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# A Report to the League for Innovation in the Community College

Foothill-De Anza Community College District  
January 2025







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# INTRODUCTION AND OVERVIEW







## LETTER FROM THE CHANCELLOR: STATEMENT OF COMMITMENT

I am pleased to submit Foothill-De Anza Community College District's Innovation Report as part of the reaffirmation process for continued membership on the League for Innovation in the Community College Board. As a proud member institution since the League's founding, Foothill-De Anza recognizes the critical role the League plays in advancing community college education, and we are eager to continue our collaborative work alongside other innovative institutions in the League.

As an active participant in the League, Foothill-De Anza has greatly benefited from the opportunity to contribute to and learn from a diverse network of forward-thinking community colleges. The exchange of ideas, best practices and innovative strategies has not only enhanced our own institutional initiatives but has also deepened our commitment to providing high-quality, accessible education that meets the needs of our students and community.

Serving on the League's board has allowed us to shape the conversation on key issues facing community colleges today, from advancing equity in student success to integrating emerging technologies into teaching and learning. These efforts have had a transformative impact on our students, staff and faculty, and we attribute much of our progress to the ideas and collaborations fostered through the League's leadership.

The opportunity to engage with the League's exceptional leadership and forward-thinking member institutions has not only contributed to our institutional growth but has also enabled us to contribute meaningfully to the collective efforts of the League. It is through these shared experiences that we are able to stay at the forefront of innovation in higher education, continuously adapting to the evolving needs of our students and communities.

As we submit this report, we are enthusiastic about the opportunity to continue our partnership with the League and to further contribute to its vital work. We look forward to continuing to serve as a board member, sharing our successes and learning from others as we work together to shape the future of community college education.

Thank you for your leadership and for the continued opportunity to be part of this invaluable network.

Sincerely,

A handwritten signature in black ink, appearing to read "Lee D. Lambert", with a long, sweeping horizontal line extending to the right.

Lee D. Lambert, J.D.

Chancellor



## FOOTHILL-DE ANZA TODAY

One of the largest community college districts in California and the nation, Foothill-De Anza includes Foothill College in Los Altos Hills, De Anza College in Cupertino, and the Sunnyvale Center, operated by Foothill College, in Sunnyvale. Publicly supported and locally oriented, the district, in addition to preparing students for university transfer, fills an essential role in workforce development to meet the changing demands of surrounding high-tech communities and is a long-standing leader in online education and innovation. Approximately 50,000 students and 1,800 faculty and staff enjoy an unparalleled quality of life in an ideal climate, with physically beautiful and fiscally sound campuses that have earned a global reputation for excellence.

Foothill-De Anza Community College District is located in the heart of Silicon Valley, just four miles from Stanford University and 30 miles south of San Francisco. The district is part of the California Community Colleges system, which has 116 colleges in 73 districts serving more than 2 million students, making it the largest system of higher education in the United States.

Encompassing the Santa Clara County communities of Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto, Stanford, Sunnyvale and parts of Saratoga and San José, the district has a population of more than 450,000 residents.

The district regularly ranks at or near the top in transferring students to the University of California and California State University systems, and Foothill and De Anza draw students from throughout the Silicon Valley and internationally. More than 1 million students have attended the colleges since the opening of Foothill College in 1958 and De Anza College in 1967.

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

### 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, almost 75 percent of students identify as Black, Asian, Latino, Filipino, Native American, or Pacific Islander. The Silicon Valley is also growing older faster than the rest of the United States. The California Department of Finance projects that adults 65 and older will make up 20 percent of Santa Clara County's population by 2030 and will grow to more than 25 percent by 2060. By 2030, the last of the Baby Boomers will be 65 years old and older and adults will outnumber children in Santa Clara County, five years sooner than in the United States as a whole.

