PART I. Internal and External Assessment

Where We Are

Introduction

In addition to measuring ourselves against the ideals of our mission and vision, the following six indicators of quality were adopted to guide planning and budgeting at De Anza College.

1. Attractiveness to students
2. Comprehensive, quality programs
3. Exemplary faculty and staff
4. Collegial campus climate and successful shared governance
5. Fiscal soundness
6. Reputation

DE ANZA 2005: Pathways to Excellence, published in the spring of 1999, describes the planning process and framework and uses the indicators to map progress toward our vision and goals of access and success for every student.

This is an update of Part II: Internal and External Assessment. In Part II of the master plan, specific measures of quality are used to showcase how we are doing over time on each indicator.

Indicators of Quality

Six Critical Success Factors

1. Attractiveness to Students

Why is this significant?

This indicator measures student access to De Anza or “access to educational opportunity for all” as described in the original mission of the district and its colleges. Outreach, recruitment, and marketing strategies to attract students to the college result in the diversity reflected in the participation rates of De Anza’s student body.

Access to the college’s programs and services must be reviewed continuously from a variety of perspectives, reflecting the diversity of the many communities served by the college. Thus, we chose to look at attractiveness to students in five different ways.

How are we doing?

Access and Participation Rates

Chart 1 Santa Clara County Adult Population Compared to De Anza Headcount as a Percent of Draw measures the college’s fall enrollment as a percentage of adults who live in Santa Clara County. The percentage draw has remained fairly consistent for the past several years at about two percent of the adult population; 10 percent of the students reside outside the county.

In 2000, the adult population in Santa Clara County increased by nearly 50,000 adults. De Anza’s percentage draw dropped slightly, reflecting the college’s challenge to meet the demands of an expanding county population due to capacity considerations, underscoring the importance of Measure E. On November 2, 1999, voters in the District approved by a 72 percent margin a $248 million bond (Measure E) to repair and rehabilitate college facilities to meet current health, safety
and instruction standards. The projects include replacing aging roofs and deteriorated plumbing and electrical systems; refurbishing classrooms, science laboratories and restrooms; and constructing science and high-tech computer labs, classrooms and school facilities.

**Chart 2 Santa Clara County High School June Graduates at De Anza** portrays De Anza’s draw of students from feeder high schools. Although the number of June graduates declined in the county in 1999-2000, their enrollment at De Anza remains high. There were 15,250 high school graduates in Santa Clara County in 1999-2000; 8,046 enrolled at a college or university and 2,145 or 25 percent enrolled at De Anza, an 8 percent increase since 1995-96.

**Chart 3 Santa Clara County Population Compared to De Anza Students’ Gender and Ethnicity** compares fall 2000 enrollment to Santa Clara’s population in 2000. De Anza College enrolls slightly more females than males, consistent with statewide and national patterns. The percentage of Asians enrolled is almost double their percentage representation in the county. Latinos comprise nearly one-fourth of the county population and 14 percent of enrollment, an increase from 12 percent since 1997.

A challenging and diverse student population that comes from a wide variety of cultural and ethnic backgrounds frequents De Anza College. The college has many programs to attract students of every background and to support them to achieve their educational goals.

**Chart 4 De Anza Ethnic Composition** The ethnic composition of De Anza College is becoming increasingly diverse. In particular, in the past five years, the percentage of Asian students and students in the “other” category have increased, while the percentage of whites has declined.

**Chart 5 De Anza Fall 2000 Asian/Pacific Islander Students** shows the breakdown of Asian/Pacific Islander students. Chinese students constitute 29 percent of the total Asian/Pacific Islander population and 11 percent of the entire student population. Vietnamese students are 20 percent of the Asian/Pacific Islander students and 8 percent of the total student population. Asian Indian and Filipino students are each 13 percent of the Asian/Pacific Islander population and 5 percent each of the total student population.
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Chart 6 De Anza Gender Composition
From 1996 to 1998, the gender composition of De Anza remained constant with females slightly outnumbering males. In the fall 1999, males and females were nearly evenly represented. In the fall 2000, females again outnumbered males by seven percentage points.

