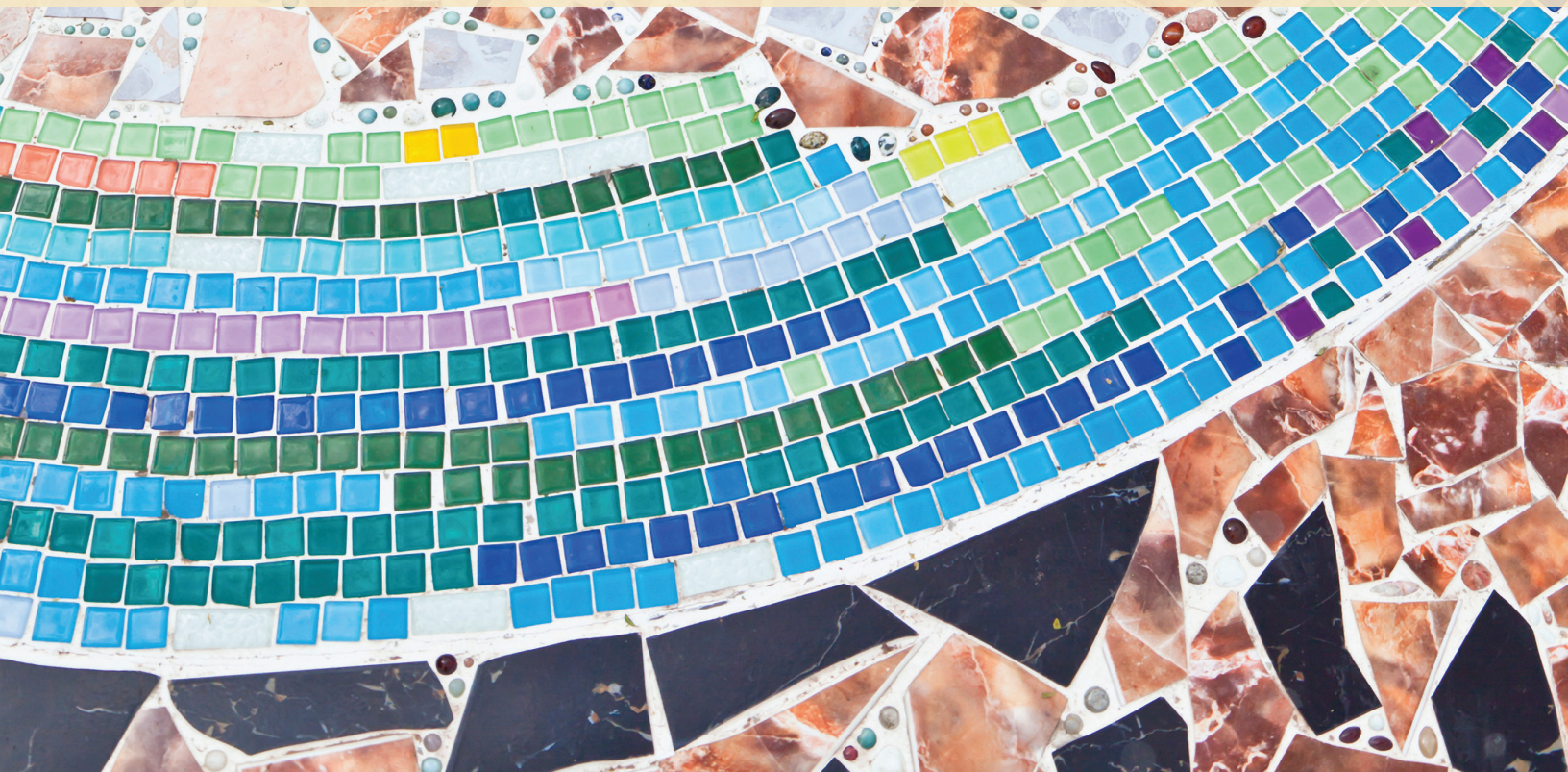




EXCELLENCE • EQUITY • INNOVATION

A Report to the
League for Innovation in the Community College

Foothill-De Anza Community College District





A young woman with dark hair, wearing a white zip-up hoodie with a small black logo on the chest and blue jeans, is walking on the left side of the path.

A young man with glasses, wearing a denim jacket over a grey t-shirt and blue jeans, is walking in the center, holding a yellow folder.

A young woman with long brown hair, wearing a yellow long-sleeved shirt with the text 'We Always COLLEGE' and a star logo, and a black skirt, is walking on the right side, carrying a black messenger bag.

INTRODUCTION & OVERVIEW 5

INSTITUTIONAL EXCELLENCE & EFFECTIVENESS 19

- Student Access & Achievement
- Student & Community Access
- Stewardship of Resources

INNOVATIVE & EXPERIMENTAL PROGRAMS 51

- Expanding Access, Supporting Success
- Empowering & Engaging Students
- Creating Pathways to Success
- Developing Interventions That Work
- Cultivating Global Citizens
- Eliminating Institutional Barriers

INSTITUTIONAL STABILITY 73

- Budget Overview
- Alternative Revenue Sources
- Cost Containment
- Financial Management & Fiscal Integrity
- Capital Development

HIGH QUALITY RESOURCES TO SHARE 87

LEADERSHIP 93

COMMITMENT TO THE LEAGUE 111

STATE & NATIONAL RECOGNITION 123





INTRODUCTION & OVERVIEW



LETTER FROM THE CHANCELLOR: STATEMENT OF COMMITMENT

Preparing this report for the League for Innovation, I'm reminded of how important it is for League colleges to share what they've learned with one another and for us to reflect on our accomplishments and where we want to go from here.

I've now worked in higher education for nearly 40 years, and in the Foothill-De Anza Community College District for 28 of those. On Aug. 1, 2015, when I became chancellor, I embarked on an opportunity to contribute in new ways to an institution that lends inspiration and meaning to my life and to the lives of thousands of students.

Reflecting on this opportunity, I have rededicated myself to making progress on something we have been working on for many years – closing the achievement gap. The district in its 2010-2016 strategic plan defined this to mean that all student populations achieve at similarly high levels, with no more than a five percentage point difference between any group. We are continuing to refine the metrics as we update our strategic plan.

I see three broad approaches to closing the achievement gap: Ensuring that our students have equitable opportunities to succeed, continuing to strive for educational excellence, and being leaders in innovation that helps us achieve the goal.

Over the past year we've revised the district mission statement to place a greater emphasis on student equity because it is a critical prerequisite to student success. This has stimulated some thoughtful discussion about the interplay of equity and excellence. I am proud to say that the conclusion of our trustees, faculty, staff, and students is that equity and excellence are inextricably intertwined, that equity is the mark of a truly excellent institution.

While the quest to close the achievement gap is not new, perhaps now we are beginning to see a more unified and intentional effort. This report documents some of the ways we are approaching it but cannot do justice to the passion, creativity, and hard work being applied by our faculty and staff.

The League for Innovation is and has been for many years our partner in finding new ways to reach our goals. Since the League's founding in 1968, our faculty and staff have participated in League conferences where they have been inspired by what their peers have accomplished and proud to share their own achievements.

I would be honored to continue our district's representation on the League Board and to continue learning with you.

With warm regards,

A handwritten signature in black ink, appearing to read "Judy C. Miner".

Judy C. Miner

SNAPSHOT: FOOTHILL-DE ANZA

The Foothill-De Anza Community College District is embodied in its two colleges, the 60,000 students it educates each year, and the outstanding faculty, staff, and administrators who do the work. Located between San Francisco and San Jose a few miles south of Stanford University, Foothill-De Anza is the largest provider of undergraduate education in Santa Clara County and neighboring San Mateo County.

Foothill College and De Anza College draw students from throughout the Silicon Valley and internationally. Between them, the colleges offer more than 200 degree and certificate programs and carry out the statewide community college mission of providing workforce training, basic skills education, and university transfer preparation.

The district is known for success with students who need instruction in basic skills as well as for the number of students who transfer to four-year colleges and universities. In his proposed 2016-17 budget, Gov. Jerry Brown cited Foothill-De Anza as No. 1 in California for helping students move from below-college-level math or English to a college-level course in the same discipline. The district also regularly ranks at or near the top in transferring students to the University of California and California State University systems.

Foothill-De Anza's workforce programs produce sought-after graduates in fields as diverse as nursing, automotive technology, music technology, design and manufacturing technologies, environmental studies, computer networking, graphic and interactive design, dental hygiene, theater technology, paralegal studies, film/television production, and veterinary technology. Many of its allied health programs have licensing exam pass rates of 100 percent.

The district is leading the statewide Online

Education Initiative for the California Community Colleges, funded by a \$77 million, five-year grant. The project involves re-engineering the state system's online instruction and support services to increase access and degree attainment for more California students.

Changing Student Population

Foothill-De Anza's student population reflects California's changing demographics and is much more diverse than when Foothill and De Anza opened in 1958 and 1967. Today, 70 out of 100 students identify as Asian, Latino, Filipino, or African American. Thirty percent are among the first generation in their families to attend college. Some travel on the bus an hour or more to reach our campuses, many work jobs before or after school, and about 25 percent report family incomes of less than \$25,000 a year.

California subsidizes higher education for state residents, so the cost of tuition and fees to attend Foothill or De Anza full time is about \$1,500 a year in 2016-17. This is a bargain by national standards, but Silicon Valley is a very expensive place to live; in July 2016, the average rent for a two-bedroom apartment in San Jose was \$3,300 a month. Even with state fee waivers available to low-income students, many still struggle with food or housing insecurity and cannot afford to attend college full time or spend \$1,800 a year on books and supplies.

These realities have heightened the district's sensitivity to the need of many students for additional support. Students who come to college unprepared for college-level work, who are unfamiliar with how our systems operate, and who have many competing pressures in their lives can do very well in college when they have equitable opportunities to succeed. Their experiences and persistence in overcoming adversity add to the richness of college life.

The Foothill-De Anza Foundation, established in 1975, helps address financial

inequities with scholarships, book vouchers, and fundraising to improve and expand critical college programs such as support services for veterans and educationally and financially disadvantaged students. The foundation works closely with the district and college leadership to support institutional priorities.

State and Local Governance

The state of California regulates community colleges and determines the system’s overall funding. Within that regulatory framework, locally elected boards set local policy for their districts. The Foothill-De Anza Board of Trustees is made up of five publicly elected members who are advised by two student trustees, one from each college. The district has a long history of electing professional, policy oriented board members, and all five current trustees have served multiple terms with great care and distinction.

California community colleges operate under a shared governance model, which gives constituency groups input into the decision-making process. The Chancellor’s

Advisory Council is the main governance group that advises the chancellor on districtwide planning and policy. It includes faculty, staff, and student leaders.

Community Impact and Support

A 2014 economic impact study by Hanover Research estimates that the district contributed more than \$170.2 million to the economy in Santa Clara County in 2013.

Foothill-De Anza enjoys strong community support and has served more than 1 million students over 58 years. Local voters showed their commitment by approving capital bond measures for the district in 1999 and 2006. These have generated approximately \$750 million for new construction, modernization, and other capital improvements, including significant technology upgrades to the campuses.


The district’s last major bond projects include construction of a new education center in Sunnyvale, which opened this fall, and a new district office building and boardroom on the Foothill College campus, which will open in 2017-2018.



FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT


MISSION STATEMENT

The mission of the Foothill-De Anza Community College District is student success. We are driven by an equity agenda and guided by core values of excellence, inclusion, and sustainability. Every member of our district contributes to a dynamic learning environment that fosters student engagement, equal opportunity, and innovation in meeting the various educational and career goals of our diverse students. We are committed to providing an accessible, quality undergraduate education dedicated to developing a broadly educated and socially responsible community that supports an equitable and just future for California.



59,765
STUDENTS SERVED
(2015-16)

STUDENT AGE
(Fall 2015)
65%
are 21 or younger



STUDENT ETHNICITY
(Fall 2015)

71%
identify as African American, Asian, Filipino or Latino


24%
identify as White

DEGREES & CERTIFICATES
(2014-15)



2,538
Degrees
1,128
Certificates

TRANSFER
(2014-15)



3,692
Total transfers
1,663 to CSU
1,240 to UC
789 to Private/Out-of-State



FINANCIAL AID

(2014-15)
\$15.2 million
6,300 Foothill students

\$39.5 million
12,300 De Anza students

BUDGETED STAFFING
(2015-16)

1,242
Permanent employees



GENERAL FUND
(2015-16 projected)

\$198,399,937
Revenues

\$193,475,782
Expenditures





2300

6 00



SNAPSHOT: FOOTHILL COLLEGE

Foothill College sits on 122 rolling acres in Los Altos Hills. It has grown from the first graduating class of 37 students in 1960 to serve more than 29,000 students annually. As one of the first California community colleges to offer credit courses online, Foothill is committed to providing educational opportunities and comprehensive student support in both face-to-face and online modalities.

Foothill offers 98 degree and certificate programs – 20 associate degrees for transfer to the California State University system, 25 associate of arts degrees, 27 associate of science degrees, and 26 certificates of achievement. The college is offering 14 fully online degree programs in 2016-17 and about 30 percent of its enrollment is fully online.

In addition to its credit program, Foothill operates fee-based community education classes for personal development as well as a noncredit program that assists students in improving math and English proficiency to increase literacy and job skills, support access to higher education, and advance employability. The noncredit program includes vocational certificate programs in child and geriatric care and classes in adult basic skills, English as a second language, and parenting.

Both Foothill and De Anza have state-of-the-art facilities that support student learning, built using proceeds from voter-approved bond measures.

New Education Center

Foothill College opened a 50,000-square-foot education center this fall at 1070 Innovation Way in Sunnyvale at the gateway to one of the Silicon Valley's premier high-tech business parks. The Foothill College Sunnyvale Center is a regional center

offering general education and workforce training programs and student services. The college is partnering with nearby Mission College, which is offering complementary courses at the center that build or strengthen pathways into the center's programs. The Sunnyvale Center replaces an education center that operated for many years out of leased facilities in Palo Alto.

This fall, Foothill began offering courses leading to a dental hygiene bachelor's degree as part of California's new baccalaureate degree pilot program. It is one of 15 community colleges taking part in the pilot program.

In addition to dental hygiene, other Foothill College workforce programs include:

- Accounting
- Adaptive fitness
- Athletic injury care
- Building trades apprenticeships
- Business administration
- Business international studies
- Child development
- Computer science
- Dental assisting
- Diagnostic medical sonography
- Emergency medical technician
- Enterprise networking
- Environmental horticulture & design
- Geographic information systems
- Graphic & interactive design
- Music technology
- Nanoscience
- Paramedic
- Pharmacy technician
- Photography & digital imaging
- Primary care associate
- Radiologic technology
- Respiratory therapy
- Theatre technology
- Veterinary assistant
- Veterinary technology

Foothill has a long tradition of celebrating diversity with Heritage Months. It fields 13 intercollegiate athletic teams – five for men and eight for women – and students typically can choose from about 60 clubs. The Associated Students of Foothill College operates several on-campus business enterprises and contributes financially to a wide range of campus activities, services, and programs.

STEM Initiative

In an effort to increase the number and diversity of students studying science, technology, engineering, and mathematics (STEM), the college in 2011 launched the Foothill College Science Learning Institute, a multidisciplinary initiative aimed at making the college a regional center for STEM education. Today, about 30 percent of Foothill’s enrollment can be classified as STEM based on course taking patterns.

Foothill’s Krause Center for Innovation (KCI) is a technology focused regional

professional development center for educators. The Family Engagement Institute (FEI) at Foothill provides community-based education to increase leadership and engagement among families, educators, and childcare providers.

For nearly 50 years, Foothill College has operated a popular, nationally recognized, self-supporting speaker series, Celebrity Forum, at Flint Center on the De Anza campus. The series regularly attracts former heads of state and nationally known writers, journalists, scientists, and performers. In addition, many community members visit the Foothill campus to see productions at the college’s two theaters. The plays and musicals produced by Foothill’s Theatre Arts Program give students the chance to work in award winning, community productions. The campus observatory is another popular attraction, offering frequent family viewing programs that are open to the public. The Peninsula Astronomical Society operates the observatory.



FOOTHILL COLLEGE

MISSION STATEMENT

Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability.

VALUES



VISION Foothill College educates students from diverse backgrounds that represent the demographics of the Bay Area, with particular attention to underserved and underrepresented populations. Foothill students master content and skills which are critical for their future success. They develop and act upon a sense of responsibility to be stewards of the public good.

29,346



STUDENTS SERVED
(2015-16)

RESIDENCY



reside outside the district service area

ETHNICITY

60%

identify as African American, Asian, Filipino or Latino



9 Percent INTERNATIONAL STUDENTS

Top 3 countries: China, Hong Kong, Indonesia

32%

COURSE ENROLLMENT ONLINE



EDUCATIONAL GOAL

declare Transfer, Degree or Certificate



of vocational students after completing a program

\$21.96/hr Before
\$31.35/hr After

2015 CTE Employment Outcomes Survey

TRANSFER
(2014-15)

328 to CSU
425 to UC
363 to private/out-of-state



FIRST GENERATION STATUS (FALL 2015)

27% first in family to attend college



77%

AVERAGE COURSE SUCCESS (2014-15)

65% AFRICAN AMERICAN

67% PACIFIC ISLANDER

72% LATINO

76% FILIPINO

82% WHITE

82% ASIAN



SNAPSHOT: DE ANZA COLLEGE

De Anza College was established in 1967 on 112 acres of a former estate, winery, and vineyard in Cupertino and was initially staffed largely by faculty members who left Foothill to launch the new college. Today, it is the larger of the two schools, serving about 33,500 students annually and drawing students from throughout the region.

De Anza offers more than 146 degrees and certificates – 12 associate degrees for transfer to the California State University system, 54 associate of arts or science degrees, and 80 certificates of achievement.

For the past 20 years, De Anza has made it a priority to increase campus diversity and create a welcoming and supportive environment for students who have been historically underserved in higher education. It also has worked to increase the diversity and cultural effectiveness of its faculty and staff.

Learning Communities

De Anza has won state and national recognition over the years for creating learning communities that engage students who enter at below college level and support their advancement to college-level courses. The college now has nearly a dozen learning communities targeted at different populations of students.

De Anza is highly regarded by local employers who recognize the excellence of its workforce programs leading to certificates or degrees. These include:

- Accounting
- Administration of justice
- Administrative assisting
- Animation
- Business administration and management
- Child development

- Computer aided design
- Computer systems security
- Database design
- Design and manufacturing technologies
- Environmental stewardship
- Energy management
- Film/television production
- Graphic and interactive design
- Health technologies
- Journalism
- Marketing management
- Massage therapy
- Medical laboratory technician
- Network design and administration
- Nursing
- Paralegal studies
- Photography
- Programming
- Real estate

In recent years, the college has emphasized community engagement for social justice as one of its core values. This value is infused throughout the curriculum but is most apparent in the Vasconcellos Institute for Democracy in Action (VIDA), which came into existence in 2006 as the Institute for Community and Civic Engagement. VIDA serves as a hub for students to learn about leadership, community engagement, and social justice advocacy.

Office of Equity

De Anza's Office of Equity, Social Justice and Multicultural Education serves as a central resource supporting the college's goals of equity, student success, and retention. In addition to training offered by the Office of Equity, the college operates a robust program of professional development through the Office of Professional Development.

Sustainability is another defining aspect of the De Anza campus. The college has nine LEED certified buildings, including

two LEED Silver and two LEED Platinum buildings. The entire campus recently became the first community college to receive Bay Area Green Business certification due largely to the effort of students who gathered all the data needed to make the case.

Community Assets

A regional community asset, the college attracts many visitors, including school children, who come to see astronomy and laser shows at the recently renovated De Anza College Fujitsu Planetarium, the largest school planetarium west of the Rocky Mountains and one of the most modern in the world.

De Anza operates fee-based not-for-credit enrichment classes through De Anza Community Education, including Short Courses aimed at adults and the Extended Year youth program for students in first through 10th grades. The Asian Pacific American Leadership Institute (APALI) at De Anza operates youth and adult leadership programs.

The college’s Visual and Performing Arts Center houses the Euphrat Museum of Art and a 400-seat performance and lecture hall that provides a professional performance space for creative arts students and for campus and community events. The Euphrat also conducts fee-based art classes for children in the community.

Housed in an historic building, the California History Center operates a multifaceted program of exhibits, lectures, and courses relating to California history. The center also publishes books and periodicals and operates a library and archive devoted to California and regional history. Students take part in some of the center’s historical research and documentation, including collecting oral histories.

De Anza students can choose among more than 70 student clubs and 19 men’s and women’s intercollegiate athletic teams. The De Anza Associated Student Body (DASB) operates a monthly community flea market as well as other on-campus enterprises and contributes financially to a wide range of student and college programs, services, and activities.



DE ANZA COLLEGE

MISSION STATEMENT & CORE COMPETENCIES

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world. The college engages students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies

- Communication and expression
- Information literacy
- Physical/mental wellness and personal responsibility
- Civic capacity for global, cultural, social and environmental justice
- Critical thinking

VALUES

Integrity
 Innovation
 Equity
 Developing Human Capacity
 Institutional Core Competencies
 Civic Engagement for Social Justice

33,458

STUDENTS SERVED
(2015-16)

RESIDENCY



reside outside the district service area

ETHNICITY

77%

identify as African American, Asian, Filipino or Latino

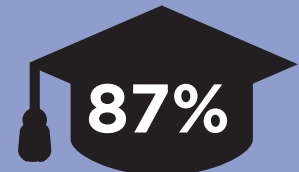


9 Percent **INTERNATIONAL STUDENTS**

Top 3 countries:
China, South Korea, Vietnam

10%

COURSE ENROLLMENT ONLINE



EDUCATIONAL GOAL

declare Transfer, Degree or Certificate



EARNING GAINS

of vocational students after completing a program

\$20.60/hr Before
\$26.42/hr After

2015 CTE Employment Outcomes Survey

TRANSFER
(2014-15)

1,335 to CSU
815 to UC
426 to Private/Out-of-State



FIRST GENERATION STATUS (FALL 2015)

35% first in family to attend college



76%

AVERAGE COURSE SUCCESS (2014-15)

63% AFRICAN AMERICAN

67% LATINO

74% PACIFIC ISLANDER

75% FILIPINO

79% WHITE

81% ASIAN



ΒΑΣ

DEAN'S OFFICE



**INSTITUTIONAL EXCELLENCE
& EFFECTIVENESS**

STATE CAPITOL
P.O. BOX 942849
SACRAMENTO, CA 94249-0028
(916) 319-2028
FAX (916) 319-2128
DISTRICT OFFICE
20111 STEVENS CREEK BOULEVARD, SUITE 220
CUPERTINO, CA 95014-2307
(408) 446-2810
FAX (408) 446-2815

Assembly California Legislature



EVAN LOW
ASSISTANT MAJORITY WHIP
ASSEMBLYMEMBER, TWENTY-EIGHTH DISTRICT

COMMITTEES
ARTS, ENTERTAINMENT, SPORTS, TOURISM
AND INTERNET MEDIA
BANKING AND FINANCE
ELECTIONS AND REDISTRICTING
HIGHER EDUCATION
LEGISLATIVE ETHICS
PRIVACY AND CONSUMER PROTECTION
PUBLIC SAFETY

SELECT COMMITTEE
CHAIR: WORKFORCE DEVELOPMENT AND
DIVERSITY IN THE INNOVATION ECONOMY

Dr. Judy Miner, Chancellor
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, CA 94022

Dear Dr. Miner:

Given my long relationship with Foothill-De Anza Community College District as a student, an instructor, and a member of the California State Assembly, it is my distinct pleasure to write in support of the district's continued membership on the League for Innovation in the Community College Board.

I have had many opportunities to witness the district's innovative leadership on issues important to the state and nation. Historically a trailblazer in online education, Foothill-De Anza was recognized for its leadership with a \$56.9 million five-year grant for the Online Education Initiative, which is working statewide to increase both student access to and success in high-quality online courses.

Locally and nationally, the district is a leader in civic engagement, from spearheading development of The Democracy Commitment project to ensure that community college students across the nation receive an education in democratic practice to preparing students to be active and involved in their communities through the Vasconcellos Institute for Democracy in Action.

Foothill-De Anza has consistently shown leadership and innovation in education, and I fully support the district's continued participation on the League for Innovation in the Community College Board of Directors.

Sincerely,

Evan Low
Assistant Majority Whip
Assemblymember, 28th District- San Jose/Silicon Valley



Printed on Recycled Paper

STATE OF CALIFORNIA

ERIK E. SKINNER, INTERIM CHANCELLOR

CALIFORNIA COMMUNITY COLLEGES

CHANCELLOR'S OFFICE

1102 Q STREET, SUITE 4554
SACRAMENTO, CA 95811-6549
(916) 322-4005
<http://www.cccco.edu>



August 9, 2016

Dr. Judy Miner, Chancellor
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, CA 94022

Dear Dr. Miner:

Successfully implementing a project as complex and far-reaching as the Online Education Initiative (OEI) in a community college system as diverse as California's requires visionary leadership, detailed planning, thoughtful collaboration, and carefully managed execution. Having been intimately involved with the OEI since its inception, I can attest to Foothill-De Anza Community College District's innovative leadership and am happy to lend my support for the district's continued participation on the League for Innovation in the Community College Board of Directors.

Foothill-De Anza's OEI team has accomplished a great deal in a short period of time, resulting in benefits not only to students across the state, but also to community colleges across the nation. A few examples of the results that the OEI has produced include the adoption of a common course management system by nearly 80 of the 113 California community colleges, providing instructors and students with a consistent course delivery platform and seamless integration of resources through the shared system; the development of a course exchange that allows students to register for online classes at multiple institutions through their home campus registration system; and the creation of student online readiness tutorial modules that are not only being used by California's community colleges, but are also being adopted by colleges and universities nationwide.

With results like these, it comes as no surprise that California's governor recognized the impact that Foothill-De Anza is making with an additional \$20 million to support the OEI in the new budget year. I am certain that the League for Innovation in the Community College will benefit from having Foothill-De Anza continue to serve on its Board of Directors.

Sincerely,

A handwritten signature in black ink, appearing to read "Erik E. Skinner".

Erik E. Skinner
Interim Chancellor

UNIVERSITY OF CALIFORNIA, SANTA CRUZ

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

OFFICE OF THE CHANCELLOR

200 Clark Kerr Hall
1156 High Street
Santa Cruz, CA 95064-1078
Phone (831) 459-2058
FAX (831) 459-2098

July 29, 2016

Dr. Judy Miner, Chancellor
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, CA 94022

Dear *Judy* Dr. Miner:

It is a pleasure to speak to the contributions of the Foothill-De Anza Community College District.

Foothill-De Anza's mission of opportunity guides its service to a diverse student body, including underrepresented students, those who aspire to earn a four-year degree, and lifelong learners.

Like the University of California, Foothill-De Anza serves a high number of first-generation college students and is dedicated to easing the path for those students who aspire to transfer to UC or other four-year institutions. Foothill-De Anza is one of the top districts in the state in terms of the number of students who successfully transfer to UC.

The sheer number of students the district serves, coupled with its location in the heart of Silicon Valley, makes the district an important strategic partner for the university, and for UC Santa Cruz in particular. Our Admissions professionals provide dedicated support to Foothill-De Anza students, and we look forward to continuing this mutually beneficial collaboration.

At a time when public higher education needs strong advocates, Foothill-De Anza brings a track record of success and partnership to policy makers and the public.

Foothill-De Anza offers students a high-quality educational experience. Effective outreach efforts attract dynamic students, innovative programs meet their needs, and strong higher-education partnerships further enhance opportunity for Foothill-De Anza graduates. In short, Foothill-De Anza is a key partner in the educational infrastructure of the state.

Sincerely,

A handwritten signature in blue ink that reads "George".

George Blumenthal, Chancellor
University of California, Santa Cruz



Dr. Judy Miner, Chancellor
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, CA 94022

25 July 2016

Dear Dr. Miner:

It is with great pleasure that I write in support of Foothill-De Anza Community College District's continued participation on the League for Innovation in the Community College Board of Directors.

Foothill-De Anza has demonstrated a consistent commitment to innovation and experimental programs through partnerships with Stanford University that range from joint research projects to participation in programs such as the Education Partnership for Internationalizing Curriculum Fellowship Program, the Stanford Human Rights Education Initiative, and the Preparing Future Professors Program.

The quality of the district's leadership is evidenced, in part, by Stanford's many invitations to district leaders to participate in many of the university's forums and national summits over the years. I have called on colleagues from both institutions on several occasions for advice, specifically regarding the Education's Digital Future program in the Graduate School of Education and the Vice Provost for Teaching and Learning's Year of Learning program.

We look forward to continuing our partnerships with Foothill-De Anza and believe that its continued involvement in the League for Innovation Board will serve the district well.

Sincerely,

A handwritten signature in black ink, appearing to read "MLS", followed by a long horizontal flourish.

Mitchell L. Stevens, Ph.D.
Associate Professor
Graduate School of Education



University of California
San Francisco

Bruce M. Alberts, PhD

Chancellor's Leadership Chair
in Biochemistry and Biophysics
for Science and Education,
University of California,
San Francisco

Former Editor-in-Chief,
Science magazine (2008-2013)

Former US Science Envoy
(2009-2011)

President Emeritus,
US National Academy
of Sciences
(1993-2005)

UCSF Mail Code 2200
Genentech Hall, N312C
600-16th Street
San Francisco, CA 94158-2517

415.476.0806
bruce.alberts@ucsf.edu
<https://brucealberts.ucsf.edu/>

August 9, 2016

Dr. Judy Miner, Chancellor
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, CA 94022

Dear Dr. Miner:

As a member of Foothill College's Science Learning Institute Advisory Board, I can attest to Foothill-De Anza Community College District's commitment to creating innovative programs in science, technology, engineering, and mathematics (STEM) that serve to increase the number and diversity of students in fields key to the future of the Silicon Valley. I am pleased to write in support of the continuation of Foothill-De Anza Community College District's membership on the League for Innovation in the Community College Board of Directors.

The district's STEM initiatives include partnerships with academia, government, and industry and provide opportunities for internships and entrepreneurial workshops for students as well as faculty development and curriculum support. From programs like Let's Play Math and the Physics Show that introduce elementary school students to advanced STEM concepts to STEM Summer Camps that provide hands-on experiences to middle and high school students in fields such as nanotechnology, biotechnology, and video game design, the district is a leader in helping the next generation of students discover the tools that will be needed to address global challenges and a passion for STEM education.

Foothill-De Anza's dedication to innovation and equity in STEM education is commendable, and the district benefits community colleges nationwide by sharing its resources and expertise as a member of the League for Innovation Board.