California subsidizes higher education for state residents, so the cost of tuition and fees to attend Foothill or De Anza full time is a little more than \$1,500 a year. This is a bargain by national standards, but Silicon Valley is a very expensive place to live. In September 2024, the average rent for a two-bedroom apartment in San José was \$3,600 per 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 work, who struggle with housing and food insecurity, 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, emergency grants and other funds to improve and expand critical college programs such as resource centers and 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 policy for their districts. A seven-member board of trustees governs the district. Voters from five geographic areas within the district's boundaries elect five trustees, and two student trustees, representing each of the colleges, serve in an advisory capacity. The district has a long history of electing professional, policy driven board members, and three of our 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. Foothill-De Anza has a long and productive tradition of participatory governance. The Chancellor's Advisory Council, which includes faculty, staff and student leaders, is the main governance group that advises the chancellor on institutional planning, budgeting, and policy and procedures.

## Community Impact and Support

Foothill-De Anza enjoys strong support from a community that values and respects quality education. In 1999, 2006, and 2020, voters overwhelmingly approved district general obligation bond measures that have generated approximately \$1,636.8 billion for new construction, modernization and other capital improvements, including new technology that resulted in significant upgrades to the campuses. The \$898 million bond measure approved in 2020 is funding improvements and renovations, investments in employee and student housing, and a new student services building and arts building at De Anza College.

Local residents serve on the district's bond oversight committee, audit and finance committee, and nonprofit foundation as well as college advisory committees.

A 2022 report by EMSI Burning Glass estimates that in 2018-19, California's community colleges added \$128.2 billion in income to the California economy, a value approximately equal to 4.2 percent of the state's total gross state product (GSP).

## Equity Focus

Equity, diversity and inclusion are core values of the Foothill-De Anza Community College District. The district is committed to helping all members of its community succeed by providing a supportive educational and work environment that is free from discrimination and that actively works to eliminate structural racism. All major planning efforts address student equity, including program review, resource allocation, accreditation, and strategic and educational master planning.

The district's Board of Trustees is deeply committed to equity and has adopted priorities directed toward eliminating structural racism and systemic inequities deemed critical in eliminating equity gaps, enhancing student social and emotional well-being and success, and reenvisioning the campuses.



De Anza College's Equity and Engagement Division offers programming aimed at addressing inequities in higher education, providing resources to help students overcome social barriers, and preparing students to become active participants and leaders in a democratic society. De Anza reaffirmed and strengthened its commitment to equity in a 2022 document, "Equity Plan Re-Imagined," which serves as a guide for future equity planning and is integrated into the Educational Master Plan. The master plan also reflects the college's commitment to its Guided Pathways initiative and six factors of student success, identified in research that found students are more successful when they are directed, focused, nurtured, engaged, connected and valued.

Foothill College's Office of Equity and Inclusion is committed to developing and supporting a culture of equity that promotes student success, particularly for underserved students. Foothill extended its equity effort and vision in a sustainable, systemic approach, one aimed at dismantling structural, cultural, and individual systems of oppression to create a community where success is not predictable by race. Developed through a yearlong campus effort, Foothill's Strategic Vision for Equity documents this vision, which identifies 13 issues and 55 goals to move this work forward in a collaborative and interconnected manner. The Collective Impact Model frames this 13-55 implementation effort, and units from across the campus and at all levels of the institution identify equity action projects for implementation and assessment

## 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.

The following organizations accredit workforce programs at Foothill College:

- Dental Assisting - Commission on Dental Accreditation
- Dental Hygiene - Commission on Dental Accreditation; Dental Hygiene Board of California
- Diagnostic Medical Sonography - Commission on Accreditation of Allied Health Programs; Joint Review Committee – Diagnostic Medical Sonography
- Emergency Medical Services - Commission on Accreditation of Allied Health Programs; Committee on Accreditation of Educational Programs for the Emergency Services Professionals
- Pharmacy Technology - American Society of Health-System Pharmacists
- Radiologic Technology - Joint Review Committee on Education in Radiologic Technology
- Respiratory Therapy - Commission on Accreditation for Respiratory Care
- Veterinary Technology - American Veterinary Medical Association, Committee on Veterinary Technical Education Activities

