faculty Service Areas (FSA): maintenance and update**

The Academic Senate maintains the database detailing the appropriate discipline(s) qualifications for each course and the FSA to which it belongs. Groups of these, in turn, define the boundaries of the various FSAs. In fall 2002, all Senators brought the Faculty Service Area lists to their divisions. The divisions then went through each course to update the Discipline(s) and FSA(s). This was a very lengthy process as this was the first year that Senate removed outdated courses. It was extremely fortunate that we took care of this in the fall. As it turned out, because of the current budget condition, this list was necessary and used in the budget reduction process.

#### **Two \$1,000 annual scholarships given for the first time**

In spring 2002, Academic Senate created two annual \$1,000 scholarships. Each June, one scholarship will be given to a student majoring in a vocational field. The other scholarship will be given to a student who is both transferring and majoring in a teaching, counseling, or a librarian field. The Academic Senate needs \$40,000 to endow these scholarships. To date, we have approximately \$12,293 plus the \$2,000 for this year's recipients. This June will be the first time we award these scholarships.

**Academic Senate Web page:** <http://group.deanza.fhda.edu/acsen/>

#### **Community College Advocacy Day**

Academic Senate participated in the advocacy day March 17 in Sacramento. We also sent correspondence to our state representatives and passed resolutions regarding issues and implementation of state budget reductions. Efforts on behalf of the colleges continue through the Academic Senate for California Community Colleges, FACCC, and directly to members of the legislature.

#### **Nominated Math Performance Success (MPS) program for State Academic Senate Exemplary Program Award**

The MPS program won the State Academic State Exemplary Program Award. The State Academic Senate awarded two nominated programs \$4,000 each as Exemplary Programs. Each community college's Academic Senate was allowed to nominate one program. De Anza's Academic Senate nominated the MPS program, which was partially funded by Partnership For Excellence dollars. This program won. The faculty and administrators involved received a plaque at a special ceremony in Sacramento.

#### **Tenure Review**

Tenure Review falls under the purview of Academic Senate. The Academic Senate continues its confirmation of faculty serving on tenure review committees and collaborates with the division deans on recruiting faculty to serve on these committees.

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

### **Curriculum Committee**

Initiated global cleanup of the De Anza catalog:

Requisites - Change requisites to advisories per Matriculation guidelines and setting set standards/validations that could be invoked to establish requisites

Deletion of unused courses - Simple, global, one-step deletion of outdated courses

Adopted standard repeatability standards, in which divisions could simply and globally change outmoded repeatability statements used in the catalog

Adopted and/or revised forms and procedures for the following curriculum review of state mandated processes:

Distance Education

Certifications/Degrees

Request for New Certifications/Degrees

Request to Revise Certifications/Degrees

Request for New Courses

Established more efficient curriculum review calendar for:

GE Courses

Catalog deadlines

Student Equity Plans – Implementation of Year 1 plans

Last year, the divisions wrote and approved their Student Equity Plans. This year, the divisions started implementing them.

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

### **De Anza Classified Senate Summary of Accomplishments and Purpose 2002-03**

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

Classified Senate Representatives Serve On:

- All four campus Planning and Budget Teams
- Campus Budget Committee
- Educational Technology Advisory Committees
- De Anza College Council
- Chancellor's Advisory Council
- Diversity Advisory Council
- Equity Collaboration Team
- Multicultural Staff Association
- De Anza College Facilities Committee
- De Anza Transportation Committee
- Attend DASB Meetings
- Attend Academic Senate Meetings
- Attend Foothill-De Anza Community College District Board Meetings

#### **Support College/District Priorities**

- Actively participated in the Computer and Network Policy revision
- Joined with faculty in state budget advocacy efforts
- Requested an update on Emergency Preparedness/Safety Plan
- Volunteered to read scholarship applications for Financial Aid and Scholarship Office
- Classified staff served on search and selection hiring committees as Equal Opportunity Representatives

