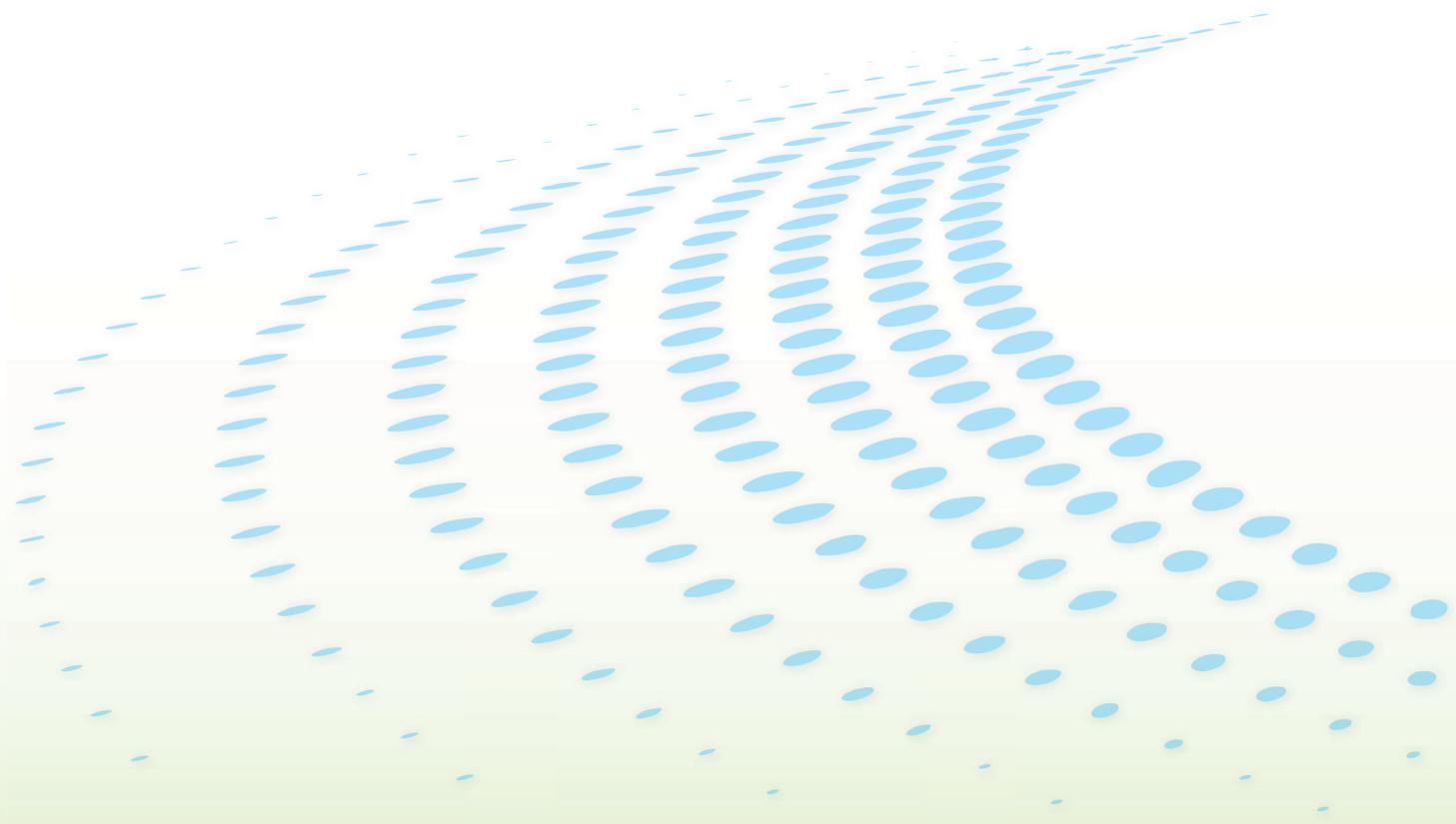


EXCELLENCE • OPPORTUNITY
INNOVATION



A REPORT TO THE LEAGUE FOR INNOVATION IN THE COMMUNITY COLLEGE



FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT

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Preparing for the Future



Welcome to this exploration of the Foothill-De Anza Community College District. Having been the district's chancellor for only seven months, I am pleased to have this opportunity to review our many accomplishments.

I arrived at Foothill-De Anza just in time to dive into the worst budget implosion in California's history. It has translated into more than \$20 million in budget cuts for our district over the past two years, and loss of nearly 170 full- and part-time positions at a time of heightened student demand.

But the future looks bright. The current climate offers an outstanding opportunity to rethink the traditional ways of doing things, to form new alliances, to innovate and relentlessly improve. I believe this budget crisis can help us drive innovation.

The continuing constraints on state funding for community colleges challenge us to take control of our own future. We have already put a number of strategies into place—taking advantage of an energy purchasing consortium, installing a large number of solar arrays, stepping up the fundraising efforts of the district's foundation and aggressively seeking federal, state and foundation grants. We even placed a special tax on the November ballot asking our local community to help fund the colleges for the next six years.

The future is filled with promise as we advance a timely vision for Foothill-De Anza. The vision is for accelerated student achievement resulting from effective basic skills development, rigorous program review and seamless pathways.

Achieving the vision requires a commitment to an organization that enhances productivity through effective use of technology and human resource development. It relies on a robust research agenda leading to data-informed analysis and solutions. Its culture highly values excellence, innovation, stewardship and civic engagement.

The community college movement stands at one of the most exciting times in our history. I look forward to learning from other League members about new ways to face our challenges and take advantage of opportunities.

A handwritten signature in black ink that reads "Linda M. Thor". The signature is fluid and cursive.

Linda Thor

Chancellor, Foothill-De Anza Community College District

September 2010

Chapter 1

WELCOME & OVERVIEW

In This Chapter:

- Welcome Messages
- Foothill-De Anza Community College District
- Governance & Leadership
- Foothill College
- De Anza College
- Quality Resources to Share
- Statements of Support

FROM THE BOARD PRESIDENT

Keeping Good Company



As a former Foothill College administrator and faculty member for many years, I know firsthand that the Foothill-De Anza Community College District has benefited immeasurably from its long association with the League for Innovation. I believe that the value our district places on innovation flows in part from our more than 40-year relationship, dating back to when we became a League charter member.

The Board of Trustees is proud to join Chancellor Linda Thor in seeking reaffirmation to the League's board. We are pleased to have Chancellor Thor represent our district and continue her record of achievement and innovation on our behalf. Her desire for constant improvement and drive to find more effective ways of delivering services is what attracted us to her. Our students, faculty and staff, as well as the chancellor and the board, would all be enriched by our continued association with the League.

Bruce P. Swenson

Bruce Swenson
President, Board of Trustees
Foothill-De Anza Community College District



Foothill-De Anza: Silicon Valley's Community Colleges

The Foothill-De Anza Community College District and its two colleges serve a metropolitan area of more than 1.7 million people in Northern California's Silicon Valley, known worldwide for its culture of enterprise and innovation.

Foothill-De Anza is the third largest district for credit enrollment in California and serves approximately 45,000 students each fall. It is part of the California Community Colleges, whose 2.9 million students at 112 colleges in 72 districts make it the largest system of higher education in the world.

The district has educated more than one million students since Foothill opened its doors in 1958 and De Anza in 1967. During that time it has become a significant social, cultural and economic force in Silicon Valley. The vibrant multicultural community created by its students, faculty and staff reflects the diverse mix of ethnic, cultural, educational and professional backgrounds that is characteristic of the region. Foothill-De Anza's longstanding commitment to excellence and opportunity is recognized globally, one reason its colleges rank No. 3 and No. 11 among community colleges in the United States hosting international students.

The district's primary service area encompasses Stanford University and the Santa Clara County communities in its backyard—Palo Alto, Mountain View, Los Altos, Los Altos Hills, Sunnyvale, Cupertino and slivers of Saratoga and San Jose.

In addition to being home to approximately 380,000 people who live within the district's boundaries, the

Foothill-De Anza district benefits from the presence of such companies as Apple, Google and Facebook, and such government and non-profit agencies as the NASA Ames Research Center, the David and Lucile Packard Foundation and the Carnegie Foundation for the Advancement of Teaching. (Apple co-founders Steve Jobs and Steve Wozniak are both former students.) Strategic partnerships enable the district to leverage its resources to better serve students.

Foothill and De Anza colleges offer a wide variety of programs and services, including preparation for transfer to four-year universities, career education, basic skills development and continuing education courses. Training that contributes to continuous workforce development is a particular need in the local high-tech industry. The district's Professional and Workforce Development Program has delivered skills training to tens of thousands of workers for government and industry clients.

A recent survey of 800 likely voters in the district revealed that 70% had either attended Foothill or De Anza, or someone in their family had. In addition to taking college classes, more than 40,000 community residents annually visit the colleges' theaters, art museum, observatory, planetarium and athletic facilities each year. High school students attend Middle College programs on both campuses; children and teens take part in Foothill-De Anza's Extended Year summer classes; and adults broaden their horizons through the district's non-credit fee-based Community Education short courses. Foothill-De Anza's deep connection to its communities is a critical element in its success.



CORE STATEMENTS

Vision

Educational Excellence & Opportunity for All

Mission

The mission of the Foothill-De Anza Community College District is student success. We accomplish this by providing access to a dynamic learning environment that fosters excellence, opportunity and innovation in meeting the diverse educational and career goals of our students and communities.

Values

Foothill-De Anza Community College District commits itself to serving our students, our local communities, and the people of the state of California, and considers the following values as cornerstones of our mission:

- Pursuing truth and knowledge
- Recognizing inherent potential in all people
- Fostering informed and responsible citizenship
- Maintaining academic rigor and inquiry
- Developing cultural and global awareness
- Generating creativity and creative expression
- Promoting ethics and ethical behavior
- Promoting environmental sustainability



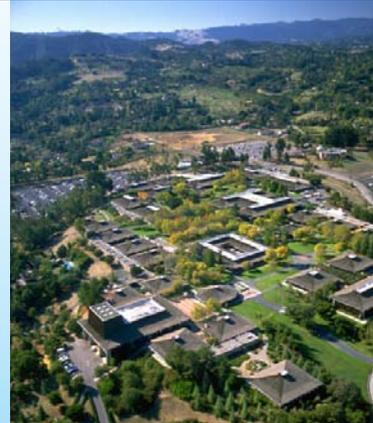
Foothill-De Anza Community College District

Unduplicated Student Headcount: 70,893

Total FTES: 37,276

Change from prior year: -3%

FTES in Distance Education: 11%



Programs Offered (2010-11)

Degree & Certificate Programs: 302

Degrees & Certificates Awarded (2008-09)

Total Degrees & Certificates: 2,485

Associate Degrees: 1,717

Technical/Occupational Certificates: 768

Transfers (2008-09, estimated)

Total Transfers: 3,447

University of California: 947

California State University: 1,464

Private Colleges & Universities: 1,036

Financial Information

Total General Fund Revenues: \$181,386,211

Total General Fund Expenditures: \$172,389,458

Net Fund Balance (June 30): \$36,573

Financial Aid

Students Receiving Financial Aid: 14,432 • 20%

Total Financial Aid Disbursed: \$19,534,887

Staffing Summary (2010-11)

Total Staff: 2,036

Administrators & Managers: 79

Full-Time Faculty: 516

Part-Time Faculty: 819

Full-Time Classified: 622

Student Characteristics (Fall 2009)

Asian: 29%

Black: 3%

Filipino: 4%

Hispanic: 11%

Multiple Ethnicities: 6%

Native American: 1%

Pacific Islander: 1%

White: 30%

Other/Declined: 15%

24 & Younger: 55%

25 or Older: 45%

Female: 50%

Male: 50%

International Students (Headcount, Fall 2009)

All Visa Types: 3,701

F1 Visas: 2,349



All data from 2009-2010 unless otherwise noted.

Foothill-De Anza Community College District Excellence · Opportunity · Innovation



There is no record of what Mollie Robinson thought of the makeshift campus when the 19-year-old co-ed became the first student to register for classes at Foothill Junior College on August 12, 1958.

Hastily assembled over seven weeks at an old grammar school in Mountain View, California, the

temporary facilities offered few amenities. The two-story main building was sheathed in what looked like painters' scaffolding, but the iron buttresses really were designed to prop up the dilapidated structure in an earthquake. The fledgling campus had no gymnasium, few laboratories and a cramped library.

Foothill Junior College District has come a long way since local residents voted to establish it in 1957. Today, what is now the Foothill-De Anza Community College District has educated more than one million students at its two campuses, Foothill College and De Anza College. The district has emerged as a state and national educational leader by building on the culture of excellence, opportunity and innovation its founders instilled.

From the start, the district put a premium on hiring the most highly qualified people. The energy and optimism of the founding faculty and staff quickly inspired Foothill's first students to bring their own ingenuity and enterprise to bear on student life.

Foothill's creators were audacious in the standards they set for excellence and service to community. Their boldness

paid off when Foothill became the first community college to seek and receive accreditation in its first year.

Much transpired between the district's formation on January 15, 1957 and its opening with nearly 1,600 students on September 15, 1958. In just 20 months, the district won approval of a \$10.4 million bond measure, purchased a site for a permanent Foothill College campus in Los Altos Hills and started planning for a second campus. There was no time to waste. The Baby Boomers, one district trustee said, were "coming on with a rush."

By then, the main players were in place to lead the district during its formative years.

Stanford University graduate Calvin C. Flint, Foothill's first visionary superintendent-president, had already launched one "junior" college, Monterey Peninsula. The aggressive, dynamic Flint guided the district for 14 years.

Dean of Instruction Hubert Semans had worked on California's landmark 1960 Master Plan for Higher Education. A reflective, scholarly personality, he succeeded Flint as Foothill's president, leading the college until 1973.

Another Monterey Peninsula recruit, A. Robert DeHart, was the dean of students and later director of research. DeHart



would plan the district's second campus, De Anza College, and serve as its president for 25 years, retiring in 1992.

Robert Smithwick, a Sunnyvale dentist, was elected chairman of the district's first board in 1957. He served on the board for 30 years and did much to make the vision a reality.

Putting Down Roots



Even before classes started on September 5, 1961, the newly built Foothill campus in Los Altos Hills was reaping accolades. Described as the first community college to be master-planned and built in

one piece, it clearly lived up to Cal Flint's desire for "a truly distinct and special institution."

Architectural Forum magazine hailed the campus as "a prototype of community colleges." In 1962, *Time* magazine called Foothill "a mountaintop among U.S. junior colleges" and the college won the American Institute of Architects' most prestigious recognition, the First Honor Award.

Constructed of redwood, cement and brick, the college was situated on 122 acres of largely undeveloped foothills, surrounded by apricot orchards, old oaks and eucalyptus.



The district purchased the land for \$1 million.

So many students enrolled at the new campus that it was expected to reach capacity within five years. Fortunately, the district had anticipated the need and planned for a second college.

De Anza College opened in Cupertino on September 11, 1967 in a cloud of construction dust. Sited on 118 acres purchased from the Euphrat family for \$1.1 million, the land boasted some unusual landmarks that were part of a turn-of-the-century estate, including an old winery and a decaying replica of Marie Antoinette's Le Petite Trianon, since gloriously restored.

De Anza's overall design and contemporary Mission architectural style won another American Institute of Architects' First Honor Award.

De Anza's founding staff included more than 100 faculty members who left Foothill for the new campus. The transplants brought with them a

passion for teaching and the tradition of excellence and innovation that the district's founders had so carefully cultivated. The district's commitment to these values fit right in with the dynamic, entrepreneurial spirit of the region that would become known as Silicon Valley.



Advancing the Legacy

The culture of the Foothill-De Anza Community College District continues to evolve as its student body expands to include more new immigrants, Asian Americans, African Americans and Latinos, representing the diversity of Silicon Valley.

What hasn't changed are the aspirations of students and their families, and the commitment of their instructors.

Even in the face of several years of deep state funding cuts, Foothill and De Anza's faculty and staff continue to develop new approaches to support today's students, drawing on best practices in teaching and learning and the spirit of innovation that has characterized the district from its start.

HISTORY

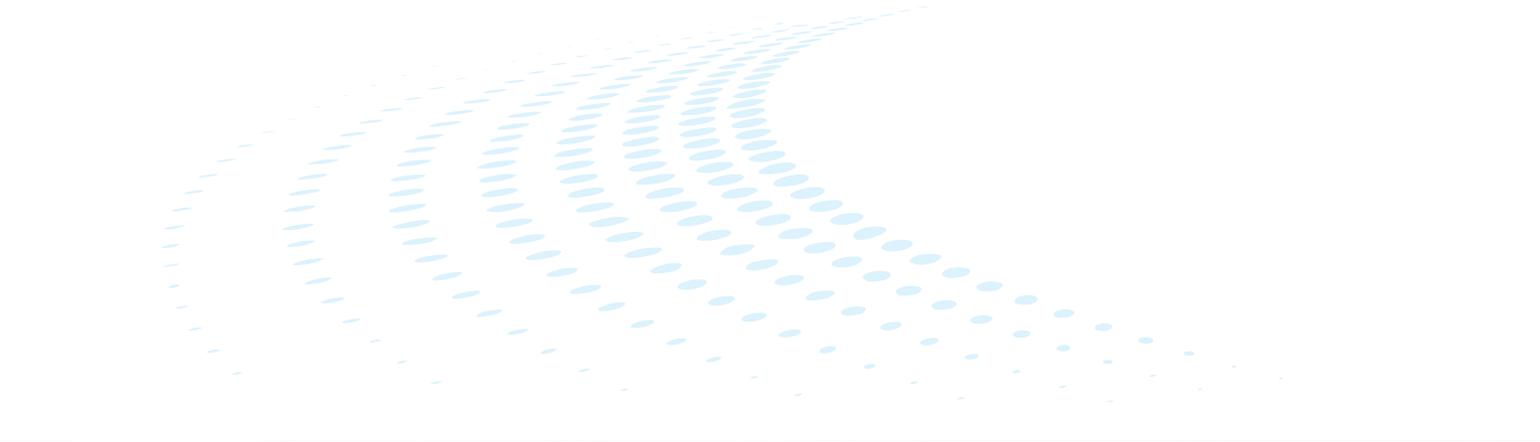
That spirit—what DeHart called “constant, purposeful innovation”—is alive and well at both colleges and the district offices.

It can be seen in Math My Way at Foothill College and Math Performance Success at De Anza College, new approaches designed to help students master mathematics so they can earn a college degree.

It is evident in the Kirsch Center for Environmental Studies’ stewardship programs, and the district’s national leadership in creating online public domain learning materials to reduce textbook costs.

It is thriving in individual classrooms and programs on and off the campuses, including the Krause Center for Innovation, where more than 25,000 Silicon Valley teachers have learned the best ways to use technology to engage students in their classrooms.

Today the district is in the midst of the most significant renovation and modernization effort since its founding, thanks to local voters’ approval of two bond measures in 1999 and 2006. As faculty and staff bring these new facilities to life, Foothill-De Anza is well positioned to continue offering opportunity, excellence and innovation to the students of Silicon Valley for years to come.



GOVERNANCE & BOARD LEADERSHIP

Governance Overview

Voters in the Foothill-De Anza Community College District have a long history of electing professional, policy-oriented people to the Board of Trustees. The board is made up of seven members—five trustees who are elected at-large to four-year terms, and two student trustees who serve in an advisory capacity. The Foothill and De Anza college student bodies elect a student trustee annually.

The Board of Trustees is responsible under the Education Code for setting policy and making the final decision on actions to be taken by administrators. Trustees are charged by board policy with carrying out the board's philosophy, mission and responsibilities, which are detailed in writing.

Foothill-De Anza Community College District has a long history of participatory or shared governance, which contributes to the district's operational effectiveness by providing pathways to consensus. Participation by students, faculty, staff and administrators is recognized in board policy, and this inclusiveness is an important part of the district's culture. Student body associations, academic and classified senates, bargaining units and meet-and-confer groups represent their constituencies on all key advisory bodies.

Board of Trustees



Joan Barram

Joan Barram was appointed in 2009 to fill a vacancy created when Hal Plotkin resigned to join newly confirmed U.S. Under Secretary of Education Martha J. Kanter as a senior advisor. Trustee Barram has had a 20-year association with the Foothill-De Anza Community College District.

She served for nearly a decade on the board of the Foothill-De Anza Foundation, which raises philanthropic support for the district's students and colleges. She is a longtime member of the advisory council of the Euphrat Museum of Art at De Anza College, and was a member of the "Yes on Measure C" Campaign Committee that supported passage of the district's 2006 bond measure. Her record of public service includes the Cupertino Union School District Board of Education, where she was elected to three terms; the boards of EdSource and the California School Boards Association; Women of Silicon Valley; and the program committee of the Silicon Valley Community Foundation. Trustee Barram holds a bachelor's degree in biology from Wheaton College. Her term on the Board of Trustees expires in 2011.