Sincerely yours,

Bruce Alberts, Ph.D.
Chancellor's Leadership Chair in Biochemistry and Biophysics for Science and
Education, University of California, San Francisco
Former Editor-in-Chief, *Science* magazine (2008-2013)
Former United States Science Envoy (2009-2011)
President Emeritus, US National Academy of Sciences (1993-2005)



Dr. David Viar
 Superintendent/President

BOARD OF TRUSTEES
 Anita Quinonez Gabrielian
 Dr. Armine Hacopian
 Dr. Vahé Peroomian
 Ann H. Ransford
 Anthony P. Tartaglia

Dr. Judy Miner, Chancellor
 Foothill-De Anza Community College
 12345 El Monte Road
 Los Altos Hills, CA 94022

Dear Dr. Judy Miner:

If there is a team of excellent and effective leaders in education, the folks at Foothill-De Anza District are stellar examples of innovation for the California Community College system.

Working with the leadership from Foothill-DeAnza through the Online Education Initiative (OEI) is such an honor. I witness hardworking individuals who maintain a strong vision toward effective learning environments for our statewide student body. They go beyond the parameters of their community. As a result, they become a beacon of resources for other community college districts.

By definition, the OEI is a gateway for all California community college students to experience a positive online learning environment. Under the strong leadership of Joe Moreau, Foothill-DeAnza facilitates the vision that will one day inspire other higher education institutions on the national level. Therefore, retaining their seat on the Board of the League for Innovation in the Community College will benefit the League and may even inspire creative solutions to our ever-growing community college student population in our country.

Sincerely,

Fabiola Torres

Fabiola Torres
 Instructor of Ethnic Studies, Glendale Community College
 Distance Education Coordinator, Glendale Community College
 Co-Chair, Online Education Initiative



1500 North Verdugo Road • Glendale, CA 91208-2894 • 818-240-1000 • fax: 818-549-9436 •
www.glendale.edu

In its Strategic Plan 2010-2016, the Foothill-De Anza Community College District established goals and criteria against which to measure its effectiveness. The district's goals align with the goals established in the Foothill and De Anza college educational master plans. The district addressed three broad areas in its 2010-16 strategic plan – student success and achievement, student access, and stewardship of resources. The colleges recently updated their master plans, and the district was revising its strategic plan as this report was being prepared. We are using the 2010-16 plan's categories as a framework for addressing the League for Innovation's excellence and effectiveness criteria.

STUDENT SUCCESS & ACHIEVEMENT

Long recognized for educational excellence, the Foothill-De Anza Community College District has sharpened its focus on the challenges of ensuring equitable outcomes for all students. Among the district's goals is supporting high achievement by all students, with less than a 5 percentage point difference in success rates among historically underserved populations and all other groups. This push for student equity requires a clear understanding of where the gaps are, initiatives to close them, regular analysis of progress, and adjustments as needed to meet the goal. It also depends on a strong infrastructure and a supportive network of individuals and programs.

The California Context

In 2010, the California State Legislature passed legislation requiring the Board of Governors of the California Community Colleges to adopt and implement a comprehensive plan for improving student success. The Board of Governors appointed a Student Success Taskforce and in early 2012, adopted all 22 of its recommendations.

A number of the recommendations focused on strengthening student support services and creating incentives for positive student behaviors. The Student Success Act of 2012 authorized creation of the Student Success and Support Program (SSSP), which gives priority registration to community college students who complete assessment, orientation, and education plans.

Since then, the legislature and governor have annually earmarked substantial funding for California's 113 community colleges to increase counseling and other support services to meet SSSP goals as well as additional funding for supplemental services to close achievement gaps identified in college equity plans. This funding has allowed the colleges to bolster existing services and programs and initiate new ones to meet student success and equity goals. These efforts also require more resources to report and track relevant data.

One immediate result of SSSP (pronounced 3SP) is that significantly more students now enter Foothill and De Anza with knowledge of college support services because they attended an orientation session, more awareness of their skills and knowledge gaps because they took a placement test, and some direction because they completed a preliminary educational plan. Research correlates these behaviors with student success.

Student Success Scorecard

California’s accountability framework, called the Student Success Scorecard, annually measures the performance of every community college in California in terms of the outcomes of cohorts of students. Results are posted on the state Chancellor’s Office website and are publicized on college web pages.

The Scorecard assesses the success of students in such areas as basic skills and career technical education programs, persistence, and completion. The data is disaggregated by gender, age, race, and prior educational attainment. A college’s performance also is compared to similar colleges – so a college knows whether it is at the top, above average, or below average for its peer group.

On the 2016 Scorecard, both Foothill and De Anza scored highest within their peer groups for completion – the percentage of

first-time students who completed a degree, certificate, or transfer-related outcomes within six years. This ranking held true for both colleges for all students, for prepared students, and for unprepared students. (The colleges are in different peer groups.)

Foothill’s overall rate for completion was 65 percent and De Anza’s was 66 percent compared to the state average of 47 percent. For prepared students, Foothill’s completion rate was 81 percent and De Anza’s was 80 percent compared to the state average of 70 percent. For unprepared students, Foothill’s completion rate was 53 percent and De Anza’s was 60 percent compared to the state average of 40 percent.

The colleges’ success with underprepared students in particular has attracted statewide attention. However, there are still substantial inequities in completion among ethnic groups.



Student Support (Re)defined

Foothill and De Anza have been influenced in their student success and equity planning by Student Support (Re)defined, a project of The Research & Planning Group for California Community Colleges (RP Group). The three-year study examined student services in community colleges to determine the most effective ways to help all students succeed.

RP Group researchers reviewed the literature, interviewed practitioners, and connected with nearly 900 students at 13 California community colleges, including De Anza, to find out which factors were most important to their success. The study focused on colleges with high concentrations of Latino and/or African American students and high completion rates.

The researchers ultimately identified “six success factors” to strengthen student support in and out of the classroom and five themes to guide institutional redesign for advancing student achievement. The six success factors are summarized below.

- Directed – Students have a goal and know how to achieve it.
- Focused – Students stay on track, keeping their eyes on the prize.
- Nurtured – Students feel somebody wants them to succeed and helps.
- Engaged – Students actively participate in class and extra-curricular activities.
- Connected – Students feel like they are part of the college community.
- Valued – Students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.

Based on what students say they need to succeed, The RP Group distilled these

five strategies for colleges to consider in planning support initiatives.

- Colleges need to foster students’ motivation.
- Colleges must teach students how to succeed in the postsecondary environment.
- Colleges need to structure support to ensure all “six success factors” are addressed.
- Colleges need to provide extensive support to historically underserved students to prevent the equity gap from growing.
- Everyone has a role to play in supporting student achievement, but faculty must take the lead.

De Anza College is using findings from Student Support (Re)defined in several ways. It has incorporated the six success factors in its values statement, articulating the college’s commitment to them as part of “developing the human capacity of all students.” It has incorporated them into its student equity and SSSP plans and professional development presentations and discussions, including new employee orientations. The six success factors also are being included in all counselor job announcements, and applicants must articulate how their approaches align with them. The campus SSSP Program-Student Equity Advisory Committee has drawn on the study’s findings to design “welcoming student pathways,” applying the findings to enrollment processes.

Basic Skills Instruction & Support

One of the ongoing challenges in the California community colleges is the large number of students who arrive unprepared for college-level work in reading, writing, and mathematics. At Foothill and De Anza, this is between 60-75 percent of first-time students.

Both Foothill and De Anza offer alternatives to the traditional lecture-based classroom to engage students and support their transition to transfer-level courses. The Foothill-De Anza district leads the state in the percentage of students who progress from below-college-level math or English to a college-level course in the same discipline.

Following are some of the programs aimed at helping students move from developmental courses into college-level courses.

Learning Communities

Both campuses have established learning communities to support the success and retention of basic skills students. These are typically yearlong programs involving linked interdisciplinary courses that engage students with culturally relevant themes, group learning, and integrated student services such as counseling, tutoring, study groups, and workshops. Following are examples of learning communities at both campuses.

- Puente is a well-regarded national program that provides a supportive and stimulating environment for students to develop reading and writing skills through an exploration of the Mexican American/Latino experience in preparation for university transfer.
- Umoja incorporates African American history, culture, and social concerns in a sequence that includes reading, writing, literature, communication, and math.
- Both colleges have successful, homegrown basic skills mathematics learning communities – Math My Way at Foothill and Math Performance Success at De Anza. These programs allow students more time to master the material and provide more support than traditional math classes. Both campuses also offer Statway, an accelerated pathway for non-STEM students to progress through developmental mathematics and college-level statistics in one year. Students

work in groups and use math in real world situations (contextualized learning).

First Year Experience

Both campuses offer First Year Experience (FYE) programs to help students with below-college-readiness skills transition to college and succeed in the first year and beyond. In these cohort programs, student services such as counseling and tutoring are integrated with instruction so that students have additional support. Students make connections with each other and faculty and staff that often last throughout their college experience. Many students who are among the first generation in their families to attend college participate in FYE programs.

The Foundations Lab

Launched two years ago, the Foundations Lab at Foothill College is a separate room in the STEM Success Center at Foothill College that is staffed with supplemental instructors who enjoy working with developmental math students. Students who place in pre-college level mathematics can drop into the Foundations Lab for one-on-one tutoring in a supportive atmosphere with other students of similar skill levels. Tutoring in the Foundations Lab is available for all math courses up to pre-calculus.

The Summer Bridge Programs

Both colleges offer summer bridge programs to new students who place into basic skills courses. The summer programs last several weeks and include or encourage enrollment in orientation to college and college skills classes to prepare students for college life.

Students in Foothill's Math Summer Bridge take part in an intensive two-week math workshop to build foundational math skills with the goal of having them place into a higher-level math course for the fall. The program served more than 130 students in 2015.

The success of the Math Summer Bridge program led Foothill to pilot an English Summer Bridge in 2015, which continued in 2016. The English Summer Bridge helps students improve their reading and writing skills and build confidence over four weeks with the goal of reducing the number of developmental courses they'll need to take. The program includes free textbooks and priority registration for students who complete an Introduction to College course.

De Anza's Summer Bridge program orients students to being successful in college and the services and resources that are available. It includes exploration of vocational interests, field trips, and cultural and social activities that help students get to know each other. Participants are offered early enrollment in De Anza's First Year Experience or Umoja learning communities.

Embedded Tutoring

Both colleges have "embedded" tutors dedicated to helping at-risk students in

a variety of instructional departments. Professional development is available for faculty to learn how best to use the tutors and how to strategically target struggling students.

English Accelerated Pathway

The accelerated pathway in English at Foothill College provides students who place below college level in reading and writing with an alternative path through freshman composition by completing the required learning outcomes in two quarters instead of the traditional three. This pathway was designed in response to research showing that student persistence and success rates decreased over the three-quarter sequence.

Foothill's "The Accelerated Pathway Guidebook" was created to assist English instructors who wish to try the accelerated approach. The guidebook includes sample syllabi, assignments, essay prompts, grading rubrics, and learning activities that show



how faculty members have integrated reading and writing into the accelerated sequence.

Planning for Student Success

Foothill-De Anza looks to data to guide its planning efforts and closely tracks how students are progressing using measures mandated by the state as well as locally defined measures tailored to institutional goals. Those institutional goals drive the planning agenda. The colleges and the district are continually building an infrastructure to support student equity and success.

Institutional Research & Planning

Foothill-De Anza's Office of Institutional Research & Planning (IRP) plays a crucial role in supplying information and leadership that helps shape decisions about programs, services, and funding. The office provides reports, research, and institutional data about the functioning and performance of the colleges and the district in an effort to continually improve student learning and success.

The institutional research team consists of four permanent positions – the district executive director, a senior research analyst/data warehouse coordinator for the district, and a research director at each college. All four incumbents hold doctorate degrees.

Categorical funding through California's student success and equity programs have made possible the addition of several new positions over the past two years to support data-informed decision-making at Foothill-De Anza. These include research analyst positions at both Foothill and De Anza colleges, a researcher/instructional coordinator at Foothill College, and a database programmer analyst at the district office.

Using Data To Improve Student Success

Since Asian American and Pacific Islander (AAPI) students make up about 40 percent of its student population, De Anza College decided that it needed to take a closer look at the progress of each of the 11 different subgroups of AAPI students on the campus. What happened next illustrates how examining data can lead to substantial improvements in student success.

The data showed that while some AAPI subgroups had high levels of academic achievement, many others were not doing as well and some were struggling, particularly Filipinos, Cambodians, Laotians, and Pacific Islanders.

Grants in 2008 and 2011 from the U.S. Department of Education targeted at Asian American and Native American Pacific Islander Serving Institutions allowed the college to focus efforts on students who are Filipino, Pacific Islander, and Southeast Asian, which includes Vietnamese, Cambodian, and Hmong students.

De Anza turned to a strategy it has since used successfully with other groups – a learning community that brings together a cohort of students in linked classes with culturally relevant content and integrated counseling and advising. This learning community is IMPACT AAPI, the Initiative to Maximize Positive Academic Achievement and Cultural Thriving. A team of instructors, counselors, and peer mentors establish deep connections with the students.

Other key elements of the program included creating an education and awareness campaign to inform faculty and staff about AAPI students who need more support. The project formed a partnership with the Asian and Pacific Islander American Scholarship Fund, which offers scholarships to full-time IMPACT AAPI students.

IMPACT AAPI has been successful over the past eight years. The course success rate of

participating Filipino, Pacific Islander, and Southeast Asian students has increased to almost 20 percent above the overall college success rate. The success rates of Filipino students who started at pre-college levels have increased in college-level English and math. Term-to-term persistence rates also have increased for full-time Filipino, Pacific Islander, and Southeast Asian students. More broadly, the IMPACT AAPI experience contributed to institutionalizing the use of disaggregated student success data at De Anza.

With the grant at its end, IMPACT AAPI team members are laying the groundwork for self-sufficiency by strengthening connections to existing programs and services within the college. This has led to a collaboration with science, technology, engineering, and math (STEM) faculty who are interested in researching and implementing strategies to encourage the interest of AAPI students from economically and academically disadvantaged backgrounds in STEM coursework and careers.

Inquiry Tool to Track Student Success

Developed by De Anza's college researcher and the district's Educational Technology Services department, a custom-built Inquiry Tool allows faculty members to explore student success and retention in their course sections through an interactive online interface. The Inquiry Tool enables instructors to look at student outcomes by characteristics such as ethnicity, financial aid status, enrollment status, or veteran status and by course attributes such as online versus face-to-face or basic skills versus transferable.

Only instructors are able to see section level data. The campus community can use the tool to look at course level data for a department or division. The intent is to deepen understanding and foster conversations about student success, equity, disproportionate impact, and recruitment.

Commercial software is available that produces similar data, but it is very expensive. The Foothill-De Anza Inquiry Tool was developed from scratch and its capabilities were tailored to reflect the priorities of our colleges. The Inquiry Tool was rolled out this fall along with training.

Learning Outcomes

Evidence-based processes are essential to understanding student learning and student outcomes. Over the past six years, both campuses have institutionalized cyclical processes to define and assess outcomes that show evidence of learning as a result of a specific course, program, activity, or process. Faculty develop student learning outcomes (SLOs), student services faculty and staff develop student service learning outcomes (SSLOs), and administrative leaders and their support staff develop administrative unit outcomes (AUOs). Regularly assessing course, program, and college learning outcomes promotes student learning and encourages improvement of institutional effectiveness and efficiency.

Program Review Used in Budget Planning

Foothill and De Anza use program review to support continuous improvement of college programs in relation to college goals. By examining and reflecting on student outcomes, the colleges also can identify and share effective evidence-based practices.

Institutional research produces annual reports on course success rates at the department and division levels by ethnicity, gender, age, and education level, showing differences in outcomes. Course success rates by ethnicity are shown over three years, so departments and divisions can see any changes from year to year. Program review reports are reviewed at multiple levels of the organization, and the colleges take program review into account

in prioritizing budget requests through the shared governance process. Analysis of program review data opens the door to examining institutional practices and structural barriers to student success and program effectiveness.

Professional Development to Support Goals

Foothill and De Anza offer regular professional development opportunities for faculty and staff. Both campuses have first-year experience programs for new faculty members on the tenure track to help them understand and adjust to the campus, interact with other new faculty members, and understand the tenure process.

Foothill College

The Professional Development Committee at Foothill College is a shared governance group that provides collegewide direction and leadership for faculty and staff professional development. The committee organizes two professional development days during the academic year as well as other learning opportunities. A new equity director will play a leadership role in professional development going forward. Representative professional development opportunities over the past year include:

- “Beyond Diversity,” a two-day seminar presented by the college’s Student Equity Workgroup designed to help faculty, students, staff, and administrators understand the impact of race on student learning and investigate the role that racism plays in institutionalizing academic achievement disparities.
- “High Impact Teaching Practices,” an interactive workshop on how to insert high impact teaching practices into course design led by L. Dee Fink, author of “Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses.”

- “Who We Are Influences Our Work,” presented by Dr. Frances Kendall, explored how thoughts and biases show up in behaviors, decisions, and interactions, and emphasized the importance of faculty and staff being conscious of the attitudes they hold in order to provide the best service possible to students.
- “Authentic Assessment” featured Foothill faculty members who shared how they use authentic assessment, which involves having students perform real world tasks that demonstrate meaningful application of knowledge and skills.

This past summer, Foothill launched a Faculty Teaching and Learning Academy to explore and test methods of teaching and learning, support new classroom approaches to student success, introduce new learning technologies, and contribute to ongoing dialogue about pedagogy, curriculum, and equity.

De Anza College

Cited as an area of excellence by the last visiting accreditation team, De Anza’s Office of Professional Development provides professional learning opportunities for faculty and staff to build skills that support student learning, retention, and success. The office introduces new employees to De Anza’s mission and strategic goals and partners with other campus organizations, such as the Office of Equity and the college’s basic skills task force, to present learning opportunities for faculty and staff on a variety of topics.

Following are examples of the professional development opportunities at De Anza over the past year:

- The annual Partners in Learning Conference brings together faculty, staff, and administrators to share ideas and practices that support student success in workshops facilitated by students. Workshops at the most recent

conference included interactive learning simulations that explored the challenges faced by students with learning disabilities, introduction of the concept of increasing student engagement through a student writing community, and a discussion of the effects of traumatic events and experiences in the lives of foster youth and other vulnerable student populations and how to respond effectively.

- Service Excellence is a training program designed by the De Anza Classified Senate and the Office of Professional Development to foster a campuswide culture that is responsive to the needs of students. Training programs in 2015-16 included, “De Anza Classified Professionals Support the Six Success Factors,” “Creating a Welcoming Environment,” and “Break the Bubble and Stop the Bounce,” which focused on strategies to help students get what they need so they aren’t bounced from one office to the next to get a question answered or a problem resolved.
- The Teaching and Learning Series is made up of four-hour workshops in which faculty members share best practices and implementation strategies in classroom teaching and for connecting with students. Among the topics addressed were how everyday prejudice, bias, and discrimination in the classroom hinders learning and how to create a positive learning environment by applying Appreciative Inquiry techniques; the growth mindset and how it can improve cognition; and becoming a culturally competent instructor and the importance of using culturally specific content, creating a safe space for students, building community, and creating a support network.

Strengthening The Equity Focus

Leadership for equity is a commitment that is broadly shared across the campuses and in the district offices. De Anza has a well-established Office of Equity, Social Justice and Multicultural Education that is led by an equity director and was recently expanded with additional staff. Foothill College and the district have recently created equity director positions.

Foothill’s equity director works as part of a recently formed Student Success and Retention Team that is leading efforts to integrate academic and student services such as early alert and mentoring in support of the college’s student equity plan. A key focus of the director is working with faculty, staff, and administrators to plan and deliver professional development that makes the campus more culturally aware of student needs and best practices for meeting varying learning styles.

The district director of equity and employee relations oversees the equity initiatives of the district’s centralized human resources office, including professional development to support and enhance equity and diversity efforts throughout the district and assure compliance with district, state, and federal policies and regulations. The district equity director leads the District Diversity and Equity Advisory Committee (DDEAC), which has been expanded and revitalized. DDEAC’s charge includes reviewing and revising the district’s Equal Opportunity Plan and making recommendations for enhancing hiring policies and practices to ensure inclusion and a focus on equity.

In 2016, DDEAC and the district’s Human Resources Advisory Committee recommended strengthening training for hiring committee members and revising the district’s employment application to sharpen the focus on applicants’ commitment to diversity, equity, and inclusion.

De Anza’s Office of Equity collaborates on equity-focused professional development activities. In addition, the equity director assists college divisions with developing division equity plans that serve as a framework for assessing successes and reporting data in the college’s annual program review. Completed every five years, divisional equity plans examine curriculum and pedagogy using student success data.

Equity and Success: A Shared Responsibility

Foothill and De Anza colleges have a number of shared governance committees and workgroups that address student success and equity goals. Following are brief descriptions of some of the key standing committees that focus specifically on student success and equity.

- The Basic Skills Workgroup at Foothill coordinates the design and implementation of programs that support the development of foundational skills in reading, writing, mathematics, English as a second language, and learning/study to achieve success in college-level courses.
- The Student Equity Workgroup at Foothill guides and supports activities that reduce barriers, improve student outcomes among populations experiencing disproportionate impact, and create a culture of equity that promotes student success.
- The Equity Action Council (EAC) at De Anza supports the work of the Office of Equity in carrying out De Anza’s vision of equity, social justice, and multicultural education and in meeting equity program goals.
- The Developmental and Readiness Education Committee (DARE) at De Anza develops the campus plan to take students from entry to completion. Over the past eight years, DARE has increased awareness about the needs of developmental students by advocating for more workshops addressing best practices for supporting basic skills students, more support and options for students in the area of assessment, and expansion of tutoring services.



Student Equity Plans

Produced annually, student equity plans lay out a course of action for addressing areas in which student groups are disproportionately impacted. The colleges have completed some of the activities identified in their 2016 Student Equity Plans and others are underway.

Foothill College identified five primary activities to support students in progressing from basic skills to degree completion or university transfer, with a particular focus on African American, Latino, and low-income students:

- Create a Student Success & Retention Team with members from student services and instruction.
- Develop a robust early alert system that integrates student services and instruction.
- Develop a mentoring program that includes faculty and staff as well as peer-to-peer mentoring, integrated with early alert.
- Provide professional development to better serve and support disproportionately impacted students.
- Apply a robust research agenda to provide data showing the most productive ways to support students.

De Anza College identified a number of activities to support its goals of increasing success rates among student groups identified in college research as experiencing disproportionate impact and creating a culture of equity. These include:

- In outreach, promote the full range of student services and support available at De Anza for disproportionately impacted students, particularly students with disabilities.
- Create a Men of Color initiative to support male students from underserved African American, Filipino, and Latino populations.

- Expand learning communities and curricular pathways to support underserved students.
- Enhance support services dedicated to foster youth, students with disabilities, and student veterans.
- Create equity core teams to review division equity data and develop strategic plans for addressing gaps.
- Develop a campuswide peer-mentoring program serving African American, Filipino, Latino, low-income, foster youth, and veteran students.

Foothill-De Anza Foundation

With funding from grants and charitable giving, the Foothill-De Anza Foundation provides more than \$3 million in support annually for Foothill and De Anza students and programs. The scholarships, book vouchers, and internship stipends that come to students through the foundation allow them to get the most from their educational experiences.

The foundation and its Board of Directors are engaged in a fundraising campaign for four initiatives. Their efforts will support remodeling and expansion of the STEM Success Center at Foothill, adding staff and student internships at the Vasconcellos Institute for Democracy in Action (VIDA) at De Anza, and increasing access and support at both campuses for student veterans and Extended Opportunity Programs and Services (EOPS), which serves low-income, educationally disadvantaged students.

Student Support Programs & Services

Several years of state funding to help California community colleges increase student success and equity have enabled Foothill and De Anza to strategically strengthen student support programs and services by hiring more people to

do the work. Staffing levels in some of these programs had been reduced during the recession because of state funding reductions.

Tutoring Centers

Foothill and De Anza colleges have extensive tutoring networks for students as well as live online tutoring that's available 24/7 through SmartThinking, which also includes an online writing lab for personalized writing critiques. In addition to campus tutoring centers, both colleges embed tutors in some programs, particularly those serving basic skills students. Following is a sampling of tutoring services available at the colleges.

Foothill College

- The Teaching & Learning Center (TLC) offers reading and writing support to Foothill College students in any course. Supplemental instructors who meet at least minimum qualifications to teach in California community colleges meet one-on-one with students for 20 minutes to help with research papers, grammar and punctuation, essay organization, reading comprehension, outlining, thesis statements, and whatever else they need. The center offers daily 40-minute group workshops on topics ranging from integrating quotes and using style guides to group conversation and pronunciation. The TLC is open from 8 a.m. to 7 p.m. Monday through Thursday and from 8 a.m. to 2 p.m. Fridays.
- Foothill students can drop into the STEM Success Center to get help with math, physics, chemistry, computer science, engineering, and biology. Supplemental instructors who have expertise in those disciplines and meet at least minimum qualifications to teach in California community colleges provide one-on-one tutoring and group tutoring sessions.
- Pass the Torch is a peer-to-peer tutoring program at Foothill that pairs a student who is currently enrolled in a Pass the

Torch English, English as a second language, or math class with a student who completed that class with an A or is recommended by the instructor. The students meet throughout the quarter as a study team for one-on-one tutoring. Learner progress is monitored and staff are available to assist the study teams. Peer tutors receive training and a small scholarship in the first quarter. Those who continue become student employees. In 2014-15, Pass the Torch students who were tutored had a 95 percent overall course success rate and students in targeted groups (African Americans, Latinos, and Filipinos) had a 93 percent success rate.

- Extended Opportunity Programs and Services at Foothill offers one-on-one tutoring for financially and educationally disadvantaged students served by the program.
- Online tutoring is available through the Teaching and Learning Center for students taking online classes at Foothill and through the STEM Success Center for computer science students. Online tutoring is available 24/7 in most subjects through NetTutor for online students using the Canvas course management system.

De Anza College

The Student Success Center at De Anza provides a central location on campus where students of all skill levels can find tutoring to support classroom instruction. The center offers individual and group tutoring, workshops, course-specific study skills courses, and tutor training courses for the peer tutors. Students can apply for weekly tutoring sessions in math and science, reading and writing, world languages, and other subjects.

Following are some of the specialized tutoring options available at the Student Success Center:

- Study Skills combines in-person group study with an online study-skills class. Content for the group study is tailored to specific courses including biology, economics, history, and political science. Study group students and a supplemental instructor meet weekly to review course material, prepare for exams, and complete assignments.
- The Writing and Reading Center offers tutoring in writing and reading during 30-minute drop-in sessions and scheduled weekly appointments of up to two hours once or twice a week depending on tutor availability.
- The Listening and Speaking Center is a place where De Anza students can practice language communication skills in a supportive environment. The center offers 30-minute tutoring sessions in world languages and English as second language with native speakers, helps students prepare for presentations, and hosts discussion and study groups. The center's Language Exchange program pairs students from different backgrounds for language practice and cultural sharing. Resources include recording rooms, dictionaries, ESL software, and ESL handbooks.
- The Academic Skills Center offers drop-in workshops covering study skills topics such as test taking strategies, goal setting and motivation, anti-procrastination, and avoiding plagiarism. Reading and writing workshops also are available on topics including active reading, summary writing, the writing process, effective paragraphs, and verb-tense agreement.
- The Math, Science & Technology Resource Center offers drop-in peer tutoring for math, physics, chemistry, biology, and engineering as well as scheduled weekly one-on-one tutoring or group tutoring for math, physics, chemistry and biology. In addition, the center provides peer tutors to assist with in-class academic support at the request of instructors.



- General Subject Tutoring offers De Anza students weekly individual, paired, or group tutoring in a variety of subjects and drop-in tutoring for accounting and economics.

Extended Opportunity Programs and Services

Extended Opportunity Programs and Services (EOPS) is a state funded program established to assist low-income and academically disadvantaged students in being successful in college. The EOPS programs at Foothill and De Anza serve nearly 1,200 students through important support services such as academic planning, early course registration, assistance with fee waivers, and counseling.

Veterans Resource Centers

Foothill's Veterans Resource Center and De Anza's Office of Veterans Services offer specialized services for student veterans, active duty service members, and their dependents as they transition to academic life. Services include providing information about veterans educational benefits and financial aid, counseling, peer support and mentoring, education and career planning, and book loans and book vouchers. Because of limits on using benefits, many student veterans who plan to continue their education beyond community college delay activating their veterans education benefits and face financial hardship as community college students.

Disability Support Services

Foothill and De Anza provide disability services to approximately 3,000 students a year. Foothill's Disability Resource Center (DRC) and De Anza's Disability Support Programs and Services (DSPS) assist students with assessment and diagnosis of learning disabilities, adaptive physical education, workforce preparation, academic

and career counseling, and educational accommodations for disabilities, including note-taking, sign language interpreting, captioning, and assistive technology.

The High Tech Center Training Unit at De Anza is a statewide resource funded by a grant from the California Community Colleges. Its services are available to all California community colleges and include training students in the use of assistive technologies and providing technical assistance to college faculty and staff in alternate media, assistive technology, and web accessibility.

Counseling Services

Both colleges offer comprehensive counseling services, including academic, transfer, career, and personal counseling. Counselors also are assigned to programs for athletes, students with disabilities, the Puente and Umoja programs, and EOPS. Foothill and De Anza counseling departments participate in early alert programs to ensure that at-risk students identified by instructors receive additional assistance. More students are seeking to develop educational plans upon entering Foothill and De Anza, and counselors and advisors work with them to create a clear and efficient path to reach their goal, updating it as necessary. At Foothill, counseling takes place in person, online, or by videoconference. De Anza offers in-person counseling and online advising for academic issues.

College Libraries

Students at Foothill and De Anza benefit from newly remodeled libraries on each campus, funded through a community supported construction bond measure. Both libraries have created welcoming, well-equipped spaces that meet the needs of today's students for quiet independent study as well as collaborative group workspaces and many more electrical outlets for electronic devices. Better

lighting and climate control combined with comfortable furniture have improved the learning environment at both libraries. Upgraded wireless Internet access also makes the libraries attractive to students.

Both libraries offer classes in library research skills and partner with faculty to teach students to find relevant and reliable information for assignments. Foothill's library has developed several dozen web-based research guides on a variety of topics and operates an email "Ask a Librarian" service. De Anza's library has the De Cillis Viet Nam Conflict Collection of books, magazines, DVDs, and artifacts from both sides of the conflict. The collection started with a donation of materials by a community resident who collected them during a year of service in an infantry division during the Vietnam War.

Transfer Centers

Transfer Centers at Foothill and De Anza are central resources where students can find information and expert help with university transfer planning. Services include providing general information about transfer, assisting students with picking a major and navigating college websites, hosting workshops on transfer application, offering drop-in transfer counseling, and coordinating opportunities for students to meet with representatives from four-year colleges and universities. Both centers have online resources for researching colleges and universities.