#### **Provide a Centralized Means of Communication**

- Improved classified staff communications by reorganizing the mail distribution, and creating both a phone and e-mail listserv
- Maintained bulletin board in the Administration Building to post Senate information and upcoming events

#### **Promote Professionalism**

- Presented annual Classified Senate Recognition award to an outstanding individual (other than a classified employee) to honor exceptional services to the classified staff at De Anza College
- Sponsored Employee of the Month Award presented quarterly (9 per year)
- Established an Activities Committee charged with assisting in the development of retreats, workshops and other activities as needed
- Served with the equity collaboration team in order to assist with the implementation of Student Equity Plans from each division
- Held an annual All Classified Retreat to promote improved relationships within a professional setting

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

### **Enhance Staff Development**

- Classified Staff Professional Growth Award Committee-Awards 2001 through May 2003 (73)
- Senate worked closely with Staff Development Office in providing support for professional enhancement activities for staff. This year Senate has been especially supportive of the Transition Plan developed by District and Staff Development Office.
- Sponsored Leadership Retreat. This is held annually to create a team of classified professionals to develop activities based on the interests and needs of classified staff.
- Initiated trainings and workshops sponsored and coordinated by the Staff Development Office. Trainings provided during 2002-03 include:
  - “Improving Communication Skills”
  - “Managing Professional Relations in the Work Environment”
  - “Improving Communication Skills”
  - “Managing Change”
  - “Managing Stress for Success”
  - “Balancing Work and Home”

### **Innovations to Address Changing Economic Climate and Physical Limitation**

- Finalized the implementation of a voluntary dues/payroll deduction program
- Worked within reductions in Classified Senate budget while still maintaining the integrity of the Senate
- Increased the use of e-mail which served to decrease printing costs

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

### **De Anza Associated Student Body Summary of Accomplishments 2002-03**

The De Anza Associated Student Body (DASB) continues to maintain a prominent leadership role at both De Anza Community College and with statewide issues. During the 2002-03 academic year, every available Senate position was filled, so the Senate began allowing interested students to serve as Junior Senators. This full complement of student advocates not only gained valuable life-long leadership skills, but in doing so, also provided leadership and direction in several areas.

The most notable was DASB's presence at the recent "Keep the Doors Open" rally on March 17, 2003 at the State Capitol. The DASB provided transportation and logistical support so that 225 students could exercise their right to demonstrate to the governor, state legislators and to the people of California, the need to maintain access to community colleges. DASB played a prominent role in communicating this message with the appropriate vocal and visual methods. One of our disabled students removed herself from her wheelchair and literally crawled up the steps of the Capitol to gain access to the public microphone to voice her displeasure with budget cuts to DSPS funding. The message was well heard and received.

The DASB Senate recently completed its annual budget process for the 2003-04 academic year. The Senate has always recognized its role in helping students succeed while at De Anza College and providing a vibrant college life atmosphere for students. The DASB annually returns approximately 40% of its income to college services and divisions that directly affect students. The budget process was laborious and very contentious. It was made more difficult this year due to the unknown state of the college budget and how students would be affected due to possible reduction or elimination of services. Recognizing its responsibility to help maintain services for students, the Senate approved a budget with a "Budget Crisis Allocation" (BCA) fund that is proposed to grow to \$290,000. These funds will be available for grant funding during the 2003-04 year to help maintain needed services for students that may be reduced or eliminated due to state budget cuts.

The DASB is proud of its ability to assist students and the college, and its members' statewide reputation as community college leaders.



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

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**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 and district in achieving the Measure E goals, and information about individual projects under way, is provided in this section of the 2002-03 Annual Report.**



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

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### **The State of Measure E**

#### **Measure E Projects, 2002-03**

The next 12 to 15 months will bring the peak of activity on the Measure E projects. Information on the 45 projects in design or construction on campus can be accessed on the De Anza Web site at [www.deanza.edu/MeasureE](http://www.deanza.edu/MeasureE).