The following organizations accredit workforce programs at De Anza College:

- Automotive Technology - ASE Education Foundation.
- Health Technologies Phlebotomy - Laboratory Field Services section of the California Department of Public Health
- Design and Manufacturing Technology - National Institute for Metalworking Skills
- Medical Laboratory Technology – National Accrediting Agency for Clinical Sciences; Laboratory Field Services section of the California Department of Public Health
- Nursing: Associate Degree program - California Board of Registered Nursing
- Paralegal Studies - American Bar Association



# Foothill College



## Mission Statement

Embracing inclusivity and building strong communities, Foothill College serves diverse learners and equips its students with critical thinking skills to address complex societal challenges, to thrive in the global workforce, and to engage in a life of inquiry.

## Vision

Foothill College is the institution of choice in Silicon Valley for catalyzing personal, economic, and social change.

## Values

- Honesty
- Integrity
- Trust
- Openness
- Transparency
- Forgiveness
- Sustainability



## Snapshot: Foothill College

Foothill College has a long-standing national reputation for teaching excellence and innovation. Founded In 1957 with a commitment to “educational opportunity for all,” the serene campus in Los Altos Hills rests on 122 acres of rolling foothills and has been called “the most beautiful community college ever built” by the San Francisco Chronicle. In addition to its main campus, the college operates an educational center in Sunnyvale, which serves as a regional hub for training and internships.

The first community college in California to offer an online course for credit, Foothill currently offers students fully online programs for 22 associate degrees for transfer, 23 associate in art degrees, five associate in science degrees, and 59 credit certificates as part of its commitment to multiple modality options for students. Even before the transition to online education necessitated by the pandemic, more than 50 percent of the college’s enrollment was online.

Foothill College has achieved state, regional and national acclaim for its numerous high-quality academic programs, including a bachelor’s degree in dental hygiene and innovative apprenticeship partnerships and career programs. A second bachelor’s degree program in respiratory care has recently been added and provisional approval has been granted for a third degree in building trades management.

The college hosts two Middle Colleges and an extensive dual enrollment program and is currently building on strengths in digital education and experiential learning.

Foothill College faculty are nationally recognized for their excellence in the classroom and educate approximately 13,000 day, evening and online students each quarter. Students may choose from 82 associate degree programs and 108 certificate programs or take classes in preparation for transfer to another college or university.

Foothill consistently ranks among the top transfer institutions in the state. Between 800 and 1,000 Foothill students transfer annually to the University of California, California State University systems, and private and out-of-state institutions including MIT, Stanford University, University of Southern California, Cornell University and Georgetown University. In 2023, the college awarded 791 associate degrees, 968 credit certificates and 54 bachelor’s degrees.

In addition to its credit program, Foothill operates a community education program that offers morning strength and endurance bootcamps as well as classes in radio station operations, terminology, FCC regulations and studio techniques taught at the college’s FM and online radio station, KFJC. The college’s free, noncredit program includes a free technology reskilling class, vocational certificate programs in emergency medical services and geriatric care, and classes in adult basic skills, English as a second language, and parenting.

Foothill College workforce programs include:

- Accounting
- Adaptive Fitness Therapy
- Building Trades Apprenticeships
  - Air Conditioning & Refrigeration Technology
  - Air Conditioning Mechanic
  - Inside Wireman
  - Plumbing & Pipefitting
  - Plumbing Technology
  - Sheet Metal



- Sound & Communication
- Steamfitting & Pipefitting Technology
- Test, Adjust & Balancing Technician
- Business Administration
- Child Development
- Dental Assisting
- Dental Hygiene
- Diagnostic Medical Sonography
- Emergency Medical Technician
- Enterprise Networking
- Environmental Horticulture & Design
- Geospatial Technology & Data Science
- Geriatric Home Aid
- Graphic & Interactive Design
- Music Technology
- Paramedic
- Personal Trainer
- Pharmacy Technology
- Photography
- Radiologic Technology
- Respiratory Therapy
- Semiconductor Processing
- Sports Medicine
- Theatre Technology
- Veterinary Assisting and Technology
- Web Application Development

In addition to its main campus in Los Altos Hills, Foothill College operates the Sunnyvale Center in nearby Sunnyvale, California, which serves as a regional hub for training and internships in new and emerging technologies in the Bay Area. Built on property the district obtained at no cost through the federal public benefit conveyance process, the center is well located to support business and industry partnerships at the gateway to one of Silicon Valley's premier technology parks, with tenants including Google, Juniper Networks, Lockheed Martin, Amazon and NetApp.

