

CAMPUS OVERVIEW

De Anza College is an institution dedicated at its core to diversity and to a multicultural learning environment.

After extensive discussion about what a De Anza graduate needs to be successful, the college in spring 2010 updated its mission statement (see page 1) as part of its Educational Master Plan 2010-2015. The statement retains the essence of the college's previous mission statement and incorporates new language that uniquely defines De Anza. The updated mission statement, with the inclusion of its Institutional Core Competencies (ICCs) adopted in 2009 (see page 5), clearly articulates student learning goals and outcomes and the importance of civic engagement to democracy. It emphasizes success for every student in multiple areas of intellectual, personal and social development and competence. The mission statement also distills the results of strategic planning begun in 2005: commitments to Outreach, Student Success and Retention, Cultural Competence and Community Collaborations.

De Anza College offers 64 degrees, 109 certificates, and almost 2,000 courses.

History

De Anza was established in Cupertino on Sept. 11, 1967, as the Foothill Junior College District worked to meet local community demand for a second campus. Planning for De Anza began soon after the district's first campus, Foothill College, launched in temporary quarters in 1958 and filled to capacity after moving in 1961 to its permanent location in Los Altos Hills. Just four years after approving a \$10.4 million bond measure for Foothill, community members readily voted in favor of a second bond measure, in the amount of \$14 million, to build De Anza College.

De Anza was constructed on 112 acres of what was once a turn-of-the-century wine-producing estate that the district

purchased for \$1.1 million. Guiding principles for the new college called for creating an "open door" institution to serve students with a wide variety of abilities, aptitudes and interests; an atmosphere of "friendly informality between faculty members and students"; and a campus that conveyed a sense of "quiet dignity" and "higher learning."

From 3,000 students in its first year, De Anza College in 2011 serves more than 21,000 students over that number. Students, faculty and staff reflect the highly diverse ethnicities, cultures and backgrounds that comprise contemporary Silicon Valley.

From its earliest days, De Anza has embodied a set of fundamental values that remain embedded in its culture. A deep concern for equity and social justice took root during the college's formative years, influenced by the sweeping social and political changes of the 1960s and 1970s. In intentionally cultivating a new educational community, the founders of what became the Foothill-De Anza Community College District placed a premium on excellence and innovation, and searched out faculty with a passion for teaching.

These foundational values continue to shape De Anza's institutional character today. They are evident in De Anza's deep commitment to providing a learning environment that is inclusive and welcoming to all students, and the college's concerted effort over the past decade to achieve educational equity across racial and ethnic groups.

Student Success

De Anza College has long focused on access and success for all its students. From its founding, the college has recognized the importance of establishing programs and organizations that direct support and attention to historically underserved students.

In 2011, all De Anza students can find support through the Student Success Center. The SSC provides an entry point from which students can connect to a supportive community of instructors, counselors, advisers, tutors, peer mentors and study groups across the disciplines, or be directed to study skills classes or workshops on critical thinking and time

management. Learning Communities integrate instruction and support services for students.

These support systems are among the reasons De Anza has one of the highest university transfer rates among community colleges in California. A 2008 case study by the California Community Colleges Research and Planning (RP) Group concluded that De Anza's high transfer rate is attributable to its strategic approach to institutional development; its encouragement and support of academic excellence and achievement; its tradition of innovation; and its experimentation with ways to integrate student services with instruction. The college recently was ranked second in the state in transfer to four-year institutions, according to the State Chancellor's Office Velocity Data Mart.

De Anza's commitment to historically underserved students also is seen in its long history of programs for students with disabilities, which date to 1973. In 2009-10, the college served 1,600 students with disabilities. For the past two decades, the High Tech Center Training Unit based at De Anza College has helped faculty and staff at the state's 112 community colleges acquire skills to better serve the approximately 100,000 community college students in California with disabilities.