Betsy Bechtel

Betsy Bechtel was elected in 2003 and brings a strong background in education, government and business to the board. Her previous public service includes nine years on the Palo Alto City Council, where she served terms as mayor and vice mayor. After earning bachelor's and master's

degrees in speech pathology from Stanford University, she joined the Peace Corps and taught school in Ecuador. She became a sixth-grade teacher in San Jose upon her return to the United States. Trustee Bechtel worked on staff for a member of the Santa Clara County Board of Supervisors for five years before going into banking. She worked as a vice president at Citibank for 15 years and later, a vice president of J.P. Morgan. She currently serves on the board of directors of Borel Bank. Her extensive community service has included leadership positions in the League of Women Voters, Palo Alto Rotary Club, YMCA of the Mid-Peninsula, the Los Altos and Palo Alto Chambers of Commerce and the Committee for Green Foothills. She is a senior fellow of the American Leadership Forum. Her term expires in 2011.

GOVERNANCE & BOARD LEADERSHIP



Pearl Cheng

Pearl Cheng, a program manager for education initiatives at United Way Silicon Valley, was appointed in 2008 to complete the term of a former board member who was elected to the California State Assembly. Her work at the United Way includes helping children and their

families achieve their potential through education. In 2009 she was elected to the Board of Trustees without opposition, and currently serves as its vice president. Trustee Cheng served for eight years on the Cupertino Union School District Board of Education and held leadership positions with the Santa Clara County School Boards Association. She has served on the De Anza Commission, an auxiliary of the Foothill-De Anza Foundation that represents De Anza College in the community. She worked for many years at the NASA Ames Research Center, achieving the position of associate director for management operations in information sciences and technology. She holds a master's degree in mechanical engineering from Stanford University and a bachelor's degree in engineering from the University of Iowa. Her term expires in 2013.



Laura Casas Frier

Laura Casas Frier was appointed in 2005 to fill a vacancy created by the death of a board member. She grew up in a working-class immigrant community, paid her way through college and earned a bachelor's degree in political science from California State

University, Northridge. After receiving a law degree from Santa Clara University, she worked as a claims representative for an international commercial liability carrier. Trustee Casas Frier has served on a school site council and in the Sixth District PTA. She chairs the advisory committee on legislation for the Community College League of California and the board of Children Now, a national organization that works to make children the top public policy priority. She also serves as a founding board member of ALearn, which offers programs to help students become the first in their family to go to college. Before her appointment as a trustee, she served on the board of the Foothill-De Anza Foundation, which raises philanthropic support for the district's students and colleges. She stood for election in 2007 with no opposition. Her term expires in 2011.



Bruce Swenson

Bruce Swenson was elected to the board in 2005 and currently serves as its president. A mathematics instructor at Foothill College for more than two decades, Trustee Swenson subsequently served as dean of the college's Physical Science, Mathematics and Engineering Division. He

retired as vice president of instruction and educational resources in 1999 and has remained active in the district. Before his election to the board, he served as a member of the Foothill Commission, one of the two college-specific auxiliary organizations that represent the Foothill-De Anza Foundation in the community and raise funds for the colleges. Trustee Swenson holds a doctorate degree in education from the University of California, Berkeley, a master's degree in math from the University of Wisconsin and a bachelor's degree in mathematics from Stanford University. His term expires in 2013.

GOVERNANCE & BOARD LEADERSHIP



Etienne R. Bowie

Etienne Bowie is the Foothill College student trustee for 2009-10. Raised in East Palo Alto, he dropped out of high school at the age of 15. He completed his GED the following year and went to work as a carpenter. Three years later, isolated from his

family and homeless, he registered for classes at Foothill College in 2008. Today, Trustee Bowie is an economics major planning to transfer to a four-year university. He hopes to attend law school and would like to work in China.

“*The diversity is one of the best things about Foothill College. I can meet people from different parts of the world and learn from them. You get a better view of the world, and it gets you ready for a global career even before you get there.*”

–Etienne Bowie



Thomasina Countess Russaw

Thomasina Russaw is the De Anza College student trustee for 2009-10. She came to De Anza in 2008 to gain an academic and hands-on background in leadership and social change to prepare herself for a dual-degree graduate program at Stanford University. She holds a bachelor's

degree from California State University, Dominguez Hills, and plans to study law and sociology, concentrating in social movements, social change and comparative politics, at Stanford.

“*De Anza has been such a revelation to me. It has opened my eyes to what true leadership is, and it gave me the extra push to know that I want to work in the community.*”

–Thomasina Russaw

EXECUTIVE LEADERSHIP



Linda M. Thor
Chancellor

Dr. Linda M. Thor joined the Foothill-De Anza Community College District in February 2010, succeeding Martha J. Kanter, who now serves as U.S. under secretary of education.

As the district's new chancellor, her goals include accelerating student achievement through effective basic skills development, rigorous program review and seamless pathways. Critical to achieving that goal is increasing the institution's productivity through enhanced use of technology and human resource development.

Dr. Thor was president for 20 years at Rio Salado College in Arizona's Maricopa Community College District. Under her leadership, the college became known for innovation in using technology effectively to serve working adults and providing accelerated learning programs. Enrollment increased 252% during her tenure.

She assumed her first presidency in 1986, when she took over the struggling West Los Angeles College in the Los Angeles Community College District and turned the college around during her four-year tenure. Before that she had served as the district's senior director of occupational and technical education, director of high technology centers and services, director of communications services and public information officer.

Dr. Thor serves on the boards of the League for Innovation in the Community College, EDUCAUSE and the Comprehensive College Baccalaureate Association; the executive council of the WICHE Cooperative for Educational Technologies (WCET); the Commission on Lifelong Learning for the American Council on Education; and is a member of the Leadership Circle of the American College & University Presidents' Climate Commitment. U.S. Secretary of Education Arne Duncan recently named her one of 15 higher education leaders to serve on the Committee on Measures of Student Success.

Chancellor Thor holds a bachelor's degree in journalism from Pepperdine University; a master of public administration degree from California State University, Los Angeles; and a doctor of education degree in community college administration from Pepperdine University.



Kevin J. McElroy
Vice Chancellor of Business Services

Kevin J. McElroy began work as vice chancellor of business services in August 2010. He brings to the district 21 years experience as vice president for administrative services at Coastline Community College, part of California's Coast Community College District.

Vice Chancellor McElroy is known as a consensus builder who works successfully in the shared governance environment. He has extensive knowledge and experience managing budget and finance, real estate transactions, facilities planning and construction management.

Vice Chancellor McElroy is responsible for overseeing all business policies and procedures for Foothill-De Anza, providing leadership in strategic planning and advising the chancellor and board on fiscal matters. As Coastline's administrative vice president, his responsibilities included supervising non-instructional support services, serving as chief financial officer, managing real estate and facilities transactions, and developing community partnerships. Before joining Coastline, he was supervisor of fiscal affairs at Golden West College, also in the Coast district.

Vice Chancellor McElroy holds a master's degree in public policy administration from California State University, Long Beach, and a bachelor's degree in public administration from San Diego State University. He attended community college at Orange Coast College.

He is active in the Association of College Business Officials for community college business officers, and has served on committees for similar regional and national groups.



Dorene Novotny
Vice Chancellor of Human Resources & Equal Opportunity

Dorene Novotny has been vice chancellor of human resources and equal opportunity since February 2008. She emphasizes customer service, creative problem solving and efficiency and effectiveness guided by the values of integrity and ethical conduct.

Vice Chancellor Novotny has 28 years experience in human resources administration, including 17 years in higher education. She came to Foothill-De Anza from Washington's Tacoma Community College, where she was associate vice president for human resources for nine years and a member of the leadership team. Her work as a creative problem solver and pioneer for change in diversity recruitment and retention at Tacoma was recognized in 2005 when the College and University Professional Association for Human Resources gave her the Excellence in Human Resource Management Award for the Northwest Region.

She has held human resources management positions with the Tacoma Pierce County Health Department, University of Missouri-Columbia, Missouri Department of Revenue and the University of Missouri-St. Louis.

Vice Chancellor Novotny leads all aspects of Foothill-De Anza's human resources function, including policy development, labor negotiations and employee relations, recruitment, benefits, personnel processing, staff development, classification and compensation and human resources information system implementation.

She completed coursework for a master's degree in industrial and organizational psychology from Western Kentucky University and is currently enrolled in a master of business administration program with Columbia Southern

University. She has a bachelor's degree from Northeast Missouri State University and an associate's degree from Kirkwood Community College in Iowa. She holds certifications in negotiations, mediation and conflict resolution and employee-relations law.



Frederick W. Sherman
Vice Chancellor of Technology

As chief technology officer since 2006, Dr. Fred Sherman provides the vision and leadership for planning and implementing the district's information and learning technologies. He also supervises institutional research.

Dr. Sherman is leading Foothill-De Anza's effort to replace its technology infrastructure and oversees technology planning and design for new and refurbished buildings as part of the district's bond program. He has launched a 15-year program to refresh the district's computers and is managing the implementation of the new educational information system for finance, human resources and student services, which is proceeding on time and on budget. He led the planning effort for the recent revision of the district's Strategic Plan.

Vice Chancellor Sherman's focus is using technology to enhance student access and retention. The California Community College Chief Information Systems Officers Association recognized his work by presenting him with the 2010 Campus Technology Innovator in Technology Planning Award.

Over the past 18 years, Dr. Sherman has served in executive roles for California's Butte-Glenn, Victor Valley and Barstow community college districts. While at Butte-Glenn, he led the team that supported distance education programs through the California Virtual Campus for the California Community Colleges system. He also directed the California Community Colleges' Technology Center, which provides technology services for the digital infrastructure of community

EXECUTIVE LEADERSHIP

colleges throughout the state. Prior to that, he worked for 13 years as an engineering manager for commercial technology programs at General Dynamics Corp.

Vice Chancellor Sherman holds a doctorate degree in management information systems and a master of business administration degree in financial/econometric analysis from Claremont Graduate University; a master's degree in systems management from the University of Southern California; and a bachelor's degree in military science from the U.S. Military Academy at West Point. He served as an officer in the U.S. Army, retiring as a lieutenant colonel.



Charles E. Allen
*Executive Director of Facilities,
Operations & Construction
Management*

Since 2007, Executive Director Charles Allen has provided leadership for Foothill-De Anza's expansive bond construction and renovation program and guided

environmental sustainability efforts, including energy conservation policies and projects.

His extensive background in the field includes four years as a deputy bond program manager in private industry, overseeing a \$350 million bond program for a large public high school district, and 12 years as chief project manager for the Lawrence Berkeley National Laboratory, where he built a record of effective leadership in all aspects of project planning, execution and conflict resolution.

He retired as a commander of the Civil Engineer Corp. after a 20-year career in the U.S. Navy during which he managed multiple large-scale operations responsible for facility planning, design and construction in the western United States.

Executive Director Allen is known for finding creative solutions to challenges and forging productive working relationships internally and externally. In an effort to

avoid litigation and minimize costs associated with change orders, he initiated a lease-leaseback approach for two of Foothill-De Anza's most significant construction projects. He also spearheaded creation of a sustainability plan for the district that sets annual goals, and oversees more than \$400 million in construction projects funded through the district's Measure C bond program.

He holds a master's degree in civil engineering from the University of Illinois and a bachelor's degree in science and engineering from the U.S. Naval Academy.



Judy C. Miner
President, Foothill College

Dr. Judy Miner began work in 2007 as president of Foothill College. Her vision for her presidency is "excellence through inclusion." She has integrated planning and budgeting, making the process more inclusive and transparent

to achieve the college's strategic initiatives.

President Miner has been an administrator with the Foothill-De Anza Community College District since 1988. Before becoming Foothill's president, she oversaw both instructional and student support services at De Anza College, completing her nearly 19-year tenure there as vice president of instruction.

Dr. Miner has been a higher education administrator since 1977 and worked in the California Community Colleges since 1979, when City College of San Francisco named her dean of admissions and records. She served in the California Community Colleges Chancellor's Office as a special assistant to the vice chancellor of student services, overseeing implementation of matriculation requirements, and as program coordinator for the Transfer Center Pilot Program. At De Anza College, she worked as an instructor, dean, provost, vice president and interim president.

President Miner currently serves on the board of the Council for Higher Education Accreditation, which coordinates accreditation activities in the United States and the American Council on Education's Commission on the Advancement of Racial and Ethnic Equity. She has an education doctorate in organization and leadership, with a concentration in education law, from the University of San Francisco. She earned a bachelor's degree, summa cum laude, in history and French at Lone Mountain College in San Francisco, where she also earned a master's degree in history.

Dr. Miner is a passionate and eclectic reader and an avid fan of opera and travel. A native San Franciscan, she was the first in her family to attend college.



Brian Murphy
President, De Anza College

Dr. Brian Murphy has been president of De Anza College since 2004. A key focus of his presidency is preparing students to be active, involved citizens committed to transforming their communities. This vision led to

the creation of De Anza's Institute for Community and Civic Engagement.

In 2006, President Murphy spearheaded a participatory strategic planning process for the college with input from faculty, staff and students. This effort generated four campus initiatives in the areas of outreach, individualized attention to student retention and success, cultural competence and community collaborations.

Dr. Murphy served for 12 years as executive director of the San Francisco Urban Institute at San Francisco State University. Among other positions, he was chief consultant to the California State Legislature's reviews of the Master Plan for Higher Education and the community college reform process in the late 1980s. He is currently a member of the Commission on the Future, formed by the Community College League of California to develop a plan to increase community college access and completion in California, and participates actively in the American Democracy Project.

Dr. Murphy has taught political theory and American government at San Francisco State University, Santa Clara University and the University of California, Santa Cruz. He earned a bachelor's degree from Williams College and master's and doctorate degrees from the University of California, Berkeley, all in political science.

Foothill College: Upgrade, Advance

Foothill College provides a rich academic experience to about 19,000 students each fall from its campus in the rolling foothills of Silicon Valley. Students can choose from among 133 degree and certificate programs and take part in a wide range of social, cultural and athletic activities.

Foothill College is dedicated to fulfilling its missions of basic skills, university transfer, workforce development and lifelong learning. Its main campus in Los Altos Hills is known for its striking architecture, challenging Honors Institute, and celebrations of inclusiveness and diversity through its Heritage Month series. The college's Middlefield education center, located in nearby Palo Alto, offers easy access, a friendly staff and a variety of career and transfer courses.

National Reputation

Foothill has a longstanding national reputation for teaching excellence and innovation. The college has been a leader in learning technology since it launched the first online course offered for credit in a California community college in 1995. The college has continued its work as an educational technology leader by advancing the use of open educational resources in community colleges across the nation. It was recently selected to run the Open Educational Resources Center for California, which provides training to faculty and staff throughout the state.

The college has been recognized at the state and national levels for its academic programs, including health care careers, bioinformatics, developmental math, child development, computer programming, interactive and multimedia design, nanoscience and theatre arts.

Foothill's Values

Foothill faculty and staff embrace the institution's core values of honesty, integrity, trust, openness, transparency, forgiveness and sustainability. They are dedicated to providing all students with outstanding educational

opportunities, necessary support services, exemplary instruction and leadership opportunities both within and outside the classroom. Foothill College is a multicultural institution that is committed to meeting the evolving higher education, economic and cultural needs of an increasingly technology-based global community.

Strategic Initiatives

Foothill College is focused on three strategic initiatives that support student access, student success and collaborative decision making:

- Building a community of scholars by providing a comprehensive curriculum, honoring a range of learning styles and pedagogies, embracing students at whatever level they begin and moving them forward to meet their educational goals through a strategic sequence of instruction and student services
- Promoting a culture of collaborative decision making based on meaningful communication and opportunities for all constituent groups to come together through dialogue and discussion for a shared purpose.
- Providing "access through action."

By making these initiatives the foundation of planning and assessment, Foothill is building upon its tradition of excellence and innovation.



Foothill College

Student Headcount (Credit, Fall): 18,036
Change from prior year: -6%

Annual FTES: 16,129
Change from prior year: +2%



Programs Offered (2010-11)

Degree & Certificate Programs: 133

Degrees & Certificates Awarded (2008-09)

Total Degrees & Certificates: 712

Associate Degrees: 489

Technical/Occupational Certificates: 223

Transfers (2008-09, Estimated)

Total Transfers: 1,109

University of California: 272

California State University: 334

Private Colleges & Universities: 503

Financial Aid

Students Receiving Financial Aid: 4,659 • 14%



Student Characteristics (Fall 2009)

Asian: 19%

Black: 3%

Filipino: 3%

Hispanic: 11%

Multiple Ethnicities: 5%

Native American: 1%

Pacific Islander: 1%

White: 41%

Other/Declined: 16%

24 & Younger: 43%

25 or Older: 57%

Female: 50%

Male: 50%

Full-Time: 25%

Part-Time: 75%

International Students (Fall 2009)

All Visa Types: 1,125

F1 Visas: 775

All data from 2009-2010 unless otherwise noted.

De Anza College: Simply the Best

De Anza College offers a broad range of academic and career programs, cultural activities, sports and social events to about 25,000 students each fall at its campus in Cupertino. Students can earn associate degrees in 63 fields of study and 106 certificates of achievement and enjoy a full college experience.

De Anza College is committed to providing a broad, liberal education in a rich multicultural environment that equips students with the skills to learn throughout their lives. Students study and interact with people representing cultures from around the world and learn how to become fully engaged, politically aware citizens in a democratic society. The college's Institute of Community and Civic Engagement helps advance these goals.

Learning at De Anza College takes place in state-of-the-art facilities. The college is committed to designing and constructing new buildings using green building materials and methods, and four buildings have been certified as meeting national LEED® building standards for environmental sustainability. The newest, De Anza's much-anticipated Visual and Performing Arts Center, opened for classes in 2009 featuring a 400-seat theater, art museum, adaptable classroom space and an outdoor smart classroom. The Mediated Learning Center, scheduled to open in 2012, recently won a statewide best practice award for overall sustainable design.

Strategic Initiatives

The De Anza campus community is united behind four strategic initiatives that focus on outreach, individualized attention to student success, cultural competence and community collaborations. Faculty and staff chose these initiatives after an extensive, broad-based planning process initiated shortly after President Brian Murphy's arrival in 2004. They are now ingrained in the campus culture.

Commitment to Learning

De Anza's commitment to learning requires maintaining high standards of excellence for both transfer and career programs and supporting technologies that assist different learning styles and teaching approaches; this includes online and hybrid courses. The campus ranked No. 1 in 2008-09 for transferring students to University of California campuses.

The commitment to learning also translates into support for basic skills education integrated across the disciplines, which provides opportunities for students who have been underserved by their previous educational experiences. A commitment to basic skills education is a key element of De Anza's commitment to equity.

Equity & Diversity

The college works hard to provide a learning environment that is inclusive and welcoming to all students. Campus diversity and equity are core to De Anza's identity. For the past six years, the college has been engaged in a concerted effort to achieve educational equity among different racial and ethnic groups.



De Anza College

Student Headcount (Credit, Fall): 24,906
Change from prior year: +3%

Annual FTES: 21,147
Change from prior year: -7%



Programs Offered (2010-11)

Degree & Certificate Programs: 169

Degrees & Certificates Awarded (2008-09)

Total Degrees & Certificates: 1,763

Associate Degrees: 1,228

Technical/Occupational Certificates: 533

Transfers (2008-09, Estimated)

Total Transfers: 2,338

University of California: 675

California State University: 1,130

Private Colleges & Universities: 533

Financial Aid

Students Receiving Financial Aid: 9,773 • 24%

Student Characteristics (Fall 2009)

Asian: 35%

Black: 3%

Filipino: 5%

Hispanic: 12%

Multiple Ethnicities: 7%

Native American: 1%

Pacific Islander: 1%

White: 23%

Other/Declined: 13%

24 & Younger: 63%

25 or Older: 37%

Female: 50%

Male: 50%

Full-Time: 43%

Part-Time: 57%

International Students (Fall 2009)

All Visa Types: 2,576

F1 Visas: 1,574

All data from 2009-2010 unless otherwise noted.



QUALITY RESOURCES TO SHARE

Faculty and staff of the Foothill-De Anza Community College District are engaged in a wide range of activities that reach well beyond the district's boundaries. Following is a sampling of some of the resources that Foothill-De Anza has to share.

Promoting Open Educational Resources

Foothill-De Anza Community College District has provided national and statewide leadership in promoting and supporting open educational resources in community colleges.



With support from the League for Innovation in the Community College, the district launched the Community College Consortium

for Open Educational Resources in 2007. Today, the consortium has more than 200 institutional members, including several League board colleges. Foothill-De Anza won a Technology Focus Award from the California Community Colleges in 2008 for this effort.

In 2008, the district started the Community College Open Textbook Project to test different models for developing and sustaining open textbooks. The Community College Textbook Collaborative, a collection of colleges, government agencies and educational organizations, grew out of that project. Now the collaborative provides training for instructors in using open textbooks, peer review of open textbooks and other support services.

In early 2010, Foothill College started the Open Educational Resources Center for California, which the college manages for the California Community Colleges. The center is a statewide pilot program to help educators in the state's 112 community colleges find, use and develop affordable learning materials for their students. It provides a centralized source of information and open-source material that can save faculty many frustrating hours on the Internet trying to find high-quality learning resources on their own.



