

## 2008 Annual Performance Report

De Anza College

Name of College/University

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P031A070135

PR Award Number

113333

Unit Identification

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Title III, Part A, Strengthening Institution

Department of Education Grant Program

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2-year Public

Type and Control of Institution

First year

Grant Year

Branch Campus Reporting IPEDS Data for Individual Campus:

No  Yes  Not applicable

Partnering institution(s) (if applicable)

## Section 1: Executive Summary

The purpose of the legislation that established the Title III-A program is to “improve the academic quality, institutional management, and fiscal stability of eligible institutions, in order to increase their self-sufficiency and strengthen their capacity to make a substantial contribution to the higher education resources of the Nation.”

A. This section summarizes how the grant enabled the institution to fulfill the legislative intent of the Title III-A program.

1. The impact of the Title III-A grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

Between October 1, 2007 and September 30, 2008, the Title III-A grant has initiated dialogue amongst numerous college constituencies about serving the needs of under prepared and underrepresented students, those students who comprise the “developmental” population of the student body. Here at De Anza College, approximately 85-90 percent of all students who enter English, reading, or mathematics courses fall into this developmental level. In order to improve the academic quality of the institution in regards to these students, administrators, teaching faculty, student services personnel, and staff have joined together to begin the development and implementation of the activities outlined in De Anza’s grant proposal. For instance, in English and reading, a team of faculty and a counselor are working with identified cohort classes, developing specific strategies for assessing developmental students’ particular deficiencies and needs. In addition, this group is designing materials such as discreet instructional modules to help these students meet their needs and reduce identified deficiencies. The counselor on this team has worked closely with this group in order to refine assessment tools, provide individual counseling, and help develop long-term academic education plans for students in these cohorts. This group has also begun planning ways to train other faculty in those teaching strategies that prove effective with developmental students.

In math, faculty have developed numerous plans and activities to bolster retention and serve under prepared students. Several faculty prepared an extensive planning document the first part of which analyzed current mathematics efforts, characteristics of students served, and current staff and facilities being used.

Faculty also performed detailed analysis of areas needing particular improvement and identified strategies for making these improvements. Further, faculty indicated the measurable outcomes that will be used to gauge effectiveness of these efforts and made recommendations for administrative, staff, and faculty organizations to integrate common aspects of student academic support services.

Based on her expertise in learning support strategies, the Director of Tutorial Services, working with a senior math faculty member, developed curricula to train math tutors. Working closely with a key math instructor, the Director piloted this math tutorial course, and embedded these tutors in several elementary algebra courses.

In addition to these efforts in learning and pedagogy, a math instructional associate investigated tutorial and other academic support structures and models at eight other institutions around California. Another math instructor investigated effective techniques in basic skills, mathematics pedagogy. Yet another mathematics staff member updated the needs assessment for technology that will be used for providing effective mathematics support services.

Finally, the math department refined the design of its Math and Science Resource Center (MSRC) and is on the verge of hiring a MSRC supervisor whose primary job will be to develop this center in ways to provide specific aid for developmental students and their instructors. In support of this new Supervisor in the MSRC, the Title III team hired an Instructional Associate, who will enable the center to serve the rapidly expanding demand for academic support, faculty exchange, and professional development.

Finally, Title III has funded over twenty key faculty and administrators’ participation in relevant conferences such as the California statewide conference on “Strengthening Student Success.”

In terms of institutional management, De Anza’s administration has responded to a major charge in the Title III proposal that of increasing the coordination of numerous basic skills services and programs. The Vice President of Instruction has brought together the Title III Project Director, Co-Chairs for Basic Skills Initiatives (a State of California initiative with goals similar to those of De Anza’s Title III grant), directors of a recently awarded AANAPISI grant (also designed to serve a specific population of developmental students), Dean of Counseling, Dean of Language Arts, Dean of Physical Science, Math, and Engineering, Director of Institutional Research, Director of Student Success and Retention Services, Director of Student Success Center, Supervisor of Assessment, and the Associate Vice President of Instruction who oversees the Linc Program and Staff Development. The Vice-President has charged this group with organizing the various grant and program efforts so as to avoid duplication of efforts and to improve fiscal stability by coordinating expenditure of funds.

