

From the President

*The following document updates De Anza College's 1999 Educational Master Plan—**DE ANZA 2005 Pathways to Excellence**—in anticipation of a year-long strategic planning effort during the 2005-06 academic year. The culmination of that planning effort will be a new Educational Master Plan, and this update provides a bridge between the **DE ANZA 2005** document and next year's strategic planning effort.*

***DE ANZA 2005** articulated the core directions for the college for the period 1999-2005, established the key metrics for judging our progress, and laid out a strategic approach for future planning. It articulates a set of fundamental values and concerns that animate this year's Accreditation Self-Study, and will inform the core issues of next year's strategic planning.*

*As the new president, I have been deeply impressed by the degree to which **DE ANZA 2005** informs the actions of college faculty, staff, and administrators. There is at De Anza College a sense of a community in action, where the attraction, retention, and success of students are shared and universal commitments. And among the students there is a strong sense of excitement and engagement, rooted in the belief that they have come to a college where they are personally valued and supported. I know that our strategic planning will reflect these commitments, articulate new directions in which we want to move, and establish some new targets by which we can judge our progress.*

*For this update of **DE ANZA 2005**, we have gone back into the 1999 document and updated the statistics and data with which that document presented its core concerns. Where the **DE ANZA 2005** document established goals, we have sought to clarify how well the college met those goals. Finally, the Accreditation Self-Study currently under way will provide critical data and analysis for next year's planning. I look forward to the conclusions of the self-study, and to the widest possible discussions next year during the strategic planning process. We will ask those questions most central to De Anza's traditions of excellence: in what ways, and with what substantive goals, can we ensure that our students are fully empowered to live effective and ethical lives in contemporary society?*

Brian Murphy

IV. Achieving the 1999 Master Plan Goals – Progress Report

Draft, Revised January 27, 2005

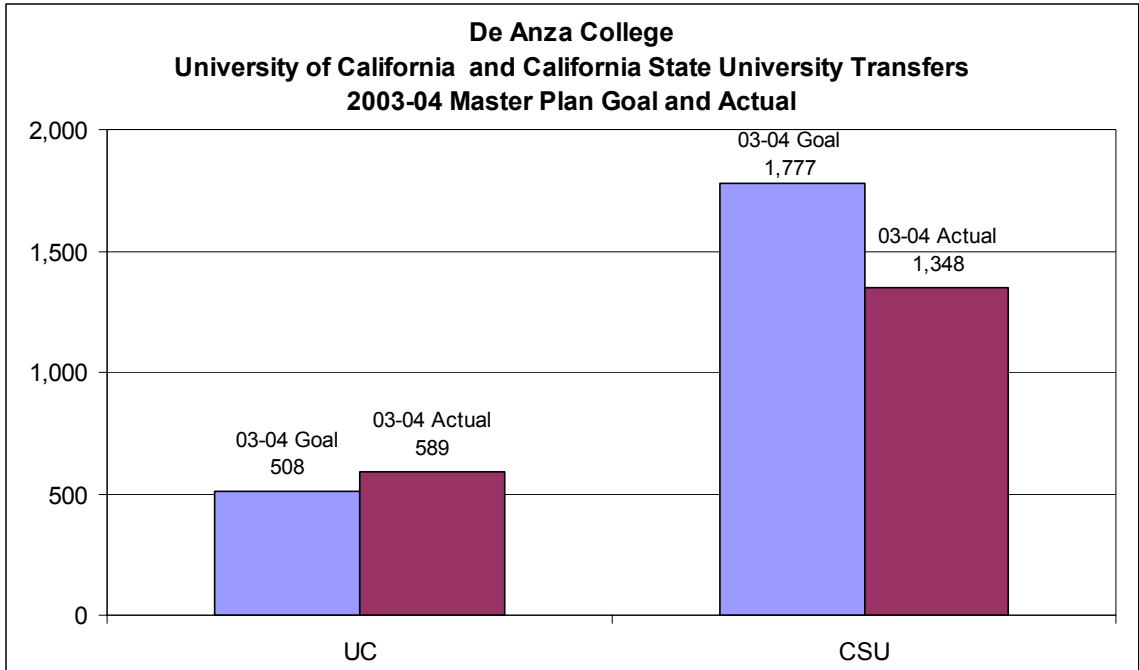
This section provides an assessment of institutional progress toward achieving the goals outlined in the 1999 Master Plan: DE ANZA 2005 Pathways to Excellence. While some of the goals were given specific outcomes, other goals were listed to give direction to actionable plans for the future. The analysis below will provide a summary of the institution’s overall progress on each of the four goals:

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

Goal number one, “**Achieve levels of excellence in a climate of learning for a diverse student body,**” combines a variety of “hard” numerical targets and more elusive—but critical—programmatic intentions aiming at creating a campus climate conducive to success for a broader range of our students. One of the more specific metrics to which De Anza measures its success is the degree to which the college provides instructional and support programs that result in student transfer to four-year colleges and universities. By 2003-04, De Anza College surpassed the goal of 508 transfers to the University of California with 589 transfers. This number exceeded, in fact, the target number for 2005-06 (588) sketched in the 1999 plan.

Transfer Rate _____

DESCRIPTION	DE ANZA TREND			DE ANZA GOAL			
	90-91	95-96	96-97	99-00	01-02	03-04	05-06
Transfer Rate:							
UC	323	402	379	439	484	508	588 (5%/year 95-96 through 05-06)
CSU	1174	1179	1263	1462	1612	1777	1959 (5%/year 95-96 through 05-06)

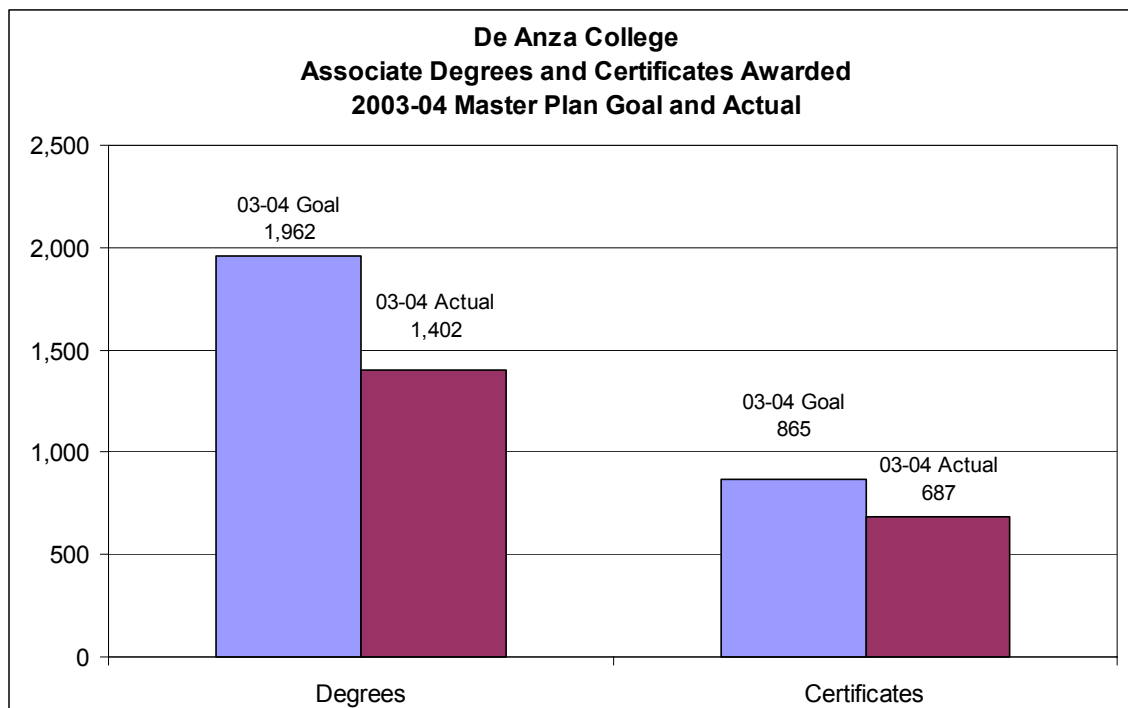


Transfers to the California State University system, on the other hand, fell short of the goal of 1,777 by 2003-04 with 1,348 transfers in 2003-04, perhaps because of changes in curricular requirements at De Anza’s largest transfer institution, San Jose State. This shortfall has precipitated a careful and thorough review of our transfer and articulation programs, especially with regard to CSU requirements, and we anticipate the CSU numbers will increase over this coming year.