The district's entry into open educational resources began in 2004 when its Board of Trustees adopted what is believed to be the first community college policy supporting the creation, use and maintenance of accessible learning materials in the public domain. One of its earliest efforts was a collaboration of California community college faculty that created eight courses, freely available online, through Foothill College's Sofia project, short for Sharing of Free Intellectual Assets.

Many of these efforts have been supported by grants from The William and Flora Hewlett Foundation and led by Foothill's Dr. Judy Baker, dean of technology and innovation.

Advancing the Agenda of Environmental Sustainability

In the 1990s, De Anza College's Environmental Studies Department worked with the California Energy Commission and the California Community Colleges Chancellor's Office to develop a model Statewide Energy Management Program (SEMP) for California.

The effort led to creation of free handbooks on energy training and energy policy, available on the De Anza College web site. The project's policy objectives—energy efficiency, resource conservation, renewable technologies and sustainability—were incorporated into the California Education Code to encourage California community colleges to develop energy management plans and adopt sustainable building concepts. Julie Phillips, Morgan Family Chair in Environmental Studies at De Anza, served as the SEMP project manager.

QUALITY RESOURCES TO SHARE

Today, the Kirsch Center for Environmental Studies at De Anza College is a statewide training center for energy professionals and building facilities staff. Opened in 2005, the Kirsch Center was the first “green” demonstration building in the California community colleges. It contains the state’s first SEMP lab and classroom and offers a series of 10 SEMP courses in energy management that are available through distance learning media. A new photovoltaics laboratory will open in the spring.



De Anza’s Environmental Studies Department has developed what it believes to be the most extensive sustainability curriculum in the country. Students can pursue degrees and certificates in four program areas—energy and climate policy; environmental compliance and pollution prevention; environmental stewardship; and biodiversity specialist. The department also offers a one-unit summer program for community college educators on developing or expanding environmental studies and environmental sciences programs in academic institutions.

Engaging & Empowering Teachers

Since it opened in 2000, the Krause Center for Innovation (KCI) at Foothill College has trained more than 12,000 Bay Area teachers in using educational technology to engage the diverse groups of students who populate our K-14 schools today.

The KCI provides a critical resource for teachers who wish to use cutting-edge tools to advance their subject-matter knowledge and teaching methods to improve student learning. Through a variety of programs, teachers from different grade levels and disciplines are able to collaborate and learn from each other at the center’s state-of-the-art facility. The center is jointly supported by Foothill College and philanthropy.

A new focus for the KCI is preparing Silicon Valley teachers to give their students a strong foundation in science, technology, engineering and mathematics. The Faculty Academy for Mathematics Excellence (FAME) gives middle school teachers a chance to explore algebra and pre-algebra topics during a two-week summer institute where they learn how to use computers and Internet technology to support the teaching and learning of mathematics.

KCI’s Merit Program is a two-week, project-based summer institute where K-14 teachers discover new ways of incorporating educational technology into the classroom, with follow-up meetings throughout the year. Learning in New Media Classrooms (LiNC) offers short, conveniently timed courses throughout the year for K-14 teachers to try new technologies that enhance student learning.



QUALITY RESOURCES TO SHARE

Serving Students with Disabilities

For 20 years, The High Tech Center Training Unit (HTCTU) at De Anza College has helped faculty and staff at California's 112 community colleges acquire skills to better serve the state's approximately 100,000 community college students with disabilities.

Managed under a competitively bid contract for the California Community Colleges, the HTCTU provides training and support services related to assistive computer technology, alternate media creation and web accessibility. In addition to statewide trainings, the center researches, tests and evaluates new and emerging technologies available to assist students with disabilities.

HTCTU supports the sharing of information and resources in other ways. Its listservs enable faculty and staff to discuss issues affecting disabled students' programs and services. Its Alternate Media Exchange database provides links for higher education institutions to find books, captioned videos and tactile graphics that have been created in e-text formats for students with print disabilities.

One of the HTCTU's newest efforts is the Veterans Resource Center Project, which it is managing for the California Community Colleges. With as many as 21,000 recently returned veterans and their families attending California community colleges, the state is establishing a pilot Veterans Resource Center on 12 campuses, including Foothill College.

Partnering to Train the Solar Workforce

The Silicon Valley Solar Industry-Driven Regional Collaborative (IDRC) is a strategic regional response to meet the need for a skilled workforce in photovoltaic solar system design and installation.

Launched in 2007 at the request of industry, the collaborative was conceived to centralize training for a new energy workforce within the community colleges, instead of leaving it to individual employers at a cost to productivity and quality.

Foothill-De Anza Community College District coordinates and manages the program, with support from the California Community Colleges. Planning is



handled by a steering committee made up of representatives from five community college districts, industry and economic development agencies. Solar industry firms provide paid internships and job interviews for students who successfully complete the training.

The Silicon Valley IDRC project has produced and disseminated curriculum in solar photovoltaic design and installation. It was first used at Silicon Valley community colleges that were positioned to begin training immediately based on existing programs, faculty and facilities.

“*Within a few months of taking this class I had a job in the solar industry and was NABTA certified. Since then I've had the opportunity to be able to advance my career into R&D in the solar industry.*”

—Adam Zellhoefer, IDRC student

QUALITY RESOURCES TO SHARE

Since then, the curriculum has been formatted into modules that can be delivered in accelerated, flexible formats. The materials have been shared with community colleges throughout the state, many of which have since developed their own courses and programs. More than 100 students have been prepared for entry-level solar-industry certification and the Silicon Valley IDRC is working to develop a more advanced-level certificate program.

Improving College Mental Health

In 2006, a father whose son had taken his life while a student at the University of California, Davis, addressed the Foothill-De Anza Board of Trustees about the importance of providing adequate mental health services. As a local resident and bereaved parent, he asked what the district was doing to keep all of its students safe.

That visit by Victor Ojakian led to an assessment of the district's mental health services, resulting in several changes over the next year. It also inspired Foothill counselor Melanie Hale to establish the California Community College Mental Health & Wellness Association, with the support of a presidential innovation grant from Foothill President Judy Miner.

Today the association has members from community colleges throughout the state and offers quarterly trainings and a conference every two years. Its 2009 conference offered two days of workshops on legal, ethical and mental health issues, cultural competence and services for populations such as returning veterans and students with autism.

Hale has gone on to launch the Foothill Institute for Community College Mental Health, which has provided training for several local public school districts on mental health issues, including suicide prevention.

Designing Scenario-Based Learning

The Experiential Learning Center at De Anza College has gained national recognition for its work developing scenario-based learning tasks for use in the classroom. The scenarios present students with the chance to solve industry challenges they will face in their careers while learning 21st century workplace skills.

The center has worked with industry to develop, disseminate and assess more than four-dozen scenario-based tasks. The scenarios move instruction away from lectures to facilitating student teams as they meet hypothetical challenges. Many of the scenarios can be found on the center's web site.

The project, a partnership between Foothill-De Anza and SRI International's Center for Technology in Learning, has received nearly \$4 million in National Science Foundation grants.

WWII Memories Live On in Video

"Remembering World War II: First-Person Accounts" premiered in 2009 but began a decade earlier as part of a Foothill College Life Stories class. Writing instructor Sheila Dunec encouraged her older adult students to commit their significant life memories and milestones to paper.

Their stories presented an eye-opening, first-person history of World War II, as told by men and women from many different countries, cultures and ethnic perspectives, as well as from several sides of the conflict. When the writers began telling their stories at local high schools, Dunec realized they brought the war alive for a younger generation.

Eventually, Dunec and her narrators teamed up with the Technology Resources group at De Anza College, which produced and edited the video, incorporating historical footage with the stories. It has been captioned and posted in segments for teachers and students to use on De Anza's iTunes U web site.

NATIONAL LEADERSHIP ROLE

Over the past three years I have worked to assist the district's innovative efforts to reduce the cost of text-books for community college students through the use of open educational resources. Foothill-De Anza has emerged as a national leader in advancing the understanding and use of these freely available online learning resources, and in training community college faculty and staff across the country in finding, using and developing them. The district also played a leadership role during the recent review of California's Master Plan for Higher Education, which I chaired.

Foothill-De Anza lives its commitment every day to excellence, opportunity and innovation for its students and communities. It represents the best values of community colleges, which are so critical to our future. I know the district's continuing presence on the board will benefit community colleges throughout the nation.

Ira Ruskin, Member
California Assembly, 21st District

SUPPORTING SILICON VALLEY'S ECONOMY

The Foothill-De Anza Community College District is a critical partner in preparing students of all ages to work successfully in Silicon Valley. I know Foothill-De Anza from my work studying the Silicon Valley economy and as a member of the NOVA Workforce Board. Our board has recently received a \$4 million Green Innovation Challenge Grant from the state of California, and Foothill-De Anza is our community college partner. The new green initiative will build on a long series of innovations jointly carried out by NOVA and Foothill-De Anza. These past and future innovation efforts underscore the value of the district's membership in the League.

Stephen Levy, Director
Center for Continuing Study of the California Economy

KEY LINK IN EDUCATIONAL PIPELINE

The Foothill-De Anza Community College District is an invaluable educational partner in Silicon Valley.

As an active participant in coordinated outreach, Foothill-De Anza is a key player in supporting the educational aspirations of the next generation. Foothill and De Anza colleges have done this by providing a truly quality educational experience for their students. In fact, Foothill-De Anza is one of the leading districts in California in terms of the number of students who successfully transfer to the University California and subsequently graduate.

In addition, UC Santa Cruz is successfully partnering with the Foothill-De Anza district to create an innovative "meta university" at the NASA Ames Research Park. This partnership has the potential to provide a whole new type of educational experience for students in the region.

Working together to increase educational opportunities throughout Silicon Valley, we are building a stronger, more innovative, and more effective educational infrastructure than any single institution of higher education could provide. Foothill-De Anza is a highly respected collaborator, and our partnerships are a model for the future.

George R. Blumenthal, Chancellor
University of California, Santa Cruz

HELPING TO BUILD NEW GREEN-TECH ECONOMY

It is heartening to have an educational partner like the Foothill-De Anza Community College District working with us to meet the challenges of preserving Silicon Valley's standing as the world's center of innovation and entrepreneurship. The district has embraced these values in its own practices, and has led the way in training the kind of well-educated workforce Silicon Valley needs to maintain its edge. Foothill-De Anza also is a recognized national leader in sustainable building and other "green" business practices. Most importantly, the district has demonstrated its leadership in educating students about sustainability and preparing them to work in the new green-tech economy.

Russell Hancock, *President & CEO*
Joint Venture - Silicon Valley Network

INNOVATOR IN STEM EDUCATION

Foothill-De Anza has been a planning partner of the NASA Research Park since the concept originated in 1999. Their partnership with NASA and the anticipated campus in the research park are instrumental in achieving the goals of facilitating STEM education and creating a unique community of researchers, innovators, students and educators.

Foothill-De Anza is a longstanding, valued partner of NASA Ames Research Center. Through the Foothill-De Anza Internship Program, which will soon celebrate its 39th year at the research center, 3,782 students have worked directly with multimedia specialists, scientists, accountants, psychologists, engineers, administrators, programmers and other professionals while they carry out or support research related to information technology, aviation operation systems and astrobiology. In fact, 391 of those students have gone on to careers within NASA Ames.

Michael L. Marlaire, *Director*
NASA Research Park Office

SHARING ASSETS WITH COMMUNITY

I've had the opportunity to work closely for a number of years with the Foothill-De Anza Community College District as a local schools superintendent. Foothill College faculty have offered advanced courses at our high schools; the college's counselors have trained our counselors on suicide prevention strategies; and our respective faculty have exchanged ideas on how to make a smooth transition from high school to college-level mathematics. A number of our teachers have benefited from training at Foothill's Krause Center for Innovation.

I can report without reservation that Foothill-De Anza is an incredible asset for our students, our school district and the larger community. Enrollment by our graduates has increased by almost 30% in the past five years because of the outstanding education available at Foothill and De Anza colleges.

Barry Groves, *Superintendent*
Mountain View/Los Altos Union High School District

OFFERING OPTIONS FOR CAREER TRAINING

Foothill and De Anza colleges provide education and career training that is essential to the economic success of Silicon Valley. Tens of thousands of Santa Clara County residents gain access to outstanding educational opportunities through the district every year, regardless of age or economic circumstance. With the county's unemployment rate hovering above 11% and more than 100,000 people out of work, Foothill and De Anza offer retraining opportunities in high-demand fields and an affordable start in higher education to new high school graduates and their families. Having worked as a registered nurse specializing in public health, I particularly appreciate that Foothill-De Anza produces a large percentage of the healthcare professionals in our region.

Liz Kniss, *Member*
Santa Clara County Board of Supervisors, District 5

LEADS WAY ON STUDENT MENTAL HEALTH

In 2006, I asked the Foothill-De Anza Community College District to do an evaluation of its college mental health services and consider making improvements. The review was completed that year and improvements were made. The following year, Foothill-De Anza organized a community forum, Student Mental Health: Depression and Suicide Prevention, and invited K-12 schools, colleges and universities to participate.

These efforts have been instrumental in many other California community colleges reviewing their programs and resulted in the formation of an association of community college psychological service providers.

By taking a leadership role, the district has contributed to improving psychological services throughout the California Community Colleges system. These early steps eventually led to the creation of the California Community Colleges Chancellor's Office Mental Health Committee, on which I serve.

The district's leadership has understood the connection between good student mental health and academic achievement. Foothill-De Anza is well deserving of being reaffirmed to the board of the League for Innovation in the Community College.

Victor Ojakian, Member
Santa Clara County Mental Health Board
Former City Council Member and Mayor, Palo Alto

LONG RECORD OF EXCELLENCE

It would take many pages to describe the range of first-class activities in which the Foothill-De Anza Community College District is engaged. Some that stand out in my mind include the Aurora Project, which motivates and supports future secondary teachers of science and mathematics, and the DEEP Project, which helps underrepresented students to succeed in their science, technology, engineering and mathematics studies and move on to four-year colleges and universities. In another endeavor, the Foothill-De Anza Community College District collaborates with the University of California, the California State University, and NASA on the educational aspects of nanotechnology.

Other exceptional projects that come to mind include workforce development, professional-quality theater presentations, and an advanced program in the study of energy. Each of these programs speaks to the high quality of the district's work in support of students, faculty, and the community.

Edward M. Landesman, Co-Executive Director
The Collaborative for Higher Education

Chapter 2

INSTITUTIONAL EXCELLENCE & EFFECTIVENESS

In This Chapter:

- Planning for Excellence
- Measuring Effectiveness
- Student Access & Success
- Communication
- Community Engagement

EXCELLENCE & EFFECTIVENESS

The Foothill-De Anza Community College District has a long history of commitment to excellence and an enviable reputation for effectiveness. Maintaining excellence and effectiveness requires ongoing collaborative planning and monitoring of progress throughout the institution. Clear communication of institutional values and priorities is essential to keeping the focus on student access and success.

“Our source of excellence occurs through the innovations and hard work of our staff and faculty members. The shared goal of our administrators is to remove obstacles and provide resources so that excellence blossoms through the great work of our team members.”

–Fred Sherman
*Vice Chancellor of Technology,
Foothill-De Anza Community College District*



Planning must begin and end with consideration of our students.

Office of Institutional Research & Planning

The Foothill-De Anza Community College District's Office of Institutional Research and Planning provides leadership for integrating research and planning into college activities. The office supports and cultivates a culture of evidence for decision making and improvement.

The institutional research team currently consists of four full-time positions, led by an executive director, and soon will be expanded with the addition of two student research assistants. Executive Director Andrew LaManque has a 15-year background in institutional research, information systems, fiscal and economic analysis, and policy research. He holds a doctorate degree in education policy, politics and law from the State University of New York at Albany. He joined the district as a researcher in 2002.

Integrated Strategic Planning

In 2009-10, the district and its colleges engaged in a collaborative planning process to define a vision and plan for the next five years, building upon the district's Educational Master Plan 2005-2015. Working closely with the Office of Research and Planning, the colleges and the district completed an integrated set of strategic plans that are aligned and based on measurable outcomes.

The strategic planning initiatives at each college are tightly integrated with the district's strategic planning commitments as well as supporting plans for facilities, staffing and technology. The supporting plans are currently being updated. The colleges have developed extensive frameworks that integrate planning and budgeting.

The Foothill-De Anza Strategic Plan 2010-16 identifies three core commitments to focus the district's time and effort—student success and achievement, student access and stewardship of resources. The plan includes metrics to measure progress toward targeted outcomes, which are to be evaluated annually. The colleges' strategic plans also contain metrics to track progress on college initiatives.

The Three Commitments Foothill-De Anza Strategic Plan 2010-16

1 Student Success & Achievement - Improve Student Success, Equity & Retention

Supporting Goals:

- Improve student outcomes and close the achievement gap
- Improve basic skills
- Improve the outcomes of vocational students

2 Student Access - Engage with Our Communities to Build Bridges Between Us & Those We Serve

Supporting Goals:

- Sustain fall-to-fall persistence rate of students in selected populations
- Improve participation rates of high school graduates within the district's service area

3 Stewardship of Resources - Increase Effectiveness in Using District & College Resources

Supporting Goals:

- Achieve a structurally balanced budget
- Provide appropriate staffing
- Achieve environmental sustainability practices in accordance with Board Policy 3214 and the American College and University Presidents' Climate Commitment
- Align facilities capacity with student load

PLANNING FOR EXCELLENCE

Student Equity Plans

In 2005, Foothill and De Anza colleges each created a student equity plan outlining the college's approach to closing the achievement gap among all student populations. Guided by these plans, the colleges have worked to narrow the gap in access, retention, persistence, degrees, certificates and transfer rates. Progress on these indicators by different groups is monitored through the use of cohort tracking and reported annually in State of the College reports.

Basic Skills Initiative

Helping students master basic skills in English and mathematics is a critical component of closing the achievement gap. Two-thirds or more of Foothill-De Anza students need some developmental education in English or math when they enter college.

In response to a landmark Basic Skills Initiative that California launched in 2006, both colleges assessed their developmental education efforts and recommended promising new projects for state funding. Although funding has dwindled because of the state's budget deficit, college steering committees have developed action plans and were able to fund a number of innovative basic skills projects. The initiative brought faculty and staff together across disciplines and broadened the discussion about developmental education across the curriculum.

The Foothill-De Anza Community College District was a leader in advancing the Basic Skills Initiative. The district managed the effort for the first few years under a grant from the California Community Colleges Chancellor's Office. During this critical period, De Anza math instructor Barbara Illowsky served as the statewide project director.

21st Century Facilities

Foothill-De Anza's \$490.8 million bond measure, passed by voters in 2006, is making possible the renewal and modernization of campus and district facilities on an unprecedented scale. Projects run from complete electrical

upgrades and major technology and equipment replacement to construction of state-of-the-art labs and classrooms. Measure C followed a 1999 voter-approved bond measure for \$248 million.



The district has constructed about a dozen new buildings in the past decade using bond funds and completed hundreds of other projects.

New campus buildings open doors to new ways of doing things. Space in the Physical Sciences and Engineering Center at Foothill College is being designed so that when it opens in 2012, faculty across the disciplines will have more opportunities to collaborate and cross-pollinate. Students and faculty will benefit from having the latest educational technology and spaces for small-group collaboration and hands-on learning. With the opening in 2009 of the Visual and Performing Arts Center at



De Anza College, students in music, dance, film and television now can hold recitals and film festivals in an exceptional performance hall.

In keeping with the district's commitment to sustainability, the new buildings are being designed and built to the

PLANNING FOR EXCELLENCE

highest possible levels of environmental sustainability. De Anza College now has three buildings certified as having met LEED® standards (Leadership in Energy and Environmental Design), including the Kirsch Center for Environmental Studies, the first community college building in the nation to meet the LEED® platinum standard.



Technology in Support of Education

The Foothill-De Anza Community College District has dedicated \$75 million from its 2006 bond measure to technology improvements that will essentially rebuild the digital infrastructure for both instructional and administrative areas.

Projects include replacing the administrative information system; replacing the network; placing all the district's 6,000 computers and printers on a scheduled replacement cycle; installing and refurbishing smart classrooms; replacing the telephone system; building and refurbishing the data center; and upgrading and replacing servers.



For the past few years the district has been migrating to a new administrative information system, SunGard's Banner. Choosing and implementing the system has been a model of effective participatory governance decision making and disciplined project management. The process included broad involvement of district faculty, staff and students in identifying and documenting more than 6,000 requirements for the new system and selecting the vendor.

More than two years into a three-year migration plan, all milestones have been achieved on time and within budget. Four major modules—finance, human resources/payroll, financial aid and student—are now live and functioning well.

The new infrastructure will provide the district with a reliable and stable base for the continued development and deployment of innovative teaching practices and student-oriented services supported through technology.

Wellness Program

Concerned about unacceptably large increases in medical benefit plan rates, Foothill-De Anza analyzed employees' use of health benefits and identified the leading conditions that could be managed or prevented through better health practices.

In 2009, the district initiated the Wellness Program to promote and support organizational and individual wellness for the campus community through education, prevention, early detection and access to comprehensive health resources.

PLANNING FOR EXCELLENCE



Ultimately the goals are to improve the health, well-being and quality of life for all employees and support the adoption

of positive attitudes and behaviors through a lifelong commitment to wellness. Such a culture of wellness could be expected to result in such benefits as heightened personal performance, reduced sick leave and reduced medical expenditures.