Multiple Measures for Placement

Foothill and De Anza assessment centers are using multiple measures assessment to improve the effectiveness of placing students into math, English, and English as a second language courses with the appropriate amount of rigor and challenge.

As part of a statewide initiative, high school transcript-based multiple measures are being tested at 60 community colleges across the state including Foothill and De Anza. The initiative is based on national research that shows high error rates of under- and in some cases, over-placement in assessment testing. Among the information being considered in addition to placement test results are high school cumulative unweighted GPA, high school courses and grades, California Standards Test results, and time between high school and college. The intention of the project is to appropriately place students into basic skills or college-level courses and to help students reach their educational goal in a timely manner by streamlining the path to completion. Both colleges offer resources to help students prepare for placement testing with online tutorials and boot camps as well as in-course support, including tutoring and advising.

Financial Aid

Foothill College provided \$15.2 million in financial aid to more than 6,300 students in 2014-15 and De Anza provided just over \$39.5 million to more than 12,300 students. This includes state and federal grants, fee waivers, federal loans, and scholarships. The most common source of financial aid is the California Community Colleges Board of Governors fee waiver. Some community college students delay seeking a federal Pell Grant because of time limits on the grant, so the district's financial aid figures may not accurately reflect our students' financial need.

Food Pantries

Foothill and De Anza colleges both operate food pantries during the academic year to assist students who face food insecurity. Both colleges recently expanded their food pantries through a partnership with Second Harvest Food Bank, one of the largest food banks in the nation.

Accreditation

Foothill and De Anza colleges are fully accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges. ACCJC last reaffirmed the colleges' accreditation in 2012. The next ACCJC accreditation site visit will take place in 2017.

The following organizations accredit workforce programs at Foothill College:

- American Veterinary Medical Association (veterinary technology)
- American Dental Association Commission on Dental Accreditation (dental hygiene)
- Accreditation Review Commission on Education for the Physician Assistant
- American Society of Health-System Pharmacists (pharmacy technician)
- Commission on Accreditation of Allied Health Education Programs (paramedic)
- Joint Review Committee on Education in Diagnostic Medical Sonography
- Joint Review Committee on Education in Radiologic Technology
- National Board for Respiratory Care (respiratory therapy)

The following organizations accredit workforce programs at De Anza College:

- National Institute for Metalworking Skills (design & manufacturing technologies)
- National Automotive Technicians Education Foundation (automotive technology)
- National Association for the Education of Young Children (child development)
- California Department of Public Health Laboratory Field Services (phlebotomy)
- National Accrediting Agency for Clinical Sciences, approved by the California Department of Public Health Laboratory Field Services (medical laboratory technician)
- California Board of Registered Nursing
- American Bar Association (paralegal)

Student Engagement

In addition to using student clubs and activities as a way to engage students, Foothill and De Anza have embraced formal and informal learning communities to help students develop critical thinking and leadership skills and make connections with each other and the colleges.

Honors Programs

Foothill and De Anza students who meet grade and other eligibility requirements can participate in their campus honors program, which gives self-motivated students an opportunity to deepen their learning and improve their critical thinking, writing, and discussion skills. Honors programs are aimed at students with high grade point averages who are proficient at writing.

At Foothill, participation in the Honors Institute can earn students priority registration and some university transfer privileges with the University of California and California State University systems and some private universities. Counselors who serve as honors advisers help students with academic planning and the transfer process.

Vasconcellos Institute for Democracy in Action

De Anza College has identified civic action for social justice as a core competency for student success. The Vasconcellos Institute for Democracy in Action (VIDA) provides students with a variety of opportunities to enhance their civic capacity by developing their knowledge, skills, and motivation to make a difference in the world. Through VIDA, students can pursue a certificate in leadership and social change, organize social justice campaigns on and off campus as a VIDA intern, get involved with community service learning, or attend Public Policy School to learn how to advocate successfully for their communities.

Student Ambassadors

Foothill and De Anza colleges have active student ambassador programs that give students the opportunity to be leaders for the campuses. Through the Community Ambassador Program (CAP) at Foothill, students get involved with assisting undocumented students, running the CAP office, leading campus tours, helping with college outreach and recruitment, or serving as student mentors. Student ambassadors at De Anza assist the college in a wide variety of outreach events and play an important role in encouraging prospective students to pursue higher education, sharing transition strategies, and offering to be a resource when the new student arrives at the college.

STUDENT & COMMUNITY ACCESS

Over the past six years, the district has focused on creating clearer pathways for students into community college from high schools, adult schools, and other noncredit programs and from community college into four-year universities and high-demand jobs. The growth in online enrollments, a major initiative to improve online learning for students, and the launch of the district's first baccalaureate degree program also speak to expanding access to higher education.

Foothill's New Sunnyvale Center

After decades renting space at an old high school in Palo Alto, Foothill College moved its education center five miles south to the city of Sunnyvale in an underserved part of the district. The Foothill College Sunnyvale Center opened this fall in a new state-of-the-art building on land acquired at no cost to the district through the federal public benefit conveyance process.

The center is located in the heart of Silicon Valley on nine acres of land that once was part of the Onizuka Air Force Station. The center's neighbors include Google, Juniper Networks, NetApp, and Lockheed Martin - ideal internship partners.

In addition to general education, the cornerstones of the center's curriculum are business, health careers, computer science, engineering, and child development. It is well situated as a regional education and workforce center next to a light rail line and near the intersection of two major highways.

Nearby Mission College is partnering with Foothill to offer a handful of classes at the center that will create a pipeline of students into Foothill programs there. Students have the benefit of a full range of student services in a beautiful building designed to LEED Gold standards. The district is working closely with the local high school district to create pathways from its high schools to the center, particularly in career technical education.

Online Education in the District

Both Foothill and De Anza offer a variety of lower division courses that are delivered completely online or in a hybrid format that combines online learning with some on-campus meetings. Online education allows students to gain new skills or pursue a degree on a flexible schedule. Online courses are equivalent to on-campus courses and most meet general education and transfer requirements. Enrollment in online courses has been growing steadily at both campuses.

Foothill College has been a leader in online education for the past 20 years and currently offers 14 fully online degrees. In 2015-16, the college had 38,796 online enrollments, which is nearly one-third of all Foothill enrollments. De Anza's Online Education Center serves approximately 10,000 students a year.

Both programs offer student orientations to online learning and 24/7 online tutoring through SmartThinking. Professional development is available for faculty and staff in instructional design, using the course management system, and effective practices for online learning. Both programs are switching to the new Canvas common course management system offered through the statewide Online Education Initiative.

Online Education for California

The Online Education Initiative (OEI) is a grant-funded statewide project led by Foothill-De Anza Community College District in partnership with Butte-Glenn Community College District. The OEI is in the process of establishing a statewide online education system that students can use to take classes from any participating college in the state using a common course management system. The goal is to improve access to higher education and increase the number of Californians who attain college degrees by providing an online environment that is seamless to navigate and rich in student support services.

In addition to deploying the latest technology to support successful online learning, the OEI has a strong focus on professional development to ensure that courses and teaching methods meet the highest quality standards.

Now in its fourth year, the OEI has adopted Canvas as its common course management system and many other elements are now in place. Some 24 pilot colleges are participating in the project and the course exchange is expected to launch for all participating colleges in 2018.

Community College Baccalaureate

This fall, Foothill College began its bachelor's degree program in dental hygiene. It is one of only 15 California community colleges selected to offer baccalaureate degrees as part of a pilot program. This has opened the door for community college students to earn a high-demand degree without having to leave



home or go into debt. Previously the only options were to attend dental hygiene programs at private universities in other parts of the state with tuition ranging from \$43,000 to \$70,000 a year. Completing a community college baccalaureate in California is expected to cost students less than \$10,000.

Foothill's entry-level track leading to the dental hygiene bachelor's degree is a 2+2 program combining two years of general education, science, and social science prerequisites followed by two years of dental hygiene core courses and upper division general education. Pending program approval, licensed dental hygienists who have an associate degree in dental hygiene from an accredited community college can enter a completion program leading to a baccalaureate degree from Foothill, starting in 2017.

Outreach & Orientation

Foothill and De Anza have partnerships with a large number of high schools in the region where they conduct workshops and other activities to inform prospective students about the importance of higher education and what is available at our colleges.

Foothill College outreach staff members visit approximately 40 high schools a year to give informational presentations, meet prospective students at college fairs, and hold workshops. They also do outreach in the community.

The college regularly hosts school field trips that include campus tours led by student ambassadors and panel discussions by students about college life. Foothill's popular SOAR workshops, short for Student Orientation, Assessment & Registration, help new students complete all the necessary steps to receive priority enrollment. The fall orientation draws up to 600 students.

De Anza College has relationships with more than 70 high schools, including public, private, and non-traditional schools. Outreach staff and student ambassadors visit about 40 schools a year where they conduct workshops, assessment testing, and educational planning services.

Each year more than 1,200 students from 40+ high schools attend outreach conferences on the De Anza campus that promote college-going and college readiness. Some are targeted at specific populations, including African American, Latino, and Filipino/Southeast Asian students. Students attend workshops on topics such as college and career options, the university transfer process, college resources, and financial aid. The college provides transportation, lunch, and information packets for students.

De Anza's biggest outreach event of the year is its annual New Parent & Student Open House in the spring. The event attracts more than 3,000 parents and students who meet faculty and staff and learn about the variety of programs and student clubs at the college.

Transfer Degrees & Agreements

Since 2010, Foothill and De Anza have developed a number of new degrees – associate degrees for transfer (ADT) – that guarantee students admission into the California State University (CSU) system with junior standing. While the ADTs don't guarantee admission to a particular campus, students have guaranteed admission into at least one CSU. ADTs are attractive to students because so many CSUs have become impacted, making it increasingly difficult to gain admission. The transfer degrees also provide students with a clear and direct pathway to transfer. Foothill currently offers 20 different associate degrees for transfer and De Anza offers 12.

Foothill and De Anza students also can enter into transfer admission guarantees (TAGs) with University of California campuses at Davis, Irvine, Merced, Riverside, Santa Barbara, and Santa Cruz as well as with several private universities. These agreements guarantee that students who meet the grade and unit requirements established in the TAG can transfer to a particular campus.

Both colleges maintain articulation agreements with every University of California campus and virtually every California State University campus as well as with numerous independent and out-of-state institutions.

Palo Alto University

Foothill and De Anza students can continue their education on the same campus by pursuing a psychology degree through a partnership between the colleges and Palo Alto University (PAU). The private non-profit university offers bachelor's degree programs in business psychology at Foothill and psychology and social action at De Anza. These are highly structured cohort programs with high completion rates that allow students to maintain full- or part-time jobs while completing their degrees.

More than 300 Foothill and De Anza students who entered the PAU program have graduated since it was launched in 2006. Formerly the Pacific Graduate School of Psychology, Palo Alto University also offers master's and doctorate programs at its home campus in Palo Alto and other locations in the local community. About a dozen students who transferred into the program from De Anza are in the process of completing PAU's doctoral program in clinical psychology and several others have gone on to pursue doctorate degrees at other universities.

Noncredit Programs

Foothill College serves more than 6,000 students a year through its noncredit division, offering classes and vocational certificates to students seeking to improve their literacy skills and earning power. Funded by the state, noncredit classes are free to students, do not require proof of residency, and have no prerequisites. They are meant to serve as a gateway to higher education for students who might never have thought of attending college. Particularly for non-English speaking immigrants, noncredit is often the first point of entry to college.

Foothill's noncredit program includes courses such as math foundations for college, bridge to college for returning veterans, bridge to college for non-native speakers, English as a second language, and parenting education as well as short-term geriatric home aid and childcare provider vocational certificate programs.

Community Education Programs

For pure enrichment but no college credit, Foothill and De Anza both offer fee-based community education classes for children and adults. De Anza's well established community education program includes short courses and workshops for adults on evenings and weekends throughout the academic year, an extensive program of online courses offered by a third-party provider, and a popular summer program, Extended Year Summer College for Kids and Teens, at several locations in the community. Foothill College also recently began a community education program for children, teens, and adults. The programs at both colleges include memberships to the college fitness centers for a fee.

High School to College

High school students in the local community have several options to gain college experience – and college credits – while in high school. With the permission of their high schools, students at all levels can concurrently enroll at Foothill College and any junior or senior can concurrently enroll at De Anza College to enrich their education while earning college credit. In addition, following are several more structured options for high school students.

Middle College

Both Foothill and De Anza partner with local high school districts to offer Middle College programs. Middle College is a nontraditional high school program that targets juniors and seniors who may not be performing up to their full potential or are ready for a change from the traditional high school environment. Application is through the high school, and there is no cost to the student.



Middle College students spend part of the day taking their core high school courses on the college campus and the remainder taking college courses, so they build their high school and college transcripts simultaneously. Foothill draws its students from the Palo Alto Unified and Mountain View-Los Altos High School districts and De Anza draws from the Fremont Union High School District. Approximately 120 high school students attend the colleges each year through Middle College.

College Now

College Now is a collaboration between the Fremont Union High School District and De Anza College that enables high school seniors to complete one year of college while finishing up remaining high school graduation requirements in their senior year. This program is for mature students who are serious about academics and seek advanced studies. Students must be on target for high school graduation and have at least a 3.5 grade point average to participate.

Coordinated Regional Pathways

Through grant funding, California has encouraged community colleges to work together to coordinate workforce education and to work with adult schools to strengthen and coordinate programs. Foothill and De Anza colleges are participating in several regional consortia aimed at creating pathways for adult learners and students seeking career technical education.

Pathways for CTE Students

Foothill College is the fiscal agent for a consortium of 14 community colleges and their K-12 feeder schools that are working together to develop sustainable infrastructure and policies to help career technical education (CTE) students

successfully transition from high school to college and careers. Among the goals of Southwest Bay Area Career Pathways Consortium are to develop smooth transitions between systems, create data sharing tools to identify and track the progress of CTE students, identify professional development needs, and develop a plan for engaging business, industry, and labor organizations in ways that will increase student success.

Coordinated Adult Education

Funded with an adult education block grant from the state, the North Santa Clara County Student Transition Consortium brings Foothill-De Anza together with three school district adult school systems to break through existing silos and develop regional plans for adult learners. The partners are working together to coordinate and integrate their programs and create linkages that will accelerate academic and career success for adult students. The group is focusing on a broad range of program areas currently served by adult schools and community colleges, including basic skills, citizenship, English as a second language, workforce re-entry, support for adults with disabilities, pre-apprenticeship, and career technical education.

Regional Workforce Programs

Foothill and De Anza colleges are part of the Bay Area Community College Consortium (BACCC), made up of 28 community colleges surrounding San Francisco and Monterey bays. The consortium's focus is regional coordination of efforts to prepare students for high-demand jobs through high quality vocational and technical education programs. The consortium works to ensure the right number of programs, in the right places, teaching the right skills to meet regional workforce needs.

STEWARDSHIP OF RESOURCES

Foothill-De Anza Community College District prides itself on a sound fiscal policy that protects the quality of educational programs and services from the volatility of state funding. Despite several years of deep budget cuts triggered by the recession, the district has steadily maintained a robust ending balance by working cooperatively with faculty and staff on plans to reduce costs while preserving institutional excellence. The district has a commitment to maintaining a structurally balanced budget and uses a combination of cost cutting measures, revenue enhancements, and a reserve fund, known as the stability fund, to thoughtfully plan and institute changes that bring expenses in line with revenues.

The district conducts a fiscal self-assessment each year to confirm that financial resources are managed prudently and in keeping with laws, regulations, and standard practices. The district's independent auditors have consistently issued a clean, unqualified opinion of its funds, books, and accounts.

Human Resources

Foothill-De Anza recognizes that without exceptional faculty and staff, there would be little chance of fulfilling its ambitious goals. The district was forced to reduce staffing during the recession, but because of its substantial reserve fund, cuts were spread over a longer period, which reduced the impact to both staff and students. As funding is slowly restored, the colleges are adding or restoring positions in key areas, but all hiring is carefully monitored to ensure that staffing levels match enrollment growth. The district devotes approximately 86 percent of its operating funds to salaries and benefits.

Physical Resources

Thanks to the community's support of two large construction bond ballot measures, there are new and renovated facilities, improved infrastructure and technology, and enhanced sustainability features across both colleges. The \$738.8 million in bond funds have been carefully managed to ensure that students will benefit from efficiently and imaginatively designed facilities for many years to come.

An independent auditor performs annual financial and performance audits of the district's general obligation bond program. On a quarterly basis, the Measure C Citizens' Bond Oversight Committee reviews bond financial and program reports related to the 2006 ballot measure. The committee is a group of local residents appointed by the Board of Trustees in accordance with state law to represent the community at large, senior citizens, taxpayers, students, the Foothill-De Anza Foundation, and the business community.

During the committee's annual report to the governing board, the chair has praised the district's administrators for providing the committee with transparent access and has spoken with pride of the positive impact of the bond projects on students and the community.

Sustainability

Foothill-De Anza has a long and deep-seated commitment to stewardship of the environment and reduced dependence on non-renewable energy sources. The governing board adopted a policy encouraging environmentally sustainable practices in 1999, and sustainability plans were adopted by De Anza College in 2007, Foothill College in 2009, and the district in 2010 that included both short-term actions and long-term goals.

Students as Allies

The district takes a broad and creative approach to sustainability, integrating the concept into curriculum and college culture. Students have proven to be important advocates and partners in the district's sustainability efforts. For example, students from both colleges voted in favor of a mandatory fee that provides a free public transportation pass known as an EcoPass to every student.

In 2016, De Anza College became the first community college to be certified as a Bay Area Green Business. A partnership between local environmental agencies and utilities, the certification program recognizes businesses that conserve energy and water, minimize waste, prevent pollution and shrink their carbon footprints. The college worked toward those goals for two years by taking such steps as using biodegradable paper products and buying organic food from local sources. It also installed a weather station to manage irrigation, landscaped with drought tolerant plants, put in water bottle filling stations, and switched to low-flow showers and toilets.

The campus also won GreenBiz certification this year from the city of Cupertino after Environmental Studies students took on a sustainability project with the city. The students assessed every building on the campus, compiling all the data and photos into spreadsheets.

Brown is the New Green

Using grants and donations, Foothill College's Environmental Horticulture and Design Program teamed up with district facilities personnel to develop water-recapture and rooftop rainwater harvesting systems. The water-recapture system, which saves the district approximately 50,000 gallons of water each year, collects water from campus cooling towers and redirects it to supplement the campus irrigation system. The rainwater harvesting system

captures about half the water that lands on the rooftops of horticulture construction lab buildings and channels it into underground storage tanks that feed the department's recirculating stream, used to teach design and conservation lessons. Both projects have been made available as models for other schools to replicate. The program was recognized with the 2015 Silicon Valley Water Conservation Award for innovative instruction and conservation projects.

Reducing Use of Fossil Fuels

The De Anza Associated Student Body (DASB) developed a student-funded bike rental program several years ago that continues to expand. In the 2015-16 and 2016-17 budget years, the student government allocated \$30,000 to an Eco Fund that provides money for student-driven sustainability projects. In 2013, the Foothill-De Anza Foundation became the first community college foundation in the nation to commit to divesting from fossil fuels after De Anza College students presented a compelling case to the foundation's Board of Directors.

Other Sustainability Milestones

Further examples of the district's accomplishments in sustainability include:

- Construction of 11 U.S. Green Building Council Leadership in Energy and Environmental Design (LEED) certified buildings, nine at De Anza College and two at Foothill College.

Platinum – Kirsch Center for Environmental Studies, Media Learning Center

Gold – Foothill College Sunnyvale Center (pending)

Silver – Physical Sciences & Engineering Center, Visual and Performing Arts Center, Baldwin Winery

Certified – Science Center, Student and Community Services Building, East Cottage, Multicultural Center, Seminar Building

- Installation of electrical vehicle charging stations at De Anza College with additional charging stations planned for Foothill College and the Sunnyvale Center.
- Reduction of carbon use intensity by 25.4 percent compared to the 2001-02 baseline and reduction in greenhouse gas emissions by 3.5 percent.
- Creation of an energy manager position to assist with the identification and implementation of energy-related capital projects to improve the efficiency of infrastructure operations.
- Planned installation of solar powered trash compactors at De Anza College to reduce use of plastic bags, saving money and reducing the number of trash bags going to landfills.
- Increase of square footage of 29.5 percent since 2001-02 with only an 11.7 percent increase in total energy consumption.
- Decrease in energy use intensity, a measure of a building's energy use as a function of its size, by 13.6 percent since 2001-02.





Maxwell's Equations
Gauss' Law for Electricity: $\oint \mathbf{E} \cdot d\mathbf{A} = (Q_{enc}/\epsilon_0)$

Gauss' Law for Magnetism: $\oint \mathbf{B} \cdot d\mathbf{A} = 0$

Faraday's Law of Induction: $\oint \mathbf{E} \cdot d\mathbf{s} = -(d\Phi_B/dt)$

Ampere's Law: $\oint \mathbf{B} \cdot d\mathbf{s} = \mu_0 (\sum I_{enc} + \mu_0 \epsilon_0 (d\Phi_E/dt))$

Nernst Equation: $E = E^0 - (RT/nF) \ln Q$

Law of Universal Gravitation: $\mathbf{F} = -G(m_1 m_2 / r^2) \hat{r}$

Hubble's Law: $v = H_0 d$



INNOVATIVE & EXPERIMENTAL PROGRAMS



Like most large and complex institutions, the Foothill-De Anza Community College District has many pockets of innovation and experimentation, including some we may not know about yet! The programs and practices highlighted here range widely across our campuses and illustrate the desire of faculty, staff, and students to give all individuals, regardless of where they began, every opportunity to connect, succeed, and discover their full potential.

EXPANDING ACCESS, SUPPORTING SUCCESS

Building an Online Education System for California

Foothill-De Anza Community College District is leading a \$77 million, five-year initiative for the California Community Colleges to increase access and success in high-quality online courses so that significantly more students can earn associate degrees and transfer to four-year universities.

Now in its fourth year, the Online Education Initiative (OEI) integrates best practices and technology to improve online learning as it creates a statewide, student-centered online education system from the ground up.

The initiative involves building a portal and course exchange where students can take online classes from participating California community colleges using a common course management system. Essential

to the program's success is providing comprehensive online support services that can be easily accessed by both students and faculty.

The OEI includes extensive resources designed to help students succeed and faculty to develop and teach high quality online courses.

Resources for students include access to online counseling, 24/7 tutoring, and readiness modules that cover essentials such as online learning fundamentals, technology, instructional support, study skills and time management, and educational and financial planning.

For faculty, there are standards for online teaching; a rubric for evaluating online courses covering course design, accessibility, assessment, learner support, and interaction and collaboration; guidelines for embedding basic skills into online classes; and access to free and low-cost professional development courses covering technology and online learning.

The initiative has made remarkable progress by employing the highly inclusive approach of involving all stakeholders from the start. A major milestone came with adoption of a common course management system, Canvas. By fall 2016, more than 90 of California's 113 community colleges had signed on to use Canvas. Foothill College has been one of OEI's 24 pilot colleges.

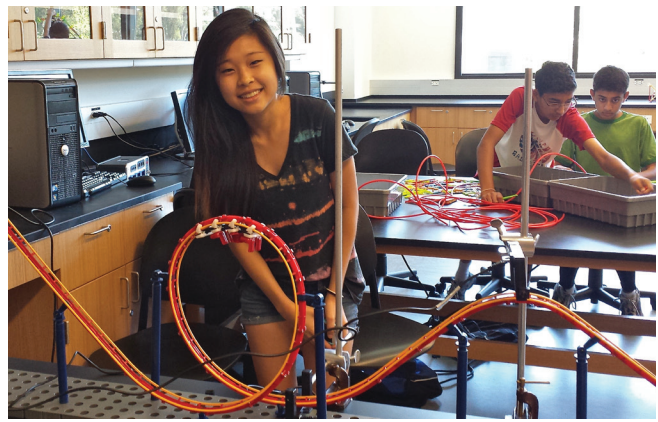
Pilot colleges will launch the online course exchange in 2017, and it will be available to all colleges in 2018. Participating in the course exchange is voluntary. However, even non-participants can benefit from the initiative's extensive online learning resources, including use of Canvas. Many are provided at no cost to all California community colleges.

Online education is a priority for Gov. Jerry Brown and the California Legislature. The state Chancellor's Office awarded

the OEI grant in late 2013 to Foothill-De Anza in partnership with the Butte-Glenn Community College District after a competitive bidding process. The award recognizes Foothill-De Anza's success in online education and Butte-Glenn's expertise in operating the California Community Colleges Technology Center. Hans Johnson, a senior fellow at the Public Policy Institute of California, describes the Online Education initiative as putting the California Community Colleges "at the forefront of online education in California, more so than any other segment of higher education in the state."

Summer STEM Camp A Hands-On Hit

STEM Summer Camp at Foothill College offers middle school and high school students a chance to tinker, hack, create, and experience science, technology, engineering, and mathematics (STEM) in new ways. Now in its fourth year, the camp was conceived as a way to engage girls and



other underrepresented students in STEM subjects.

STEM Camp offers students hands-on opportunities to explore subjects such as app building and video design, 3D modeling and printing, the chemistry of cooking, forensic technology, amusement park physics, and building drones. Students are encouraged to learn through experimentation. Community college faculty, high school teachers, and teaching assistants provide instruction and guidance.

Free initially and supported completely by donations, the month-long program has expanded substantially and now charges a modest fee to make STEM Camp sustainable. Other science camps in Silicon Valley are very expensive and financially out of reach for many families. Some 400 of the 2,000 seats this past summer were set aside for scholarship students from low-income families, who also received lunch and bus transportation. Foothill recruits scholarship students through partner schools, and the scholarships are covered through fundraising.



Connecting with Students Through Technology

Foothill College has been a leader among community colleges in developing online resources to help students get information and services they need, when they need them. This is especially important at a college where more than 30 percent of students attend fully online.

A go-to source of information for the past six years, Ask Foothill has a database of 1,500 questions and answers on just about every conceivable college topic. Ask Foothill averages about 5,200 inquiries every month and has a 98 percent satisfaction rate.

Student Lingo includes 42 online video workshops on topics covering career exploration, college success strategies, and personal management. Some of the Student Lingo workshops are available in Spanish. Thousands of students, faculty, and staff have consulted the videos for advice over the past five years. The most popular workshop is Understanding Cheating & Plagiarism, which some faculty show on the first day of class to stimulate discussion.

Face-to-face orientation remains the gold standard for many, but for students who can't attend in person or want a refresher, both Foothill and De Anza colleges have developed online alternatives.

De Anza's interactive New Student Orientation, which debuted last year, introduces students to essential campus resources and explains the ins and outs of becoming a student. Configured for use on a mobile device or computer, the online orientation contains links to additional resources and information and includes a pre-registration guide. Presented in a colorful graphic style, the orientation features a friendly avatar on every page to click for help. The college has received positive feedback on the program, including comments about how helpful it is for second-language students.

Foothill's new online new student orientation Go2Foothill was created based on extensive input from students about what they think new students really need to know. Launched in March, the orientation is presented in modules, many featuring videos of current and former students giving advice on topics such as how to study, where to park, how to pick a major or register for classes, and why new students should get involved on campus.

In addition to the video presentation, the Go2Foothill modules contain links to additional information, written listings of related services, and how to contact a person or department for more information. There's also a video resource library with information for particular populations of students such as athletes, veterans, and foster youth. The new orientation has been particularly popular with the college's fully online students and as a pre-orientation for international students.

As of this fall, Foothill students are able to access student services via Zoom video conferencing, which is being integrated into the college's appointment scheduling system. Using Zoom, a student on a work break could fire up her laptop and have a "face-to-face" video meeting with a counselor or staff member in financial aid or admissions and records, for example. Or students can do it the "old school" ways - in person, by phone, or via online chat.

Students with Disabilities Find Their Stride

Tools for Transition and Work (TTW) is a year-long program for students with disabilities who can function independently on a college campus but may not currently have the ability to succeed in a traditional college classroom. It is the flagship program of the Disability Resource Center at Foothill College.

Over the course of a year, TTW students have the opportunity to experience college life, receive job training, and strengthen social, communication, and job skills. Classes cover topics such as office software, basic math skills, resume writing, interviewing skills, and work behaviors and attitudes.

With so few manufacturing jobs left in Silicon Valley, TTW recently has switched its focus to preparing students for jobs requiring entrepreneurial skills. Some students learn to sew and unleash their creativity making crafts and useful items, while others learn about gardening and grow organic produce at the college garden. Another project in the pipeline is selling used books. The program is exploring setting up Etsy and eBay sales sites that the students would manage. Established in 1986, TTW serves about 30 students a year.

The Physics Show **Opening a Door to Science**

Close to 20,000 people a year see The Physics Show at Foothill College, and most of them leave with a new sense of excitement about science. Now in its



11th year, The Physics Show captures the imagination of both children and adults with vivid demonstrations of the laws of nature using kid-appealing props – think liquid nitrogen cannons, beds of nails, and sledgehammers breaking concrete blocks.

The Physics Show is believed to be the largest science outreach program at a community college. Held in an auditorium on campus, the show is offered over several weekends twice a year, with three shows a day. It's open to the public and attracts children and their families who pay \$5 per ticket. Proceeds from the public shows are used to bring children from disadvantaged schools to Foothill during the week to see the show, tour the college, and go home with a T-shirt.



The show is a labor of love for founder Frank Cascarano and fellow showman David Marasco, another Foothill physics instructor, who both appear on stage, supported by a cadre of physics department students, faculty, and staff.

Starting with an audience of only a few hundred people, The Physics Show has grown through word of mouth, and shows sell out almost immediately. According to Cascarano's calculations, if California's population continues growing at its current rate, and if The Physics Show continues growing at its current rate, in the year 2028, every person in California will attend the show.

EMPOWERING & ENGAGING STUDENTS

Growing a New Generation of Community Leaders

Civic engagement for social justice is a core competency at De Anza College that is incorporated into many programs on the campus. But if that value has a central geographic home, it is the Vasconcellos Institute for Democracy in Action (VIDA).

VIDA is named after the late California legislator John Vasconcellos for his lifelong commitment to education and student involvement in the democratic process – a good match because VIDA is a hub where students come together to plan and organize projects for community transformation. It was VIDA students, for example, whose successful campaign in 2014 led the board of the Foothill-De Anza Foundation to divest from fossil fuels.

Several campus programs fall under the VIDA umbrella. These include an 18-unit program leading to a certificate in leadership and social change, service learning courses and opportunities, and a Public Policy School where students

learn how to craft messages, build coalitions, and lobby effectively to make change, culminating in advocacy trips to Washington, D.C., and Sacramento.