2. How has the grant helped to carry out the mission of the institution?

De Anza’s mission statement: “Building on its tradition of excellence, De Anza College challenges students of every

background to develop their intellect, character, and abilities, to achieve educational goals, and to serve their community in a diverse and changing world.”

De Anza’s Title III grant efforts are focusing on the 85-90% of students who fail to qualify for college-level English, reading, and math classes, students who nearly all indicate a desire to transfer to a four-year institution. With such a focus, the Grant is definitely helping De Anza fulfill its mission to help students develop “their intellect, character, and abilities to achieve educational goals.”

By supporting the development of curriculum for two co-requisite classes in Language Arts Basic Skills, we were able to update or create classroom materials that will be more relevant to students needs and will enable them to acquire more readily those skills they need to move into college level courses. For the large population of Generation 1.5 students on campus, Title III funded the creation of grammar modules that will help these students overcome some of their skill deficiencies in English.

Title III also funded the creation and implementation of a math tutoring course that produced a number of competent math tutors who are and will continue working in the Math Resource Center to help basic skills math students progress steadily to college level math course.

In addition, Title III supported numerous tutoring efforts in the MSRC, Language Arts Tutorial and Skills Center and in the Writing and Reading Center, thus helping students to succeed in their classes and ultimately to achieve their educational goals.

Finally, by sending more than twenty-three faculty participants to various conferences related to student success, basic skills, assessment and retention, Title III has been able to invigorate faculty and help inspire them with renewed determination to employ new ideas and new strategies for challenging students to move to college level classes and thus attain their goals of transferring to a four-year institution.

- B. The following information documents the institution's experience with the grant as reported during the current reporting period.

If your institution has experienced any unexpected outcomes as a result of this grant, that affect for better or worse its capacity to fulfill the goals of the legislation, tell us about them here.

Between the submission of the Title III Grant Proposal and its acceptance, the College began to implement some of the efforts outlined in the grant proposal such as laying the foundations of a campus-wide writing and reading support center. News of the acceptance of the Title III grant so energized the faculty and administrative leadership of the College that widespread attention began to be paid to the needs of developmental students. Now at the College, faculty are engaged in dialogues about innovative ways to help this group of students.

In the meantime, at the State level, legislators were realizing that help was necessary throughout the State for under prepared students. The result was the statewide Basic Skills Initiative (BSI) which also ensured that developmental students at De Anza would be a primary focus of attention for administrators, faculty and student services.

In short, because of all the talks and plans put into Title III and because De Anza’s Title III goals so coincide with those of the statewide BSI, the College has become energized by a common purpose, the one first spelled out in De Anza’s Title III proposal.

Has the grant facilitated or contributed to bringing additional resources to your institution, for example, new Federal, State, or local dollars that can be attributed partly to your grant activities?

As mentioned in section B-2 previously, California’s statewide Basic Skills Initiative has many similar and overlapping goals as De Anza’s Title III grant proposal, increasing the retention and success of under prepared students. Hence, many of the activities being developed and supported by Title III activities will enable De Anza to qualify for funds from the state’s Basic Skills Initiative.

How would you improve or change the Program (e.g., customer service, allowable activities, regulations, statute)?

Important questions about the effectiveness of our Title III project are posed in Section 3 of the Annual Report. However, these same questions were not posed in the first Interim Report nor were they asked or addressed in the original proposal. It is important that any Title III grantee receive these questions along with the grant award; that is, the sooner these questions are known to the Title III Project Director and Activity Director/s, the better they will be able to plan activities and record-keeping so that appropriate measures and parameters can be reported accurately in the Annual Report. We are proud of the projects Title III has initiated on this campus, and we are confident that our efforts will lead to the kind of student success we hope for, but we cannot as yet document successes in the quantitative terms the annual report requires. Since we now will be aware of these questions requiring quantitative information, in the next annual report (2008-09), we will be able to supply the necessary data.

## Section 2: Enrollment by Race and Ethnicity (2-Year Institutions)

Total number of full-time and part-time degree/certificate seeking students as of October 15, 2007. [Note: This information was obtained from Part A of the most recent IPEDS Fall Enrollment Survey.]

