



Foothill-De Anza Community College District
Institutional Self-Evaluation 2004



The League for Innovation in the Community College

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“ I spent much of my early childhood in Los Angeles, attending public schools in gang-infested areas. . . . In high school my school performance improved, and I slowly ascended from remedial classes to college prep courses. But my GPA and SAT scores were not competitive enough for admission to a major university. Wanting to achieve a childhood dream of attending UCLA, I moved out of my house to East San Jose in my senior year and attended De Anza College in Cupertino. . . . After graduating from De Anza summa cum laude, I was accepted to UCLA. Being a transfer student I felt intimidated by the other students who had been accepted straight out of high school . . . [but] I graduated with a B.S. summa cum laude in microbiology and molecular genetics. . . . It is now five years later and [Harvard Medical School] has just awarded me an MD summa cum laude. . . . I feel very fortunate for not only having the opportunity to attend HMS, but also for having another chance to obtain a college degree.”

—Emanuel Maverakis,
the first underrepresented student and
one of only 15 students ever to graduate
summa cum laude from Harvard Medical School,
as quoted in Harvard Medical School *Focus*

PART I: INTRODUCTION

PREFACE FROM CHANCELLOR MARTHA J. KANTER

Throughout this document, you will find quotes from students, like that on the facing page from a remarkable young man. How better to express the value of Foothill-De Anza education than through the words of our students who have secured opportunity and success at our colleges?

Educational opportunity. Student success. Those are words that drive everything we do, every day. Now are the most challenging of times. We are challenged by growing enrollments, state budget reductions, an uncertain economy and an increasingly diverse student body with myriad educational needs. Many of our students are underprepared for the rigors of a college education, but they enter our doors with potential and hope for a brighter future. The biggest challenge for us—educating students in the 21st century—demands that we provide new and improved models of student learning and engagement, and that we ourselves commit to improving our institutions with new ideas and tools that are grounded in the traditions that have weathered the tests of time, research and practice. We will keep opportunity and student success in our vision for the future, but to deliver this promise to our students, we must be innovative and disciplined in everything we do. That is why Foothill-De Anza is honored to be a member of the League for Innovation and part of its truly transformative leadership contributions that benefit the work of Foothill-De Anza, our sister community colleges across the country and the communities we serve.

Foothill-De Anza takes immense pride in helping to found the League for Innovation as one of its charter community college districts, and since then, working with our league colleagues to bring a host of innovative academic initiatives to our classrooms and student services. Among these are the national contributions we have made to the body of research about community college students and what works in the classroom to encourage student success. We are known for creating tested models of collaborative learning, the scholarship of teaching, learning communities, distance learning, global access, and high learning outcomes for the thousands of students we educate each year.

This is a significant time of change for our community college district. We are pleased to welcome three newly elected trustees to our board. I was delighted to assume the position of chancellor in the summer of 2003, following ten years as president of De Anza College. We will select a new president of De Anza College this spring. We have the benefit of a visionary Foothill College president who began her tenure in the classroom. Together, we are building a dedicated leadership team of faculty, staff, administrators and students who are committed to working together to address the educational challenges of today while preparing strategic directions for tomorrow. Improving student learning and educational attainment must be our central focus as we move ahead. As has been the case since our inception as a district in 1957, our faculty and staff continue to find new and better ways to meet the changing needs of our students.

This spirit of innovation has never been more important than it has recently. California is in a severe budget crisis that has led to unprecedented reductions for community colleges. Foothill-De Anza was forced to cut more than 10 percent of our \$200 million budget over the past few years. Using our principles and strategies for budget

reductions—which state, among other tenets, that we focus on our primary educational mission, purpose and goals on providing the highest quality education for our students as we do more with less—we have maintained and even remarkably improved many of our programs and services crucial for the success of our students.

We are pleased that more than 45,000 students are benefiting from the massive renovation and upgrading of facilities we have undertaken over the past few years. We are tremendously grateful to our community for the overwhelming support it showed for Measure E in 1999, with almost 72 percent of voters in our service area approving the \$248 million facilities bond. Thanks to our community, there will be new science and technology centers at both colleges, new student services buildings as well, and a range of other improvements that will be available to Foothill-De Anza students for generations to come. With projected enrollment estimated to increase by as much as 28 percent by 2010, the capacity of even these new facilities—and of our ability to serve students well—will be yet another test in creatively addressing the challenges ahead.

As we have seen at Foothill-De Anza, change is opportunity. Our vision and mission has consistently emphasized excellence, distinction, innovation and diversity. As we have long known, these elements of mission are critical to our work. We are proud and honored to submit this institutional self-evaluation for continued membership in the League for Innovation, and to take this opportunity to demonstrate the quality and innovation that are the cornerstones of Foothill-De Anza.

Sincerely,



Martha J. Kanter, Chancellor

Foothill-De Anza
Community College District



Kanter with Foothill and De Anza students and graduates

AN OVERVIEW OF FOOTHILL-DE ANZA

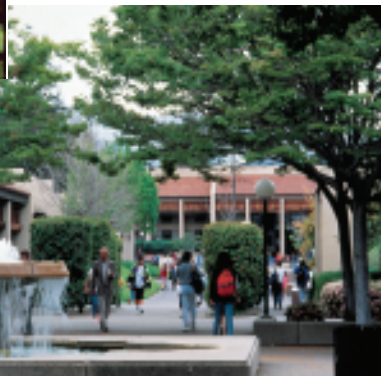
The Foothill-De Anza Community College District consists of two colleges located in the greater Silicon Valley in Northern California. The district is part of the California Community Colleges system which, with 109 colleges in 72 districts and almost three million students, is the largest system of higher education in the world. The CCC mission is to provide transfer, vocational and basic skills education.

Foothill-De Anza primarily serves the Santa Clara County communities of Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto, Stanford, Sunnyvale, and West San Jose, which have a population of almost one-half million residents. More than one million students have attended the colleges since Foothill opened its doors in 1958 and De Anza in 1967. Currently, almost 45,000 students from diverse ethnic, cultural, educational and professional backgrounds attend Foothill and De Anza each quarter.

Foothill and De Anza offer a variety of programs and services, including programs for transfer to four-year colleges and universities; career education; programs and services for students who lack a strong educational background; and continuing education courses and programs that foster cultural growth, life enrichment, and skills improvement. The district advances California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement, a particular concern in the high-tech communities served by the district.



Foothill



De Anza

2002-03 STATISTICAL SUMMARY

FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT

Unduplicated Headcount Students [Fall 2002]	44,658			
Total FTES	36,276			
Programs Offered				
Degree and Certificate Programs	130 at DA		129 at FH	
Degree and Certificates Awarded				
Total Degrees and Certificates	3,413			
Associate Degrees	2,056			
Technical/Occupational Certificates	1,357			
Student Characteristics [Fall 2002]	Number		Percent	
Female	22,600		51	
Male	22,058		49	
Asian	13,684		31	
Black	1,341		3	
Hispanic	4,539		10	
Native American	212		<1	
White	13,163		29	
Unknown/Declined/Other	11,719		26	
Credit	3,291		7	
Noncredit	41,367		93	
Average Age (all students)	30.3			
Students Receiving Financial Aid [2002-03]	8,008		18	
Total Financial Aid Disbursed [2002-03]	\$12,746,991			
Financial Aid				
	DA	FH	FHDA	TOTAL
	2003	2003	2003	2003
Unduplicated		5,618	2,390	8,008
Disbursement		\$9,919,164	\$2,827,827	12,746,991
College Staff [Fall 2002]				
Total Staff			2,193	
Contract Permanent Faculty			527	
Part-time Faculty			957	
Permanent Classified			636	
Administration & Management			73	
Males			1,060	
Females			1,133	
College District Population & Enrollment				
District Population [U.S. Census 2000]			386,167	
Enrollment of In-District Students			22,298	
Financial Information				
Total General Fund Revenues			\$190,197,991	
Total General Fund Expenditures			\$194,724,834	

MISSION AND VALUES

Foothill-De Anza adheres closely to its board-approved mission as it provides a high quality learning environment and sound educational programs for students. During winter and spring 2004, Chancellor Martha Kanter is chairing a committee to review the mission statement of the district and determine whether revisions might better reflect the aim of the district and its diverse faculty, staff and students.

Mission

The Foothill-De Anza Community College District, responding to community needs, exists to provide high quality educational opportunities that promote development of individual abilities and enhance the quality of community life.

The board of trustees pursues this mission through the programs and services of two comprehensive community colleges supported by a central services organization.

Assumed Values

Foothill-De Anza's mission rests on these assumed values

1. Foothill-De Anza Community College District is an organization of people for people, whose purpose is to serve students by
 - transmitting knowledge;
 - developing human potential and creativity;
 - cultivating responsible citizenship;
 - promoting excellence in individuals and groups;
 - supplying educational resources, both faculties and facilities;
 - recognizing the ethnic diversity of its communities and student groups; and
 - fostering intercultural and international understanding.
2. Foothill-De Anza must provide quality educational opportunities which are equitable, effective, efficient, and convenient.
3. Recognizing all people possess worth as individuals, Foothill-De Anza will not compromise the dignity of anyone.
4. Every individual representing Foothill-De Anza is to contribute to fulfilling the district's stated mission and to act at all times in ways that reflect positively upon the district.
5. Students are here to learn and contribute actively to the educational process.
6. The unique identities of the colleges contribute to fulfilling the district's mission.
7. Foothill-De Anza must be operated on a fiscally sound basis without compromising its basic mission.

GOVERNANCE

Overview

The Foothill-De Anza Board of Trustees, as provided in the California Education Code, is responsible for the formulation of policy and the final determination of actions to be taken by administrators. The five members of the elected board serve four-year terms, with two student trustees appointed annually in May by Foothill and De Anza student governments.

Board policy holds that the board of trustees carries out the philosophy, mission and priorities of Foothill De-Anza Community College District through the execution of the following responsibilities:

- Determines policy and direction of the institution, and evaluates the implementation of policy recognizing the philosophy of participatory governance that exists in this district;
- Establishes and protects districtwide a climate in which teaching and learning are deeply valued, where the worth and dignity of each individual is respected and cultural diversity celebrated;
- Acknowledges students, their opportunities and their progress, as the central purpose of our colleges and supports their academic pursuit through careful program review;
- Assures the fiscal health and stability of the colleges by close working relationships with the chancellor, financial staff and auditors, and assures that proper procedures are in place to monitor this fiscal stability;
- Appoints, supports and assesses the performance of the chancellor, and with the chancellor, the two presidents, and reviews the presidents' evaluation of management staff;
- Assures quality teaching through monitoring hiring, tenure review, and professional growth of faculty and administrative staff and clearly recognizes the contribution of classified staff in enabling teaching and learning to take place;
- Acts as a community bridge, recognizing that community priorities are to be addressed through program offerings, kinds of facilities and neighborly cooperation; serves as a positive agent of change, recognizing that it holds the colleges in trust for future generations of students;
- Serves as a court of appeals; and
- Works constantly to improve the board's quality of trusteeship through orientation, education and assessment of its own performance.

Board of Trustees Biographies

Betsy Bechtel



Bechtel, elected in 2003, is a 37-year resident of Palo Alto. She served for nine years on the city council, including one year as mayor and two as vice mayor. She holds master's and bachelor's degrees in speech pathology from Stanford University, began her career as a teacher in the Peace Corps in Ecuador and taught sixth grade in San Jose upon her return to the United States.

Bechtel served as a staff member for then-County Supervisor Gerry Steinberg for five years before becoming vice president at Citibank, a position she held for 15 years. She later was a vice president of J.P. Morgan. She currently serves as a member of the board of directors at Borel Bank and consults for the Palo Alto Housing Corporation.

In addition to serving six years on the Foothill-De Anza Foundation Board of Directors, two as president, Bechtel's 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.

Paul Fong — President of the Board



Fong, a political science professor at Evergreen Valley College and a local business owner, was first elected to the board in 1993. He serves on the board of directors of the national Association of Community College Trustees (ACCT) and locally, on the boards of Asian Americans for Community Involvement (AACI) and Community Housing Developers (CHD). He is also a member of the Silicon Valley Asian Pacific American Democratic Club and the Sunnyvale post of the American Legion.

Fong holds a bachelor's degree in sociology and master's degree in public administration and political science from San Jose State University, as well as a master's degree in education from San Francisco State University. His term expires in 2005.

Edward A. "Sandy" Hay



Hay was elected to the board in 1998. He taught geology at Foothill and De Anza for more than 35 years and is currently a consultant in engineering geology. He is a fellow of the Geological Society of America and a member of the American Geophysical Union and the National Association of Geology Teachers. Hay earned his bachelor's and master's degrees from UC Berkeley.

Andrea Leiderman — Vice President of the Board



Leiderman was appointed to the board in 2002 to fill a vacancy and was then elected in 2003. A resident of Mountain View, she is director of government and corporate relations for Kaiser Permanente's South Bay service area. She holds master's degrees from UC Berkeley in educational administration and public policy, and a bachelor's degree in political science from Vassar College. She has attended De Anza College for career development.

Previously, Leiderman served for 10 years on the Santa Clara County Board of Education and was its president in 1995 and 2000. She chairs the Silicon Valley Manufacturing Group Working Council and sits on the boards of the Mission City Community Fund, Redwood City-San Mateo County Chamber of Commerce, Silicon Valley Coalition for Children Foundation, and College of San Mateo President's Council on Advancement. Her professional experience includes previously serving as public affairs manager at Browning-Ferris Industries, senior council assistant and chief of staff to San Jose City Council Member Jim Beall, and research analyst for the Santa Clara County Office of Education Center for Educational Planning. She has also worked as a consultant, as well as served as a legislative assistant to former U.S. Rep. Matt McHugh of New York and as an LBJ Congressional Fellow to former U.S. Rep. Norm Mineta of San Jose.

Hal Plotkin



Plotkin, of Palo Alto, was elected to the board in 2003. He is an author, journalist and business analyst who has written more than 600 articles on public policy, finance, education, technology and science. His many publishers include Harvard Business School Press, Forbes, CNBC and SFgate.com, the Web site of the San Francisco Chronicle. He was a founding editor of Marketplace, the public radio network's nationally broadcast business and economic news program.

Plotkin previously served a two-year term on the California State Economic Strategy Panel, which is responsible for developing an overall economic vision to guide public policy. He is the first graduate of Foothill College elected to serve on the board of trustees, having earned an associate's degree in history in 1985. He received his bachelor's degree in behavioral sciences from San Jose State University the following year.

Student Trustees Biographies

De Anza Student Trustee Adam Welch



A returning student who first attended De Anza in the fall of 1998, Welch plans to transfer to San Jose State University to pursue a degree in social sciences. He works closely with campus and community organizations to advocate for education funding. He is a writer with *De-Bug* magazine, a project of Pacific News Service, and has worked as a labor organizer.

Foothill Student Trustee Sarah Wiehe



Wiehe, a student trustee for two terms, is a liberal arts major who plans to transfer to a four-year institution, eventually obtaining a master's degree. The president of Phi Theta Kappa Honor Society, she has served for two years on the Community College League of California's Advisory Committee for Educational Services (ACES) and holds lifetime membership in Alpha Gamma Sigma/ Circle K Kiwanis. She has received numerous college and state scholarships for both academic excellence and community and college service.

“*Returning to school as a re-entry student was a great opportunity, and the supportive community I found at Foothill College helped me to rise to the challenge, as well as to participate as a student leader by serving as a two-term student trustee.*”

–Foothill Student Trustee Sarah Wiehe

Participatory Governance

Foothill-De Anza has long embraced the concept of participatory governance as a principle of operation. All constituencies are represented:

- Faculty, through the academic senate at each college and the districtwide bargaining unit, the Faculty Association
- Classified staff, through the classified senates and bargaining units: California School Employees Association (CSEA); Service Employees International Union (SEIU); or Teamsters. Confidential staff are also represented.
- Administrators, through the Administrative Management Association (AMA)
- Students, through the student body associations: Associated Students of Foothill College (ASFC) and De Anza Student Body (DASB)

All constituencies participate in the key decision-making bodies:

- The Chancellor's Advisory Council (CAC), the primary districtwide participatory governance leadership team that advises the chancellor on institutional planning, budgeting and governance policies and procedures. The District Diversity Advisory Committee, Budget Advisory Committee, Legislative Committee, Joint Development Group, Human Resources Advisory Committee, District Research Advisory Committee and Educational Technology Advisory Committee, all of which are also composed of a cross-section of constituency groups, are represented to the CAC.
- The College Roundtable at Foothill and the College Council at De Anza, which are also represented to the CAC

FOOTHILL COLLEGE



Foothill College has a long-standing reputation for teaching excellence and innovation. As the first community college in California to offer an online credit course, Foothill College now offers eight online associate degree programs and more than 140 online courses. Founded in 1957, Foothill College has also achieved state, regional and national acclaim for numerous academic programs, including health care careers, biotechnology, computer programming, drama and multimedia design. Located in the high-tech heart of California's Silicon Valley, the serene Foothill College campus in Los Altos Hills rests on 122 acres of rolling foothills and has been called "the most beautiful community college ever built" by the *San Francisco Chronicle*.

Foothill College faculty are nationally recognized for their excellence in the classroom and educate more than 19,000 day, evening and online students each quarter. In keeping with its philosophy of educational opportunity for all with innovation and distinction, Foothill College offers more than 50 professional and technical programs and more than 50 university transfer majors. Foothill offers more than 1,000 course sections of university transfer, career training and basic skills instruction each 12-week quarter.

Foothill faculty and staff embrace the institution's core values of honesty, integrity, trust, openness and forgiveness,



Foothill graduates

and are dedicated to the college's mission of providing lower-division instruction, career programs, and continuous work force improvement to advance California's economic growth and global competitiveness. 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.



Students with instructor Sara Seyedin taking advantage of state-of-the-art computers in the Krause Center for Innovation at Foothill College



DE ANZA COLLEGE



In its 36-year history, De Anza College has educated more than 660,000 students and last year served more than 60,000 businesses and community members through the districtwide Workforce and Economic Development program, located at the college. De Anza's mission has always been to challenge students of every background to develop their intellect, character and abilities; to achieve their educational goals; and to serve their community in a diverse and changing world.

Out of the 109 community colleges in California, De Anza College ranked number one in combined transfers to the UC and CSU systems in 2002–03. The state rankings were compiled by the universities and released by the state chancellor's office last fall.

De Anza College offers associate degrees in 60 fields of study and more than 120 certificate programs. About 25,000 students enroll each quarter to take advantage of its quality programs, and annually approximately 12,000 students take distance-learning classes that allow them to complete most requirements for an associate degree. The college employs 370 full-time and 450 part-time faculty, 312 classified staff and 36 administrators.

Exciting change is underway at the 112-acre campus. In the fall of 1999 voters



Computer science instructor Mark Sherby with students

approved Measure E, which has enabled the college to renovate and expand. In 2004 four major buildings are under construction: a \$20-million Science Center, a \$15-million Student & Community Services Center, an \$11-million Kirsch Center for Environmental Studies, and a \$15-million multilevel parking structure.