Students can apply to become VIDA interns and lead campaigns for immigration reform and renters' rights; advocate on behalf of education or bus rapid transit; or work with community partner organizations. These activities fit closely with VIDA's mission of empowering students to become agents of change in their communities and beyond, fostering education that meets community needs, and helping develop pathways to meaningful participation in local, state, and federal government decision-making processes.

To encourage civic engagement and a path to college, VIDA students mount an annual conference at De Anza, Youth Voices United for Social Change, for 300 high school students. Through VIDA, De Anza students provided more than \$300,000 worth of community service last year at local nonprofit organizations. VIDA began as the Institute for Community and Civic Engagement in 2006.

LEAD – A Model for Learning Together

Latina/o Empowerment at De Anza (LEAD) is a student-centered learning community. Since its founding in 2005, it has grown into one of the college's most admired organizations and a model for teaching and learning that has inspired other learning communities on the campus.

LEAD is both a program and a club. It started with a dozen students who wanted to create a student leadership program that focused on the Latino community and culture. Today, LEAD serves about 1,300 students annually and attracts students of all ethnic backgrounds.

As a program, LEAD offers classes in a variety of disciplines and uses a unique style

of learning to promote civic engagement and student success. Classes work in small groups called “familias,” the Spanish word for families. Each familia has a mentor who serves as the liaison between the teacher and students and makes sure that each student receives the necessary support to succeed. In their familias, students collaborate on projects, work together to support each other in their learning, and create a strong sense of community.

Students in LEAD classes read and write about Latina/o culture, history, literature, and social issues and participate in 12 hours of integrated service learning projects that take them into the community. LEAD classes are based on the teachings of Paulo Friere, whose “Pedagogy of the Oppressed” treats the learner as a co-creator of knowledge. Each year, LEAD students and mentors host an annual Global Issues Conference where hundreds of students share their research and ideas.

The LEAD club extends a sense of community and civic engagement to students who aren’t taking a LEAD class at the time, but who still want to be a

part of LEAD’s work on campus and in the community. LEAD helps students find a connection to the college and their communities and understand how powerful they can be as agents for positive social change.

Partnerships Support Research Opportunities

Hands-on research experience can enhance students’ learning and engagement and strengthen their interest in STEM and social science careers, particularly for students from groups that are historically underrepresented in higher education. By developing relationships with neighboring research institutions and private companies, Foothill College has developed research internship programs for several dozen students a year.

Foothill’s Social Science Research Assistant Internship Program matches students interested in social science research and careers with volunteer internships at social science research labs at Stanford



University. Internships during the academic year require a commitment of three consecutive quarters and summer internships last for nine weeks. Students serve as research interns with graduate and postdoctoral researchers in psychology, sociology, psychophysiology, education, communications, and other social science related disciplines. Between 15-17 students take part annually.

The STEM Internship Program offers students a stipend up to \$2,000 to take part in summer research internships lasting six to eight weeks at local universities and technology start-ups. Partner institutions include Stanford University, San Jose State University, and University of California campuses in San Francisco and Santa Cruz.

This past summer, students interned in chemistry research labs at San Jose State, neuroscience research labs at UC San Francisco (UCSF), and in start-up companies in computer science and biomedical engineering. One student worked with a research team at UCSF's Center for Memory and Aging that meets with patients, observes them, and extracts meaningful data to learn about undiscovered parts of neurodegenerative disease. Two students worked at a company that is developing technology to treat bacterial infections by selectively editing the microbiome genome. Others interned at a start-up that is working on technology for the early detection and diagnosis of cancer in a sample of blood.

Now in its fifth year, the STEM Internship Program is funded by private donations to the Foothill College Science Learning Institute. Priority for internships is given to students who are from low-income families, underrepresented in STEM, and have received STEM scholarships. Twenty students participate in the STEM Internship Program each year.

Biomedical Program Focuses on Solutions

A 5-year-old San Jose boy can now bend his arms using a 3D-printed exoskeleton designed and fabricated by Foothill College students in a new biomedical devices engineering program. The happy ending traces back to a partnership developed by the program's instructor with California Children's Services (CCS) to give her students hands-on experience solving real-world problems. Children's Services is a state program that works to meet the health needs of underserved children.

The instructor started the program by challenging students to design a toothbrush handle for children whose disability makes it difficult to grasp objects. Based on feedback from college dental hygiene instructors and CCS occupational therapists, the students refined the colorful toothbrush holder and soon were designing easy-to-grip, child-sized plastic holders for pencils and eating utensils.

A private donation from a board member of Foothill's Science Learning Institute funded printing of 200 of the devices, which the students made and donated to Children's Services for distribution.

As students progressed in the biomedical program, they began work on the exoskeleton for Noel, who was born with a condition called arthrogryposis that prevents him from contracting his arms with his own muscles. The exoskeleton is made out of 3D-printable plastic and elastic bands.

Commercially produced metal exoskeletons are heavy, must be used with a wheelchair and cost about \$7,000 per arm. The Foothill students' design costs about \$100 per arm to produce, is lightweight, and doesn't require a wheelchair – a big plus for an energetic child.



After many fittings and adjustments, students presented the completed exoskeleton at no charge to Noel and his family shortly before Christmas 2015. Seeing what a big difference the device has made in his life, the college is sharing its specifications for the 3D-printed exoskeleton to benefit other children. Now students in the biomedical program are working on refinements to make the device even better.

San Jose Mercury News

100 BAY AREA NEWSGROUP © 27 MILLION READERS IN PRINT & ONLINE MONDAY, JANUARY 11, 2016 1407 COVERAGE ONLINE: WWW.MERCURYNEWS.COM © 8,100

Success: 4-year-old is able to bend his arms for the first time thanks to a collegian's ingenuity

A LIFE-CHANGING CONNECTION



Foothill students design biomedical devices for children

By Katy Murphy
kmurphy@mercurynews.com

SAN JOSE—Kevin Godines never pictured himself as the kind of guy who could give superpowers to his 4-year-old son Noel. Godines met Noel's mother, Jessica, at a party in 2010. The 22-year-old Foothill College student and the 4-year-old Noel have become a family and life-changing connection through a new community college program that teaches students how to design biomedical devices for children.

Last fall, Godines discovered the Boding program and set to work on a mission to help Noel bend his arms, something the boy had been unable to do on his own since birth.

Within months, to the delight of Noel's parents and therapists



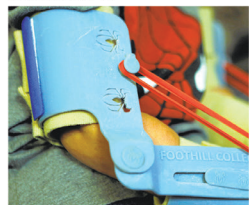
ABOVE: Jessica Curran (left) and her 4-year-old son Noel Godines (right) are seen at their home in San Jose.

LEFT: Kevin Godines, left, and fellow student Max Franchini (right) are seen working on a 3D printer at Foothill College.

THE FOOTHILL PROGRAM In 2014, engineering instructor Osuna Panchenko assigned students the task of developing products for children with disabilities. The students work with the kids and therapists, and create products using a computer-aided design program and Foothill's 3-D printing lab. They've developed items.

ONLINE EXTRA See more photos of Noel Godines' "exo-arm" above, and a detailed look at the school pools the design online for anyone to download and use.

A10 BAY AREA NEWSGROUP © 111



Noel Godines wears his "exo-arm" in his home in San Jose. The device is decorated with spider motifs owing to Noel's love of Spider-Man. The arms are blue and red, his favorite colors.

Arm
Continued from Page 1

—and Godines himself—he built a model that worked with "receptors" made of 3-D-printed plastic and laser-cut bands.

"I was like he parents there, and I don't like parents there. I was doing something good for the world," Godines said. "I was doing something good for the world."

The success story is an ongoing one in the program at Foothill. Biomedical engineering is taught at the intersection of the design studio and research laboratories. The program at San Jose State University's Panchenko started a program at San Jose State University in the fall of 2014 for students interested in biomedical engineering.

She immediately assigned students to develop products for children with disabilities, starting with brightly colored, spider-themed prosthetic arms.

"It was through this project that I met Noel," Godines said.

Godines, who wanted to help Noel, agreed to meet with the boy's parents and help them design the prosthetic arm. "I was like he parents there, and I don't like parents there. I was doing something good for the world," Godines said. "I was doing something good for the world."

The success story is an ongoing one in the program at Foothill. Biomedical engineering is taught at the intersection of the design studio and research laboratories. The program at San Jose State University's Panchenko started a program at San Jose State University in the fall of 2014 for students interested in biomedical engineering.

She immediately assigned students to develop products for children with disabilities, starting with brightly colored, spider-themed prosthetic arms.

"It was through this project that I met Noel," Godines said.

Godines, who wanted to help Noel, agreed to meet with the boy's parents and help them design the prosthetic arm. "I was like he parents there, and I don't like parents there. I was doing something good for the world," Godines said. "I was doing something good for the world."

The success story is an ongoing one in the program at Foothill. Biomedical engineering is taught at the intersection of the design studio and research laboratories. The program at San Jose State University's Panchenko started a program at San Jose State University in the fall of 2014 for students interested in biomedical engineering.

She immediately assigned students to develop products for children with disabilities, starting with brightly colored, spider-themed prosthetic arms.

"It was through this project that I met Noel," Godines said.

Started in 2014, the five-course biomedical devices engineering program introduces students to the wide variety of problems that biomedical engineers solve, design and manufacturing processes, government regulation, and quality assurance. The certificate program prepares students for entry-level positions in biomedical device companies and is the only community college program in California from which all courses are accepted for credit by the biomedical engineering program at California Polytechnic State University, San Luis Obispo.

Community Ambassadors Learn through Service

Students looking for a place to belong, whoever they are and wherever they're from, often find their way to the Community Ambassadors Program (CAP) at Foothill College, a student support and service learning community. Averaging about 150 participants each quarter, the program focuses on building a foundation for students to succeed academically, personally, and professionally. It has become an essential part of the campus community.

CAP is both a community and a place where students can get help and get involved, with students helping students. Student ambassadors sign up as volunteers with a team that suits their interests, time, and personality. Team activities include assisting and supporting undocumented students, running the CAP office, leading campus tours, helping with outreach and recruitment, and serving as mentors to other students.

Student ambassadors extend the reach of student services by holding weekly student workshops on a variety of topics related to college success and introducing special services and programs on campus from a student's point of view. Ambassadors are a familiar sight at many campus events where they help with set-up, clean-up, directing guests, and other tasks.

Students in the program learn soft skills and how to work as a team, take leadership roles, and lead meetings and workshops. They get close as they work together, have a unique perspective on the college, and develop connections across the campus. These connections and supports help keep CAP students on track and in school.

Euphrat Museum **Mixing Art & Social Commentary**

Housed in the striking Visual and Performing Arts Center at De Anza College, the Euphrat Museum of Art actively engages the college and community in exploring visual communication to stimulate creativity and an interest in art. The museum's exhibitions and activities reflect its location in an urban, culturally diverse, and technologically sophisticated community at a time of rapid economic and cultural change.

The Euphrat has succeeded in creating a community space for art and art-related scholarship that stimulates discussion that crosses academic and cultural boundaries. Recent exhibitions have addressed topics including climate change (Burning Ice); native languages on the brink of extinction and the evolving language of protest and participation (Endangered); the connections between food, migration, and culture (Mooncakes, Churros, and Cherry Pie); and the intersection of humanity, technology, and traditional practices in the digital age (Deep Reading).

In conjunction with each professional exhibition, De Anza students participate in a multidisciplinary collaborative project. These projects create a year-round opportunity for student expression, empowerment, and connection. Outreach to underrepresented students and mentoring are important aspects of these projects, which create awareness and participation in art through a social justice lens.

One student project, Toxic Networks, examined the implications of planned obsolescence in the production, consumption, and disposal of cell phones and electronics. The museum also hosts an annual De Anza College student art show and offers internship opportunities for several dozen De Anza students annually.

Because the Euphrat's approach is interdisciplinary, De Anza instructors from a variety of departments collaborate with the museum on programming and presentations, building positive relationships and synergy across the campus. Last summer, the museum brought in Titus Kaphar, a De Anza graduate whose art addresses the intersection of history, race, and social justice, to coach 25 De Anza students from different disciplines in a hands-on, weeklong art and social justice institute. The students' work was shown as part of the museum's Endangered exhibition.

The museum is an integral part of its surrounding community as well and offers a number of programs for children and families. These include after-school, weekend, and school-recess art classes; exhibits in the community of art created by elementary school students; and collaborative art projects with local groups to address community themes. These activities help fund the museum's operating expenses.

The Euphrat's Art, Equity & Inclusion Project was De Anza's 2015 Innovation of the Year and won a 2015 Innovation Grant from the Foothill-De Anza Foundation.



Harnessing Technology for Teaching

Founded in 2000 by former middle school principal Gay Krause, the Krause Center for Innovation (KCI) at Foothill College has grown into a major regional hub for professional development for educators. KCI has trained more than 20,000 San Francisco Bay Area teachers in how to harness technology to capture the imagination of today's students. Now the center is expanding its reach across California and the nation.

The center launched its first program in 2001. Making Education Relevant and Interactive through Technology, or MERIT, is a technology-focused professional learning

program for California and internationally based educators. KCI started the Faculty Academy for Mathematics Excellence, or FAME, in 2010 to deepen teachers' understanding of key algebra, pre-algebra, and transformational geometry concepts while they learn to use technology. Both are 10-month programs starting with an intensive two-week summer institute.

This year, the KCI kicked off two new programs. Modeling, Analysis, Design, and Engineering Science, or MADE Science, features hands-on activities using inexpensive technology applications that will help teachers at all grade levels meet the challenges of Next Generation Science Standards, which take effect in California this year. A new professional development program in computer science answers the call to teach children to code by showing teachers how to make computer science, computational thinking, and coding part of their curriculum. The computer science program is sponsored by a grant from Google and offered in partnership with the Industry Initiative for Science & Mathematics Education (IISME).

While most of its training takes place on the Foothill College campus, KCI instructors have taken to the road in recent years to offer tailored training offsite to local school districts. This summer, KCI conducted week-



long “mini MERITS” for teachers in Hawaii through a University of Hawaii grant funded by the Hawaii Community Foundation. The center also sponsored its first Google for Education Summit this summer in Northern California. The KCI is one of only six Google for Education partners in the nation.

The Krause Center for Innovation is funded by the Foothill-De Anza Community College District, grants, and charitable gifts. Through new initiatives, the KCI is working to expand its revenue base to support the addition of staff and programming. Next up in its plans: launching a statewide professional learning network.

CREATING PATHWAYS TO SUCCESS

The Power of Learning Communities

Learning communities are a proven way to help students make important interpersonal connections and deepen their learning together. At De Anza College, they’re also proven pathways to academic success, which is why they are among the college’s key strategies for increasing access, retention, and completion.

Learning communities are formally called Pathway Programs at De Anza. The college president likens them to families because students in learning communities develop close bonds with each other and with the program’s faculty and staff, who can really get to know the students over several quarters.

The first learning community program at De Anza, Learning in Communities (LinC), was established 20 years ago. It still plays an important role on campus by helping teams of faculty members develop linked interdisciplinary courses around a common theme. These courses are designed to

enhance students’ academic and critical thinking skills and increase their confidence and engagement through methods such as cooperative and problem-based learning.

Today De Anza has 11 different learning communities targeting a variety of student population groups and interests. The college has created several new communities over the past few years as institutional research confirmed that underprepared students who participate in learning communities are making gains in success, retention, and transfer, particularly African American, Latino, and Filipino students.

The majority of De Anza’s Pathway Programs help students prepare for college-level English or mathematics classes, and most offer a linked curriculum of reading, writing, humanities, and counseling. A number are organized around culturally relevant content with a social justice or civic engagement theme and last for a full academic year. All integrate student services and instruction, often with a counselor and peer tutors in the classroom.

This model works well for providing students with direction and focus along with a sense of being nurtured, engaged, connected, and valued – the six “success factors” identified by The Research & Planning Group for California Community Colleges as contributing to student achievement.

College research data shows that underprepared students who participate in these cohort programs have higher success rates than those students who don’t.

In addition to LinC, De Anza’s established Pathway Programs include:

- First Year Experience
- Honors Program
- Impact AAPI (Asian American Pacific Islander subgroups that are historically underrepresented in higher education)
- Latina/o Empowerment at De Anza (LEAD)

- includes course-related service learning)
- Math Performance Success (MPS)
- Men of Color Community (MC2)
- Puente Project (Mexican American and Latina/o authors and community issues)
- Umoja (content relevant to African ancestry)
- Reading, English, Athletics, Counseling & Humanities (REACH)
- Vasconcellos Institute for Democracy in Action (experience-based community learning on and off the campus)

The two newest learning communities began this fall, the Men of Color Community to engage African American and Latino male students and REACH, serving athletes of color.

A Support Center That Feels Like Home

For students who come from families with limited experience in higher education, navigating college can be daunting. Students placed in developmental English can find their confidence shaken.

Student Success & Retention Services (SSRS) is a welcoming center at De Anza College where students with historically low retention and transfer rates can find academic programs tailored to their needs and a supportive community of allies who will help them define their educational goals and develop a plan to achieve them.

The center focuses particularly on students who are among the first generation in their family to attend college and students who are underprepared for college because of historical and institutional inequities. SSRS peer tutors, faculty, counselors, mentors, and program staff help guide students through the college experience and provide them with academic and personal support, connections, resources, and enrichment

opportunities, functioning very much like an on-campus family.

Entering students can participate in one of three learning communities under the SSRS umbrella. This gives them the opportunity to develop a support system and genuine sense of connection over their first year by taking classes with the same students and in some cases, the same instructors. Students enter as part of a cohort through the college's Summer Bridge program or take a special orientation to college counseling class during the summer. During the academic year, they can participate in one of the following learning communities, which incorporate developmental reading and writing:

- First Year Experience integrates reading and writing classes in an interdisciplinary program designed for students to be successful at the college level.
- Umoja attracts African ancestry students and others interested in literature, cultural practice, and community issues from across the African diaspora, offering a positive historical and cultural context.
- Puente offers accelerated English instruction examining the Mexican American experience and provides counseling and mentors for students who want to transfer to a university and become future leaders.

All the programs are staffed with dedicated counselors, tutors, and advisers who understand the challenges the students face.

Strong Start for Kids & Families

The Family Engagement Institute (FEI) at Foothill College has been making a critical difference in the lives of underserved students and their families since its inception in 2010. This cradle-to-career initiative bridges inequities by providing

educational opportunities to underserved, low-income families and professional development to educators and childcare providers. FEI's classes and workshops, held in local schools and community centers, promote family engagement, school and workforce readiness, and pathways to postsecondary education.

The Family Engagement Institute's relationship with Foothill College is unique and supports what FEI calls a "multi-generational pathways to college for two generations" model. To break the cycle of poverty and cultivate a college-going identity among children and youth, FEI gives children an early start and offers opportunities for continuing education to families. FEI provides educational materials, toolkits, and college faculty to deliver developmentally, culturally, and linguistically responsive programs to partner organizations. Families enroll as community

college noncredit students at locations throughout the community.

The majority of students FEI serves are dual language learners with educational attainment of less than a high school diploma. In the past five years, FEI has enrolled more than 6,500 parents and caregivers in noncredit parenting classes, provided professional development to more than 1,500 educators and childcare providers, prepared more than 550 children and families to be school-ready, and mentored more than 250 youth interns to become college-ready.

This summer, the Board of Governors of the California Community Colleges and the Foundation for California Community Colleges awarded the Family Engagement Institute at Foothill College a John W. Rice Diversity & Equity Award. This award recognizes the FEI's significant contributions to student equity.



Building a Bridge to High-Tech Jobs

Housed in the Occupational Training Institute (OTI) at De Anza, the CompTechS program offers computer science students an opportunity to transition to a professional work environment in the field of information technology. The program began by offering students on-campus internships cleaning and refurbishing donated desktop and laptop computers that were then given to low-income Foothill and De Anza students.

Next CompTechS – short for Computer Technical Support – expanded to include paid internships in Silicon Valley companies for real world experience and training in technical support positions. Typically about 12-15 students are placed in help desk positions over the course of a year.

Now the CompTechS concept is being scaled up with a \$2.9 million, five-year American Apprenticeship Grant from the U.S. Department of Labor that was awarded in 2015. Participants in the Silicon Valley High Tech Apprenticeship Initiative include Foothill, De Anza, and four other Bay Area colleges, along with several workforce boards and private companies.

At least 300 students are expected to be placed in apprenticeships with participating Silicon Valley employers and will be employed for a minimum of one year.

The grant will create new access points for community college students to enter well-paid positions as help desk specialists and data center technicians. This will contribute to closing a skills gap that traditionally has been filled by foreign workers with H1B visas and help diversify the high tech workforce in Silicon Valley.

DEVELOPING INTERVENTIONS THAT WORK

Expanding the Diversity Pipeline in STEM Fields

STEMWay is a comprehensive outside-the-classroom academic support program at Foothill College designed to increase students' success in science, technology, engineering, and mathematics. The goal is to help more students graduate with a STEM degree or transfer in a STEM field, leading into STEM careers.

Using multiple approaches, STEMWay aims to guide students through a two-year, college-level mathematics progression that is foundational for success in all STEM areas. Since the program began five years ago, Foothill has seen gains in STEM course enrollments, STEM graduation rates, and student success in the gateway Math 1A course, calculus.

Funded by a five-year grant from the National Science Foundation's STEM Talent Expansion Program, STEMWay uses an "intensive intervention" model of student retention.

Much of the action takes place at the college's STEM Success Center where students are assessed initially for placement into appropriate courses. They're offered "booster" instruction with one-on-one tutoring and workshops to fill knowledge and skills gaps throughout their studies. Using an early alert system, faculty members forward the names of students who are struggling, and the STEM Success Center director or an early alert coordinator contacts them. Instructors with at least a baccalaureate degree in a STEM field serve as STEM center tutors.

Other elements of STEMWay include engaging students in informal activities that

build a sense of community and engaging STEM faculty in working collaboratively to improve teaching and learning. Faculty members introduce students to the concept of “growth mindset,” based on the work of Carol Dweck at Stanford University, and incorporate “productive persistence” activities, based on strategies developed at the Carnegie Foundation for the Advancement of Teaching. STEMWay has a mentoring component, including coaching of faculty on best practices in supporting students.

Over the past three years, a separate National Science Foundation grant has supported the awarding of 127 scholarships of \$1,400 each to STEM students so they can spend less time working and devote more time to their studies.

According to an external evaluator, collaboration among all groups – faculty, STEM Success Center instructors, students, and advisers – has played a critical role in STEMWay’s success.

Mathematics for Those Who Struggle

Foothill and De Anza colleges have developed successful programs to help students who struggle with mathematics prepare for and succeed in transfer-level math.

Recently De Anza was awarded a \$1.3 million Basic Skills and Student Outcomes Transformation Program grant from the state to fund accelerated math pathways. Research shows that if students can reach and complete college-level math faster, they are more likely to reach that goal. Increasing success rates would be significant since about 75 percent of De Anza students place into basic skills math.

The grant will be used to scale up and redesign two existing programs that have been successful at De Anza, Math

Performance Success (MPS) and Statway, which serve different populations of students. Both are cohort programs that integrate student services into the classroom.

Research shows that both MPS and Statway increase student retention, success rates, persistence, and progression to college-level math. MPS, which started as a pilot program in 1999, embeds counselors and tutors in the classroom and has students spend twice as much time in class as they would in a traditional math class.

A more recent addition, Statway is part of the Carnegie Math Pathways and offers an accelerated statistics pathway specifically for non-STEM students to complete developmental mathematics and college-level statistics in one year. Students learn how to use math in real world situations and work in groups. The Statway completion rate is high compared to the typical three-course progression to statistics.

De Anza will use the grant to increase the number of students served by MPS or Statway from about 800 per year to more than 5,000 by the end of the grant’s third year. The expansion will require hiring and training more faculty, tutors, and counselors as well as a project coordinator. Rather than waiting for students to fail at math, the college will begin recruiting first-time students to the programs.

The redesign focuses on getting students through the programs faster. Students will be assessed using multiple measures and those who are borderline will be placed in a higher math level within MPS or Statway, rather than in a lower level course as they might have been previously. This will enable more students to complete college-level math within one year. Reducing the number of quarters reduces the number of exit points and the likelihood that math will become a barrier to transfer or program completion. Other features of the redesign include adding a biweekly skills seminar and

providing students with tablets to download course software and access textbooks.

Statway is being used at Foothill College along with Math My Way, a team-taught pre-algebra program developed by math faculty that allows students to work at their own pace within a cohort of students to develop a strong math foundation. Institutional research shows that students who successfully complete Math My Way are more likely to persist through the math sequence of introductory algebra, intermediate algebra, and college-level math and achieve higher grades than pre-algebra students who don't take it. Most Math My Way students complete the program in two quarters, while many motivated students can complete all modules in one quarter.

STEM Success Center Raising the Bar

Over the past three years, student use of the STEM Success Center at Foothill College has increased by almost 60 percent – reaching 96,000 hours in the 2015-16 academic year. Over those same three years, the success gap has narrowed significantly for students who use the center, which is especially important for a campus with more than 30 percent STEM students.

About 2,000 students visit the STEM Success Center every quarter to study alone or in groups and get on-the-spot instructional help when they need it. They can drop in for one-on-one tutoring from an instructor who has at least a bachelor's degree in one of the fields the center supports – math, computer science, chemistry, physics, astronomy, engineering, and biology. Many of the center's instructors have a master's or doctorate degree, the center's director said, and together hold more than 100 patents.

Having a team of 60 part-time instructors makes it possible to keep the STEM Success Center open from 7:30 a.m. to 9 p.m. most

weekdays and from 10 a.m. to 5 p.m. on Saturdays during the academic year. In addition, online computer science tutoring with graduate students is available from 8 p.m. to midnight. Hours are only slightly shorter during the summer.

Hiring part-time instructors who meet state teaching standards is sustainable because it makes the center eligible for state noncredit apportionment funding on the basis of weekly student contact hours. Foothill's Teaching and Learning Center uses a similar model to fund tutoring in reading and writing.

Institutional research indicates that between 2012-13 and 2014-15, students who used the center successfully completed STEM courses at a higher rate than students who did not use the center.

More significantly, the achievement gap between the college's targeted and non-targeted student groups who used the center decreased over those three years, narrowing from a gap of 24 percentage points to a gap of 5 percentage points for the gateway Math 1A course.

Students are recruited to the STEM Success Center in classroom presentations at the beginning of each quarter. The center's director and an early alert coordinator also work with classroom instructors during the year to identify students who are struggling and reach out to them. An estimated 40 percent of the college's STEM students use the center.

Spread over seven rooms, the center has more than 100 desktop computers with free printing and scanning and a graphing calculator loan program. There's also a biology lab with skeletal and muscle models, professional lab microscope, and specimen slides. Students can eat and drink inside the center, use the microwave, and a pot of coffee is always on.

Two years ago, the center added a Foundations Lab where students who enter at pre-college levels in mathematics can go for tutoring without feeling intimidated or embarrassed. It is part of Foothill's effort to expand services for basic skills, including embedding tutors in basic skills classrooms. The center has been so successful that a plan is underway to almost double its size. With additional space, tutoring would be added in accounting and economics and several learning communities would be housed at the center as well.

CULTIVATING GLOBAL CITIZENS

Seeing the World from a New Perspective

For the second summer in a row, four De Anza College students traveled with anthropology instructor Isaiah Nengo to the Turkana Basin Institute in Kenya to take part in eight weeks of field research exploring the origins of humanity. Their participation was funded by the Foothill-De Anza Foundation and the Turkana Basin Institute, and the students shared their excitement and observations through a blog on the foundation website.

Trips like these offer students not only a chance to engage directly in scientific research, but, as Nengo puts it, "an opportunity to view themselves from a different cultural prism."

Field study in the Turkana Basin is one of a number of opportunities for Foothill and De Anza students to expand their understanding of what it means to be a global citizen. In recent years De Anza has sponsored study trips to Vietnam and Taiwan, and Foothill anthropology students have conducted fieldwork in Ireland, Ecuador, and Belize.



For the fifth year in a row, about 25 students and their instructors from dental hygiene, pre-medical, and allied health programs at Foothill College traveled over the summer to Honduras to provide dental and health care to hundreds of local people in rural areas as part of Global Brigades. On these trips, students get to know the local people, live as they do, and perform community service.



Students also are taking advantage of Foothill's revitalized Campus Abroad program, studying anthropology, English literature, and composition in Barcelona this fall. Florence, Paris, and London were among other recent destinations.

Harnessing People Power

Cross Cultural Partners (CCP) is a student learning program started 16 years ago by three De Anza College English as Second Language instructors. The program pairs an ESL student with a fluent English-speaking



student from a different cultural background to promote English language conversation and cross-cultural communication.

About 200 students are paired every quarter, and as many as 30 different languages are represented. For many ESL students, these partnerships are their first experience with native English speaking individuals. As a result of their interactions, ESL students report improved self-confidence, better retention, and increased academic success.

Participating students speak highly of the program. “Not only is Cross Cultural Partners a lot of fun, it’s a great way to learn about and understand other parts of the world and to know how to communicate with people from other cultures,” said a student who initially signed up to kill time between classes and ended up staying on as a student helper.

Another student explained, “I really enjoy the experience here in CCP since it not only improves my English skills, but also my interpersonal skills. Since I am an international student from Taiwan, I would like to make friends from different cultures through being in CCP, and it increases cross-cultural friendship on campus and reduces stereotypes of other cultures.”

The De Anza Associated Student Body and private donors fund Cross Cultural Partners.

Sustaining Each Other and Planet Earth

At the request of a group of students, the De Anza College Academic Senate approved the concept of a new graduation requirement that students successfully complete one course that addresses

sustainability and global citizenship as part of the college’s general education pattern.

In keeping with De Anza’s broad definition of sustainability, courses will satisfy the requirement if students learn about:

- How they can have a positive impact locally and globally in making the world more environmentally sustainable and just.
- The most pressing environmental, equity, and social justice problems, their consequences, and what caused them.
- The interconnectivity of economic prosperity, social equity, and environmental quality.
- How the well-being of human society depends on sustainable social and economic systems.
- How their personal activities impact the environment and their communities, and participation in actions to create a more environmentally sustainable and equitable future.

The new requirement aligns the curriculum with one of De Anza’s core competencies: civic capacity for global, cultural, social, and environmental justice. Planning is underway for the requirement to take effect in 2017-18.



ELIMINATING INSTITUTIONAL BARRIERS

Office Supports Equity Goals

The Office of Equity, Social Justice and Multicultural Education at De Anza is a central campus resource for promoting a campus environment of diversity and inclusion while seeking to eliminate institutional barriers that perpetuate inequity, injustice, and monocultural education. Through programs and services, the office assists individuals and groups in their efforts to create a fully inclusive community that offers students, faculty, and staff equitable access, experiences, and outcomes.

