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**De Anza College  
Institutional Self-Study Report  
in Support of  
Reaffirmation of Accreditation**

*Submitted by*

**DeAnza  College**  
21250 Stevens Creek Boulevard  
Cupertino, CA 95014

To

**Accrediting Commission for Community and  
Junior Colleges Western Association  
of Schools and Colleges**

**June 20, 2005**

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## Certification of the Institutional Self-Study Report

June 20 , 2005

To: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

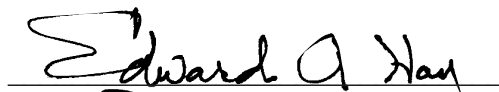
From: De Anza College  
21250 Stevens Creek Boulevard  
Cupertino, CA 95014


This institutional self-study report is submitted for the purpose of assisting  
in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community,  
and we believe the self-study report accurately reflects the nature and sub-  
stance of this institution.

Signed:

  
Martha Kanter District Chancellor

  
Edward Hay President, Board of Trustees

  
Brian Murphy President, De Anza College

  
Robert Griffin Vice President, Student Services  
Accreditation Liaison Officer

  
Dan Mitchell President, Academic Senate

  
Vicky Criddle President, Classified Senate

  
Nadine Foster-Mahar President, DASB

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## History and Philosophy of De Anza College

De Anza College came to life in 1967, on the cusp of great change in America. The entering freshman, one of 3,000 students, would have seen news about the Six Day War between Israel and Egypt; call-ups of more troops in Vietnam; race riots in Detroit, Spanish Harlem and Birmingham, Alabama; the deaths of astronauts Grissom, White, and Chafee in a space launch test fire; and the swearing in of Thurgood Marshall as the first black U.S. Supreme Court Justice. American physicists discovered the quark, English astronomers discovered pulsars, and a South African physician performed the first heart transplant.

While the history of De Anza College lies primarily in the learning experiences of nearly a million men and women who have enrolled here over the past 38 years, the college's curriculum and its programs have responded to the aspirations of all those students in times of rapid, dynamic change, in one of California's most dynamic regions, Silicon Valley.

Numerous accounts of the college's namesake and the history of the land the college occupies have been written over the years. Most of them draw on the numerous diaries kept by Juan Bautista de Anza, Padre Pedro Font, and Padre Junipero Serra. Indeed, one of the pedagogical issues faced by the college is unearthing and discussing the quite different accounts of the early years of the place we occupy, as these early accounts may not adequately reflect the complexity of occupation, annexation, and successive waves of immigration that define our local heritage.

## Creating De Anza College

First the land, then the people. Not long after construction began on the Los Altos Hills site for Foothill College, District Superintendent Calvin C. Flint and the Board of Trustees turned their attention to purchasing land for the second campus. The choice came down to two parcels of land, on either side of Stevens Creek Boulevard in Cupertino: the Euphrat property (131 acres with 13 acres committed to a freeway right of way) and the Fisher-Parrish property (93.3 acres with 8.8 acres committed to freeway right of way). The district wanted a 100-acre site for the new campus. The Fisher-Parrish site would work only if augmented by the Saich property, which was offered for a minimum of \$14,000 an acre. During the Oct. 20, 1959, board meeting, Mr. E. F. Euphrat lowered his asking price to \$13,000 an acre. Shortly after 9 that evening, the trustees voted unanimously to purchase the Euphrat parcel for a net expenditure of just over \$1.1 million.

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## Planning the Campus

On Sept. 18, 1963, the architectural firms of Kump Associates in Palo Alto and Masten and Hurd in San Francisco, working in association, presented an “Architectural Planning Requirement for a Master Site Development Plan for the De Anza College.” The college project director was Dr. A. Robert DeHart. Perhaps the most interesting part of this planning document lies in the section titled “The Educational Environment Sought.” The key points made by the architects, drawing on their experience with the Foothill campus just completed a year earlier were:

1. “In an open door’ college students have widely varying abilities, aptitudes, and interests that require a maximum contact between students and staff if real educational opportunity is to be achieved. The cardinal principle in developing De Anza is to create ‘the atmosphere of friendly informality between faculty and students that has been a key factor in realizing the objectives of the educational program’ at Foothill.”
2. “Neither a super high school nor a junior university is sought, but rather an educational program, and a physical plant to house it, that will help to accomplish its unique goals. De Anza, along with its friendly informality, should also have the quiet dignity and the ‘feel’ of higher learning.”
3. “...At De Anza the best – and this does not necessarily mean the most expensive – of proven teaching, learning, and counseling facilities should be developed.... But technological developments, both in society at large and in teaching materials themselves, can dictate new programs and different facilities within a few short years. Therefore, if De Anza is to keep pace, it is extremely important that there be provided flexibility within a building without destroying its architectural integrity, and flexibility between buildings that will allow for changes in communication and mechanical services networks.”
4. “...De Anza should be planned to accommodate 4,000 full-time equivalent day students. However, because it is impossible to foresee new developments within the next few decades that will place unusual demands on a particular subject field or activity, the architects are directed to design a master plan which will allow for the possible orderly expansion of any particular building group by about 40 to 50 percent without violating the architectural unity of the total campus.”
5. “...De Anza should be built to operate equally well during the day and evening, Monday through Saturday. By the time De Anza opens, full year-round operation will probably be in effect. Therefore climate control for all buildings must be carefully studied.”

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6. “The District is firmly committed to the idea that each campus serve as a center of cultural life for its immediate area and cooperate with the other campus in offering a full range of cultural events for Northern Santa Clara County. This includes student and professional theater, art exhibits, student and professional music programs, amateur athletics, and recreation. This not only greatly increases the demands on the physical but also requires that it be attractive to older persons as well as the teenage freshman or sophomore.”
  7. “...De Anza may well be the most important institution in that part of Santa Clara County and it is hoped that the scale of the buildings and the landscaping will still make it possible for the student to relate to green grass, trees, and to quiet naturalness.”
  8. “...The library should occupy a dominant position to the academic area. The administration building with its student personnel functions should be located at the center of student traffic as well as be easily accessible to the public. The campus center and the auditorium need to work together for many important events on the campus. Physical education facilities may be placed in any location that is convenient to students, public access, and parking. And finally, some vocational education facilities may require sound isolation but this does not mean that they should be moved ‘across the tracks’ or receive shabby architectural treatment.”
  9. “An effort should be made to utilize as extensively as possible all existing buildings. The surrounding area has historic traditions that would undoubtedly lend themselves to a pleasing architectural style.” In conceiving the architectural character of the campus, the report recognizes “the dynamic nature of this institution, and planning should provide the optimum of flexibility and adaptability to meet new conditions and evolving educational patterns and methods. De Anza should first bespeak its nature: the community college, a vigorous and distinctive force in higher education.”

In keeping with this initial heritage, De Anza has a tradition of excellence and innovation. It is important to note how close to the original scheme the college has developed, with one obvious exception: our size. As the local population expanded (well beyond the dreams of the founders of De Anza) the demand for quality education within the region grew. Similarly, as the shifts in the local economy created a demand for new and innovative programs, the college responded. Most recently, local voters expressed both their support for the college and their trust in its future by passing a significant bond measure (by a plurality of 72%), now financing a wide variety of new buildings and renovations of the existing plant.

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## Developing Diversity

By October 1968, De Anza already had programmatic responses to the national concern about marginalized members of the community, especially Mexican Americans and African Americans. Based on a needs study conducted by Jose Coleman of De Anza and John Lovas of Foothill, the ABC (Anglo-Black-Chicano) Project was born, focusing on a study skills program and greater financial assistance. Richard Rios helped organize Black and Chicano student unions to increase support for students of color and to raise awareness of other students on campus. Operation Share, a county-wide tutoring program for minority children, enlisted De Anza students. A group of student activists formed De Anza Students For Action (DASFA), with the topic of its first meeting being “Institutional Racism.” The Faculty Senate chose to meet on campus for a faculty-wide discussion of multicultural programs rather than hold their annual retreat at Asilomar.

From these early discussions emerged a deep and enduring commitment to maintaining a campus that welcomes a wide diversity of students, with a curriculum and services that respond to the great cultural and linguistic diversity of our students. This has meant the development of courses of study in African American, Latino, Asian, Native American, and other ethnic minority histories, cultures, and issues. It has also meant an active infusion of multicultural materials into courses across the curriculum, and the provision of services that address the concerns of our diverse students.

The result is a campus that is inclusive and diverse. Our students come from every community in our region, and include the widest variety of ages, backgrounds, and aspirations. Our current student body is 34% Asian, 4.7% African American, 5.7% Filipino, 12.7% Hispanic, 0.5% Native American, 0.8% Pacific Islander, and 25.5% White, with the remaining 16.1% identified as “other” or “unrecorded.”

## Summary

While the early years at De Anza consisted of one “first” after another, some rhythms emerged that also defined the emerging college. A full range of collegiate athletic teams practiced and performed, with championships earned in football, basketball, water polo, soccer, tennis, swimming, golf, and cross country. A program of women’s sports emerged. The De Anza pools played host to numerous regional and national competitions (though a planned contest between the Russian and U.S. national swimming teams had to be cancelled in 1972). Thousands of young people in Santa Clara Valley developed their physical skills and had their characters shaped by an outstanding cadre of coaches.

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Artistic performance has also been a hallmark of De Anza, right from the start. Herb Patnoe's jazz band and pep band developed hundreds of musicians. Royal Stanton's Schola Cantorum and other choral groups established a strong tradition that continues to this day. The Schola's annual December Messiah sing in Flint Center became the prototype in the Bay Area for this popular, community-participation event. Painting, sculpture, and other plastic arts developed the creativity of hundreds more students. The Cel-lar, located in the basement of the Bookstore, regularly held rock and folk concerts and regularly struggled to attract a student audience on Saturday nights. Political candidates regularly appeared on campus to debate issues and influence student voters, who had been empowered with the vote.

De Anza College from its beginning, as a concept in the minds of the first Board of Trustees for the district, to the architectural plans and the open mindedness of the first faculty and staff, has been a vibrant and exciting leader in community college education. At the heart of this vision was a faculty of superior accomplishment, and programs of uncommon strength. More critically, there was from the beginning an attention to programs that made excellence possible for the widest range of students. The integration of planning for academic programs and student support services, for example, has spanned many years and continues to this day. The robust support for institutional research was always tied to program design, aimed especially at understanding what works for those traditionally left out of higher education.

These programs are everywhere: the Math Performance Success Program, the LinC Program, Student Success and Retention Services Center, the Readiness Program, the Tutorial Center and Language labs. All bring both academic and student services together with peer resources to assist students in their work. Most broadly, these programs join outreach and access programs (Puente and EOPS, as examples) to reach beyond the community of students originally imagined by the founders. What is critical to the identity of De Anza has been, then, a continuity of excellence from the beginning days, joined to the ability to adapt and change programmatic capacity as the demographics and character of the students changed. Once more middle class, now more working class, once more Anglo, now thoroughly multicultural, once virtually monolingual, now multilingual, De Anza's students are our proudest strength and the force behind our innovation and imagination.

Any account, then, of the "Philosophy" of De Anza holds this duality at its core: an enduring commitment to intellectual excellence coupled with sensitivity to the ever-changing needs of our students. The history of the college is replete with new programs and new projects, new pedagogical initiatives and new technologies. But these do not sit out there in academic



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space, dissociated from context. As an example, we created large and effective ESL programs because we saw an enormous need among students unprepared to succeed in English; we created effective student peer counseling programs for ESL students because we saw our own students as resources to each other.

The mission and vision of the college are elaborated in another section of this self-study, and capture the philosophic themes animating college planning. But the list of thematic purposes rests on an ethical core: that De Anza will respond with generosity and imagination to the ever changing needs of our students. In a world of great conflict and contradiction, our students choose to devote themselves to an old and traditional dream: that education will make you free. In response to their dreams, we insist on pushing them further than a career (or economic freedom); we seek an education that gives them a freedom of spirit. If, as the Brazilian educational theorist Paulo Freire wrote, “An education which does not liberate, enslaves,” we owe our students an education that prepares them for more than a functional role in the current order. We will give them an education that prepares them to change that order.