All Measure E projects are funded by the Measure E bond passed by voters in November 1999. This money is not general fund money and cannot be used to offset our budgetary difficulties.

#### **Projects Completed**

**Faculty Office Renovation Project:** The \$1.5 million renovation of 106 faculty offices was completed in the spring of 2002.

**Boilers:** Boiler replacements for the A-Quad/Flint Center and the P.E. Quad were completed in June 2002.

**Tree Relocation:** Two oak trees from Parking Lot E were relocated in September 2002 to make way for the Science Center. One tree was replanted next to the Flint Center and the other in the Child Development Center's play yard. These trees replaced two that were removed due to disease, following our commitment to, wherever possible, transplant trees on campus that are removed due to Measure E construction.

**Child Development Center (New Addition):** This building was completed in the summer of 2002 and was ready for classes in fall 2002. The 11,500-square-foot building was funded primarily through State Capital Outlay Funds with matching money from Measure E. The new construction, along with the renovation of Wing A, is a \$5.6 million project.

**L-Quad 1, 4, 5, 6, 8 & MCC Renovations:** This was a complex \$4.2 million project in which the programming presented quite a challenge. It encompassed L1, L4, L5, L6, L8, MCC, La Voz, Tutorial/Skills Center, and the Social Sciences/Humanities, Language Arts, and Business/Computer Science division offices. Each of these areas were rotated to the Mod Quad and then moved back after the renovation was completed. The three division offices are now housed in L1. The Mod Quad was also expanded to accommodate the additional swing space required. This project was completed on schedule in December 2002.

**A-Quad 5 & 7 Renovations (Woodshop & Ceramics):** The \$1.2 million renovation of A5 and A7 started in summer 2002 and was completed by the beginning of fall quarter 2002. The rest of the A-Quad is scheduled for renovation in the near future.

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

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**E2 (Engineering):** E2 also underwent renovation during the summer of 2002. Renovations to the classrooms and faculty offices in this building were completed by the fall quarter 2002 at a cost of \$820,000.

**OTI Relocation:** In order to make room for the construction of the new Science Center, the OTI complex was relocated to Parking Lot I, behind the Californian History Center. This area was developed to include a small parking lot and pathways to make this building complex an integral part of the campus. The OTI staff moved to their new site in summer 2002.

**Child Development Center (Renovation of Old Building – Wing A):** This was the first phase of the two-phase renovation of the old Child Development Center building. Renovations started in fall 2002 and were completed in winter 2003.

**Pool Renovation:** The \$1.6 million renovation of the pool began at the end of summer session last year. Work included the re-plastering and re-tiling of the pools, replacement of supply and return piping, installation of new surge tanks, upgrading of the deck, as well as the purchase of new diving boards and starting blocks. Work was completed in March 2003, in time for the spring quarter classes.

### **Projects Under Construction**

**Child Development Center (Renovation of Old Building – Wing B):** This is the second phase of the renovation of the old Child Development Center building. Renovations began in March 2003 and are scheduled for completion in July this year. The budget for this project is \$600,000.

**L-Quad 2 & 3 Renovations:** L2 and L3 comprise the remaining balance of the renovation work in the L-Quad. Work commenced on L2 in January 2003 and should be complete by the end of April this year. Once L2 is complete and the classrooms have moved back from the Mod Quad, renovations to L3 will begin. Work on L3 should run from April through July this year. L3 classes will rotate out to the Mod Quad until renovations are complete.

**Science Center:** The Science Center complex is the first of our four large construction projects (Science Center, Student and Community Services Center, Parking Structure and Kirsch Center for Environmental Studies). This complex will provide exciting instructional space for our chemistry and biology classes. It will also house a brand new Science Resource Center. The ground breaking for the Science Center was held on November 20, 2002. Work is progressing well on the project, and it is on schedule to be completed by April 2004. The college's "A Night of Magic" raised \$75,000 to assist in furnishing the new building. Agilent Technologies, Roche and Seagate Technology have all promised and/or delivered donations of substantial amounts of equipment and furnishings needed for use in the Science Center. This 46,000-square-foot complex of one- and two-story buildings should be online for fall quarter 2004. The project budget is \$20 million. We hope to obtain additional furniture and equipment funding from the state for the complex through Proposition 53, which is expected to appear on the ballot in March 2004.