The college partners with Joint Venture Silicon Valley and the Silicon Valley Leadership Group, the major regional conveners of business, government, academia and labor, to serve the broader community.

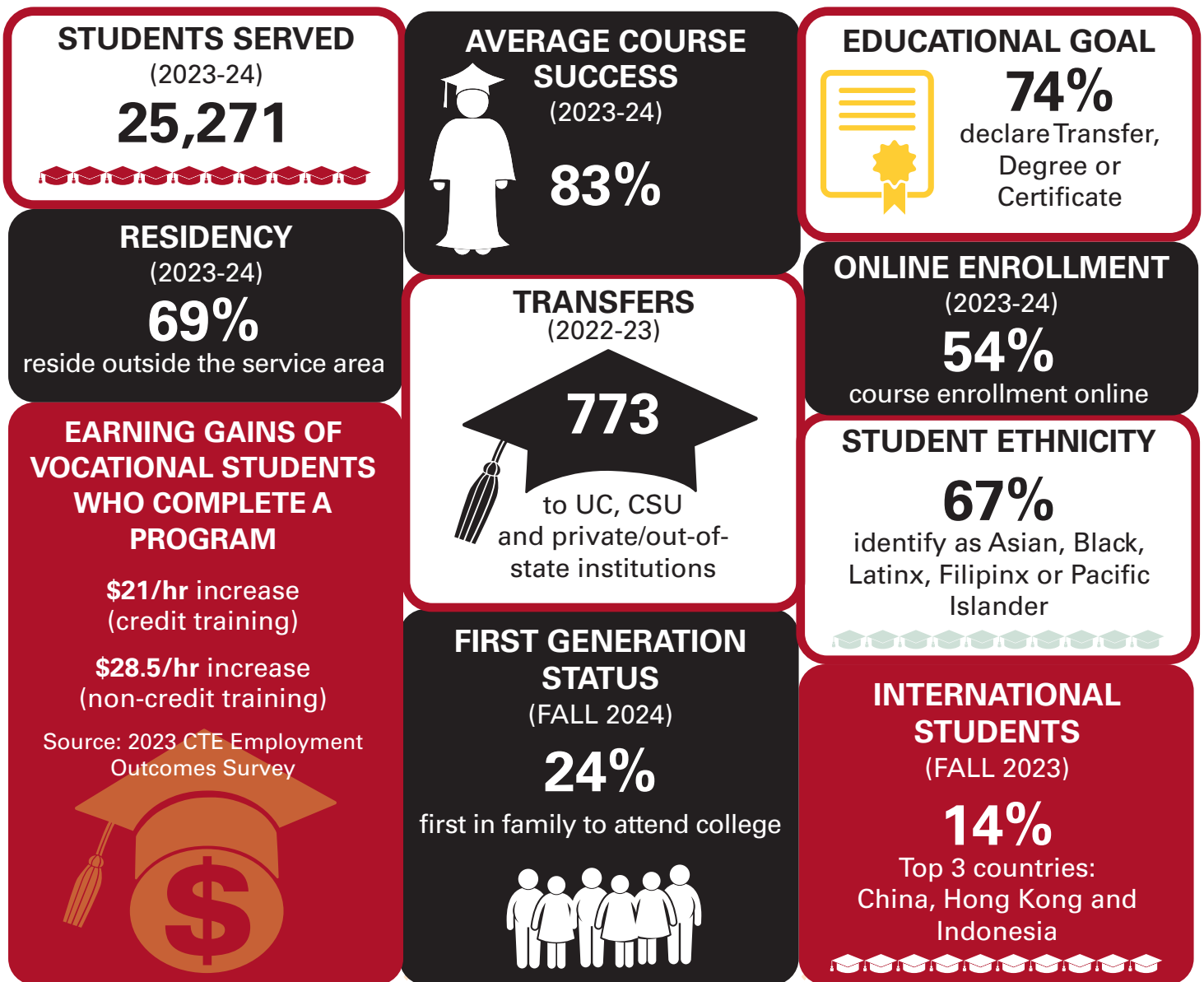
Foothill has a long tradition of celebrating diversity with its Heritage & Health Series Program, organized by student-led planning committees. Reflecting the diverse environment of Silicon Valley and California, the college sponsors cultural celebrations throughout the academic year including Native American Heritage Month, Women's History Month, Black History Month, Jewish Heritage Month, Latiné Heritage Month, Muslim Heritage Month, Asian & Pacific Islander Month, and LGBTQ+ History Month.