The Advanced Technology Center at De Anza College



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Foothill College



De Anza College

“ When I was accepted to Columbia, I was shocked. I never thought a community college student could be accepted to an Ivy League School. But what I learned is that the training and preparation in physics and mathematics that I received at De Anza was strong enough for even an Ivy League institution! If it had not been for De Anza, my life would be very different, and I would not be applying to Ph.D. programs in astrophysics. I will forever be grateful to this school and the people who help students flourish.”

—Regina Flores

PART II: INSTITUTIONAL EXCELLENCE AND EFFECTIVENESS

ACCREDITATION

In 2004–05, both Foothill and De Anza colleges will begin the self-study process for re-accreditation by the Western Association of Schools and Colleges (WASC), demonstrating how each has met or exceeded goals set forth in the educational master plans and assess goals for continuous improvement.

OVERVIEW: INSTITUTIONAL EXCELLENCE AND EFFECTIVENESS

Key Indicators of Institutional Effectiveness for 2002–03

Educational Master Plans

Every five years each college produces an Educational Master Plan setting goals and targets for improvements in institutional effectiveness and student learning and success.

The current spring 1999 master plans are being revised for fall 2004 publication.

Success indicators are addressed in six critical areas: access, student success, quality program and support for learning, climate for learning, fiscal soundness and reputation

Each plan sets forth a series of general goals and directions for the next five years.

State of the College Reports

Each May and June, the college presidents report to the board and the college community on their institutions' state of the success indicators and progress toward meeting the goals of their educational master plans. In 2003, the acting chancellor delivered the first State of Central Services report.

The college reports track many indicators of institutional effectiveness, including the following:

Enrollment

- Total unduplicated headcount for Foothill-De Anza increased 14.2 percent since 1993–94, from 39,088 to 44,658.

Degrees and Certificates

- The number of associate degrees and certificates awarded increased 22.9 percent since 1993–94, from 2,776 to 3,413.
- The number of associate degrees awarded increased 14.1 percent since 1993–94, from 1,802 to 2,056.
- The number of certificates awarded increased 39.3 percent, from 974 to 1,357.

University Transfer

- The six-year transfer rate as reported by the California Community Colleges Chancellor's Office (CCCCO) for the 1995 entering cohort was 45.5 percent for Foothill, fifth best among the CCCs, and 50.1

percent for De Anza, first among the CCCs. Both colleges exceeded an expected transfer rate predicted by the CCCCCO by more than four percentage points.

- The number of University of California transfers increased 50.5 percent since 1993–94, from 560 to 843.
- De Anza College ranked second in UC transfers in 2002–03 and Foothill ranked 14th among the 109 California community colleges.
- The number of California State University transfers increased 8.3 percent since 1993–94, from 1,605 to 1,739.

Partnership for Excellence Measures (Improvement in Basic Skills)

- In addition to measures of awards and transfers, the state Partnership for Excellence program includes three other indicator areas for measuring improvements in student and institutional success. One is the completion of basic skills courses at least one level above a prior level in math, English and ESL. For 2001–02:
- In English, Foothill's rate was 45 percent, ranking fifth highest among the 109 CCCs; De Anza's rate was 56 percent, ranking first.
- In math, Foothill's rate was 33 percent, ranking seventh among CCCs; De Anza's was 31 percent, ranking 14th.
- The statewide average in both math and English is just 25 percent among the CCCs.

Student Age

- The average age of Foothill-De Anza students in Fall 2002 was 30.3 years, slightly younger than in fall 1996, when it was 30.8 years.
- The distribution over age ranges has remained nearly the same between fall 1996 and fall 2002, with about 59 percent of students 24 years old or younger. About 11 percent are 40 and older.

Student Diversity

- Foothill-De Anza serves an increasingly diverse population in California's Silicon Valley. For fall 2002, excluding a significant number of students who did not report their ethnicity, 41 percent reported their ethnicity as Asian (including Filipino and Pacific Islander), 40 percent as white, 14 percent as Hispanic, three percent as black, and less than 1 percent as Native American.

Distance Learning

- Total fiscal year distance learning enrollments increased 236 percent from 7,396 in 1996–97 to 24,852 in 2002–03.
- Distance learning (online and television) now constitutes almost 8 percent of the total fiscal year enrollment—11.5 percent at Foothill and 5.4 percent at De Anza.

Program Review

- Foothill and De Anza conduct extensive program reviews and analyses every year. The department of institutional research and planning produces almost 200 Program Review Data sheets each fall that contain a wide variety of quantitative program indicators for every instructional department and division of each college. The data is then posted on the IR Web page (<http://research.fhda.edu/>).

Cohort Tracking

- To monitor and improve the success of students, Foothill-De Anza has begun the tracking of cohorts of students through various aspects of the curriculum, as well as to completion of degrees and certificates, and to transfer.
- Especially enlightening and useful has been the tracking of cohorts of students through various basic skills course sequences, such as the beginning, intermediate, and college algebra sequence.
- One significant finding of these studies is that students earning a “C” grade in a sequenced course are unlikely to succeed in the next course in the sequence. For example, students earning a “C” in beginning algebra at Foothill have only a 29 percent chance of earning a “C” or better when they take the next course, intermediate algebra. This is compared to a 57 percent chance for those who earned a “B” and 85 percent for those who earned an “A.” Students taking intermediate algebra without beginning algebra had a 65 percent chance of success. This and similar findings have generated significant discussion and action at both colleges aimed at improving this result.
- Such tracking of students through basic skills sequences has also revealed, consistent with findings at other community colleges, that the percentage of students who begin basic skills sequences below college level, and who eventually successfully complete the basic skills courses is quite low. Despite acceptable success rates (“C” grades or better) within individual basic skills courses, a high proportion of those students starting below college fail to flow through the levels to college level success. Both colleges have initiated programs and reviews to improve these basic skills success rates.
- Foothill-De Anza has achieved some success in these efforts. For example, Foothill’s Pass the Torch program for at-risk students improves students’ math course success rates by 10 to 20 percentage points compared to similar at-risk students not in the program. Similar substantial improvements were achieved in English. Pass the Torch has an even more dramatic effect on term-to-term persistence. For the fall 1997 cohort, only 12 percent of Pass the Torch participants did not enroll a year later, compared to 37 percent for the control group.

DISTRICT EDUCATIONAL MASTER PLAN

In 1999, the Foothill-De Anza Community College District created a five-year educational master plan with a district focus and perspective to supplement the colleges' master plans. The plan cited the following goals:

To preserve the district's

- Reputation for excellence
- Human resources
- Physical resources
- Fiscal resources

and to advance

- Student access
- Student success

The plan included the following strategies to achieve the goals:

1. To create and protect an environment which encourages the free exchange of diverse ideas, opinions, and inquiries.
2. To review and distribute programs and services to maximize our available resources.
3. To develop effective systems for accountability of programs and services.
4. To create a balanced resource allocation policy which ties decisions to master plan goals and strategies.
5. To preserve, renovate and improve our physical plant so that our environment is safe, conducive to learning and accommodates future demands.
6. To continue to attract, retain, support, and reward outstanding employees.
7. To demonstrate national leadership in the improvement of student performance.
8. To maintain currency in curriculum and in the appropriate use of modern instructional delivery methods.
9. To continue to refine our instructional programs and student services to ensure that our diverse population will achieve their educational goals.
10. To become a truly student-centered institution.

The Foothill-De Anza Community College District is pleased that this Institutional Self-Evaluation for the League for Innovation demonstrates its fulfillment of the goals utilizing its stated strategies.

STRATEGIC DIRECTIONS

Under the new leadership of Chancellor Martha Kanter, Foothill-De Anza will be focusing over the next several years on

- redesigning programs and services to advance the quality of teaching and learning in classrooms with decreasing state funding;
- building morale and trust in difficult budgetary times;
- arriving at a timeline for a new information system;
- increasing revenues through legislative advocacy; and
- advancing the philanthropic investment of the community.

In so doing, the district will aim to

- increase opportunity for students who choose Foothill-De Anza;
- increase quality through work in student equity to close the performance gaps among student groups;
- increase accountability to the public and internally to underscore that the district is using its resources carefully and wisely; and
- work toward sustainability, not only to preserve the current environment but to ensure the excellence of our district for decades to come.

Strategies the district will use will include

- ensuring that all work is mission-critical: giving our students the finest quality education possible;
- ensuring that all work is being done as effectively and efficiently as possible;
- identifying the best practices across the district and using those to improve programs and services;
- sharing resources when that will achieve a greater good;
- conserving wherever possible; and
- stewarding a teaching and learning environment based upon mutual respect and trust.

DIVERSITY VISION AND GOALS

In 1998, underscoring its commitment to diversity, the Foothill-De Anza Board of Trustees approved the district's Diversity Vision Statement and Goals.

Vision Statement

The Foothill-De Anza Community College District is committed to becoming a model district for the 21st century. We are building upon our rich history of innovation and student success to become a truly democratic, culturally pluralistic organization. All members of our district community understand and respect that our cultural diversity is one of our greatest strengths. The district welcomes and unites people of all ethnicities, genders, sexual orientation, socio-economic classes, religions, abilities and ages and empowers them as individual and as groups.

We believe that culturally diverse teams yield more creative, synergistic and effective outcomes. We are increasingly willing to accept and address the conflict that arises as a normal part of existence in a pluralistic environment in order to work toward acknowledging, addressing and confronting our differences positively. We recognize that we are part of a global community and that this informs our responsibility to our students. We recognize that the development and maintenance of a multicultural district is a journey, not a final destination, so we are prepared to learn and grow as issues emerge.

Finally we recognize that the attainment of this vision is not only possible, but critical to our viability, to meeting our potential as a district and most importantly, to the success of our students.

Goals

Curriculum

If we are a culturally pluralistic district, then . . .

Multicultural perspectives in the classroom is the norm. It is a natural expectation of students that all disciplines are taught from a multicultural perspective, including course content and teaching methodology.

Multicultural contributions to each discipline—new writers, poets, scientists, theories, cultural perspectives—are continually introduced.

We appreciate and understand the diversity of learning styles our students bring to the classroom and we are able to accommodate and change.

Students who leave us are aware of the multicultural society in which we live and have developed an appreciation and respect for diversity and the responsibilities and challenges of living in a global community.

Curriculum is expanded beyond the classroom to include everything that has to do with student learning (e.g. coordination with campuswide events, interdisciplinary opportunities, community service, student activities, etc.).

We understand the balance between transfer and vocational education and equally value the programs and services in each. We acknowledge the value of basic skills courses in preparing our students for transfer and vocational education programs.

We review curriculum in terms of diversity and regularly assess the effectiveness of the curriculum using diversity in the classroom as one criteria of excellence; particular attention is paid to general education and gateway courses that are prerequisites to other courses or sequence of courses.

We seek creative and effective ways to gather student responses/reaction to college climate and regularly assess our progress.

Student Services

If we are a culturally pluralistic district, then . . .

We understand the balance between student services and instruction in serving the whole student and equally value the programs and services in each area.

We regularly assess indicators of student access and success (recruitment, persistence, retention, course completion, transfer, degrees and certificates).

Student equity issues are prioritized and addressed throughout the district.

We routinely assess the students' perception of diversity and how well the colleges meet the diverse needs of students.

We identify and respond to the unique needs of our constituencies.

Student services connects and coordinates with in- and out-of-classroom activities; college activities are coordinated with curriculum; we provide a strong tutoring program.

We recognize the value of programs that address special student needs and ensure adequate funding for effective operations and that such programs are open to all students.

Human Resources

Training and Development

If we are a culturally pluralistic district then . . .

All employees participate in and support diversity activities.

Training and development opportunities on diversity are consistently provided to employees and students as part of the district diversity plans.

We routinely assess the diversity training needs of employees to develop programs that assist them in meeting the needs of our students and enhancing the climate of the district.

The district mandates training on critical issues, including, but not limited to, racial discrimination, sexual harassment and violence in the workplace.

Employees are encouraged to engage in diversity-related activities as part of professional growth activities.

We value the contributions and benefits of a culturally diverse faculty, staff and administration and actively support the efforts and goals of Human Resources to recruit and retain a diverse employee population.

Facilities

If we are a culturally pluralistic district then . . .

Classrooms, buildings, signage and lighting are designed to support a welcoming multicultural environment.

Campus art and architecture reflect the multicultural mix of our community and the students we serve.

Events, programs and services are physically accessible to every member of the community.

Regular assessments are made to ensure equity in facility allocation and distribution.

Board

If we are a culturally pluralistic district then . . .

The board provides a vision for diversity for the district and supports efforts to expand diversity activities and opportunities to achieve that vision.

The board commits sufficient financial resources to diversity programs and support services.

The board considers diversity when formulating policy and allocating resources and regularly assesses district progress in this area.

The board holds administrators, faculty and staff accountable for participating in and supporting diversity activities.

The board fosters an open and supportive environment that respects a diversity of opinions and responds to concerns from employees and students with respect and serious consideration.

The board requires that all employees hired in the district understand, be sensitive to and respect the diverse academic, socio-economic, ethnic, cultural, disability, religious background and sexual orientation of community college students. Furthermore, the board expects that each employee will exhibit this sensitivity, understanding and respect in every aspect.

District Diversity Climate Survey

In 2003, the district human resources department conducted a district diversity climate survey of students and staff. Approximately 3,000 students responded—an exceptional response rate of 49.6 percent. Among other findings: Students assessed the colleges' general climate at 1.9 on a scale of one to five, with one being very positive.

PART III: EDUCATIONAL OPPORTUNITY AND STUDENT SUCCESS

Educational Opportunity: Providing Greater Access

III-1

Distance Learning/Off-Site Learning/Scheduling Innovations

Financial Aid

Programs and Services for a Diverse Student Body

Extended Opportunity Programs and Services (EOPS) and Cooperative

Agencies Resources for Education (CARE)

Other Programs and Services for Diverse Students

Community Education

Arts and Culture

Innovations/Improvements in Class Schedules

Student Success

III-5

21st Century Learning Outcomes Project

Transfer

Articulation

Student Success Centers

Center for Student Success Study



“ Without state and federal grants, I wouldn't be able to attend Foothill College. So far, financial aid has helped me with more than \$15,000 worth of bills, such as rent, utilities, car and more. The BOG Fee Waiver covers the cost of my Foothill classes. Foothill's EOPS Program pays for my textbooks, and helps me if I need a tutor. I also work on campus to receive works-study money. I want my daughter to be able to look up to her mom with pride; because of financial aid, she can.”

—Michele Creekmore

“ De Anza's alternative educational opportunities, such as evening and weekend classes, allowed me to continue with my life as I achieved my A.S. degree. De Anza instilled in me a passion for advanced technologies, which led to my B.S., M.B.A. and J.D. degrees. I am vice president of ImpactXoft and have been working collaboratively with De Anza's Manufacturing and Design Technology Department. My education started with De Anza, and my professional affiliations have brought me back.”

—Steven Young

PART III: EDUCATIONAL OPPORTUNITY AND STUDENT SUCCESS

EDUCATIONAL OPPORTUNITY: PROVIDING GREATER ACCESS

Enrollment demand at Foothill-De Anza is projected to rise 25 to 28 percent by 2010. However, due to state budget deficits, which are in the billions, funded growth will not keep pace. Physical space will also be at a premium, despite renovated and additional space provided by Measure E construction bond funds. The colleges are addressing both challenges through developing educational and facilities master plans that will maintain and increase student access while reducing expenses.

Distance Learning/Off-Site Learning/Scheduling Innovations

Distance learning through a variety of methods—including online and television courses, described in detail in Part III, “Innovative Programs”—is a key element in maintaining student access, with 24,582 students enrolled in distance learning districtwide in 2002–03.

Foothill’s use of a full-service satellite campus on Middlefield Road in Palo Alto also serves to increase access, particularly to the larger community. Foothill has also placed courses in the community, expanded access and responded to the increased demand for skilled health care workers by moving a range of work force development programs, including pharmacy technology, to more than 60 off-campus sites.

Block scheduling—moving course meeting times from five days a week to longer durations two or three day each week—is also serving to increase student access at Foothill. Many block-scheduled courses utilize Web-enhanced aspects of hybrid courses to facilitate learning—a technique also used by De Anza. By reworking the curriculum and block scheduling, Foothill has created increased capacity for more than 450 full-time equivalent students for 2004.

Financial Aid

Foothill and De Anza offer students a variety of federal, state and institutional financial aid options, including waivers, grants and scholarships, loans and work-study employment. A multimillion-dollar state budget augmentation provided the opportunity to hire additional financial aid staff at both Foothill and De Anza, funded creation of an online Board of Governors (BOG) fee waiver application, and increased promotion of the opportunities and availability of financial aid, particularly important in light of the recent and pending increases in student fees.

Programs and Services for a Diverse Student Body

Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE)

At both colleges, EOPS/CARE programs at both colleges serve the needs of academically and economically disadvantaged students by providing assistance with the admission and financial aid application process; priority registration; academic, career and personal counseling; and help in finding tutors and childcare and with buying books, bus passes, caps and gowns for graduation. EOPS also assists students with the transition process to four-year schools by providing them with fee waivers, assisting with the application process, letters of recommendation and individual statements.

Disability Support Services (DSS)

At both Foothill and De Anza, DSS serves students with physical, psychological or sensory impairments by providing counseling, registration and mobility assistance, test accommodation, assistive technology and alternate media.

DSS coordinates closely with other student services departments to ensure seamless and efficient service to students with disabilities ranging from mobility chronic health, vision and hearing disabilities to cognitive impairments, developmental and psychological disabilities, and attention deficit hyperactivity disorder (ADHD). Students also represent other dimensions of diversity, including ethnic, cultural and national backgrounds.

Other Programs and Services for Diverse Students

World Languages Week

At De Anza, almost 43 percent of students speak Chinese as their primary language. De Anza observed its second annual World Languages Week in March 2003 with activities—including exhibits, musical and dance performances, cooking and martial arts demonstrations—designed to promote the study of languages and foster a greater understanding of other people and cultures. Languages represented in a panel discussion were Chinese, French, German, Italian, Japanese, Portuguese, Spanish and Vietnamese.

Cross Cultural Partner Program

De Anza's Cross Cultural Partner Program (CCP) is a student-centered learning program that pairs students of different cultural backgrounds for one academic quarter to promote English conversations about cultural traditions, social customs and campus life. More than 1,000 students participated during the 2003–04 academic year.

Lost Boys

De Anza hosts 30 students known as the Lost Boys, a name given to them in Africa when they were left parentless more than 15 years ago in Sudan's civil war. These refugees are enrolled in a combination of ESL, English, reading, math, computer education and skills courses, with several slated to graduate in June 2004. A Lost Boys of Sudan Scholarship Committee was formed to help them cover college expenses.

Student Clubs

The more than 100 clubs at Foothill and De Anza provide opportunities for students to connect with others of similar—and different—backgrounds and interests in academic, community service, departmental, diversity, political, religious, special interest, sports and support areas.