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## Organization for the Accreditation Self-Study

De Anza College was last accredited in 1999-2000. The Accreditation Self-Study teams for this year's report were chosen to provide opportunities for participation by members of the faculty, classified staff, administration, and students.

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

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

### **Accreditation Oversight Team:**

Brian Murphy, President  
Judy Miner, Vice President of Instruction  
Jeanine Hawk, Vice President of Finance and College Services  
Andrew LaManque, Classified  
Rich Hansen, Faculty  
Dan Mitchell, Faculty  
Judy Mowrey, Faculty  
Steve Sellitti, Administrator  
Barbara Illowsky, Faculty  
Lois Jenkins, Classified

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

Nancy Canter, Dean of Creative Arts  
Robert Covington, CSEA representative  
Vicky Criddle, Finance and College Services PBT co-chair,  
Classified Senate President  
Cyndy Dowling, Classified Senate  
Christina Espinosa-Pieb, Multicultural Staff Association  
Nadine Foster-Mahar, DASB President

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Mike Gough, Curriculum Chair  
Robert Griffin, Vice President of Student Services  
and Institutional Research  
Amine Hambaba, DASB Executive Vice President  
Nafees Hamid, DASB Senator  
Jeanine Hawk, Vice President of Finance and College Services  
Scott Heffner, Faculty Association Representative  
Barbara Illowsky, Instructional PBT co-chair  
Kathy Kyne, Dean of Admissions and Records  
Andrew LaManque, Campus Researcher  
Judy Miner, Vice President of Instruction  
Dan Mitchell, Academic Senate President  
Brian Murphy, President  
Dennis Shannakian, Classified Senate President-elect  
Marion Winters, Student Services PBT and Diversity Advisory Chair

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

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

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

Judy Miner, Vice President of Instruction (co-chair)  
Dan Mitchell, Academic Senate President (co-chair)  
Diana Alves de Lima  
Margaret Bdzil  
Caron Blinick  
Kathleen Burson  
David Campbell  
Nancy Canter  
Alicia Cortez  
Joan Crandall

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Dan Dishno  
Christina Espinosa-Pieb  
Speranta Georgiou  
Mike Gough  
Kevin Harral  
Barbara Illowsky  
Howard Irvin  
Paula Israel  
Letha Jeanpierre  
Lois Jenkins  
Anu Khanna  
Duane Kubo  
Kathy Kyne  
Clara Lam  
Andrew LaManque  
Anne Leskinen  
Jim McCarthy  
Judy Mowrey  
Marilyn Patton  
Rich Schroeder  
Steve Sellitti  
Stephanie Sherman  
Jefferson Shirley  
John Swensson  
T.J. Walton  
Carolyn Wilkins-Greene  
Cheryl Woodward  
Student, Stephanie Bellini

**Standard III: Resources**

Jeanine Hawk, Vice President of Finance and College Services (co-chair)  
Judy Mowrey, Librarian (co-chair)  
David Campbell  
Carol Cini  
Donna Jones-Dulin  
Pippa Gibson  
Richard Grove  
Joni Hayes  
George Hein  
Melinda Hughes  
Letha Jeanpierre  
Shirley Kawazoe  
Sally Larson  
Kevin Metcalf

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Jean Miller  
Janny Thai  
Renato Tuazon  
Marion Winters  
Students, Hudah Mukiibi and Gita Gam

**Standard IV: Leadership and Governance**

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

**Accreditation Self-Study Editor**

Lois Jenkins, Classified

**Accreditation Web Site Developer**

Carleen Bruins, Classified

**Accreditation Liaison Officer**

Robert Griffin, Vice President of Student Services  
and Institutional Research

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## **De Anza Mission, Vision and Goals**

The current De Anza College mission statement was adopted in 1999 as part of the college's Educational Master Plan, "DE ANZA 2005 Pathways to Excellence." The mission was reaffirmed in the 2005 update of the Educational Master Plan.

### **Mission:**

Building on its tradition of excellence, De Anza College challenges students of every background

- to develop their intellect, character, and abilities,
- to achieve their educational goals, and
- to serve their community in a diverse and changing world.

### **Purpose:**

To accomplish its mission, De Anza College provides a quality teaching and learning environment and sound educational programs and services, accessible and responsive to the needs and interests of the people of our community.

### **Outcomes:**

De Anza College fulfills its mission by fostering successful students who become

- knowledgeable and self-directed members of the workplace,
- appreciative of the aesthetic expressions of humankind,
- vital participants in the diverse cultures of our community,
- informed and active citizens of the world, and
- lifelong learners.

### **Vision:**

OUTSTANDING GENERAL EDUCATION:

WE SEE...an outstanding general education backbone to our degrees, founded on interconnectivity and interdisciplinary course offerings.

FUTURE ORIENTED WORKFORCE PROGRAMS:

WE SEE...clusters of occupational and technical programs that are future oriented; limited in number elected for high quality and market dominance; and well supported.

SUCCESS OF UNDERPREPARED STUDENTS:

WE SEE...basic skills courses and programs that are also interdisciplinary, and integrated with content courses and services. We have "the best ESL in the country."

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#### INVITING AND ENGAGING CAMPUS CLIMATE:

WE SEE...an inviting campus culture, climate, and physical plant – a beautiful campus in every sense. Special aspects including: a multicultural/international flair, “real college” elements such as carillon bells and a wide variety of student “happenings,” and an active and constructive associated student body and clubs.

#### EASY ACCESS:

WE SEE...easy access to the college, including simpler, clearer enrollment processes; more targeted orientation and counseling in accordance with a student flow model; more user-friendly interface in all areas, such as our class schedule; and better connections with high schools regarding student preparedness and eligibility.

#### PARTNERSHIPS:

WE SEE...outstanding business, school and community partnerships resulting in a decreased dependence on state funding; and built-in employment for students.

#### TECHNOLOGY:

WE SEE...outstanding technology in support of our initiatives: distance learning so that you can get to De Anza “Anytime, Anyplace, Anywhere,” delivery of student services such as a state-of-the-art degree audit system; curriculum management; and well-supported, integrated, and useful decision and information systems.

#### ACCOUNTABILITY:

WE SEE...outstanding management in support of our initiatives with improved fiscal management; a grants office; excellent marketing; highly effective shared decision-making; and improved human resources.

#### **Core Values:**

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

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**Strategic Goals:**

1. Achieve levels of excellence in a climate of learning for a diverse student body.
2. Provide effective pathways to learning for every student.
3. Improve student learning, student life, and the management of resources through the appropriate applications of technology.
4. Increase access through planned growth and fiscal soundness.



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## **Accreditation Self-Study Timeline**

### **2004 Spring Quarter**

- May 14 – Senior administrators reviewed accreditation standards and developed a tentative plan of action.
- June 10 – Discussion of accreditation plans with Academic and Classified Senate leadership.
- June 15 – Accreditation training for managers, supervisors, governance leaders, invited faculty, staff and students by Accrediting Commission.

### **2004 Summer Session**

- July 9 – Accreditation Liaison Officer responsibilities shifted from Dean of Academic Services to Vice President of Student Services and Institutional Research.
- Aug. 23 – Accreditation standard co-chairs identified and contacted regarding availability and interest.
- Aug. 26 – First meeting of co-chairs to review the plan for conducting the self-study.
- Sept. 2 – Team members identified and contacted.
- Sept. 13 – Co-chairs met to review plans for Opening Day presentation.

### **2004 Fall Quarter**

- Sept. 16 – Accreditation plans shared, standard co-chairs and team members introduced to college community at the Opening Day activities.
- Sept. 22 – Accreditation Liaison Officer attended accreditation training conducted by Accrediting Commission.
- Oct. 8 – Detailed information from the Accreditation Commission Web site sent to team members of all standards and governance leaders, outlining the new standards and the focus on Student Learning Outcomes, institutional dialogue and the need for evidence.
- Oct. 28 – Meeting with everyone involved in the self-study process and three individuals who served on accreditation site team visits using the new standards. They shared their perceptions and findings related to their visits, emphasizing the need to address Student Learning Outcomes, provide evidence of actions and activities cited in the self-study, and to demonstrate that institutional dialogue was at the foundation of information in the self-study.
- Nov. 3 – Accreditation Web site was created for team members to post information and work on the standards. Web site also avail-

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able to the entire college community to view the work to date and other information related to the accreditation process.

- E-mails periodically sent to individuals and groups involved, concerned or with a role to play regarding the self-study, asking them to review information posted on the Web site.
- Nov. 11 – Progress report to College Council on the accreditation process, including progress of the teams, work needing to be performed, expectation of work to be done by governance groups and a reminder of the need for institutional dialogue.
- Nov. 29 – Accreditation self-study team members were sent the CD, “Guide to Evaluating Institutions,” developed by the Accreditation Commission. The CD contains information regarding what the Accreditation Commission expects to be addressed in the new standards.
- Dec. 6 – Meeting of co-chairs to review progress on standards and discuss findings that may impact other standards.

#### **2005 Winter Quarter**

- Jan. 5 – Submission guidelines sent to all team members by self-study Editor.
- Jan. 18 – Accreditation co-chairs met to review progress to date and identify conflicting information across the standards.
- Feb. 4 – Co-chairs met with Liaison Officer and Editor
- Feb. 10 – The College Council provided an update on status of self-study.
- Feb. 11 – Town Hall Meeting (all members of the college community invited to attend) held to provide an update on the accreditation process.
- March 1 – All drafts due to Editor (to include descriptive summaries, evaluations, sources of evidence) for editing.
- March 15 – All planning agendas due to Editor for integration into self-study report.
- March 22 – De Anza President’s Council met to review work on self-study.

#### **2005 Spring Quarter**

- April 1 – Editor sent Draft #1 of self-study (with the introductory materials and planning agendas included) back to Liaison Officer for distribution to all committee members for review before April 13 meeting.
- April 13 – Co-chairs met to review documents for conflict of information.

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- April 22 – Co-chairs met to review planning agendas in each standard to determine appropriateness or relationship to other planning agendas.
  - April 25 – President’s Council reviewed progress on self-study and the accreditation calendar to identify any problems.
  - April 28 – Co-chairs presented information on the planning agendas in each standard at an All Administrators and Supervisors meeting. The Academic Senate, Classified Senate, and De Anza Student Body Association (DASB) leaders were invited to participate in this meeting.
  - May 5 – College Council to discuss Draft #2 and submit suggestions to Liaison Officer; Editor to incorporate approved changes.
  - May 11 – Review of self-study with DASB at their regularly scheduled meeting.
  - May 19 – Meeting of all committee co-chairs and members for discussion/review of self-study Final Draft before sending document to the president for review and comments; Editor to incorporate approved changes.
  - June 20 – Final Draft goes to FHDA Board of Trustees for review.

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## **Eligibility Requirements for Accreditation**

### **1. Authority**

De Anza College is reviewed and accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. This accreditation authorizes the college to offer courses that parallel the first two years of the state universities' curricula (De Anza College 2004-2005 Catalog).

### **2. Mission**

De Anza College's educational mission is clearly defined and is reviewed and adopted periodically by the College Council (advisory body to the president) and the Foothill-De Anza Community College District Board of Trustees, according to board policy. It is published in the current catalog and schedule of classes. De Anza's mission is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve.

### **3. Governing Board**

De Anza College is one of two colleges in the Foothill-De Anza Community College District (FHDA). FHDA has a functioning governing board responsible for the quality and integrity of both colleges in the district and for ensuring that the institution's mission is being carried out (Board Philosophy and Mission Statement and Code of Ethics). Its membership is sufficient in size and composition to fulfill all board responsibilities (Board Philosophy and Mission statement, Roles and Responsibilities). The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. No member of the board has an employment, family, ownership, or other personal financial interest in the institution (Board Policy on Philosophy and Mission).