The college fields 11 intercollegiate athletic teams – five for men and six for women – and students typically can choose from about 80 clubs. The Associated Students of Foothill College operates an on-campus business enterprise and contributes financially to a wide range of campus activities, services, and programs.

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, operated by the Peninsula Astronomical Society, is another popular attraction, offering frequent family viewing programs that are open to the public.

## Foothill College





# De Anza College



## Mission Statement and 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

## Vision

Empower all students to attain their educational goals, develop an equity-based mindset and become civic leaders in their communities.

## Values

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



## 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. It serves a region that has been shaped by global influences, including the tech industry, venture capital and diverse communities of immigrants from around the globe. It is a paradoxical region with immense economic growth and opportunity on one hand, and deep-seated poverty and exclusion on the other. Within the region, De Anza College stands as an important hub for educating students who come from marginalized communities and for helping address the issues of exclusion and income inequality that increasingly affect our students and surrounding communities.

Currently serving more than 15,500 students each quarter, De Anza is known for consistently ranking at or near the top statewide in community college student transfers to public universities. This reputation for being “Tops in Transfer” attracts students from communities within and outside the college’s geographic service area, including historically underserved neighborhoods of San José and other parts of the San Francisco Bay Area, and from more than 55 nations.

Students at De Anza can choose from 79 associate degrees and 115 credit certificates, plus 30 noncredit certificates, and approximately 1,800 courses. Drawing on research that shows a connection between student success and having a sense of engagement and belonging, the college has established six Villages that offer resources and services that are relevant to groups of related academic majors. Each student is automatically enrolled in a Village, based on their major or subject area of interest.

The Villages build on De Anza’s experience with cohort programs known as Learning Communities, which provide supportive networks of classmates, instructors and advisers for students who share a common background or interest – including first-generation college students, men of color, LGBTQ+ students and more. The college now has 18 of these Learning Communities.

De Anza offers students 17 intercollegiate athletics teams (nine women’s teams and eight men’s), more than 80 campus clubs under the leadership of the Inter Club Council, and an award-winning campus newspaper, La Voz.

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
- Automotive Technology
- Business, Management and Entrepreneurship
- Child Development and Education
- Computer Programming and Software Development
- Computer Systems Security
- Database Design
- Design and Manufacturing Technologies
- Environmental Resource Management and Pollution Prevention
- Energy Management and Building Science



- Facility and Sustainable Building Management
- Film and Television Production
- Graphic and Interactive Design
- Health Technologies
- Journalism
- Mandarin Translation and Interpretation
- Marketing Management
- Medical Lab Technology
- Network Administration and Support
- Nursing
- Paralegal Studies
- Photography
- Project Management
- Real Estate

Free noncredit programs are offered in automotive technology, computer science and information systems, English as a second language, mathematics, photography, and real estate.

A regional community asset, the college attracts many visitors, including school children who come to see astronomy and laser shows at the Planetarium. More than 35,000 community members—including students from preschool through high school—attend astronomy shows, laser shows, live presentations, and live music shows at the Planetarium each year.