Community Education

Community Education is a self-supporting districtwide program that, through Short Courses, offers a variety of fee-based enrichment and professional development classes in arts and humanities, business and entrepreneurship, communications, computers, cooking, financial planning, health and wellness, languages, personal growth, photography, real estate, recreation and fitness, special interests, travel and writing. This program offers fee-based, not-for-credit learning opportunities to community members of all ages. The program offers 800 classes annually and serves almost 10,000 students on the Foothill and De Anza campuses and at multiple off-site locations—including local community and senior centers, elementary, middle and high schools and local cooking schools, golf centers, equestrian centers and dance studios—thereby increasing access to the community.

Arts and Culture

On the De Anza campus, the Flint Center, a premier cultural performance venue, hosts various musical, dance and theatrical events attended year-round by students and the community. The **Euphrat Museum** highlights the heritage of different cultures; enhances understanding of art fundamentals, art history, and aesthetics; and augments instruction, serving as a resource for both the college and the larger community. The **California History Center Foundation** displays the agricultural history of the Santa Clara Valley.

At Foothill, the **Japanese Cultural Center**, which contains an authentic tearoom and a showcase displaying Japanese arts and crafts, serves as a classroom for Japanese language instruction and cultural workshops.

The **Celebrity Forum Speakers Series** was founded on the Foothill campus in 1968 and is more popular than ever 36 years later. Each year, the most intriguing and thought-provoking leaders in the country speak to sold-out crowds about current events and ideas. Recent guests have included former President Bill Clinton and former New York City Mayor Rudolph Giuliani.

Foothill owns and operates **KFJC-FM 89.7**, a 250-watt educational radio station that serves as a teaching laboratory for the fine arts and communications department. The station's mission is to serve as a conduit for new and interesting audio art and information, especially that unavailable elsewhere. The station, which is managed by students under the guidance of a faculty advisor, strives to air many styles of music and relevant public affairs programming. KFJC is funded mostly by listener contributions, with some support from local business.

Innovations/Improvements in Class Schedules

To increase access and better serve students, both Foothill and De Anza colleges have made significant improvements in their class schedules.

De Anza's new online searchable schedule is updated every 24 hours and is designed to allow advanced searching for De Anza courses using parameters including key words; distance learning courses; morning, afternoon and evening courses; weekend courses; instructor; and campus location. Along with course day and time, call number and instructor along with other schedule attributes, the online searchable schedule also includes catalog information of the course's description, prerequisites and course notes. Department information is directly linked to the searchable schedule from search results. An added feature allows departments to have urgent information embedded

with their courses on a department-wide search or in the course/section detail view. The marketing and communications, Educational Technology Services and academic scheduling departments collaborated on the innovative schedule.

Traffic on the improved online schedule Web page increased 1,000 percent within two weeks of its inception. With the advent of the enhanced online schedule, De Anza has significantly reduced the production of printed class schedules, saving valuable resources.

Also at De Anza, e-mail has become the primary means to contact students regarding registration dates, confirmation of enrollment, financial aid, counseling, campus construction alerts and emergency messages. These new routine communications reduce the time to disseminate information and eliminate postage and printing costs as De Anza moves to paperless communications with its students. Postcards are sent to those students without working e-mail accounts to encourage them to update their information in the registration system.

Foothill's searchable online schedule also provides students the ability to pay enrollment fees, add or drop classes, purchase a parking permit, request transcripts and make changes to their individual student records. Improvements to Foothill's printed schedule include enhanced information on transfer agreements, addition of an enrollment fees cost-comparison chart and addition of select services for Spanish-speaking students, among a variety of other improvements that also included streamlined instructions for online, phone and in-person registration.

“*If I hadn't had a community college in my backyard, there is no way I would have gone to college. This isn't just my story; it's true for thousands of Silicon Valley residents. Community colleges like Foothill provided me and thousands of other Californians with solid academics and enabled us to round out our college experience by pursuing leadership activities, athletics, performing arts and many other programs.*”

—Richard L. Henning, Ed.D.
Founder, Celebrity Forum

STUDENT SUCCESS

21st Century Learning Outcomes Project

In 2000, Foothill College was honored to be only of only 16 colleges nationwide selected by the League for Innovation to participate in its 21st Century Learning Outcomes Project. As part of the project, Foothill developed a set of core competencies expected of all graduates. In addition to subject matter outcomes, Foothill defined four critical life skill areas—communication, computation, critical and creative thinking, and community and self-responsibility—imbedded in all curriculum and extracurricular activities. Foothill also created the Learning Outcome Assessment Network (LOAN) with the goals of improving instruction, developing meaningful assessment methods and promoting awareness of learning activities. LOAN provides a workshop series throughout the year open to everyone at the college. Presentations feature faculty best practices on documentation of learning, electronic portfolios, testing and assessment, and concept mapping to ensure linkages of expected outcomes to activities and assessment. In addition, LOAN collaborates with the Instructional Planning Committee in order for departmental and institutional learning outcome assessment to be seamlessly integrated into Foothill's strategic planning.

Foothill is also one of only four colleges selected nationwide to participate in the new League for Innovation Millennium Learning Network Online Degree Program in Information Technology. Foothill also was chosen to serve as a partner institution with the University of Wisconsin and U.S. Department of Defense for the Regional Center for Advanced Distributed Learning Co-Laboratory Project. LOAN also acts a point of connection between faculty and national resources on current research and products related to learning outcomes. The structure and support provided by LOAN has been very effective in finding resources and then developing pilot studies in selected areas. Examples include open source Web-based electronic portfolios; ETUDES-based portfolios; suitability of ETS standardized test for General Education; ETS-developed subject specific testing as pre- and post-tests in various disciplines; and similar tests with Noel-Levitz developed products.

Transfer

Foothill-De Anza's transfer rate was addressed briefly in "Institutional Effectiveness" above. The district is proud of its exceptional transfer rate and the innovative ways in which it meets its transfer mission. In January 2004, Chancellor Martha Kanter addressed the Regents of the University of California on the subject of transfer education, describing the five best practices to which Foothill-De Anza adheres:

- Connecting students to the campus and community resources they need—academic, social, personal, and/or economic—to improve their confidence and heighten their chances for success. This is accomplished through outreach, transfer centers, tutoring and mentoring.
- Recognizing that transfer is everyone's responsibility—that it is a commitment built into the institutional culture. District leadership, including the board of trustees, deans, faculty and staff, actively plan for and monitor transfer outcomes and challenges each year.
- Understanding that curricular quality is essential and drives a

well-articulated transfer pathway for students. The colleges actively participate in Intersegmental Major Preparation Articulated Curriculum (IMPAC), working with faculty from UC and CSU in ensuring quality and consistency in course content, requirements, major preparation, and pre-requisites for upper-division coursework. Each year, Foothill-De Anza faculty, who shepherd course and program articulation requirements, benchmark the colleges' general education courses against those of UC's.

- Providing students who enter academically unprepared for college-level work with programs in English and math and individual educational plans. Soon, portfolios of students' learning outcomes will be available to them online.
- Analyzing transfer students' performance each quarter and providing enhancements to programs based on retention and persistence rates. The next step will be analyzing data in more depth—transfer rates not only in regard to age, gender and ethnicity, but also income level and resident versus non-resident student performance.

Over the past 10 years, the Foothill-De Anza Community College District increased its total number of transfers to the University of California by 51 percent; systemwide, the number increased approximately 17 percent. De Anza ranked number one in combined transfers to the University of California (UC) and California State University (CSU) systems in 2002–03. During the last academic year, 1,937 De Anza students transferred to public universities in California. The state rankings were compiled by the university systems and were released in September by the California Community Colleges Chancellor's Office. De Anza is also ranked number one in CSU transfers.

The six-year transfer rate, using the official California Community Colleges Chancellor's Office definition, for the 1995 entering cohort was 45.5 percent for Foothill, fifth best among the CCCs, and 50.1 percent for De Anza, first among the CCCs. Both colleges exceeded an expected transfer rate predicted by the state chancellor's office by more than four percentage points.

Both Foothill and De Anza maintain transfer centers that assist students with transfer goals and provides services, including drop-in advising and appointments, transfer library resources, workshops, university representative seminars and appointments and training workshops for students regarding college admissions and essays, transfer agreements and more. Last year, Foothill launched a new transfer Web page that provides students with convenient access to transfer requirements, major and career decision-making tutorials, articulation agreements, transfer preparation checklists, links to university catalogs and advice from and communication with alumni and "transfer buddies."

The transfer centers also coordinate the college's annual transfer day, an event at which students are able to meet with number of college representatives in an informal setting.

Articulation

The backbone to any successful transfer program is articulation. As national leaders in transferring students to top public and private four-year institutions, both Foothill and

De Anza colleges work continuously to develop links with other academic institutions in order to establish effective articulation and transfer agreements. These agreements help ease student fears about the admissions process and support a smooth transition to university for students by offering guaranteed admissions to several universities and ensuring that students receive credit for coursework completed at Foothill-De Anza.

Upon entering Foothill or De Anza, students are introduced to the elements of transfer planning through orientation classes that provide information on the fundamental requirements needed to transfer and guide their educational planning. Through follow-up workshops and one-on-one counseling and advising sessions provided by the counseling and advising centers, students are able to fine-tune their education plans.

Foothill has articulation agreements with all nine of the University of California campuses and with 20 of the 23 California State University campuses. To further enhance course transferability, Foothill has increased the number of California Articulation Number System (CAN) approved courses more than 200 percent over the past two years. Foothill is among the top ten feeder institutions to many other universities, including UC Davis, UC Santa Cruz, San Francisco State University and San Jose State University. In addition to public universities, Foothill College has transfer and/or articulation agreements with numerous private and out-of-state institutions, including Cornell University, the University of Southern California (USC), St. Mary's College, Pepperdine University, University of San Francisco (USF) and University of the Pacific (UOP).

De Anza has established agreements with all nine UC campuses 22 California State Universities (CSU) and 9 University of California (UC) campuses, as well as many in- and out-of-state four year institutions such as: Brigham Young University, Chaminade University, Hawaii Pacific University, Kettering University, Loma Linda University, Pepperdine University, Santa Clara University, USC and University of Utah.

Foothill and De Anza are active as West Coast charter members in the National Articulation and Transfer Network (NATN), a federally funded project to support transfer and articulation efforts for students to attend historically black colleges and universities (HBCUs), Hispanic Serving Institutions and Tribal Colleges. In 2003, Foothill and De Anza were among the first colleges to establish a comprehensive articulation agreement with the National Hispanic University.

Both colleges support students transferring via non-traditional paths as well. Within the last three years, Foothill has significantly increased the number of articulated courses for the Servicemembers Opportunities Colleges (SOC), serving active duty military, and has established agreements for fully online bachelor's degrees with two universities. For the approximately 25 percent of students who already hold a bachelor's degree, Foothill has articulated pathways for graduate work in computer science with Carnegie Mellon University West and for the master's degree in health science with San Jose State University.

Because the development and maintenance of outstanding curriculum is essential, Foothill and De Anza have provided numerous opportunities over the past three years for faculty to engage in learning about transfer preparation and transfer curriculum. Foothill has offered several seminars on curriculum development, including one that brought the dean for academic program planning from the California State University Chancellor's Office to campus for a curriculum training session.

Both colleges have Transfer Admissions Agreements (TAAs) with a variety of institutions, providing students with clear and guaranteed educational pathways to select four-year institutions upon completion of comprehensive lower-division programs. De Anza also participates in the Cooperative Admission Program (CAP) with UC Berkeley, whereby Berkeley-bound freshmen complete their lower-division course requirements at De Anza and are guaranteed admissions to Berkeley as juniors. Foothill participates in the UCLA Transfer Opportunity Program.

Student Success Centers

In addition to Transfer Centers, both Foothill and De Anza colleges both provide a Student Success Center in order to offer a one-step customer service experience for students as well as implement strategies to retain current students by providing one-to-one referrals to various college programs and services. The centers feature outreach officers who target specific demographic populations, including at-risk, minority and underrepresented students; career-changing adult learners; and current students who can benefit from retention services and strategies. The centers provide a supportive community of peer mentors, tutors, faculty and staff and assist students with defining and successfully achieving their educational goals. Program participants receive educational planning and academic advising, personal counseling, academic mentoring and coaching, study groups, leadership development, four-year college and university campus tours, academic enrichment workshops as well as scholarship and financial information.

Center for Student Success Study

The @ONE program at De Anza, funded by a five-year grant from the state, developed and provided technology-training materials for all California community colleges. The program, which received an award from the state chancellor's office for outstanding technology innovation in 2000, also commissioned the Center for Student Success (CSS) to conduct original research on linkages between @ONE faculty development services and student outcomes. The report on the study, *Integrating Instructional Technology in the California Community Colleges*, which was published by the League for Innovation, notes that faculty found that the integration of the concepts and techniques of their @ONE training had the effect of enabling their students to become better learners in a variety of ways; increasing communication and class participation; achieving better information access; obtaining more experience with technology; and having a richer learning experience.

PART IV: INNOVATIVE PROGRAMS, PRACTICES AND PARTNERSHIPS

Innovative Programs and Practices

IV-1

Instructional Technology Infrastructure: Expanding Learning Opportunities Through Technology

Distance Learning

Learning Communities

Other Innovative Programs and Practices

CATS/eTAG

Honors Programs

NASA Academic Center

International Education

Middle College: The High School Alternative

Computer Scholarship Program

Career Center

Geographic Information Systems (GIS)

Bioinformatics

Faculty and Staff Development

Energy Management and Environmentalism

Partnerships with the Business Community

IV-8

Healthcare Partnerships

Other Workforce Partnerships

Cooperative Work Experience Education (CWE)

Professional and Technical Advisory Committee



“ *The Honors Institute has really given me an opportunity to learn and work at my scholastic level. Both classes and instructors are personable and challenging. I’ve also made some great connections with peers that have the same goals and aspirations. The Honors Institute has helped make my time at Foothill memorable and fulfilling. I love you guys!*”

—Eythia Arges

“ *One of the great things about this course was being surrounded by a lot of support, such as enthusiastic, helpful teachers and familiar friends.*”

“My classmates and I could have better communication because we saw each other in two classes.”

“One major thing that stood out for me this year was how the class came together, like a small family. Everyone knew each other.”

—De Anza LinC students

PART IV: INNOVATIVE PROGRAMS, PRACTICES AND PARTNERSHIPS

INNOVATIVE PROGRAMS AND PRACTICES

Instructional Technology Infrastructure:

Expanding Learning Opportunities Through Technology

The Foothill-De Anza Community College District takes pride in its demonstrated leadership in the area of informational technology. Currency in technology and its appropriate use is a critical component of the district's Strategic Technology Plan, created in 2000.

The mission of the Educational Technology Services Department is to provide quality technical service and a reliable infrastructure for the faculty, managers, staff and students. The department assists in accomplishing the goals of the colleges' and district's educational master plans by providing:

- technical assistance in support of the teaching and learning process;
- consulting and programming services for students, faculty and staff;
- reliable, fast, secure and easy-to-use computer, voice and network systems and services; and
- leadership in improving learning through effective and accurate research and data analysis.

In 2003, the district was awarded a grant valued at more than \$1 million from the National Science Foundation to develop and create online story-based curriculum materials for use in networking classes. This project is a joint effort with Carnegie-Mellon West, SRI International, Bay Area community colleges, and the Bay Area Information Technology Consortium.

Also marking the district's technology leadership is its recent selection as one of five institutions in the country—and the only community college—to receive a \$1.1 million grant in software and services from Campus EAI and Oracle to support the district's Web portal research and development over the next five years. Campus EAI is a nonprofit organization whose mission is to facilitate collaboration among member institutions of higher education in sharing, developing and distributing open-source software. Members include University of North Carolina-Chapel Hill, Case Western Reserve University, University of Oklahoma and Washington State University.

In 1999, the district was one of five recipients of a California Virtual Campus grant from the state chancellor's office to become the Bay Area regional center for promoting and developing online delivery of course material and coordinating distance learning efforts for 24 community colleges in the San Francisco Bay Area.

Distance Learning

In 1995, Foothill College became the first community college in the country to offer an online credit course. Shortly thereafter, Foothill initiated online, real-time registration and offered its first online associate degree program. Foothill College Computer Science Instructor Michael Loeff created and implemented the Easy to Use

Distance Education Server (ETUDES) course management software (CMS), which enabled Foothill College to revolutionize instructional delivery via the Internet through its Foothill Global Access (FGA) Program.

FGA has increased its instructional offerings from 68 online classes in 2000 to 126 online courses, 86 Web-enhanced courses and 22 hybrid courses in 2004. The program grew from 1,375 online students and 43 online faculty in 2000 to more than 4,100 students and 79 faculty members in 2004. FGA program leaders have also developed and implemented eight online associate in arts degree programs in anthropology, economics, e-commerce, general studies/social science, geography, history, psychology and Web programming. FGA also entered into a national online bachelor's degree completion program with Ohio's Franklin University in business administration, computer science, digital communication, health care management, management information sciences, public safety management and technical management.

Foothill made ETUDES available at low cost to California community colleges in 2002. It is now the engine for Web-based courses used by 50 colleges, 670 instructors, and 18,000 students in the CCC system. This rapid expansion is directly linked to the formation of the ETUDES Alliance established by Foothill Dean of Distance and Mediated Learning Vivian Sinou, the winner of the district's Innovation of the Year award for 2001–02. The alliance has enabled California Community Colleges to embrace Web-based learning at a reasonable cost and has empowered colleges to work collaboratively to define the features, functionality, and development of the next-generation CMS needed for community college instruction. Foothill hosts more than 800 ETUDES-based courses for its alliance member colleges, and trains and supports faculty and staff statewide. The district is working toward forming a national consortium that embraces the values of open source courseware and quality Web-based learning through an open source course management system specifically designed for community colleges.

De Anza has delivered television-based distance learning courses to the greater Silicon Valley area for more than 25 years and has a tradition of providing quality distance learning as well as a faculty culture that is enthusiastic about innovative delivery methods. In addition, De Anza College has been a leader in digital technology, having led many grant-funded technology projects. De Anza College was one of the early members of the New Media Centers, joining the consortium in its second year of existence.

At De Anza, distance-learning enrollment has increased 80 percent over the past five years, with 16 percent average annual growth each year since 1998–99. Both in- and out-of-state students are included in the more than 13,000 enrollments in 2002–03.

De Anza Distance and Extended Learning programs include 11 degree programs and 29 credit certificate programs, with 50 percent of the course or more available through distance education technology. De Anza's technology-delivered instruction includes:

- Web-based instruction of a variety of types, based on the course outline, designed with appropriate best practices for the instructional design of that specific content;
- PBS-distributed televised series, supplemented with email and online enhancements;
- live interactive televised instruction that features De Anza's

esteemed faculty;

- two-way video instruction to multiple colleges simultaneously in real time; and
- various delivery methods for students with disabilities, including closed captioning of televised courses.

De Anza's award-winning distance learning materials include the Web-based "Elementary Statistics and Probability," with faculty-produced supplemental videotapes available for student viewing.

Beginning in fall 2003, fee-based, not-for-credit online programs were available at De Anza for the first time. The Web-based training provides the skills necessary for seeking professional caliber positions in a short time in such fields as health care, graphic and Web design, business, travel, network security and Microsoft certificate programs. The self-paced, fee-based training has several advantages for students who want specific work force training and do not need to earn college credit for these classes. Those advantages include not being tied to an academic quarter, working from home or any other preferred location, and no requirements to visit campus for orientations or tests.