### **4. Chief Executive Officer**

De Anza College has a chief executive officer who is appointed by the FHDA District Chancellor and the District Board of Trustees, and whose primary responsibility is to the institution (Board Policy).

### **5. Administrative Capacity**

The number of administrative staff members (32) at De Anza College supports the services necessary to carry out the institution's mission and purpose. Their preparation and experience is scrutinized through rigorous Management Employment selection and evaluation procedures (Board Policy 4130, 4135).

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## **6. Operational Status**

De Anza College is operational, with more than 23,000 students actively pursuing its degree and certificate programs.

## **7. Degrees**

De Anza College offers a wide range of educational programs, 55 of which lead to associate degrees.

## **8. Educational Programs**

De Anza's degree programs are congruent with its mission, are based on recognized higher education fields of study, and are of sufficient content and length. Instructors are contractually obligated to teach to the standards of their disciplines (minimum qualifications established by the California Community Colleges Statewide Academic Senate) and to honor the official course outline of record, both of which ensure that courses are conducted at levels of quality and rigor appropriate to the degrees offered (Agreement between the Faculty Association and FHDA). Fifty-five degree programs are two academic years in length (see current catalog).

## **9. Academic Credit**

De Anza College awards academic credits based on generally accepted practices in degree-granting institutions of higher education (per regulation, Title V, see current catalog, section on Grading System and Units Defined).

## **10. Educational Objectives**

De Anza College defines and publishes each educational program's objectives for students. (See current catalog sections, Highlights of De Anza College Associate Degree and Certificate Programs.)

## **11. General Education**

De Anza defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry (See current catalog, section on General Education Requirements). Mathematics, Reading, Writing, and Speaking Competency requirements are also stipulated in the above documents. The institution's General Education program is re-evaluated every seven years at the direction of the Academic Senate (Academic Senate minutes).

## **12. Faculty**

De Anza has 300 full-time faculty members who are qualified to conduct the institution's programs as they have met state-mandated minimum qualifications (Minimum qualifications established by the California Community Colleges Statewide Academic Senate). Faculty duties and responsibilities are clearly outlined in Board Policy 4155.

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### **13. Student Services**

De Anza College provides for all of its students appropriate student services (per Board Policy 5550) and develops programs consistent with student characteristics and institutional mission. (See catalog section on Philosophy and Objectives.)

### **14. Admissions**

De Anza College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students eligible for its programs (Board Policy 5000).

### **15. Information and Learning Resources**

De Anza College provides specific long-term access to sufficient information and learning resources and services to support its mission and all of its educational programs (Board Policy 6170).

### **16. Financial Resources**

The planning and budget process at De Anza College is coordinated through functional area Planning and Budgeting Teams, the Campus Budget Committee, the College Council, deans, directors, vice presidents, and the president. This process is a sufficient instrument to achieve the college's mission, strategic goals and priorities, and supports the existing programs and services of the college (Board Policy 3000).

### **17. Financial Accountability**

Each year, the district contracts with an independent Certified Public Auditor. The audit is conducted in accordance with standards applicable to financial audits contained in Governmental Accounting Standards Board Statements Number 34 and 35, using Business Type Activity Model recommended by the Chancellor's Office Committee on Fiscal and Accountability Standards.

### **18. Institutional Planning and Evaluation**

De Anza College provides evidence of basic planning for the development of the institution, planning that identifies and integrates plans for academic personnel, learning resources, facilities and financial development, as well as procedures for Program Review and institutional improvement (see college goals, Strategic Plan, Vision Statement, Facilities Master Plan, Financial Plan, etc.).

De Anza College systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including documentation of institutional effectiveness through reports to the California Community Colleges Chancellor's Office, annual State of the College Reports, reports for the League for Innovation in the Community College membership, Ac-

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creditation Self-Study Reports, catalogs, reports to College Council, and other community and governance documents. The college does not have a campus-wide assessment of Student Learning Outcomes or routine publication of those outcomes.

### **19. Public Information**

De Anza College publishes in its catalog and schedule, and posts on its Web site, precise and up-to-date information on the following:

- Purpose and Objectives (see catalog, Philosophy and Objectives)
- Admission Requirements and Procedures (see catalog)
- Items relevant to attendance and withdrawal (see catalog and current class schedule)
- Rules and Regulations Directly Affecting Students (see catalog and Board Policies on Time, Place and Manner and Student Rights and Responsibilities)
- Complaint and Grievance Procedures (see catalog, and Board Policies on Student Complaint and Grievance Procedures)
- Programs and Courses/Degree Offered and Degree Requirements (see catalog and college Web site)
- Academic Credentials of Faculty and Administrators (see catalog)

### **20. Relations With Accrediting Commission**

The governing board provides assurance that the institution adheres to the eligibility requirements, accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accreditation status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities (Board Policy 2510, catalog section on Accreditation).

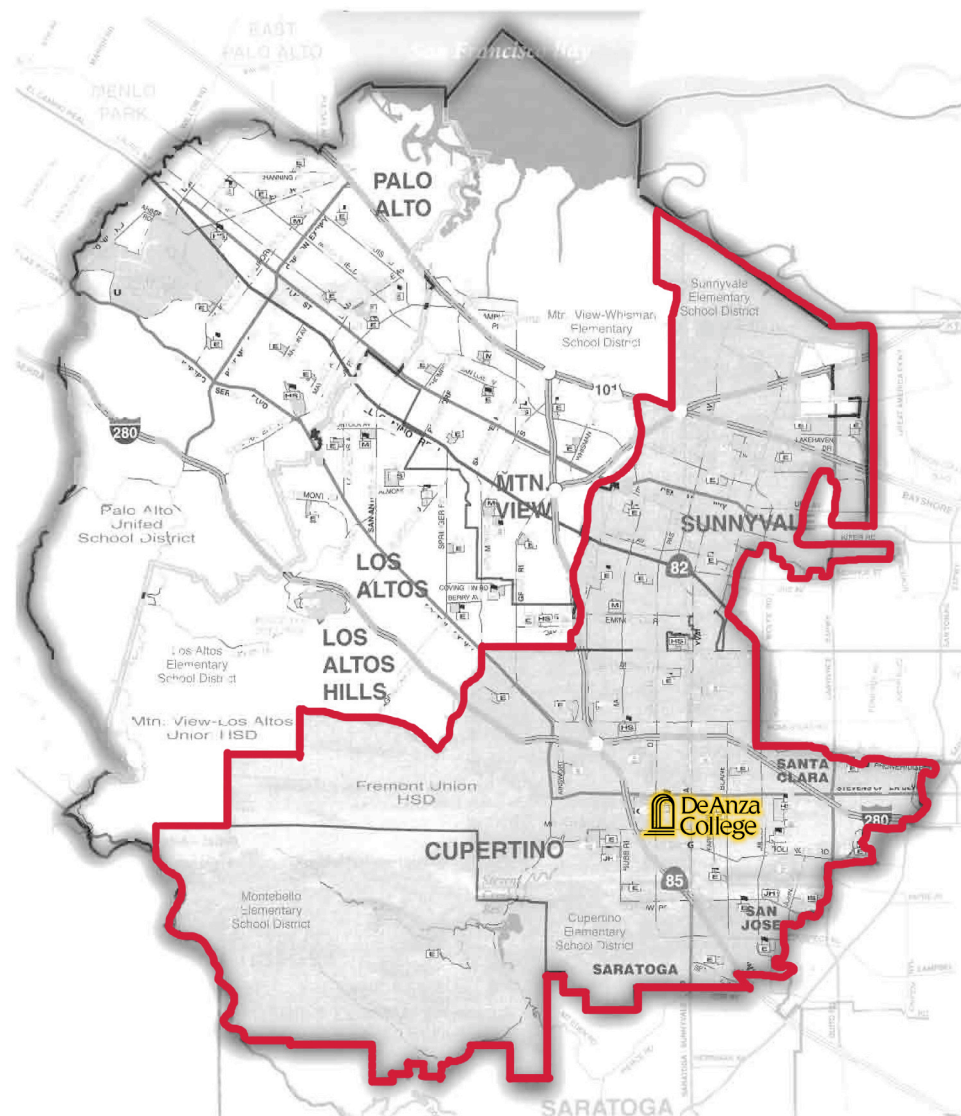


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## Descriptive Background and Demographics

De Anza College, founded in 1967, is one of the largest single-campus community colleges in the nation. Located on 112 acres in Cupertino, California, De Anza is one of two colleges in the Foothill-De Anza Community College District (FHDA). The boundaries of the Fremont Union High School District, roughly the cities of Sunnyvale and Cupertino, comprise the traditional service area of De Anza, but the college now also serves the region known as Silicon Valley.

### Foothill-De Anza Community College District





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Silicon Valley – broadly defined as Santa Clara and San Mateo counties – is a high technology area of high income and changing ethnicity. Significant trends include:

- Between 1993 and 2003, the share of Asian/Pacific Islander (non-Hispanic) residents almost doubled, from 19% in 1993 to 36% in 2003.
- In 2003, the percentage of White (non-Hispanic) and Asian/Pacific Islander (non-Hispanic) residents was nearly equal, at 37% and 36% respectively. In 1993 Whites (non-Hispanic) made up nearly 60% of the regions' population.
- The share of Hispanic residents increased by half from 15% in 1993 to 23% in 2003.
- The percentage of the Silicon Valley population that is Black (non-Hispanic) decreased slightly from 1993 to 2003, while the share of American Indian/Alaskan Native/Other (non-Hispanic) remained virtually the same.
- In 2003, 40% of the region's population was foreign born, up from 32% in 2000. Two out of five Silicon Valley residents were born outside this country.
- In 2003, 40% of residents had at least a bachelor's degree, compared to 31% ten years ago.

(Source: *Silicon Valley's Joint Venture 2004*, [www.jointventure.org/](http://www.jointventure.org/))

The district is governed by a five-member Board of Trustees, each member elected to a four-year non-concurrent term and augmented by two advisory-voting student representatives. The president of the college, Dr. Brian Murphy, arrived in the summer of 2004. Since the last accreditation team visit, the administrative structure has been flattened to include only three vice presidents (Instruction, Student Services and Institutional Research, and Finance and College Services), with the duties of the vice president for Workforce redistributed to other administrators. The vice presidents for Instruction and Student Services and Institutional Research were at the college in 1999, while the vice president of Finance and College Services arrived in the spring of 2004.

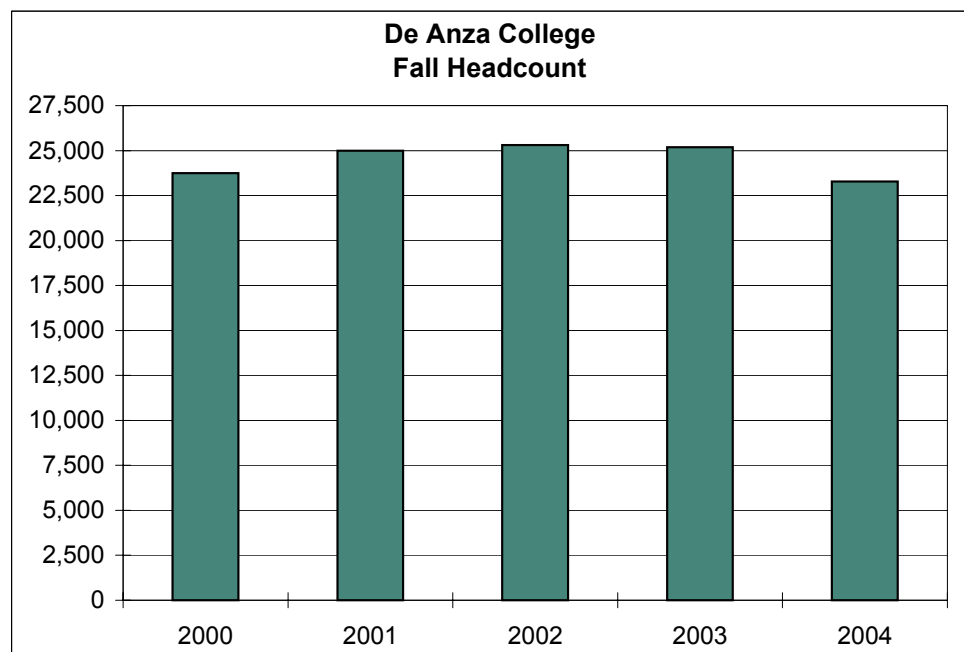
Important demographics of De Anza's student population include:

- Students from the traditional service area account for only about 25% of the student population.
  - About 45% of students come from the city of San Jose, while 12% come from Sunnyvale and about 10% from Cupertino.
- Nearly 80% of students attend classes during the day.