Chart 7 De Anza Student Enrollment by Age
Describes student access to the college as a function of various age groupings. As expected, the two largest cohorts of students attending De Anza are the under 25-year-old cohort and the 25 to 44-year-old cohort. Attendance by students less than 25 years old has increased; more than half of De Anza’s student population is under age 25 years.

Chart 8 De Anza Full-time Equivalent Students (FTES) by Division displays FTES by division over a three year period from fall 1998 to fall 2000. Increased enrollment is shown in the areas of Business/Computer Systems, Intercultural/International Studies, Language Arts and Student Services. Enrollment decline is shown in the areas of Biological and Health Sciences, Physical Education, Physical Science/Math/Engineering, Social Science, and Special Education. De Anza is working to increase growth in areas that have declined over this period.
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Chart 9 De Anza Distance Learning Student Enrollment 1985-86 to 1999-2000 illustrates access to the college through distance delivery via Internet and/or television. Distance learning at De Anza began a quarter of a century ago. The number of students taking courses at a distance increased from about 2,000 in 1985-86 to more than 9,000 in 1999-2000. Enrollment increased 13 percent from fall 1997 to fall 2000.

De Anza College offers distance learning classes in the following areas: accounting, anthropology, arts, biology, business, child development, computer applications and office systems, computer information systems, economics, English literature, English writing, environmental studies, health, health technology, history, humanities, intercultural studies, learning center, music, nutrition, paralegal, philosophy, political science, psychology, sociology, speech, and technical communications.

Conclusions:

2. Comprehensive, Quality Programs

Why is this significant?

This indicator measures program quality and comprehensiveness by analyzing student and institutional performance data in six different areas: (1) transfer, degrees and certificates awarded; (2) student retention and persistence rates; (3) student success rates by gender, ethnicity and categorical program; (4) the employment of students who complete occupational programs and their subsequent earnings; and (6) how the college serves business, industry, and the community by showing the number of employees who are enrolled in customized, fee-based education and training classes; enrollment and placement rates for the unemployed, welfare recipients, and displaced workers; and numbers of those who participate in community education classes provided by the college.

How are we doing?

Transfer to Colleges and Universities

Transferring to a college or university after matriculating at De Anza is a critical measure of institutional success. How many students transfer and how they perform after transfer are ways in which the college tracks the quality of its general education program and majors. It should be noted that the transfer function involves the integration of a complex array of programs, services, and institutional relationships that are not all influenced or controlled by the college. University admission’s policies, availability and amount of financial assistance, program availability, course articulation, information dissemination, faculty interaction, proximity to a transfer institution, and other factors contribute to an assessment of the transfer function.

Chart 10 De Anza Transfer Students to UC and CSU shows the number of students who transferred from De Anza College to the two public higher education systems as reported by the California Postsecondary Education Commission (CPEC). The number of students transferring to the University of California during 1999-2000 increased by 40 students; the number of transfers to the California State University system has remained steady. De Anza College consistently ranks among the top three California community colleges in the
number of transfers to CSU and UC. CPEC also reported that De Anza transferred 50 students to private colleges and universities in 1999-2000. However, since not all private colleges and universities in the state report the number of transfers, this number is underestimated. For example, De Anza transferred 30 students to Santa Clara University in 1999-2000, the private university closest to the college. During this same time, De Anza transferred 99 students to UC Berkeley and 87 students to UC Santa Cruz in 1999-2000, the two closest UC campuses. De Anza transferred 779 students to San Jose State and 85 students to San Francisco State, the two closest CSU campuses.

De Anza offers a variety of career programs leading to an associate's degree in arts or science. Associate degree programs require a minimum of 90 quarter units and two academic years of full-time study. In addition, certificates of completion, achievement, and proficiency are awarded upon the satisfactory completion of certain vocational programs that require less than two years of full-time study. The chart includes only certificates of proficiency, which require from 36 to 45 quarter units.

Chart 11 Ethnicity of Students
Transferring to UC and CSU shows an increase in the number of Asian, white and Latino students who transferred to UC and CSU in 1999-2000. The majority of the students who transfer to CSU attend San Jose State University due to its proximity to De Anza. San Francisco State, CSU Hayward, and San Diego State are the next most popular CSU transfer institutions.