Foothill-De Anza Foundation – The Margin of Excellence

In addition to facilitating scholarships for hundreds of students each year, the Foothill-De Anza Foundation contributes funds to Foothill and De Anza colleges to help support innovative programs.

The foundation, which is self-supporting, raised nearly \$4 million in 2009-10, and had \$26 million in net assets as of July 1, 2010. It was recently identified in *The Chronicle of Higher Education's* almanac as having the 10th largest endowment among community college foundations.

The foundation's support makes a critical difference for a variety of programs in the district. Recent beneficiaries have included Foothill's acclaimed theater programs and its nationally recognized developmental math program, Math My Way. The foundation helped De Anza College's Fujitsu Planetarium underwrite field trips for children from economically disadvantaged grade schools and supported the purchase of program materials for the Kirsch Center for Environmental Studies.

Although smaller in scale, the foundation's Chancellor's Circle annual giving program has provided more than \$1 million in unrestricted dollars to the colleges since 2001. This helps support services such as textbook vouchers for students served by Extended Opportunity Program & Services, which suffered major state funding cuts last year.

A sampling of other programs aided by Chancellor's Circle support are the Aurora Project, which places math and science students in local elementary and middle schools to explore the possibility of a career as a math or science teacher, and Cross Cultural Partners, which links native and non-native speakers to improve language skills and deepen cultural awareness.

Two years ago, the foundation expanded its staffing, adding two associate directors to raise major gifts for the colleges.

Professional Development

Both Foothill and De Anza colleges operate professional development programs that offer opportunities for professional growth to faculty and staff. Campus professional development offices coordinate new employee orientations and training in such areas as instructional skills, legal issues, technology, open educational resources, leadership, and equity and diversity.

Professional development takes place in other venues as well.

Starting this fall, Chancellor Linda Thor is initiating a new "peak performance" training program for administrators and supervisors to improve institutional effectiveness and individual performance. The trainings will be incorporated into monthly districtwide meetings and address topics ranging from ethics, communication and teams to emerging diversity issues and cultural competence, research and technology tools, and sharing best practices.

Foothill College holds quarterly convocations to explore topics of campus interest. Organized by the Office of Instruction, the convocations over the past year have focused on aspects of student learning outcomes and the cycle of reflective inquiry.

For five consecutive years, De Anza College has presented a two-day conference centered on student success. Organized by the offices of instruction, diversity and staff and organizational development, this year's event was question-based and included keynote speakers, workshops and collaborative "harvesting" at the end of the day to capture new ideas, applications and strategies for student success.

Key Indicators

1 Academic Success

Foothill-De Anza students have a high rate of academic success. Some 67% of Foothill students and 70% of De Anza students who were tracked over six years met their goals of earning a degree or certificate, successfully transferring to a university or completing transfer preparation. That compares to an average of 52 percent at community colleges statewide.

At Foothill College in 2009, the overall course success rate was 77%, about 11 percentage points above the state-wide average, and the basic skills course success rate was 84.1%, more than 20 points higher than the state average.

At De Anza in 2009, the overall course success rate was 74% and the basic skills course success rate was 77.8%, about 16 percentage points higher than the state average.

2 University Transfer

Foothill-De Anza ranked fourth among California's 72 community college districts in the number of students who transferred to University of California (UC) and California State University (CSU) campuses in 2008-09, and was first in California for UC transfers.

De Anza College had the third largest number of combined transfers in California to UC and CSU in 2008-09.

Transfers from Foothill-De Anza to University of California campuses increased by about 13% between 2005 and 2009. Transfers to private and out-of-state colleges and universities increased by about 6%.

The district's university transfer rate, based on tracking a cohort of students over six years, is 57%. That compares to the state average of 41%.

3 Workforce Preparation

Foothill and De Anza college students have a remarkable record of success on state and national licensing exams. Students graduating in 2009 achieved a 100% pass rate on licensure exams in the following occupational fields—dental assisting, dental hygiene, diagnostic medical sonography, massage therapy, medical laboratory technician, paramedic, pharmacy technician, radiologic technology, respiratory therapy and veterinary technology.

Even in this challenging economy, 80% or more of Foothill and De Anza's 2009 graduates were placed into jobs in these occupational fields—administration of justice, automotive technology, dental assisting, dental hygiene, film/TV (animation), health technologies (phlebotomy), journalism, massage therapy, medical laboratory technician, nursing, paralegal studies, pharmacy technician, primary care, radiologic technology, respiratory therapy, veterinary technology.

4 Participation Rates

The district projects that FTES enrollment demand will grow by nearly 9% between 2010-11 and 2015.

In fall 2009, about one-quarter of all new high school graduates entered Foothill-De Anza from the three feeder districts that are contiguous with the college district's boundaries.

Between 2005 and 2009, the percentage of Santa Clara County high school graduates entering Foothill or De Anza directly from high school increased 27%. The county's 12th grade enrollment increased 16% in the same period.

MEASURING EFFECTIVENESS

Accreditation Update

Both colleges are preparing self-studies for submission next summer to the Western Association of Schools and Colleges' (WASC) Accrediting Commission for Community and Junior Colleges. Site team visits are scheduled for October 2011. Particular areas of focus for the campuses are student learning outcomes, service area outcomes and administrative unit outcomes, as well as integrated planning and budgeting.

Accountability Reporting for the Community Colleges

Since 2007, the California Community Colleges system has provided data annually to the state Legislature to aid in evaluating the colleges' performance, with the aim of improving student success. The results for Foothill and De Anza colleges on the Accountability for the Community Colleges (ARCC) reports are presented and discussed annually with the Foothill-De Anza Board of Trustees.

The ARCC measures indicate that Foothill and De Anza students are succeeding and that overall, the two colleges are doing well. That has been the case since reporting began in 2007.

The ARCC report includes seven indicators of student success. They track cohorts of students as they progress through the colleges. Each college's performance is compared to the performance of other "peer" colleges determined to have similar environments for that particular indicator. New peer groups are determined for each indicator.

Foothill College ARCC Rankings, 2010

Foothill College ranked highest within its peer groups in two areas—student progress and achievement rate and the annual successful course completion rate for credit basic skills courses. It ranked above average in the following categories—percentage of students who earned at least 30 units, persistence rate, annual successful course completion rate for credit vocational courses and improvement rate for credit English as a Second Language (ESL) courses.

De Anza College ARCC Rankings, 2010

De Anza College ranked highest within its peer groups in four areas—student progress and achievement rate, percentage of students who earned at least 30 units, annual successful course completion rate for credit vocational courses and improvement rate for credit basic skills courses. It ranked above average in annual successful course completion rate for credit basic skills courses and improvement rate for credit ESL courses.

Annual State of the College Reports

The colleges report annually to the district's Board of Trustees on various aspects of college operations and student success. This reporting enables the analysis of student progress over time.

Among the student success indicators examined by one or both of the colleges are course success and retention rates, vocational course success rates, basic skills course success rates, next-course success rates for math and English basic skills students, fall-to-winter persistence of first-time students and the student progress and achievement rate. In addition, many of these success indicators are analyzed by ethnicity to aid the colleges in their efforts to close the achievement gap.

Program Planning & Review

Foothill and De Anza colleges engage in an extensive process of program review and analysis. Institutional Research and Planning produces documentation for each review that contains a variety of quantitative program indicators, including success rates by age, gender and ethnicity. There is a regular review cycle of four to six years for each division, and progress reports are completed annually. The goals are to achieve ongoing deep reflection and link program planning to the attainment of goals. The program review information is posted on the colleges' web sites.

STUDENT ACCESS & SUCCESS

Distance Learning

Foothill-De Anza was one of the first community college districts to offer courses online, giving students the opportunity to learn at their convenience. Distance education has grown steadily over the years and today accounts for about 11% of the district's enrollment.

Foothill Global Access, Foothill's distance education program, has more than 500 courses approved for distance delivery, backed by a comprehensive program of instructional and student support services, including face-to-face orientations every quarter.

Foothill students can pursue 11 associate degrees and seven certificates of achievement fully online, and meet 100% of the college's general education requirements through online courses. Half the requirements can be met through distance education for 24 degree and 21 certificate programs.

De Anza's Distance Learning Center offers 150-170 distance education courses annually via the college's course management system, video media, cable TV, webcasts and video streams. De Anza instructors have developed audio and video for three open-source courses—in statistics, medical terminology and writing/composition—which can be downloaded for free to a Mac, PC or iPod through iTunes U.

The number of students in the district taking at least one distance education course has grown by about 40% since 2004-05. Today approximately 19,000 students a year take distance education courses.

Student Success Centers

Through their Student Success Centers, Foothill and De Anza colleges provide students with an entry point from which they can connect to a supportive community of counselors, advisers, tutors and study groups across the disciplines. The centers also can direct students to classes in study skills or workshops that address issues such as critical thinking, time management and taking notes.



STUDENT ACCESS & SUCCESS

Transfer Articulation

Foothill and De Anza colleges work continuously with other academic institutions to establish articulation and transfer agreements. These agreements support a smooth transition for transfer students by ensuring that they receive credit for coursework completed at our colleges and offer guaranteed admissions to certain universities if all the requirements are met.

Foothill currently has articulation agreements with all 10 University of California (UC) campuses and 22 of 23 California State University (CSU) campuses. The college also has transfer and/or articulation agreements with more than a dozen independent and out-of-state institutions, including Cornell University, University of Southern California, St. Mary's College of California, Pepperdine University, University of the Pacific and University of San Francisco.

De Anza currently has articulation agreements with all 10 University of California campuses and 20 of 23 California State Universities campuses. It also has agreements with a number of independent and out-of-state universities including Brigham Young University, Loyola Marymount University, St. Mary's College of California, Santa Clara University, University of San Francisco and University of Southern California.

Both colleges also offer transfer admission guarantees (TAG). These agreements state that if a student meets the university's requirements, the student will be admitted. TAGs let students know what courses they must take, what grades they must earn, how many units they will need and any special requirements for high-demand majors.

Foothill currently has TAGs with seven UC campuses, two CSU campuses and nine independent universities. De Anza currently has TAGs with seven UC campuses, two CSU campus and five independent universities.

Transfer Centers

Both colleges provide a range of services that support students seeking university transfer. Transfer Center



services include advising, visits by college representatives, workshops on transfer-related topics and libraries where students can research colleges, academic programs, scholarships and careers. Both colleges also maintain web pages containing helpful information to aid students in exploring their transfer options.

These types of

support services, along with the work of the colleges' articulation officers and other faculty and staff, are among the reasons that Foothill-De Anza ranks fourth in the state for combined UC and CSU transfers.

Career Centers

Career Centers at Foothill and De Anza colleges offer students opportunities and resources to explore career options, research job markets and companies, develop job-search strategies, write resumes and cover letters and prepare for interviews. The centers also offer workshops, job fairs and services such as career assessment testing.

NASA Internships

Community college students gain real-world work experience while earning a living wage through the internship program administered by Foothill College with grant support from the NASA Ames Research Center.

This unique educational program has given thousands of students an opportunity to develop skills that correspond to almost every college major, enabling them to make connections between the classroom and workplace. Placements have included positions in business administration, information technology, graphic design, web design, psychological research, engineering, chemistry, aeronautics,

STUDENT ACCESS & SUCCESS

astronautics, biology, GIS, software testing, human resources, payroll, accounting and multimedia.

Since the program began in 1970, nearly 4,000 students have interned at many of Silicon Valley's leading companies as well as agencies including the SETI Institute and the NASA Ames Research Center, where they can work with scientists, engineers, programmers and other NASA professionals.

Workforce & Professional Development

Foothill-De Anza's Professional and Workforce Development unit is part of the California Community Colleges Economic and Workforce Development program.

Professional and Workforce Development coordinates custom on-site and online training for employees of Silicon Valley companies, non-profit organizations and local government agencies. The program offers training in professional and management development, software applications and communications.

The Center for Applied Competitive Technologies at De Anza College, one of seven college-based regional centers, develops customized workforce training for California's advanced manufacturing and advanced technology companies. The Center assists companies with high-tech skills training, technical business solutions, sustainable practices and green technologies, industry and professional certifications, and process improvements.

Occupational Training is Institute's Goal



Thousands of economically disadvantaged residents of Silicon Valley have gotten back on their feet with the training and assistance they received at Foothill-De Anza's Occupational Training Institute (OTI).

OTI's goal is to get people into the workforce as quickly as possible by providing job-focused skills training at Foothill and De Anza colleges and employment services such



as counseling and advising, career education, and job placement and retention services.

Many OTI clients pursue certificate programs offered through the colleges, but the program also offers customized training to meet the needs of students and the local job market. OTI also works with local employers to provide candidate referrals and employee retention services.

Middle College: The High School Alternative

In the Middle College programs at Foothill and De Anza, local students earn high school and college credit simultaneously as they complete their high school graduation requirements and take college courses.

Open to juniors and seniors, the program involves taking several traditional high school classes in small learning communities of fellow students and choosing additional classes from the colleges' diverse curricular offerings. Middle College is a partnership between each of the colleges and local feeder school districts.

Community Education

Foothill-De Anza's self-supporting community education programs serve more than 8,000 community residents each year. Community Impact Short Courses offer a catalogue of enrichment and professional development classes throughout the year. The Extended Year summer youth program focuses on enjoyable learning for children and teens. In the past year, continuing education has expanded to include adaptive learning and physical fitness courses that the colleges have had to cut because of state funding reductions.

STUDENT ACCESS & SUCCESS

Financial Aid

Foothill and De Anza colleges offer students a variety of federal, state and institutional financial aid options. These include fee waivers, grants and scholarships, loans and work-study employment. Some 20% of students in the district received some form of financial aid in 2009-10, and about \$19.5 million in aid was disbursed.

The colleges hit a milestone during the past year in the number of students seeking financial aid—testimony to the economic distress and high unemployment rate in Silicon Valley. By the first week of classes in fall 2009, more students at Foothill and De Anza College had submitted applications for federal student aid than in the entire previous academic year.

Extended Opportunity Programs & Services

At both colleges, Extended Opportunity Programs and Services (EOPS) meets the needs of educationally and economically disadvantaged students by providing a wide range of services and a supportive, caring community.

Through EOPS, students can receive assistance with admission and financial aid applications, priority registration, book vouchers, bus passes and loans of laptop computers. Additional support services include peer advising to help ease the transition to college, help creating an educational plan, counseling, one-on-one tutoring, university field trips and assistance with university transfer.

Students who are single parents in families receiving public assistance can obtain additional assistance, including help securing childcare, through the CARE program if they meet EOPS eligibility requirements.

Disabled Students Programs & Services

Disabled Students Programs and Services at both campuses offer a range of services designed to support the personal, vocational and educational success of students with physical, psychological or sensory disabilities. Services include counseling, registration and mobility assistance, test accommodation, assistive technology and alternate media, note-taking assistance, tutoring, books, loans and scholarships.

Counseling Services

Foothill and De Anza colleges maintain full-service counseling divisions with drop-in counseling and counseling by appointment. Other services include a mandatory “introduction to college” course, which orients new students to the campus and provides information about degree programs, transfer, health and counseling services, and financial aid.

De Anza counseling also offers courses in special topics such as stress management, career planning assessment, college major and career options, and college skills. Foothill offers an online advising service.

Increasingly, the campuses are integrating counseling into instruction with excellent success. A dedicated counselor who visits the classroom is an integral part of De Anza’s Math Performance Success, which successfully moves students from pre-collegiate mathematics to transfer-level courses.

Most student support and instructional programs for educationally disadvantaged students on both campuses also have dedicated counselors who get to know the students.



Communication Through Participatory Governance

The district's strong history of shared governance has created a culture of inclusiveness that supports good communication and unity of purpose.

The Chancellor's Advisory Council, made up of top district and college administrators and representatives from all stakeholder groups, is an important forum for discussion at the district level, and operates on a consensus basis. In addition, there are district-level advisory committees in the areas of budget, diversity, human resources and educational technology. Stakeholder groups include academic, classified and student senates, the Multicultural Staff Association, administrators and five faculty, staff and supervisory bargaining units.

At the college level, shared governance brings stakeholder groups together through a variety of committees that make recommendations to the Planning and Resource Council at Foothill and the College Council at De Anza. Those groups, in turn, advise the college presidents.



Keeping the College Community Informed

The district and both colleges begin the start of each academic year with Opening Day activities the week before the fall quarter begins—one day for the district and one day for the colleges. These events provide an opportunity for the entire community to come together to focus on important topics of common interest. Opening days typically involve a themed morning keynote address or presentation, followed by workshops and divisional and departmental meetings.

Board Highlights is a summary of key actions and discussions by the Board of Trustees that is emailed to all faculty and staff after each board meeting and posted on the district's web site. The chancellor keeps board members informed with a weekly *Communique*.

De Anza's award-winning campus newspaper, *La Voz*, is an important source of information for the campus. De Anza's *Campus Memo* and Foothill's *Foothill Fusion*, both delivered by email, regularly report campus news, events and accomplishments.

Foothill Fusion also has an edition that is emailed to friends of the college upon request, and the Foothill-De Anza Foundation last year launched its *Education Matters* e-newsletter for alumni and friends.

Both colleges and the district maintain detailed budget websites to help employees stay informed about important fiscal developments and decisions. Numerous town hall-style budget presentations and discussions were held over the past year to involve employees in the budget-reduction process.

Foothill and De Anza prepare annual *State of the College* reports.

COMMUNITY ENGAGEMENT

Sharing Art & Culture

Tens of thousands of Silicon Valley residents visit Foothill and De Anza campuses each year for college-sponsored activities and community events held in college facilities.

For 43 years, Foothill's Celebrity Forum has attracted sold-out crowds to the Flint Center for the Performing Arts at De Anza College to hear speakers such as Tony Blair and Yo-Yo Ma from this year's lineup and Thomas Friedman, David Brooks and Paul Krugman from last year's.

Attending astronomy and laser shows at the Fujitsu Planetarium at De Anza is a popular pastime and a tradition experienced by tens of thousands of grade school students in Silicon Valley over the years. The Foothill College observatory hosts weekly public programs of family star-gazing through its large astronomical telescopes.

The colleges' theaters and museum present a rich menu of cultural offerings in addition to providing students in the creative arts with professional-caliber venues.



The Smithwick Theatre and smaller Lohman Theatre at Foothill College host performances throughout the year, including productions by the award-winning Foothill Music Theatre. The performance hall in De Anza's Visual and Performing Arts Center (VPAC), which opened in 2009, is used for film festivals, dance programs, lectures and concerts.

Also in the VPAC is the Euphrat Museum of Art, which offers provocative modern art exhibits as well as a venue for student artists. The museum also offers numerous instructional opportunities across the disciplines. The classes and exhibits at the California History Center at De Anza provide a thoughtful encounter with the history of California and the Santa Clara Valley.

KFJC, Foothill's FM radio station, operates 24 hours a day, seven days a week, offering up interesting music and information. Founded in 1959, the station has broadcast over the Internet since 1988 and is primarily funded by listener contributions.

Regional Participation

District and college leaders are active participants in community organizations such as Rotary clubs and chambers of commerce as well as influential regional organizations. Chancellor Linda Thor recently joined the board of Joint Venture—Silicon Valley Network, a leadership group that brings together business, labor, government, education and non-profit leaders to work on regional initiatives. The district also is represented on the working council and other operational committees of the Silicon Valley Leadership Group, made up primarily of local companies with the goal of working with government officials at all levels to address public policy issues affecting Silicon Valley.

The district also is a founding member of the Silicon Valley Higher Education Roundtable. That organization brings together higher education institutions and public school representatives to work collaboratively in support of access, success and excellence in learning opportunities for underrepresented groups.

Chapter 3

INNOVATIVE PROGRAMS & PRACTICES

In This Chapter:

- Innovation in Instruction
- Innovation in Technology
- Innovation in Student Success
- Innovation in Administration
- Innovation in Stewardship

INNOVATION IN INSTRUCTION

It would be impossible to capture all the pockets of innovation that exist in the Foothill-De Anza Community College District. What follows is a diverse sampling of some of the innovative programs and practices that we believe distinguish the district.

In the Field in Coyote Valley

Environmental studies at De Anza is one of the college's fastest growing programs, particularly since it moved into the landmark Kirsch Center for Environmental Studies in 2005. Its wildlife corridor technicians program takes teams of students into the field to document the travel patterns of wildlife and birds as they move through Coyote Valley, the largest remaining undeveloped area of San Jose.

Since 2006, these field teams have documented through observation and cutting-edge survey techniques, including nighttime photography, more than 171 bird and 24 mammal species in the Coyote Valley wildlife corridor. Among the species they have observed are golden eagles, peregrine falcons, tule elk, badgers, bobcats and gray fox. Using these findings, students and faculty have appeared before public officials to comment on the environmental impact of development proposals on Coyote Valley.

Studying about wildlife corridors or doing field study in the Coyote Valley are part of the coursework leading to certificates and/or degrees in the four focus areas of the environmental studies program—biodiversity specialist; environmental stewardship; environmental compliance/pollution prevention; and energy management/climate policy. The experience of doing science in the field and sharing the results with the community has opened the door to new career possibilities for many students.