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- Just over 25% of students are considered full time, taking 12 or more units.
  - About 1,000 international students attend the college each quarter, making De Anza one of the largest community college programs for international students in the country.
  - About 52% of De Anza's students each quarter are female.
  - About 20% of the students have already completed a bachelor's degree or higher.
  - About 60% of the students enrolled each quarter are 24 years old or younger.

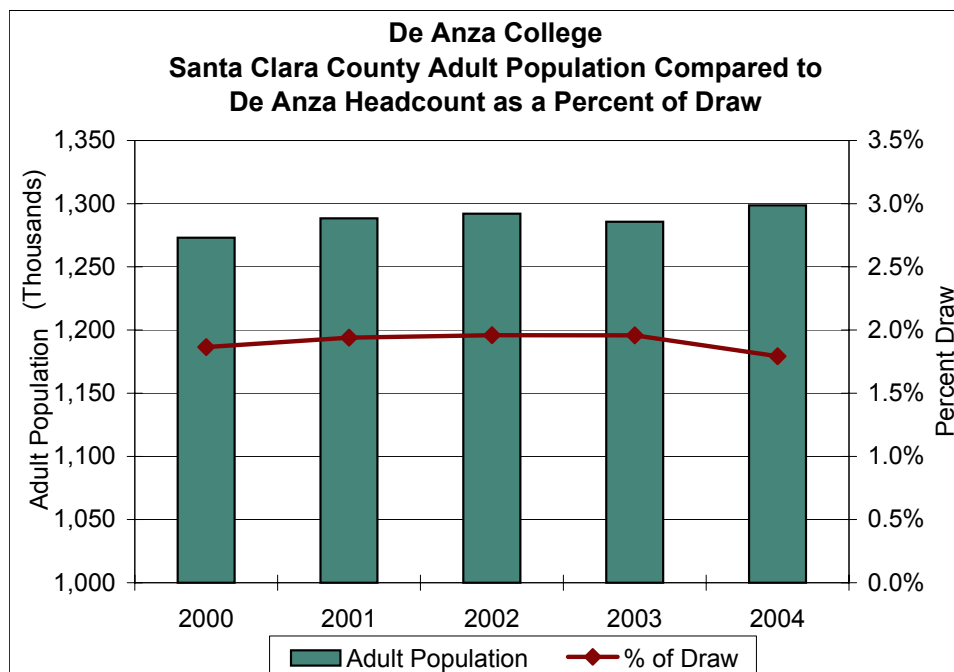
Fall headcount enrollment has been at about 25,000 for three of the last five fall quarters from 2000-2004 (see Figure 1). In fall 2004, headcount enrollment dropped by approximately 8%, and while much of the loss was made up in the winter and spring quarters the college remained about 2% below its state appropriation enrollment target for the year.

Figure 1



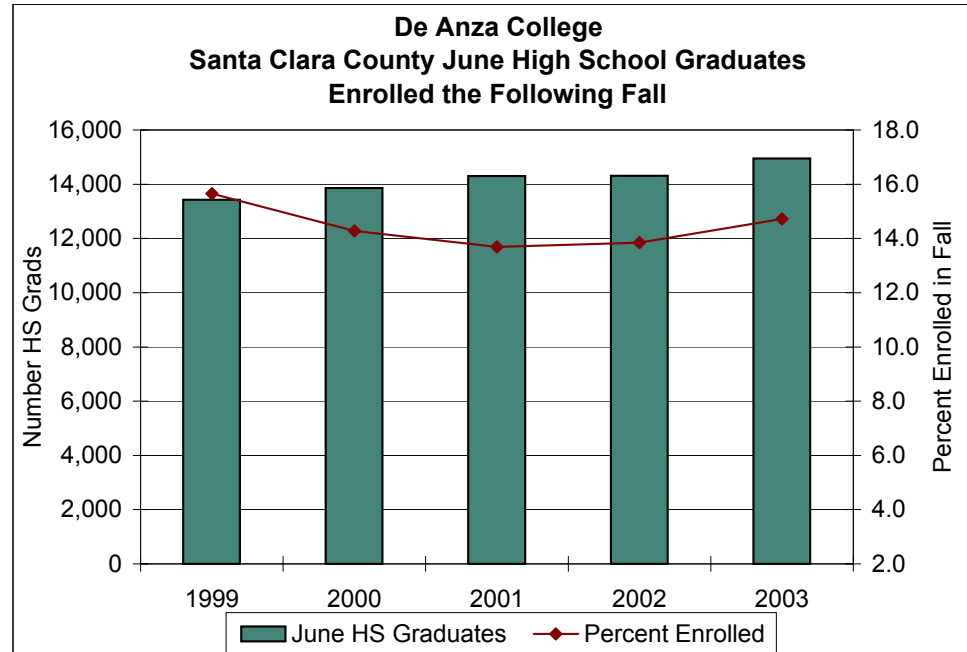
Between 2000 and 2004, the adult population (ages 18 and over) of Santa Clara County grew by 26,000, from 1.273 million to 1.298 million. The increase included the loss in 2002 and 2003 of more than 35,000 residents that left the Silicon Valley after the dot-com bust (Source: Joint Ventures 2004, page 6). The loss of these workers greatly impacted classes in computer information systems, resulting in an enrollment decline in these classes of more than 60%. From 2001-2003, De Anza enrolled just slightly less than 2% of the adult population in the county during the fall quarter. In fall of 2004 this number dropped to 1.79% (see Figure 2).

Figure 2



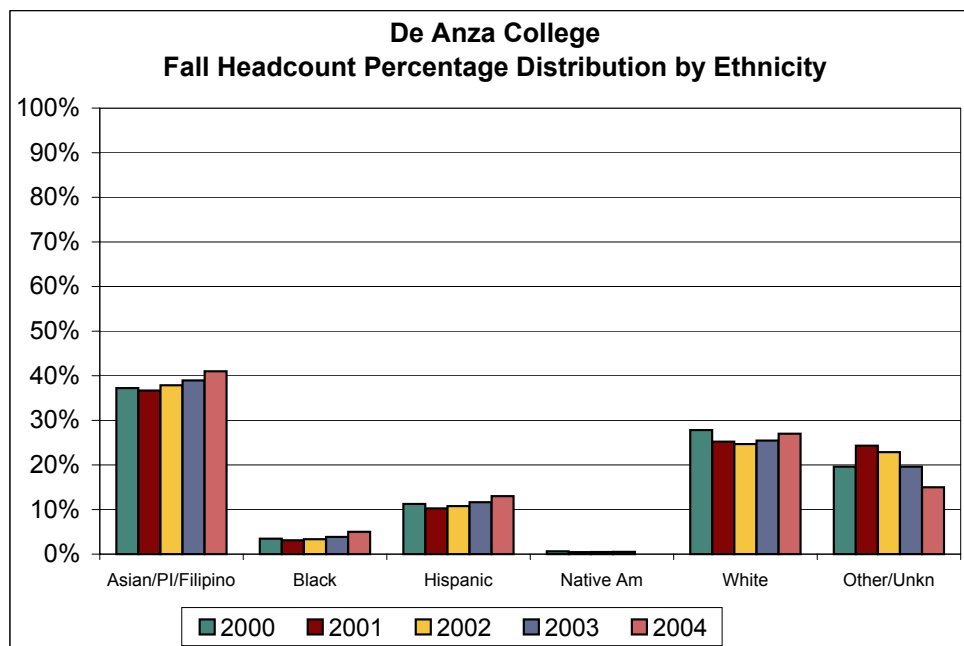
As depicted in Figure 3, De Anza attracted about 15% of all Santa Clara County students graduating from high school in June 2003 (latest available data). Although declining in the early part of the decade, the student draw at De Anza as a percent of high school graduates has remained fairly stable, between 14% and 16%.

Figure 3



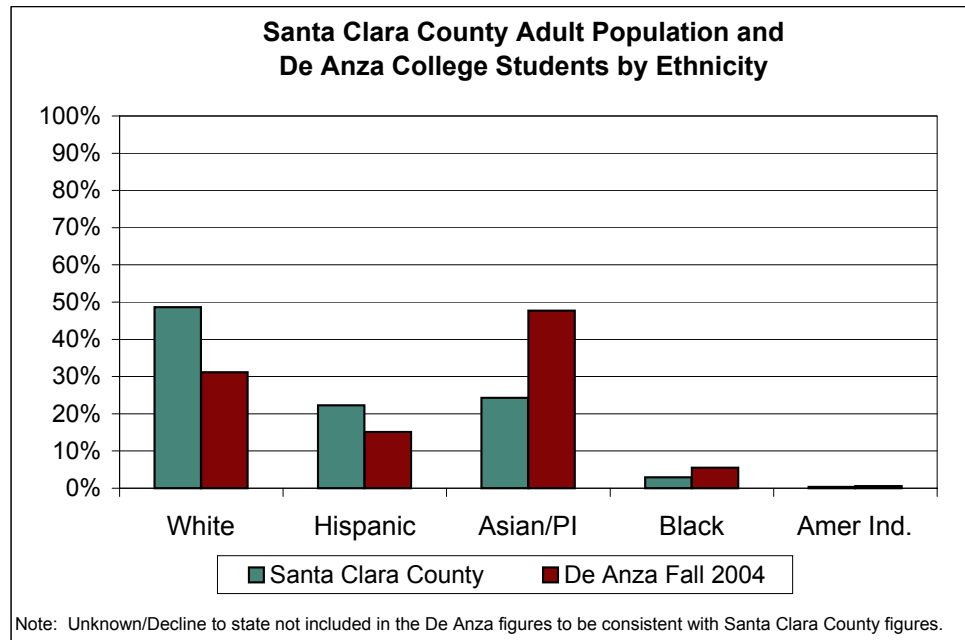
The De Anza student population includes a diverse array of ethnic groups. Students identifying themselves as Asian, Pacific Islander and Filipino made up about 40% of the headcount enrollment in the fall of 2004. White students represented about 25% of the population, while Hispanics represented about 13% (see Figure 4).

Figure 4



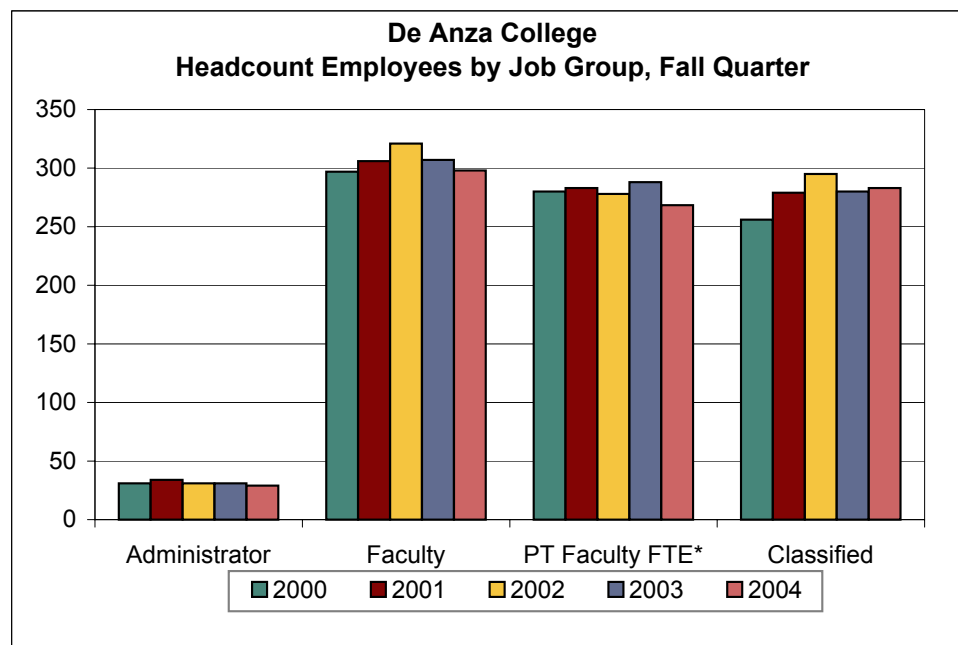
Compared to the ethnicity of the adult population in Santa Clara County, De Anza's student population (with Unknown and Decline to State responses redistributed) is proportionally more Asian and less White and Hispanic (see Figure 5).