De Anza's Online Writing Assistance Center (OWAC) provides online help for students enrolled in targeted courses. Students post requests and essays to the OWAC, and tutors respond with suggestions for improving content, organization, grammar and links to online explanations and exercises for the most important areas where improvement is needed.

Learning Communities

Foothill-De Anza plays a leadership role in Learning in Communities (LinC) approaches, which include linked courses, team teaching and coordinated studies. The goal of a learning community is to promote deep learning by connecting disciplines through coordinated assignments, connections among peers and faculty, and integration of ideas.

Foothill-De Anza serves as a regional and national hub for community college learning community efforts. The district is active in the Regional Learning Communities Consortium, which is supported in part by a Packard Foundation grant. The consortium supports faculty development and is a resource enabling faculty to share best practices.

De Anza was featured prominently in *The Pedagogy of Possibilities: Developmental Education, College-Level Studies, and Learning Communities* (Gillies Malnarich with Pam Dusenberry, Ben Sloan, Jan Swinton and Phyllis van Slyck), published in 2003 as part of the National Learning Communities Project monograph series.

LinC courses connect two or more different classes (such as elementary statistics and probability along with business math, or composition and reading with history of the United States) enrolling the same students. Faculty from different disciplines coordinate instruction and may include a counselor as part of the project.

Pass the Torch, Foothill's multi-year program focused on peer-calibrated learning in math and English. This program has been highly successful in moving traditional underrepresented students from developmental courses to transfer-level courses. Integrated teams include faculty, counselors, and student leaders.

Puente, at both Foothill and De Anza, combines an English composition instructor and a

counselor with an emphasis of moving Latino and Hispanic students through basic skills to freshman composition transfer courses.

LITES (Learning Information Technology Environments) matches Foothill faculty and students in information technology programs and coordinates classroom learning with practical hands-on applications in the computing center.

On-Course at Foothill combines study skill and college orientation counseling courses with English and math courses for students intending to transfer but who are assessed as not being ready for college-level work. The goal is to improve the reading, writing, and math skills prior to enrolling in transfer level courses. Students also receive help with study skills development, finding needed resources, and increasing student engagement through a counseling component.

De Anza's **Math Performance Success (MPS)** program was recognized by the state in 2003 as an innovative program for student success. MPS offers a team approach by linking increased instruction, counseling and tutoring for students who have not had previous success in math courses. They receive two hours of instruction daily (twice the typical amount), academic and personal counseling, and tutoring both in and out of class. The program attracts a large percentage of students historically underrepresented in higher education. Students take a series of math courses beginning in the fall quarter and continuing through winter and spring.

De Anza has been selected as one of 20 colleges to participate in the survey portion of "Pathways to College Success," a major national longitudinal study that seeks to ascertain the impact of innovative academic assistance programs on the long-term retention and success of underprepared community and state college students. Students in De Anza's fall 2003 Language Arts/English as a Second Language LinC classes were the first participants in the three-year study.

“*I appreciated the multiple perspectives and more meaningful contexts that two teachers and an integrated curriculum provides [in a LinC course].*”

—De Anza student

Other Innovative Programs and Practices

CATS/eTAG

The College Access, Transfer and Success (CATS) project aims to provide students with

- Articulation of transfer courses at the first quarter rather than at graduation, which leads to better course selection and earlier goal completion;
- The ability to build their own Individual Education Plans (IEP) with Oracle portal completion;
- The resources to engage in “what if” scenarios on degrees and certificates with Oracle portal completion;
- Monitoring of their progress toward goal completion; and
- Delivery of consistent and timely information.

Work on the CATS project began in 1998, when there was a 14-month backlog in the evaluation of student transcripts from other colleges. The CATS system succeeded in eliminating the backlog. Currently, within three to five working days of receiving a transcript, students receive a general education checklist articulating the transfer courses to Foothill and De Anza courses. All student documents, including petitions, grade changes, IEPs and college and high school transcripts are now stored electronically and are viewable at any workstation equipped with an Internet browser.

De Anza provides the optical character recognition (OCR) transcript processing service for Foothill. Foothill has the software and hardware to scan and image documents such as applications, petitions, high school transcripts and other documents. Currently, there are more than one million documents in the document imaging system. Foothill documents include the application for admission, high school transcripts and other college transcripts. De Anza's include high school transcripts, other college transcripts, petitions, IEPs, instructor rosters, census rosters and attendance rosters. The benefits of CATS to staff include

- Relief from the clerical function of preparing IEPs, which allows more time for counseling;
- Remote access to information;
- Elimination of folder costs and staff time to file and alphabetize;
- Easy retrieval of documents for auditors;
- Ready availability of intervention and course-planning data.

eTAG is the acronym for the electronic transfer admissions guarantee process to a range of four-year colleges and universities. The IEP/eTAG will be used as a tool in the Student Services Retention and Success Center at De Anza and the Student Success Center at Foothill as part of the FIPSE Early Alert project during the spring 2004. The project will use basic skills and language arts faculty to identify students who will be tracked and monitored utilizing the CATS technical infrastructure. The student success centers at both campuses will provide the intervention strategies for these students. The core committee includes the deans of language arts, counseling, student success centers and the director of institutional research.

Foothill-De Anza's IEP/eTAG software is one of a kind. It is fully Web-based, utilizes actual transcript data and integrates with a document image system and a degree audit system.

Honors Programs

The honors programs at Foothill and De Anza provide a unique educational opportunity for students interested in sharing a more intense academic experience with their peers. Students with outstanding intellectual and creative abilities join a learning community taught by outstanding faculty selected for their skills and their special interest in working with honors students. Honors students learn together in an intensive, stimulating environment where they can broaden their educational opportunities.

Special courses and honors sections of other UC-transferable courses are augmented by stimulating discussions and projects, honors seminars, internship opportunities, cultural events, and other co-curricular activities designed to enrich students learning and lives.

Students at Foothill who complete six designated honors courses with grades of "A" or "B" and who maintain a 3.5 or higher grade point average in their two years at the college become designated Honors Scholars, and are eligible for a variety of transfer incentives and scholarships to a variety of institutions.

NASA Academic Center

NASA and the Foothill-De Anza Community College District signed a planning agreement in April 2003 to facilitate the development of an academic center in the NASA Research Park for first-generation college students interested in pursuing careers in science, mathematics and physical sciences. Part of the new NASA Education Enterprise mission is to inspire the next generation of explorers through its unique opportunities for students in information technology, astrobiology and the life sciences.

International Education

More than 2,000 of Foothill-De Anza's students are F-1 visa international students with another 2,000 international students on other types of visas. These students, who receive a range of support services, attend the colleges for their outstanding curriculum, first-rate faculty and an exceptional staff.

Middle College: The High School Alternative

The Middle College program, offered at both Foothill and De Anza, is an alternative high school program for juniors and seniors who may not fit the mold of the traditional high-school student. The program provides a serious learning environment in which the student must take control of his or her own learning and explore individual interests through diverse course offerings. In addition, the program offers students the opportunity to complete high-school graduation requirements by concurrently enrolling in community college courses and high-school courses.

Computer Scholarship Program

To increase access and help bridge the Digital Divide, the district's Occupational Training Institute (OTI), together with the Foothill-De Anza Colleges Foundation, offers refurbished computers on a needs-basis to students who apply at the Financial Aid Office. OTI processes donated computers, including collecting units, reformatting and refurbishing them, and installing software and operating systems. ExecutiveWorld, a nonprofit group of Silicon Valley corporate CEOs and board chairs, gave initial donations

of computers, software, and specialized laptop repair services.

Career Center

The Foothill and De Anza career centers assist students and community members in setting and meeting educational and occupational goals. The Career Center provides resources and services, including a reference library, educational and occupational databases, self-assessment tools, career counseling services, workshops, job listings, individualized job search advising, and a wide array of office technology to assist in the job search process. The Career Center is the contact point on campus for internship information.

Research shows that students with clear academic and career goals are more inclined to stay in school than those without clear goals. The Career Center provides students with resources and services to clarify their occupational goals and thus provides them with the ability to envision the link between school and work, a factor that increases college retention. At Foothill, the Career Center is combined with the Transfer Center for one-stop resources.

Geographic Information Systems (GIS)

Foothill and De Anza's Geographic Information Systems (GIS) programs teach students to use software tools to map and analyze information by integrating database operations with map visualizations in a variety of industries and disciplines, including anthropology, biology, business, economics, geography, geology, history, environmental horticulture, political science, psychology, real estate, sociology and travel careers.

Bioinformatics

The Foothill College Biological and Health Sciences and Computers, Technology and Information Systems divisions have worked collaboratively to develop degree and certificate programs in bioinformatics. The program is designed to teach students to develop and maintain new methods of storing and accessing data, enabling scientists to make efficient use of scientific data.

Faculty and Staff Development

Faculty and staff development offices at Foothill and De Anza serve leadership roles in promoting professional development through the exchange of innovative ideas, individual expertise and common interests.

To provide appropriate opportunities for meaningful personal and professional development, the staff development offices supervise the processes for allocating staff development resources and coordinates a comprehensive program of individual and institutional professional growth, with responsibility for planning, promotion, dissemination of information and program evaluation.

Staff development programs include new employee orientation, instructional skills workshops, peer evaluation training, classified leadership training, and staff revitalization and professional conference funds allocation, among others. Individual staff development classes, seminars and common interest groups are available, including on professional growth and development awards and leaves, personal health and safety issues in the workplace, diversity and student equity training, and teaching and learning topics.

At Foothill, the Foothill Staff Development/Diversity Committee sponsors and provides

funding for heritage month programs. A program of speakers, performers and related activities are organized for Black History Month, Women's Heritage Month, Asian-Pacific Islander Month, Latino Heritage Month and Gay and Lesbian Heritage Month. The Associated Students of Foothill College and the various networks or clubs representing the named groups also support these programs.

De Anza was one of 10 community colleges nationwide selected to participate in the 2003 Working Connections IT Faculty Development Institute, a program developed through a partnership between the American Association of Community Colleges (AACC) and the National Workforce Center for Emerging Technologies (NWCET), with funding provided by Microsoft Corporation. The program included a \$75,000 grant and two days of training for two De Anza representatives at Bellevue Community College in Washington.

Energy Management and Environmentalism

- Three buildings at De Anza—the Kirsch Center for Environmental Studies and the science and student services buildings—are being constructed to LEED (Leadership in Energy and Environmental Design) Green Building Rating System™ standards for high-performance, sustainable buildings. The college plans to pursue official certification upon completion of the construction.
- In 1996, Foothill-De Anza's Plant Services Department collaborated with district leaders to obtain \$10.8 million in funds from a performance contract, scheduled maintenance, certificates of participation (COP), utility rebates and various district funds to replace chillers, boilers, air-handling units and light fixtures and install a new energy management system, and provide other improvements resulting in significant energy conservation measures.
- The amount of natural gas the district used in 2003 was less than that used in 1992. During this time, the district added more than 196,000 square feet of new building. During this same period of time, the use of electricity dropped to the level of use experienced in 1993.
- The district received more than \$310,000 in utility rebates during the past five years.
- According to Pacific Gas & Electric statistics, the district will save more than \$2 million in energy costs over a 10-year period.
- PG&E also estimates that the district's conservation efforts will reduce the yearly production of carbon dioxide by more than 1,600 tons and nitrous oxide by almost 900 pounds, and save almost 1.3 million gallons of cooling tower water.
- The district participated in a demand reduction plan that centralized control of the decentralized HVAC systems and provided access to real-time data. The California Energy Commission provided more than \$250,000 in funding for the project.

PARTNERSHIPS WITH THE BUSINESS COMMUNITY

Foothill-De Anza's Economic and Workforce Development Program serves students through programs such as the Business and Industry Institute (BII), the Center for Applied Competitive Technologies (CACT) and the Occupational Training Institute (OTI), which provide vital services, including worker training and business partnerships.

The district had total course enrollment last year of almost 70,000 in specific career training programs, including more than 9,000 enrollments in health-related courses, an area facing critical shortages in Silicon Valley and the nation.

Healthcare Partnerships

- The Occupational Training Institute (OTI)—through the efforts of the CalWORKS Program—administers the Health Education and Livelihood initiative. HEAL includes partnerships with six local major medical facilities (El Camino Hospital, Camino Medical Group, Stanford University Medical Center, San Jose/Good Samaritan Medical Group, Lincoln Glen Manor and Palo Alto Medical Center) to provide a single point of entry into the community college system and services. This program also provides an outstanding example of partnering with businesses to help their employees move into courses that will enhance skills and ultimately assist them with upward mobility—in moving up the “career ladder”—with their existing employer.
- In 2003, the nursing program at De Anza received a two-year, \$80,000 Nursing Workforce Initiative grant from the NOVA Workforce Board to provide for additional clinical rotations at area hospitals, which allowed entering nursing classes at the college to increase to 30 students.
- The health technologies program at De Anza has used Vocational and Technical Education Act (VTEA) funds to help support special population students, foster links with area employers and reach out to high schools and others in the community.
- The Allied Health and Biological and Health programs at Foothill-De Anza—dental hygiene, emergency medical technician, radiation and respiratory therapy, nursing, and physical therapy assisting, among others—partner with all major medical facilities in Santa Clara County as well as a number of clinic sites both in and beyond the county. All programs have advisory groups with members from the local community specific to the particular program discipline. The Health Technologies Advisory Committee has been instrumental in increasing the number of student internship sites, which now include six major medical facilities (El Camino Hospital, Santa Clara County, Valley Medical Center, Sequoia Hospital, Stanford Hospitals and Clinics, and Kaiser Permanente Hospitals) and various sites of these facilities, including three Kaiser hospitals (Redwood City, Santa Clara and Santa Teresa).
- Foothill-De Anza partners with Kaiser in programs such as those that help licensed vocational nurses transition to registered nurses; radiology technician; respiratory therapy; diagnostic medical sonography; pharmacy technician; lab technician; physician assistant/family nurse practitioner; and professional development certification.

Other Workforce Partnerships

The **Krause Center for Innovation** at Foothill College is a new regional center that aims to empower Silicon Valley educators and students to improve learning outcomes through technology and the scholarship of learning. Its goals include:

- Educating teachers in the uses of technology and pedagogical methods to increase student outcomes;
- Educating teachers to meet the requirements needed for California teacher’s certification in the area of technology and

subject matter learning;

- Encouraging collaboration and mentoring of teachers with their peers on best practices in lesson plan development across grade levels and curriculum areas, both online and in-person;
- Providing access to research and development in up-to-date teaching methodology to meet the various needs and learning styles of today's students; Providing an open-access multimedia laboratory for students and staff of Foothill College, including K-14 educators and the Silicon Valley community, both physically and virtually; and
- Providing teachers with college credit for career advancement of educators on their district salary schedules.

The strategies to achieve these goals include:

- Establishing a corporate/community/education advisory board, which identifies the future in developing technologies that might be incorporated in the classroom;
- Establishing a think tank, the Teaching Academy, where best practices can be shared among educators and documented and where uses of classroom technology are assessed;
- Providing courses in real time or online which engage teachers in the uses of technology for teaching and help integrate technical tools into the curriculum; and
- Providing access to research into the latest teaching methodology to address the various needs and learning styles of today's students.

De Anza College has partnered with San Jose State University to create the **Business Incubator**, aimed at assisting entrepreneurs in the service industry to build and grow their businesses. Area business leaders serve on the advisory board. Since its inception in 2001, the Business Incubator has

- Launched its "Bootcamp for Entrepreneurs" course.
- Developed the ExecutiveWorld Mentor Alliance, in which participating entrepreneurs will work with experienced mentors from a network of senior-level Silicon Valley executives.
- Held a wide range of classes on topics, including business and marketing plans, capital, legal and tax issues, and business presentations, among others. Business leaders from Summit Microelectronics, Inc., Lenders for Community Development, Wittmers Electronics, Venture Law Group and the Cupertino Chamber of Commerce have been special guests.

The **Kirsch Center for Environmental Studies** at De Anza College, a national model of a sustainable "green" building currently under construction, will partner with the public and private sectors in areas such as energy and the environment. This includes participating with Pacific Gas & Electric in its "Savings by Design" rebate program for energy efficiency. Plans are also underway for the

- Statewide Energy Management Program (SEMP) Laboratory, which will provide training for technicians, facilities directors, finance personnel, contractors, designers and the public.
- Environmental Education Outreach Program to provide training for K–12 teachers on environmental systems.
- Pollution Prevention Laboratory, which will link industry, government and the public in working toward sustainable solutions, and providing training modules on environmental laws and the regulatory structures within local, state and federal government.

The **Collaborative for Higher Education** is a partnership of the Foothill–De Anza Community College District, San Jose State University, the University of California Santa Cruz and the NASA-Ames Research Center to provide a seamless delivery in science, technology, engineering and mathematics (STEM)—fields critical to work force development. The planning project was funded with a grant from the Packard Foundation, which has agreed to provide a second grant. Projects include:

- High School STEM Enrichment, funded by the California Academic Partnership Program and aimed at attracting more qualified underrepresented youth from Silicon Valley to careers in engineering and science, features curriculum enrichment, NASA summer internships, and the development of a high-school level introductory course in engineering.
- STEM Professional Development for Elementary Teachers will provide professional development to current elementary school teachers through an intensive summer workshop and monthly training sessions throughout the academic year. Funded by the House Family Foundation, the three-year program will be taught by science, math and technology faculty from Collaborative for Higher Education members.
- NASA-Ames Teacher Program provides training to teachers who can then better educate students and create a prepared future work force for NASA; develop a pipeline for dissemination of the body of scientific knowledge within NASA to the education community; and support and assist in work force development issues in STEM for underrepresented populations.

Foothill-De Anza Community College District/NASA-Ames Internship Program, conducted through the district since 1970, offers students one-year paid internships for credit in positions such as computer programmer, engineering aide, psychology research assistant, administrative assistant, Web developer, computer network technician, accounting assistant or laboratory assistant. Work force partners include SRI International, Sterling Software, Inc., and Sverdrup Technology, Inc.

Cooperative Work Experience Education (CWE)

The NASA-Ames Internship Program is an example of cooperative work experience education (CWE), in which students enrolling at Foothill-De Anza learn by applying classroom theory at actual worksites in the community. Students and their employers

enter into a contract detailing the expected outcomes for each term. An instructional coordinator periodically visits with student and supervisor to ensure that outcomes outlined in the contract are being documented. Students also participate in workshops and seminars appropriate to their discipline.

Professional and Technical Advisory Committee

To ensure that students receive a viable and relevant education, Foothill's Professional-Technical Advisory Committee (PTAC) provides ongoing consultation to the college's various technical and career-oriented programs. Members of this body represent business, industry and labor organizations. Also included on the committee are faculty, representing their disciplines, students and administrators. The purpose of the committee is to engage industry representatives in a dialogue and advisory capacity that addresses emerging technology, employment and training needs, curriculum and current trends related to their areas of expertise.