An important change in public policy that was influenced by some of the program's Coyote Valley work was achieved by Assembly Bill 785, authored by California Assembly member Ira Ruskin and now signed into law. It directs the California Department of Fish and Game to identify and protect wildlife corridors

“*What happens when you put people in a room together is that they produce some really smart stuff.*”

—Brian Murphy, De Anza College president

throughout California. The work in Coyote Valley also inspired creation of The Coyote Valley Landscape Institute at De Anza College to foster the sound science needed to identify and study the critical wildlife corridors in California.



Night photography in Coyote Valley drainage culvert

Making Progress with Math My Way

Concerned that so many students arrived at college unprepared and were unable to progress to college-level mathematics, a group of Foothill College faculty members teamed up four years ago to create a new approach to developmental math, Math My Way. Intrigued by the results, Microsoft Corp. Chairman Bill Gates visited the campus earlier this year to see it firsthand.

In Math My Way, cohorts of students with similar skill levels receive daily instruction in back-to-back classes. They work together in small groups, have opportunities to interact one-on-one with the instructor, and use specialized computer software that helps them build confidence and master essential concepts that build upon each other.

Math My Way allows students to complete in one quarter what originally took two. Success is literally built into the program. Students must master each conceptual building block before progressing to the next. They can work at their own pace, focusing on concepts that are most challenging for them. Math My Way incorporates team teaching, and student cohorts are reassigned every few weeks.

Math My Way has proven successful at preparing students with poor math skills to advance into college-level mathematics, creating a pathway to university transfer. Outcomes indicate that the percentage of students who pass pre-algebra has doubled, along with the percentage



of students receiving a grade of A or B. In intermediate algebra, about 73% are successful with Math My Way, compared to 43% before the program started.



Middle school teachers in the neighboring Whisman School District have adopted the Math



My Way approach. Students who are performing below grade level at the end of the year take part in a four-week summer Math Acceleration Program (MAP) on the Foothill campus. The middle school teachers teach the summer session in consultation with Math My Way faculty, and Foothill College students assist in the classroom. Sixty middle school students took part in MAP this summer.

Becoming an Agent of Change

De Anza's Institute of Community and Civic Engagement (ICCE) advances education for democracy by teaching students grassroots political and leadership skills. It connects with students' passion for making the world a better place by encouraging them to become agents of change in their lives and their communities.

Founded in 2006, the institute offers an 18-unit leadership certificate program, called Leadership and Social Change, and sponsors an annual youth leadership

INNOVATION IN INSTRUCTION

conference, Youth Voices United for Change, which brings together high school and college students from throughout the region.



The institute's Community Links database allows De Anza instructors to match their curriculum with service learning opportunities, enabling students to learn and practice democracy through reflective participation in public programs, services and policy making linked to academic study.



The Institute of Community and Civic Engagement exemplifies De Anza's commitment to embracing the cultural and social contexts of its multicultural students as learners. It offers a diverse population of students personally meaningful opportunities to work in and with surrounding communities as part of academic growth.

By providing collaborative, community-based learning opportunities that are relevant to students' lives, ICCE prepares them to be community leaders. The institute's newest program, the Latina Leadership Academia, will begin this fall.

Basic Skills Initiatives

Faculty and staff at Foothill and De Anza colleges have spent the past several years examining campus practices in developmental education in English, ESL and mathematics. Based on those assessments, they have developed plans to enhance basic skills instruction.

This effort was spurred in part by California's Basic Skills Initiative and the availability of state funding to support innovative efforts based on best practices.

Both campuses have funded a number of new efforts in the areas of professional development, support services and research initiatives.

Examples at Foothill include training in active learning techniques for science and mathematics faculty and a workshop for English faculty on integrated writing and reading and how it benefits basic skills students. At De Anza, funded projects include developing a research model to better track student matriculation trends, funding a summer institute to train faculty teams in methods for teaching integrated learning communities, and establishing a counseling-centered retention program, Sankofa Scholars, for students of African ancestry.

Learning by Doing

It's a win-win for everyone. Information technology students learn by doing, refurbishing donated used computers at De Anza College and loading them with new software and operating systems. Low-income students receive the refurbished computers through the financial aid offices at Foothill and De Anza.

CompTechS—short for Computer Technical Support—creates campus-based, paid IT jobs for about 45 students a year who turn out refurbished computers for several hundred disadvantaged students. The program also places qualified students into internships in the IT departments of local companies such as Fujitsu America, Synopsys, Roche Pharmaceuticals, Applied Biosystems, VMware, Hewlett-Packard and Yahoo.

CompTechS is part of Foothill-De Anza's Occupational Training Institute. In 2007, the program received a National Science Foundation Advanced Technological Education grant to study the impact of paid internships on student persistence in the IT field, especially among low-income and underrepresented students.

Training for the New Electron Economy

With the installation of solar arrays on many parking lots at Foothill College, the campus will soon be producing a significant amount of its own energy, moving it toward "microgrid" status. Balancing and blending the electrical characteristics of a microgrid with existing utility power, and intelligently managing the electrical load of a college campus, is challenging to facilities operations. It's also a great learning opportunity for engineering students.

Taking advantage of its new solar capabilities, Foothill College is developing a sustainable energy certificate program that will train scientists, engineers and professional technicians to participate in building Silicon Valley's emerging electron economy. The program will include courses in renewable energy, power systems training, smart energy and microgrid technology, energy efficiency, electric vehicles and transportation, and an introduction to biosynthetic fuels.

An integral part of the program will be the opportunity to participate in Foothill's emergence as a microgrid. Students will engage in electrical analysis and diagnostics, smart metering of campus buildings and full energy and greenhouse gases accounting. The certificate program will articulate with the University of California, Santa Cruz.

Museum as Community Classroom

One of the most unique multidisciplinary classrooms at De Anza College is the Euphrat Museum of Art, relocated in 2009 to the college's new Visual and Performing Arts Center. The museum, named after the family that once owned the land on which De Anza sits, is all about collaboration—collaboration between artists, collaboration with students and instructors, collaborations among artists, students and the community.



Museum Director Jan Rindfleisch sees the Euphrat as giving students and other visitors "an opportunity to learn how to think"—particularly "how to think about new things" and "how to further the discussion." The museum features contemporary exhibits focusing on political, social and historical issues.

Rindfleisch works with instructors and students across the disciplines to support student learning. Students of humanities instructor Sal Breiter recently collaborated on a museum project involving spoof advertisements that comment on consumerism in popular culture. Another collaboration explored the incredible power within the simplicity of words and phrases.

"The museum's content is multi-disciplinary in nature," Breiter said. "It is useful in a wide variety of academic contexts, and I believe that this content speaks to the unique learning needs of many of our students. Many of my students learn and are able to express their ideas in the visual mediums offered in the museum. These learning opportunities transcend many of the basic skills challenges that many of my students face. The collaborative nature of the programming and the diverse complexity of the art in the museum is of incredible quality."

Within the community, the Euphrat's Arts & Schools program also fills a critical gap in public arts education.

INNOVATION IN INSTRUCTION

Digging the Work in Ecuador & Belize

Through the Foothill College Field School Program, anthropology instructor Samuel Connell takes students into the field in Ecuador or Belize every summer, showing them firsthand what anthropology is about.



Connell, who wrote his dissertation on the Maya and how they lived, led a group of about 30 students this summer on a



four-week anthropological experience in Belize. Students immerse themselves in the culture of Belize through study and research, living in Maya villages and participating in a field project.

The 2010 field project focused on investigating the large Maya centers of Aguacate in western Belize. Students are trained in mapping, field excavation and laboratory analysis. The project also employs ground penetrating radar to detect subsurface features and uses a geographic information system to analyze data. The cost of the 12-unit program is about \$2,400 including college fees.

Connell alternates the summer field trips between Ecuador and Belize. In Ecuador, students learn about the ancient past on the Pambamarca Archaeological Project dig in the Andean highlands, working as part of an international team. They study the historical past at a Colonial-period hacienda and learn about contemporary Ecuador through a service learning project.

For students thinking about anthropology as a major, the field trips help them decide on which area of anthropology they might want to focus. The trips, Connell said, “are a basic anthropology experience”—a chance to explore and appreciate the ways people in another culture live.

Supporting Underserved Populations

In 2008, De Anza College was one of six colleges in the country to receive a grant from the U.S. Department of Education to serve Asian American and Native American Pacific Islander students.

The result of IMPACT AAPI at De Anza is a sharpened focus on the educational success of Filipino, Southeast Asian and Pacific Islander students. These are subgroups that have been historically underrepresented in higher education and who may face educational challenges, particularly with English as a second language.

Key elements of IMPACT AAPI include new classes that involve two well-established programs on campus—LinC (Learning in Communities) and the Asian Pacific American Leadership Institute at De Anza. The new classes combine two subjects to provide a better and easier understanding of both, and focus on Asian American Pacific Islander (AAPI) content.

More than 300 students from the targeted AAPI populations have enrolled in the classes and the success rates have been higher than the college average. Other support programs already in place, such as Summer Bridge and First-Year Experience, have been expanded to include more AAPI students.

New Partnerships for Non-Credit Programs

Foothill College's off-campus center, Middlefield campus, has launched several new non-credit programs, reaching out to underserved populations and finding new ways to help people get to work quickly.

In partnership with Catholic Charities of Santa Clara County, Middlefield is offering a certificate for geriatric home aide. The short, intensive vocational program prepares students for work as in-home health aides for seniors. Foothill provides the instruction and evaluation, and Catholic Charities provides the classrooms, books, computers and tutoring, even paid internships.

Some of the students who have enrolled in the program are refugees served by Catholic Charities. The agency recently started a new social venture by becoming a home health care agency serving clients in its older adult services division.

The privately funded Family Engagement Institute, located at the Middlefield campus, is another new outreach effort in partnership with community organizations. The institute provides developmentally, culturally and linguistically appropriate parenting and family workshops to support the capacity of families to be effective advocates for their children.

Math Performance Success

"Any student who is willing to put in the time and energy and is provided with appropriate support and services can be successful in math." That's the promise of Math Performance Success, the De Anza College developmental math program that helps students succeed who have failed in the past.

“There are a lot of students whose confidence in their ability to do math is very low. I feel it's my job to have confidence for them.”

—Diane Mathios, MPS instructor

MPS delivers on the promise—the pass rates for students are typically about 25% higher in MPS classes than those achieved by students in traditional sections, regardless of gender and ethnicity.

MPS classes are identical in content to the college's other math classes, but MPS students receive extra counseling, tutoring and instructor assistance inside and outside the classroom. They also spend more time in class—two hours a day, five days a week—as a cohort. Students who continue through the sequence of math courses together become part of a close-knit community of students, tutors, counselors and instructors. In MPS, math success is collaborative.

High Quality Research Experience

Four lucky Foothill College students had an opportunity to work as interns last year in cutting-edge research labs on the Stanford University campus. The pilot program between Foothill's Physical Sciences, Mathematics and Engineering Division and Stanford's Office of Science Outreach provides students a hands-on opportunity to test their interest in pursuing a science career.

Stanford scientists working in the areas of astrophysics, materials science, biology and pathology agreed to host the first group of interns. The location is convenient because Stanford is just down the road from the Foothill campus.

Foothill handled the recruitment of the students, stipend payments, and coaching and support. The Office of Science Outreach identified host labs and mentors, facilitated the interview and selection process, handled the paperwork and delivered the health and safety training required. The interns worked 10-15 hours a week and earned a modest stipend provided by Foothill.

INNOVATION IN INSTRUCTION

Two interns were considered such assets in their labs that they were invited to continue their internships during the summer, and one was admitted to Stanford this fall. Both Foothill and Stanford are hoping to expand the program this year as additional host labs are identified.

Sustainability Learning Community

Foothill is launching a Sustainability Learning Community this fall to meet a campus goal of incorporating sustainability into the curriculum. In this confluent learning community, classes will be taught separately but share a related thread or topic.

The flexibility of the confluent approach allows the faculty to incorporate the theme in a variety of ways. Food was chosen as the first topic. More than a dozen faculty members from almost as many disciplines attended spring planning workshops to allow for curriculum development over the summer.

Two large group sessions are planned for the fall. Raj Patel, author of “Stuffed and Starved,” will be the featured speaker at one event; the other will be a panel discussion by faculty and students discussing their experience in the learning community. Over the winter quarter, additional faculty workshops will be held to develop a second learning community for the spring around a water theme. The spring learning community will coincide with a “Slow the Flow” community waterwise conference being hosted by the environmental horticulture and design program.

Training Community Leaders

Since its founding by De Anza faculty member Michael Chang in 1997, the Asian Pacific American Leadership Institute at De Anza College—APALI—has helped change the face of Silicon Valley.

Staffed largely by De Anza faculty, the institute is devoted to advancing civic leadership. And for many graduates of APALI’s leadership programs, that has meant running for school boards, city council and legislative seats.

In fact, Chang started APALI with the vision of creating a civic leadership pipeline for underrepresented communities. Each year, APALI trains more than 150 leaders—high school and college leaders, emerging leaders and elected officials through its five leadership education programs. The organization has also developed a powerful alumni network.

APALI’s support comes from philanthropy, corporate and foundation grants, and community partners.

Creating the Foothill Science Learning Institute

In preparation for the 2012 opening of its new Physical Sciences and Engineering Center (PSEC), Foothill College is launching the Foothill Science Learning Institute, a new curriculum designed to coordinate, develop and disseminate best teaching and learning practices in science, technology, engineering and mathematics (STEM).

Making Foothill a center of excellence for STEM education will help fill a need in Silicon Valley as the region has become increasingly dependent on foreign talent, particularly in science and engineering positions. The new PSEC will integrate innovative tools and technologies into a new curriculum and present an innovative model for the successful teaching and learning of fundamental principles and applied methodologies.

The Science Learning Institute will build a pathway for students who may need to develop basic skills before pursuing the study of science. It also will support the professional development of local elementary and secondary teachers to advance STEM education.

The new curriculum focuses on the teaching of high-demand skills and refines methods to promote communication and problem solving. The institute seeks to strengthen interdisciplinary thinking and is pursuing partnerships with universities, government and private enterprise.

Spreading the Gospel of ePortfolios

A 2008 innovation grant awarded by Foothill President Judy Miner supported the creation of a pilot position for an ePortfolio coordinator. Now funded through a workforce grant, ePortfolio coordinator Una Daly has worked with instructors and students in a variety of programs at the college.



Dental hygiene was one of the first programs to transition from paper to ePortfolios. In their ePortfolios, dental hygiene students document their work over two years to demonstrate competency and mastery of the program's core student learning outcomes. This year's cohort will be the fourth to use ePortfolios.

Instructors like the new approach because it encourages students' reflection on their learning, particularly their clinical experience. It's also much more convenient. Students and faculty no longer are saddled with passing around the huge binders that were used for paper portfolios. And with ePortfolios, students develop their technology skills.

The ePortfolio coordinator is available to assist faculty in understanding the fundamentals of ePortfolios and how to use them to enhance student learning. She also trains students in how to create their portfolios and provides assistance to them.

ePortfolios are valuable tools for both students and faculty. They provide a more authentic, real-world opportunity for students to demonstrate what they have learned and reflect on it, and for faculty to understand a student's thought processes and give meaningful feedback. This kind of reflection encourages students to engage in self-assessment and goal setting.

Collaborative Statistics

De Anza mathematics instructor Barbara Illowsky and retired De Anza instructor Susan Dean have made new friends around the world since their open textbook, *Collaborative Statistics*, was placed into Rice University's *Connexions*, one of the most-visited online sites for open educational resources.

The elementary statistics textbook had been used for more than a decade in California community colleges before the Maxfield Foundation bought rights to it and donated them to Rice. The university made the book's contents freely available online through *Connexions* in 2008.

Illowsky said she has since heard from many students and colleagues who are using the book or parts of it. A professor in Mexico is translating the text into Spanish and plans to translate the half-hour video lectures, available on De Anza's iTunes U web site, that the instructors made to complement the textbook.

INNOVATION IN TECHNOLOGY

Dean is working with a volunteer group whose goal is to translate Collaborative Statistics into 35 languages.

Illowsky said the support and enthusiasm from the academic community has been energizing. Having the book online and receiving feedback from other mathematics faculty has been a good professional development experience.

A Unique Campus Tour

The new online tour of De Anza College provides students with a visual overview of the campus and multiple ways to explore it. It was commissioned by outreach staff and built by De Anza's talented web team.

Glide your cursor over the map and you'll learn the name of every building.

Click on one—the Visual & Performing Arts Center, for instance—and you'll see a brief description of the building's highlights. Click a tab to see all the programs and services inside. Want to learn more about one of the programs? Click on a link and arrive at the web site.

Interested in a particular academic program or activity but don't know where it's located? A click on the name will take you there.

It's hard to describe, and handy to use. Check it out: <http://www.deanza.edu/vtour>



INNOVATION IN STUDENT SUCCESS

Increasing Access, Retention & Success

Both Foothill and De Anza recently have developed a number of cohort-based programs to give new students a solid college start. They focus on populations with historically low retention and transfer rates. The programs provide students with high levels of culturally relevant support and immerse them in a supportive community of fellow students, faculty and staff.

Several large federal grants to increase student access, retention and success have enabled De Anza to expand such programs as Summer Bridge, which supports the transition from high school to college, and First Year Experience, which offers developmental reading and writing students the opportunity to participate in learning communities.

All these programs offer students additional support services, such as educational planning, academic advising, personal counseling, academic mentoring, leadership development and opportunities to form study groups.

A more recent addition for students of African ancestry at De Anza is Sankofa Scholars, which integrates student support and instruction.

Similarly, Mfumo at Foothill is a one-year community learning and peer-support program. It emphasizes African American literature and provides accelerated writing instruction, success strategies and academic counseling and mentoring from Foothill faculty and staff. Foothill's peer tutoring program, Pass the Torch, has a proven track record of success.

Several other long-established programs at both campuses offer college readiness programs and academic support for students. These include Extended Opportunity Programs and Services (EOPS) for educationally disadvantaged students and Puente, founded in California in the 1980s to increase university transfer among Mexican American and Latino students.

On both campuses, dedicated support and intervention programs for Foothill-De Anza's 700 student athletes have shown remarkable success. Student athletes in the district have higher retention and persistence rates, and higher grade-point averages, than other full-time students.



INNOVATION IN ADMINISTRATION

Building a New Education Community

In 2008, Foothill-De Anza Community College District entered into a partnership with the University of California, Santa Cruz to establish a new educational center at the NASA-Ames Research Center in Mountain View. The vision was to create an environmentally sustainable community that would add to the region's economic vitality by providing a unique collaborative environment for education and research.

For the district, such a project presents an opportunity to offer innovative high-quality programs at an accessible location where students, faculty and staff could benefit from the rich learning environment provided by other educational partners and high-technology companies in the research park.

The district envisions a program combining science, technology, engineering and math courses with core educational courses. It would engage students by using leading-edge curricular approaches, problem solving and applied learning tools and technologies.

The partnership, University Associates–Silicon Valley LLC, has a 99-year lease with NASA for the right to occupy and build on 75 acres of land in the research park, located at the former Moffett Field Naval Air Station. The partnership has contracted with a master developer who could build up to 2.9 million square feet of mixed-use development at the site.

The recession and economic issues related to the lease are among the challenges that lie ahead, but the vision remains strong.

Managing Layoffs & Position Reductions

Over the past few years, Foothill-De Anza has had to manage more than \$20 million in budget reductions and eliminate nearly 170 full- and part-time positions.

Program and position elimination can have devastating effects on employees, as well as on employer relations with employee union groups. Collaborative approaches can mitigate the negative fallout from such actions and build stronger employer-employee relations.

The district has worked closely with all employee and other constituency groups to accomplish several goals that were critical during this process, including:

- Identifying programs and positions most and least central to core services
- Designing communication processes for notifying affected employees
- Developing and implementing support activities, training and counseling for affected employees
- Designing coordinated hiring processes to provide affected employees with first consideration for available vacancies
- Providing follow up support to receiving managers who had new employees reeling from the effects of the cuts join their teams

Throughout this process, the district adhered to a principle of full and complete communication regarding the status of the budget. Employees provided input and participated in formulating recommendations, which built trust and understanding in the actions that needed to be taken.

As a result, and in stark contrast to some neighboring public institutions, the district's Board of Trustees took final action on the position eliminations with virtually no opposition or negative comment from employees. With hard work and a great deal of support, nearly all full-time affected employees who wished to remain in the district were able to maintain employment and benefits. This reflects the district's commitment to its values of openness, integrity and inclusion.

Addressing Cost Challenges in Basic Skills Support

Faced with steep declines in funding and new state regulations that would add additional costs, De Anza College this year tackled the reorganization of its Student Success Center and related academic support services. The challenge was to cut costs and improve efficiency to preserve as much support for students as possible. The need for greater efficiency was identified through program review.

After lengthy deliberation, the college decided to discontinue its four skills readiness programs. The college's Developmental and Readiness Education Task Force (DARE) developed a reorganization plan that reduced overall administrative costs but preserved core student services. Under the reorganization, about 65% of the Student Success Center budget will be used for direct support to students, compared to 45% previously.