Figure 5



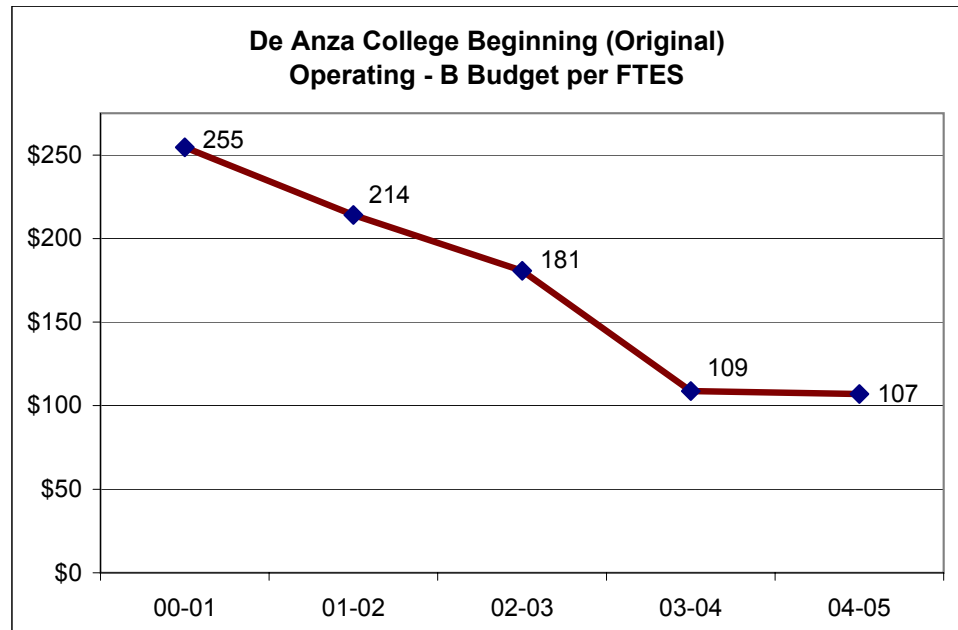
Staffing numbers at De Anza have been affected by the college's enrollment and budget patterns over the last five years. Additional full-time faculty and classified staff were hired using targeted performance funding from the state during the first part of the decade (see Figure 6). Budgets began to tighten in 2003, with the 2005 fiscal year projected to be the worst in many years, resulting in layoff notices given to about 5% of the classified staff in the spring of 2005. In addition, Operating or B budget allocations per student (for such items as supplies and staff development) have dropped nearly 50% (Figure 7).

Figure 6



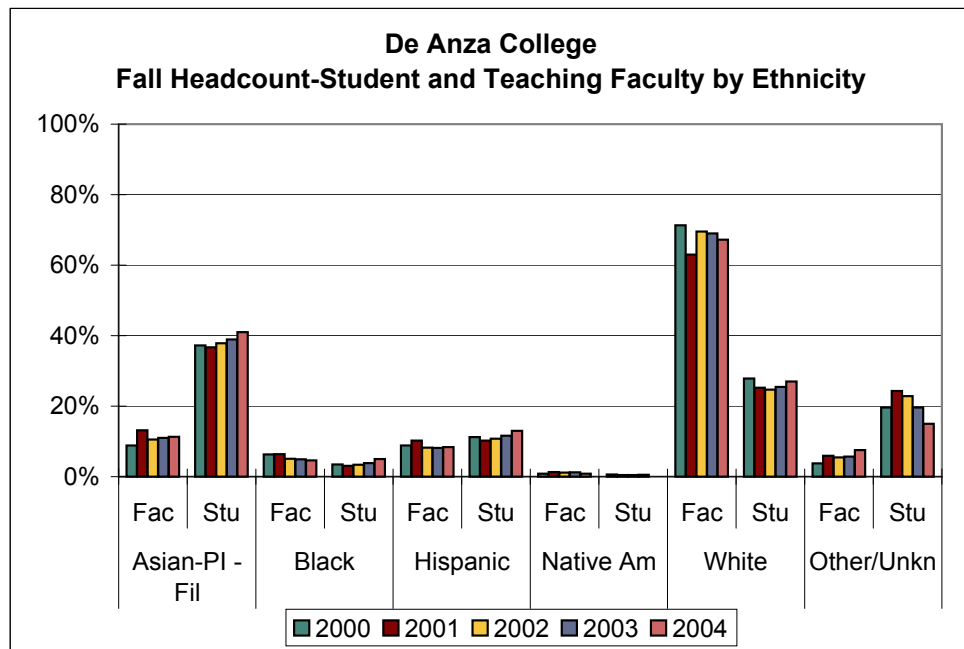
\* PT Faculty FTE includes FTE overload of FT faculty but not Article 19 faculty.

Figure 7



About two-thirds of the full-time teaching faculty headcount at De Anza were reported as White. While a priority has been given to hiring a diverse faculty in recent years, the high percentage of White faculty compared to the percentage of White students may be due to several factors. These factors include past hires and overload teaching among older faculty (most often White).

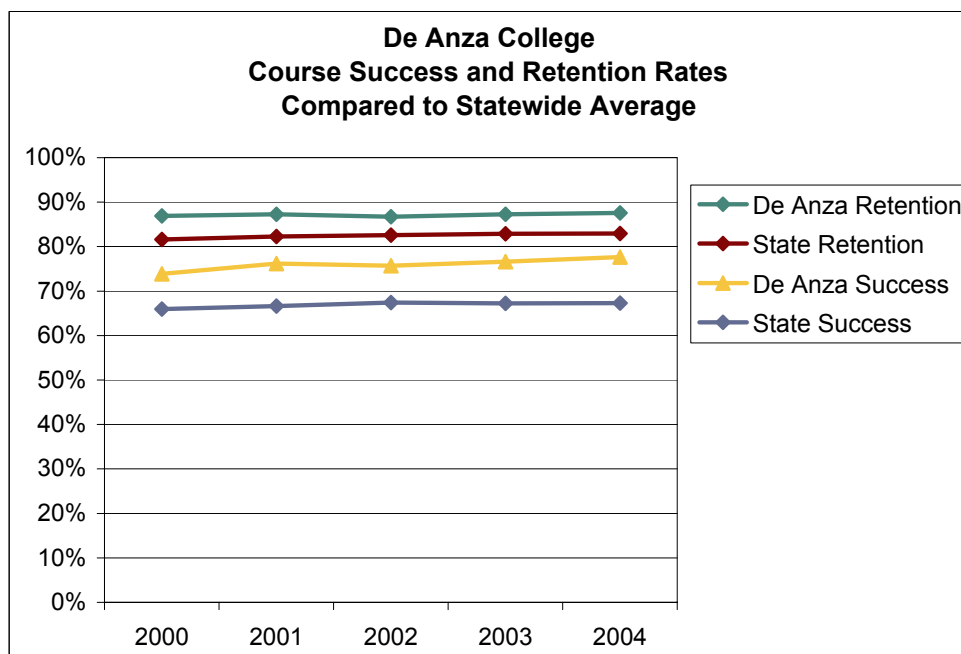
Figure 8





One measure of how well De Anza students are learning is the course success rate. Student course success is the percentage of students attending at the fourth week that receive an A, B, or C as a final grade. De Anza course success rates remain above the statewide average. In addition, course retention – students receiving a grade other than W– is also above the statewide average (see Figure 9).

Figure 9



Another measurement of college outcomes is the number of degrees and certificates awarded. Since 1999-2000, the number of degrees and certificates awarded has remained stable after showing an increase in 2002-2003. The number of students transferring to UC and CSU campuses has increased by 12% from 1999-2000 to 2003-2004.

Figure 10

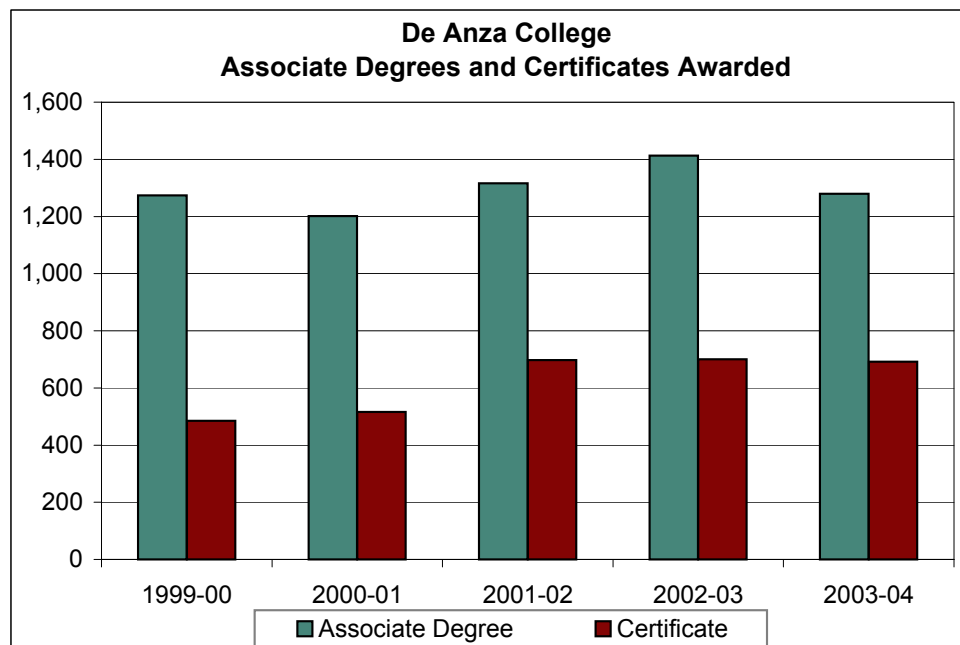
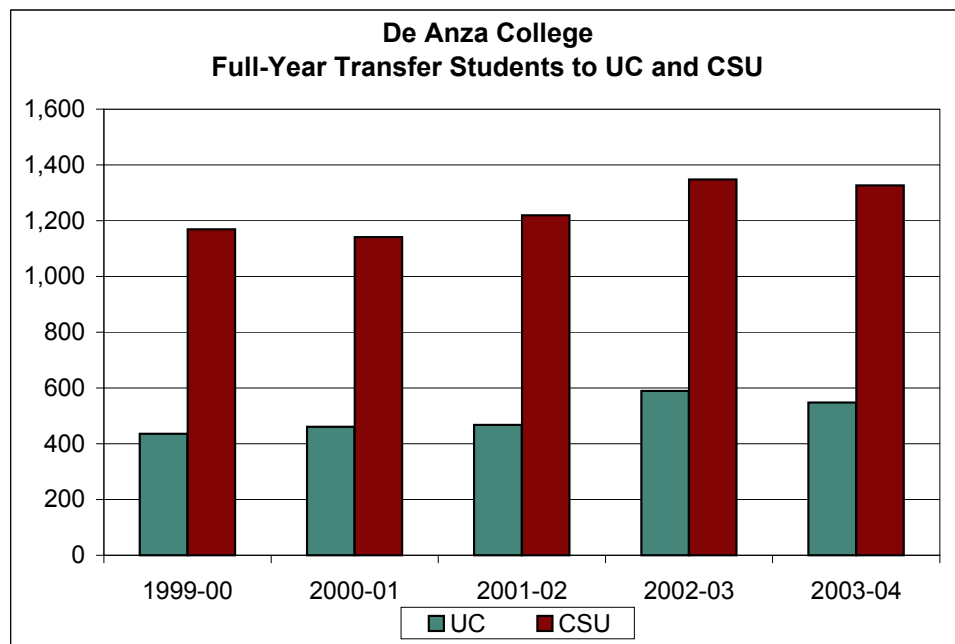


Figure 11



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## Summary of the Self-Study by Themes

### **Institutional Commitment**

De Anza College's commitment to providing high quality education is specifically stated in our mission, vision, and strategic goals. Indeed, De Anza's identity is framed by such a commitment and includes the very guidelines provided by the District Board of Trustees for the planning and building of the college's physical plant. Our commitment to providing excellent instruction in innovative programs is expressed in every version of the college's Educational Master Plan, infuses the equity plans of every unit on campus, and informs the planning and design elements of our Measure E construction program.