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

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### **Projects Under Design**

**Parking Lot A & B Reconfiguration and Stelling Campus Entry:** With the reconfiguration of Parking Lots A & B, and the planned building of the new parking structure in Lot C, the Stelling campus entry must be redesigned. The planning phase for this project began in October 2002, and we are in the final design phase, which should be complete by May of this year. Work should begin in June, and we anticipate that construction will end by September. This campus entry reconfiguration is scheduled to occur prior to the construction on the parking structure in Lot C.

**Parking Structure:** The parking structure is the second of the four major building projects on campus. This project was redesigned at the end of last year with a third level being added. The decision was made as a result of the hugely disappointing news that due to budget shortfalls the Valley Transit Authority would indefinitely defer funding on its proposed Campus Transit Center. The \$15 million project will reconfigure Lot C and provide a total of 1,840 spaces, 1,161 in the parking structure and 779 surface parking spaces. We are in the construction document phase, with bidding scheduled for September – November 2003. Construction is scheduled to commence toward the end of the fall quarter 2003 with anticipated completion by the beginning of fall quarter 2004.

**Student & Community Services Center:** This is the third large construction project on campus. The new Student and Community Services Center will be located in Staff Lot A by the Advanced Technology Center. It will house Counseling, Admissions and Records, the Bookstore, Disabled Students Services, Community Education, Business & Industry, STARS, SLAMS and other student-related programs. This building was designed to make it easier for students to access the support services necessary for their success. The Board of Trustees approved the design development plans at their meeting of September 9, 2002, allowing the project to proceed to the construction drawing phase. Presently we are discussing and reviewing the interior finish options, which is one of the final steps in the design phase. The DSA (Department of State Architects) review should be complete by June, which will allow us to go out to bid in July through October of this year. Construction is scheduled to begin in October 2003 and should be completed in summer 2005. The International Student Office, STARS and the Transfer Center will move to the Mod Quad this summer to make space for the new building. The two-story, 44,000-square-foot building has a budget of \$15 million.

**Kirsch Center for Environmental Studies:** This project is the last of the four large construction projects on campus. After much hard work, the Kirsch Center design development drawings were approved in March 2003. The final step in the design phase of the project is the construction drawings, which should take approximately four to five months to complete. The bid and award process will be from November 2003 – February 2004. The two-story, 22,000-square-foot building should take 18 to 24 months to construct and is scheduled to be online in summer 2005. It will be situated on the southeast corner of the campus next to the Environmental Study Area. The project's budget of \$10.6 million was supplemented by a \$2 million donation from the Kirsch Foundation.

**Tennis Court Relocation:** We are in design development for this project. We hope to bid this project in fall 2003 and begin construction in winter/spring 2004. The tennis courts are master planned for relocation north of the baseball field.

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

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**P.E. Quad & Athletic Fields:** The P.E. Quad project is in the design development phase. Once finalized, the construction documents will be drawn up and the project should be ready for bid in November 2003 – March 2004. The athletic fields/stadium repairs project is in the design phase and is scheduled for construction in September 2004 – March 2005. This is a complex project because we must work around academic and athletic uses of all those facilities.

**A-Quad 1, 2, 3, 4, 6, & 8 Renovations:** The renovation of these buildings in the A-Quad will be done in rotation. The whole project will run from winter quarter 2004 to summer quarter 2005. The first buildings on the rotation will be A1, A2 and A3. This is a complex project to sequence due to programming considerations and the difficulty of providing swing space.