In addition to PTAC, each division with career programs has an advisory committee that meets quarterly to map out the effectiveness of the programs. The committees recommend updates, program improvements and conduct program evaluations. They also engage in developing measures of better assessing desired outcomes, which encompass student retention and success.

Foothill and De Anza colleges are in discussions to establish an articulation agreement with Carnegie Mellon University-West, now based at NASA-Ames. The plan would develop a method for students with a bachelor's degree to move into a master's program at Carnegie in information technology (IT). This agreement will market and deliver high profile IT curriculum to students. As partners with Carnegie, Foothill and De Anza will deliver world-class IT programs; identify, train and assist partner faculty in delivering exceptional IT online instruction; and attract students and companies to classrooms and certificate programs. Carnegie uses a group mentoring approach with various faculty and corporate mentors in student work teams. The student teams are entirely project oriented. These projects simulate the work environment — a natural progression from school to work — where outcomes are clear and students meet the competency standards of the workplace.

“

De Anza's two-year R.N. program prepared me well. Since graduating six years ago, I've earned my bachelor's and master's degrees, worked in a variety of medical settings and specialties, and become a father of three. By the way, I was the first person in my family to earn a college degree.”

—Rick Ward

PART V: INSTITUTIONAL STABILITY

Measure E Approval	V-1
Audit Report	V-1
Bond Rating	V-1
General Fund Revenues and Expenses	V-2
<i>Revenues</i>	
<i>Expenses</i>	
<i>Revenues and Expenses</i>	
Full-Time Equivalent Students	V-5
Productivity Measurements	V-6
Measure E	V-7
Grants	V-8
Foundation	V-9



Foothill College students

“

Dear Donors,

I cannot thank you enough. With this gift I was able to pay my rent (always a challenge here in Silicon Valley), buy groceries, and relax a little (being a college student is very stressful). More importantly I realized that my efforts will pay off, so thank you also for that.”

—Scholarship recipient

PART V: INSTITUTIONAL STABILITY

MEASURE E APPROVAL

On November 2, 1999, voters in the district's service area showed their support and commitment for the district, approving by a 71.9 percent margin a \$248 million bond (Measure E) to renovate and expand college facilities to meet current health, safety and instruction standards. The projects include replacing aging roofs, deteriorated plumbing and electrical systems; refurbishing classrooms, science laboratories and restrooms; and constructing science and high-tech computers labs, classrooms and school facilities.

AUDIT REPORT

For the second consecutive year, the Foothill-De Anza Community College District received an unqualified opinion in its audit report for 2003 with limited management comments.

BOND RATING

In 2003, the district retained its A1 rating from Moody's and garnered a rating of AA- from S&P, the district's highest rating ever from that agency. The S&P rating is also particularly noteworthy in that COPs ratings are generally two levels below those for general obligation bonds, which would have been an A+ for the district.

According to the S&P report, a key factor in the credit quality rating is the district's "strong management team, with a demonstrated ability to maintain a healthy financial position. . . . The stable outlook reflects an expectation that . . . district management will continue its strong financial performance." The report cited the district's reaction to current budget cuts.

Moody's report noted Foothill-De Anza's "healthy financial operations. . . . healthy reserves and inherent operational flexibility." The report went on to state that the agency "expects the district to fare better through current financial difficulties posed by the economy and the state's own budget challenges, relative to other districts."

The district's refinancing of the COPs took advantage of lower market rates, resulting in a cost savings of about four percent net present value for the district without extending the term of the debt.

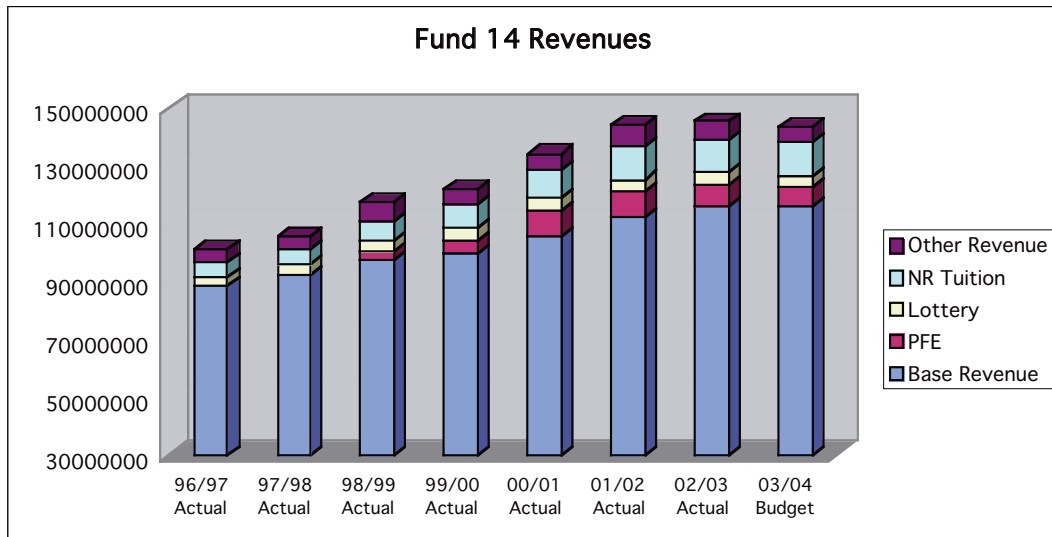
GENERAL FUND REVENUES AND EXPENSES

Revenues

Revenues	96/97 Actual	97/98 Actual	98/99 Actual	99/00 Actual	00/01 Actual	01/02 Actual	02/03 Actual
Base Revenue	89,075,067	92,525,814	97,329,849	100,214,987	105,728,182	112,360,555	115,877,462
PFE	—	—	3,060,286	4,446,138	9,023,243	9,023,243	7,910,647
Lottery	3,008,615	3,446,489	3,689,074	4,164,564	4,093,229	4,078,572	4,294,484
NR Tuition	4,790,260	5,642,848	6,778,299	7,922,925	10,069,857	11,693,590	11,189,527
Other Revenue	4,220,471	4,265,613	6,709,608	5,205,117	5,481,010	7,202,576	6,207,723

Change in Revenues

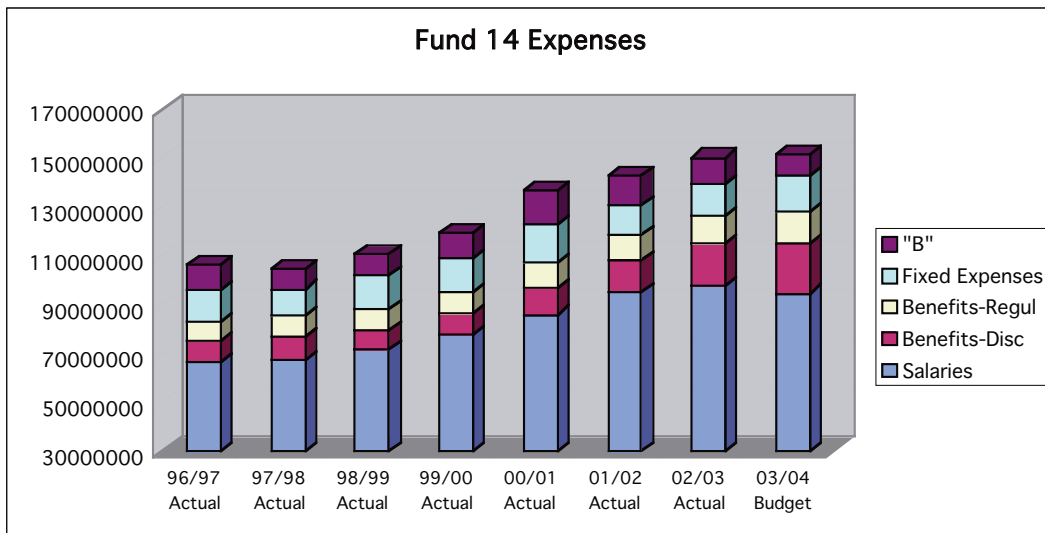
Revenues	03/04 Budget	Change 02 – 04	% Change
Base Revenue	116,259,326	3,898,771	3.47%
PFE	6,767,432	(2,255,811)	-25.00%
Lottery	3,890,000	(188,572)	-4.62%
NR Tuition	11,811,000	117,410	1.00%
Other Revenue	4,652,780	(2,549,796)	-35.40%
Total Revenue	143,380,538	(977,998)	-0.68%



GENERAL FUND REVENUES AND EXPENSES

Expenses

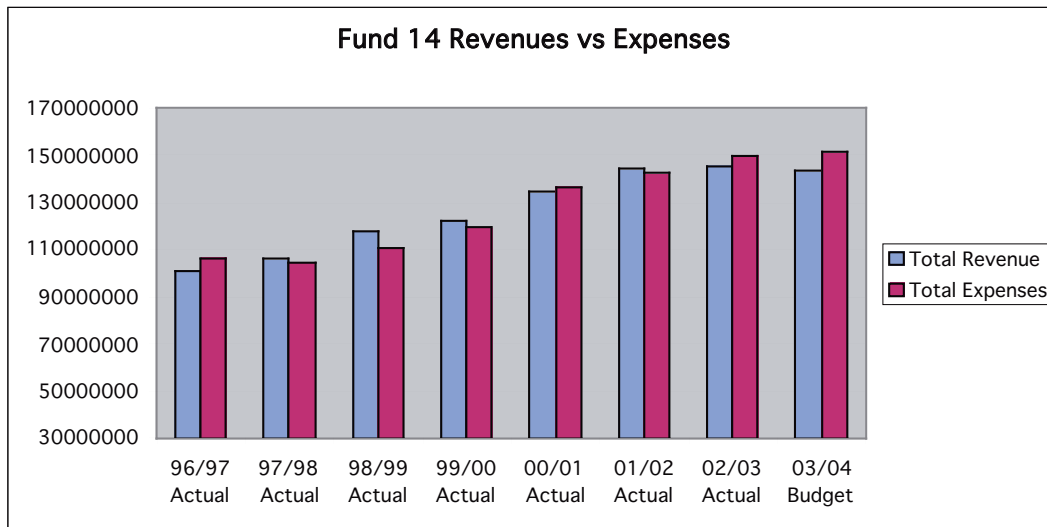
Expenses	96/97 Actual	97/98 Actual	98/99 Actual	99/00 Actual	00/01 Actual	01/02 Actual	02/03 Actual
Salaries	66,712,761	67,794,978	71,685,108	77,789,578	85,906,457	95,091,911	97,431,628
Benefits-Disc	8,354,919	9,193,023	7,924,306	8,533,097	10,849,701	13,139,016	17,497,369
Benefits-Regul	7,836,784	8,185,092	8,653,741	9,097,269	10,299,814	10,323,512	11,328,610
Fixed Expenses	13,026,472	11,193,972	13,949,724	13,773,750	16,099,864	11,786,509	12,941,052
"B"	10,463,118	8,566,174	8,232,399	10,136,114	13,613,064	12,446,322	10,850,417



GENERAL FUND REVENUES AND EXPENSES

Revenues and Expenses

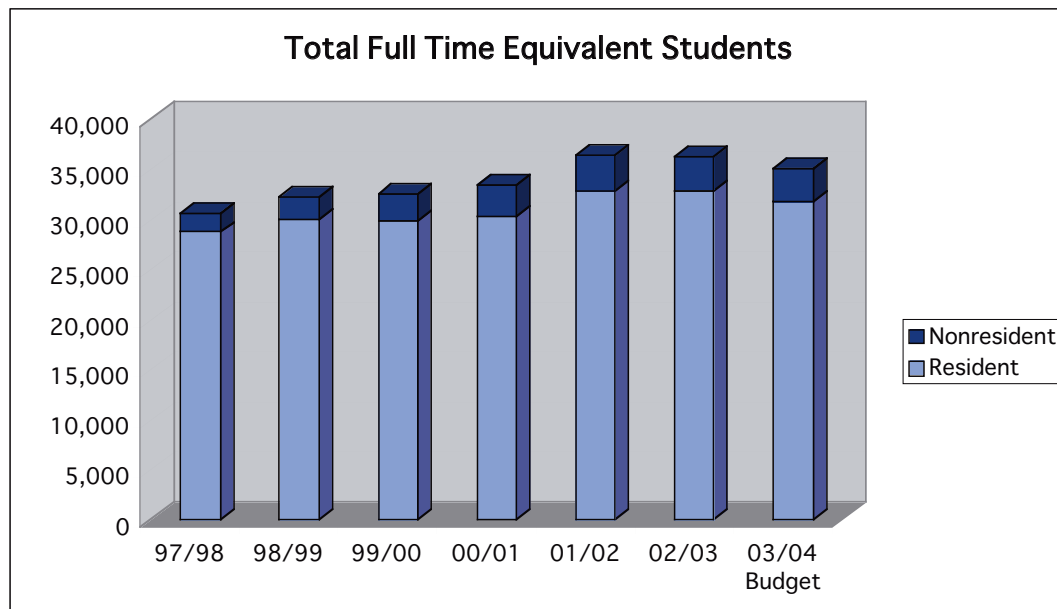
TOTALS	96/97 Actual	97/98 Actual	98/99 Actual	99/00 Actual	00/01 Actual	01/02 Actual	02/03 Actual
Total Revenue	101,094,413	105,880,764	117,567,116	121,953,731	134,395,521	144,358,536	145,479,843
Total Expenses	106,394,054	104,933,239	110,445,278	119,329,808	136,768,900	142,787,270	150,049,076



FULL-TIME EQUIVALENT STUDENTS

Full-time equivalent student (FTES) growth remains strong in the district. Currently, growth is capped at a predetermined amount by the state. Student demand far exceeds the capacity to serve the students under this state formula. Were it not for the cap on student growth under the state formula, Foothill-De Anza's enrollment would increase by an estimated 5 to 10 percent in the last two years.

The district continues to serve a large population (about 10 percent) of students who are not residents of California. These students contribute immensely to the ethnic diversity and bring their experiences and views of the world to the FHDA resident student population.

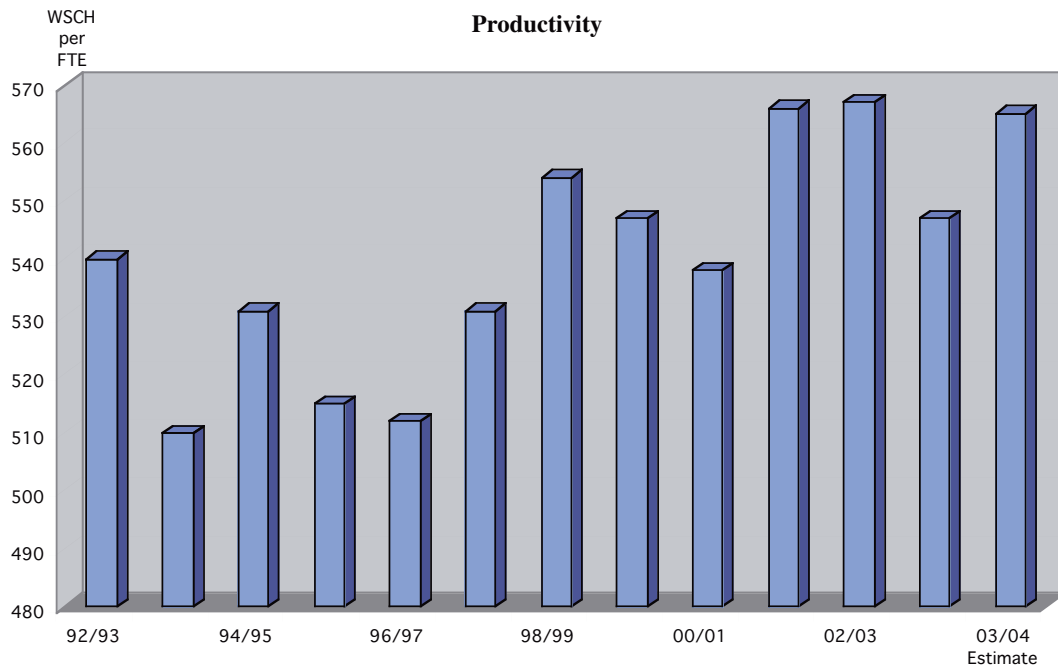


PRODUCTIVITY MEASUREMENTS

Productivity is defined as the amount of Weekly Student Contact Hours (WSCH) per Full-Time Equivalent Faculty (FTEF). For the last several years, Foothill-De Anza has budgeted at 530 WSCH per FTEF. This translates to a class size of about 35.

INCREASING WSCH

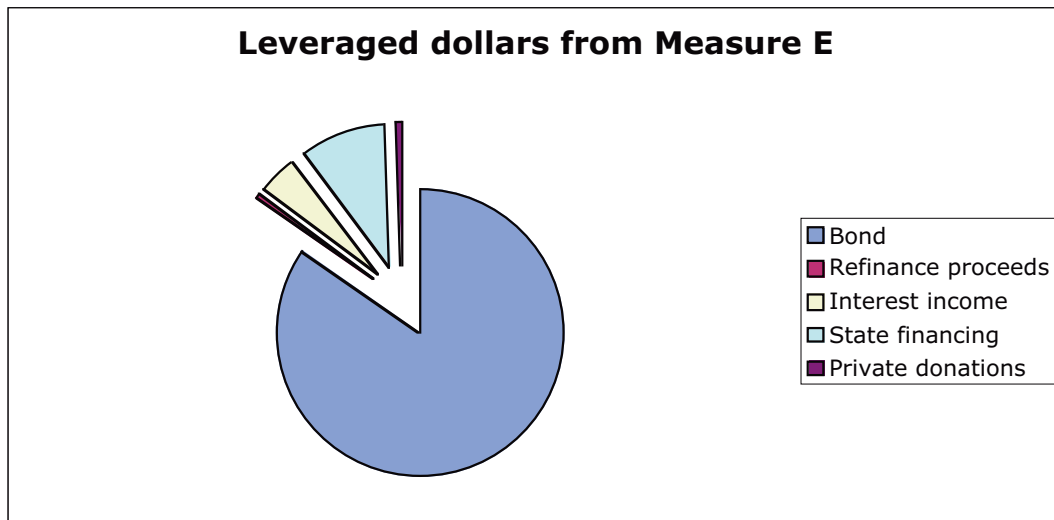
The district spends considerable time communicating about the importance of productivity measurements and the impact on budgets. This measurement is used daily by the enrollment planning teams to monitor enrollments and schedule the 14,000 different course offerings throughout the year.