The Office of Equity also works in concert with programs across the campus to offer training on topics such as culturally responsive curriculum planning, cultural humility in the classroom, compassionate communication, and working with lesbian, gay, bisexual, transgender, and queer (LGBTQ) students. Other services include coaching and technical assistance in areas including culturally responsive leadership and supervision and intercultural trust and team building.

The director of the Office of Equity works collaboratively with instructional division deans, department chairs, and equity core team members from the divisions on developing division equity plans. The Equity Action Council assists the equity office in advancing equity program goals and advises the college and shared governance groups on equity and inclusion issues.

The office co-sponsors a Queer & Now conference on the campus and offers extensive training to those who want to serve as equal opportunity representatives on hiring committees. It maintains an extensive library on racism, diversity, culture, gender, peace, and conflict.

A Resource for Gender Equity

Initiated by students, the Jean Miller Resource Room for Women, Gender and Sexuality was established in 2013 in the De Anza College Office of Equity. It provides a gathering spot for women and LGBTQ students and offers centralized resources, training, and programming for increasing awareness about the ways in which gender and sexuality intersect with race, ethnicity, class, and disability. It also supports students, faculty, and staff in advocating for the right of individuals to self-determine their gender and sexual identities without facing negative repercussions.

Last year, Jean Miller's director and student volunteers worked on a series of short, thought-provoking videos called "Ask A Student," featuring De Anza students talking about their lives. The videos cover topics such as circumstances faced by working class students, campus safety, and why the use of chosen names and pronouns in the classroom matters to students who identify differently from their birth gender. (Foothill-De Anza students can choose the name that appears on class rosters and on the portal.)

All videos end with concrete steps that faculty and staff can take to create an equitable learning environment for students. This year the center's focus has been on building community with other campus groups and developing a task force for students with children.







INSTITUTIONAL STABILITY

BUDGET OVERVIEW

Despite facing some of the most challenging budget years in the district's history, Foothill-De Anza has maintained a consistent record of institutional stability.

In 2009-10, as a result of the national recession, California experienced steep declines in the sales, property, and personal income tax revenues it relies upon to fund community colleges, leading to years of multi-million dollar funding cuts that had a severe impact on Foothill-De Anza Community College District's operating budget. The district's strategy to manage the budget reductions was to preserve as many programs and positions as possible by diverting one-time funding, originally earmarked for other uses, to create a stability fund that bought the district time to thoughtfully plan and to cushion against layoffs. Although the district was ultimately forced to eliminate positions and reduce course sections, the strategy was largely successful in ensuring that there was no permanent erosion in quality. During this period, the district worked collaboratively with employee and other constituency groups to develop plans to permanently close a structural budget deficit.

It has only been in the last few years that California has restored some of the district's lost funding. In November 2012, state voters passed a temporary sales and income tax measure earmarked for education. While the measure did not add new funds to the district's budget, it did halt the additional reductions planned for that fiscal year. In 2012-13, Foothill-De Anza received its first cost of living adjustment in five years, and in the recently concluded budget year, the district finally received a long-awaited increase to base funding.

Many of the state's community college districts were forced to borrow during the recession using tax and revenue anticipation notes, but Foothill-De Anza was able to avoid additional debt costs by relying on the stability fund for strategic management of its cash flow. Although the district's ending fund balance remained relatively stable during the recession due to a strong commitment to match revenues to expenses, decreases in resident enrollment revenue and multi-year increases in employer contributions for pension liabilities remain a budget challenge. The district is committed to maintaining a balanced budget, and the stability fund continues to be a key part of the strategy, allowing budget cuts to be made in an intentional way and minimizing consequences to students and program quality.



General Fund Budget Trends

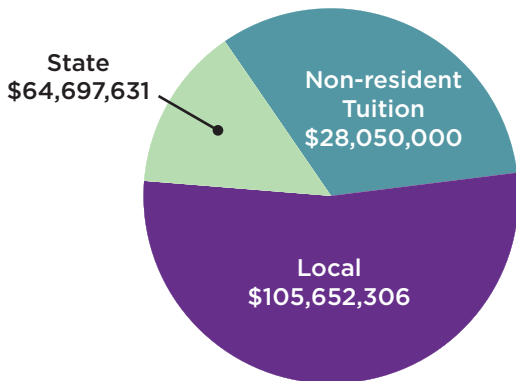
| | 2010-11 Actual | 2011-12 Actual | 2012-13 Actual | 2013-14 Actual | 2014-15 Actual | 2015-16 Projected |
|---------------------|----------------|----------------|----------------|----------------|----------------|-------------------|
| Revenue | \$183,906,798 | \$170,445,614 | \$176,712,712 | \$172,902,045 | \$178,117,970 | \$198,399,937 |
| Expenses | \$175,597,764 | \$177,074,436 | \$170,168,717 | \$173,980,583 | \$173,519,810 | \$193,475,782 |
| Ending Fund Balance | \$45,116,972 | \$38,488,150 | \$45,032,144 | \$43,953,606 | \$48,551,766 | \$53,475,921 |

Staffing Trends

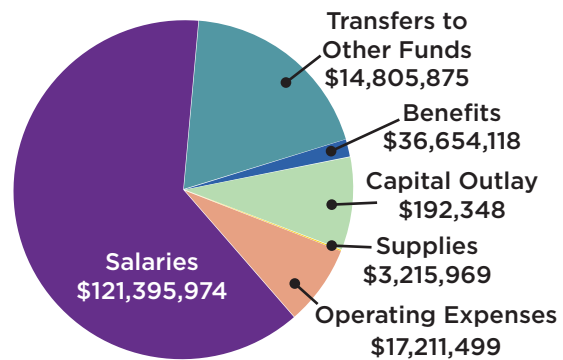
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|--|---------|---------|---------|---------|---------|---------|
| Budgeted full-time positions (includes vacant positions) | 1,290 | 1,291 | 1,250 | 1,183 | 1,213 | 1,242 |

Foothill-De Anza employs a growth model to fund and reduce faculty and staff positions in proportion to enrollment. Budgeted full-time positions reached 1,401 in the 2008-09 fiscal year, before the effects of the national recession created several years of double-digit budget deficits in California. In 2009-10, part of the state’s strategy to manage the deficits involved workload reductions, cuts to funded enrollment that essentially served as enrollment caps. Although the stability fund allowed the district to mitigate the impact of the cuts, 111 full-time budgeted positions were eliminated between 2008-09 and 2010-11.

Sources of Income for General Fund 2015-16



Uses of Income for General Fund 2015-16



Foothill-De Anza Community College District’s operating budget is primarily funded through state apportionment, which is made up of local and state sources of income, including property taxes, student enrollment fees, state general apportionment, and proceeds from Proposition 30, a temporary sales and income tax increase approved by voters in 2012. Eighty percent of the district’s operating or “general” fund originates from base apportionment revenue with the balance coming from non-resident tuition, lottery proceeds, and other sources.

In addition to the stability fund, Foothill-De Anza’s strategy to manage budget uncertainties involves an ongoing push to minimize expenses and maximize revenues. The district’s resident enrollment decline was precipitated by budget-driven enrollment caps and exacerbated by changes in course repeatability regulations, tuition increases, waning regional high school enrollment, and a thriving economy and low unemployment rate in the Silicon Valley. The district has worked diligently to restore resident enrollment by strategically

planning courses, adding innovative programs, and increasing marketing efforts. It also has been successful in utilizing the well-regarded international reputations of the colleges to attract nonresident students who not only pay a higher tuition rate, but also add to the rich diversity of the colleges and enliven classroom discussions with their unique perspectives and experiences. Revenue from nonresident tuition has increased by approximately \$10 million since 2010-11, buoying programs that benefit all students.

ALTERNATIVE REVENUE SOURCES

Grants and gifts have helped the district to weather the worst of the budget cuts. Although the additional revenue is often earmarked for special projects and not available for general operating expenses, the funds allow the district to augment student support services and develop unique and innovative programs that might otherwise have been out of reach.

Federal Grants

In 2015-16, the district received more than \$1.67 million in federal revenue from grants:

- **National Science Foundation (NSF) Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM) Program**

In September 2013, Foothill College was awarded a five-year, \$600,000 Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM) Program grant with the goal of recruiting and retaining to transfer or completion of STEM degrees academically capable students with financial need. The focus of the project is to enable scholarship students to attend full-time and to complete their STEM programs reliably in two years.

- **NSF Science, Technology, Engineering, and Mathematics Talent Expansion Program (STEP) - STEMWay**

Foothill College was one of just 22 two- and four-year colleges in the nation to receive a Science, Technology, Engineering and Mathematics Talent Expansion Program (STEP) grant in November 2012. The five-year, \$900,000 grant funds the college's innovative STEMWay program, designed to increase the graduation rates of STEM students by combining four key elements that are consistent with recent research on STEM student success: academic support services, analytical management to enable

comprehensive support with limited resources, mentoring for success within a learning community, and STEM faculty involvement for collaborative improvement.

- **NSF Transforming Undergraduate Education in Science, Technology, Engineering, and Mathematics - Community College Biology Faculty Enhancement through Scientific Teaching (CCB FEST)**

In 2010 and again in 2012, the National Science Foundation funded the Community College Biology Faculty Enhancement through Scientific Teaching or CCB FEST collaborative project involving San Francisco State University and De Anza College. The project, which is funded through 2017, provides a Summer Teaching Institute to current and aspiring community college biology faculty in the San Francisco Bay area, collaborative partnerships among current faculty members, and mentoring relationships between community college faculty members and graduate students interested in pursuing college-level teaching as a career.

- **NSF S-STEM grant - Community College Biology Education Research Meeting**

The National Science Foundation funded a project of the University of Texas at Austin and De Anza College in May 2015 addressing the dearth of discipline-based education research, particularly biology education research, at the nation's community colleges. The project involves convening a meeting of national leaders to examine what issues have been studied and where gaps exist with the goal of generating a plan to identify constraints community college faculty encounter when conducting and publishing biology education studies and develop support strategies.

- **Asian American and Native American Pacific Islander Serving-Institution (AANAPISI) grant - IMPACT AAPI**

In September 2008, De Anza College was one of six institutions to receive an Asian American and Native American Pacific Islander Serving-Institution

(AANAPISI) grant, limited to institutions with an enrollment that is at least 10 percent Asian American and Native American Pacific Islander. The college used the \$1.2 million in grant funds to create the Initiatives to Maximize Positive Academic Achievement and Cultural Thriving focusing on Asian American and Pacific Islander (IMPACT AAPI) program with the goal of closing the academic achievement and transfer gap of AAPI subgroups that are traditionally underrepresented in higher education. The college received a second, five-year AANAPISI grant of \$2 million in 2011, which has allowed it to continue to build upon the successful program.

- **Department of Labor American Apprenticeship grant award – Silicon Valley High Tech Apprenticeship Initiative**

In 2015, the Department of Labor awarded a \$2.9 million American Apprenticeship grant to the Silicon Valley High Tech Apprenticeship Initiative (SVHTAI). The initiative is led by Mission College and Synopsys Inc. in partnership with Foothill, De Anza, and three other community colleges; local workforce investment boards; and several major technology companies. The goal of the initiative is to develop two entry-level apprenticeships, computer user support specialist (or help desk specialist) and data center technician, that will provide new access points for community college students into high-demand, high-tech professions. The initial apprenticeship program will serve 300 students and key employers in the Silicon Valley.

State Grants

Foothill-De Anza has also been successful in winning competitive grants at the state level. The following are among the most significant:

- **Online Education Initiative (OEI)**

In November 2013, the Board of Governors of the California Community Colleges awarded a competitive grant to Foothill-

De Anza in partnership with Butte-Glenn Community College District to launch the Online Education Initiative. The goal is to increase the number of California students who earn associate degrees and transfer to four-year universities by dramatically increasing the number of online classes available to community college students and providing comprehensive support services to help them succeed. First-year funding of the grant was \$16.9 million with the option for the state to extend funding for an additional four years at \$10 million per year. The 2016-17 state budget included an additional \$20 million to support the initiative.

- **High Tech Center Training Unit (HTCTU)**

Foothill-De Anza was awarded a grant in 1990 by the Board of Governors to relocate the High Tech Center Training Unit from Sacramento to De Anza College. The center was initially established to provide students with disabilities training in, and access to, assistive computer technology that would allow them to compete effectively in academic environments. The role of the HTCTU was expanded in 2000-01 to include technical assistance to the community college system in alternate media and web accessibility. The district has been re-awarded the grant several times, most recently in 2013. For 2015-16, the grant of \$1.1 million enabled the HTCTU to offer training and support at all 113 California community colleges for faculty and staff on alternate media, web accessibility, and improving teaching skills, pedagogy, and methods for using assistive computer technology. More than 10,000 students with disabilities across the state are enrolled in HTCTU programs.

- **Institutional Effectiveness Partnership Initiative (IEPI)**

Foothill College was awarded a five-year contract of \$883,333 for coordinating workshops in Northern California and facilitating logistics for Technical Assistance Teams in connection with the Institutional Effectiveness Partnership Initiative (IEPI).

The IEPI is a collaborative effort led by College of the Canyons and the California Community Colleges Chancellor's Office to help advance the institutional effectiveness of California community colleges. The Foothill College associate vice president of instruction serves on the executive committee overseeing the grant.

• **Career Technical Education Enhancement Fund**

Foothill College and De Anza College are part of a regional consortium to develop, enhance, retool, and expand career technical education offerings in 28 community colleges in the Bay Area. Administered by Cabrillo College, the California Community Colleges Career Technical Education (CTE) Enhancement Fund provides grant funding for colleges to acquire instructional equipment, develop new curriculum, support professional development, and support outreach to underrepresented populations. Foothill's \$345,433 share will go to support programs in veterinary technology, allied health, computer science, engineering, and business. De Anza is using its \$392,121 to support programs that are aligned with the regional sectors of film/television, health technologies, nursing, energy management, automotive technology, medical laboratory technology, and manufacturing and CNC technology.

• **Transitional Subsidized Employment Program**

Foothill-De Anza, through its Occupational Training Institute (OTI) at De Anza, provides subsidized employment and educational training related to employment for CalWORKs clients through Santa Clara County's Transitional Subsidized Employment program. Funded with a State of California Workforce Investment Act grant, the district's contract to provide CalWORKs Transitional Subsidized Employment for 2016-17 is \$371,088.

• **Basic Skills and Student Outcomes Transformation Program**

De Anza College was awarded a \$1.3 million Basic Skills and Student Outcomes Transformation Program grant for 2016-17 by the California Community Colleges Chancellor's Office. The grant will fund an initiative for math accelerated pathways to improve the number of students who progress to and complete college-level math by decreasing the time it takes to reach that goal. The funds will be used to scale up and redesign two existing successful programs, Math Performance Success and Statway.

• **SB 1070 Career Technical Education Pathways Program - Southwest Bay Area Career Pathway Consortium**

Foothill College and De Anza College are part of a consortium of 14 community colleges and their K-12 feeder schools that is working to develop regional data alignment strategies to ensure the successful transition of career technical education (CTE) students from high school to postsecondary education and careers. The Southwest Bay Area Career Pathways Consortium was initially awarded a \$1.8 million SB 1070 CTE Pathways Program grant in 2013 by the California Community Colleges Chancellor's Office. Led by Foothill, the consortium has received a second award of \$1.8 million and is eligible for an additional year of funding.

• **Adult Education Block Grant - North Santa Clara County Student Transition Consortium**

The North Santa Clara County Student Transition Consortium is a partnership between Foothill-De Anza and several local adult schools to coordinate programs, create linkages, and develop regional plans for adult education. The Adult Education Block Grant was awarded to the consortium in 2014 by the California Community Colleges Chancellor's Office. Foothill College and De Anza College each received \$199,212 in 2015-16 to support grant goals.

Foothill-De Anza Foundation

The nonprofit Foothill-De Anza Foundation, established in 1975, provides vital support to college programs that promote student success and educational equity as well as direct support to students. Governing the foundation and participating in fundraising is an all-volunteer Board of Directors that includes influential members of the community who understand the key roles that the colleges play in the region. Volunteer-led college commissions work with the foundation to promote the colleges within the community and engage in projects, activities, and fundraising in support of students.

The foundation staff and board work closely with the colleges to support their fundraising priorities and areas of greatest need. Current initiatives involve increasing student access and support in the Extended Opportunity Programs and Services (EOPS) and veterans programs, funding the remodeling and expansion of Foothill's STEM Success Center, and funding additional staff and student internships for De Anza's Vasconcellos Institute for Democracy in Action (VIDA).

The colleges receive tremendous support from the community and attract large donations that fill critical needs and provide students opportunities that extend beyond the classroom. Donors have found many of the colleges' distinctive programs worthy of their dollars. Following are some recent examples:

- **\$1 Million for Design and Manufacturing Technologies Department**

De Anza College was awarded a \$1 million gift in 2015 by the Gene Haas Foundation to expand its Design and Manufacturing Technologies (DMT) classrooms and labs. The college's DMT department contains some of the nation's leading programs, and De Anza is one of only a few colleges in California that is accredited in machining

by the National Institute of Metalworking Skills (NIMS). The DMT department enrolls more than 1,500 students annually and offers approximately 35 courses, including CAD, CAM, and CNC mill and lathe.

- **Rotary Club Support**

In the last two years, the Rotary Club of Los Altos raised \$250,000 to provide student veterans with scholarships, textbook vouchers, a staff coordinator position in Foothill College's Veterans Resource Center, the purchase of many assistive-technology devices, and special cords that student veterans wear with their academic regalia during commencement. The club's most recent initiative is a fundraising campaign to honor veterans by constructing a plaza outside the Veterans Resource Center. Foothill and De Anza together enroll approximately 850 student veterans each year.

In fall 2015, the Rotary Club of Cupertino funded a Community Bike Repair station at De Anza College. Earlier this year, the Rotary Club of San Jose awarded De Anza's Extended Opportunity Programs and Services (EOPS) a community grant of more than \$9,500 to purchase computers and printers for its computer lab. EOPS is a state-supported program that annually assists almost 1,200 low-income and academically disadvantaged district students with support services and college expenses.

- **Vasconcellos Institute for Democracy in Action Challenge Grant**

De Anza College's Institute for Community and Civic Engagement was renamed the Vasconcellos Institute for Democracy in Action (VIDA) in 2015 to honor the memory of California State Senator John Vasconcellos, who was known for his work on public education and his commitment to civic engagement. Following his death, community members Jim and Becky Morgan pledged a challenge grant of \$198,000 over three years to honor his long history of civic work and to continue VIDA's mission to empower students as agents of change in their communities.

• **\$3.5 Million in Support for Krause Center for Innovation**

Not content to rest on their laurels after donating \$1 million in 2000, community philanthropists Gay and Bill Krause pledged \$3.5 million in 2013 to provide continuing support for key positions and programs at the Krause Center for Innovation (KCI). Funded almost exclusively through private donations and grants, the KCI is devoted to helping teachers transform their teaching practice by using technology in innovative ways to deepen learning and engage and inspire students. The program has served more than 20,000 educators from local school districts since its inception.

• **Audrey Edna Butcher Civil Liberties Education Initiative**

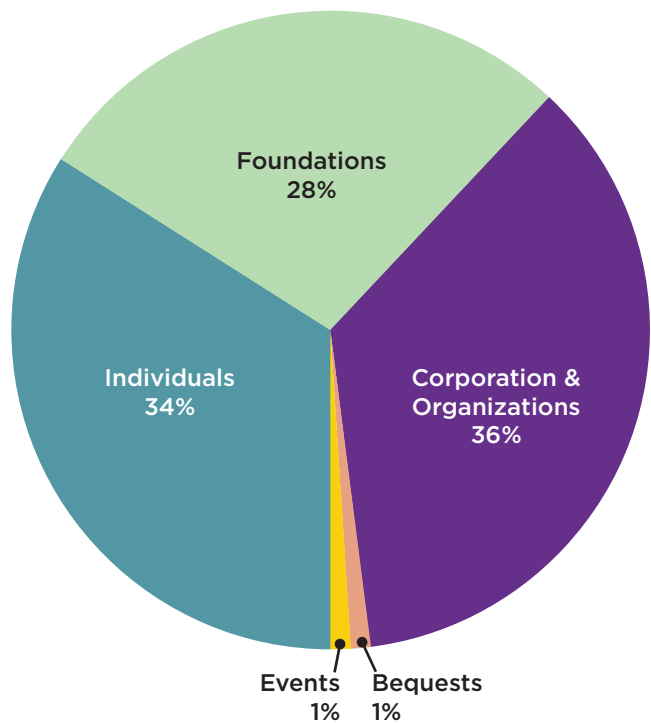
De Anza College’s California History Center received a generous donation in 2013 from community member Margaret Butcher. She made the gift in honor of her mother, who served on the California History Center Board of Trustees for six years. Audrey Butcher had been a school teacher during World War II and witnessed the disappearance of numerous Japanese American students as they and their families were forced into isolated internment camps along the West Coast. The experience led her to commit to educating others regarding history and the importance of civil liberties.

Foothill-De Anza Foundation Contributions 2014-15

In 2014-15, the foundation received contributions of \$3,752,600 and provided nearly \$3 million to the colleges for innovative programs and direct support of students, including book vouchers, stipends for internships, and \$400,000 in scholarships.

With close to \$37 million in assets, the foundation has a stable budget that will be a source of support to college programs and students long into the future.

Foundation Revenue Sources



COST CONTAINMENT

In addition to seeking out new revenue streams, a systematic reassessment of plans and operations to streamline processes and contain costs is key to managing the district's ongoing expenses.

Medical Benefits Plan Savings

In 2008-09 and 2009-10, Foothill-De Anza saw expenses for medical benefits increase by approximately \$6 million or 25 percent. In an effort to control spiraling costs, the district and its employee unions created the Joint Labor Management Benefits Council (JLMBC) to explore budget-balancing options. Together they reached an agreement to restructure health benefit plans and administration, effective July 2012.

Through a collaborative process with employee groups, the district moved from a longstanding self-insured and self-funded model, administered by and fully paid for by the district, to a fully insured model that allows costs to be controlled and expenses stabilized through a contract with the state-sponsored health insurance plan and implementation of employee premium contributions. A health benefit reserve fund was established to offset drastic increases in premiums year-to-year and to ease the transition to the higher share of costs that employees now contribute. In 2013, Workforce Magazine recognized Foothill-De Anza with an Optimas Award in the partnership category for exemplary achievement in workforce management related to the JLMBC.

Reining in Contracting Costs

Earlier this year, Foothill-De Anza opted in to the California Uniform Public Construction Cost Accounting Act (CUPCCAA), which allows flexibility in

awarding small contracts for public works projects and increases the formal bid limit from \$15,000 to \$175,000. By implementing CUPCCAA, the district is able to provide its own scopes of work for smaller projects rather than hiring architects or consultants to create detailed drawings and scopes of work, which can often cost as much as the projects themselves. Additionally, the district is given the flexibility to negotiate prices and terms, which is not allowed in a formal bid environment. The new process saves the district time and money, and the higher formal bid limits allow the district to use more local resources and even its own workforce for projects under \$45,000.

Risk Management

Foothill-De Anza's Risk Management Department manages liability insurance and property and liability claims and provides training to employees to promote safe and effective work practices. The department identifies and mitigates potential liabilities, reducing the cost of legal actions and claims through foresight and proactive procedures. As a result, the district is considered a good risk for insurance companies, and its liability insurance premiums have dropped from an annual rate of \$72,949 in 2010-11 to \$62,914 in 2014-15.

Debt Refinancing

In 2013, Foothill-De Anza took advantage of low interest rates to refinance its outstanding Refunding Certificates of Participation, realizing a savings of approximately \$85,000 in annual interest expenses. General obligation refunding bonds were refinanced in 2012, 2014, and 2015, saving taxpayers \$1,709,000 annually. The district has consistently earned credit ratings that rank among the highest for community college districts in California. In the 2015 refinancing, the district was rated Aaa by Moody's Investors Service and AA+ by Standard & Poor's.

Rethinking Technology Needs

When two different designs for the district's long-planned combined data center and Educational Technology Services office building exceeded the budget by \$8 million, the district began exploring alternatives that would lower capital costs and reduce operating costs as well. After developing criteria for data preservation that included security, environmental sustainability, portability, rapid disaster recovery, and affordability, the district dropped plans for the combined data center and office building in favor of modernizing an existing data center on the De Anza College campus and upgrading a small secondary center on the Foothill College campus.

As part of the redesigned solution, the district also committed to co-locating disaster recovery operations, sharing more resources through state and regional partnerships, and increasing the use of cloud services. It also implemented a server virtualization strategy to increase processing power, reduce the number of servers needed, and reduce energy consumption.



Sustainability

Foothill-De Anza has a longstanding commitment to sustainability, a core value reflected in its mission, policies, procedures, and plans. Many of the actions it has taken to reduce use of finite natural resources have also benefited the operating budget's bottom line, freeing up funds for other uses. Examples include:

- Reduction of water use in the past two years by 50 percent, resulting in an estimated savings of \$100,000 annually. The savings are primarily due to decreased landscape irrigation, installation of low-flow restroom fixtures, and repair of leaks in the domestic water system.
- Replacement of standard flush toilets and urinals with low-flow models at Foothill College at no cost to the district through a water district conservation program.
- Installation of a web-enabled control and metering system at both colleges, allowing the district to respond effectively to energy shortages and peak prices, generating approximately \$30,000 in annual savings.
- Installation of photovoltaic arrays and micro-turbines with heat recovery at both colleges for onsite energy generation, reducing energy costs. Storage capacity will soon be added that will help the district reduce purchase of electricity during peak periods, further reducing costs.

In 2012, state voters approved Proposition 39, the California Clean Energy Jobs Act, which allocates revenue to local education agencies to support energy efficiency and alternative energy projects. The district received \$781,572 for energy efficiency and renewable generation projects in 2015-16.

FINANCIAL MANAGEMENT & FISCAL INTEGRITY

Fiscal Self-Assessment

The district's Business Services division prepares a Sound Fiscal Management Self-Assessment Checklist report annually for internal use to ensure continuous scrutiny of district business practices and fiscal stability. Completion of the report on an annual basis is recommended by the California Community Colleges Chancellor's Office as a sound practice, but it is not a requirement. The comprehensive narrative document is presented each year to both the Board of Trustees and the district's Audit and Finance committee, which is made up of two trustees and four community members. For the fiscal year ending June 30, 2015, the report examined and found acceptable the areas of deficit spending, fund balance, enrollment, cash flow borrowing, bargaining agreements, staffing, internal controls, management information systems, position control, budget monitoring, retiree health benefits, leadership stability, liability, and reporting.

Audit Reports

External auditors conduct an annual financial audit of all Foothill-De Anza's funds, books, and accounts. The audit also includes a report on internal control over financial reporting and tests of compliance with certain provisions of laws, regulations, contracts, and grant agreements. The district's auditors have issued clean, unqualified opinions with no audit exceptions for at least a decade. There have also been no audit findings since the report for the year ended June 30, 2013. That year, the auditors had one minor finding that was deemed immaterial and corrected.

Annual financial audits also are performed for the Foothill-De Anza and California History Center foundations and the general obligation bond program.

In addition to financial audits, the district contracts for an annual performance audit of the bond program and periodic performance audits related to various cash handling and procurement card procedures, facilities rentals, independent contractors, and student employment, awards, and scholarships.

CAPITAL DEVELOPMENT

The generous support of the community in passing construction bond ballot measures in 1999 and 2006 has provided the district another measure of stability. With few dollars available from the state for facilities, the \$248 million Measure E and \$490.8 million Measure C bonds allowed the district to renovate and modernize buildings and infrastructure throughout both campuses, build more than a dozen new facilities, and replace aging technology systems. Major projects that were part of the 1999 Measure E bond, which is in its closeout phase, included the Krause Center for Innovation at Foothill College and the Kirsch Center for Environmental Studies at De Anza College.

Under the 2006 Measure C bond, both colleges were able to completely renovate their libraries to feature technology-enhanced group study rooms and collaboration areas, upgraded wireless access, and additional electrical outlets for students bringing their own devices. Measure C also provided funding for Foothill and De Anza to install photovoltaic arrays to generate electricity, modernize classrooms, complete site improvements, and upgrade infrastructure safety systems. Some of the major projects follow.

De Anza College Media & Learning Center

In 2010, De Anza College's Media & Learning Center won an award for the Best Overall Sustainable Design at the California Higher Education Sustainability Conference. The facility opened to students in fall 2012 and provides flexible general purpose classrooms and labs for anthropology, sociology, and world languages. It also houses distance learning and a broadcast media film and TV studio. The building was designed to be energy efficient and received a LEED Platinum rating based on features such as rooftop photovoltaic panels for electrical generation, rooftop solar hot water panels for building use, buoyancy driven ventilation, raised floor for gentle air distribution and flexibility, orientation and layout for energy efficiency and passive solar benefits, water conservation and water runoff control, and radiant heating in the lobby/atrium floor.

Foothill College Physical Sciences & Engineering Center

In 2009, Ratcliff Architects won statewide recognition with a Community College Facility Coalition Award of Merit for the Project in Design category for the Foothill College Physical Sciences & Engineering Center (PSEC). All design and structural components of the new facility and grounds complement the distinct Pacific-style architecture for which Foothill College is internationally recognized. The building, which opened in 2013, achieved a LEED Silver rating.

Network Refresh Project

Foothill-De Anza's data network is an indispensable resource for students, faculty, and staff. Its value and importance continue to grow every year, and the maintenance and advancement of a pervasive and robust wired and wireless network is a top

priority for the district. Over the last three years, the district completed an end-to-end redesign and refresh of the network infrastructure.

At a cost of approximately \$3.2 million, this fundamental information asset was upgraded and "future proofed" to support the rapid growth in end-user device connectivity, increased demand for high-bandwidth services such as streaming media and virtualized desktop computers, the "Internet of Things," and the convergence of voice, data, and video services. The district continues to expand the reach of the network as well as its capacity with ongoing annual investments.

End-user Computing Device Refresh Program

In higher education, there are few academic or administrative functions that can be accomplished without access to a reliable, end-user computing device. Not long ago, these devices were defined very narrowly, and most faculty, staff, and students were provided desktop computers. Portable devices (aka laptops) were issued as exceptions under very special circumstances. Today, end-user computing devices come in a great variety of forms and functionality.