**Performance/Lecture Hall:** With a generous grant of \$50,000 from the DASB, programming for the Performance/Lecture Hall has been completed. The proposed site of this project is adjacent to the A-Quad and the future Student and Community Services Center on the north side of campus. We are submitting a final project proposal (FPP) to the state to try to secure matching funds for this project.

**Planetarium:** We are in the programming phase. Thanks to the passage of Proposition 47, the college is scheduled to receive \$1 million in state funding to cover about half of the cost of the star projector. We are writing a Federal Appropriations request for \$5,000,000, jointly with Silicon Graphics Inc., for new equipment and renovation dollars to modernize the Planetarium into a one-of-a-kind demonstration and state-of-the-art teaching facility for De Anza and SGI. We will know whether the Federal Appropriations request will be granted in October 2003.

**Maintenance Building and Bookstore Warehouse Complex:** We are in the design development stage of this project. It will be located next to the existing Printing Services warehouse complex on the west side of campus. Construction is planned for May 2004 – February 2005.

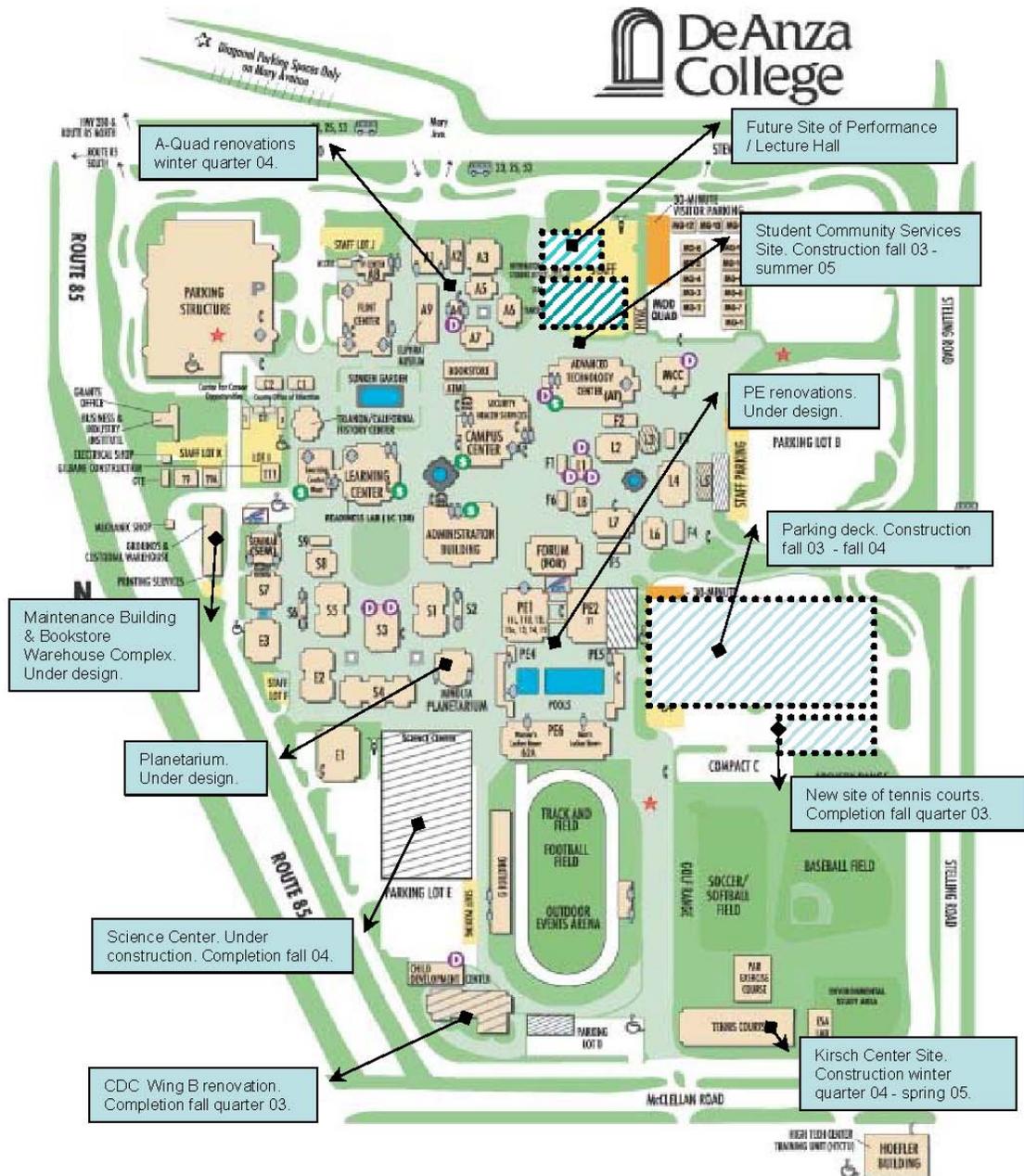
**S-Quad Renovations:** This project is in the preliminary stages. We will begin programming in spring of this year.