MEASURE E

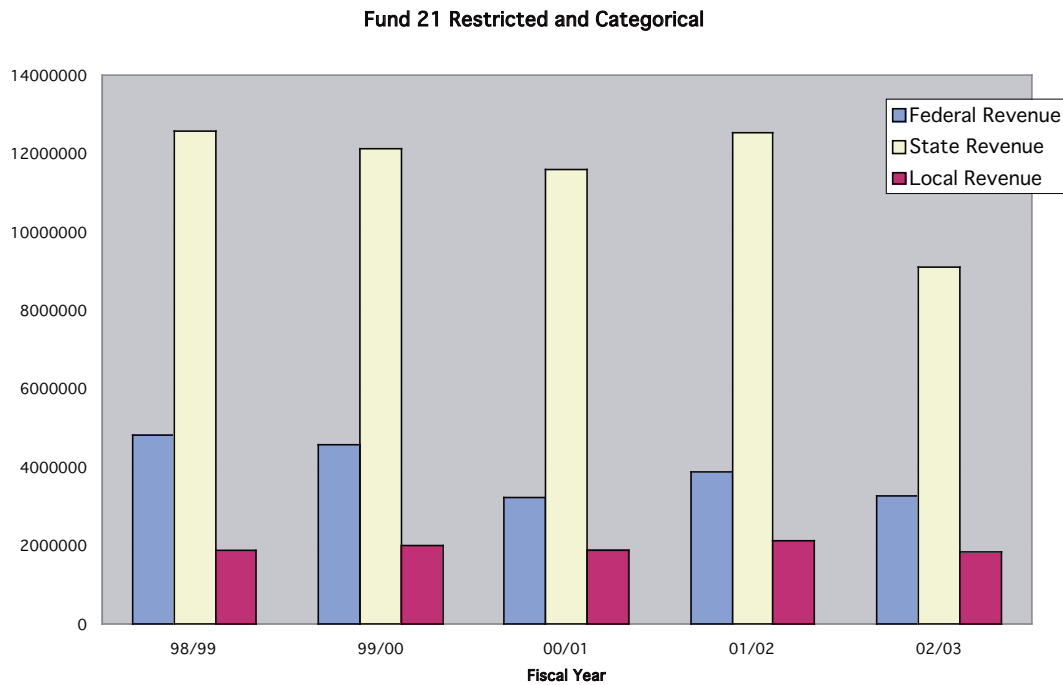
With the passage of Measure E, the district embarked on a seven-year plan to upgrade every classroom and office on both campuses as well as construct a minimum of five new instructional facilities.

The district has been able to leverage the \$248 million in bond money with almost \$50 million of additional funds.



GRANTS

The district has an aggressive program to decrease reliance on state funding by seeking private donations through the foundation and by seeking federal, state and local grants. While the availability of grants varies each year depending on state and national economic cycles, the district has had a successful track record of securing grants which enhance the general fund budget of about \$150 million. The chart below indicates recent history of the grants secured.



FOUNDATION

The Foothill–De Anza Foundation, which currently manages \$21 million in funds and raised \$3 million in 2003 alone, was established in 1997 as a 501(c)(3) public benefit corporation. The 15-member volunteer board of directors is composed of community members dedicated to meeting the needs of Foothill-De Anza students and the larger community. The board of directors works in cooperation with the chancellor, college presidents, foundation staff and the board of trustees in raising funds for and heightening awareness of the colleges' programs and services. College-specific commissions, with more than 30 members each, stage annual major fund-raisers, including the Midsummer Musical Gala at Foothill and A Night of Magic at De Anza.

Foundation-managed funds include more than 400 donor-designated accounts, several endowments and the Morgan Family Endowed Chair in Environmental Studies, the first endowed chair at a California Community College.

Programs created and administered by the foundation include the Chancellor's Circle, to which members donate unrestricted gifts for use where they are most needed; the Legacy Circle, whose members have named Foothill-De Anza in their estate plans; and the Professional Advisors Roundtable, whose members are provide counsel to the foundation board and staff, and act as ambassadors on behalf of the district.

Fiscal Year	Designated Funds	Total Endowments	Fund Balance
98–99	2,623,300	3,156,095	5,779,395
99–00	3,523,315	3,414,982	6,938,297
00–01	6,552,207	3,524,015	10,076,222
01–02	6,945,672	7,728,007	14,673,679
02–03	7,491,445	9,223,137	16,714,582



“ *Foothill gave me the confidence and training I needed to succeed. . . It's important to me to make a difference, and [establishing a scholarship at Foothill] was a way to do just that . . .* ”

—Janelle Wolf, Foothill graduate
and scholarship donor

“ *Dear Scholarship Donor,*
I can't express my gratitude enough for the help you have given us single moms trying to achieve educational dreams. The computer we won would probably be unattainable if not for the kindness of people like you.

—Computer scholarship recipient

“ *Dear Donor,*
I thank you for believing in me and for being another of my reasons not to quit my studies. I guarantee that I won't disappoint your trust in me.”

—Scholarship recipient

PART VI: HIGH QUALITY RESOURCES

Measure E Projects	VI-1
Wireless Mobile Classroom	VI-1
De Anza Planetarium	VI-1
High-Tech Center Training Unit	VI-2
Library and Information Resources	VI-2
Fitness/Wellness Centers	VI-3



The Advanced Technology Center (ATC) at De Anza College

“ *The quality of education at De Anza is excellent. The wide range of classes, the low cost, and the available resources and equipment in the film program put the school on par or above many four-year universities. De Anza students have access to equipment in entry-level classes, while students in more ‘famous’ film programs often don’t get to touch anything until they are in their junior year. That makes a big difference!*”

—Todd Marks

PART VI: HIGH QUALITY RESOURCES

MEASURE E PROJECTS

In 2004, Foothill will break ground on its two largest Measure E projects: construction of a new campus center and demolition of the existing structure; and construction of the \$40 million lower campus facilities that will house student services, life sciences and a studio theater. To date, 13 buildings have been renovated as part of the Measure E construction and a classroom building has been constructed. The projects are scheduled to be completed by 2008.

At De Anza, 25 major projects are already in progress. Renovation has already taken place in faculty offices, aquatic complex, a number of buildings in language arts and creative arts, engineering building and expanded Child Development Center.

The peak of Measure E activity will occur at De Anza in 2004. The four major buildings under construction include a \$20-million Science Center, \$15-million, multi-level parking structure, \$15-million Student and Community Services Center, and the \$11-million Kirsch Center for Environmental Studies.

The Science Center is the first complex on campus with an interdisciplinary design dedicated solely to science. It will consist of three buildings surrounding an outdoor classroom, with more than 46,000 gross square feet of chemistry and biology labs, faculty offices, classrooms, a 100-seat lecture hall and a Science Resource Center.

WIRELESS MOBILE CLASSROOM

De Anza was awarded an HP Wireless Mobile Classroom by the Hewlett-Packard Co. in May 2003. The award is valued at more than \$100,000 and is part of HP's 2003 Community College Pre-Engineering/Computer Science Grant, an initiative aimed at increasing the number of underrepresented students who pursue high-tech careers. The system is capable of turning any classroom in De Anza's Advanced Technology Center (ATC) into a computer laboratory.

DE ANZA PLANETARIUM

Each year, the De Anza Planetarium educates thousands of community members and students. Completed in 1970, the 50-foot domed planetarium was built with a seating capacity for 170 and was equipped with a star projector donated by the Minolta Corporation. It is the largest planetarium on a college campus west of the Rockies. On selected Saturday evenings, the planetarium offers astronomy shows that feature topics of interest for the entire family. Currently, planetarium staff members are developing a comprehensive plan for the facility's next generation of activities. In 2004, the planetarium received a \$75,000 appropriation in the Omnibus Appropriations Bill approved by the United States Congress—the first federal appropriation for the Foothill-De Anza Community College District.

HIGH-TECH CENTER TRAINING UNIT

The High-Tech Center Training Unit of the California Community Colleges, located on the De Anza campus, is a state-of-the-art training and support facility for community college faculty and staff wishing to acquire or improve teaching skills, methodologies, and pedagogy in assistive computer technology, alternate media and Web accessibility. The HTCTU supports High-Tech Center programs at 114 community colleges and satellite centers. More than 10,000 students with disabilities are enrolled in High-Tech Center programs statewide.

Resources provided by HTCTU include listservs and the Alternate Media eXchange (AMX) database that allows educational institutions to list books, captioned videos, and tactile graphics that have been created in e-text formats for students with speech and vision disabilities.

LIBRARY AND INFORMATION RESOURCES

The Hubert H. Semans Library at Foothill contains 89,022 volumes, 787 periodical titles and a major online periodical indexing service that provides students access to thousands of articles. In addition, the library subscribes to five full-text online newspapers, an online encyclopedia, and online college catalogs. Foothill librarians also provide virtual reference for remote users as well as online access to a number of other useful links and resources. Using an online system, the library provides networked access to other libraries, Internet connections, online full-text and citation access to periodicals, document delivery sources, Internet tools and instructional resources. The library maintains 15 computer workstations, all of which are Internet connected. The entire system is accessible remotely.

The Media Center and Open Computer Lab provide student access to audiovisual materials via video monitors, and audio and videotape players. It also provides computers for word processing, Web browsing and e-mail. The center maintains Macintosh- and IBM-compatible computers and networked printers. Access to learning resource materials in the library is provided by librarians on the reference desk and the bibliographic instruction librarian. During library hours, a reference librarian is available to instruct students, faculty and staff on the use of the online catalog, electronic indexes and journals, and library print and non-print materials.

The Advanced Technology Center (ATC) at De Anza is the primary center for instructional computing resources on campus. Containing more than 750 computers in 14 different labs, it houses programs for computer information systems, computer applications and office systems, business and accounting, computer-aided design, mathematics, engineering and more.

De Anza's Learning Resource Center (LRC), in addition to numerous texts and periodicals, contains two computer labs for student access and one for staff and faculty training. The largest, the Open Media Lab, contains 90 computers, 13 video workstations, and 12 audio playback stations used by students and faculty. The Open Media Lab is used by students to do online research, explore the Internet, access the online library resources, complete class assignments, use multimedia applications assigned for classes and prepare written reports.

When not being used for classes, this lab is available for full- and part-time faculty to use as a development lab to prepare materials for classes. A third computer lab in the LRC, the Internet lab, contains 20 computers used for Internet research, library orientations and library instruction. When not in use for these purposes, the Internet lab becomes an open lab for student use.

Students, faculty, and community users have access to the library collections through the library Web page. They can search for material housed in either the De Anza or the Foothill library, determine its availability and review their personal library records. Much of the library's periodical database may be searched from any computer with Internet access.

FITNESS/WELLNESS CENTERS

Both Foothill and De Anza have state-of-the-art facilities that include a comprehensive array of cardiovascular and strength training circuit machines. The center is open to any student or community member who enrolls in the appropriate one-unit fitness course. Students, faculty, staff members and the general public are welcome to enroll for less than the cost of joining a health club. Participants pay unit costs plus nominal student fees. No long-term contracts are required. Both campuses also offer a wide range of popular fitness classes.



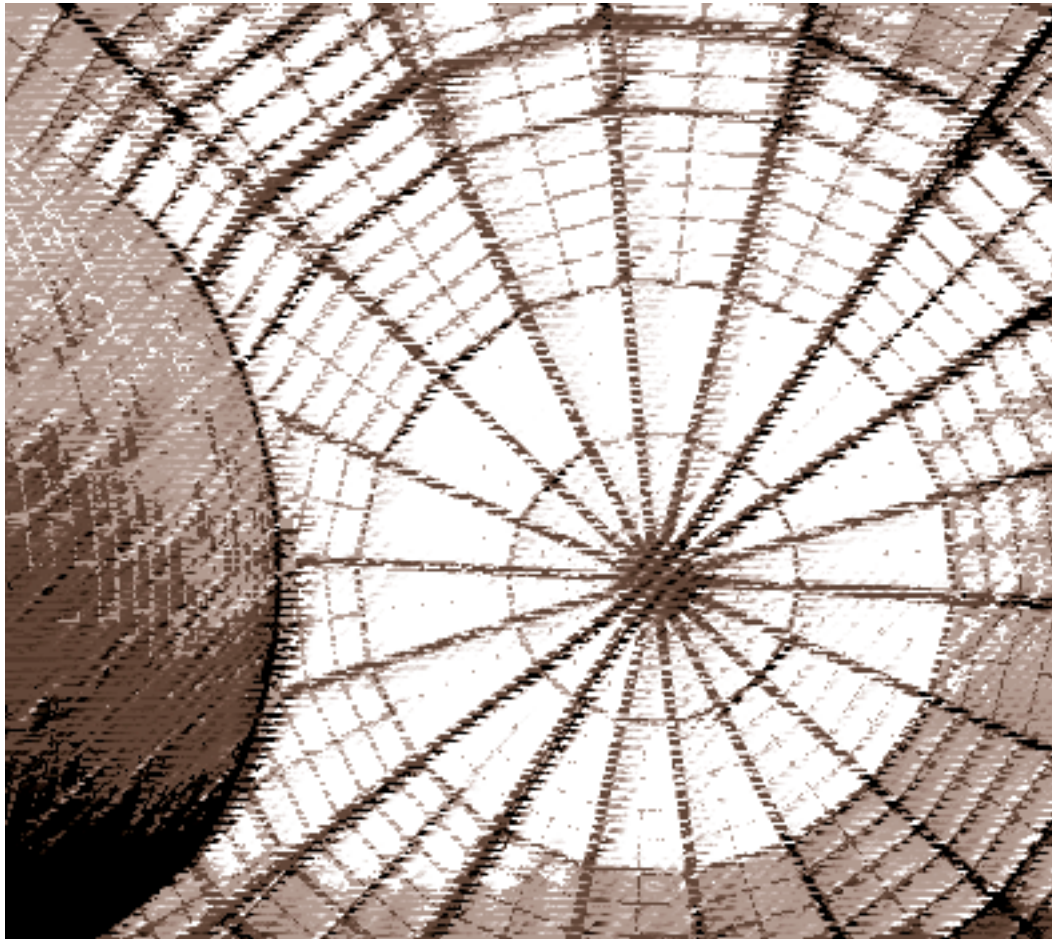
Physical education instructor Jody Craig (right) with a student in the Foothill College Wellness Center.

“ *I have big dreams. My goal now is to take Alan Greenspan’s job.*”

—Karina Hernandez,
Foothill graduate who transferred to
Santa Clara University to major in economics

PART VII: HIGH QUALITY LEADERSHIP

Chancellor and Presidents	VII-1 & 2
Vice Chancellors	VII-3
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De Anza Vice Presidents	VII-5
Faculty Leadership	VII-6



The dome of the Krause Center for Innovation at Foothill College

“ I grew up at Foothill College. I was an immigrant kid, straight out of high school and didn't have a lot of confidence. It's a beautiful campus and the teachers help create a supportive, nurturing environment. My classes bolstered my language skills and I found a sense of place and self-confidence in my abilities. Foothill's faculty are first rate. They made a lasting impression on me. My teachers really showed me that there is nothing too big that you cannot do.”

—De Tran, Editor,
Viet Mercury Newspaper

PART VII: HIGH QUALITY LEADERSHIP

CHANCELLOR AND PRESIDENTS

Martha J. Kanter, Chancellor



Kanter served for ten years as president of De Anza College before being named chancellor of the Foothill-De Anza Community College District in July 2003. She came to California in 1977 after serving as an alternative high school teacher at Lexington High School, the Public Schools of the Tarrytowns, and later at The Searing School in New York City. In California, she set up the first program for students with learning disabilities at San Jose City College. From there, she served as a director, dean and subsequently as the vice chancellor for policy and research of the California Community

Colleges Chancellor's Office in Sacramento. Later, she returned to San Jose City College as vice president of instruction and student services.

Kanter holds a doctorate in higher education administration from the University of San Francisco, a master's degree in education with a concentration in clinical psychology and public practice from Harvard University and a bachelor's degree in sociology from Brandeis University. Her doctoral research explored the "Relationship of Demographic, Institutional, and Assessment Factors Affecting Access to Higher Education for Underrepresented Students in the California Community Colleges."

Kanter is active in a wide variety of local, state and national organizations, including serving as a member of the CEO Board of the Community College League of California and as chair of the California Community Colleges' Technology and Telecommunications Committee. She is co-chair of Joint Venture: Silicon Valley Network, Inc.; a trustee of the San Jose Museum of Art and The National Hispanic University; president of the Community College Leadership Development Initiatives Foundation; and a member of the board of the Hispanic Foundation Silicon Valley. In addition, Kanter is a senior fellow of the American Leadership Forum-Silicon Valley. She belongs to the Rotary Club of Palo Alto, formerly serving for 10 years as a member of the Rotary Club of Cupertino. Over the years, she has been president of several statewide associations: ACCCA, the Association of California Community College Administrators; LARC, the Learning Assessment Retention Consortium; and CAPED, the California Association of Postsecondary Educators of the Disabled.

In 1996 she was named Woman of the Year by the 24th Assembly District and Woman of Achievement by the *San Jose Mercury News* and the Women's Fund, and in 1999 was named Woman of the Year for Santa Clara County by the American Association of University Women. In October 2003, she received the Excellence in Education Award from the National Organization for Women, California Chapter.



Bernadine Chuck Fong, President, Foothill College

Fong has served as president of Foothill College for 10 years. Previously at the college, she held the positions of vice president for instruction and student services for two years; vice president for instruction for nine years; dean of administration for three years; and instructor for six years. She received a doctorate in administration and policy analysis in higher education, a master's degree in child development and a bachelor's degree psychology, all from Stanford University.

Fong serves on the board of the American Association for Higher Education (AAHE) and will become its chair in 2004, and is a member of the board of the Carnegie Foundation for the Advancement of Teaching. She also serves on the board of senior scholars for the National Center for Postsecondary Improvement as well as the board for the John W. Gardner Center for Youth and Their Communities, both at Stanford University. She has served on the Stanford University Board of Trustees and is vice chair for its Minority Alumni Task Force, and is a senior scholar at the Stanford University School of Education.

Fong also serves on the board of academic advisors for the American Institute for Foreign Study and the advisory board of the Summer Institute for the Gifted. She is a fellow of the American Leadership Forum of Silicon Valley and the American Council on Education, and the recipient of numerous awards, including Woman of the Year by the 21st California State Assembly District, one of the Ten Most Powerful Leaders in Los Altos, and Phenomenal Woman for 2002, an award given by Chicago's Harold Washington College Chapter of the American Association of Women in Community Colleges.



Judy Miner, Interim President, De Anza College

Miner was named interim president in July 2003 after serving for four years as vice president of instruction. She was provost of arts, letters and social sciences in 1998, dean of academic services and matriculation from 1995 to 1998, and dean of matriculation services for the seven years prior. In addition to her administrative duties, she taught several sections of history at the college from 1991 to 1994.

Previously she was special assistant to the vice chancellor for student services in the California Community Colleges Chancellor's Office and the office's transfer center program coordinator. Before her work in Sacramento, she was a senior management consultant for Peat Marwick Mitchell & Co. and a dean at City College of San Francisco.

Miner holds a doctorate in organization and leadership from the University of San Francisco, as well as a master's degree in history and a bachelor's degree in history and French from Lone Mountain College. She attended Harvard University Management Development Program in 1990. Miner served on the national advisory panel for the Early Childhood Higher Education Initiative, and was its co-chair from 2001–03. She has served on several accreditation teams for the Accrediting Commission for Community and Junior Colleges.