De Anza students who transfer to a CSU campus with upper-division status have a higher continuation rate (87 percent) to the following fall term at the same campus than the continuation rate for the systemwide total (85 percent).
While the number of degrees and certificates awarded to Asian/Pacific Islanders has remained high, the number of awards to whites has declined by 166 awards. Asians comprise 38 percent of the total enrollment at De Anza, but are awarded 42 percent of the degrees and certificates. Whites comprise 29 percent of the total enrollment, but earn 40 percent of the awards. The goal of the Educational Master Plan is to achieve comparable rates across ethnic, gender, and disability groups so that there is no more than a 5 percent variance between each group. Steadily improving the degree and certificate award rate for all students, including underrepresented groups, remains a top priority. De Anza College has set a target goal of 2,204 degrees and certificates awarded in 2000-01 and a goal of 3,220 for 2005-06. The Partnership for Excellence (PfE) goal is to increase the number of degrees and certificates awarded by 36.8 percent by the year 2005-06.

Two important measures of student success are course completion (retention) and course passing (success). Success is defined as a grade of C or higher. (W grades are excluded.)

Chart 14 De Anza Student Success and Retention Compared to the Statewide Average 1990-99 shows that De Anza maintains rates above the statewide average. (The statewide average is unavailable for 1998 and 1999.) The overall college success rate is 76 percent; retention, 87 percent.

Chart 15 De Anza Students’ Course Success and Retention by Division shows a very high retention and success rate for all divisions.
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Chart 16 De Anza College Student Success Rate by Ethnicity shows marked improvement in course success for all ethnic groups in the fall 2000 quarter compared to the fall 1999 quarter. The focus of many Partnership for Excellence projects has been to improve course success for all ethnic groups. The Student Equity Plan also makes student retention and success a major focus. Division deans are working on equity goals for their division.

Retention and Persistence for Students in Developmental English, Mathematics, and ESL Courses

The success of students with developmental learning needs is a goal and continual challenge for college faculty and staff. The college is working hard to redesign programs to provide more opportunities to accelerate the persistence of developmental students from basic skills to college-level offerings. Rewriting curricula, improving the schedule and sequence of classes, linking developmental general education and vocational classes through interdisciplinary studies and collaborative learning methods, and creating special programs to meet students’ particular needs are some of the essential ways in which we are addressing the challenge of educating these students.

English Persistence

Chart 17 Initial Enrollment in EWRT 100 A/B by Ethnicity displays the initial English courses attempted and passed by ethnicity. Asians, Blacks and Latinos have comparable passing rates in EWRT 100A (78 percent, 74 percent, 75 percent respectively for EWRT100A). New white students many of whom are recent immigrants, understandably have more difficulty passing EWRT 100A (62 percent passing rate) than other groups. Initial enrollment is larger in EWRT 100B for all groups. More Asians initially enroll in 100A than other ethnic groups.

Chart 18 and Chart 19 describe the persistence of students from developmental to college level English by ethnic group. Blacks and Asians appear to have more difficulty passing EWRT 100B. Approximately half of the students who begin EWRT 100A subsequently enroll in EWRT 1A. Once they achieve that level, however, their passing rate is high.
Mathematics Persistence

Chart 20 Percent of Students Passing Math 200 by Ethnicity

Students who were new to De Anza College in the summer/fall 1997 and placed in Math 200/101/105 were tracked through spring 2000 with progress in their subsequent math course. Their passing rate by ethnicity is displayed in Chart 20.

ESL Persistence

Chart 21 shows ESL passing rates from summer/fall quarter 1997 through spring 2000. The majority of the students enrolled in ESL are Asians/Pacific Islanders. Among new to De Anza students initially enrolling in ESL 151 in summer/fall quarter in 1997, 347 were Asians/Pacific Islanders, 23 were Black and 61 were white. Some students opted to enroll in EWRT classes rather than follow the ESL course progression.