**Map:** Figure 39 Overview of Measure E Projects, April 2003 on the next page represents a visual summary of campus Measure E projects. Figures 40-43 are pictures taken during the construction of three of the Measure E projects in 2002-03: the Science Center, the Child Development Center, and the pool. The campus is now in an intensive period of construction activity, and we realize that it adversely affects both staff and students. The great cooperation and commitment we have seen from everyone is very important, and we rely on your support to help us mitigate the effects of Measure E construction. We appreciate your patience and look forward to the completion of these projects that will enhance student learning.

# PART III. Measure E Progress

Figure 39

Overview of Measure E Projects, April 2003



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

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Figure 40



The new Child Development Center

Figure 41



The Science Center under construction

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

Figure 42



The pool being readied for water!

Figure 43



The renovated pool in use for spring 2003 competition.

**PART III. Measure E Progress**

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

**As De Anza College now begins its 36<sup>th</sup> year, our mission and purpose to achieve levels of excellence for a diverse student body remain firm and “DE ANZA 2005: Pathways to Excellence,” the Educational Master Plan, continues to guide our work. We were fortunate that the voters of the Foothill-De Anza Community College District affirmed the value of our educational programs and services by passing Measure E, the \$248 million local bond, by a resounding 72%.**

**For all of us in the De Anza family, the 1995-2000 years were characterized by unparalleled growth in students, educational programs, faculty, staff and facilities. Evidence was shown in our high rates of student transfer, employment and retention, in our equity and diversity outcomes, and in our plans and accomplishments in renovating and expanding the campus facilities.**

**However, when the California economy began to plummet in 2000 and since then, we have had to regroup and respond to the reality of declining state resources while staying focused on our mission and purpose. When the governor proposed his 2003-04 budget in January, we were stunned. We did not expect the retroactive mid-year reduction that the legislature approved in March 2003, nor did we expect to be treated so disproportionately and so radically in the governor's initial proposal when compared to the other segments of public education.**

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

**We quickly curtailed much of our spending and began the planning process to reduce our district budget by an estimated mid-range scenario of \$20.7 million. We did not fill most vacant faculty and staff positions; we eliminated 191 class sections that we had planned to offer in the winter quarter; and we cut our operating ("B") budget by 30%. During each of these steps, we returned to our philosophy and core values, focusing on our primary mission of student access and success and taking advantage of every opportunity to preserve our faculty and staff. Through all of this we have never questioned our philosophy: "De Anza believes that each person has dignity and worth."**

**Despite the many challenges, we look forward to welcoming and educating the growing number of community college students in the fall of 2003 with excellence, innovation and diversity. Toward that end, we have set these institutional goals for 2003-04:**

- **Increase student retention, equity and achievement**
- **Sustain enrollment and productivity**
- **Increase revenue generation from non-state funds**
- **Implement strategic budget reductions**
- **Continue the successful Measure E program**

**We are already anticipating the new opportunities and challenges of the coming year in our effort to realize the optimal teaching and learning environment for our students.**