The 1999 Master Plan also stated a goal of 1,962 A.A./A.S. degrees and 865 certificates awarded in 2003-04. This ambitious goal required a 5% annual growth rate beginning in 1995-96. In 2003-04 De Anza awarded 1,402 A.A./A.S. degrees and 687 certificates. The action plan item “Implement Degree Audit Function in the Districts CATS Project” has been achieved and shows promise for increased automation of information to students on progress toward their educational plans. In the future, the Admissions and Records Office plans to use the system to provide students information on possible course selections just as Amazon.com uses information on past purchases to individualize data provided to online clients. Efforts are also under way to provide additional avenues to assess a student’s learning needs. These efforts should result in increased degree and certificate obtainment in future years.

Degrees and Certificates Awarded _____

DESCRIPTION	DE ANZA TREND			DE ANZA GOAL			
Degrees Awarded:	90-91	95-96	96-97	99-00	01-02	03-04	05-06
AA/AS degrees:	1127	1222	1331	1551	1737	1962	2234
				(5%/year 95-96 through 05-06)			
Certificates Awarded:							
Certificates:	578	736	587	684	766	865	986
				(5%/year 95-96 through 05-06)			



An important outcome under this goal was the achievement of “no more than a 5% variance between each group” in terms of student success rates. Course success rates for underrepresented ethnic groups continue to lag below 5 percentage points of students identifying themselves as Asian and White. While course success has generally improved for all groups, the gap between groups remains. The spring 2003 student diversity survey provided insight into ways in which the classroom environment for learning may need to be improved. The Diversity Advisory Committee will be working with the campus in 2004-05 to make specific suggestions for obtainment of this outcome. The results from the survey can be found at:

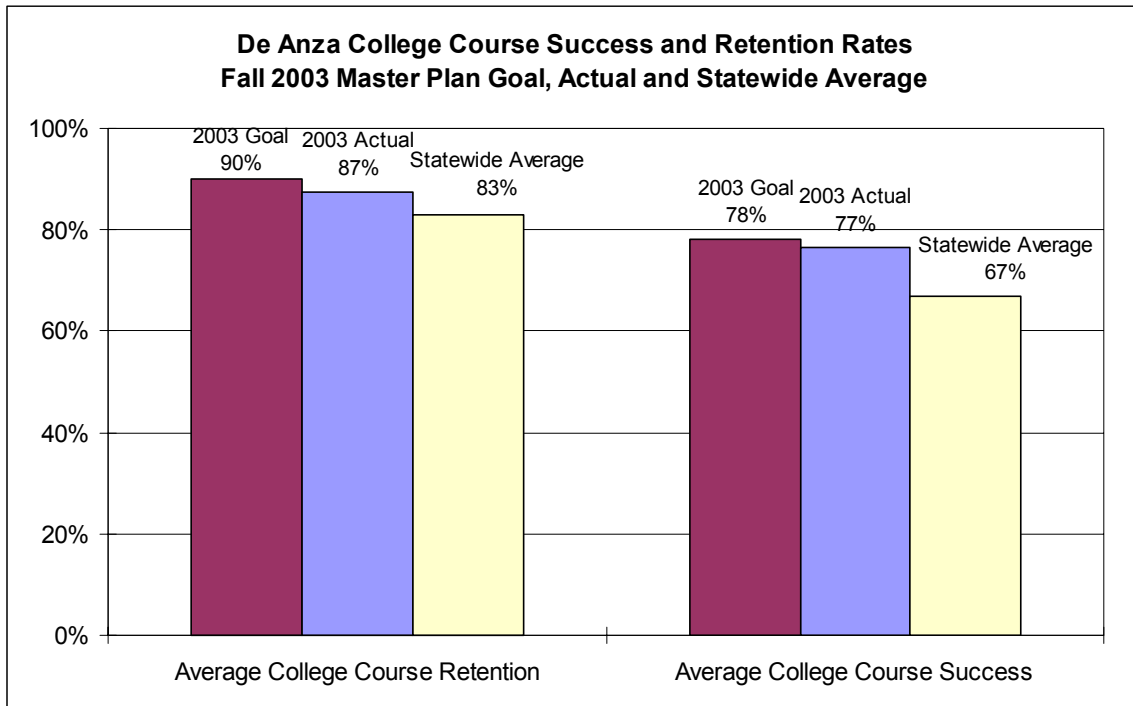
<http://www.deanza.edu/about/accreditation/studentdiversity.pdf>.