### Enrollment by Race and Ethnicity as of October 15, 2007

Undergraduates	Total Number Enrolled			Students enrolled for credit who received Pell Grants
	Degree/certificate seeking students			
	Full-Time	Part-Time	Total	
Nonresident alien	1216	153	1369	0
Black, non-Hispanic	335	1062	1397	134
American Indian or Alaskan Native	49	99	148	7
Asian or Pacific Islander	3772	5236	9008	1046
Hispanic	1231	2865	4096	256
White, non-Hispanic	1957	3826	5783	204
Race/ethnicity unknown	799	1515	2314	176
<b>Grand Total</b>	<b>9359</b>	<b>14756</b>	<b>24115</b>	<b>1823</b>

## Section 2: Enrollment by Age and Gender (2-Year Institutions)

Total number of undergraduate students, by age and gender, enrolled as of October 15, 2007. [Note: The information for this table was obtained from Part B of the IPEDS Fall Enrollment Survey for the most recent year available.] Because these data are taken from the IPEDS survey, the IPEDS definitions for full-time and part-time students is used.

### Enrollment by Age and Gender as of October 15, 2007

Under-grads	Total Number Enrolled				Total Students		Grand Total
	Full time		Part time				
Age/Gender	Male	Female	Male	Female	Male	Female	
Under 18	211	175	875	767	1086	942	<b>2028</b>
18-19	2259	1889	1172	861	3431	2750	<b>6181</b>
20-21	1348	990	965	762	2313	1752	<b>4065</b>
22-24	660	563	1066	1130	1726	1693	<b>3419</b>
25-29	342	361	919	1194	1261	1555	<b>2816</b>
30-34	82	139	519	785	601	924	<b>1525</b>
35-39	43	99	382	632	425	731	<b>1156</b>
40-49	46	95	523	983	569	1078	<b>1647</b>
50-64	23	29	347	552	370	581	<b>951</b>
65 and over	2	3	136	186	138	189	<b>327</b>
<b>Grand Total</b>	<b>5016</b>	<b>4343</b>	<b>6904</b>	<b>7852</b>	<b>11920</b>	<b>12195</b>	<b>24115</b>

## Section 2: Awards and Degrees Conferred

The total number of awards and degrees conferred at the institution between July 1, 2007 and June 30, 2008. Note that categories for awards reflect definitions used in IPEDS.

Number of associate degrees conferred:	<u>1094</u>
Number of awards conferred for programs of less than 1 year:	<u>0</u>
Number of awards conferred for programs of at least 1 year but less than 2 years:	<u>537</u>
Total number of awards/degrees your institution conferred:	<u>1631</u>

## Section 2: Accreditation

Institution's primary accrediting agency.

- Southern Association of Colleges and Schools
- The Higher Learning Commission of the North Central Association
- New England Association of Schools and Colleges
- Middle States Association of Colleges and Schools
- Western Association of Schools and Colleges
- Northwest Association of Schools and Colleges
- Other (please specify)

### Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application:: **Language Arts Success Center & Math Resource Centers, with Embedded Student and Academic Support Services.**

Total \$ spent on this activity during the current reporting period: \$216,467.63

Focus Area: *Student Services and Outcomes*

<b>Title III Part A Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]</b>	<b>Dollars Spent</b>	<b>% of Dollars</b>
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0%
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart buildings.	0.00	0%
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.	21,195.86	10%
Development and improvement of academic programs.	82,090.08	38%
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	1,097.68	1%
Tutoring, counseling, and student service programs designed to improve academic success.	89,492.69	41%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	22,591.32	10%
Joint use of facilities, such as laboratories and libraries.	0.00	0%
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0%
Establishing or improving an endowment fund.	0.00	0%
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0%
<b>Total Expenditure For This Activity</b>	<b>216,467.63</b>	<b>100%</b>

**Process Measures for “Language Arts Success Center & Math Resource Centers, with Embedded Student and Academic Support Services.”**

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

**LAA Category:** *Purchase of library books, periodicals, and other educational materials, including telecommunications program material.*

<b>Did the number of educational materials increase?</b>	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>1000</u> Application Objective <u>0</u>	
<b>Other: Did the % of staff using educational materials increase?</b>	Yes
<i>If yes:</i> Start <u>0</u> End <u>20</u> Application Objective <u>20</u>	