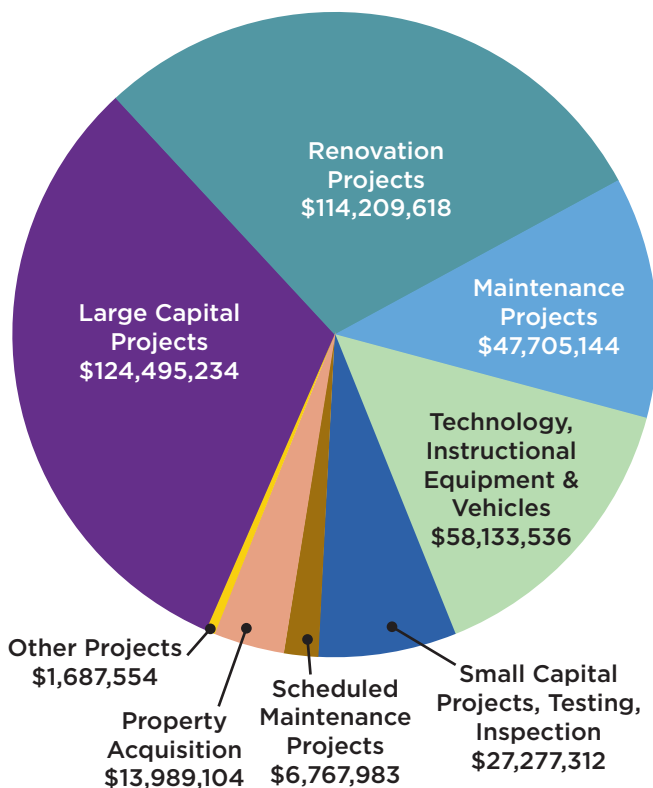
For more than a decade, the district has managed and funded a "computer refresh" program to assure that students, faculty, and staff have access to reliable computing devices. The existence of this program allows academic and administrative programs to continuously advance because they are assured of the regular upgrading of the critical tools that support their work.

In recent years, the "computer refresh" program has been transformed into an "end-user computing device refresh" program. The change of title may be subtle, but the distinction is important. The district recognizes that students, faculty,

and staff need access to a greater variety of computing tools than simply a desktop or a laptop. Support must be provided for a wide variety of mobile devices, different kinds of displays and peripherals, and virtual computing environments that can be accessed by any kind of device from anywhere a user has an Internet connection. Foothill-De Anza’s ongoing success with this program stems from the shift away from simply replacing computers to maintaining appropriate functionality and capabilities for users regardless of their role or function.

Measure C Budget & Oversight

(as of 6/30/15)



The district’s capital development program is a collaborative process that taps the knowledge of faculty, staff, and administrators closest to the programs. From the initial design to the final finishes, program experts are consulted to ensure that the needs of current and future students are always kept at the forefront of any decisions made.

The Measure C Citizens’ Bond Oversight Committee is charged with ensuring that bond proceeds are expended only for the purposes set forth in the Measure C ballot language, reporting progress annually to the public, and providing a compliance statement. The committee, made up of members of the community and a student appointed by the Board of Trustees, meets four times a year to review reports and audits and to tour projects. In the history of the district’s bond program, the committee has reported no instances of non-compliance.

The Sunnyvale Education Center, which opened in fall 2016, and a new District Office Building, planned for completion in 2017-18, are the final major projects remaining under the Measure C program.

As the successful bond programs wind down and students and staff enjoy outstanding new and renovated learning spaces, the district continues to look ahead. Facilities Master Plans have been completed by both colleges and the district to chart the course for meeting the needs of future students and ensuring that exceptional, safe, and modern facilities remain the standard at Foothill-De Anza.

Measure C Program Summary

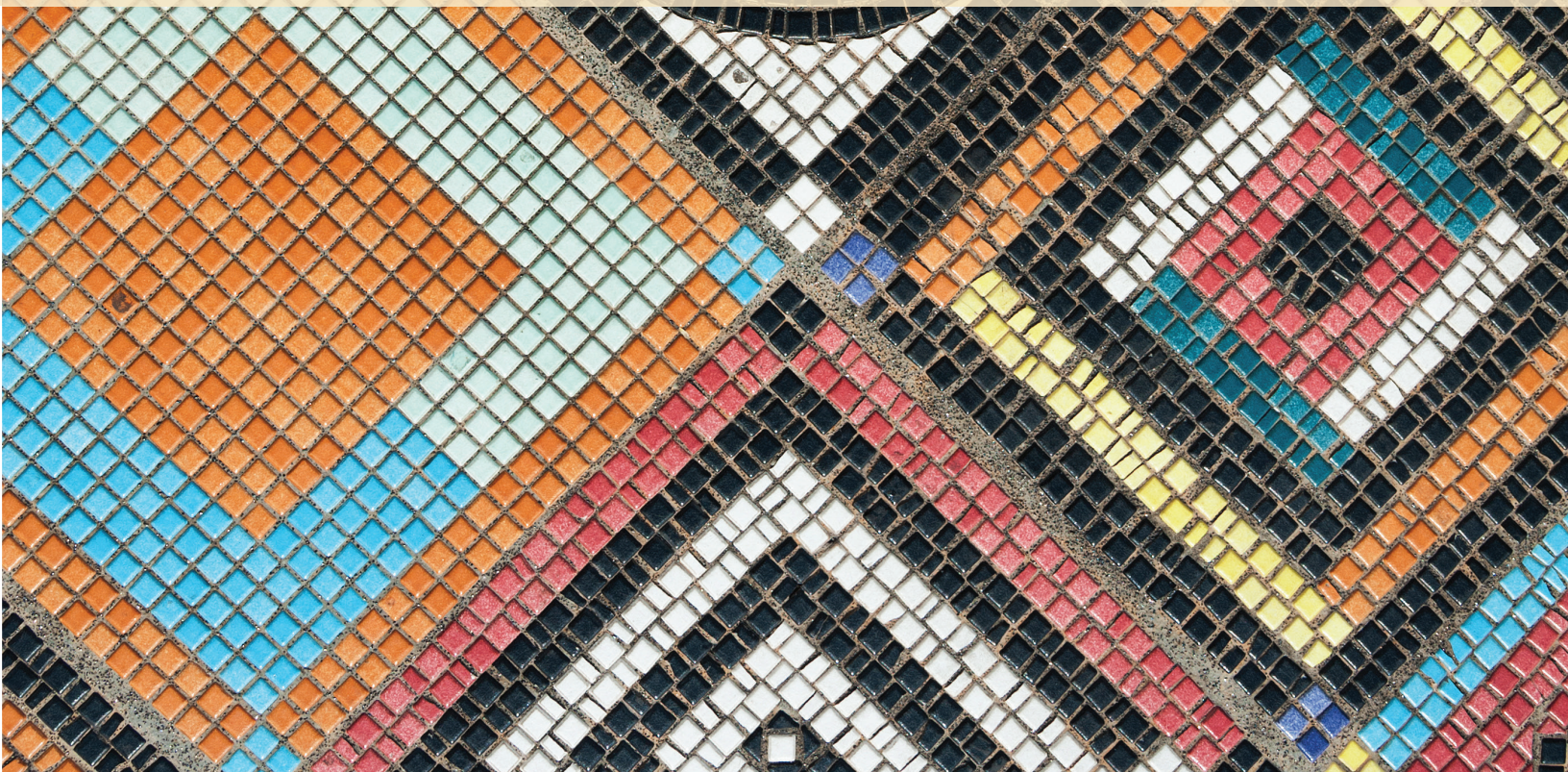
(as of 6/30/15)

| | |
|-------------------------------|----------------------|
| General Obligation Bond | \$490,800,000 |
| Interest Earned & Distributed | \$33,967,348 |
| Total Bond Funds | \$524,767,348 |
| Total Bond Expenditures | (\$394,265,485) |
| Bond Funds Remaining | \$130,501,863 |





**HIGH QUALITY RESOURCES
TO SHARE**



Supporting Online Instruction

Part of the ambitious agenda of the Online Education Initiative (OEI) led by Foothill-De Anza Community College District is to provide systemwide resources to assist in the development of high-quality online courses, student support, and faculty professional development for online instruction.

Housed on the OEI website are a growing number of such resources, ranging from a paper that looks at lessons learned from other education consortia as they considered implementation of a common course management system to multimedia tutorials that promote online student readiness. Following is a sampling of the resources available:

- Standards for quality online teaching and a rubric for evaluating online courses that includes standards relating to course design, interaction and collaboration, assessment, learner support, and accessibility.
- Webinars, workshop activities, presentations, and other resources to assist faculty in making online learning opportunities legally compliant and more accessible to students.
- A list of Americans with Disabilities Act compliant open educational resources that can be used in online courses to assist academically underprepared students with issues such as grammar, citing sources, and math concepts.
- A handbook to guide faculty in embedding basic skills resources into online courses.
- Policies and effective practices that address common challenges in distance education programs.
- Online readiness tutorials that introduce students to online learning and help them with technology,

organization, study skills and time management, communication skills, reading strategies, career and educational planning, instructional support, personal support, and financial planning.

- Interactive online readiness tools, including a cost calculator, computer readiness test, daily schedule calculator, and study schedule.
- Free and low-cost professional development courses covering technology and online teaching offered through the California Community Colleges @One Project as one-hour desktop webinars, instructor-led online courses, and self-paced training.

In addition, technological resources available to California community colleges through the OEI include a common course management system and online tutoring and counseling platforms.

Serving Students with Disabilities

Charged with providing training and support for community college faculty and staff throughout the state to better serve students with disabilities, the High Tech Center Training Unit (HTCTU) of the California Community Colleges offers a wealth of online and in-person resources related to assistive computer technology, alternate media, and web accessibility.

The HTCTU, which has been operated by Foothill-De Anza for more than 26 years, offers an alternate media database that allows educational institutions to list books, captioned videos, and tactile graphics that have been created in e-text formats for students with print disabilities; listservs that serve as forums for community college faculty and staff to discuss issues and share best practices related to students with disabilities and assistive technologies; and access to the Phoneticom DAISY Generator,

which allows colleges to produce their own digital talking books with standardized structure and navigation from digital files. The HTCTU offers a variety of in-person training programs each month. Priority to attend is given to California community college employees, but others are welcomed as space allows.

Free resources available to those visiting the HTCTU website include:

- Standards and guidelines.
- Articles covering such topics as accessibility and distance education, assistive technologies, and what to include in high tech centers that offer services to students with disabilities.
- Curriculum shared by community college instructors throughout the state.
- Tutorials about reading and writing with Braille, selecting software for students with learning disabilities, and using a screen reader on the Internet.
- Training manuals for affordable reading systems, assistive computer technology, alternate media manuals, captioning tools, web accessibility, and web evaluation tools.

Enhancing Biology Instruction

Community College Biology Faculty Enhancement through Scientific Teaching (CCB FEST) offers current and aspiring biology instructors opportunities to participate in professional learning communities and enhance their teaching practice and pedagogical expertise. CCB FEST is a National Science Foundation funded collaboration between De Anza College, San Francisco State University, and a consortium of area community college administrators and faculty.

Offered through the CCB FEST collaborative are one-day workshops, summer institutes,

semester-long partnerships between current community college biology instructors and graduate students, and “teaching squares,” which are semester-long discussion groups between four biology instructors from different colleges that promote collaboration and discussion of teaching strategies and challenges. Since 2010, CCB FEST has helped more than 260 community college faculty representing 26 community colleges employ evidence-based teaching practices and implement pedagogical strategies that enhance learning gains and reduce equity gaps among student groups.

Plugging Sustainability Into Curriculum

With grant funding from the California State University Chancellor’s Office, faculty members from San Jose State University, De Anza College, and Foothill College worked together to develop nine stand-alone, single-class sustainability lessons that instructors can “plug in” to their courses or use a model for teaching sustainability on their own campus.

The teaching modules incorporate sustainability features, such as buildings, native plant gardens, and composting projects, located on each of the three campuses. The real-world examples provide students hands-on experiences in sustainability. Topics covered in the modules, which are available to download online, include organic food, green building, energy sustainability, recycling and waste management, native plant communities, water conservation, and climate change.

Foothill College biology instructor Gillian Schultz, who participated in the project, has also made available online field guides that detail the college’s abundant plant and animal life. “Birds of Foothill College,” “Reptiles, Amphibians and Mammals of Foothill College,” and “Plants of the Foothill College California Native Plant Garden” can be found on the iNaturalist website.

Astronomy for Amateurs and Instructors

Silicon Valley Astronomy Lectures brings noted astronomers to Foothill College six times per year to explain complex astronomical developments in everyday language. The in-person talks generally attract 400 to 900 people, but the lectures have found an even larger audience online. Videos of the past several years of speeches posted on Silicon Valley Astronomy Lectures' YouTube channel have registered more than one million views.

Past speakers have included Nobel-prize winners, members of the National Academy of Sciences, and the first woman in history to discover a planet. The recently concluded 2015-16 series included topics as diverse as Dr. Stephen Kane of San Francisco State University speaking about "Finding a New Earth: Exoplanets and the Habitable Zone" and Dr. Robert Kirshner of Harvard University discussing "Einstein's Blunder Undone: The Runaway Universe." The lecture series is sponsored by Foothill College, the Astronomical Society of the Pacific, the SETI Institute, and the NASA Ames Research Center.

Foothill College astronomy instructor Andrew Fraknoi, who moderates the lecture series, also makes available online a wide assortment of resources for astronomy professionals and amateurs alike. He has posted more than 250 publications on ResearchGate's website, including books and articles to which he has contributed and a variety of technical reports covering such topics as online astronomy image repositories, plays and films about astronomers, and sources for contributions of non-western cultures to astronomy.

Resources for Historical Research

Housed in a national registered landmark located on the De Anza College campus, the California History Center offers credit classes, exhibits, a video documentation program, a publication program, and the Louis E. Stocklmeir Regional History Library and Archives.

The Stocklmeir Library started in the 1970s as a clearinghouse for student local history projects but has expanded over the years to include a wealth of materials on California history and almost every aspect of Santa Clara Valley's development, including student research papers, books, journals, oral histories, photographs, manuscripts, newsletters, clippings, and pamphlets. Included among the library's collection are 37 books published by the California History Center Foundation as part of its Local History Studies series, three of which won national book awards.

The center, which is open to the public, is currently working on the Silicon Valley Documentation Project, a collection of formal oral histories, informal interviews, and student work that relates to the history of the region.

Modeling Water Conservation

By creating a model that can easily be replicated, Foothill College Environmental Horticulture and Design Program faculty and students potentially multiplied by many times the impact of the water-recapture and rooftop rainwater harvesting systems they developed in 2015. The projects are used as part of the program's curriculum, teaching students how to create and maintain sustainable landscapes.

The water-recapture system allows water from cooling towers, collected in three 780-gallon tanks, to be reused for irrigation. The rooftop rainwater harvesting system directs half of the water that lands on the

horticulture construction lab buildings' rooftops into underground storage tanks that feed a recirculating stream used to teach students design and conservation lessons.

Foothill College saves an estimated 110,000 gallons of water annually as a result of the two projects, which were funded with private donations. The replication model allows other educational institutions to implement similar water conservation technology and techniques with minimal costs.

Studying the Local Environment

In 2012, the Wildlife Corridor Stewardship Team of De Anza College's Environmental Studies Department published "Safe Passage for Coyote Valley: A Wildlife Linkage for the Highway 101 Corridor, A User's Guide to Developing Protective Highway Crossings for Wildlife While Connecting California's Students with Science and Nature." The report, which is available on the department's website, was the result of several years of biological field studies conducted by teams of faculty and students in the Coyote Valley to assess the

biological diversity of habitat of residential and migratory mammals and birds and the valley's viability as a multi-species wildlife linkage between the Diablo Range and Santa Cruz Mountains.

The team's findings were shared with decision-makers and stakeholders, including state and federal legislators, local government leaders, nonprofits, land trusts, resource agencies, other academic institutions, and the community. Prior to this effort, no significant data had been collected and analyzed on the long-term impacts of developing Coyote Valley on the wildlife in the region.

Field studies are built into the curriculum of the department's Wildlife Science Technician Program, which allows students to earn an associate degree or a certificate of achievement. Students in the program are trained in the scientific principles of environmental science, biodiversity and ecology, corridor ecology, landscape ecology, and ecosystem (adaptive) management as well as wildlife science and monitoring, field-based practices, and scientific protocols.







LEADERSHIP

BOARD OF TRUSTEES

Joan Barram

President, Board of Trustees, Foothill-De Anza Community College District



Joan Barram was appointed on Aug. 31, 2009, and was elected to the board in 2012. A resident of Los Altos, Barram has had a 30-year association with the Foothill-De Anza Community College District. She served for nearly a decade on the board of the Foothill-De Anza Foundation, which raises philanthropic support for the district's students and colleges. Barram was a longtime member of the advisory council of the Euphrat Museum of Art at De Anza College, and was a member of the "Yes on Measure C" Campaign Committee, which supported passage of the district's 2006 bond measure.

Barram's record of public service includes the Cupertino Union School District Board of Education, where she was elected to three terms; the boards of EdSource and the California School Boards Association; Women of Silicon Valley; and the program committee of the Silicon Valley Community Foundation. She was an invited participant in the March 2016 College Promise Initiative planning meeting at the White House. She holds a bachelor of science degree in biology from Wheaton College. Her term on the Board of Trustees expires in 2016.

Laura Casas

Vice President, Board of Trustees, Foothill-De Anza Community College District



Laura Casas was elected without opposition in 2007 after being appointed to the board in 2005, and was re-elected in 2012. She holds a law degree from Santa Clara University and a bachelor's degree in political science from California State University, Northridge. Active at the state and local levels, Casas was elected by her peers in 2011 to the statewide Trustees Board of the Community College League of California and is past chair of the League's Advisory Committee on Legislation. She is a graduate of the HOPE Leadership Institute operated by Hispanas Organized for Political Equality and serves on the boards of Children Now, a national organization that makes children a public policy priority, and ALearn, a grassroots organization dedicated to underrepresented students' success in college.

For the past decade, Casas has mentored students through Puente, an academic preparation program focused on college success. Her past activities include serving on the Foothill-De Anza Foundation Board of Directors, Santa Clara County's 6th District PTA, and the Santa Clara County League of Women Voters' Education Committee. She co-founded a transitional home for domestic violence victims in Los Angeles and has worked as a claims representative for an international commercial liability carrier. Her term expires in 2016.

Betsy Bechtel

Member, Board of Trustees, Foothill-De Anza Community College District

Betsy Bechtel, first elected in 2003 and re-elected twice since then, is a longtime resident of Palo Alto. She served for nine years on the Palo Alto City Council, including one year as mayor and two as vice mayor. After earning master's and bachelor's degrees from Stanford University, she began her teaching career in the Peace Corps in Ecuador, then taught sixth grade in San Jose upon her return to the United States. Bechtel continued her work in the public sector for five years as a staff member for then-County Supervisor Gerry Steinberg. She later joined Citibank, where she held the position of vice president for 15 years, and subsequently became a vice president of J.P. Morgan. She is a former director of Borel Bank.

In addition to serving six years on the Foothill-De Anza Foundation Board of Directors, two as president, Bechtel's extensive community service has included leadership positions in the League of Women Voters, Palo Alto Rotary Club, YMCA of the Mid-Peninsula, the Los Altos and Palo Alto Chambers of Commerce, and the Committee for Green Foothills. She is a senior fellow of the American Leadership Forum and president-elect of the Palo Alto Rotary Club. Her term on the board expires in 2016.



Pearl Cheng

Member, Board of Trustees, Foothill-De Anza Community College District

Pearl Cheng was appointed in 2008 to complete the term of Paul Fong, who was elected to the California State Assembly. She was elected without opposition in 2009 and re-elected in 2014. Cheng is a resident of Cupertino, served for eight years on the Cupertino Union School District Board of Education, and held leadership positions with the Santa Clara County School Boards Association. She has served on the De Anza Commission, an auxiliary of the Foothill-De Anza Foundation that represents De Anza College in the community.

Cheng worked for many years at the NASA Ames Research Center, most recently as associate director for management operations in information sciences and technology. Following her high-tech experience she worked for a decade in non-profits, serving as the education program manager at United Way Silicon Valley developing literacy, intervention, and parent education programs in east San Jose. She was an invited participant in the March 2016 College Promise Initiative planning meeting at the White House. She holds a master's degree in mechanical engineering from Stanford University and a bachelor's in engineering from the University of Iowa. Her term expires in 2018.



Bruce Swenson

Member, Board of Trustees, Foothill-De Anza Community College District



Bruce Swenson was elected to the board in November 2005 and re-elected in 2009 and 2014. A math instructor at Foothill College for more than two decades, he subsequently served as dean of the Physical Science, Math and Engineering Division, retiring as vice president of instruction and educational resources. Since his retirement in 1999, he has been a member of the Foothill Commission, one of the two college-specific auxiliary organizations of the Foothill-De Anza Foundation. Swenson earned a doctorate in education from the University of California, Berkeley, a master’s degree in math from the University of Wisconsin, and a bachelor’s degree in math from Stanford University. His term expires in 2018.

Courtney L. Cooper

Foothill College Student Trustee, Foothill-De Anza Community College District



Courtney L. Cooper is the Foothill College student trustee for 2016-17. Originally from Louisiana, Cooper was denied formal education from the age of 8 until she sought emancipation through the foster care system at age 17. She registered for classes at Foothill College in 2008 and attended off and on until two years ago when she was able to attend full time. She served as the Associated Students of Foothill College vice president of senate in 2015-16 and is the 2016-17 president of the Student Senate for California Community Colleges. Cooper will earn two associate degrees from Foothill and seeks to transfer to a four-year institution where she will study public policy and pre-law as she prepares for a career advocating for mental health and disability policy reform.

Elias Kamal

De Anza College Student Trustee, Foothill-De Anza Community College District



Elias Kamal is the De Anza College student trustee for 2016-17. He is a first year student at De Anza majoring in political science and sustainable environmental design. On campus, he is involved in activism and social justice projects and writes for the student newspaper, La Voz News. He is a student employee in De Anza’s Office of Institutional Research and Planning and works in the City of Fremont’s Community Services Department.

SENIOR LEADERSHIP

Judy C. Miner

Chancellor, Foothill-De Anza Community College District



Judy C. Miner was appointed chancellor of the Foothill-De Anza Community College District in 2015. She has worked as a higher education administrator since 1977 and in the California Community Colleges since 1979. She has held numerous administrative positions in instruction, student services, and human resources at City College of San Francisco, the California Community Colleges Chancellor's Office, De Anza College, and Foothill College, which she served as president from 2007 to 2015.

Miner's national leadership roles include service on the board of directors of the League for Innovation in the Community College, Year Up, the Council on Higher Education Accreditation (CHEA), and the CHEA International Quality Group (CIQG). She was recently appointed vice chair of the American Council on Education board, and she is a member of the External Advisory Committee for the University of Wisconsin-Madison National Science Foundation Study on Financial Aid Impact on STEM Students.

Under the auspices of the President's Council of Advisors on Science and Technology (PCAST), Miner served in 2011 on the working group that produced "Report to the President, Engage to Excel: Producing One Million Additional College Graduates with Degrees in Science, Technology, Engineering, and Mathematics." The White House published the report in February 2012, and on March 23, 2012, Science magazine published Miner's opinion piece, "America's Community Colleges," describing the potential and challenges

for community colleges in expanding the nation's STEM workforce.

Internationally, she has been invited to present on American community colleges to the Fundacion Ciencia y Vida (Santiago), the International Conference on Community Colleges (New Delhi), and the Science and Technology Forum in Society (Kyoto).

Miner's regional leadership positions include the NOVA Workforce Board, which oversees a workforce development agency serving Silicon Valley, and the Bay Area Council Economic Institute Board of Trustees. She has been appointed an expert adviser on a Silicon Valley initiative aimed at increasing underrepresented student enrollments in computer science by Hewlett Packard and the National Action Council for Minorities in Engineering. She is the Silicon Valley CEO representative to the Economic Development and Program Advisory Committee for the California Community Colleges Chancellor's Office.

Miner also serves on advisory boards for the Los Altos Library Endowment, San Francisco Opera Education Programs, WestEd's Reading Apprenticeship Community College STEM Network, and the Pebble Beach Authors and Ideas Festival.

Her awards include Hillel Pillar of the Community, Silicon Valley Business Journal Women of Influence, Rotary International Paul Harris Fellow, and Year Up Core Values: Engage and Embrace Diversity.

A San Francisco native, Miner earned her bachelor's degree summa cum laude in history and French at Lone Mountain College in San Francisco, her master's degree in history at Lone Mountain, and her doctorate in education in organization and leadership, with a concentration in education law, from the University of San Francisco. She holds an honorary associate degree from Imperial Valley College and an honorary degree from Palo Alto University.

Thuy Thi Nguyen

President, Foothill College

Thuy Thi Nguyen is the seventh president of Foothill College, a position she has held since July 2016.



She is believed to be the first Vietnamese American community college president in the country.

Prior to her arrival at Foothill, Nguyen worked as interim general counsel for the California Community Colleges Chancellor's Office. As overseer of equal employment opportunity plans for 72 community college districts and 113 colleges, she led the move to an innovative funding approach that encourages community colleges to assess and strengthen their efforts in equal employment opportunity and co-authored the statewide report "It Begins With Us: The Case for Student Equity." Nguyen also organized regional training workshops covering such topics as why diversity in hiring matters and how to address unconscious bias, highlighting evidence that a diverse faculty helps close the student achievement gap.

For more than eleven years, Nguyen was the general counsel for the Peralta Community College District, serving at different points in additional roles as acting vice chancellor for human resources, strategic planning manager, and legislative liaison. From January to June 2015, she took a temporary leave to serve as interim president and chief executive officer of the Community College League of California.

Nguyen came to the United States at age 3 among a wave of "boat people" who fled Vietnam after the end of the war. Rescued at sea, the family lived in a refugee camp in Japan before relocating to the United States in Wichita, then New Orleans. When she was 14, the family moved to California and settled in Oakland, where she attended a largely African American and Latino high school.

Nguyen is the founding board chair of California L.A.W. Pathway, a non-profit organization that coordinates the statewide 2+2+3 Community College Pathway to Law School program that she initiated through the State Bar of California. Participants include six California law schools, six undergraduate universities, 28 community colleges, and 16 high school law academies.

Nguyen has been an adjunct instructor at California State University, East Bay, and is immediate past board president of the Marcus Foster Education Institute, which promotes excellence and educational opportunity in public schools. Her awards include a 2016 State Bar Diversity Award, "Best Lawyers Under 40" from the National Asian American Bar Association, the Trailblazer Award from the Vietnamese American Bar Association of Northern California, and the Unity Award from the Minority Bar Coalition.

Nguyen earned a bachelor's degree in philosophy from Yale University and a doctor of law degree with a focus on public interest law and policy from the University of California, Los Angeles, School of Law. While in law school, she was named a Paul and Daisy Soros New American Fellow. She is married and has two children.

Brian Murphy

President, De Anza College

Brian Murphy has been president of De Anza College since 2005. In 2011, he was instrumental in developing The Democracy Commitment, a national project aimed at ensuring that every community college student has an education in democratic practice. Murphy is also the Distinguished Urban Fellow at the San Francisco Urban Institute (SFUI) at San Francisco State University and an associate professor of political science at San Francisco State.



Prior to becoming De Anza's president, he served as SFUI's executive director and director of external affairs and as senior adviser to the California State University's chancellor with special responsibility for strategic planning.

Murphy also served as the chief consultant to the California State Legislature's review of the Master Plan for Higher Education and was the principal consultant for the legislature's community college reform process in the late 1980s. He served as research director for Caribbean research at the Data Center in Oakland and was a founding member of Faculty for Human Rights in El Salvador and Central America.

Upon his arrival at De Anza, Murphy led the college in an extensive strategic planning process to clarify and affirm the college's direction in shaping its future. In 2010, he served on the statewide Commission on the Future formed by the Community College League of California. The commission recommended changes in practice and policy to increase access and success of students in obtaining degrees, certificates, and transfer pathways in the California Community Colleges.

Murphy earned a bachelor's degree from Williams College and master's and doctoral degrees from the University of California, Berkeley, all in political science. He has taught political theory and American government at Santa Clara University, San Francisco State University, and the University of California, Santa Cruz. He has written in the areas of democratic theory, planning, and political economy.

A resident of San Francisco, Murphy served on San Francisco's Human Services Commission, was a board member of the San Francisco Planning and Urban Research Association, and served on the Board of Directors of the Friends of Candlestick Point Park. He is married and the father of two sons.

Kevin J. McElroy

**Vice Chancellor,
Business Services
Foothill-De Anza
Community College
District**



Kevin J. McElroy has served as the district’s vice chancellor of business services since August 2010. He came to the district with 21 years of experience as vice president for administrative services at Coastline Community College, part of California’s Coast Community College District.

McElroy has extensive knowledge and experience managing budget and finance, all forms of contract development, real estate transactions, facilities planning, and construction management. He is a consensus builder who works successfully in the shared governance environment.

McElroy is responsible for overseeing all business policies and procedures for the Foothill-De Anza district and provides leadership in strategic planning on fiscal matters, advising the chancellor and governing board. Additionally, he oversees several other critical support services, including risk management, environmental health and safety, purchasing, and the district police department.

Between 2010-11 and the 2013-14, McElroy provided leadership and financial management recommendations that helped successfully guide the district through the most turbulent state budget reductions experienced by the California Community Colleges in more than 30 years.

He is active in the Association of Chief Business Officials of the California Community Colleges and serves on the group’s Fiscal Standards and Accountability Committee. He sits on the Board of Directors of the Schools Excess Liability Fund as the Northern California representative.

McElroy holds a master’s degree in public policy administration from California State University, Long Beach, and a bachelor’s degree in public administration from San Diego State University. He attended community college at Orange Coast College.

Dorene Novotny

**Vice Chancellor,
Human Resources &
Equal Opportunity
Foothill-De Anza
Community College
District**



Dorene Novotny has been vice chancellor of human resources and equal opportunity since 2008. She emphasizes customer service, collaborative problem-solving, and equitable solutions guided by the values of inclusiveness, integrity, and ethical conduct.

Her work leading a collaborative effort with the district’s unions to align health benefits with declining revenues during California’s recent recession was recognized with a national Optimas Gold Award for partnership in 2013 from Workforce magazine. It is emblematic of her approach to collaborative leadership.

Novotny has 34 years experience in human resources administration, including 22 years in higher education. She came to Foothill-De Anza from Washington’s Tacoma Community College, where she was associate vice president for human resources for nine years and a member of the leadership team. She was recognized with an Excellence in Human Resources Management Award from the College and University Professional Association for Human Resources for her work to increase diversity recruitment and retention at the college.

Before joining community colleges, Novotny held human resources management

positions with the Tacoma Pierce County Health Department, University of Missouri-Columbia, Missouri Department of Revenue, and the University of Missouri-St. Louis.

Novotny leads all aspects of Foothill-De Anza's human resources function, including policy development, labor negotiations and employee relations, recruitment, benefits, personnel processing, staff development, classification and compensation, and human resources information system implementation for approximately 1,200 full-time and 1,400 part-time and student employees.

She completed coursework for a master's degree in industrial and organizational psychology from Western Kentucky University and later completed a master's of business administration/human resources degree with Columbia Southern University. She holds a bachelor's degree from Northeast Missouri State University and an associate degree from Kirkwood Community College in Iowa. She has certifications in negotiations, mediation and conflict resolution, employee-relations law, and compensation practices.