The reorganization also accomplished something important to the college. It allows for tutors to be assigned to each class section of the lowest developmental level classes, bringing services directly to the students who need them the most but who may be least likely to seek them. The plan also preserves and consolidates essential services of tutoring, academic skill development and mentoring in the areas of writing, reading, math, ESL and many transfer-level disciplines.

The DARE group was formed in 2009 in an effort to integrate programs and services that are being funded by three external instructional grants, all targeted at various groups of students who require developmental education. A significant aspect of DARE's work is that the participants come from all basic skills disciplines and represent faculty, classified staff and administration.



U.S. Secretary of Education Arne Duncan spoke at Foothill and De Anza graduations in 2010.

INNOVATION IN STEWARDSHIP

A Deep Commitment to Sustainability

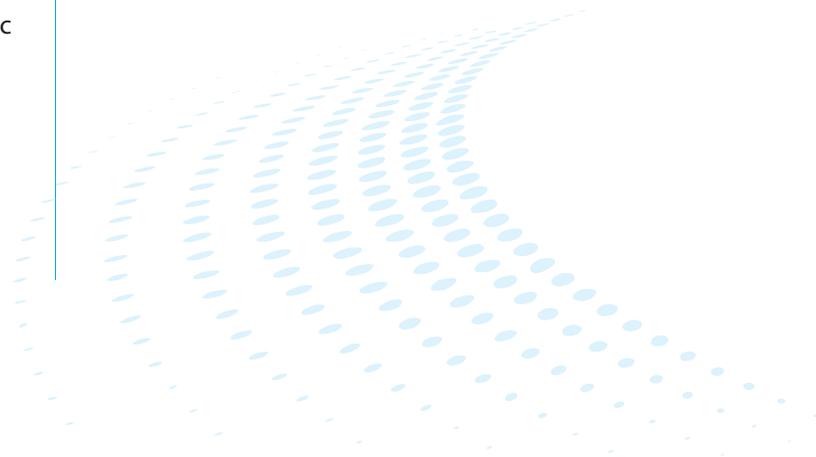
Foothill-De Anza was an early convert to the practice of resource conservation, an important element of environmental sustainability. Campus interest in being better stewards of the planet has only intensified over the past few years with growing awareness about the dangers associated with climate change.

Reducing reliance on non-renewable energy sources and using energy-efficient equipment are longstanding priorities. The district was able to reduce electricity use by 17% and natural gas use by 8% between 1991 and 2006, despite adding about 200,000 square feet of instructional space.

The district embraces sustainability as a broad concept. It includes being civically engaged, being financially and environmentally responsible, and being good stewards of our students, our students, faculty, staff and community.

Here are actions, large and small, that show the district's commitment:

- Foothill-De Anza's Board of Trustees approved a new policy on environmentally sustainable practices this year and will measure its progress annually. For new construction, it will build to at least LEED® silver certification standards as set by the U.S. Green Building Council. Leadership in Energy and Environmental Design standards provide nationally accepted benchmarks for design, construction and operation of green buildings.
- By 2012, with the installation of additional photovoltaic panels, Foothill-De Anza expects to be producing 25-30% of its own electricity.
- The De Anza campus, through the work of its College Environmental Advisory Group (CEAG), was the first community college in the nation to develop its own sustainability management plan to guide continual improvement.
- The Kirsch Center for Environmental Studies at De Anza College, opened in 2005, was the first community college building in the nation to receive LEED® platinum certification.
- De Anza Dining Service is using 100% biodegradable containers and utensils, which are made from cornstarch and potato starch, and buying organic produce from local farmers.
- Foothill and De Anza colleges are installing more drought-tolerant landscaping and De Anza has installed a weather-responsive irrigation system.
- The campuses have reduced their water consumption by an estimated 25% in recent years by replacing grass with artificial turf on some athletic fields. Foothill College has further reduced its water consumption by reactivating a well for irrigation.



Chapter 4

INSTITUTIONAL STABILITY

In This Chapter:

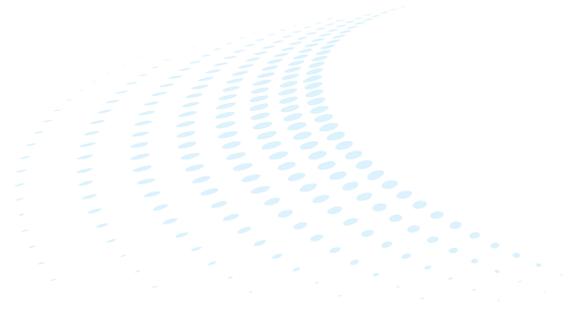
- Budget Overview
- Managing Resources & Avoiding Costs
- Taking Control of the Future

INSTITUTIONAL STABILITY

The Foothill-De Anza Community College District has done an outstanding job maintaining institutional stability despite having sustained more than \$20 million in budget reductions over the past two years. Strategic financial planning, a commitment to transparency, proactive communication and many hours of hard work have enabled the college community to unite and move forward to address the challenges.

In 2010-11, California enters its third year of double-digit budget deficits, and a third consecutive year of state funding reductions for community colleges seems likely. This is significant because about 90% of the district's revenue comes from the state as the result of property tax limitations passed by California voters in 1978.

More than two months into the fiscal year, the state's divided Legislature still had not passed a budget. Meanwhile, Foothill-De Anza is taking steps to ensure it can continue to meet its strategic stewardship goals—achieving a structurally balanced budget, providing appropriate staffing, practicing environmental sustainability and aligning building capacity with student load.



Use of Multi-Year Budgeting

Foothill-De Anza uses a multi-year horizon for budget planning. Declining state revenue required the district to make difficult decisions in 2009-10 to balance the budget for 2010-11, resulting in the elimination of nearly 170 full- and part-time faculty and staff positions.

As an additional measure of fiscal responsibility, the Board of Trustees established a “stability reserve”—in addition to the legally required operating reserve—to ensure the district has sufficient time to determine how to bring the budget into balance if there is a mid-year state funding cut for 2010-11.

A Record of Good External Audit Reports

There have been no exceptions noted in recent history in any of the annual audit reports from the external auditors. In addition, the “management comments” section has highlighted very few items, which have always been corrected by the next audit report.

In addition to the annual audit required by law, the district voluntarily engages a separate audit firm for “operational reviews” in areas of special concern, such as cash handling. These operational reviews examine current procedures and processes and make recommendations to the Board of Trustees’ audit and finance subcommittee, which includes two trustees and four independent members of the community.

The district also has exceeded legal requirements in the bond management area by engaging a partnership of firms to examine current financial and construction management practices within the bond program.

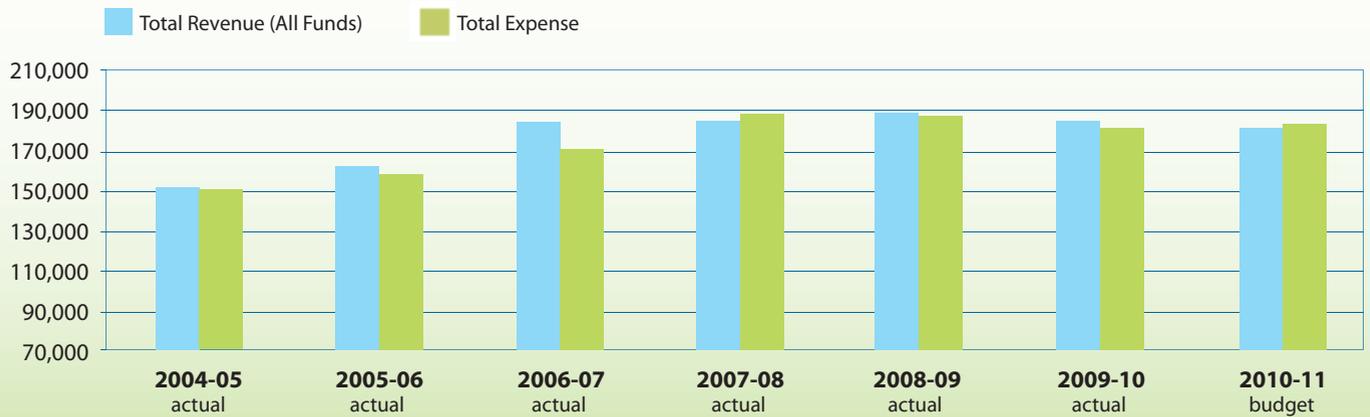


BUDGET OVERVIEW

Despite state funding reductions, the district has balanced its operating budget and shows healthy fund balances that will help provide stability over the next few years. In the 2010-11 budget, operating expenses are in line with operating revenues. The revenue and expenses trend chart below reflects both the current year operating expenses as well as the use of designated fund balances to fund one-time expenses for the 2010-11 year.

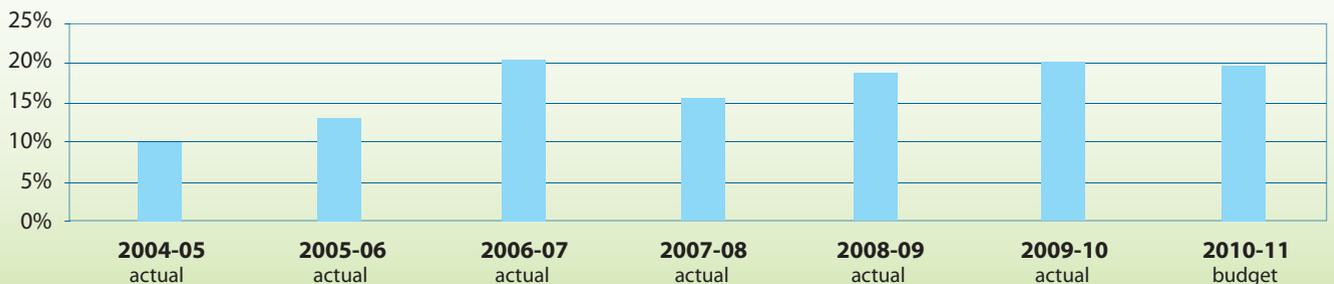
Trend in General Fund Revenue & Expenses

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Revenue	\$151,545,690	\$165,469,805	\$184,509,416	\$183,968,907	\$189,222,543	\$184,585,337	\$181,156,493
Expense	\$151,521,460	\$159,775,994	\$171,806,609	\$187,489,869	\$186,367,142	\$181,386,211	\$182,273,452



Trend in General Fund Balance

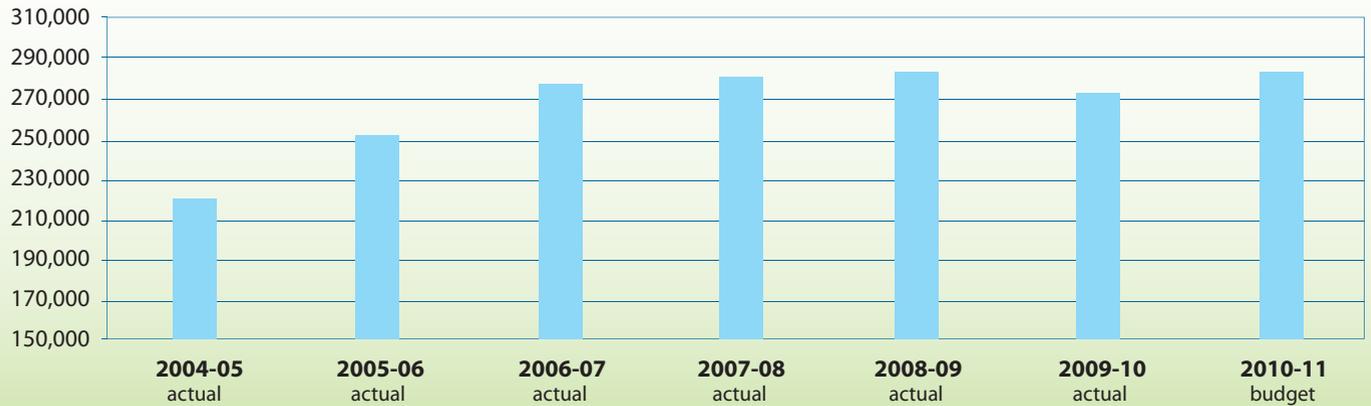
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Fund Balance	\$15,752,953	\$21,446,764	\$34,149,571	\$30,628,609	\$33,484,010	\$36,573,955	\$35,456,997
As % of Expenses	10%	13%	20%	16%	18%	20%	19%



BUDGET OVERVIEW

Total Revenue

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Total Revenue	\$223,356,228	\$252,367,494	\$275,870,935	\$278,629,751	\$282,560,883	\$272,979,630	\$281,135,029

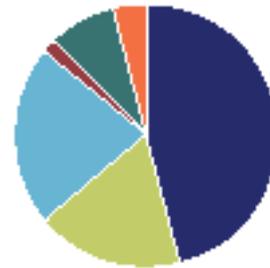


Sources of Income for General Fund 2010-11



State Apportionment Sources	\$160,133,966
Non-resident Tuition	\$18,139,095
Local Income	\$2,883,432

Uses of Income for General Fund 2010-11



Teaching Salaries	\$82,310,342
Support Staff Salaries	\$31,467,534
Benefits	\$39,230,442
Supplies	\$2,668,845
Operating Expenses	\$15,700,776
Transfers to Other Funds	\$7,462,559

BUDGET OVERVIEW

Successful Bond Measures

Foothill-De Anza's 1999 and 2006 bond measures—Measures E (\$248 million) and C (\$490.8 million)—are critical elements in the district's long-range planning. Both passed with overwhelming community support. The Measure E bond program has been essentially completed.

With these measures, most spaces on campus will be renovated and modernized by the end of the next decade. In addition to renovations, the bonds have enabled construction of more than a dozen modern new buildings.

At Foothill College, the bonds have financed construction of a Campus Center complex that houses the dining hall, bookstore and student activity spaces, as well as a Lower Campus complex that houses consolidated student services, a life sciences building and a 400-seat theater. The final building at Foothill, the Physical Sciences and Engineering Center, will open in fall 2012.

At De Anza College, new buildings include a Science Center complex, Student and Community Services building, the Kirsch Center for Environmental Studies and the Visual and Performing Arts Center. The final new building, the Mediated Learning Center, will open in fall 2012.

Measure C bonds also are financing replacement of the district's antiquated information management systems with a state-of-the-art integrated information system, as well as a 15-year plan for technology replacement.

The district received one of the highest bond ratings among California community colleges from Moody's and Standard & Poor's for the bond sales that have occurred to date, affirming Foothill-De Anza's record of fiscal stability.

Measure C Budget



Program Summary

General Obligation Bond	\$490,800,000
Interest Earned & Distributed	\$22,133,548
Interest Earned & Not Yet Distributed to the Projects	\$3,704,369
Expenses Total	\$78,056,581

Total Fund as of 3/31/10 **\$516,637,917**

MANAGING RESOURCES & AVOIDING COSTS

Reconstruction of Medical Benefits Plan

In late 2008, the district embarked on a conversation with employees about finding a community solution to a community problem: declining state funding and rising insurance costs associated with its self-insured medical benefits plan.

Over a period of approximately 18 months, district representatives and two representatives from each of the unions and employee associations, as well as retiree representatives, worked through the painstaking task of redesigning Foothill-De Anza's medical benefits plan. This involved changes to employee premium contribution rates, co-payments, co-insurance and levels of coverage affecting all active employees and covered retirees and their enrolled dependents.

These changes are expected to reduce district expenses by approximately \$5.3 million in 2010-11.

Managing Bond Project Costs

Foothill-De Anza has taken several critical steps over the past two years to manage costs in its \$490.8 million Measure C bond program.

The district is using a lease-leaseback approach for two upcoming projects, the \$60 million Physical Sciences and Engineering Center at Foothill College and the \$55 million Mediated Learning Center at De Anza, both scheduled for completion in 2012.

Lease-leaseback is seen as a way to avoid costly litigation with contractors who submit low bids then drive up costs with change orders arising from conflicts, ambiguities and omissions in contract documents. The district expects this approach to attract outstanding contractors.

Because lease-leaseback is unusual and could generate opposition, the district filed a validation action in Santa Clara County Superior Court, inviting challenges within a set period. None were filed and the district recently won a default judgment, clearing the way for use of the lease-leaseback method.

Foothill-De Anza took another step in 2008 to control both cost and quality when it entered into a project stabilization agreement with the Santa Clara and San Benito Counties Building Trades Council. The agreement is designed to avoid costly delays that could result from a labor strike and ensure quality work and fair treatment of workers in the construction trades.

The agreement does not limit non-union contractors from bidding on any Measure C projects. Although some contractors argued that fewer contractors would bid on projects because of the labor requirements, this has not proven to be the case.

Setting Sustainability Goals & Tracking Progress

The Board of Trustees adopted a Sustainability Management Plan this year. The plan sets goals against benchmarks for reducing energy consumption, increasing energy generation, reducing water use, meeting or exceeding sustainable building standards, using alternative fuel vehicles, reducing the volume of waste going to landfills, and taking tangible steps to reduce greenhouse gases. Progress in meeting specific goals will be monitored annually. Both colleges also have sustainability plans in place.

Sustainability plans at the district and colleges reflect Foothill-De Anza's deep commitment to stewardship of the environment and reducing its dependence on non-renewable energy sources.

MANAGING RESOURCES & AVOIDING COSTS

Reducing Energy Costs & Going Solar

Foothill-De Anza's efforts to reduce energy use started more than a decade ago with installation of computerized energy management systems. With these systems, schedules can be loaded into a program that turns lighting and climate systems on and off to coincide with the times classrooms and offices are in use.

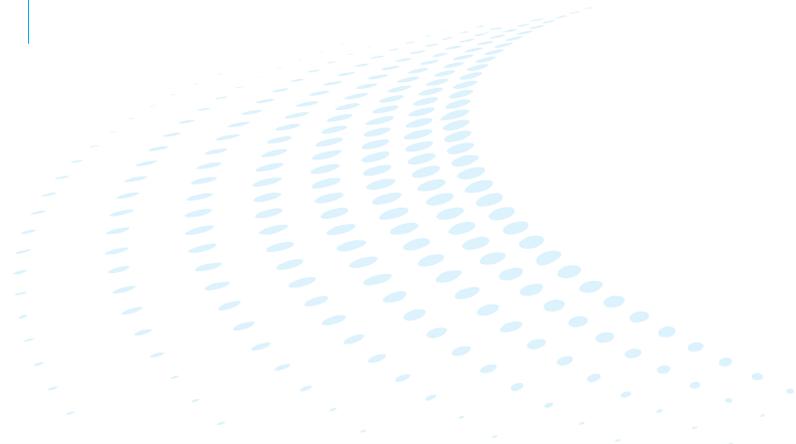
The district installed its first solar energy system in 2005. A major effort is currently under way to increase the district's capacity for power generation. Using \$20 million in Measure C bond funds, the district is installing photovoltaic arrays on top of carport-like structures in parking lots at both colleges.

With the addition of the new solar canopies, the district expects to be producing 25-30% of its electricity needs by fall 2012. This will result in an estimated savings, based on current rates, of about \$660,000 annually.

Securing Lower Electricity Rates

Through the Community College League of California's energy purchasing consortium, the district has secured electricity rates for 2010-2011 that are 25% below the prior year's rate. This will result in an estimated savings of about \$250,000 this year.

The district also was able to lock in favorable rates for the following two years through the consortium. These are the lowest rates since 2003.



TAKING CONTROL OF THE FUTURE

Seeking Funding That is Locally Controlled

To protect student access and success in the face of state funding reductions, Foothill-De Anza is asking district voters to approve a parcel tax in November that would raise about \$6.9 million a year for the next six years. The measure, which requires approval by two-thirds of voters to pass, proposes a tax of \$69 per property per year to support Foothill and De Anza colleges.

Funding from the measure would be used to maintain core academic classes, prepare students for careers and university transfer, restore course and lab offerings, improve services for students with disabilities, maintain critical library services, maintain job retraining programs and provide essential support services.

Although widely used in K-12 schools, parcel taxes have not been attempted by California community colleges in the past. Another Bay Area district narrowly passed the state's first community college parcel tax in June—at \$38 per parcel annually.

Polling conducted to help Foothill-De Anza trustees evaluate the likely success of a parcel tax showed that 71% of likely voters said they would definitely or probably support a \$69 tax, even before hearing arguments for and against the tax. After being informed of the arguments and the possible uses for a tax, 75% said they would definitely or probably support it.

An independent campaign committee has been formed to raise money for the campaign and advocate for passage of the parcel tax.

Creating a District Grants Office

With state support dwindling, the district saw an opportunity to reorganize existing resources and personnel to create a centralized grants office that it believes can compete more effectively for large grants from state, federal and private sources.

In addition to pursuing large grants, the Grants and Resource Development Office, launched in April, has gathered resources that will help individual faculty and staff members pursue smaller grants. The office will pursue funding that aligns with the district's and colleges' strategic priorities in the areas of basic skills, civic engagement, open educational resources, STEM, student success, transfer preparation and workforce development.

In 2010, more than \$1 billion in competitive federal grant opportunities were available to community colleges and Congress funded more than \$15 billion in earmark requests, of which \$80 million went to community colleges.