The college commitment to student learning and student success is reinforced through the following practices:

- The Strategic Planning process – including the development of both Educational Master Plans and the college Facilities Master Plan.
- The Program Review process – where detailed assessments of programmatic outcomes are provided as central elements of review. The annual Program Reviews include assessment of student classroom success and maintenance of service delivery levels.
- The New Programs development process – where detailed assessments of student demand are linked to assessments of staffing capacity and program integrity.
- The Planning and Budget Teams structure – where representation of all shared governance constituent groups is intended to ensure the broadest conversation of both instructional and non-instructional elements of program and organizational design.
- The Goals Setting process – included as a part of the Program Review.
- The Student Equity planning process – included as part of Program Review.
- The Resource Allocation process – linked to the Program Review process.
- The Marketing/Communications Office's student surveys – conducted to collect information for the planning and budgeting process of the college and to query student satisfaction, reasons for persistence or non-persistence, and areas of student interest.

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- The Curriculum Review process – to facilitate consistency in the quality of instruction and assure adherence to campus curriculum standards and transfer/matriculation standards as well as responsiveness to workforce education needs.
  - The Faculty Evaluation process – for full- and part-time faculty, including administrative, peer, and student evaluations focused on quality of instruction, professional growth, and special service.
  - The Staff Development Program – which provides faculty and staff the opportunity to expand their teaching and support services skills and effectiveness.
  - The Budget process – an assessment of impact on instructional outcomes and program integrity are the dominant metrics against which both reduction and expansion decisions are made.

Animating several of these specific institutional interventions and processes is a constant search for ways of integrating instructional and student services. Indeed, this search for program integration has marked the most successful and innovative programs at the college – particularly in the areas of English, English as a Second Language, and Mathematics – but reaching to virtually every instructional program. This institutional commitment is most visibly expressed in the opening of the new Student and Community Services Building at the very front of the campus. This symbolizes and realizes De Anza’s determination to making integrated Student Services available to every student, and expresses the college’s promise to never marginalize the services that surround our superb instructional program.

These various structures and processes are referenced throughout this Self-Study, with specific references in Standards I, II, III and IV.

### **Institutional Integrity**

Integrity is a theme that runs consistently through the college’s policies and practices beginning with the vision statement, which says “we see...an outstanding general education backbone to our degrees, founded on interconnectivity and interdisciplinary course offerings.” Our college purpose also demonstrates our commitment to institutional integrity with this statement:

“To accomplish its mission, De Anza College provides a quality teaching and learning environment and sound educational programs and services, accessible and responsive to the needs and interest of the people of our community.”

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Having made clear our fundamental educational purpose, the college aims to ensure that we model the values we expect from our students. Institutional life must be animated by the values of honesty, trust, clarity of purpose and action, openness to both ideas and people, and a profound commitment to a diversity of views and experiences.

There are numerous policies in place to support De Anza's emphasis on integrity. Board Policies and Administrative Regulations and Procedures stipulate Codes of Conduct for the entire college from board members to students. The Non-Discrimination and Sexual Harassment policies are specific examples of policies created to meet those standards, as are the Codes of Student Conduct, the codified expectations of faculty professional behavior, and all personnel processes that guarantee due process and fair representation. These policies and regulations were derived from the Educational Code and Title V; they were then modified to demonstrate our commitment beyond compliance and to reflect the values of the college.

De Anza's ethical standards are also reflected in:

- Hiring processes – which are guided by the district policies on hiring faculty, classified staff, and administrators
- Evaluation processes – for part-time, probationary and regular faculty, classified staff, and managers
- Formal grievance process – where student concerns about faculty assignment of grades or harassment/discrimination are addressed by the Grievance Review Committee, which includes student membership
- Evaluation of assessment and placement tests for cultural bias
- Inclusion of student government members on shared governance committees
- The appeal process afforded students on decisions regarding financial aid and other services that impact their student status

The college encourages open discussion of issues regarding integrity. The Academic Senate has a Professional Relations Committee that uses the State Academic Senate's Standards for Professional Conduct as its guide. The Classified Senate has its own institutional commitment to staff integrity, as do the unions representing classified staff.

This openness is also demonstrated in the college's honest and immediate communication with its employees and constituents through:

- Reports to the community
- News releases

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- Posting and publication of survey results and trends in research and institutional effectiveness
  - Posting and publication of minutes from Academic Senate, governance, and operational committees
  - Meetings held by the president with the leadership of the Academic and Classified Senates, faculty and classified unions, and the De Anza Associated Student Body (DASB)
  - Town Halls open to entire college community
  - College-wide celebrations such as the Holiday Party, Spring Fling, and Opening Day events

Board members ensure the college meets its legal and fiscal obligations, and De Anza further guarantees the integrity of its finances through internal control processes, audits, and the participation of its Budget Committee, representing all employees on campus and directed by the President's Council.

References to this theme are found throughout this Self-Study, with the most specific references in Standard IV.

### **Dialogue**

De Anza prides itself on having an engaging and inclusive environment for students, faculty, staff, and members of the surrounding community. The college views dialogue as an ongoing process critical to successfully supporting our mission and obtaining our purpose and goals. The dialogue at De Anza is based on our commitment to open conversation and analysis of data.

The college demonstrates its commitment to institutional dialogue in many ways. De Anza has an elaborate structure of shared governance that ensures broad dialogue regarding virtually every campus issue. Indeed, this structure of shared governance is considered a central element of De Anza's identity, and is referenced in virtually every faculty and staff document, personnel and governance policy, Educational and Facilities Master Plans, the development and review of curricula, programs, and college finances.

At the heart of the shared governance architecture are three overlapping institutional structures: an administrative structure which conducts its business through dialogue, an academic structure that ensures faculty governance of curricula and programs, and a formal shared governance structure that ensures representation of employee groups (both collective bargaining and professional organizations) in nearly every decision stream affecting the college.

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This latter structure includes the formal Planning and Budget process, where three representative teams (the Instructional PBT, the Student Services PBT, and the Finance and College Services PBT) assess and debate programmatic and budget issues. Regarding budget issues, these teams then report to the College Budget Committee, where dialogue ensures a campus overview of all area discussions. These discussions, as well as policy and planning discussions, are then brought to College Council, which is the campus-wide governance body. In all three levels (PBTs, College Budget, and College Council), each constituent group is ensured representation – students, administrative area, faculty and classified senates, and collective bargaining organizations.

In addition to these ongoing governance structures, dialogue is ensured in virtually every new policy initiative. An example is the president’s new Task Force on Civic and Community Engagement, formed to produce a report and recommendations regarding the campus’ capacity to provide greater opportunity for our students, faculty, and staff to gain the skills and experience of civic life. This group has a membership of nearly 30, is chaired by two members of the faculty, and has representation from students, administrators, classified staff, and faculty, and will bring its recommendations back into the shared governance structures when it reports out next January.

It is fair to say that De Anza has a “culture of dialogue.” At the same time it is fair to say that even with all the structures and organizational processes ensuring discussion, it takes constant vigilance and creativity to broaden the discussion to larger numbers of faculty, staff, and students. There have been criticisms of our processes that too few members of our community participate even when the opportunity is available, and that it is harder for new faculty and staff to enter into debate when the processes are so formal. Further, there is a simple issue of scale: as a college (or any other organization) goes beyond a certain size, it is harder to engage the entire corporate body in public debate. Thus, one of the president’s goals in the Strategic Planning Initiative next academic year is an exploration of newer forms of dialogue that might provide even greater access of our colleagues – including the use of new media and Internet technologies.

Beyond the process of shared governance, there are multiple other ways in which the college is engaged in dialogue. Among them are:

- The president, vice presidents, and faculty representatives meet regularly with the De Anza Commission, a body of community supporters whose work in the surrounding communities gives them unique capacity to assist the college. The college provides the commission information on activities and issues that impact its ability to accomplish its mission, and the commission pro-

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vides vital support and input on issues and concerns of the local community related to student and college success.

- Each quarter the president holds open forums called Town Hall Meetings to share important information with the college community on issues that impact their status and their work with students. Town Halls are also an important way for all members of the college to have their thoughts and concerns heard by others and to get input and feedback from the rest of the college community. Town Hall topics have regularly included the college and district budgets, enrollment trends, emergency response to natural disasters, Measure E construction updates, the Accreditation Self-Study, and other emerging issues.
- Each quarter the president holds All Managers and Supervisors meetings to discuss important issues related to the college and the students we serve. These are occasions for discussion of the college budget, Educational Master Plan, collective bargaining updates, accreditation, civic engagement, and other issues.
- The president communicates regularly with the faculty and staff via e-mail and written updates on fiscal and programmatic issues, and seeks regular input from campus constituencies on issues.
- College leadership regularly meets with division faculty to discuss fiscal, programmatic, and other issues.
- The Marketing/Communications Office provides an array of communications to campus constituencies, ensuring the dissemination of campus information. This includes notice boards, college-wide voice mails and e-mails, the monthly President's Report, and posted minutes of college governance groups.
- The Diversity Advisory Council has representation on campus governance bodies and communicates directly to faculty and staff regarding equity and diversity issues.
- The College Environmental Advisory Group (CEAG) has just transitioned into a campus-wide advisory body, provides courses (through Environmental Studies), and provides another venue for participation of faculty and staff in programs of environmental sustainability.



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- The student newspaper, *La Voz*, is nationally recognized as a model student publication, and provides weekly news of campus and regional issues to the campus community. The editorial and reporting staff of *La Voz* have regular and open access to the administrative, faculty, and staff leadership of the college.
  - In an effort to establish more informal avenues of communication, the president has established open office hours, regularly posted to the campus.
  - College equity plans, campus diversity climate surveys, and assessments of progress in equity goals, are broadly shared via e-mail and print materials, presentations to campus governance groups, and regular meetings of the Diversity Advisory Council.
  - The Multicultural Staff Association has representation on College Council as well as the Chancellor's Advisory Council, and hosts its own meetings and programs aimed at increasing the awareness of and commitment to cultural equity on campus and across the district.
  - Numerous campus-wide committees consisting of managers, faculty, classified staff, and students are devoted to improving student achievements and student learning. There are also academic committees devoted to discussing and assessing the effectiveness of processes, policies, and organizational structure, such as the Curriculum Committee, Instructional Deans, Student Services Council, and the Enrollment Management Task Force. These committees and councils base many of their discussions and actions on data gathered from student surveys, employee surveys, community surveys, and analyses of current trends collected by the college researcher and posted on the Institutional Research Web site.
  - Finally, the academic calendar is marked by public events that engage the faculty and staff in campus, district, and statewide issues. The college's Opening Day activities are used to address important issues and topics, particularly in the areas of student success and retention, equity and diversity planning, and long-range planning. Further, the college regularly shares best practices of programs and departments such as Learning in Communities (LinC) or Math Performance Success (MPS), in college-wide forums and special sessions.

