

**Presentation on Transfer Education  
To  
The Regents of the University of California  
January 15, 2004**



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**Remarks of Martha J. Kanter, Chancellor  
Foothill-De Anza Community College District  
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Thank you for inviting me to speak with you this morning. As the new chancellor of the Foothill-De Anza Community College District, having spent the last decade as president of De Anza College and, prior to that, 15 years as a faculty member, a dean, a vice president and a vice chancellor, I am pleased to provide you with a view from the frontlines of transfer education.

For every transfer student, there is a story, and I could tell you many. I could tell you at length about Regina Flores, who dropped out of high school, attended De Anza College and went on to major in physics and mathematics. She is now applying to doctoral programs in astrophysics. I could talk about 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 goal as "taking Alan Greenspan's job."

Because our time is limited, I will tell you in greater detail about just two of our students, Malcolm Harvey and Emanuel Maverakis, who—like many others—faced enormous obstacles in their lives, but persevered.

Malcolm grew up in a Los Angeles neighborhood where gang violence, drugs and other social ills were the norm. Malcolm rescued himself from that environment by enlisting in the U.S. Navy and serving for 10 years. After an honorable discharge, he enrolled at Foothill with the goal of completing basic education courses. He graduated from Foothill with three associate degrees, served as the elected student trustee on the Foothill-De Anza Board of Trustees and was Foothill's commencement speaker in 1999.

With a scholarship to UC Berkeley, he majored in sociology and was selected as one of 20 Haas Scholars. Not only did Malcolm overcome the economic and social barriers of his young life, but he also faced the challenge of a disabling condition. Malcolm plans to attend graduate school and become a college professor. For Malcolm, education is much more than scholarship and academics; in the words of Dr. Martin Luther King, he says it is "a lifting of the human spirit."

The other student I would like to tell you about is Emanuel Maverakis. Like Malcolm, Emanuel grew up in Los Angeles neighborhoods grappling with poverty. His dream was to attend UCLA, and although his performance in high school steadily improved, his SAT scores and GPA were not competitive enough for admission. He came to De Anza College and graduated with the highest honors. He then transferred to UCLA.

According to Emanuel, at UCLA he felt intimidated by the other students who had been accepted to UC straight out of high school, but his confidence was immediately boosted after he received the second highest grade in the class on his first organic chemistry test. He graduated summa cum laude in microbiology and molecular genetics. By this time, he was married and had a child on the way. But that didn't stop him from applying to Harvard Medical School.

Five years later, Emanuel graduated from the medical school summa cum laude—the first-ever student of an underrepresented group to do so, and indeed, one of only 15 students in the history of Harvard Medical School. Beginning this summer, he will be a resident in dermatology at UC Davis Medical Center.

All four of the students I mentioned have characteristics in common which are also common to many other community college students. Like 60 percent of our students, they are from underrepresented ethnic, cultural and language backgrounds. And like 80 percent of our students—as indicated by placement exams in math and English—they came to our colleges academically underprepared.

So why did these students, like so many others at Foothill-De Anza—843 who transferred to UC in 2002-03 alone—succeed in reaching their transfer goals?

A few years ago, I had the opportunity to study with Dr. Manuel Pastor, a professor of Latin American and Latino studies at UC Santa Cruz and director of the University's Center for Justice, Tolerance and Community. His research confirms that the more we can connect people from low-income communities to networks, resources and assets, the more successful they and their communities will be. At Foothill-De Anza, we adhere to four best practices to help students like Regina, Karina, Malcolm, and Emanuel make these vital connections.

First, we know that by connecting our students to the campus and community resources they need, be they academic, social, personal, and/or economic, the greater their opportunity to succeed—and the greater the confidence they will

acquire in their own ability to succeed. That is why outreach, transfer centers, tutoring, and mentoring - in short, exposure to the intellectual wealth of both the community college and the university - is so crucial to student success.

Second, at Foothill-De Anza we believe that transfer is everyone's responsibility—that it is an institutional commitment built into our culture. The leadership - our board, our deans, our faculty and our staff - actively plans for and monitors our transfer outcomes and challenges each year.

Third, we know that curricular quality drives a well-articulated transfer pathway for our students. Curricular quality is essential. Faculty from UC and the community colleges must work together to ensure that students can meet UC requirements seamlessly. Projects like IMPAC, the Intersegmental Major Preparation Articulated Curriculum, must continue on an annual basis for they enable faculty from across our institutions to work together to ensure quality and consistency in course content, requirements, major preparation, and pre-requisites for upper division coursework. Each year, the Foothill-De Anza faculty, who shepherd all of our UC course and program articulation requirements, benchmark our general education courses against UC's. We have transfer centers on both of our campuses as well as on the Web. As an example, De Anza has full articulation of its courses with six UC campuses. Further, we go to great lengths to encourage intersegmental faculty collaborations. For example, the chair of UC Berkeley's Digital Chemistry Project recently met with our chemistry professors. As a result, he is now planning to co-teach a freshman chemistry class with one of our faculty who has a UCB Ph.D. this summer.

Finally, because more than 80% of our entering freshmen lack the academic preparation to succeed at the college level, we have an institutional focus on preparing these students right away in English and mathematics. We have collaborative learning communities, math performance success programs, Pass the Torch, Puente, EOPS, tutoring, mentoring, and counseling services that are woven directly into our English and mathematics courses. These students have individual educational plans and will soon have portfolios of their learning outcomes available to them on the web.

We study student performance every quarter and provide enhancements to our programs based on what we learn. The information UC provides to us about the

retention and persistence of our transfer students is a very important part of this process. Our next step will be to analyze our transfer data in more depth. For example, we plan to examine transfer rates, not only in regard to age, gender and ethnicity, but also in regard to resident versus non-resident student performance, and, further, in regard to income level. The formula is simple: educationally and economically disadvantaged students need excellent faculty who have the necessary classroom support and services for these students to excel.

At Foothill-De Anza, we are proud to be among the top transfer institutions in California and the nation. Since 1993-94, Foothill-De Anza increased its total number of UC transfer students by 51 percent; systemwide, the number increased by 17 percent.

Many of the difficulties in preparing students for university transfer are the result of insufficient funding. California's community colleges are funded at a little more than half of the national average. We cut our budget more than 10% last year, forcing us to turn away 175,000 community college students statewide.

Looking ahead, the governor's budget for 04-05 proposes a 3% increase for California's community colleges to serve 32,000 more full-time equivalent students. However, with 16,000 UC and CSU students who will be displaced due to the proposed UC and CSU enrollment caps, on top of the 6,000 entering freshman who will be UC and CSU eligible but redirected to the community colleges, we are deeply concerned about all those others students, first-time college students who aren't UC or CSU eligible at first - students like Regina, Katrina, Malcolm and Emanuel, who won't have a chance. Together, the segments of higher education provide educational opportunity, quality and hope to these students. We cannot afford to fail them. Thank you.