Joseph Moreau

Vice Chancellor, Technology Foothill-De Anza Community College District

Joseph Moreau has been a technologist for more than 25 years. He earned his bachelor's degree in visual arts at the University of California, San Diego, his master's degree in education at California State University, Los Angeles, and completed the certificate program in motion picture arts and science at the University of California, Los Angeles. He began his career working as a videographer and media specialist for firms in the private sector.



In 1990, he left the private sector for higher education. He has held a variety of leadership positions in community colleges and universities, including manager of the Instructional Resources Center at Pasadena City College; dean of learning resources at West Hills College in Central California; dean of Academic Information Services at MiraCosta College in Oceanside, California; and chief technology officer for the State University of New York at Oswego.

In 2012, Moreau was appointed vice chancellor of technology/chief technology officer for the Foothill-De Anza Community College District. As head of the district's Educational Technology Services department, he has redesigned the district's technology planning process to better reflect the needs of the colleges and the district, renewed and upgraded the district's information security program, and overhauled and implemented the district's strategy for data center modernization.

In 2013, he took on leadership responsibility for California Community Colleges Online Education Initiative, a \$77 million grant program that Foothill-De Anza is heading to re-engineer the state system's online instruction and support services.

Moreau has served on the boards of a number of nonprofit and professional organizations, including the California Community Colleges Chief Information Systems Officers Association, the Corporation for Education Network Initiatives in California (CENIC), the Oracle Higher Education User Group, and the State University of New York Faculty Advisory Council for Teaching and Technology.

He is a member of the California Community Colleges Telecommunications and Technology Advisory Committee, the system's Information Security Advisory Committee, and the Systemwide Architecture Committee. He is a frequent conference presenter.

Andrew LaManque

Interim Vice President, Instruction Foothill College



Andrew LaManque was appointed interim vice president of instruction at Foothill College in September 2016. He has served as the college's associate vice president of instruction since 2014, responsible for leadership and management of support services for faculty and staff, including curriculum. He is Foothill's accreditation liaison officer, led development of the 2016 Student Equity Plan, and serves as a tri-chair of the college's Program Review Committee.

His statewide leadership includes chairing the California Community Colleges Common Assessment Steering Committee and he has held several elected positions, including the presidency, of the Research and Planning Group for California Community Colleges.

LaManque joined Foothill-De Anza in 2002 as the De Anza College researcher in the district's Institutional Research and Planning Office. From 2009-2014 he oversaw a comprehensive research program as district executive director of institutional research and planning.

Previously, LaManque worked as coordinator of business and finance policy for the University of California's Office of the President and senior research analyst in the Office of the Provost at the University of Maryland, College Park. He began his educational career in institutional research at Mohawk Valley Community College.

LaManque holds a doctorate degree in education policy, politics, and law from the State University of New York, Albany; two master's degrees, in public sector economics and in school finance, also from SUNY, Albany; and a bachelor's degree in

finance from SUNY, Genesco. Since coming to California, he has taught economics and research methods at De Anza College and education courses at San Jose State University.

Christina Espinosa-Pieb

Board Representative, League for Innovation Vice President, Instruction, De Anza College



Christina Espinosa-Pieb grew up in a small town near Chico, California. Living with her mother, father, and seven siblings in a three-bedroom, one-bath home, communication and consideration for others were absolute necessities each day. As child number six, Espinosa-Pieb attributes her people skills, strong work ethic, and love of multi-tasking to this upbringing.

Shortly after arriving in the Silicon Valley in 1980, she stepped onto the De Anza College campus as a volunteer to assist disabled students. Her first paid job at De Anza came a few months later, as a student employee.

Over the next 18 years, she worked within the Special Education Division in a variety of increasingly responsible positions before becoming dean of academic services in 1999. In 2008, Espinosa-Pieb was selected as the college's vice president of instruction. She feels passionately about the integration of student services and instruction as a means to student success and retention.

Espinosa-Pieb's own educational journey began at De Anza College. She took classes at night while working full time with the goal of becoming a secretary within the disabled students services program. However, once that goal was reached, her plans changed as a lifelong love of learning took over. She transferred from De Anza College and

earned a bachelor's degree in business administration and management from the University of Phoenix and a master's degree in international and multicultural education from the University of San Francisco. She has completed 38 units toward a doctorate degree in community college leadership from Walden University.

When she is not at De Anza, Espinosa-Pieb enjoys spending time with her husband of 26 years and their two children. Now 23 and 20, her children are De Anza College graduates who transferred to the University of Southern California and the University of California, Berkeley.

Denise Swett

Vice President, Student Services Foothill College

Denise Swett is vice president of student services at Foothill College. She has worked as a higher education administrator in California since 1998, at the University of San Francisco, Chabot College, and Cañada College. She is committed to leveraging technology to support student equity and success and works to provide innovative solutions that assist students.



Swett has presented in person and online at many workshops and conferences around the country for the American Council on Education (ACE), American Association of Community Colleges (AACCC), the League for Innovation in the Community College, the National Association of Student Personnel Administrators (NASPA), the Community College League of California (CCLC), and the National Resource Center for the First Year Experience & Students in Transition. She also has written for a variety of higher education publications.

She was named Administrator of the Year at Foothill College in 2009 and 2016, selected

by the college's classified senate. The Association of Mexican American Educators of Silicon Valley recognized her with its Educator of the Year award in 2011, the same year that NASPA honored her with regional and national Community College Professional Awards.

For three years, from 2012-14, in partnership with Innovative Educators, Swett planned and organized a free two-day technology conference for K-12 and higher education faculty, staff, and administrators. The 2012 and 2013 conferences were held at Foothill College, and the 2014 conference was held virtually. Sponsors and exhibitors underwrote the conference expenses.

Swett came to Foothill in 2007 as dean of the college's education center. As associate vice president, she added community and non-credit programs to her education center portfolio.

She holds a bachelor's degree and a master's degree in public administration from San Jose State University and a doctorate in education organization and leadership from the University of San Francisco.

Stacey A. Cook

Vice President, Student Services De Anza College

Stacey Cook brings 31 years of experience in California higher education to her role as vice president of student services at De Anza College. She oversees operations of the college that directly touch students' lives, including admissions and records, college life, counseling and advising, disability support programs and services, financial aid, and veterans services.



Cook came to De Anza in 2010. Her previous community college experience included

working as dean of student services at Woodland Community College and director of student affairs at the College of Marin. She began her higher education career at four-year schools, working as a program coordinator at the University of San Francisco, director of student life at Golden Gate University, and business and operations manager/counselor at the University of California, Berkeley.

Throughout her career, Cook has demonstrated a deep commitment to students and their success. Her vision is to continuously improve services to students and provide seamless, well-connected services that benefit the college community. Working closely with instruction, she is committed to supporting the success of all students and making certain that students from all backgrounds receive equitable treatment.

Cook earned a doctorate in education from the University of San Francisco, a master's degree in public administration from California State University, Hayward (now CSU East Bay), and two bachelor's degrees, in political science and ethnic studies, from University of California, Berkeley.

She is a member of the Association of California Community College Administrators and the Silicon Valley chapter of the National Coalition of 100 Black Women.

Bernata Slater

Vice President, Finance & Administrative Services Foothill College



Bernata Slater has worked at the Foothill-De Anza Community College District for 21 years. As vice president of finance and administrative services at Foothill College, she oversees key operational functions that support students and the college.

In addition to managing Foothill's financial strategy and operations, she has responsibility over such functions as payroll, audits, facilities rentals, and capital projects. She plans and implements the college's annual budget and plays a pivotal role in financial planning and capital financing for both the campus and the district.

From 2005-13, Slater served as the district's director of budget operations, responsible for preparing the district budget and quarterly reports for review by the Board of Trustees, and overseeing the district's operating budget.

Slater is committed to student success through sound use of resources and maintaining the high levels of integrity and transparency for which Foothill College is known. She is a member of the Association of California Community College Administrators and through that organization provides budget training to new deans throughout the California community college system.

Prior to 2005, she worked as a classified professional, holding increasingly responsible accounting roles.

Slater holds a bachelor's degree in accounting and a master's degree in business administration from San Jose State University.

Susan Cheu

Vice President, Finance & College Operations De Anza College

Susan Cheu has served as vice president of finance and college operations at De Anza College since 2014. Previously, she was interim chief financial officer at Gavilan College following six years as the college's director of business services. Prior to that she worked for eight years in accounting in the private sector.

Cheu heads De Anza's Office of Finance & College Operations, which is responsible for the business activities and operations of the campus. She directly oversees college budget and personnel functions and has broad oversight of facilities, construction, and other college resources.

Cheu co-chairs the Campus Budget Committee and the Finance and College Operations Planning and Budget Team and serves on a range of other campus and district committees.

She earned a master's degree in accountancy at San Jose State University and a bachelor's degree in natural resources from the University of California, Davis.



Moaty M. Fayek

Interim Vice President, Workforce Development Foothill College

Moaty Fayek joined Foothill College in September 2016 as interim vice president of workforce development. He had served as dean of the Division of Business, Computer Science, and Applied Technologies at De Anza College since 2012.

His charge is to assess the college's organizational capacity in workforce development and provide guidance on how to leverage the state's investment to achieve equity through workforce development.

At De Anza Fayek supervised the college's state and federally funded workforce education activities including funding for enhancing career technical education (CTE) and supporting CTE students in transitioning from high school to college. He assisted in establishing the Chancellor's Business & Industry Advisory Council.

Before coming to De Anza, he held various positions in the Computer Science Department at California State University, Chico, where he was a professor, department chair, graduate advisor, and distance education coordinator. He also worked in the private sector, successfully founding and serving as chief executive officer of two companies.

Fayek holds a bachelor's degree in electrical engineering from Cairo University, a master's degree in computer science from CSU Chico, and is currently enrolled in the Community College Leadership doctoral program at Ferris State University. He has been an editorial reviewer since 1986 for the Society for Computer Simulation.



FACULTY & STAFF LEADERSHIP

Falk Cammin, humanities instructor, Foothill College

- Chair, Modern Language Association Two Year College Discussion Group, 2015
- Member, Modern Language Association Two Year Discussion Group, 2012-16
- Chair, Modern Language Association Committee on Community Colleges, 2012
- Member, Modern Language Association Committee on Community Colleges, 2009-12

Frank Cascarano, physics instructor, Foothill College

- Vice President, Colleges and Universities for the Northern California-Nevada Section of the American Association of Physics Teachers

Maureen Chenoweth, Transfer Center coordinator, 1996-2015, Foothill College

- Member, Community College League of California Board of Directors, 2012-13 and 2016-17
- Past President, California Community Colleges Classified Senate, 2015-16
- President, California Community Colleges Classified Senate, 2014-15
- Member, California Community Colleges Success Network Advisory Board
- Member, California Community Colleges Chancellor's Office Student Success Center Advisory Board
- Member, California Community Colleges Chancellor's Office Professional Development Taskforce
- Member, Institutional Effectiveness Partnership Initiative Team

Mayra Cruz, early childhood development instructor, De Anza College

- Member, Board of Trustees, San José-Evergreen Community College, March 2009-present
- Board President, SIREN (Services, Immigrant Rights and Education Network)

Dolores Davison, history instructor, Foothill College, and secretary, Academic Senate for the California Community Colleges

- Secretary, Academic Senate for California Community Colleges (ASCCC)
- Area B representative, ASCCC
- Chair, ASCCC Colleges Online Education Committee
- Chair, ASCCC Educational Policies Committee
- Chair, ASCCC Professional Development College
- Chair, ASCCC Academic Integrity Committee
- Chair, ASCCC Vocational Education Committee
- Chair, ASCCC Resolutions Committee
- Chair, Technology and Telecommunications Advisory Committee, California Community Colleges Chancellor's Office
- Member, System Advisory Committee on Curriculum
- Member, California Open Educational Resources Council
- Member, ASCCC Transfer, Articulation and Student Services Committee
- Member, ASCCC Legislative and Advocacy Committee
- Member, ASCCC Standards and Practices Committee

Bernie Seyboldt Day, articulation/curriculum officer, Honors Institute director, Foothill College

- Vice Chair, California Intersegmental Articulation Council
- Secretary, California Intersegmental Articulation Council
- Member, California Course Identification Numbering System (C-ID) Advisory Council

- Adviser, Course Identification Numbering System (C-ID) Articulation Subgroup
- Member, Bay Area Community College Honors Consortium
- Member, Community College Research Symposium Planning Committee
- Member, Western Association of College Admission Counselors
- Member, California Community Colleges Chancellor's Office Historically Black Colleges and Universities Grant Advisory Committee
- Member, California State University "Give Students a Compass" Steering Committee
- Member, California Community Colleges Chancellors Office Regional Representatives Articulation Advisory Group
- Member, California Community Colleges site review team for the University of California, Los Angeles, Transfer Alliance Program
- Faculty Reviewer, CSU and UC General Education/IGETC course proposals, 2013-15

Catherine Draper, dental hygiene instructor, Foothill College

- Editor, Journal of the California Dental Hygienists' Association, 2011-present
- Delegate, American Dental Hygienist's Association
- Newsletter Editor, Santa Clara Valley Dental Hygienists' Association
- Editorial Advisory Board, Access, the news magazine of the American Dental Hygienists' Association

Andrew Fraknoi, astronomy instructor, Foothill College

- Astronomy Ambassadors workshops leader, American Astronomical Society
- Vice Chair, Lick Observatory Council
- Member, Board of Trustees, Search for Extra Terrestrial Intelligence (SETI) Institute

- Editor, Astronomy Education Review, 2001-13
- Honorary Member, Royal Astronomical Society of Canada

Juston Glass, accounting instructor, Foothill College

- Member, Board of Directors, California DECA

Nicky González Yuen, political science instructor, De Anza College

- Member, Board of Trustees, Peralta Community College District, 2004-present

Richard Hansen, mathematics instructor, De Anza College

- Treasurer, Faculty Association of California Community Colleges
- Member, California Community Colleges Chancellor's Office Consultation Council
- Member, California Community Colleges Chancellor's Office Student Success Task Force

Andrea Hanstein, marketing and public relations director, Foothill College

- President (second term), National Council for Marketing and Public Relations (NCMPR)
- Member, American Association of Community Colleges Commission on Communications and Marketing, 2012-14

Carolyn Holcroft, biology instructor, Foothill College

- Member, Academic Senate for the California Community Colleges (ASCCC) Equity and Diversity Action Committee, 2014-present
- Member, Governance and Internal Policies Committee, ASCCC, 2012-13
- Two-Year College Director, California Science Teachers Association (CSTA) Board of Directors, 2011-15
- Member, Curriculum Committee, ASCCC, 2010-12

**Kate Jordahl, English instructor,
Foothill College**

- Host College Coordinator, League for Innovation Student Art Competition Steering Committee, 2016-17
- Foothill-De Anza Faculty Representative, League for Innovation Student Art Competition, 2013-present

**Barbara Illowsky, dean of basic skills
and open educational resources, Online
Education Initiative, and mathematics
instructor, De Anza College**

- Board Member, Open Education Consortium, 2016-present
- Member, Advisory Circle, California Community Colleges Success Network, 2012-present
- Member, Education Advisory Board, MyText Software, Inc., 2012-present
- First Project Director and Member, Community Colleges Consortium for Open Educational Resources Executive Committee, 2008-present
- Member and Journal Editorial Board, American Mathematical Association of Two-Year Colleges, 2008-present
- Member, Advisory Board, Open Doors Group, 2013-15
- Director, Basic Skills Initiative, California Community Colleges Chancellor's Office, 2012-14
- Member and Former President, Board of Directors, California Mathematics Council Community Colleges (CMC3), 1994-2013
- Member, Advisory Committee, Open Education Resources Center for California Community Colleges, 2009-11
- Member, Advisory Board, Education Commission of the States Getting Past Go, 2009-11

**Pat James, executive director,
Online Education Initiative**

- Member, WICHE Cooperative for Educational Technology (WCET) Executive Council

**Cynthia Kaufman, director, Vasconcellos
Institute for Democracy in Action, and
philosophy instructor, De Anza College**

- Cupertino-San Jose Coordinator, Community Learning Partnership

**Eric Kuehnl, music technology instructor,
Foothill College**

- Member, commercial music faculty discipline review group, Academic Senate for California Community Colleges

**Lita Kurth, English instructor,
De Anza College**

- Co-founder, Flash Fiction Forum

**Andrew LaManque, associate vice president
of instruction, Foothill College**

- Member, Institutional Effectiveness Partnership Initiative Executive Committee
- Member, California Community Colleges Chancellor's Office Baccalaureate Degree Work Group, 2013

**Debbie Lee, mathematics instructor,
Foothill College**

- Member, California Mathematical Council Community Colleges

**Sharon Luciw, director of systems and
networks, Foothill-De Anza Community
College District**

- Board Member, California Community Colleges Chief Information Systems Officers Association (CISOA), 2011-14

**David Marasco, physics instructor,
Foothill College**

- President and Program Chair, Colleges and Universities for the Northern California-Nevada Section of the American Association of Physics Teachers, 2011-present

Nick Mattis, physical education instructor, De Anza College

- Past Chair, Northern California Track and Field and Cross Country Coaches, California Community College Track and Cross Country Coaches Association

Cara Miyasaki, program director, dental assisting, Foothill College

- Co-Founder, Dental Assisting Educators Group
- Curriculum consultant, Commission on Dental Accreditation
- Educational regulations participant, Dental Board of California, Dental Assisting Council subcommittee

Mallory Newell, college researcher, De Anza College

- Lead, Multiple Measures Assessment Project, Research & Planning Group of the California Community Colleges
- Lead, CTE LaunchBoard Project, Research & Planning Group of the California Community Colleges
- Team Member, CTE Data Project, Research & Planning Group of the California Community Colleges
- Team Member, CTE Employment Outcomes Survey, Research & Planning Group of the California Community Colleges

Edmundo Norte, dean of intercultural/international studies, De Anza College

- Steering Committee, Community Learning Partnership

Cheryl Owiesny, head women's soccer coach and physical education instructor, De Anza College

- Chair, West Coast Region, All America and West Region team selection, National Soccer Coaches Association of America (NSCAA)
- Representative, NSCAA West Region Coach of the Year
- National Chair, Scholar All America, NSCAA
- President, Northern California Soccer Coaches Association, 1998-2014

Marilyn Patton, English instructor, De Anza College

- Former co-chair, Alliance for Children, Santa Cruz County

Lorna Pierce, anthropology instructor, De Anza College

- Board Member, International Association of Identification, 2010-15
- Editorial Board, Journal of Forensic Identification

Jeff Schinske, biology instructor, De Anza College

- Statewide lead biology course reviewer for transfer degree courses in the California Course Identification Numbering System (C-ID)
- Co-director and co-principal investigator, National Science Foundation (NSF) Community College Biology Faculty Enhancement through Scientific Teaching grant, 2010-17
- Co-principal investigator, NSF Community College Biology Education Research Meeting grant, 2015

Kulwant Singh, athletics director, De Anza College

- President, National Alliance of Two Year College Athletic Administrators (NATYCAA)
- Member, National Association of Collegiate Directors of Athletics (NACDA) Executive Committee, 2013-present
- Member, NATYCAA Executive Committee, 2007-present
- Member, Management Council of the California Community College Athletics Association (CCCAA) representing men's and women's water polo, 2015
- First Vice President, NATYCAA, 2014-15
- Member, CCCAA Management Council representing men's and women's cross country, 2008-14
- Second Vice President, NATYCAA, and chair of the Membership and

Finance Committees, 2013-14

- Third Vice President, NATYCAA, responsible for the National Scholar-Athlete Program, 2012-13
- Communications Chair, NATYCAA, 2009-12
- Member, CCCAA Committees including Policy, Fall Festival, Competition, Diversity and Inclusion, and Social Media

Karen Smith, library technician, Foothill College

- Vice President, California Community College Classified Senate (4CS) North, 2009-15
- Bay Area Representative, 4CS, 2007-09
- Chair, Gathering of the Senates North, 4CS
- Certified Conflict Resolution, Santa Clara County
- Certified Naturalist Interpreter, National Association of Interpreters
- Chair, International Sled Dog Races, Lake Placid, New York

Jayanti Tambe, early childhood development instructor, De Anza College

- Peer Reviewer, National Association for the Education of Young Child Early Childhood Associate Degree Accreditation

Rowena Tomaneng, associate vice president of instruction, 1996-2016, De Anza College

- Member, Association of California Community College Administrators, 2015-present
- Advisory Board Member, National Endowment for the Humanities Bridging Cultures to Form a Nation, 2011-14

Chris Tsuji, mathematics instructor, De Anza College

- Treasurer, California Retired Teacher Association, Area 5 Division 6

Karl von Ahnen, planetarium director, 1993-2016, De Anza College

- Member, Pacific Planetarium Association Board
- Advertising collector, Great Western Observer, the official news letter for the four western planetarium associations
- News editor, Pacific Planetarium Association
- Member, International Planetarium Association

Warren Voyce, head athletic trainer, Foothill College

- Post-Conference Sport Representative, California Community College Athletic Trainers Association



COMMITMENT TO THE LEAGUE



Statement of Commitment Foothill-De Anza Community College Board of Trustees

Throughout the history of the League for Innovation in the Community College, Foothill-De Anza’s governing board has unfailingly supported the district’s membership and full participation. The Board of Trustees reaffirmed the district’s commitment on August 1, 2016, with a unanimous vote in favor of adopting the following statement:

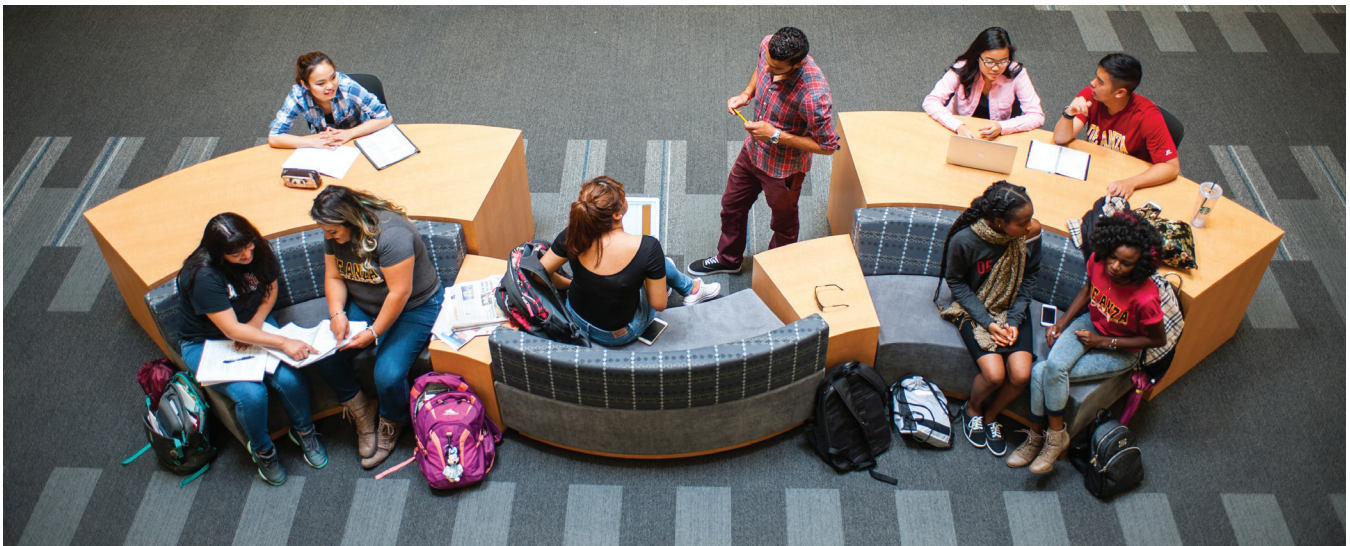
“The Board of Trustees is very proud of Foothill-De Anza Community College District’s long, rich history with the League for Innovation in the Community College and believes that continued membership will be an invaluable asset to the students, faculty, and staff of our district. We also strongly believe this to be a mutually beneficial relationship. Innovation has long been a hallmark of our district, and we welcome the opportunities the League provides to share our work with the larger community of colleges nationwide.

The Board of Trustees requests and endorses continued membership in the League for Innovation in the Community College.”

Statement of Commitment Foothill-De Anza Community College District Leaders

The Chancellor’s Advisory Council serves as the primary districtwide governance group advising the chancellor on institutional planning, budgeting, and policies and procedures affecting educational programs and services. Included among the council’s members are the chancellor, vice chancellors, college presidents, and leaders of the college and district academic and classified senates, employee unions and organizations, student organizations, and the Multicultural Staff Association. The Chancellor’s Advisory Council reaffirmed its commitment to the League on August 5, 2016:

“We, the constituency groups of the Foothill-De Anza Community College District, appreciate the district’s membership in the League for Innovation and the opportunities it provides to inform other community colleges of the excellent instruction, programs and services at Foothill and De Anza. Similarly, we value the resources that membership offers faculty and staff in our effort to continually improve teaching, learning and student services. We fully endorse the continued board membership of the Foothill-De Anza Community College District in the League for Innovation.”



LEAGUE PARTICIPATION

Foothill-De Anza has a strong history of participation in League programs and activities, and the district's annual operating budget includes funds to cover membership dues, travel expenses to League meetings for the League Board member and representative, and conference fees and travel for faculty, staff, and administrators. Teams of employees from both colleges regularly attend and present at League conferences.

The district's chancellor serves as League Board member and regularly attends the spring and fall board meetings. De Anza College Vice President of Instruction Christina Espinosa-Pieb has served as the district's League Board representative for many years and consistently attends the spring and fall meetings as well as many League conferences.

From 2010-14, then-chancellor Linda Thor served as faculty for the League's Executive Leadership Institute, sharing her expertise on technology leadership.

Linda Thor attended the CEO/Trustee Retreat held by the League with Pearl Cheng in 2011 and Betsy Bechtel in 2013. Trustees Cheng and Bechtel served as the president of the governing board during the year they attended the retreat.

The district was honored to host the spring 2013 League Board of Directors and Representatives meetings. A team of employees spent several months preparing for the meeting, and volunteers from across the district devoted long hours to ensuring that League participants and guests were treated to an exceptional experience.

Because of the League's involvement in the Bill & Melinda Gates Foundation's \$3.6 million Global Skills for College Completion Project, English and math instructors from Foothill College had the opportunity to be among the 26 basic skills educators

nationwide to try out new ideas, develop innovative resources, and introduce fresh ways of teaching developmental math and writing to community college students to consistently increase pass rates.