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References to this theme are found throughout this Self-Study, with the most specific references in Standard IV.

### **Organization and Decision Making**

De Anza's communication and decision-making structures and processes are driven by the purpose statement: "De Anza College provides a quality teaching and learning environment and sound educational programs and services, accessible and responsive to the needs and interest of the people of our community," and the strategic goal that directs us to: "Provide Effective Pathways to Learning for Every Student."

As elaborated above, De Anza is a complex and large college, and to achieve its mission it is important that our organizational environment and structure be inclusive and engaging. The college values its staff, faculty, students, and the resources brought by each to the dialogue on student learning and success. Each person in a leadership position is expected to represent both the thinking and decisions of the group he or she represents in the governance process as well as the broader interests of the campus community. Then representatives are expected to communicate decisions, questions, and information back to the constituent group they represent.

The college organizational chart details this structure. What is more critical to grasp is a culture of debate and dialogue, where broad discussion of minor and major decisions is expected. However, there are limits to the detail of some of these conversations. For example, budget reduction discussions cannot include the specific names of employees facing potential layoff, due to elements of the collective bargaining contract governing layoffs. This is normal in a college environment.

The administrative organization consists of vice presidents of Instruction, Student Services and Institutional Research, and Finance and College Services, each overseeing those functional areas and reporting directly to the president. Each area has its own managerial structure appropriate to its particular purposes (division deans, for example, in Instruction), and has processes of planning, program review and assessment, budgeting and fiscal oversight. Each area also has a formal Planning and Budget Team (PBT), with representation from faculty and classified employees and students.

In addition to the administrative organization of the college, decision-making is carried out through overlapping structures of shared governance. The most critical of these are the college-based structures that formally represent faculty, staff, and students. The Academic Senate operates through its own structure and processes, as does the Classified Senate and the De Anza Associated Student Body (DASB). Each is represented on every PBT, College

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Budget Committee, the College Council, and most other organized bodies on campus. Faculty and staff are also represented by collective bargaining organizations, with contracts negotiated at the district level.

Among the most important of the shared governance bodies, the PBTs ensure representation and participation by all constituent groups. Each is chaired by the appropriate vice president and a co-chair from the faculty or classified staff. PBT membership includes, faculty, classified staff, students, management, and supervisors. Each PBT is responsible for receiving and reviewing the Program Reviews submitted by staff. The Program Review process allows every member of the staff to participate in setting goals. The information gathered is used to determine resource allocation, budget changes, policy decisions, and to create planning agendas. The co-chairs of each PBT meet as needed with other co-chairs to review the requests or recommendations that other PBTs will be taking forward to the College Council.

The College Council in turn has the responsibility for making recommendations to the president about the allocation of resources, changes in practices or policies, or changes in budgets and personnel. College Council is also viewed as the central governance body through which entirely new initiatives are brought, as well as being discussed in Academic Senate, Classified Senate, and DASB. An example would be the faculty and staff initiative in spring 2005 to make De Anza and Foothill colleges “smoke-free working environments.” This proposal was meticulously researched by an ad hoc group that conducted faculty and staff interviews and framed proposals that were then brought to every shared governance body – including the College Council – prior to delivery to the Chancellor’s Advisory Council and ultimate delivery to the Board of Trustees.

References to this theme are found throughout this Self-Study, with the most specific references in Standards I and IV.

### **Evaluation, Planning, and Improvement**

De Anza has a number of practices and processes in place that demonstrate its commitment to and understanding of evaluation, assessment, planning, and continuous improvement. The most visible example of the college’s commitment is the creation of the position of college researcher. This position is part of a district wide structure that reports to the director of District Institutional Research.

The college researcher works closely with all areas of the college, but also reports (in a dual reporting line) directly to the vice president of Student Services. De Anza expects all requests for resources and proposals for

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change at De Anza to be accompanied by an analysis of supporting data. The college researcher is regularly deluged with requests for data analysis and discussions of the attendant methodologies. Establishing the researcher position has prompted a campus-wide appreciation for the value and complexities of data management in support of program design.

As referenced above and as elaborated in Standard II, the Program Review process is designed to provide the PBTs with specific information related to evaluation, planning, and proposals for improvements of all programs and services of the college. The Program Review instruments that are used by each PBT are designed to qualify and quantify the information provided in order to determine the need for change, improvement, expansion, or other plans. The evaluation and planning process is not limited to any one area; the review of programs includes examining how other programs or services are affected by the result of an evaluation or the recommendation of a planning agenda.

When the college experienced an unanticipated decline in enrollment in fall quarter 2004, it quickly expanded the Enrollment Management Task Force to include data from the college researcher, Marketing/Communications, the college Outreach Office, Admissions and Records, instructional divisions, and other areas to perform a detailed analysis of the questions:

- Which students had left or were not registering in our classes?
- What classes and programs were being affected?
- What age group, demographic and geographic distribution data, and other information did we need to immediately respond to this decline?

As a result of careful analysis and planning, we were able to put practices into place that slowed the decrease in enrollment over the next two quarters. From an initial decline of 8% in headcount, we were able to regain enrollment over subsequent quarters to bring ourselves within 2% of last year. This result was driven by interventions crafted in response to data.

The day-to-day planning and evaluation processes at De Anza are driven by a number of critical factors, including:

- Accreditation recommendations
- Budget trends
- Data provided by Institutional Research
- Data provided by academic, vocational, and support services areas

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- Curriculum changes
  - Labor market trends
  - District goals

The planning efforts of the college are consistent with its mission statement and its current Educational Master Plan, and are coordinated by the primary planning body of the college, the College Council (composed of the president and 22 campus representatives).

At the same time it is critical to appreciate the particular passage through which De Anza is moving. Our Accreditation Self-Study coincided with what should have been the concluding year of analysis leading to a new Educational Master Plan. The 2003-2004 academic year was marked, however, by the departure of both the college president and vice president for Finance and College Services, the installation of a one-year interim president and vice president, and the search for a new president. That search was concluded in summer 2004, and the new president joined De Anza in July 2004.

The effect of this transition was to pause the strategic planning exercise for the Educational Master Plan until the arrival of the new president, to focus during this academic year (2004-2005) on the Accreditation Self-Study, and then use the Self-Study as a platform for a long-range Strategic Planning Initiative to begin in fall 2005. As a result, the campus did not develop an entirely new Educational Master Plan, but rather updated the current plan, "DE ANZA 2005 Pathways to Excellence," essentially ratifying the current planning goals, mission and vision, until the conclusion of the next academic year. This shift of planning horizon gave our new president time to join the college, and allows us to explicitly use the Accreditation Self-Study results for strategic planning purposes.

### **Student Learning Outcomes**

Virtually every program review at De Anza, every curriculum proposal or revision, and every assessment of program effectiveness is driven by data on learning outcomes. At the same time the college has not embraced an explicit Student Learning Outcomes (SLOs) model where there is assessment of learning outcomes outside the specific program or faculty member's governance of their programs and classrooms. This is partly due to a reluctance of the faculty to participate in any assessment program not driven by classroom-specific assessments, a reluctance shared broadly by the entire statewide Academic Senate of the California Community Colleges.

At the same time there is a growing appreciation of the potential utility of broader outcomes assessment than those currently used by faculty in their

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individual classrooms. More specifically, the new president has indicated that he believes the 2005-2006 Strategic Planning Initiative must include an exploration of mechanisms to better understand the effectiveness of instructional programs. The faculty leadership at De Anza is thoroughly committed to such better understandings, but does not wish to have imported into the college any instruments and mechanisms not developed here. Faculty will have the opportunity to lead learning outcomes efforts through the future work of the Curriculum Committee and the Instructional Planning and Budgeting Team, which will revise the Program Review process to include learning outcomes measures.

That said, recent SLOs efforts have been successful in numerous vocational programs on campus, and there is widespread use of success and retention data to design courses and programs. The entire structure of the Mathematics developmental skills curricula was redesigned on the basis of student success and retention data that indicated critical structural impediments to student success. For a summary of our current work, see the next section, “Student Learning Outcomes: Evidence to Date,” in this report.

While the college is in the primary stages of assessing institutional effectiveness through SLOs, the campus culture has been focused on teaching and learning and other effectiveness measures since its founding. It is obvious to the point of cliché that De Anza sees student learning as the central and animating theme of every element of our operation, especially in the areas of resource allocation, decision-making, and planning.

References to Student Learning Outcomes can be found throughout this Self-Study, with particular emphasis in Standard II.

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## Student Learning Outcomes: Evidence to Date

De Anza College has a strong record of student success as evidenced by:

- The number of transfer students and how well they perform at the receiving institutions
- The number of vocational students and how well they perform in the workplace
- The data on student retention and success compared to statewide averages
- Anecdotes that students tell regarding the high quality education they enjoyed whether in a single course or a complete degree

While there has been a deep commitment to student learning, we are just embarking upon a full examination and discussion of SLOs. The self-study process has initiated reflection and dialogue on how De Anza will respond to SLOs in a meaningful way, what curricular structures are in place that can provide a starting point, and how we can broadly engage the faculty in a serious SLOs effort.

Academic Senate leadership over the past few years has expressed concern that the adoption of SLOs could lead to the use of inappropriate metrics and/or assessment instruments. We have begun to address that concern by examining the curriculum approval process and identifying elements therein that are substantively SLOs at the course level.

The 2003 Curriculum Development Guide provides detailed step-by-step instructions on writing and revising course outlines. At the very beginning of the process, the writer is invited to answer a number of questions, including:

- Is my idea for curriculum both a beneficial and feasible addition to De Anza's offerings?
- Is my idea for curriculum appropriate for GE status of transfer?
- What are the student skill requirements to enter this course?
- What do I expect the student to learn/accomplish in this course?

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The writer is offered resources in print, on the Web, and in person through divisional representatives to the Curriculum Committee, division deans, the articulation officer, the curriculum facilitator, the matriculation coordinator, and the Curriculum Committee co-chairs. The course outline elements that receive the greatest scrutiny and discussion in the Curriculum Committee are:

- **Course Objectives** – Course objectives are desired outcomes in behavioral or performance terms based on Bloom’s Taxonomy of Educational Objectives, i.e., what a successful learner is able to do upon completion of the course rather than what the instructor is going to do. While instructors may vary in their approach to course material, the department as a whole is expected to specify abilities or competencies expected of all students in any section of a given course.
- **Expanded Description** – The expanded description shows the relationship between course objectives and the content/means of accomplishing those objectives.
- **Methods of Evaluating Objectives** – Methods of evaluation are consistent with the course objectives and provide an appropriate means to measure achievement of the objectives. Levels of competency are stated for course objectives that involve skills and the ability to do something that is evaluated by observation.

The following program SLOs matrix presents those disciplines that have built on the individual course SLOs to a standard of student proficiency required or recommended by entities external to De Anza.



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Accounting	Accounting Advisory Council
Automotive Technology	Automotive Service Excellence Examinations; Bureau of Auto Repair requirements; California's Inspection and Maintenance Program
Business	Business Advisory Council
Computer Aided Design and Digital Imaging	CAD Advisory Council
Child Development	Department of Social Services
Environmental Studies	Cal/OSHA; Environmental Protection Agency; Bay Area Air Quality Management District
Film and Television Production	Film and Television Advisory Council
Health Technologies	California Department of Health Services-Laboratory Field Services
Health	American Red Cross
Medical Laboratory Technician	Medical Laboratory Technician national examinations
Nursing	Board of Registered Nurses
Paralegal Studies	American Bar Association
Peace Officer Standards and Training	Commission on Peace Officer Standards and Training
Photography	Photography Advisory Council
Psychology	American Psychology Association
Real Estate	California Real Estate examinations
University Transfer Studies	Intersegmental General Education Transfer Curriculum; California State University General Education certification

SLOs figure prominently in the planning agendas of the 2005 Accreditation Self-Study and are high priorities in the strategic planning process that will begin in fall 2005. By 2005-2006, SLOs will be integrated into the curriculum development and approval processes.