Student Retention and Persistence by Ethnicity and Categorical Program

Annually, the college monitors its goal of improving student success. Success is defined as earning a C or higher in a course. De Anza has pledged to improve student success among all ethnic, age, gender and disability groups so that there is no more than a five percent variance between each group. A minimum college success rate of 75 percent for developmental, transfer-level and vocational course offerings has been set as the goal. According to De Anza 2005: Pathways to Student Equity, thoughtful strategic, research-based planning to address inequities in achievement will be a primary criterion for the allocation of resources through the Planning and Budget Teams and the College Council.

Chart 22 De Anza Student Success Rates by Ethnicity shows all ethnic groups succeeding at rates well above the statewide average of 68 percent. Whites and Asian/Pacific Islanders have slightly higher rates than other groups.
Chart 23 De Anza Student Success Rate in Categorical Programs shows that since the fall 2000, the success rates of students in categorical programs and the college as a whole have increased dramatically. Success rates are about 10 percentage points above the goal of 75 percent set for the 2000-01 academic year.

Further research will be conducted to identify general and discipline-specific programs, courses and best practices that show a high degree of success with groups of students currently underachieving and underserved. A longitudinal study is also under way that will assist in testing models and hypotheses and help identify new or under-appreciated factors or combination of factors that may play a role in student performance, persistence, retention, and transfer. Ten years of data related to students’ educational outcomes are being analyzed based upon information in the Foothill-De Anza student information system (SIS data). The study intends to make recommendations on the following: 1) how to reduce the performance gaps that exist between students underrepresented in higher education; 2) how to accommodate students in terms of learning styles, goals, and needs; and 3) how to develop ways to evaluate successful interventions for students who do not meet the traditional college student characteristics.

Workforce Preparation, Training, Economic Development and Community Education Participation and Success Rates

De Anza College operates a number of programs for business, industry, students and community members. Chart 24 shows enrollment for 1999-2000 in these programs. The self-supporting workforce training, economic development, and community education programs include the following:

The Occupational Training Institute (OTI) provides intensive occupational training and job placement for area residents who are unemployed or underemployed.

The Business and Industry Institute (BII) gives local employers access to cost-effective work-site training when and where it is needed.

The Center for Applied Competitive Technologies (CACT) provides workshops, technical training, consulting, and technology transfer services to manufacturers in the region to help them compete globally.

De Anza College Community Education offers outstanding services and programs to community members, in educational, recreational, cultural and community development beyond those offered by the regular college program for students who are not seeking college credit or degrees. Community Education fee-based programs include the Planetarium Programs, Short Courses, and Summer Youth Programs.

Co-operative Education/Work Experience is an academic course in which all working students may use current employment to earn CSU transferable units, maintain their full-time enrollment status, and develop SCANS skills.
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Chart 25 Revenue Generated by Selected De Anza Programs displays the gross revenues generated by these programs in 1995-96 as compared to 1999-2000. Meeting the needs of business and industry remains an essential element of our mission. The Workforce, Economic Development and Community Education programs will continue to expand their partnerships, contracts, and classes to create new opportunities for students and provide increased revenue to the college. Interest and enrollment in these programs continues to increase.

Chart 26 De Anza College Grant Revenues shows the revenue received by grant-funded programs from 1996-97 to 2000-2001 to date. In the past five years, grant revenues have increased by more than $4 million.

3. Exemplary Faculty and Staff

Why is this significant?

This indicator assesses the quality of De Anza College’s faculty, staff, and administrators over time using three measures: (1) staffing levels, (2) staff development, and (3) constant, purposeful improvement and innovation. Adhering to high standards and providing excellent instruction and services depend upon the expertise, continuous professional development, and commitment of employees who are dedicated to the success of every student. In general, the high performance of students is related to the high expectations of them, which are set by the college’s faculty, staff, and administration.

Are we improving?

Chart 27 De Anza Staffing Changes The number of full-time faculty at De Anza College increased by 25 faculty since 1998; part-time faculty decreased by 34 over that same period. Partnership for Excellence funds have been helpful in hiring new personnel as well as filling vacancies. The change in classified staff is due primarily to the centralization of educational technology services (ETS).
Chart 29 shows 116 computer training classes were offered at De Anza College during 1999-2000; 803 faculty and staff attended.