Sustainability, Learning Facilities and Bond Measures

Just as the civil rights movement shaped De Anza in its early days, the environmental movement has galvanized a wide range of activities on the campus among students, faculty and staff. De Anza's commitment to sustainability as a core value is evident in daily improvements ranging from 100 percent biodegradable containers and utensils in the cafeteria to drought-tolerant landscaping and weather-responsive irrigation on the grounds.

Through the work of its College Environmental Advisory Group (CEAG), De Anza in 2007 became the first community college in the nation to develop its own Sustainability Management Plan to guide continual improvement. The college's Environmental Studies

Department, housed in the Kirsch Center for Environmental Studies, has provided inspiration for the campus as the first “green” demonstration building in the California community colleges. The department has developed an extensive sustainability curriculum leading to certificates and degrees in four program areas. The Cheeseman Environmental Study Area contains several diversified ecosystems and is located next to the Kirsch Center for Environmental Studies.

De Anza College is committed to sustainable building materials and methods. All four of its newest buildings have been certified as meeting national LEED building standards for environmental sustainability: the Kirsch Center, LEED platinum; the Visual and Performing Arts Center (VPAC), LEED silver; and the Science Center and Student and Community Services Building, LEED certified. The Mediated Learning Center, slated to open in fall 2012, will be the college’s second LEED platinum building.

Comprehensive athletic facilities feature the 5,000-seat Outdoor Events Arena, aquatics complex, gymnasiums, and fields and courts. Specialized facilities include the Fujitsu Planetarium at De Anza College, which houses the only Infinium S Star projector outside of Japan, and the Flint Center, a 2,570-seat performing arts auditorium. These buildings, as well as the VPAC, with its 400-seat performance and

lecture hall and the Euphrat Museum of Art, the California History Center and other buildings across campus, are spaces for the extensive program of cultural and educational activities that contribute to the cultural enrichment of the students and community.

De Anza’s state-of-the-art facilities have been made possible by community support of two bond measures: Measure E for \$248 million was approved by Foothill-De Anza Community College District voters in 1999, and Measure C for \$490.8 million was approved in 2006. In addition to construction, bond proceeds have funded extensive building renovations; upgrades of critical electrical and mechanical systems; installation of energy-producing solar arrays; and restoration of two historic campus landmarks, the old stone Baldwin Winery building, which now houses Financial Aid, and the estate’s once-crumbling Le Petit Trianon, home to the college’s California History Center. Facilities are available for community rental.

Community and Civic Engagement

Community and civic engagement is a focus of the college. The Institute of Community and Civic Engagement (ICCE) was launched in 2006 to work with students on civic and leadership skills and provide them with opportunities to be agents of

social, economic and political change in their communities.

ICCE offers a range of opportunities for students, including a certificate in Leadership and Social Change. ICCE facilitates service learning for more than 500 students annually and maintains active relationships with more than 25 community partners that work with students in their service learning placements. ICCE also sponsors an annual “Youth Voices United For Change” conference at which De Anza hosts hundreds of historically underrepresented high school students in learning about college and becoming active in the community. ICCE has worked with a local food bank and the Office of College Life to develop the De Anza College Cupboard, a student food bank. The institute also sponsors a Community Scholars in Residence program, in which visitors bring practical knowledge to De Anza students and give lectures and workshops. ICCE is working to promote a national initiative, The Democracy Commitment, to engage community college students in civic learning and democratic practice.

De Anza students also have extensive opportunities to become engaged through the active leadership of the De Anza Associated Student Body (DASB), which in addition to on-campus and community activities mobilizes in statewide advocacy efforts for public higher education.



What Is Student Equity?

Student equity is an ongoing, accountable, institutional process that works toward achieving equity in all measurements of student access and achievement across lines of gender, ethnicity, mental and physical ability.

How Does It Relate to Student Success?

Student success is achieved through the partnership formed among the college’s faculty and staff and the students. In addition, it is an outcome of institutionalized student equity practices that support students who have a commitment to achieving their academic, career and personal goals. Student success is achieved when students reach their individual goals.

Source: Office of Diversity, De Anza College