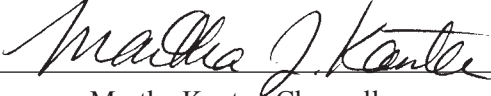
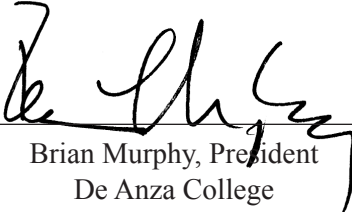
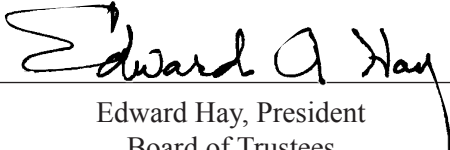
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## Certification of Continued Compliance With the Eligibility Requirements

The Accreditation Self-Study Steering Committee, composed of the College Council of De Anza College, conducted a review of the eligibility requirements at its meeting on May 19, 2005. Each member of the council was provided with a copy of the requirements for accreditation and was asked to read the requirements prior to the meeting. The council reviewed and discussed each of the requirements. College Council unanimously agreed that De Anza College continues to meet all of the eligibility requirements. This self-study report will describe and analyze how well each of the standards is met and will address in more detail the issues of appropriateness and adequacy of resources and services.

### Statement of Assurance

We hereby certify that De Anza College continues to meet the eligibility requirements for accreditation.

 _____ Martha Kanter, Chancellor Foothill-De Anza Community College District	May 19, 2005 _____ Date
 _____ Brian Murphy, President De Anza College	May 19, 2005 _____ Date
 _____ Edward Hay, President Board of Trustees	May 19, 2005 _____ Date

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## Responses to Previous Team Recommendations

### **Recommendation:**

- 2.1 De Anza College should make the policy protecting Academic Freedom and responsibility readily available to faculty and students by including it with other policies in the appropriate print and online publications of the college. (Standard 2.2)

### **Response:**

- The Academic Freedom statement is located in the Board Policy Manual. The text may be located at the Web site ([http://www.fhda.edu/about\\_us/board/policy](http://www.fhda.edu/about_us/board/policy)) via the link to Article 4: Personnel (Article 4190).
- The Academic Freedom statement is included in the quarterly schedule of classes and college catalogue.
- The Academic Freedom statement has been included in all alternate forms of media such as CDs or DVDs that advertise or promote the college.

### **Recommendation:**

- 3.1 De Anza College should fully implement and integrate the revised program review and planning processes with broad participation of all constituencies and evaluate the extent to which the process promotes improved student outcomes and improvements in programs and services. (Standards 3A.4, 3B.2, 3B.3, 5.10, 8.5)

### **Response:**

- Budget and Planning Teams were established in the three functional areas: Instruction, Student Services and Finance and College Services, with representation from the faculty, classified staff, students, and administration.
- In support of campus program planning and annual budget reviews, campus and district institutional researchers were hired, research initiated, and outcomes data linked to Program Review templates, which are now available on the Internet.
- As a result of hiring a college researcher, the college has developed student outcome data for use by college divisions and departments, college-wide governance groups, and both prospective and current students.
- A research Web site was developed to give faculty user-friendly desktop access to the data for Program Reviews.

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- The Program Review process has been revised but will undergo further revision to incorporate the identification and assessment of learning outcomes.

**Recommendation:**

3.2 The college and district should expand the research function with adequate structures, staffing, and computer systems and resources to fully support planning and decision-making at the district, college, and program levels. (Standards 3A.1, 3A.2, 3C.3, 10C.1)

**Response:**

- The district hired an executive director of Institutional Research and Planning (IR&P) and expanded its staff that now includes: three research staff positions, two campus-based researchers, and one district-based senior research analyst/data warehouse coordinator.
- New Windows PCs have been purchased for each member of the now seven-person IR&P staff.
- Additional new resources include a Mac G4 system, new printers, a laptop, and a data projector.
- The district hired a staff member and successfully developed warehouse schema and technology.
- Enrollment management databases with at least six years of longitudinal data by term have been created, documented and validated including the elements of WSCH, FTEF, WSCH per FTEF, and class enrollments, success and retention rates by student demographics.
- The IR&P Web site has been substantially improved, expanded, and validated to include Program Review data, employee statistics, student demographic enrollment trends, and high school participation rates.
- Some Student Learning Outcome data has been developed.
- IR&P now reviews all state MIS data before submission and works with departments to ensure accuracy.
- The college has implemented and stocked the IR&P analytical data warehouse, enabling fast-responding access to consistent, validated longitudinal data for enrollment management, student tracking, and outcomes assessment among other benefits.
- The college provides user-friendly desktop access to enrollment management, Program Review, and student outcome data enabling quick and easy ad hoc longitudinal data views and analysis.

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- The college has developed and conducted a number of studies to determine the educational effectiveness of programs and factors that positively affect student success.
  - The college has established a more effective and efficient survey research and support capability and regularly uses the Web to conduct student surveys.
  - The college has developed baseline student cohort tracking databases and studies for a wide variety of student cohorts including new students by demographics and students involved in special student support and instructional programs.

**Recommendation:**

- 4.1 De Anza College should review the role of community education and workforce training programs and their full inclusion in the college mission and planning. (Standards 3B.3, 4A.1, 4B.1, 4D.1)

**Response:**

De Anza College fulfilled its commitment to hire a vice president of Workforce and Economic Development, but the functionality of the position never achieved the hoped for potential. That position was eliminated due to a budget shortfall and after consideration that the duties could be more appropriately integrated into Instruction and Finance and College Services as follows:

- Workforce education leadership and compliance issues as well as management of the Occupational Training Institute were assigned to the dean of Biology, Health, and Environmental Sciences.
- The Distance Learning Office was assigned to the dean of Academic Services.
- The Division of Community Education and Older Adult Studies was assigned totally to the vice president of Instruction who had been providing oversight for the Older Adult Studies portion of the division.
- The Professional Workforce and Development Office was assigned to the vice president of Finance and College Services.
- The college governance committee, the College Council, has been expanded to include an additional faculty member, representing disciplines with high concentrations of workforce training programs.
- A program coordinator was hired in March 2002 to assist all faculty and staff who work with workforce education (vocational education) programs and certificates to ensure agency compliance (VTEA, Tech Prep), provide industry assessments to validate current programs, and enhance 2 + 2 articulation with the high schools.

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- The most recent review of the college mission included examining it in the light of workforce, economic development, and community education needs/goals. The district has hired a consultant to complete an exhaustive review of labor market trends in the Silicon Valley region, including growth estimates by industry cluster and occupation. This will further guide workforce offerings.

**Recommendation:**

- 5.1 De Anza College should implement fully a program of student leadership development to orient students to their role in governance and to provide them with a sufficient foundation to contribute meaningfully to the governance discussions. (Standards 5.4, 5.8, 10B.10)

**Response:**

- De Anza has offered student leadership classes for several years and will continue to offer them.
- Student members of the College Council and related governance committees are assigned a faculty or staff mentor.
- The president and the vice president of Student Services meet with the Associated Student Body President on a regular basis to discuss the role of students in our college governance.
- Students are included as members of the Planning and Budget Teams of the college.
- The college regularly seeks national training opportunities for the development of student leadership skills, and provides these trainings at no cost to students. In 2004-2005, this included sending student leaders to the “Day at the Times” journalism institute at the New York Times; sending student leaders to the national training conference of Democracy Matters, a national college civic engagement nonprofit organization; and sponsoring student participation in statewide and regional meetings such as the California Hispanic Higher Education Convocation.

**Recommendation:**

- 6.1 De Anza College should develop a learning resources plan to coordinate the acquisition of materials and staff to provide adequate library services based on supporting the college’s educational programs. This planning process should include the active involvement of the discipline-based teaching faculty. (Standards 6.3, 6.4, 6.5, 6.7)

**Response:**

In an effort to improve staffing levels in the Library and Open Media Lab, the college administration implemented the following:

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- The annual Program Review serves the function of a learning resources plan.
  - The division assistant position was restored and filled.
  - Eight senior library technician position contracts were extended from 10 months to 12 months. Technical Services' (including the Acquisitions Department) backlogs were reduced or eliminated by temporary reassignment of other personnel to provide assistance.

For the past two years, the librarians have been assigned liaison responsibilities to the instructional divisions. Because there are only four librarians, each one has the responsibility for two instructional divisions. As we increase library staffing levels, the librarians will increase their involvement with instructional division activities. This will include attending division and department meetings more regularly and maintaining more frequent contacts with full- and part-time faculty.

**Recommendation:**

- 7.1 De Anza College should ensure that all faculty, especially part-time faculty, are evaluated on a timely basis. (Standard 7B.1)

**Response:**

- The vice presidents are consistently conducting tenure track evaluations.
- All part-time faculty are evaluated prior to the awarding of re-employment preference.
- De Anza will continue tracking and complying with evaluation deadlines.

**Recommendation:**

- 8.1 De Anza College should conduct a thorough analysis of classroom utilization during low use periods as a means of meeting expected student enrollment demands. Such an analysis should include scheduling alternatives, support systems, and marketing strategies in addition to classroom utilization rates. (Standard 8.1)

**Response:**

- The college experienced a 10% growth in enrollment in 2001-2002 accompanied by a surge in productivity. The facilities were very efficiently utilized during the year. We implemented the new Resource 25 scheduling analysis program for fall 2002. Because of our enrollment growth, the district had 1,700 over cap FTES, and the direction that year was to reduce enrollment to manage more closely to cap.

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- The following year we experienced a decline in enrollment. We put an institutional enrollment management team in place and are experiencing an enrollment recovery as a result.
  - The college uses the services of Institutional Research to continue improving classroom utilization. The college has sent several people to be trained on the operation of Resource 25 and will refine the use of this technology in managing our classroom utilization.

**Recommendation:**

10.1 The unification initiative involving the district and Foothill College should be continued as a means to achieve efficiencies and to better serve students. These efforts should address both education programs and support services. (Standards 10C.2, 10C.3)

**Response:**

- De Anza and Foothill College divisions and departments, such as mathematics and biology, have aligned their curricula more closely to better meet student needs.
- Initiation or elimination of certificate and degree programs are routinely reviewed in the Joint Development Group for discussion of district-wide impact of such decisions, including the possibility of seeking joint approvals from the State Chancellor's Office.
- Degree requirements in mathematics were raised jointly in 2000-2001.
- In regard to support services, unification in areas including campus safety, bookstores, admissions, and technologies was completed.
- The district created a Consistent Policy Team to review policies and practices at both colleges to determine the need for consistency.

**Recommendation:**

10.2 De Anza College should take the initiative to foster a stronger working relationship and communication among all constituencies so that the value of all participants is recognized and appreciated. (Standards 10B.5, 10B.6, 10B.9, 10B.10)

**Response:**

The following activities have been put in place:

- Regularly scheduled meetings of the governance leaders and union leaders with the president.



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- The president and College Council supported and adopted the Classified Staff Policy on Participatory Governance that was ultimately adopted by the district.
  - Administration supported the participation of classified staff in focus groups discussing ways to improve more respectful relationships throughout the district.
  - The College Council adopted Academic Senate policies and procedures on Academic Integrity and Student Equity.
  - Student equity team facilitators and curriculum specialists to support multicultural competencies across the curriculum have met with departmental faculty, staff, and administrators.
  - The President's Report is distributed to all constituencies on a monthly basis.
  - The dean of Academic Services attends the senate meetings each week; senior administration attends constituency governance meetings upon request and for key issues.
  - Town Halls and Web-based communications have been enhanced with summaries on the Web.
  - Campus-wide celebrations such as the all-employee Opening Day activities, barbecue, Holiday Party, and Spring Fling have been entertaining and morale building.
  - Increased use of e-mail and Web-based summaries of governance activities, particularly Board of Trustees agendas and minutes.