<table>
<thead>
<tr>
<th></th>
<th>Part-time Faculty</th>
<th>Full-time Faculty</th>
<th>Classified Staff</th>
<th>Admin.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>297</td>
<td>99</td>
<td>393</td>
<td>14</td>
</tr>
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Chart 30 Type of Staff Development Workshop shows that 42 percent of the classes, programs, and workshops (excluding computer classes) were in the personal/professional growth category.

Continuous staff development provides opportunity for engagement with colleagues, pursuit of scholarly interests, and new information about pedagogies used to attract and retain the college's diverse student body. We plan to continue to expand those opportunities in the future.
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4. Collegial Campus Climate and Shared Governance

Why is this significant?

This quality indicator measures the health and well being of the college as evidenced by collaboration and the sense of community on the campus experienced by students, faculty, and staff. Participation of faculty, staff, students, and administrators in collegewide and district decisions affecting instruction, student services, and campus life is one measure of the campus climate.

Sharing in the governance and accountability of the institution is another measure of climate. Annual surveys and decisions that are well accepted by the college community, the district, and community at large are also important ways for faculty, staff, and students to provide input and take responsibility for the institution’s progress toward goals.

Are we improving?

Chart 31—De Anza’s Decision-Making Model and Participants illustrates the process by which the college makes its major decisions. Now in its sixth year of operation, four college Planning and Budget Teams (PBts) replaced the six decision-making teams shown in the 1999 Educational Master Plan. The PBts are identified for: 1) Instruction; 2) Student Services; 3) Workforce Preparation, Economic Development and Community Education; and 4) Finance and College Services. Each PBt consists of faculty, classified staff, administrators and students nominated by the Academic Senate, Classified Senate, DASB and the administration. Student participation continues to be sporadic based upon time availability. Each of these teams oversees program reviews, personnel and enrollment, budget and technology decisions in their respective areas, and forwards recommendations on collegewide agenda items to the College Council, for a final recommendation to the president. Other teams such as the Curriculum Committee, Diversity Advisory Council, Facilities and Campus Budget also provide leadership to the PBts and College Council. An evaluation of these changes is now under way in spring 2001 to assess the effectiveness of the college’s participatory governance structure.

To make decisions, participatory governance representatives forward recommendations from their constituencies on agenda items for the respective team (e.g., PBts, Campus Budget Team, Curriculum or Facilities). Those items that have impact on the institution as a whole, such as the prioritization of full-time faculty positions to be hired, are then forwarded from the specific team to the College Council, which makes its final recommendations to the president for action. De Anza’s Participatory
5. Fiscal Soundness and Increasing Access through Planned Growth

Why is this significant?

This quality indicator measures the financial health of the college and its access through planned growth strategies in several ways. In order for De Anza to provide quality programs and services, the state of California sets an enrollment target for each community college district and then awards the district funding based upon its performance in meeting the target. Productivity or efficiency is a function of average class size and contact hours needed to meet enrollment targets. The state’s program-based funding model is based upon several factors, the most important of which are the number of students and the number of contact hours generated in each course divided by the number of faculty who teach them. This produces a productivity ratio. The state formula is built upon an institutional average of 35 students to one instructor.

Within the district, each college is assigned an annual “enrollment by productivity” target. A slight variation of one student more or less per class on average will affect the district’s funding by plus or minus $600,000, a $360,000 impact at De Anza. Certain types of instruction necessitate smaller classes by reason of sound pedagogy, methodology, safety, and/or available facilities. Generally, lecture courses can accommodate larger numbers of students. Providing additional weekly student contact hours (WSCH) between students, faculty and staff in areas where students need improvement (e.g., labs, tutorial services, etc.) can most often improve student performance and favorably impact WSCH/FTES ratios.

Are we improving?