INNOVATIONS CONFERENCE PRESENTATIONS

2011

"e-Portfolios in High School Career Technical Education (CTE) Pathway Programs"

Una Daly, computer information systems instructor, Foothill College

"High School to College: Counseling Workshop on Wheels"

Laureen Balducci, counseling and matriculation dean, Foothill College
Leeann Emanuel, counselor, Foothill College

"Mapping Synergy: A GIS Certificate Program Impacts Campus and Community"

K. Allison Lenkeit Meezan, geography and geographic information systems instructor, Foothill College
John Mummert, business and social sciences dean, Foothill College

"Redesigning Your Website for Maximum Transparency"

Kurt Hueg, marketing and communications director, Foothill College
Eloise Orrell, instruction and research vice president, Foothill College
Darya Gilani, instruction project coordinator, Foothill College

"From Shakespeare to Shakira: Popular Culture and College Curricula"

Robert Hartwell, fine arts and communication instructor, Foothill College

"Connecting the Dots: A Collaborative Process From SLOs to Resource Allocation"

Eloise Orrell, instruction and research vice president, Foothill College
Judy Miner, Foothill College president

“Fully Online Art Classes and Verbal Class Discussions”
Hilary Ciment, fine arts and communication instructor, Foothill College

“Permeating the Membrane: From Inner to Outer College Through Basic Skills Efforts”
Darya Gilani, instruction project coordinator, Foothill College
Paul Starer, language arts dean, Foothill College

“So You Innovated. Did Anything Really Improve?”
Dana Grove, executive vice president and chief operating officer, educational planning and development, Johnson County Community College
Robert Barr, retired executive director, Foothill-De Anza Community College District

“Eliminating Silos Through Shared Governance”
Eloise Orrell, instruction and research vice president, Foothill College
Judy Miner, Foothill College president
Dolores Davison, Academic Senate president, Foothill College

“Program Transformation and Growth: This One Is Working”
John Mummert, business and social sciences dean, Foothill College
Jeanne Thomas, child development instructor, Foothill College
Denise Swett, Middlefield Campus and community programs associate vice president, Foothill College

“The Foothill Sustainable Learning Community Project: Lessons Learned”
Rosemary Arca, language arts faculty, Foothill College
Mia Casey, special assistant to the president, Foothill College

“Linking Developmental Reading and Writing Classes for Student Success”
Amy Leonard, English instructor, De Anza College
Sarah Lisha, reading instructor, De Anza College

“Sequencing Learning Communities to Increase Academic Achievement of Underrepresented Students”
Anu Khanna, intercultural studies instructor, De Anza College

2012

“Reducing Risk, Saving Lives: Foothill College Institute for Mental Health”
Melanie Hale, psychological services and personal counseling director, Foothill College

“Pedagogy Matters! Refining Teaching Practice to Increase Student Success”
Bronte Miller, developmental mathematics associate professor, Patrick Henry Community College
Kathy Perino, mathematics instructor, Foothill College
Rosemary Arca, language arts instructor, Foothill College
Kate Smith, interdisciplinary programs interim dean, Monroe Community College - SUNY

“Engaging the Differently-abled Online User”
Hilary Ciment, fine arts and communication instructor, Foothill College

“Darn Degree Audits! How to Make Them Work for You”
Laureen Balducci, counseling and matriculation dean, Foothill College
Leeann Emanuel, counselor, Foothill College
Stephanie Franco, graduation and evaluations coordinator, Foothill College

“Improving the Cycle: Service Area Student Learning Outcomes”

Darya Gilani, instruction coordinator, Foothill College

John DuBois, student project development executive assistant, Foothill College

Maureen Chenoweth, Transfer Center program coordinator, Foothill College

“Family Engagement: Investing in a Community for College Success”

Denise Swett, Middlefield Campus and community programs acting vice president, Foothill College

Betsy Nikolchev, Family Engagement Institute executive director, Foothill College

Aaron Fulk, Family Engagement Institute assistant director, Foothill College

“Increasing Success Among Asian-American and Pacific Islander (AAPI) Students”

Anu Khanna, intercultural studies instructor, De Anza College

Rowena Tomaneng, instruction associate vice president, De Anza College

Karen Chow, English instructor, De Anza College

Jim Nguyen, political science instructor, De Anza College

“Steering Ships: Institutional Efforts to Serve Students in Developmental Education”

Gregory Anderson, learning resources dean, De Anza College

Karen Chow, English instructor, De Anza College

Jerry Rosenberg, physical sciences, mathematics, and engineering dean, De Anza College

Rowena Tomaneng, instruction associate vice president, De Anza College

“Developing Transliteracy: Bridging the Classroom Community Gap”

Amy Leonard, English instructor, De Anza College

Sarah Lisha, reading instructor, De Anza College

2013

“Building a Comprehensive and Worthwhile Professional Development Program”

Denise Swett, student services vice president, Foothill College

“How to Help Your Students Navigate Associate Transfer Degrees”

Laureen Balducci, counseling and matriculation dean, Foothill College

Stephanie Franco, graduation and evaluations coordinator, Foothill College

LeeAnn Emanuel, counselor, Foothill College

“The Walking Dean: Surviving the Budget Apocalypse”

Paul Starer, language arts dean, Foothill College

Laureen Balducci, counseling and matriculation dean, Foothill College

“Online Student Services: Leveraging Technology to Support Student Success”

Denise Swett, student services vice president, Foothill College

“Every Community College Student Shall Have an Education in Democracy”

Amee Bearne, academic leadership and change national coordinator, The Democracy Commitment

Brian Murphy, De Anza College president

Bernie Ronan, public affairs vice chancellor, Maricopa Community Colleges

“Engaging Students as Leaders in Our Classrooms, Colleges, and Communities”

Cynthia Kaufman, Institute of Community and Civic Engagement director, De Anza College

2014

“Leveraging Interactive, Online, On-Demand Workshops to Support Student Success”

Denise Swett, student services vice president, Foothill College

Valerie Kisiel, co-owner, curriculum design and product development, Innovative Educators

“Carnegie’s Quantway and Statway: Successful Alternative Pathways Through College Mathematics”

Karon Klipple, Statway managing director, The Carnegie Foundation for the Advancement of Teaching

Rachel Mudge, mathematics instructor, Foothill College

“Strategies for Developing an Adult Learner Support Program”

Denise Swett, student services vice president, Foothill College

Dolores Davison, business and social sciences instructor, Foothill College

“Leveraging Online Student Services to Support Students, Faculty, and Staff”

Denise Swett, student services vice president, Foothill College

Laureen Balducci, counseling and matriculation dean, Foothill College

“Key Elements for Creating an Effective Orientation for Adjunct Faculty”

Denise Swett, student services vice president, Foothill College

“Engaging Students for a Sustainable Climate”

Cynthia Kaufman, Institute of Community and Civic Engagement director, De Anza College

“Designing for Democracy: The Architecture of Free Spaces”

Brian Murphy, De Anza College president
Donna Jones-Dulin, educational resources and operations associate vice president, De Anza College

“Bread and Roses: The Democracy Commitment and Civic Education”

Bernie Ronan, public affairs associate vice chancellor, Maricopa Community Colleges

Brian Murphy, De Anza College president

Sharon Lee Rhodes, economic and workforce development dean, San Diego Community College District

Ben Pacho, De Anza College student

“Assessing Students’ Civic Agency, Behaviors, and Knowledge at TDC Colleges”

Carrie Kisker, education director, Center for the Study of Community Colleges

Mallory Newell, college researcher, De Anza College

Bernie Ronan, public affairs associate vice chancellor, Maricopa Community Colleges

2015

“Training Students to Become Self-Directed Learners”

Lori Silverman, mathematics instructor, Foothill College

2016

Opening General Session Keynote Speaker

“The Community College Baccalaureate: Expanding Frontiers”

Constance Carroll, San Diego Community College District chancellor

Jill Wakefield, Seattle Colleges chancellor

Linda M. Thor, Foothill-De Anza Community College District chancellor emeritus

“Leveraging Interactive, Online, On-Demand Workshops to Support Student Success”

Denise Swett, student services vice president, Foothill College

Valerie Kisiel, CEO, Innovative Educators

“Online Orientation Built for Student Engagement and Success”

Denise Swett, student services vice president, Foothill College

Nazy Galoyan, enrollment services dean, Foothill College

Valerie Kisiel, CEO, Innovative Educators

“Transforming Student Services With an Online Virtual Agent”

Denise Swett, student services vice president, Foothill College
 Kien Quach, enterprise account executive, [24]7

“Providing Professional Development 24/7: Restructuring How We Deliver Training”

Lauren Balducci, counseling and matriculation associate vice president, Foothill College
 Valerie Kisiel, CEO, Innovative Educators

“Strategies for Developing and Maintaining a Robust Campus Ambassador Program”

Denise Swett, student services vice president, Foothill College
 Lauren Balducci, counseling and matriculation associate vice president, Foothill College

“Summing Up Success: Linking Counseling, Reading, English, and Math”

Anu Khanna, intercultural studies instructor, De Anza College
 Kristen Skager, reading instructor, De Anza College

“Leveraging Technology to Support Student Equity and Success”

Denise Swett, student services vice president, Foothill College
 Lauren Balducci, counseling and matriculation associate vice president, Foothill College
 Nazy Galoyan, enrollment services dean, Foothill College

“Committing to Democracy: Impacting Equity”

Amy Leonard, English instructor, De Anza College



STEMtech CONFERENCE

2011

“The Math Performance Success Program: 10+ Years of Success”

Herminio Hernando, counselor and instructor, De Anza College

Jerry Rosenberg, physical sciences, mathematics, and engineering dean, De Anza College

2012

“The MPS Program: 11+ Years of Success”

Herminio Hernando, counselor and instructor, De Anza College

Kathryn Plum, mathematics instructor, De Anza College

Khosravi Mehrdad, mathematics instructor, De Anza College

2013

“The Math Performance Success Program: 12+ Years of Success”

Herminio Hernando, counselor and instructor, De Anza College

2014

“Summing Up Success: Linking Counseling, Reading, English, and Math”

Amy Leonard, English instructor, De Anza College

Sarah Lisha, reading instructor, De Anza College

Doli Bambhania, mathematics instructor, De Anza College

Anu Khanna, intercultural studies instructor, De Anza College

Tom Nguyen, counselor, De Anza College

“Training Students to Become Self-Directed Learners”

Lori Silverman, mathematics instructor, Foothill College

2015

“Leveraging Technology to Support Student Equity and Success”

Denise Swett, student services vice president, Foothill College

“Advances in E-Learning Creating an Online Orientation that Speaks to Students”

Valerie Kisiel, CEO, Innovative Educators
Denise Swett, student services vice president, Foothill College

“Using Analytics to Recruit, Retain, and Transition Students Creating a STEM Pathway of Success”

Lori Silverman, mathematics instructor, Foothill College

“Teaching Hands-On Computer Security Courses Safely”

Mark Sherby, CIS instructor, De Anza College

INNOVATIONS OF THE YEAR

2011

Innovative Strategies for Community College Mental Health in California

By Melanie Hale
Foothill College

Innovation Type: Student Services and Activities

Through the vision of Melanie Hale, LCSW, director psychological services and personal counseling at Foothill College, two innovative approaches were developed to address the growing need for mental health services for the community college population in California. Under Melanie Hale’s leadership, the California Community College Mental Health and Wellness Association was created as a forum for community college mental health professionals and advocates of college mental health. Melanie provided leadership in organizing this statewide consortium and organized and chaired the first meeting on March 7, 2006, and the group has

transformed in its development under Melanie's direct leadership to the robust statewide organization that it is today. Additionally, in January 2008, through the Foothill College President's Innovation Grant, the Foothill Institute for Community College Mental Health was established to provide training on important mental health issues.

2013

De Anza College Student Facilitator Training Program

By Donna Stasio, Sal Breiter, Gregory Anderson, Karen Chow, Alicia Cortez, Mary Kay Englen, Cynthia Kaufman, Coleen Lee-Wheat, Virginia Marquez, Veronica Neal, Jackie Reza, Mike Stasio, Deepa Yuvaraj, and Jeanne Swafford
De Anza College

Innovation Type: Learning and Teaching
The Facilitator Training Program is an engagement model that develops student leadership skills and benefits the institution in numerous ways. It was initially created to support the 2010 Partners in Learning Conference, an annual collegewide event. Students have facilitated each of the subsequent annual conferences, and facilitate many other campus and community events. They receive intensive, experiential facilitator training, which builds student confidence and supports their ability to serve as influential change-makers on campus and in their communities. Student facilitators work collaboratively with peers, faculty, staff, and administrators to engage dialogue that has led to inclusiveness, increased student success, and enriched college experiences. Ultimately, the most experienced facilitator trainees mentor and serve as role models for the next group of student facilitators.

2014

Foothill-De Anza Community College District - STEM Camp

By Sarah Parikh, Lori Silverman, Anna Margolis, Jamie Orr, Oxana Pantchenko, Cole Nielson-Cole, Danielle Paige, Peter Murray
Foothill College

Innovation Type: Learning and Teaching
Foothill College launched the initial Summer STEM Camps in 2013. These camps included hands-on learning in key areas of science and mathematics, including energy, water, and robotics. The initial programs were fully funded by local Rotary Club grants and private donations which enabled 100 local high school students from underrepresented groups to participate at no cost. The summer of 2014 cohort is approximately 540 students, including middle school students, and has been expanded to include 18 different one-week sessions. Foothill College and Mountain View High School faculty collaborated in this highly successful innovation designed to increase participation and success in STEM. Summer STEM Camps continue to be completely funded by donations and grants.

2015

Art, Equity and Inclusion: Euphrat Museum of Art

By Diana Argabrite, Julie Lewis, Veronica Neal, Eugene Rodriguez, Juliana Kang-Robinson, Chesa Caparas, Marco Marquez, Alicia Cortez, Lydia Hearn
De Anza College

Innovation Type: Student Engagement/
Social Justice
Art, equity, and inclusion activities at De Anza College include the Art & Social Justice Institute and collaborative De Anza student projects. These innovations place students from targeted groups at the center of museum programming and create a year-round creative home for student expression, empowerment, and connection. Institute and collaborative project themes tie to curriculum across

subject areas, enhance college instruction, and help expand multicultural pedagogical approaches to student retention and engagement. Outreach to underrepresented students and mentoring are at the center of programming. These initiatives reach hundreds of students in a highly efficient manner, increasing awareness of and participation in the arts through a social justice lens. Partnering with other divisions and departments in creative ways builds positive relationships and synergy across campus. Expanding opportunities for creative expression and recognition helps to build a sense of community.

JOHN & SUANNE ROUECHE EXCELLENCE AWARDS

2012

De Anza College

Alicia Cortez, counselor and Puente Project coordinator

Jim Haynes, disabled students programs and services coordinator

Anu Khanna, intercultural/international studies instructor and Curriculum Committee co-chair

Coleen Lee-Wheat, physical education and athletics dean

Kent McGee, graduation and evaluations coordinator

Kevin Metcalf, learning management systems administrator

Mary Pape, computer information systems instructor

Tono Ramirez, philosophy instructor

Paula Silva, English instructor and Puente Project coordinator

Foothill College

Frank Cascarano, physics instructor

Maureen Chenoweth, Transfer Center coordinator

Darya Gilani, Office of Instruction and Institutional Research coordinator

David Marasco, physics instructor

Peter Murray, physical sciences, mathematics, and engineering dean

2013

De Anza College

Sal Breiter, humanities instructor

Jesus Quintero, English instructor

Janet Takahashi, learning specialist

Foothill College

Alexandra Duran, career and college connections director

April Henderson, Extended Opportunity Programs and Services coordinator

Elaine Kuo, college researcher

Richard Morasci, English as a second language instructor

2014

De Anza College

Randy Bryant, automotive technology instructor

Jacquelyn Reza, staff and organizational development director

Robert Stockwell, political science instructor

Foothill College

Nazy Galoyan, enrollment services dean

Asha Harris, interim office services supervisor

Cara Miyasaki, dental assisting instructor

Bernie Seyboldt Day, articulation/curriculum officer

2015

De Anza College

Mike Appio, design and manufacturing technologies instructor

Truly Hunter, Extended Opportunities Programs and Services assistant director/counselor

Barry Johnson, admissions and records supervisor

Donna Jones-Dulin, college operations associate vice president

Foothill College

LeeAnn Emanuel, Disability Resource Center counselor

Redentor Lucas, budget and financial analyst
Romeo Paule, campus bookstore director

STUDENT COMPETITIONS

The district is excited to host the League's Student Art Competition in 2016-17 and is already in the midst of planning for a successful contest. In 2012-13, Foothill-De Anza coordinated the Student Literary Competition, which received more than 60 entries from League colleges. Students from Foothill and De Anza regularly participate in the League's art and literary competitions.

Student Art Competition

2012-13

Third Place: Michal Niv, "Something Must Come to an End, Something Must Begin"

2013-14

Juror's Choice: Lilla Kuknyo, "#1 from the Colors of Natures series"

2015-16

Third Place: Sarah Sauerzopf, "Get Your Head Out of Your Ass"

Student Literary Competition

2011-12

Second Place, Essay: Kevin Eung, "Trail of Corpses"
Honorable Mention, Short Story: Cindy Yeh, "Seven Things"

2012-13

Second Place, Poetry: Jeffry Son, "Senseless"

2013-14

Third Place, Fiction: Taye Marshall, "Tercio de Vara."
Honorable Mention, Essay/Nonfiction: Elizabeth Nguyen, "Mestre."

2015-16

Third Place, Poetry: Casey Bernasconi, "Exhibition of My Life."

LEAGUE PUBLICATIONS

"Energizing Our Future Foothill-De Anza Community College District"
Project Highlight, September 2010

"Ten Questions to Brian Murphy, President, De Anza College"
10 Questions to Leadership, April 2012

"Community, Civic Engagement, and Democracy Commitment at De Anza College"
Project Highlight, April 2012

"Partnering for the Future: Foothill College Program to Train Thousands of Teachers in the Philippines"
By: Reginald Duhe
Innovation Showcase, 8:5, May 2013

"Foothill College: Family Engagement, Investing in a Community for College Success"
By: Betsy Nikolchev and Robin Galas
Member Spotlight, July 2013

"Innovative Automotive Technology Program at De Anza College"
Project Highlight, December 2013





STATE & NATIONAL RECOGNITION

Foothill-De Anza Community College District is proud that its programs, students, and faculty and staff regularly receive state and national recognition for excellence and innovation. Following is a sampling of honors received in the past five years.

2011

The Journalism Association of Community Colleges recognizes the staff of La Voz News, De Anza College's student newspaper, with awards for general excellence and enterprise story/series, news judgment/layout broadsheet (first place), copyediting (third place), feature story and news photo (fourth place), and web/broadcast news and editorial writing (honorable mention).

Euphrat Museum of Art's Arts & Schools Program is recognized by the California Stormwater Quality Association for its development and implementation of Sunnyvale's Earth Care Kidz youth program. The program's goal is to teach youth to take responsibility for their actions and choices, which can have positive impacts on their neighborhood and environment.

The California Community Colleges Board of Governors honors De Anza's First Year Experience Program with an Exemplary Program Award honorable mention for achieving a student success rate of 84 percent.

De Anza women's water polo and softball teams selected as California Scholar Teams by the California Community College Athletics Association (CCCAA). The Scholar Team Award is the highest academic team achievement given annually by the CCCAA and requires that all team members excel academically with a total grade point average of 3.0 or higher and that the

team demonstrates better than average accomplishments in intercollegiate athletic competition.

The California Community Colleges Public Relations Organization recognizes De Anza's Office of Communications with first place awards in the electronic collateral and brochure categories, second place in outdoor media, and third place in the folder category.

Then-De Anza student trustee Emily Kinner is elected by her peers to serve as president of the California Community Colleges Association of Student Trustees.

De Anza College Athletics is chosen by the state to pilot the Athletics Title IX Survey for two years as part of the application process thru CCCApply.

De Anza's Integral Movement for AB540 Student Success group, which advocates for the rights of undocumented students, is awarded first prize in a Mobilize.org competition for community college teams developing projects for civic engagement and civic responsibility.

Three De Anza students have their photographs published in Photo Forum magazine's annual "The Best of College Photography 2011-2012." Their work was selected from more than 13,000 applicants.

2012

Vincent Tinto's 2012 book "Completing College, Rethinking Institutional Action" highlights Learning in Communities (LinC) at De Anza as an example of a program that succeeds with students who enter at basic skills level. The story of LinC illustrates what the Syracuse University professor calls the most important condition for student retention, involvement.

The Owls softball stadium at Foothill College is named the Sports Field of the

Year for a Single Field Facility by the American Sports Builders Association, a non-profit association that advocates quality design and construction.

Foothill's respiratory therapy program is one of 32 programs in the country recognized with the Distinguished Registered Respiratory Therapist Credentialing Success Award by the Commission on Accreditation for Respiratory Care for its excellence in credentialing success, retention, and job placement.

De Anza Cross Country is selected as a California Scholar Team by the California Community College Athletics Association. Katie Castro is named cross country state champion and California Community College Athletic Association Female Athlete of the Month.

La Voz News staff receive first place awards from the Journalism Association of Community Colleges for broadcast news writing and front-page layout, second place for feature photo, third place for copyediting and editorial cartoon, and honorable mention for copyediting, sports writing, and editorial cartoon.

The San Francisco Arts Commission selects De Anza arts instructor Moto Ohtake's proposal for a public art installation for the Central Subway: 4th and Brannon Platform.

Foothill psychology students present their research proposal at the Stanford Undergraduate Psychology Conference, which is tailored to undergraduates at four-year institutions with active research projects. The title of their talk is "Face to Facebook: An Exploration of Online Social Networking and its Effects on Empathy."

Alpha Sigma Alpha Chapter of Phi Theta Kappa Honor Society at De Anza is named a Five Star Chapter at the Nevada/California Regional Convention.

Second-year students in Foothill's Radiologic Technology Program take two

of the three top spots in the Student Bowl, a double-elimination tournament held at the annual conference of the Association of Collegiate Educators in Radiologic Technology.

De Anza arts instructor Moto Ohtake installs a 22-foot, wind-driven kinetic sculpture commissioned by the San Francisco Arts Commission at the city's Fulton Playground. The piece, titled "Aero #8," is comprised of several interlocking loops of different sizes that move in continuous gyroscopic circular motions.

2013

For her work creating an open-source statistics textbook, De Anza mathematics instructor Barbara Illowsky is honored with an individual Award for Open Courseware Excellence from the Open Courseware Consortium, a worldwide community of higher education institutions and associated organizations.

The Joint Labor Management Benefits Committee's success in aligning benefits with resources is recognized with a national 2013 Optimas Gold Award for partnership from Workforce magazine. The highly successful collaboration between the district and its unions, using a shared governance model, led to significant changes in the way the district provides health benefits to employees and retirees.

Foothill-De Anza's International Student Program is awarded the Presidential E Award for its success in the international student arena and its contribution to the success of federal trade. According to the Department of Commerce's Trade Office in San Jose, this is the most prestigious award that is given to American businesses and institutions engaged in international trade.

Citing its proactive approach in creating a campuswide climate that openly values academic integrity, organizers from the

International Center for Academic Integrity name Foothill College as the recipient of the Campus of Integrity Award.

De Anza's Media & Learning Center wins a Citation Award for Energy and Sustainability from the American Institute of Architects, San Francisco Chapter, and Pacific Gas & Electric Company. The award honors built work that demonstrates how deep reductions in energy use are essential to good design in the 21st century.

Foothill's respiratory therapy program is again recognized with the Distinguished Registered Respiratory Therapist Credentialing Success Award by the Commission on Accreditation for Respiratory Care.

The Office of Communications at De Anza College receives awards from the Community College Public Relations Organization in the categories of brochure (first place), catalog (fourth place), and promotional advertising (second place).

De Anza's women's badminton team wins the state championship.

The staff of De Anza's La Voz News finds success at the Journalism Association of Community Colleges state convention winning awards for mail-in essay (Dr. Tom Pasqua Memorial Award), broadcast news script writing (first place), features and tabloid layout (second place), features (third place), and cartoon and copyediting categories (fourth place).

2014

Gov. Jerry Brown appoints then-Chancellor Linda Thor to the Western Interstate Commission for Higher Education (WICHE).

De Anza Environmental Studies instructor Ryan Phillips and two graduates of the Wildlife Science Technician program are published in the peer-reviewed journal *Western Birds*. The paper, titled "First

Successful Nesting of Swainson's Hawk in Santa Clara County, California, since the 1800s," documents the nesting of this threatened species.

De Anza College is awarded a share of a \$270,000 civic engagement grant by the Teagle Foundation with six other U.S. community colleges to create a civic capacity scholars program to build students' commitment to civic and moral responsibility.

De Anza's women's badminton team wins the state championship for the second year in a row and also is named a California Scholar Team for a team grade point average of 3.5.

The Northern California Chapter of the American Society of Landscape Architects (ASLA) recognizes Foothill College's historic preservation landscape design with an Honor Award.

Foothill College is ranked the 29th best two-year online college in the nation in BestColleges.com's 2014 analysis of online degree programs.

"Toxic Networks," an exhibition at the Euphrat Museum of Art at De Anza, wins the 2014 Stanford Human Rights Education Initiative (SHREI) Outstanding Student Project Award. It is a joint project of five students from an Internship in Art class, English instructor Chesa Caparas, and Diana Argabrite, programs coordinator at the museum.

The California Community College Facilities Coalition selects Foothill's Physical Sciences and Engineering Center for an Award of Excellence. The judges lauded the complex's "great design" and said it would "stand the test of time."

Based on the quality of the learning opportunities and the affordable price, Foothill College is named the top college on Affordable Colleges Foundation's list of 40 Top Online Community Colleges for 2014-15.

A team of De Anza students is awarded the first Student Action Award at the American Democracy Project/The Democracy Commitment National Meeting for successfully advocating for the Foothill-De Anza Foundation to divest from fossil fuel companies.

De Anza biology student and former Marine Corpsman Jonathan Kong is awarded the Silver Star for his service in Afghanistan. The Silver Star is the military's third-highest decoration for valor.

The Community College Public Relations Organization honors De Anza's Office of Communications with awards in the categories of direct mailer/postcard/flyer (first place), before and after (first place), and catalog (third place).

Foothill Music Theatre alumnus James Monroe Inglehart wins the 2014 Tony Award for Best Performance by an Actor in a Featured Role in a Musical for "Aladdin!" He has also appeared on Broadway in "The 25th Annual Putnam County Spelling Bee" and "Memphis."

The Faculty Association of California Community Colleges honors former De Anza student trustee Emily Kinner with a Courage Award.

De Anza students Natasha Elizabeth Gunawan and Tram Pham are named to the 2014 Phi Theta Kappa All-California Academic Team.

La Voz News journalism students receive second place awards in the categories of sports game story, news photo, and feature photo and a third place award for copyediting from the Journalism Association of Community Colleges.



2015

A report by the Campaign for College Opportunity on the state of higher education in California for Asian Americans, Native Hawaiians, and Pacific Islanders uses De Anza College as a case study in best practices for the college's Initiatives to Maximize Positive Academic Achievement and Cultural Thriving focusing on Asian American and Pacific Islander program (IMPACT AAPI).

A publication of the Partnership for Equity in Education titled "The Impact of Scholarships for Asian American and Pacific Islander Community college Students" highlights the effectiveness of U.S. Department of Education AANAPISI grants at De Anza College and two other colleges in improving the transition of Asian American Pacific Islander students from basic skills to college-level courses, transfer to a four-year institution, higher degree attainment rates, and reducing disparities in educational outcomes.

Then-Foothill President Judy Miner is appointed to an informal advisory board for a new three-year initiative to improve STEM education in the California Community Colleges. The project is part of the Strategic Literacy Initiative at WestEd, funded by the Helmsley Trust, and focuses on improving instruction in gateway STEM courses.

Peter Murray, a retired dean of Foothill's Physical Sciences, Mathematics, and Engineering Division who continues to assist the college, serves as a confidential reviewer for a National Research Council Board of Science Education report, "Barriers and Opportunities in Completing Two- and Four-Year STEM Degrees."

The Bay Area Theatre Critics Circle gives eight nominations to students of Milissa Carey, vocal program instructor at Foothill College, for 2014 productions at Foothill of "Little Shop of Horrors" and "South Pacific."

David Marasco, physics instructor at Foothill College, is one of 28 teachers selected for NASA's Stratospheric Observatory for Infrared Astronomy (SOFIA) program in 2015.

OpenStax at Rice University names one of seven conference rooms in its new headquarters in Houston after Barbara Illowsky, a De Anza mathematics instructor who co-authored an open source textbook that is the foundation for the OpenStax Introductory Statistics. The rooms are named after individuals that OpenStax considers Textbook Heroes.

BestColleges.com ranks Foothill College fourth in the nation among colleges granting associate degree in its Best Online Colleges of 2015.

Foothill and De Anza colleges are featured in a U.S. News & World Report article about the utility of online courses at community colleges for working people who want new skills but don't need a degree.

Dr. Jill Biden visits De Anza College and meets with students from Latina/o Empowerment at De Anza and visits a screenwriting class in the Film/Television Department.

De Anza Dining Services is featured in On Campus Hospitality Magazine for its new hit dish - pho, a Vietnamese noodle soup.

Foothill College's Respiratory Therapy Program is recognized once again with a Distinguished Registered Respiratory Therapist Credentialing Award from the Commission on Accreditation for Respiratory Care.

The EDsmart website identifies Foothill and De Anza among the top 15 colleges in California based on transfer and graduation rates. De Anza was No. 1 in the large school category and Foothill was No. 1 in the medium school category.

Foothill's Physical Sciences & Engineering Center wins a prestigious international Honor Award for Excellence in Architecture for a New Building from the Society for College and University Planning.

Foothill College student Devin Marcel Thomas wins a composition award in Downbeat's annual Student Music Awards competition, which recognizes college students majoring in contemporary music.

Foothill College graduate and attorney Andrew Houston is named among the National Bar Association's Best Advocates: 40 Under 40 for 2015. He credits Foothill's Pass the Torch program for enabling his transfer to University of California, Berkeley, then Berkeley's Hastings College of the Law.

Foothill College accounting instructor Juston Glass is honored at the White House for innovation in career-technical education.

Foothill and De Anza colleges are part of a six-college consortium that is awarded a \$2.9 million federal American Apprenticeship Initiative grant for technical workforce training from the U.S. Department of Labor.

The Chronicle of Higher Education lists Foothill and De Anza colleges as having had the No. 1 and No. 2 three-year graduation rates in 2013, respectively, among the nation's public two-year colleges.

Then-Chancellor Linda Thor wins the Richard Jonsen Award, the highest award for leadership in online learning given by the WICHE Cooperative for Educational Technology (WCET). The award is given annually to a member whose career has been committed to improving postsecondary educational programs and services through innovative uses of technology and for exceptional service to WCET.

The Family Engagement Institute at Foothill College is cited as an exemplar program in a policy memo from the Harvard Family Research Project.

The National Council for Marketing and Public Relations recognizes Foothill's Marketing and Communications department with Medallion Awards in the categories of college microsite (gold), brochure series (gold), college catalog (silver), photo (silver), and outdoor advertisement (silver).

"No Refuge," by former De Anza College Film/Television student Jeremy Deneau is selected for the Cinequest Film Festival Shorts Program 8: College Film Competition. The competition includes selections from New York University, Columbia University, Stanford University, the London Film School, and the University of California, Los Angeles. De Anza is the only community college represented in the competition.

"Batkid Begins: The Wish Heard Around the World," a film co-written and edited by De Anza Film/TV program alumnus Kurt Kuenne, is the official selection of the 2015 Slamdance Film Festival in Utah and is the opening night film at the Cinequest Film Festival in San Jose, California.

Foothill College astronomy student Atif Velagic is selected by National Aeronautics and Space Administration (NASA) as one of the 2015 National Community College Aerospace Scholars and is flown, all expenses paid, to NASA's Johnson Space Flight Center in Texas to participate in a three-day workshop for promising community college students.

Titus Kaphar, a former De Anza College student and artist in residence at the Euphrat Museum of Art, receives a commission from Time magazine to create a painting of the Ferguson protestors for the annual "Person of the Year" issue.

2016

De Anza student Jorge Contreras, who traveled to the Kenya and the Turkana Basin field school with anthropology instructor Isaiah Nengo, receives a scholarship from the American Association of Physical Anthropologists that covers the full cost of attendance at the organization's research and mentoring workshop.

De Anza is among 21 California community colleges and 150 colleges nationwide with exceptional student outcomes eligible to compete for the \$1 million Aspen Prize that will be awarded in 2017.

Krause Center for Innovation Executive Director Gay Krause is honored by CUE (formerly Computer-Using Educators) with its Outstanding Leadership Award. CUE, a national non-profit organization with most of its membership in California, is devoted to using technology as an integral part of the process of teaching and learning.

OEI Executive Director Pat James is the recipient of the Higher Education-Online Administration award given by Pearson Education for demonstrating best practices and innovation in online education.

Foothill earns the Distinguished Registered Respiratory Therapist Credentialing Award from the Commission on Accreditation for Respiratory Care for the fourth year in a row.

De Anza's Office of Communications collects honors from the Community College Public Relations Organization in the categories of online newsletter (first place), before and after (second place), electronic collateral (third place), and blooper of the year (first place).

For the second year in a row, Foothill is featured as one of the nation's top online colleges by BestColleges.com, ranking No. 4 for colleges offering associates degrees.

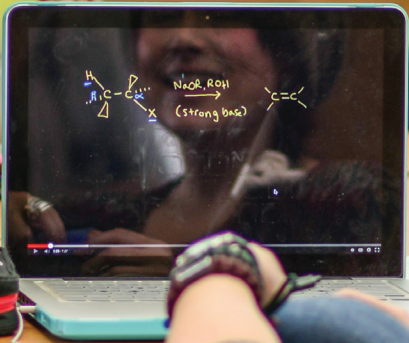
"Solar Science: Exploring Sunspots, Seasons, Eclipses, and More," coauthored by Foothill astronomy instructor Andrew Fraknoi and Dennis Schatz, receives the Gold EXCEL award in the technical books category from Association Media & Publishing.

De Anza College students Gloria Choi and Marjorie Tutor are named to the 2016 Phi Theta Kappa All-California Academic Team.

"Mis Hijos" a film-poem by De Anza Film/Television student Edoardo De Armas, is screened as part of Cinequest Film Festival's Short Program 9A - College - International Stories.

Executive Director of Institutional Research & Planning David Ulate is chosen as one of approximately 20 fellows to participate in the first cohort of the California Education Policy Fellowship Program, a California version of the established national program sponsored by the Institute for Educational Leadership.

Foothill College President Thuy Nguyen is named as an individual recipient of the State Bar Diversity Award, one of the top awards given by the State Bar of California.



BALANCE SHEET

| Category | Item | Value |
|-------------|------|-------|
| Assets | ... | ... |
| Liabilities | ... | ... |
| Equity | ... | ... |