The De Anza College Academy provides year-round and special interest enrichment classes for students in grades K-12, including a Summer Academy that offers not-for-credit, fee-based enrichment classes for students in middle and high school.

Lifelong learning is offered through the Community Education program's short courses and online career training 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.

Housed in a 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 College

## STUDENTS SERVED

(2023-24)

# 29,525



## AVERAGE COURSE SUCCESS

(2023-24)

# 79%



## EDUCATIONAL GOAL

# 78%

declare Transfer, Degree or Certificate



## RESIDENCY

(2023-24)

# 75%

reside outside the service area

## ONLINE ENROLLMENT

(2023-24)

# 58%

course enrollment online

## TRANSFERS

(2022-23)

# 2,439

to UC, CSU and private/out-of-state institutions



## STUDENT ETHNICITY

# 75%

identify as Asian, Black, Latinx, Filipinx or Pacific Islander



## EARNING GAINS OF VOCATIONAL STUDENTS WHO COMPLETE A PROGRAM

\$15/hr increase (credit training)

\$10/hr increase (non-credit training)

Source: 2023 CTE Employment Outcomes Survey



## FIRST GENERATION STATUS

(FALL 2024)

# 27%

first in family to attend college



## INTERNATIONAL STUDENTS

(FALL 2023)

# 21%

Top 3 countries: China, Burma and South Korea







# INSTITUTIONAL EXCELLENCE AND EFFECTIVENESS



## RISK TAKING AND RESPONDING TO CHALLENGES

In late November 2019, the Board of Trustees voted to place a \$898 million bond measure and a \$48 per parcel tax on the March 3 primary ballot, an extraordinarily tight time frame in a geographically expansive district. An independent campaign committee was quickly formed and began fundraising and soliciting community endorsements. Through the committee, students, staff and faculty members worked side by side with trustees and other volunteers to mount an intensive political campaign.

This intensive collaboration among administrators, trustees, faculty, staff and students — and the campaign's success — strengthened the bonds of trust that the district had been working to rebuild since a 2018 labor impasse. On March 3, 2020, voters approved Foothill-De Anza's \$898 million bond measure — the largest in county history — but not the \$48 parcel tax.

The close working relationship developed during the bond campaign between the administration and campus constituency groups proved useful with the advent of the coronavirus pandemic. By early March, before Santa Clara County's shelter-in-place order had been issued, campus representatives worked together to develop a planning blueprint for addressing such issues as how to keep delivering course content, assignment and exams; determining grades; communicating with students; managing instances of student illness, quarantines and absences; and much more in the event of a temporary closure. The blueprint also addressed the kinds of decisions that should be made by the faculty, the colleges or the district. Among the issues addressed were:

- Ensuring that payroll processing could continue uninterrupted.
- Adding resources to increase the frequency and ongoing sanitization of high-traffic surfaces and areas on the campuses, including dining facilities, door handles, athletic and rental facilities, classrooms, and labs.
- Identifying essential personnel in the event of a shutdown.
- Finding clinical training alternatives for nursing and allied health students displaced from hospitals.
- Communicating with educational partners who deliver our courses on their campus.
- Allowing flexibility on travel reimbursement when conferences are cancelled.
- Addressing the full spectrum of student needs and concerns, including those of our most vulnerable student populations.
- Planning for multiple alternate methods of delivering instruction electronically in the event of closures and offering training for faculty, students, and staff in their use.
- Addressing attendance accounting and contractual issues that may arise.
- Identifying communication channels that can be used to maintain a sense of community cohesiveness.
- Reinforcing the importance of combating discrimination.
- Providing accommodations for students with disabilities.

The colleges worked closely with the California Virtual Campus-Online Education Initiative (CVC-OEI) to develop strategies for instructional continuity, including leveraging the district's technology infrastructure for alternative delivery options and providing support for instructors who were teaching exclusively face to face. Expanded training opportunities were made available for using tools such as Zoom and Canvas to continue instruction and communication with students during what was then believed might be a few weeks of interruption or closure. Additionally, a variety of online student services were made available including tutoring, counseling and degree audit.