Enrollment and Productivity

The college’s enrollment (full-time equivalent students—FTES) and productivity (retention) goals are closely monitored by the college and district administration. Divisional and program-specific goals are established prior to the beginning of each fiscal year with possible mid-year adjustments as necessary. The instructional divisions are charged with the major responsibility to meet the enrollment and retention goals of the college. Given the state’s recent and projected emphasis on growth funds for community colleges, De Anza seeks to grow at a 1-3% annual rate for the next five years as displayed in Chart 32 De Anza’s Past and Projected FTES 3% Growth 1993-94 to 2001-03.

[Chart 32 De Anza’s Past and Projected FTES 3% Growth 1993-94 to 2001-03]

As shown in Chart 33 De Anza’s Collegewide WSCH and Productivity Trends Fall 1996 to Fall 2000, the college maintains systems that can provide real-time data on productivity trends for all programs, divisions, and the college as a whole. Using these data, the
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college is involved in a detailed program review process that will ultimately lead to a much better understanding of our overall program mix. One of the key components of program reviews is a program-by-program display of program performance on the basis of student demand, enrollment, and productivity, all of which contribute to the fiscal soundness of the institution.

For DE ANZA 2005, the college will increase access for students by developing programs according to its mission, values, and philosophy in order to meet its fiscal goal to increase access by 1-3% annually at a productivity level around 530 WSCH. Access areas will be reported in future annual plans.

Well-Conceived, Well-Accepted Campus Allocation Formulas

The Campus Budget Team is made up of faculty, administration, classified staff, and students who oversee the budget development process and make recommendations to the College Council [see Chart 34 De Anza’s “B” Budget Distribution (2000-2001 Fund 14 “B” Budget)]. This process is part of the college’s decision-making model and is entering its fifth year of operation.

Strength of Self-Supporting Programs

De Anza’s Self-Supporting Programs are designed to meet college needs by using external sources of funding. The goal is for each program to fully support its operation and contribute much-needed dollars and/or resources to the college, and, in some cases, to the state’s community colleges. These programs are described in the Workforce Preparation, Training, Economic Development and Community Education section of this report.

Facilities and Maintenance Funds

The college and district operate ongoing deferred maintenance projects on the De Anza campus as well as facility improvement programs as a result of the passage of Measure E, the local bond initiative that won overwhelming support by 72 percent of the district’s voting public in the Fall 1999. Section V of this report provides further information about the $130 million allocated to renovate De Anza’s classrooms, offices and meeting rooms and to construct several new buildings for the campus.

6. Reputation

Why is this significant?

This indicator of quality measures the college from local, regional, statewide, national and global perspectives. When students are asked why they choose to attend De Anza, they often say “… because of its reputation.” Thus, assessing our reputation is important to attract and retain students.
Are we improving?

Awards and Recognitions

Throughout the years, De Anza has earned the right to be called exceptional for many reasons. Recent awards are examples of the breadth of recognition that is deemed important in maintaining the college’s reputation. Chart 35:

Awards Presented to De Anza Programs, Staff and Students displays some additional accolades received by the college in the past two years.

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<th>Chart 35 Awards Presented to De Anza Programs, Staff and Students</th>
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During 1999-2000:

- De Anza math students scored No. 1 in the country in the Student Mathematics League competition of the American Mathematical Association of Two-Year Colleges.
- De Anza’s Studio Singers was honored by Down Beat Magazine as a national co-winner in the category of best collegiate jazz vocal group. De Anza’s Vocal Flight has won the same national award six times.
- De Anza honor students Ju Yuen Lee of San Jose and Colin Underwood of Cupertino were named to the 2000 Phi Theta Kappa All-California Team, a national competition sponsored by USA Today and the American Association of Community College Presidents.
- Doris Spanggord, a microbiology instructor, was named a recipient of the 1999 Community College Faculty Award for her excellence in teaching. The Northern California Branch of the American Society of Microbiology presented the award at its 16th annual fall meeting.
- The 19 men’s and women’s intercollegiate teams won the Bud Ottmar Award, a trophy presented to the top-scoring college in Coast Conference competition based on the final standings of each college team. In the past, De Anza won the award for 11 consecutive years. (Standings for 2000-2001 have not yet been released.)
- At the state conference of the Journalism Association of California Community Colleges, the student newspaper staff received three awards for their work in 1999 and one award for an on-the-spot competition.
- At the end of the academic year, the Steven and Michele Kirsch Foundation presented a $2 million grant to help fund a 34,000-square-foot environmental science center to be built on the De Anza campus.