VICE CHANCELLORS

Mike Brandy, Vice Chancellor, Business Services

Brandy was named vice chancellor of business services in July 2003 after serving in the acting position for 10 months. During that period, Brandy also continued to serve as vice president of finance and college services at De Anza College, a position he held since 1997. Previously, he served for more than 10 years as business manager for the Los Gatos Union School District. He also worked for 13 years at the West Valley-Mission Community College District, including six years as vice chancellor of business services. Brandy holds a master's degree in business administration from Golden Gate University and a bachelor's degree in business administration and marketing from California State University, Northridge.

Jane Enright, Vice Chancellor, Human Resources and Equal Opportunity

Enright has served as vice chancellor of human resources and equal opportunity since January 1995. She previously was the assistant superintendent/associate vice president of human resources and affirmative action at Palomar College in San Marcos and associate director of personnel at the University of Wyoming. She serves on the Association of California Community College Administrators (ACCCA) Human Resources Commission and chairs the Bay 10 Human Resources Consortium. Enright holds a master's degree in education from Boston University and a bachelor's degree in English from the College of New Rochelle.

Willie Pritchard, Vice Chancellor, Technology

Pritchard was named to the position of vice chancellor of technology after serving for five years as dean of technology at De Anza. Previously, he was assistant vice chancellor of instructional computing for the Houston Community College System and held similar positions at St. Petersburg Junior College, the University of South Florida and Vassar College.

Pritchard is actively involved with EDUCAUSE, a nonprofit association that aims to advance higher education by promoting the use of information technology. He is currently a member of the board of directors and was recently elected its treasurer. He is on the faculty of the EDUCAUSE Institute Management Program, for which he teaches for two weeks each year. He served on the organization's Annual Conference Program Committee for 2000 and its Advisory Council on Teaching and Learning.

Pritchard has served in leadership roles for the Educom Educational Uses of Interactive Technology and Seminars on Academic Computing and New Media Centers, for which he was board chair. He has also been active on advisory boards for Apple, Compaq, Microsoft, Pearson Publishing, Addison-Wesley, and A.D.A.M. Software. He holds a master's degree in education from Antioch University, a bachelor's degree in political science from Duke University, and pursued doctoral studies in education at the University of Florida.

**John Schulze, Executive Director,
Facilities, Operations and Construction Management**

Schulze joined the district in 1987 as construction and maintenance supervisor after 20 years in the construction industry as a carpenter, superintendent, estimator and ultimately president of a small construction firm specializing in public works. He was promoted to his current position in 1996.

Schulze has several times been invited to address the Community College Facilities Coalition. His work in the area of energy conservation has been featured in publications of the California Energy Commission and PG&E, and he has written for the journal *Energy & Environmental Management*. He holds a bachelor's degree in accounting from San Jose State University.

FOOTHILL VICE PRESIDENTS

Alan Harvey, Vice President, Educational Resources and Instruction

Harvey has served in his current role since 1999. Previously at the college, he was dean of fine arts and communications and executive director of the Festival of the Arts and the Performing Arts Alliance, as well as an instructor in fine arts. Prior to his work at Foothill College, he served as general director of San Francisco's Lamplighters Music Theater and as a music instructor in secondary public high schools. He holds a master's degree in music from Holy Names College in Oakland and a bachelor's degree in music from San Francisco State University.

Rose Myers, Vice President, Student Development and Instruction

Prior to her current position, Myers served as dean of Foothill's Middlefield Campus. Her other experience includes serving in various capacities Salem Community College in Carneys Point, N.J., including counselor, director of the Salem City Educational Center and director of institutional diversity. She has a master's degree in community college administration from Rowan College in Glassboro, N.J., and a bachelor's degree in health, physical education and recreation from Hampton University in Hampton, Virginia.

William R. Patterson, Vice President, Instruction and Research

Patterson has worked for Foothill for more than 30 years as director and professor of horticulture, dean of biological and health sciences, dean of instruction and career education, and currently vice president of instruction and research. He holds a doctorate in higher and professional educational administration from the University of Southern California, a master's degree in educational administration from Santa Clara University and a bachelor's degree in ornamental horticulture from California Polytechnic University. He is the district's incoming representative to the League for Innovation.

Penny Patz, Vice President, Technology and Instruction

Patz has served in her current role for 10 years, following three years as dean of administrative services and two years as dean of summer, winter and evening programs. Prior to working at Foothill, she served in various positions at Bakersfield College. She

holds a doctorate in educational administration from the University of La Verne, a master's degree in business education from Utah State University and a bachelor's degree in business education from Ball State University in Muncie, Indiana. She served as Foothill-De Anza's representative to the League for Innovation from 1996–1999.

DE ANZA VICE PRESIDENTS

Christina Espinosa-Pieb, Interim Vice President of Instruction

While serving in the interim position, Espinosa-Pieb continues her duties as dean of academic services, a position she has held since 1999. She has worked at the college since 1985 in positions, including Disabled Student Programs and Services coordinator, lead affirmative action representative and staff assistant. She earned a master's degree in international and multicultural administration from the University of San Francisco and a bachelor's degree in business administration and management from the University of Phoenix.

Robert Griffin, Vice President, Student Services and Institutional Research

Griffin has served in his role at De Anza since 1994. Previously, he was dean of student services and associate dean of student personnel at Monterey Peninsula College and director of the office of student programs and services at San Jose State University. He holds a doctorate in educational leadership from the University of La Verne and a master's degree in public administration and bachelor's degree from San Jose State University. He is the Foothill-De Anza Community College District's outgoing representative to the League for Innovation.

Jeanine Hawk, Vice President, Finance and College Services

Hawk joined De Anza in March 2004. Previously, she served as finance director for the city of Medford, Ore., and as director of student budget and planning and student employment services as well as associate dean, director of business services and finance director for Rogue Community College in Grants Pass, Ore. She holds a master's degree in business administration from Southern Oregon University and a bachelor's degree from the University of California, Irvine.

FACULTY LEADERSHIP

The academic senates at both colleges play a significant leadership role at Foothill-De Anza as active participants in the participatory governance process, as does the Faculty Association. Faculty promote academic integrity, quality teaching and learning in an environment that encourages freedom of expression, meaningful dialogue and involvement in the governance responsibilities of the district. They provide outstanding leadership in developing policies and procedures in academic and professional matters and work collaboratively with the administration, classified staff and students. Foothill-De Anza faculty play a leadership role statewide and nationally in developing academic standards and in promoting community college education. Numerous examples of faculty leadership and innovation are described in the last section of this report.

“I believe the smaller class sizes taught by professional educators who are passionate about their field of expertise most impressed me about De Anza. Its faculty did not stop educating after course content was discussed. I found them to be available and willing to discuss my career choices and goals. I can unequivocally state that the support I received from counseling and the encouragement from faculty led me to where I am today, nursing director at American River College in Sacramento.”

—Victoria Maryatt

PART VIII: DISTRICT COMMITMENT TO THE LEAGUE FOR INNOVATION

League Involvement

VIII-1

21st Century Learning College

Innovation of the Year

Student Art and Literary Competitions

Terry O'Banion Student Technology Awards

Conferences and Meetings

League Publications

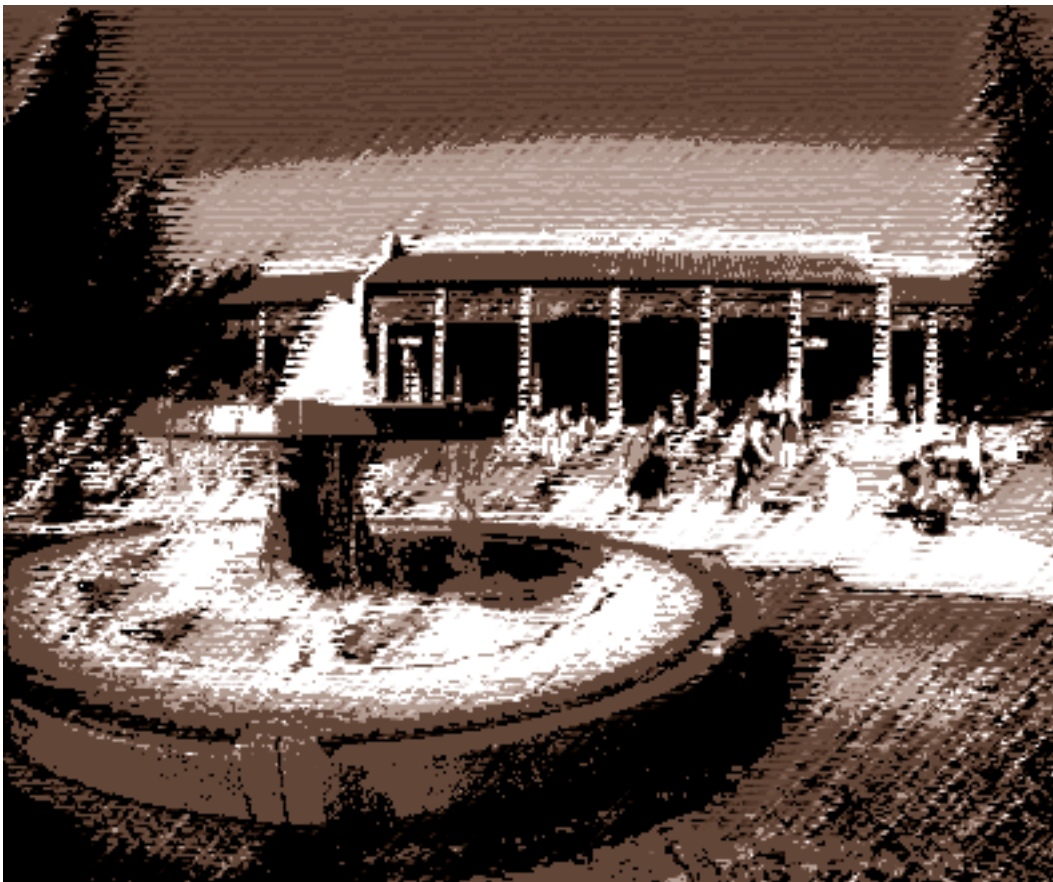
Statement from the Foothill-De Anza Board of Trustees

Statement of Commitment from Chancellor Martha J. Kanter

Statement of Commitment from Foothill President Bernadine Chuck Fong

Statement of Commitment from De Anza Interim President Judy C. Miner

Statement of Commitment from Participatory Governance Groups



De Anza College

“ *The best feature of Foothill College was its positive, encouraging learning environment. From the café to the bookstore to the offices and classrooms, wherever I went, I felt accepted, challenged and encouraged to go full-steam ahead at the pace that was best for me.*”

—Hannah M. Carvey

PART VIII: DISTRICT COMMITMENT TO THE LEAGUE FOR INNOVATION

LEAGUE INVOLVEMENT

Foothill-De Anza was one of the founding districts of the League for Innovation. Tom Fryer, then chancellor of the Foothill-De Anza Community College District, worked closely with Terry O'Banion and other national leaders of community colleges to develop the league's philosophy and structure. Fryer served on the league's board of directors for several years, assisted by the district's league representative, Foothill College President Tom Clements.

Since that time, Foothill-De Anza's representatives to the League for Innovation have included Sandra Acebo, then-vice president of instruction at De Anza and recently retired president of Butte College; Penny Patz, Foothill vice president of technology and instruction; Robert Griffin, De Anza vice president of student services and institutional research; and beginning in March 2004, Bill Patterson, Foothill vice president of instruction and institutional research.

Foothill-De Anza is one of only two community college districts in California to hold membership in the League for Innovation.

21st Century Learning College

In 2000, Foothill College was honored to be only of only 16 colleges nationwide selected by to participate in the league's 21st Century Learning Outcomes Project. The college's involvement is described in detail in the "Educational Opportunity and Student Success" section of this document.

Innovation of the Year

The annual Innovation of the Year Award enables the colleges to recognize the work being performed and share best practices. The 2002–03 award winner, Nancy Gill, instructional associate for the Foothill College Writing Center, wrote *The Subject is You: Writing Transfer Essays*, designed to provide guidance to students on their personal statements for application to the University of California.

Student Art and Literary Competitions

Each year, talented students from Foothill and De Anza submit works to the league's art and literary competitions—for many of these students, their first exposure to national contests. Student winners are featured in campus and district publications. De Anza art instructor Bill Geisinger coordinated the 2000–01 art competition for the league.

Foothill student Alejandra Chaverri won second place in the 2002–03 art competition for a photo collage from her series "Perspectives," which explored gender inequality. Three De Anza students were winners in the 2002–03 literary competition: Roshini Joseph, first place for the short story *Tulsi's Arrival*; Lionel de Maine, second place for the one-act play *Jongue*; and Matthias Neeracher, third place for *The Mountains*.

Terry O'Banion Student Technology Awards

The district's location in the heart of Silicon Valley gives a particular significance to the student technology award applications and the opportunity to share the technology achievements of Foothill-De Anza students.

Conferences and Meetings

Foothill-De Anza is proud to co-host the Innovations 2004 Conference. The district was also pleased to serve as host of League for Innovation board meeting in 2000. The conferences and meetings provided an opportunity for the district to showcase programs, services and other innovations and receive feedback from league members and staff.

League Publications

League publications, including *Learning Abstracts*, *Leadership Abstract* and *League TLC* are widely disseminated and used throughout the district as important elements of staff development.



**Foothill-De Anza
Community College District**

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

Martha J. Kanter, 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 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 in the League for Innovation in the Community College.

Paul Fong
President, Board of Trustees

Andrea Leiderman
Vice President, Board of Trustees

Betsy Bechtel
Trustee

Edward A. Hay
Trustee

Hal Plotkin
Trustee

Adam Welch
De Anza Student Trustee

Sarah Wiehe
Foothill Student Trustee



**Foothill-De Anza
Community College District**

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

Martha J. Kanter, Ed.D., Chancellor

Foothill College
De Anza College

STATEMENT OF COMMITMENT FROM CHANCELLOR MARTHA J. KANTER

The Foothill-De Anza Community College District reaffirms its commitment to the League for Innovation in the Community College.

We share with our sister colleges in the League for Innovation a profound commitment to educating the community college students of today and tomorrow. Membership in the league is an exceptional opportunity for Foothill-De Anza to share and learn of ways that we can better teach our students, engage in new and deeper forms of learning and leadership, and conduct and apply our research to promote the highest quality educational opportunities for our students. In the midst of one of the most challenging economic times in our history, the spirit of innovation fostered by the league inspires, energizes and galvanizes us to serve our students better than ever before.

Our innovative and entrepreneurial spirit has enabled us to create and foster programs and services that best meet the needs of our diverse student body. This spirit has led us to build the Foothill-De Anza Foundation, which has an impressive \$21 million in assets earned in the past five years alone. And this spirit has led us to constant and mindful improvement of everything that we do, every day.

Throughout this document, you have read quotations from students who have found educational opportunity and success at Foothill-De Anza, such as Emanuel Maverakis, who, grappling with poverty and deep-seated feelings of inferiority, attended De Anza, transferred to UCLA and then to Harvard Medical School. He graduated *summa cum laude* as the first student of an underrepresented group—and indeed, one of only 15 students in the history of Harvard Medical School—ever to do so. You read about Regina Flores, who dropped out of high school, attended De Anza College, went on to major in physics and mathematics at Columbia and is now applying doctoral programs in astrophysics; about the “big dreams” of Karina Hernandez, a young single mother who graduated from Foothill College, had her choice of full scholarships to four-year universities to study economics, and cites her ambition as “taking Alan Greenspan’s job”; and about Janelle Wolf, a Foothill graduate who fulfilled her goal of becoming an attorney, and later established a scholarship at Foothill in order to “make a difference.” Each of our students has his or her own story, his or her own hopes and dreams.

It is stories like these that continue to inspire our faculty and staff, and it is membership in the league that enables us to achieve exemplary learning outcomes and institutional improvements that make the hopes and dreams of our students a reality. I pledge the continued commitment of staff time and all appropriate resources to Foothill-De Anza’s continued membership in the League for Innovation in the Community College.

Sincerely,

Martha J. Kanter



FOOTHILL COLLEGE
OFFICE OF THE PRESIDENT

BERNADINE CHUCK FONG

**STATEMENT OF COMMITMENT FROM FOOTHILL PRESIDENT
BERNADINE CHUCK FONG**

As a continuing member of the League for Innovation, Foothill College, as part of the Foothill-De Anza Community College District, would remain totally supportive and committed to the efforts of the league.

Foothill's campus has won numerous architectural design awards and is cited as the "most beautiful community college ever built." The physical beauty, architectural integrity, and hilltop location of Foothill College symbolize the distinctiveness and innovation that is the essence of the college's academic programs and services. This emphasis is entirely consistent with the league's mission.

Foothill defines excellence in terms of quality, integrity and the success of its students. Foothill strives for distinctiveness and innovation through its leadership in academic programs. Foothill has provided academic leadership and innovation in a variety of areas and the Foothill faculty have won many nationally prestigious awards.

Foothill offered the first online credit course in 1994–95 and has not looked back since. We now have a sophisticated course management system (ETUDES: Easy To Use Distance Education Software) that supports more than 50 other colleges in a consortium we founded to make online course management systems affordable to our educational colleagues. We have eight fully online degree programs and have three joint degree programs with the University of Illinois at Springfield, Franklin University, and the Defense Language Institute. Currently, with the support of the Hewlett Foundation, Foothill is taking the lead for the district in becoming the only community college partner with four major universities (Indiana, Michigan, MIT and Stanford) in the Sakai Project, an open learning tools initiative.

In 1997, Foothill began a campus conversation about the core knowledge, skills, and attributes (KSA) a graduate should have to prepare for the next century. Since those early conversations Foothill has emerged as a leader in California in its transformation to a college focused on learning and outcome assessment. Foothill partnered with the League in the 21st Century Learning Outcomes Project. As a result, we defined the core KSA that each student will have upon graduation, and developed a rubric for analysis of expected outcomes for each course linked to instructional method and content, as well as assessment to ensure deep learning in the core competencies. Learning outcomes have been defined at the course, department, and institutional level. Methods of assessment include direct and indirect methods such as: faculty-developed electronic course portfolios, integrated student portfolios, calibrated peer review, and performance on national and state exams. Currently under review are standardized outcomes tests such as those being developed by ETS and Noel-Levitz.

Foothill's Pass the Torch Program, which uses Uri Treisman's notion of student study teams to increase the success rate of basic skills English and mathematics students,

has won statewide recognition. This program was originally funded by FIPSE. Due to the program's success, FIPSE initiated continued funding of the program to disseminate it to four-year universities. Foothill is currently conducting Pass the Torch programs at University of California, Berkeley, University of California, Davis, San Francisco State University, and Stanford University.

Participatory governance at the college is uniquely innovative as it is mission-based rather than constituency-based. Members are representatives of the five missions of the college: transfer, career education, basic skills, student outreach and recruitment, and student development and retention. Consequently, governance decisions are based on these missions which represent the primary interests of the college.

Most recently, Foothill has engaged in academic restructuring and refocused its course lecture and laboratory hours to reflect the trend to project-based, Web-enhanced, and group learning.

Foothill ranks number one in California for successful transfer course completion, and number one for successful basic skills course completion. Foothill's dental hygiene program consistently ranks in the top two in the country.

This is but a brief summary of some of the accomplishments of Foothill and how the college embodies the innovation and success that the league seeks and fosters in its members. Our continuing membership in the league can only increase and strengthen our innovative reciprocity.