Strengthening the Foothill-De Anza Foundation

The Foothill-De Anza Foundation's endowment ranks as the 10th largest among community colleges. The foundation's support of scholarships, provision of unrestricted dollars to the campuses and work on major gifts provide a margin of excellence for which Foothill-De Anza is known.

The foundation's board of directors and college commissions are made of volunteers whose community connections have benefited fundraising efforts. The foundation was further strengthened two years ago with the addition of two associate directors to raise major gifts for the colleges.

The Foothill-De Anza Foundation is self-supporting and has net assets of about \$26 million. It currently is working with a consultant to further improve its effectiveness. The district is recruiting for an experienced executive director to lead the foundation's continued success.

Chapter 5

LEAGUE PARTICIPATION & COMMITMENT

In This Chapter:

- Statements of Commitment
- League Conferences
- Innovations of the Year
- Student Literary & Art Competitions



**FOOTHILL-DE ANZA
Community College District**

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650.949.6100 Fax: 650.941.6289

Linda M. Thor, Ed.D., Chancellor

Foothill College
De Anza College

STATEMENT FROM THE FOOTHILL-DE ANZA BOARD OF TRUSTEES

The Board of Trustees is very proud of Foothill-De Anza's long, rich history with the League for Innovation in the Community College and believes that continued board membership will be an invaluable asset to the students, faculty and staff of our district.

We also strongly believe this to be a mutually beneficial relationship. Innovation has long been a hallmark of our district, and we welcome the opportunities the League provides to share our work with the larger community of colleges nationwide.

The Board of Trustees requests and endorses continued membership on the board of the League for Innovation in the Community College.

Handwritten signature of Bruce Swenson in cursive script.

Bruce Swenson
President, Board of Trustees

Handwritten signature of Pearl Cheng in cursive script.

Pearl Cheng
Vice President, Board of Trustees

Handwritten signature of Betsy Bechtel in cursive script.

Betsy Bechtel
Trustee

Handwritten signature of Etienne R. Bowie in cursive script.

Etienne R. Bowie
Foothill Student Trustee

Handwritten signature of Joan Barram in cursive script.

Joan Barram
Trustee

Handwritten signature of Laura Casas Frier in cursive script.

Laura Casas Frier
Trustee

Handwritten signature of Thomasina Countess Russaw in cursive script.

Thomasina Countess Russaw
De Anza Student Trustee

STATEMENT OF COMMITMENT · Participatory Groups



12345 El Monte Road
Los Altos Hills, Ca 94022
650.949.6100 Fax: 650.941.6289

Linda M. Thor, Ed.D., Chancellor

Foothill College
De Anza College

STATEMENT OF COMMITMENT · GOVERNANCE GROUPS

We, the constituency groups of the Foothill-De Anza Community College District, appreciate the district's membership in the League for Innovation and the opportunities it provides to inform other community colleges of the excellent instruction, programs and services at Foothill and De Anza. Similarly, we value the resources that membership offers faculty and staff in our effort to continually improve teaching, learning and student services. We fully endorse the continued board membership of the Foothill-De Anza Community College District in the League for Innovation.

Dolores Davison
President, Foothill Academic Senate

Alex Kramer
President, District Academic Senate

Lois Jenkins
President, De Anza Classified Senate

Gustavo Okamura
President, ASFC

Rich Hansen
President, Faculty Association

Blanche Monary
President, ACE

Leo Contreras
President, CSEA

S. R. Dorcak
President, OE 3

Gregory Anderson
President, De Anza Academic Senate

Gigi Gallagher
President, Foothill Classified Senate

Dawn Allshouse
President, CS Classified Senate

Ze-Kun Li
President, DASB

Rob Miese
President, Administrative Mgmt. Assoc.

George Robles
President, Teamsters

Jackie Reza
Multicultural Staff Association

Excellence, Opportunity & Innovation

It's with a great deal of pride that I affirm the commitment of the Foothill-De Anza Community College District to the League for Innovation in the Community College. The values of the League—improving community colleges through innovation, experimentation and institutional transformation—are values that I share and see demonstrated throughout this great college district.

I personally have a long history with the League. I began my community college career in the Los Angeles Community College District, as director of communications, when the League was in its infancy. Working with Dr. Terry O'Banion, I had the pleasure of serving as editor of the League's first newsletter, Jottings. As the years went by and I developed expertise in innovative approaches to worksite training, I had the opportunity to present at several League board meetings. When I moved to the Maricopa Community Colleges in 1990 to become president of Rio Salado College, I was delighted to be able to continue my association with the League in a variety of ways. These included serving as faculty for the Executive Leadership Institute and the NILD Leaders Institute, presenting a keynote address at a Conference on Information Technology, serving on the Project SAIL Advisory Board and being a co-chair for an early Conference on Information Technology. Given that sustained involvement with the League, it is not coincidental that I sought a chancellorship at not only a League board district, but a charter district.

From its founding more than 50 years ago, the Foothill-De Anza Community College District has been built on the twin pillars of excellence and opportunity for all.

Thanks to strong and enduring community support and a committed faculty, staff and Board of Trustees, the district has been able to consistently rank as one of the best community college districts in the nation. My task as the sixth permanent chancellor is to honor this rich legacy while fostering an environment that encourages innovation that supports student access and success.

It is interesting to note that my initial goals as chancellor, which are endorsed by the Board of Trustees, were developed without reference to the League initiative areas. They are aligned nevertheless. For example, my goals include building and developing an effective leadership and governance team, maintaining budget stability and seeking alternative revenue sources, ensuring that planning is integrated and progressing, and keeping our focus on student success. Within the eight goals are multiple priorities which further support alignment with League initiatives such as deepening the research agenda; encouraging scalable online learning and broader adoption of open educational resources; establishing a staff development agenda in support of stewardship and succession planning; and identifying alternative revenue-generating opportunities.

Clearly, the work of the League informs Foothill-De Anza as it advances its agenda. And Foothill-De Anza looks forward to continuing to share its successes, lessons learned and "ah-ha" moments with its League colleagues nationwide. We thank you for the opportunity to demonstrate and reconfirm that commitment .

Sincerely,



Linda M. Thor

Chancellor, Foothill-De Anza Community College District



A Shared Commitment to Student Success

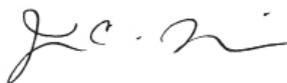
It is with great enthusiasm that Foothill College reaffirms its commitment to the League for Innovation and envisions additional achievements in teaching and learning as a result of continued membership.

For more than 20 years, Foothill has been pleased to have a team of faculty, staff, and administrators attend and present at the Innovations conference as well as participate in special initiatives such as the 21st Century Learning Outcomes Project. We are proud to be part of Global Skills for College Completion and delighted that all eight of our proposals for the STEMtech conference were accepted. Our interest and engagement result from sharing the League's commitment to improving community colleges through innovation, experimentation and institutional transformation. A sample of some recent noteworthy achievements include:

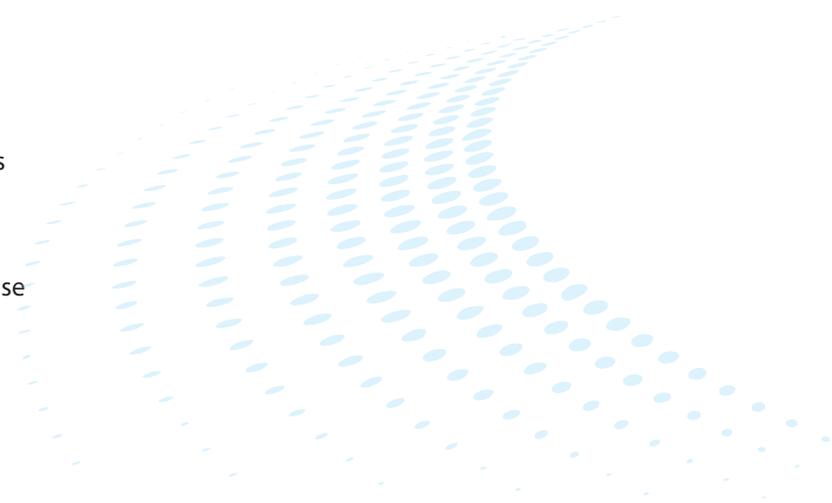
- **Math My Way:** More than five years of research, analysis, evaluation and curriculum redesign have led to a developmental math course using highly innovative pedagogy that has dramatically improved student retention and success rates.
- **Stanford Internship Program:** Opportunities have been created for students to work under the guidance of Stanford University faculty in the areas of astrophysics materials science, pathology and biology.
- **Short-Term Vocational Skills Training:** As a response to the 12% unemployment rate in Silicon Valley, Foothill College has partnered with industry, trade unions and community-based organizations to design and offer curriculum with immediate opportunities for employment or advancement.

- **Veterans Resource Center:** The California Community Colleges Chancellor's Office held a competition for Veterans Resource Centers and Foothill College was one of the 12 selected.
- **Community College Consortium for Open Educational Resources:** Foothill College led the founding of the consortium with an initial grant from the Hewlett Foundation and the continuation grant has supported growth in membership to more than 200 colleges in the United States and Canada.

Foothill College strives for excellence in meeting the wide-ranging needs of diverse communities. We look forward to continued membership in the League as we join together in pursuit of a common vision.



Judy C. Miner
President, Foothill College



There is Only One Answer – Innovation

De Anza College proudly reaffirms our commitment to the League for Innovation and looks forward to continuing the invaluable exchange of ideas and best practices with the League and our fellow member colleges.

De Anza is a college devoted to creativity and community. We have a faculty and staff of uncommon intelligence and spirit, and a student body any teacher would appreciate. Our students are incredibly smart, diverse, hardworking and capable. Many of them are poor, are the first in their family to go to college, have attended chronically underfunded schools. Many are learning English as a second—or third—language; many are recent immigrants; many have limited academic skills. At the same time, we have many other students fully prepared for a university, or already fully degreed or long employed but now looking for another career.

Our challenges are these: How do we engage these diverse and talented students, meet their many and different needs, offer a curriculum of unparalleled breadth, organize the services they need, support their autonomous governance of a robust campus student life—and also have the time and energy and capacity to stop every once in a while to reflect on what we’re doing, challenge ourselves, interrogate the evidence, and change? And how do we do this while also managing budget cuts, staff reductions, program elimination, and the onslaught of legislative imperatives?

The answer—the only plausible answer—is innovation.

Always critical to innovation at De Anza is the power of engaging numerous stakeholders, and the imagination that emanates from doing so. Underpinning myriad highly successful programs and services for our students—Latina/o Empowerment at De Anza (iLEAD!), Math Performance Success, Puente, Sankofa, First Year Experience and so many more that you will read about in this document — are the enthusiasm and dedication of faculty, staff and administrators working together.

Perhaps there is no better example of this collaboration than the 2005 strategic planning process undertaken by the college to build broad consensus around strategic goals. The college initiated its planning process with a two-day retreat of more than 100 faculty, staff and administrators. The first day was devoted to economic and demographic analysis of the local region. The second was devoted to each of ten teams of ten, chosen randomly and across functional areas, writing narrative accounts of a mythical student (Yolanda Arroyo) a decade out, and the services, programs, and curricula that would make her successful. These stories were then translated into four thematic strategic initiatives: Outreach, Student Success and Retention, Cultural Competence and Community Collaborations. The entire college was engaged during the college’s “Opening Day” convocation in elaborating and refining the strategic initiatives, and every single working unit of the college created a commitment to action.

All four of the strategic initiatives have been woven into the fabric of college operations, and the implementation of each, in numerous ways, exemplify innovation. Community Collaborations, for instance, builds upon the work of the initial task force that researched the field, visited other campuses, reached out to community partners, and built support among faculty and staff. Its report, once taken through the shared governance process, was the basis for creating the De Anza College Institute for Community and Civic Engagement. Through ICCE, faculty and staff are trained in community service learning pedagogies and community-based work in collaboration with our regional partners.

De Anza College looks forward to the mutual opportunities for learning and sharing that our continued relationship with the League for Innovation will provide, giving us ever more opportunities to work with colleagues across the country in the search for programs and projects that better insure the success of our students.



Brian Murphy, President, De Anza College

LEAGUE CONFERENCES

The Foothill-De Anza Community College District has been an active participant in the League for Innovation in the Community College and shares the League's commitment to improving community colleges through innovation, experimentation and institutional transformation.

STEMTECH 2010

Precollegiate Math Sequence

Nicole Gray, Rachel Mudge, Kathy Perino -
Instructors, Mathematics • Foothill College

STEMway, a Pathway to Math Success

Lori Silverman, Ion Georgiou -
Instructors, Mathematics • Foothill College

Planning, Implementing & Fostering Successful Physics Outreach Events

Frank Cascarano - *Instructor, Physics • Foothill College*

Foothill College Microgrid - Campus as a Classroom

Robert Cormia - *Instructor, Engineering/Nanoscience •
Foothill College*

Nanoscience & Nanoengineering – Integrative Approaches Using a Novel STEM Rubric

Jill Johnsen - *Instructor, Physics & Nanotechnology •
Foothill College*

Multi Scenario Based Introductory Engineering Course

Lianne Wong - *Instructor, Engineering • Foothill College*

Designing a Science & Engineering Center for the Future

Peter Murray - *Dean, Physical Sciences, Mathematics &
Engineering • Foothill College and Ratcliff Architects*

First Steps to Sustainable Learning

Rosemary Arca - *Instructor, English • Foothill College*
Mia Casey - *Sustainability Coordinator • Foothill College*

Animation & Simulation for Mathematics & Science Courses

Jerry Rosenberg - *Dean, Physical Sciences, Mathematics &
Engineering • De Anza College*

The MPS Program: Helping Students Achieve Their Goals in Math

Hermينو Hernando - *Counselor • De Anza College*
Doli Bambhania - *Instructor • De Anza College*
Jerry Rosenberg - *Dean, Physical Sciences,
Mathematics & Engineering • De Anza College*

An Overview of Student Learning Outcomes Assessment Cycle

Ron McFarland - *Dean, Business/Computer Systems •
De Anza College*

INNOVATIONS 2010

Global Skills for College Completion: Faculty Innovation & Student Success

Katrina Nichols - *Professor • Delta College*
Rosemary Arca - *Instructor • Foothill College*
Gail Mellow - *President • LaGuardia Community College*
Marisa Klages - *Assistant Professor •
LaGuardia Community College*
Diana Woolis - *Founding Partner •
Knowledge in the Public Interest*

An Anthropological Approach to Student Learning Outcomes Development

Rosemary Arca - *Instructor, English • Foothill College*
Darya Gilani - *Project Coordinator, Institutional Research •
Foothill-De Anza Community College District*

Developing Integrated Planning Structures in Words & Music

Rosemary Arca - *Instructor, English • Foothill College*
Paul Starer - *Dean, Language Arts • Foothill College*
Dan Peck - *Supervisor, Instruction & Institutional
Research • Foothill-De Anza Community College District*

Comparing Major Open Repositories for Resources, Textbooks & Courseware

Jacky Hood - *Director, Foothill Global Access •
Foothill-De Anza Community College District*

INNOVATIONS 2009

Problem-Based Learning: How to Teach Students to Think for Themselves

Elaine Haight - *Faculty, Computers, Technology & Information Systems • Foothill College*

Jane Ostrander - *Instructional Designer, Experiential Learning Center • De Anza College*

Web 2.0 Career Center: How You Can Be Web 2.0 for Free

Reena Jadhav - *CEO • nuResume*

Lauren Balducci - *Director, Career Center • Foothill College*

Holistic Approach to Student Outreach

Maisha Haywood-Smith - *Specialist • Foothill College*

Lyliana Hernandez - *Specialist • Foothill College*

Mariaelena Apodaca - *Specialist, Student Outreach & Retention • Foothill College*

How an Early Alert System Changed Intervention Strategies

Howard Irvin - *Dean, Counseling & Matriculation • De Anza College*

Lan Tao - *Counselor • De Anza College*

Planning E-Portfolios on Your Campus: Process, Pitfalls & Benefits

Una Daly - *Coordinator, Foothill Global Access • Foothill-De Anza Community College District*

Phyllis Spragge - *Chair, Dental Hygiene • Foothill College*

Judy Baker - *Dean, Foothill Global Access • Foothill-De Anza Community College District*

More Textbooks, Less Cost: Open Doors With Open Content

Judy Baker - *Dean, Foothill Global Access • Foothill-De Anza Community College District*

Martha Kanter - *Chancellor • Foothill-De Anza Community College District*

Story-Centered Introductory Engineering Course Inspires Students' Persistence in STEM Fields

Lianne Wong - *Associate Professor, Engineering • Foothill College*

The Living Classroom: Using Web 2.0 Technologies for Student Driven Collaboration!

Robert Cormia - *Instructor, Physical Sciences, Mathematics & Engineering • Foothill College*

Timothy Woods - *Dean, Computers, Technology & Information Systems • Foothill College*

They're Back! Now What?

Addressing Our Newest Recruits: Veterans

Rhonda Goldstone - *Specialist, Student Outreach & Retention • Foothill College*

Carmela Xuereb - *Coordinator, Veterans Program • Foothill College*

Charlie McKellar - *Coordinator, EMT & Paramedic Program • Foothill College*

Colleges & Universities as Sites of Democracy

Brian Murphy - *President • De Anza College*

ePortfolio California: Developing a Statewide ePortfolio System for Learning & Assessment

Una Daly - *Coordinator • EPortfolio California, California Virtual Campus*

John Whitmer - *Director • EPortfolio California, Butte College*

Our Moodle Journey: Selection, Implementation & Training

Linda Elvin - *Supervisor, Distance Learning Center Support • Foothill-De Anza Community College District*

April Qian - *Instructional Designer, Academic Services • Foothill-De Anza Community College District*

Kevin Metcalf - *Administrator, Technology Resources Group • De Anza College*

LEAGUE CONFERENCES

Student Athletes: Success, Retention & Decorum

Rich Schroeder - *Dean, Physical Education & Athletics* •
Foothill-De Anza Community College District

Kulwant Singh - *Athletic Director, Physical Education* •
Foothill-De Anza Community College District

Mark Landefeld - *Faculty, Physical Education* •
Foothill-De Anza Community College District

Web 2.0 Career Center: What Does it Mean, Why Should You Care & How You Can be Web 2.0 for Free!