During 2000-2001:

- In the fall, the David and Lucille Packard Foundation awarded a $489,160 grant to the Regional Community College Consortium for Model Learning Communities, a program developed by instructors of De Anza’s Learning in Communities (LinC Program). During the prior academic year, the De Anza instructors formed a consortium of faculty and administrators from 12 community colleges in Monterey, San Mateo, Santa Clara and Santa Cruz counties.
- In December 2000, as a result of a performing arts grant from the David and Lucille Packard Foundation, De Anza replaced all of its 30+ year old pianos with new Steinways, becoming the 2nd community college Steinway program in the state.
- De Anza math students scored No. 2 in the country in the Student Mathematics League competition of the American Mathematical Association of Two-Year Colleges.
- De Anza’s Animation Program was listed online as one of the top 15 classic-degree animation programs in the country, according to Animation Magazine. Also ranked in the same list were programs at New York University, UCLA and University of Southern California.
- La Voz, the student newspaper, was presented with seven awards in April at the annual state conference of the Journalism Association for Community Colleges (JACC). At JACC’s Northern California conference in October, La Voz students walked away with 15 awards that included two first-place awards.
- The Association of California Community College Administrators presented its first-ever “Award for Uncommon Courage” to Kelly Bennett, a San Jose State University student, and Michelle Houde, a De Anza student. The two young women were credited with preventing an alleged threat to the safety of the De Anza campus on Jan. 30.
- Dan Mitchell, who teaches electronic music and introduction to music at De Anza, was selected an Apple Distinguished Educator. The program, which expanded into higher education only this year, recognizes about 240 exceptional educators throughout the world to promote excellence in education through technology.
- Three out of six CREST Award winners for 2001 are associated with De Anza and were honored in May. The city of Cupertino recognized Diana Argabrite, director of the Euphrat Museum of Art’s Arts & Schools Program, as well as Jo Harper and Ken McKay, both Flint Center volunteers for at least 15 years.
- Gary Palmer, who taught dance part time at De Anza for two decades, was awarded a 2000-2001 Fulbright scholar grant. As a result, he was able to work with the national ballet in Peru.
- Mathematics instructor Frank Soler was presented with the CMC3 Teaching Excellence Award at the annual conference of the California Mathematics Council of Community Colleges. Soler was recognized for his contributions at De Anza, for his involvement in numerous professional workshops and conferences, and for his service to his profession at the local, state and national levels.

For both academic years:

- De Anza consistently ranks No. 1 or 2 in the state for the total number of students who annually transfer to the University of California or California State University campuses.
- De Anza students captured major state awards in several categories in the Digital Media Arts Award Program sponsored by ED>Net of the State Chancellor’s Office.
- Two De Anza students will be able to attend the University of California, Santa Cruz, thanks to a generous scholarship program that provides students with $20,000 to complete their education. Joshua Luke of San Jose was awarded the UCSC scholarship in June of 2000 and plans to be a college instructor. Chris Lepe, also of San Jose, was awarded the scholarship in 2001, plans to major in environmental studies, and thinks he may run for political office someday.
- Alpha Sigma Alpha, De Anza’s chapter of the Phi Theta Kappa International Honor Society, received five-star status for the last three academic years. It is the highest recognition that any chapter in the country can receive.
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Conclusion

As shown in this section of the Master Plan update, six indicators of quality – factors critical to the success of the institution – assess and display quantitative and qualitative data about the college’s performance. They are used to determine whether the college is accomplishing what it had planned to do, to identify areas for improvement, and to acknowledge exemplary performance where indicated. Comparable indicators are in place at Foothill College so that the Foothill-De Anza Community College District as a whole can assess its performance as a district. These quality indicators provide a baseline for determining progress over time and will be used annually in the college operational plans for accreditation and for future strategic planning and budgeting efforts of the institution.