**LAA Category:** *Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.*

<b>Did the number of FTEs hired for improvement of funds management increase?</b>	Yes
<i>If yes:</i> Start FTE <u>0</u> End FTE <u>500</u> Application Objective FTE <u>0</u>	
<b>Were relevant staff trained in how to use new funds management systems?</b>	Yes
<i>If yes:</i> Start # trained staff <u>0</u> End # trained staff <u>9</u> Application Objective # <u>0</u>	

**LAA Category:** *Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.*

<b>Did the number of faculty trained in new or alternative teaching techniques increase?</b>	Yes
<i>If yes:</i> Start # of faculty trained <u>0</u> End # of faculty trained <u>27</u> Application Objective # <u>0</u>	
<b>Did the number of faculty developing new curriculum increase?</b>	Yes
<i>If yes:</i> Start # of faculty <u>0</u> End # of faculty <u>8</u> Application Objective # <u>0</u>	

<b>Did the number of faculty developing new teaching techniques increase?</b>	Yes
<i>If yes:</i> Start # of faculty <u>0</u> End # of faculty <u>14</u> Application Objective # <u>0</u>	
<b>Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase?</b>	Yes
<i>If yes:</i> Start # of faculty <u>0</u> End # of faculty <u>18</u> Application Objective # <u>0</u>	

**LAA Category:** *Development and improvement of academic programs.*

<b>Did the number of academic courses undergoing revision increase?</b>	Yes
<i>If yes:</i> Start # of courses <u>0</u> End # of courses <u>2</u> Application Objective # <u>0</u>	
<b>Did the academic attainment of students in revised courses increase?</b>	Yes
<i>If yes, methodology used:</i> Class observation	

**LAA Category:** *Tutoring, counseling, and student service programs designed to improve academic success.*

<b>Did the number of tutors increase?</b>	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>135</u> Application Objective # <u>0</u>	
<b>Did the quality of tutors increase?</b>	Yes
<i>No standardized data elements</i>	
<b>Did access to tutors increase?</b>	Yes
<i>No standardized data elements</i>	
<b>Did the number of students using tutoring services increase?</b>	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>509</u> Application Objective # <u>0</u>	
<b>Did the academic attainment of students using tutoring services increase?</b>	Yes
<i>If yes, methodology used:</i> Class observation	

## Focus Area: Student Services Outcomes (2- and 4-Year Institutions)

This section depicts institutional outcomes that can be categorized in the Student Services and Outcomes focus area. Information is provided on the measures that the grantee felt were *most reflective of their activities supported by Title III/V funds* for the current reporting period. Grantees were required to answer at least two of the measures questions.

<b>Has the institution's retention rate improved?</b>	Will report next year
<p>Cohort: _  <i>If yes:</i>              Initial rate <u>  0  </u>              Final rate <u>  0  </u>              Goal <u>  0  </u></p> <p><i>I would like to provide a brief supporting statement:</i> We are in the process of tracking these results, and are confident that we will have positive data to provide next year. The additional staff in the MSRC will enable us to create adequate systems to track these results.</p>	
<b>Has the retention rate of students who received tutoring services increased?</b>	Will report next year
<p>Cohort: _  <i>If yes:</i>              Initial rate <u>  0  </u>              Final rate <u>  0  </u>              Goal <u>  0  </u></p> <p><i>I would like to provide a brief supporting statement:</i> We are in the process of tracking these results, and are confident that we will have positive data to provide next year. The additional staff in the MSRC will enable us to create adequate systems to track these results.</p>	
<b>Has the average GPA of students who received tutoring services increased?</b>	Will report next year
<p>Cohort: _  <i>If yes:</i>              Initial GPA <u>  0  </u>              Final GPA <u>  0  </u>              Goal <u>  0  </u></p> <p><i>I would like to provide a brief supporting statement:</i> We are in the process of tracking these results, and are confident that we will have positive data to provide next year. The additional staff in the MSRC will enable us to create adequate systems to track these results.</p>	

## Section 4: Project Status

Continued funding requires evidence of substantial progress towards meeting the activity objectives. Below is a list of objectives for each activity carried out over the current reporting period of the grant.