The guidance from Santa Clara County and the California Community College Chancellor's Office rapidly changed during this period. Following meetings with constituent group leaders and administrators, on March 11, 2020, late in the afternoon on a Friday, a decision was made that while the district and colleges would continue to remain open, the colleges would move from face-to-face instruction to alternative methods for the last two weeks of the winter quarter and the first week of the spring quarter. The change went into effect the following Monday.

At the suggestion of the Faculty Association and academic senate leaders, the first week of the spring quarter was designated for professional development and the start of classes was delayed by one week. This opportunity provided the district a key advantage in getting faculty and staff trained on technological tools available for teaching, learning and working remotely.

On March 16, Santa Clara County issued a shelter-in-place order, effective from 12:01 a.m. March 17 until 11:59 p.m. on April 7, 2020. On March 18, the district, working closely with faculty and administrators, made the decision to continue with remote instruction through the end of the academic year to ensure that students and faculty knew what to expect in such unpredictable times. The decision proved prescient as the shelter-in-place order was extended by the county shortly thereafter.

While a number of Bay Area community college districts faced labor turbulence during those challenging and uncertain early days of operating remotely, it was a time of great positivity, productivity and good will in our community college district. Instruction and support services continued to be offered, if not seamlessly, more effectively than anyone would have predicted.

Innovative solutions were found to provide students and staff with laptops and mobile hotspots, and several of our programs found ways to contribute to the pandemic response. For example:

- Foothill-De Anza Foundation provided funds for laptops, emergency grants, and e-gift cards to students in need.
- In partnership with a local nonprofit, De Anza's Design and Manufacturing faculty chair and staff ran 3D printers seven days a week, 20 hours per day, to turn out parts for protective face shields distributed to medical personnel throughout the Bay Area.
- Foothill College fast-tracked a free contact tracing and case investigation course to meet the need for contact tracing volunteers.
- The Krause Center for Innovation's makerspace 3D printers were put to work printing headbands and support pieces for face shields.
- Foothill's respiratory therapy program provided trained respiratory therapists to work the coronavirus front lines and identified a dozen ventilators used to train students in laboratory classes to loan to area hospitals during the crisis.
- De Anza's nursing students helped administer vaccinations at county health clinics.

In addition to sharing key operational developments via email, the chancellor's open office hour, traditionally held once per quarter on each campus, was changed to a weekly Zoom meeting at the start of the pandemic. The meetings were routinely attended by 200-300 employees as well as a few students and community members. The sessions were used to share information, answer questions, celebrate successes and build a sense of community at a time when many people felt anxious and isolated. The college presidents also held weekly Zoom briefings during this time. The open office hours became so popular that people requested they continue on Zoom even after on-campus operations resumed.

## Communication Is Key

Competing pressures were layered onto the tensions and challenges of the pandemic. The pressures in early 2021 included calls to defund the district police department and move more quickly to develop affordable student and employee housing.

By the start of spring 2021, as COVID-19 infections and deaths began declining and vaccinations became more widely available, planning was underway to determine how and to what extent to return to in-person operations, even without knowing when that would be possible. Complicating the planning were record enrollment declines in California community colleges and throughout the nation that led to questions about whether students would return for in-person learning. Additionally, the district grappled with a continuing reluctance of many employees to return in person when not everyone had been vaccinated and a recognition that ideas about working from home had fundamentally changed.

The district's planning efforts were also confounded by constantly changing and sometimes conflicting local, state and federal guidance and regulations, which often were not clear.

Slowly, beginning in the summer of 2020, the district allowed a few programs to return for in-person learning after intensive preparation and following all requirements necessary to minimize risk for students and employees. Health programs such as dental hygiene and nursing with hands-on educational requirements were among the first to return.