A handwritten signature in black ink, reading "Bernadine Chuck Fong". The signature is fluid and cursive, with the first name "Bernadine" being more prominent and the last name "Fong" ending in a stylized flourish.

Bernadine Chuck Fong, Ph.D.
President, Foothill College



Office of the President 1250 Stevens Creek Blvd.
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STATEMENT OF COMMITMENT FROM DE ANZA INTERIM PRESIDENT JUDY C. MINER

De Anza College is pleased to support the district's application for continuing membership in the League for Innovation. We believe that we can contribute to and benefit from the association and interaction with the leading community colleges in the country.

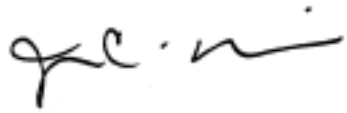
De Anza has gained a national reputation for its responsiveness to students with a broad spectrum of educational objectives ranging from transfer readiness to work force preparation to basic skills acquisition to lifelong learning. Since our doors opened in 1967, more than 660,000 students have been served by dedicated faculty, classified staff and administrators. Our population is ethnically and culturally diverse and includes the largest cohort of community college students with physical and learning disabilities. International students come from 89 countries and greatly enrich the vibrant program of student life.

Student services and instruction collaborate as equal partners in serving students with programs and curriculum that are distinctive by both their quantity and quality. The evidence of this successful partnership manifests itself in the honors and recognition that are consistently accorded De Anza students over many years: First and second place in the mathematics competition held by the American Mathematical Association of Two-Year Colleges; top honors from the Journalism Association for Community Colleges for the student newspaper, *La Voz*; Commission on Athletics Scholar Team recipients for combining outstanding athletic accomplishments with academic achievement; national and international film festival awards, including Academy Awards for student productions; and *Down Beat* magazine's selection of Vocal Flight as the best jazz vocal group in the category of College Outstanding Performance. In the annual ranking of California community colleges for total number of transfers to the University of California and the California State University, De Anza typically places among the top three and most recently placed first.

Student leadership and activism are prominent aspects of campus life. The De Anza Associated Student Body (DASB) contributes hundreds of thousands of dollars annually from student body fees to support a wide variety of programs and services such as student performing arts ensembles, cultural heritage celebrations, tutorial services, computer labs and extended hours for the Child Development Center. De Anza students have been named to the Phi Theta Kappa All-California Academic Team for their academic excellence and community service, thereby earning them recognition from the state legislature. Recently, DASB hired an organizer for student rallies with the initial focus being a statewide community college march on Sacramento to protest increased enrollment fees.

Exciting discussion and revision of the De Anza Educational Master Plan has been taking place as the college prepares for its accreditation visit in the fall of 2005. The College Council, Academic Senate, Classified Senate, DASB Executive Council and Curriculum Committee have approved of framing master plan goals that focus on student core competencies. The student centered dialogue alone has energized a number of faculty and staff who welcome the opportunity to shape and articulate the college mission, goals, and operational strategies.

We look forward to a site visit at which time we can more fully convey the enthusiasm and dynamism that characterize the De Anza culture. You will find us to be a community of students and educators who are passionate about learning and capable of carrying out an ambitious and rigorous agenda.

A handwritten signature in black ink, appearing to read 'J.C. Miner', with a stylized flourish at the end.

Judy C. Miner, Interim President
De Anza College



**Foothill-De Anza
Community College District**

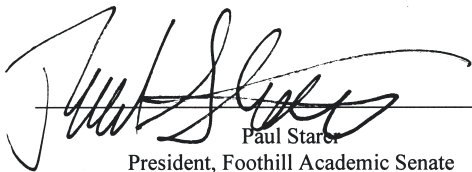
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650.949.6100 Fax: 650.941.6289

Martha J. Kanter, Ed.D., Chancellor

Foothill College
De Anza College

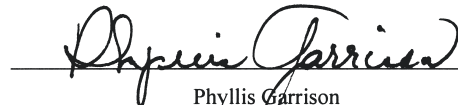
STATEMENT OF COMMITMENT FROM PARTICIPATORY GOVERNANCE GROUPS

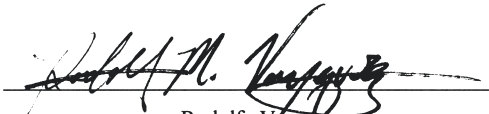
We, the constituency groups of the Foothill-De Anza Community College District, appreciate the district's membership in the League for Innovation and the opportunities it provides to inform other community colleges of the excellent instruction, programs and services at Foothill and De Anza. Similarly, 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 membership of the Foothill-De Anza Community College District in the League for Innovation.


Paul Starck
President, Foothill Academic Senate



Dan Mitchell
President, De Anza Academic Senate



Gigi Gallagher
Representative, Foothill Classified Senate


Phyllis Garrison
President, De Anza Classified Senate


Rodolfo Vazquez
President, ASFC



Saba Zariv
President, DASB


Rich Hansen
President, Faculty Association


Javier Rueda
President, SEIU


Leo Contreras
President, CSEA


Kim Chief Elk
Representative, Teamsters


Paul Setziol
President, District Academic Senate


Terri O'Connor
President, Administrative Management Association

PART IX: PRESERVING THE DISTRICT'S REPUTATION FOR EXCELLENCE

A Reputation for Excellence

IX-1

Foothill College

IX-2

De Anza College

IX-5



Foothill College



De Anza College

“ The courses in De Anza’s film department were amazing, especially in retrospect. The program supplied me with an excellent base of knowledge of the film industry and made me feel very confident when I started looking for jobs after I graduated. I’ve received multiple awards: one Clio, one London International Award, San Francisco Show awards and some Addy awards.”

—Victoria Markula

PART IX: PRESERVING THE DISTRICT'S REPUTATION FOR EXCELLENCE

Fulfilling a goal cited in the district's educational master plan, numerous faculty and staff members have distinguished themselves and Foothill-De Anza with numerous awards that preserve and advance the district's reputation for excellence.

The district human resources department received an excellent review from the Technical Assistance Team (TAT) appointed by the state chancellor's office, provided for in Title V of the Education Code to assist colleges in their diversity efforts, including notable praise for its model hiring process manual.

Executive Director of Institutional Research and Planning Robert Barr co-authored the article "Meaning Making and 'The Learning Paradigm': A Provocative Idea in Practice," published in the Spring 2003 edition of *Journal of Innovative Higher Education*.

“ I will always cherish the time I spent studying my honors courses at Foothill College. My teachers were wonderful, enthusiastic and knowledgeable. They not only taught me, they also gave me a part of themselves, and they will live forever in my heart. I will never forget their faith in me, and their insistence that I stretch my thinking and my attitudes. California can be proud of its community college system and particularly the Honors Institute offered at Foothill College.”

—Kathie Smith

FOOTHILL COLLEGE

- In 1998, Elizabeth Barkley was named California's Higher Education Professor of the Year by the Carnegie Foundation for the Advancement of Teaching & Learning. She was also named a Carnegie Scholar by the Pew Charitable Trusts in conjunction with the Carnegie Foundation for the Advancement of Teaching, serving as one of two national higher education scholars working on issues of scholarship and teaching in the discipline of music. As a Carnegie Scholar, she was invited to present at the College Music Society's international conference at the University of Limerick in Ireland. In that same year, her course, *MUS 8: Music of Multicultural America*, was selected as the Best Online Course by the California Virtual Campus.
- The drama department and Foothill Music Theatre have won numerous Bay Area Dean Goodman Drama Awards as well as Bay Area Critics Circle Awards for outstanding performing arts productions, individual performances and artistic and technical direction.
- Biology instructor Celeste Carter was selected to complete a one-year fellowship as scientist-in-residence for the National Science Foundation.
- Computer science instructor Michael Loceff was named recipient of the California Community Colleges Chancellor's Office Technology Leadership Award.
- Loceff is also a writer and producer of *24*, the Fox Network's television series, which won the Hollywood Foreign Press Association's 2004 Golden Globe Award for Best Television Drama Series.
- Alumnus Jon Nakamatsu, winner of the prestigious Van Cliburn Award, was named recipient of the American Association of Community Colleges Outstanding Alumni Award.
- Men's tennis coach Tom Chivington was named to the California Community Colleges Sports Hall of Fame and recipient of the Wilson ITA Award.
- Drama instructor Jay Manley, counselor Mike McHargue and music instructor Elizabeth Barkley were awarded the statewide Hayward Award for Excellence in Education by the California Academic Senate in 1996, 1997 and 1998, respectively.
- Foothill is one of only eight institutions and the only community college to be invited to participate in the national Weather Station Project on Technology in Higher Education.
- Foothill received seven commendations for its accreditation report for infusion of values, purpose and mission; implementation of an effective governance model; establishment of clear and effective links between program review and collegewide planning, and between planning and resource allocation; commitment to ensuring success of at-risk and underrepresented students; commitment to preserving the original beauty and ambience of the campus with demands of an increasingly diverse student body, and increasing use of technology is in harmony with college's purpose of providing educational opportunity for all with innovation and distinction; and establishing the Learning in New Media Classrooms Program and the Krause Center for Innovation.
- Foothill increased funding made available by grant awards from \$853,000 to

\$8.6 million—a 900-percent increase. The college also launched its \$1.3 million capital campaign to develop the Krause Center for Innovation, the new regional resource that is dedicated to assisting K–12 educators as they work to integrate technology training into the classroom curriculum.

- The California Mathematics Council Community Colleges (CMC3) recently selected mathematics instructor Gene Seelbach as one of eight recipients of the organization's annual Teaching Excellence Award. A member of the Foothill faculty since 1975, Seelbach has taught a full range of math courses and also served as dean of the Physical Sciences, Mathematics and Engineering Division for seven years. CMC3 was founded in 1973 to provide a forum through which community college mathematics faculty in Northern and Central California can express themselves professionally at a local, state and national level and to support mathematical activity by students and faculty.
- In 2003, the Foothill women's golf team celebrated its second undefeated season. Under the leadership of coach Kara Giannetto, the team garnered first place in the conference tournament as well as first place in Northern California. In addition, golfer Davida Delasin, who was named MVP, was undefeated in Northern California and was ranked sixth in the state and first in conference with a 74.8 average.
- Astronomy instructor and department chair Andrew Fraknoi is the first California community college educator to be named a fellow of the California Academy of Sciences. Before coming to Foothill in 1992, he served for 14 years as the executive director of the Astronomical Society of the Pacific. He is author or co-author of 14 books on astronomy and astronomy education. In 1994, Fraknoi received the Annenberg Foundation Prize of the American Astronomical Society—the highest honor in the field of astronomy education—and the Klumpke-Roberts Prize of the Astronomical Society of the Pacific, which is given for a lifetime of contributions to popularize astronomy. Asteroid 4859 was named Asteroid Fraknoi by the International Astronomical Union to honor his work in astronomy education. He is a regular guest on local and national radio.
- Student trustee Sarah Wiehe received the 2003 General Excellence Scholarship from the California Association of Postsecondary Education & Disability (CAPED), the organization's highest honor and includes \$1,500. It marks the first time that a Foothill student has won the scholarship. Wiehe attributes her success to the services provided by the college's Disability Resource Center as well as Foothill's outstanding faculty.
- The Foothill Pass the Torch Program was awarded a \$350,000 grant in 2003 to fund replication of the innovative program at UC Berkeley, UC Davis and San Francisco State University. Pass the Torch has received numerous other awards, including the 2002 Fund for Improvement of Postsecondary Education (FIPSE) Comprehensive Program Award; California Academic Senate 1999 Exemplary Program Award; California Community Colleges 1999 Chancellor's Grant; 1996 and 1997 FIPSE Grants; and 1994 and 1998 California Community Colleges Chancellor's Office Underrepresented Students Fund.
- Led by speech communication instructor and forensics coach Lauren Popell Velasco, the award-winning speech and debate team added to its trophy collection at the 2003 Spring Fling tournament hosted by Ohlone College. Foothill students won awards in every event in the competition, and faced teams from UC Davis, San Jose State and

others. The team also participated in Stanford University's annual parliamentary debate tournament, where it won three rounds. Foothill is consistently the only community college to compete in the Stanford tournament.

- The Geographic Information Systems Program, under the leadership of GIS/Geography Instructor Allison Lenkeit, was awarded a GeoMedia Education Grant valued at \$725,000 from the Intergraph Corporation. The grant provides Foothill with a site license for GeoMedia Professional, one year of free maintenance and a free copy of GeoMedia Professional software for students enrolled in the Foothill program.
- The Chair Academy, a national training program for organizational leaders, named the Learning Outcomes Assessment Network (LOAN) Team—Vice President of Institutional Research and Instruction William Patterson, music instructor Elizabeth Barkley, counselor and staff development facilitator Mike McHargue, and librarians Charlotte Thunen and Karen Gillette—the recipient of the Outstanding Regional Leadership Award for the Western United States. The team was selected for its support of academic and administrative excellence within its departments and the college. Additionally, judges cited the team's commitment to leadership excellence as well as its contributions to students, faculty and staff.
- English instructor Rosemary Arca's *ENGL 8: Children's Literature* online course was named recipient of the 2002 Excellence in Online Instruction Award from the California Virtual Campus (CVC). Developed with the assistance of the district's Educational Technology Services, the site utilizes the ETUDES course learning management system developed at Foothill College by computer science instructor Michael Loceff. The CVC was established in 1999 to support the development and delivery of online learning, particularly in the state's community colleges. The CVC administers an online catalog of distance learning that serves all segments of higher education. With more than 4,400 courses, the catalog is the most comprehensive listing of distributed education available through regionally accredited California colleges and universities, both public and private.

DE ANZA COLLEGE

- The De Anza women's soccer team won the Coast Conference for the third year in a row in the 2002–03 academic year and the sixth conference championship for the team in its 12-year history. The men's soccer team also won the Coast Conference North Division for the third consecutive year.
- Marilyn Cheung, director of De Anza's International Student Programs, received a grant from the Fulbright Commission to participate in the 2003 Fulbright Seminar for U.S. Administrators in International Education in Germany.
- The Child Development Center received a \$250,000 gift from the Packard Foundation to complete its playground and landscaping.
- Physical education instructor Rich Schroeder received a SCOPE award as Physical Education-Exercise Physiology Instructor of the Year for 2003 at the Commission on Athletics' 6th annual convention in Reno, Nevada.
- Cynthia Kaufman, philosophy and women's studies instructor, was honored in June for the publication of her new book, *Ideas for Action*.
- Gary Lamit, computer-aided design instructor, was recently featured in an article in *Injection Molding Magazine*. Lamit is the author of 25 textbooks on such topics as industrial modeling, engineering graphics and CAD software. Lamit's new textbook, *Pro/ENGINEER Wildfire*, has just been published. The 854-page book comes with *Pro/ENGINEER* computer disks that are time stamped so students have access to the software for 90 days, the length of their course. A computer-assisted drafting instructor at De Anza for almost 20 years, Lamit has written more than 30 textbooks, workbooks, tutorials and articles.
- A group from De Anza participated as presenters or facilitators at this year's National Conference on Race and Ethnicity in Higher Education (NCORE) in San Francisco: Trudy Hunter, Melinda Hughes, Jen Myhre, Toni Forsyth, Trudy Walton, Marion Winters, Cyndy Dowling, Shirley Kawazoe, Elizabeth Mjelde, Rowena Tomaneng, Jean Miller and Jacquelyn Reza. The three NCORE sessions organized by the De Anza Office of Diversity were: "Wearing Whiteness Well: Strategies for Building Bridges Between Women of Color and White Women through Interrogation of Privilege and Power," "African American Women in Higher Education: Is our Work Hazardous to our Health? Strategies for Healing Reaffirmation and Success," and "Taking Care of Business: Women Building Bridges."
- Letha Jeanpierre, dean of business and computer sciences, was appointed to the Business Advisory Council at the University of Colorado where she earned her bachelor's and master's degrees.
- Rick Kuhn, director of Professional and Workforce Development at De Anza, has been elected co-chair of the Bay Area Community College Consortium that includes 26 community colleges in the greater Bay Area. It is responsible for promoting cooperation and coordination of related programs and services provided by the colleges to the students, employees and employers in the region.
- Over the last 20 years, De Anza automotive technology students have donated more than 30,000 cans of food to the local community just before Thanksgiving. This fall they donated more than 2,000 cans of food to Cupertino Community Services and also collected about 100 coats and jackets to give to the needy. The nationally recognized

program continues to serve as a leader in automotive technology instruction and produces graduates who are highly qualified for the job market.

- The instructional Computer Information Systems divisions of De Anza and Foothill colleges were awarded a National Science Foundation (NSF) grant in April 2003 to develop a six-unit, capstone-level course in network security. The three-year \$1 million grant, which began in May 2003, covers the design, development, implementation and testing of an online experiential learning model for advanced-level technician education in cyber-security.
- De Anza received a STAR award from Cupertino Chamber of Commerce in March 2003. Each year, the chamber recognizes individuals and businesses in the community for their contributions to the city through the benefits they provide over and above their regular operations. Selections are based on achievements in areas such as government, education, civic and community service.
- Paulette Young, director of the Center for Applied Competitive Technologies, will serve as president of the National Coalition of Advanced Technology Centers (NCATC). NCATC is an affiliate council to the American Association of Community Colleges (AACC).
- De Anza ranked among the top 10 community colleges in a survey conducted by the Center for Digital Education, a national research and advisory institute providing educators and industry leaders with decision support, research and resources to help them effectively incorporate new technologies in the 21st century. The survey focused on deployment of administrative and instructional technology solutions and was designed to assess and promote those community colleges that provide high levels of service through information technologies. The survey results were published in *Converge Magazine* in Feb./March 2003.
- De Anza received a \$25,000 bequest to endow a scholarship in memory of Clyde L. Ogden and Grace Marie Ogden for the support of students interested in careers in environmental science.
- Thirteen De Anza students and six faculty members were honored among the 450 entries in the ED>Net 2003 Media Arts Awards, which recognize outstanding work in various categories of the digital, music, film/video and animation disciplines.
- *La Vož*, De Anza's student-run newspaper, won 24 awards in two state competitions in 2002 and 2003.
- The Hugh Stuart Center Charitable Trust (HSCCT), a longtime supporter of the California History Center Foundation, gave \$25,000 to the CHCF to support its educational activities.
- De Anza's Vocal Flight, founded in 1979 by director Roger Letson, won the annual *Down Beat* magazine's Student Music Award for Jazz Vocal Group in the college/university category for the eighth time.
- Student Dmytro Ryazanov won first place in the American Mathematical Association of Two Year Colleges (AMATYC) Student Mathematics League competition. The nationwide competition consisted of two tests, one in November and one in March, in which approximately 45 De Anza students participated. Ryazanov had the highest total score for the tests in Northern California, which earned him a \$500 scholarship from the California Mathematics Council of Community Colleges.

“ *It’s a myth that people who don’t do well in high school can’t succeed. De Anza has shown me that I can succeed. Life is beautiful, even if we’ve had to start over. For some of us, it may have been the only way to begin.*”

—Samantha Sadlowski