One of the critical elements of a long-term commitment to educational equity is the development of specific plans for each instructional and support area. The college did, in fact, devote considerable time and energy during the past two academic years to the development of such equity plans, and has an active Equity Council committed to assisting college units in reaching their goals. These equity plans will be used to establish the new equity goals during next year’s strategic planning process.

Goal number two, “**Provide effective pathways to learning for every student,**” listed the following outcomes:

Retention and Course Completion

DESCRIPTION	DE ANZA TREND			DE ANZA GOAL			
	90-91	95-96	96-97	99-00	01-02	03-04	05-06
Student Success							
All College Average Course Success Rate	73%	73%	73%	75%	75%	78%	80%
All College Average Retention Rate	86%	86%	86%	86%	86%	90%	90%



In fall 2003 De Anza’s All College Average Course Success Rate was 77%, just off the 2003-04 goal of 78% and significantly above the statewide average of 67%. In fall 2003 De Anza’s All College Average Retention Rate was 87%, 3 percentage points below the 2003-04 goal of 90% but above the statewide average of 83% and 1 percentage point above the historic trend. With additional research capacity beginning in 2002, student tracking information is beginning to be used more extensively by instructors in vocational programs, specific areas such as Math, English, and ESL and in programs such as Learning in Communities (LinC) and Math Performance Success, to increase student learning and thus course success and retention.

Goal number three, “**Improve student learning, student life, and the management of resources through the appropriate application of technology,**” laid out an ambitious plan to provide faculty with technological resources to improve student learning. The Education Technology Services (ETS) tracking surveys show increasing levels of satisfaction with technology services. The results of the surveys can be found at: <http://ets.fhda.edu/techsurvey>. Distance learning enrollments at De Anza have continued to increase since 1999 with about 3,400 course enrollments in fall 2003. But, this suggested that only about 10% of De Anza students had enrolled in one or more distance learning courses in 2003, far short of the long-term goal outlined in the 1999 Master Plan of 30%. This goal requires considerable and renewed attention, and has to be integrated into the equity and success goals above.

Goal number four, “**Increase access through planned growth and fiscal soundness,**” was aimed at increasing enrollment by 1-3% annually. The heart of this goal can be summed up in the statement “Construct our programs in response to the learning needs of our students while maximizing our income to meet state funding ...” which suggests the dual pressures faced by the college, especially during the last recession. The college has now struggled with three years of declining resources while witnessing, through fall 2003, increased enrollment pressures.

Each of the goals listed below were achieved as of 2003-04. Santa Clara County adult population draw has continued at just above the 1.8% estimate assumed in the 1999 Master Plan. End of term headcount enrollment was 25,177 in fall 2003, which is on track with the 1-3% expected growth rate outlined under the outcomes for this goal. The target Full time Equivalent Students (FTES) of 21,088 in 2003-04 was met with an estimated FTES of 21,206. Productivity continued at levels significantly above the 2003-04 goal of 530 with productivity above 570. As the enrollment decline in fall 2004 foretells, balancing the access needs of our students in a period of restricted funding will continue to challenge the college in the years ahead.

Access through Planned Growth and Fiscal Soundness

DESCRIPTION	DE ANZA TREND			DE ANZA GOAL			
	90-91	95-96	96-97	99-00	01-02	03-04	05-06
Student Enrollment	24253	21139	21781	Estimate 1.8% of draw over time			
Headcount							
FTES		17453	17934	18737	19878	21088	22373
				(3%/year 98-99 through 05-06)			
WSCH/FTE		501	527	530	530	530	530

The second dimension of Goal 4 was increased fiscal accountability and expanded external resources. Accountability and fiscal soundness have been achieved through the establishment of fiscal management systems at both the college and district levels, and a healthy dialogue between the two levels of budgeting and reporting. Increased external financial support has been reflected in the dramatic growth of the assets of the Foothill-De Anza Foundation, and the successful development of several major external grants and bequests to the college. The 1999 Master Plan did not establish a specific metric for the generation of expanded external support.

In summary, much has been achieved toward fulfilling the goals outlined in the 1999 Master Plan. Transfers to the University of California are above goal, student course success is close to goal; enrollment overall has been strong; and we have achieved increase student access, despite fewer state dollars, through increases in productivity. At the same time, work needs to be done to increase the number of degrees and certificates awarded, increase student course retention (especially for underrepresented minorities), and continue to provide the most up-to-date technology for learning. In the coming year the college will need to revisit the four goals and expected outcomes for relevancy and begin planning for the next 10 years at De Anza College.