Reena Jadhav - *Founder & CEO* • *nuResume*

Laureen Balducci - *Dean, Counseling & Matriculation* •
Foothill College

Integrated Reading & Writing Learning Communities: A Comparative Analysis of Student Learning

Andrew LaManque - *College Researcher* •
Foothill-De Anza Community College District

Classroom Tabletology – Student Engagement Through the Power of Ink

Slater Ohm - *Director, Education* • *Fujitsu*

Geoffery Allison - *Director, Sales* • *Fujitsu*

Chris Kwak - *Professor, Accounting* • *De Anza College*

INNOVATIONS 2008

The Art of Assessing Student Learning Outcomes: Designing FRAMES for Critical Thinking, Computation & Communication

Rosemary Arca - *Instructor, Language Arts* • *Foothill College*

Lucy Rodriguez - *Project Coordinator, Instruction & Research* • *Foothill College*

Dolores Davison - *Faculty, History & Women's Studies* •
Foothill-De Anza Community College District

Rethinking Developmental Mathematics: Foothill College's Math My Way Program

Nicole Gray - *Faculty, Mathematics* • *Foothill College*

Phuong Lam - *Faculty, Mathematics* • *Foothill College*

Rachel Mudge - *Faculty, Mathematics* • *Foothill College*

The California Basic Skills Initiative: A Landmark Effort to Systemically Improve Outcomes

Robert Johnstone - *Project Director, Planning & Research* •
Skyline College

Barbara Illowsky - *Professor, Math* • *Foothill-De Anza Community College District*

Robert Gabriner - *Director* • *San Francisco State University*

Early Alert: A Web-Based Computerized Retention Tool

Howard Irvin - *Dean, Counseling & Matriculation* •
Foothill-De Anza Community College District

Lan Tao - *Counselor* • *Foothill-De Anza Community College District*

Open Educational Resources: Keeping the Access Doors Open

Barbara Illowsky - *Professor, Math* • *Foothill-De Anza Community College District*

Chris Lindstrom - *Program Director, Higher Education* •
Public Interest Research Group

INNOVATIONS 2007

An Effective Double-Edged Approach to Academic Dishonesty & Student Conduct

Donald Dorsey - *Dean, Student Affairs & Activities* •
Foothill College

Duncan Graham - *Dean, Fine Arts & Communication* •
Foothill College

Paul Starer - *Instructor, English* • *Foothill College*

Serendipity: How Budget Cuts Led to a Collaborative Effort Between Counseling & Instruction

Jerry Cellilo - *Faculty, Counseling* • *Foothill College*

Penny Johnson - *Dean, Counseling & Student Services* •
Foothill College

Peek Behind the Curtain: Comparison of Distance Learning Programs

Judy Baker - *Dean, Foothill Global Access* •
Foothill College

Visual Art Online Teaching Campfire: What Works & What Doesn't

Ron Herman - *Instructor, Photography & Digital Imaging* •
Foothill College

Distance Learning Double Standards

Judy Baker - *Dean, Foothill Global Access* •
Foothill College

Dolores Davison - *Professor, History* • *Foothill College*

Creation of a Developmental Student-Focused Magazine as a Classroom Portfolio

Robert Johnstone - *Vice-President, Instruction &
Institutional Research* • *Foothill College*

Brian Lewis - *Faculty, English* • *Foothill College*

Leticia Serna - *Counselor & Instructor* • *Foothill College*

Sakai & ETUDES: Community Source Solutions

Vivian Sinou - *Dean, Distance & Mediated Learning* •
Foothill College

De Anza's Developmental Math Pilot: A Technology-Based Learning System

Andrew LaManque - *Supervisor, Institutional Research* •
De Anza College

Anne Leskinen - *Dean, Physical Sciences,
Math & Engineering* • *De Anza College*

Judy Miner - *Vice President, Instruction* • *De Anza College*

INNOVATIONS 2006

Findings, Implications & the Future of Precollegiate Education in Community Colleges

Robert Barr - *Executive Director* •
Institutional Research & Planning

Robert Johnstone - *Vice President, Instruction* •
Foothill College

A Theme-Based Self-Study Approach in a Standards-Based World

Tess Hansen - *Instructor, Language Arts* • *Foothill College*

Robert Johnstone - *Vice President, Instruction* •
Foothill College

Rose Myers - *Vice President, Student Development* •
Foothill College

A Simple, Elegant Online Counseling Program

Jerry Cellilo - *Counselor* • *Foothill College*

Penny Johnson - *Dean, Student Services* • *Foothill College*

Pathways Into Science & Engineering for Underrepresented Students

Jerry Cellilo - *Counselor* • *Foothill College*

Charles Lindauer - *Dean, Computers, Technology &
Information Systems* • *Foothill College*

Diana Szczesuil - *Staff, Educational Partnership Center* •
University of California, Santa Cruz

INNOVATIONS 2005

Building an Online Curriculum Management System to Improve Teaching & Learning

Kurt Hueg - *Director, Marketing & Communications* •
Foothill College

Lee Collings - *Senior Web Coordinator,
Marketing & Communications* • *Foothill College*

Bill Patterson - *Vice President, Instruction* •
Foothill College

Results From the De Anza College Math Performance Success Program

Andrew LaManque - *College Researcher, Institutional
Research & Planning* • *De Anza College*

Robert Barr - *Director, Institutional Research & Planning* •
Foothill-De Anza Community College District

LEAGUE CONFERENCES

The Sakai Community: Common Values Lead to Common Goals

Bernadine Chuck Fong - *President • Foothill College*

Vivian Sinou - *Dean, Distance & Mediated Learning • Foothill College*

Amitava Mitra - *Executive Director, Academic Media Production Services • Massachusetts Institute of Technology*

Developing an Instructional Base for Student Activities & Campus-Life Programs

Donald Dorsey - *Dean, Student Affairs & Activities • Foothill College*

Daphne Small - *Director, Student Activities • Foothill College*

Karoll Baudoux - *Manager, Student Accounts • Foothill College*

A Behavioral Segmentation of Foothill College Students: A Key Resource for Planning

Robert Johnstone - *College Researcher, Research & Planning • Foothill College*

Bill Patterson - *Vice President, Instruction • Foothill College*

Robert Barr - *Director, Institutional Research & Planning • Foothill- De Anza Community College District*

INNOVATIONS 2004

Collaborative Learning Techniques for the College Classroom

Claire Major - *Assistant Professor, Higher Education Administration • University of Alabama*

Elizabeth Barkley - *Professor, Music • Foothill College*

Experiential Learning Model for CyberSecurity

Catherine Ayers - *Director • Experiential Learning Center*

Sukhjot Singh - *Faculty, CIS • De Anza College*

Marly Bergerud - *Vice President, Workforce & Economic Development • De Anza College*

Enhancing Online Student Services With an Online Advising Website

Don Nickel - *Counselor, Counseling & Matriculation • De Anza College*

Robert Griffin - *Vice President, Student Services • De Anza College*

Matt Kritscher - *Dean, Counseling & Matriculation • De Anza College*

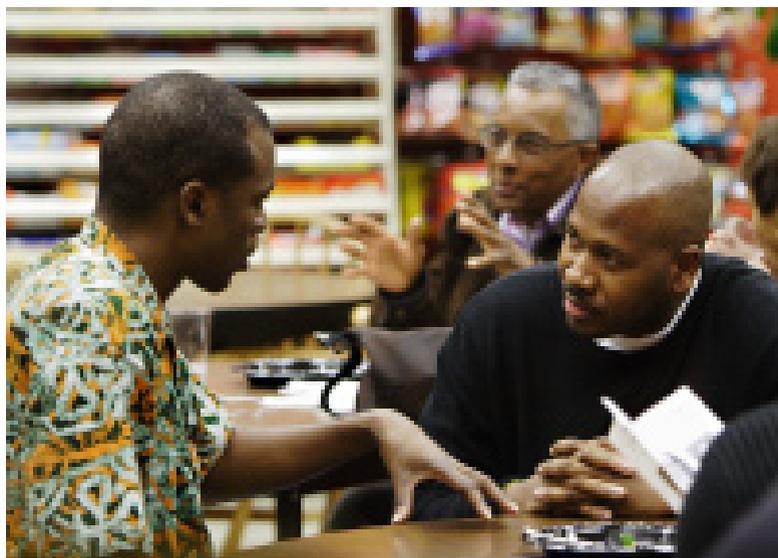
SUSTAINABILITY SYMPOSIUM 2007

Utilizing “A Building that Teaches About Energy, Resources & Stewardship” Combined with Programs that Emphasize Sustainable Communities & Consensus-Based Learning

Pat Cornely - *Executive Director, Kirsch Center for Environmental Studies • De Anza College*

Kristin Sullivan - *Instructor, Environmental Studies • De Anza College*

John Swensson - *Dean, Language Arts • De Anza College*



INNOVATIONS OF THE YEAR

2008

Sustainability Management Plan by the College Advisory Environmental Group

De Anza College • Foothill-De Anza Community College District

Innovation Type: Resource Development

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De Anza College's Sustainability Management Plan (SMP) is believed to be the first such document among community colleges nationwide. It was developed in 2007 by the College Environmental Advisory Group in collaboration with the broader college community. The SMP addresses all aspects of De Anza's environmental impact on land, air and water as well as community vibrancy, environmental stewardship, social equity and financial responsibility. The SMP includes initial assessment data, a campus sustainability policy describing concrete actions, and an implementation timeline. Key areas of focus include the reification of concepts such as green building construction and renovation, hazardous waste reduction and management, energy and water efficiency, and conservation. Uniquely, the plan also addresses ecologically responsible landscaping and green purchasing and procurement procedures, with an overarching view of campus community and civic engagement in sustainability.

2007

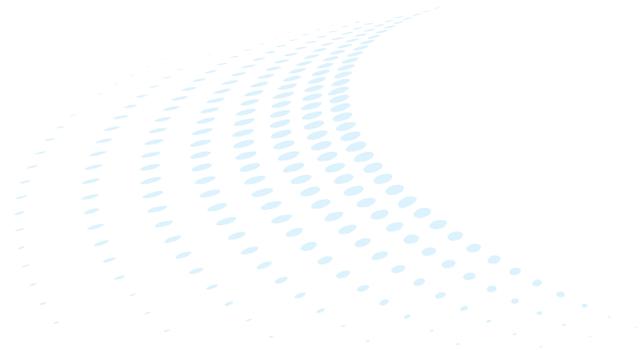
Math My Way by Nicole Gray, Phuong Lam, Faun Maddux, Rachel Mudge, Kathy Perino, Peter Murray

Foothill College • Foothill-De Anza Community College District

Innovation Type: Basic Skills & Developmental Education

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Foothill College's Math My Way program was designed in response to institutional research indicating relatively low levels of progression from the bottom levels of developmental math to the achievement of college-level math success. Math My Way re-imagines the typical one-instructor, one-classroom model as an innovative, flexible design centered on a hands-on series of self-paced math learning modules. This model combines patient and caring instruction with a group of students who have similar math skill levels. Students benefit from small groups and one-on-one attention from the math instructors and are challenged by computer drills, paper drills, and computer games that reinforce mathematical concepts. The "class" is composed of five teachers and five interns working together as a coherent team. Math My Way helps students not only develop math confidence and study skills but also grasp basic math concepts, providing the foundation for success in subsequent coursework and in the real world.



INNOVATIONS OF THE YEAR

2005

Physics 12: Physics for Poets by Andrew Fraknoi

Foothill College • Foothill-De Anza
Community College District

Innovation Type: Learning & Teaching

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This five-unit course introduces students with no background in science or mathematics to the most exciting areas of modern physics. The course grew out of the instructor's conviction that Einstein's ideas—and other parts of our modern conception of the physical universe—are too beautiful and too important to be left out of the cultural heritage of our students. The course focuses on key topics in modern physics that have most changed humanity's understanding of the rules of the universe, all of which are explained with analogies and thought experiments, rather than with equations. The class features analogies from everyday life, cross-cultural and interdisciplinary techniques, and tabletop demonstrations to convey the key ideas of relativity theory, quantum mechanics, thermodynamics, and structure of the atom.

2004

The Developmental Task Force

De Anza College • Foothill-De Anza
Community College District

• • •

The Developmental Task Force leadership team organized a series of one-day retreats to engage both full- and part-time teaching faculty and staff as well as staff from the full range of the college's student support programs. These retreats have led to the creation of focus groups, each of them acting on an initiative identified through the collaborative work of staff committed to student success. The Developmental Task Force focuses on recognition of the knowledge, understanding, and experience that community college teachers, administrators and staff develop in their day-to-day contacts with students, building programs around the strengths that De Anza students bring to them.



STUDENT LITERARY & ART COMPETITIONS

LEAGUE-SPONSORED STUDENT LITERARY COMPETITIONS

2008 – 2009

Honorable Mention – **Lauren Catron**
Foothill-De Anza Community College District,
for a poem, “Canyon Land”

2007 – 2008

Third Place – **Justin Louie**
Foothill-De Anza Community College District,
for an essay, “3D Glasses”

LEAGUE-SPONSORED STUDENT ART COMPETITIONS

2009 – 2010

Honorable Mention – **Estee Phuong Yu**
De Anza College, for furniture design, “Chair #1”

2008 – 2009

Honorable Mention – **Ana Milosavljevic**
De Anza College, for a graphic design piece,
“Student Show Announcement”

2007 – 2008

Second Place – **Tae Young Jun**
De Anza College, for a mixed media piece,
“Walking Out Of”

Honorable Mention – **Bing Zhang**
De Anza College, for an oil on canvas, “Mirrors #3”

2006 – 2007

Honorable Mention – **Khojasteh Rezaee**
Foothill-De Anza Community College District,
for an untitled ceramic vase

Honorable Mention – **Yu Ting Hsian**
Foothill-De Anza Community College District,
for an oil painting, “Serious Artist”

2004 – 2005

Third Place – **Simone Raoux**
Foothill-De Anza Community College District,
for an oil on canvas, “Water, Glass and Eggplants”

2003 – 2004

Second Place – **Jane Lanza**
Foothill-De Anza Community College District,
for a wood, aluminum and steel piece, “Ro-Sham-Bo”



Chapter 6

STATE & NATIONAL RECOGNITION

In This Chapter:

- Awards
- Honors & Recognition

- **2010 WCET Outstanding Work Award (WOW)** to the **Community College Consortium for Open Educational Resources at Foothill College**, recognizing an outstanding effort implementing technology in higher education
- **2010 Campus Technology Innovator in Technology Planning Award** to **Vice Chancellor of Technology Fred Sherman** from the California Community College Chief Information Systems Officers Association for his extensive work in redesigning Foothill-De Anza's technology infrastructure and services
- **2010 Best Practice Award for Overall Sustainable Design** from California's Energy Efficiency Partnership Program, presented at the California Higher Education Sustainability Conference to **De Anza College** for the **Mediated Learning Center**
- **2010 Best of Show Award** in the Feats of Clay national juried competition for "Tensegrity," a work created by **Foothill College ceramics instructor Andy Ruble**
- **2010 Asian Pacific Islander Heritage Award** for excellence in education by the California Asian Pacific Islander Legislative Caucus to **De Anza College intercultural studies instructor Michael Chang**, founder of the Asian Pacific American Leadership Institute
- **2009 Hayward Award for Excellence in Education** from the California Community Colleges to **Foothill College astronomy instructor Andrew Fraknoi**, one of four teachers recognized for commitment to professional excellence in their fields
- **2009 Award of Merit** for design of the **Foothill College Physical Sciences and Engineering Center** from the Community College Facility Coalition
- **2008 Gemant Award** from the American Institute of Physics to **Foothill College astronomy instructor Andrew Fraknoi** for significant contributions to the cultural, artistic or humanistic dimension of physics
- **2008 Technology Focus Award** from the California Community Colleges to **Foothill-De Anza** for creation of the Community College Consortium for Open Educational Resources, recognizing a project that identified and solved a significant problem
- **2008 Loyal E. Horton Dining Award** to **De Anza Dining Services**, which was named finest college or university dining service in the United States by the National Association of College and University Food Services
- **2008 R.J. Scuderi Award** to **Jim Haynes, adaptive PE instructor at De Anza College**, in recognition of years of exemplary service, by the California Association for Postsecondary Education and Disability (CAPED)
- **2007 Livable Building Award** for the **Kirsch Center for Environmental Studies at De Anza College** from the Center for the Built Environment at the University of California, Berkeley, one of three national awards presented



HONORS & RECOGNITION

Two Foothill College faculty members—English instructor Rosemary Arca and mathematics instructor Kathy Perino—are among 26 outstanding basic skills faculty across the country participating in the **Bill & Melinda Gates Foundation’s Global Skills for College Completion** project, which is testing new ways of teaching developmental math and writing to increase community college students’ pass rates.

De Anza College ranked among the **top 50 community colleges in United States in 2010** by *Washington Monthly* magazine, based largely on information compiled by the non-profit Community College Survey of Student Engagement and graduation rates.

Foothill College was selected by the California Community Colleges to establish the **Open Educational Resources Center for California**, a pilot project to inform and educate community college faculty and staff throughout California in finding, using and developing open educational resources.

Chancellor Linda Thor was appointed by U.S. Secretary of Education Arne Duncan this year as one of 15 higher education leaders to serve on the **Committee on Measures of Student Success**.

De Anza College’s Visual & Performing Arts Center was awarded a **LEED® silver rating in 2010** by the U.S. Green Building Council under the Leadership in Energy and Environmental Design certification program.

Andrew LaManque, director of planning & research for the district, serves on the **executive board of the Research & Planning Group for the California Community Colleges**, which supports high-quality research, planning and assessments in California community colleges.

Dolores Davison, history and women’s studies instructor at Foothill College, serves on the **executive committee of the Academic Senate of the California Community Colleges**.

Foothill College accounting instructor Sara Seyedin was named this year to the **California Board of Accountancy’s Accounting Education Advisory Committee**, which decides on the education requirements for certified public accountants.

De Anza College’s **Classified Senate** was awarded the status of **Model Senate** this year by the California Community Colleges Classified Senate, the highest honor that the organization confers.

Foothill College mathematics instructors Nicole Gray and Rachel Mudge are faculty-in-residence with the **Carnegie Foundation for the Advancement of Teaching**, assisting with a five-foundation effort to design a streamlined math curriculum to bring community college students to college-level statistics in one year. Foothill College president emerita Bernadine Fong, a Carnegie senior partner, is leading the developmental math initiative. Foothill College is participating as one of 19 community colleges in five states developing instructional materials and assessments for the project, called Statway.

Foothill-De Anza Community College District hosted a **visit this year by a group of California legislative and administration staff members** who play key roles in shaping higher education policy in California. They discussed the effects of proposed state budget cuts on California community colleges.

HONORS & RECOGNITION

Foothill College President Judy C. Miner was elected in 2010 to the **board of the Council for Higher Education Accreditation (CHEA)** and named to serve on the **American Council on Education's Commission on the Advancement of Racial and Ethnic Equity**.

De Anza College President Brian Murphy was selected this year by the Community College League of California to **serve on the Commission on the Future**, which has developed recommendations on increasing college access and completion for California community college students. Murphy also **testified as expert witness** earlier this year before a bipartisan committee of **legislators working to update the California Master Plan for Higher Education**.

An article about hybrid learning by Chancellor Linda M. Thor and Dr. Judy Baker, dean of technology & innovation at Foothill College, was published in the 2010 back-to-school edition of the **Community College Journal**.

Andrew LaManque, executive director of institutional research and planning, contributed to a new report, **After the FAFSA, released this year by The Institute for College Access and Success (TICAS)**.

The Foothill College marketing & communications team won **two second place and two third place awards at the Community College Public Relations Organization conference** in 2010.

The marketing & communications team at De Anza College won **two first-place awards at the Community College Public Relations Organization conference** in 2010.

Foothill College music technology instructor Bruce Tambling was **nominated for a 2009 Grammy Award as producer of the year**, non-classical, for the album "Seek to Follow," which includes members of Foothill's Jazz Ensemble.

"Escape Artist: The Life and Films of John Sturges," a book by part-time De Anza College film/TV instructor Glenn Lovell, was named **among the best books for special interests in 2009 by the American Association of School Librarians** and among best books for general interests by the Public Library Association.

Vice Chancellor of Technology Fred Sherman recently completed a two-year term as **president of the California Community College Chief Information Systems Officers Association**.

From 2007-2009, De Anza mathematics instructor Barbara Illowsky served as **director of the California Basic Skills Initiative** under a grant from the California Community Colleges. Dr. Illowsky's open textbook, Collaborative Statistics, written with retired De Anza mathematics instructor Susan Dean, was approved for use in California public schools this year. It also is being used in the development of an Advanced Placement course in statistics that will be freely available to students, teachers and schools through the University of California's UC College Prep initiative.

Foothill College music instructor Elizabeth F. Barkley chaired an **international panel at the 2009 annual conference of the International Society for the Scholarship of Teaching & Learning at Indiana University**. The panel discussed perceptions of Barkley's model of student engagement as the synergistic interaction between motivation and active learning.

HONORS & RECOGNITION

Gertrude Gregorio, dean of the Adaptive Learning Division at Foothill College, was named one of the **100 most influential Filipinas in the United States in 2009** by *Filipina Women's Network* magazine.

De Anza College's transfer practices were featured in a **2008 case study by the Center for Student Success of the Research & Planning Group for California Community Colleges**. The report was part of a series examining practices at seven California community colleges with higher-than-expected transfer rates.

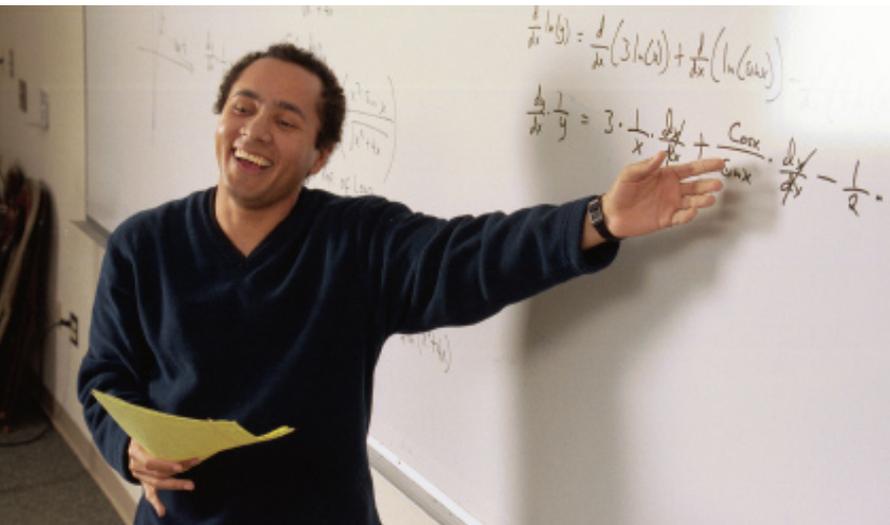
De Anza College was one of four California community colleges recognized in 2008 by the **Hewlett Leaders in Student Success Program** for demonstrating promising and innovative approaches to student success in basic skills education.

In 2008, the Kirsch Center for Environmental Studies at De Anza College was **the first community college building in the nation to achieve LEED® platinum certification**, the highest Leadership in Energy and Environmental Design designation.

Jane Ostrander, director of the Experiential Learning Center at De Anza College, co-authored an article, "Adapting Scenario-Based Curriculum Materials to Community College Technical Courses," that was **published this year in the *Community College Journal of Research and Practice***. Ostrander is principal investigator for a National Science Foundation Advanced Technological Education grant on the effectiveness of scenario-based learning in STEM classrooms.

Foothill College physics instructor Andrew Fraknoi was named **California Professor of the Year in 2007 by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement & Support of Education**. His course, *Physics for Poets: Everything You Wanted to Know about Einstein but Were Afraid to Ask*, received the 2005 Innovation of the Year Award from the League for Innovation in the Community College.

Foothill College was chosen in 2007 as a **regional training academy for the Cisco Networking Academy Program** to train Cisco networking instructors throughout Silicon Valley and support them as they teach.





FOOTHILL-DE ANZA
Community College District