**ACTIVITY:** Language Arts Success Center & Math Resource Centers, with Embedded Student and Academic Support Services.

### On-Schedule Activity Objectives

Language Arts Success Center Objective 1.1: Students in LART 100 (now LART 211) in Spring 2008, will successfully complete courses and persist to Fall 2008 enrollment in next level classes at a rate 10% higher than students enrolled in the traditional parallel series (EWRT 100 & READ 100).

Objective 6: Professional Development and Technologies Training for Faculty teaching developmental courses (Shared Objective with Math Activity). By September 2012, increase by four times over the 2005 baseline of 15% the percent of faculty teaching developmental English and Math who have integrated use of technology and best practices into their courses.

Objective 7: Student Services for Developmental Students (Shared Objective with Math Activity): By September 2012, increase the percentage of developmental students who receive tutoring, counseling, have an Individual Education Plan (IEP), and are given diagnostic testing/retesting to assess skills mastery. Baseline:4% 2007-08 Target=8%.

### Changes in Objective Schedule

Below are statements with data and references to goals stated in the grant application as appropriate to support and explain the need for objective schedule changes.

Activity Objective(s)	Reason(s) for Change	Expected Completion Date
Math Resource Center Objective 1.1: Students participating in pilots of Math 210 and 112 in Spring 2008, will successfully complete courses and persist to Fall 2008 enrollment in next level by 10% more than peer students enrolled in control group sections (non-pilot classes of MATH 210 & 212).	Implementation of this objective was initially slowed to assure that Title III strategies and the Math Resource Center were completely on track with overall math/science initiatives at the College. We are only two quarters behind in the pilot testing but will be caught up and back on track with projected timelines by the time of the next Annual Report for 2008-09.	Winter & Spring 2009

## Section 4: Budget Summary

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Budget Categories	Carryover Balance from Previous FY	Actual Budget	Expenditures	Non-Federal Expenditures	Carryover Balance	Next Year's Actual Budget	Changes (Y/N)
Personnel	0.00	228762.00	216973.67	0.00	11788.33	258282.00	No
Fringe Benefits	0.00	79173.00	13166.10	0.00	66006.90	86339.00	No
Travel	0.00	26000.00	21195.86	0.00	4804.14	13200.00	No
Equipment	0.00	36028.00	4971.07	0.00	31056.93	21600.00	No
Supplies	0.00	15047.00	1392.99	0.00	13654.01	5579.00	No
Contractual	0.00	10000.00	0.00	0.00	10000.00	15000.00	No
Construction	0.00	0.00	0.00	0.00	0.00	0.00	No
Other	0.00	5000.00	0.00	0.00	5000.00	5000.00	No
Endowment	0.00	0.00	0.00	0.00	0.00	0.00	No
<b>Total</b>	<b>0.00</b>	<b>400010.00</b>	<b>257699.69</b>	<b>0.00</b>	<b>142310.31</b>	<b>405000.00</b>	

## Section 4: Budget Summary Narrative

This section provides an explanation of budget changes, particularly the use of funds from cost savings, carryover funds and other expanded authorities changes to the budget including a description of any significant changes to the budget resulting from modifications of project activities.

As the previous page shows, we expended funds at a slower rate than previously anticipated. This slower rate resulted in a carryover of approximately \$142,000. This carryover came largely from two areas. First, hiring was delayed for the Math Science Center supervisor. Second, benefits charges were less than we had anticipated. Third, we used less than \$10,000 dollars of the \$60,736 allocated to the Activity/LASC Director position. Gregory Anderson, the current director of the Student Success Center, has added Title III Activity/LASC Director tasks to his regular duties, and was only paid from Title III funds for one month.

The carryover will be spent in three ways: Hiring a full-time Instructional Associate to help run the expanding services in the Math Science Tutorial Center (\$47,000), continuing a very promising and exciting Pilot program in basic skills Math tutoring (\$51,000), and funding other expanded tutoring in Math and Language Arts (at a 60/40 ratio).

In the upcoming budget year, we are not anticipating significant changes in the allocations (i.e., most funds allocated for "travel" will be expended in that category), though the uses of these allocations will change. For example, the huge savings by not paying an Activity Director (\$65,685) at 50% salary will instead be used to provide full time leadership in the Math/Science Resource Center (this supervisor is projected to cost approximately \$85,000). Though the original proposal only budgeted \$55,743 primarily because this position was 50% FTE, and we have decided that we need full time leadership in the Math Resource Center.