While most of the operational aspects of returning to campus went smoothly — thanks to an enormous amount of work on the part of faculty and staff — we discovered that despite the district's efforts to be open and transparent, we needed to do even more to address people's questions and concerns and bring people together to reach consensus. Even with so much communication happening, it was important to ensure that everyone was hearing the same things and receiving the attention they needed to feel that they had been heard. This was often difficult because we, along with local, state, and national leaders, did not have the answers to many questions.

To focus communication on certain key topics, in addition to the weekly office hours, we held a series of focused Zoom "information sessions" open to everyone on a handful of hot topics — staff and student housing, campus safety and policing, and return-to-campus planning. We also empowered those who felt we were moving too slowly to solve the affordable housing crisis to form a housing task force to explore the issue and offer recommendations.

The consultation task force was reconvened to ensure that all the key players were in the same figurative room for important return-to-campus discussions. This resulted in a strong consensus among all constituency groups to require vaccination for students and employees as a condition of returning to campus. It eased some of the tensions and opened the door to improving relationships during a time when there continued to be differences of opinion about how to handle complex issues related to campus return, such as to what degree to require in-person instruction and to what extent to continue to allow people to work from home.

Yet, tensions continued and decisions regarding masking and bringing people back to campus continued to erode employee relations and trust.

### Lessons learned:

- Shared governance involvement across the district is necessary so that constituent voices are able to give input into all areas of the problem-solving process—from data gathering to decision-making.
- Decisions must be communicated clearly, transparently and frequently to get buy in for the decision and for implementation of decision outcomes.



- Implementation in an agile manner may require first engaging the coalition of the willing and then bringing others along.
- Taking risks to address a problem may necessitate creativity in interpreting current processes and policies and the ability to move beyond the “we’ve always done it this way” mindset.
- Continuing to emphasize and foster a sense of commitment to students, derived from the district’s mission and values, is critical to weathering ongoing challenges and enabling districtwide employees to persevere in the work they do.

## Developing a Vision for Foothill-De Anza

As the country began to emerge from the pandemic in summer 2021, the district recognized the need to anticipate and plan for a new normal. The pandemic had permanently altered the environment in which we do our work and changed student expectations; demographic shifts and a declining high school population in Silicon Valley were having a profound effect on enrollment; and racial reckonings had redoubled the district’s commitment to removing systemic inequities and redesigning budgets to ensure dollars are strategically spent to close equity gaps and ensure student success.

Recognizing that making comprehensive changes to the district’s complex organization would involve much research and analysis as well as consultation with stakeholders throughout the district, executive leaders enlisted a consultant in the summer of 2021 to help develop a framework for reimagining what the colleges might look like in the future. While the district’s mission remained unchanged, the strategies for carrying out the mission and the priorities implemented to ensure that resources were employed to align with those strategies needed to be reenvisioned.

At the end of the 2021-22 academic year, a senior advisor to the chancellor for reimagining Foothill-De Anza was hired and charged with facilitating strategic goals including the development of a new budget allocation model, the establishment of a districtwide enrollment management committee, and the development of an action plan for a reimagined Foothill-De Anza. In late spring 2022, the senior advisor embarked on a series of listening sessions to collect ideas for improving the student and employee experience.

Themes identified through the listening sessions included the need to:

- Improve collegiality and collaboration across the colleges.
- Increase participation and trust in shared governance and labor relations.
- Enhance professional development and leadership development opportunities.
- Increase the knowledge base across employee groups about district finances.
- Improve the alignment of business processes, the sharing of resources, and reduce duplication of systems and processes.
- Document policies and procedures clearly and consistently.
- Remove barriers for students and simplify processes for students taking classes at both colleges.
- Explore career technical education opportunities, industry and community partnerships and grant opportunities.
- Provide opportunities for pilot projects to encourage creative innovation to support students.

## Assessing Challenges and Opportunities

Separately, in fall 2022, as the district began the search process for a new chancellor prompted by the retirement of Dr. Judy Miner, the governing board sought input from internal and external stakeholders about the challenges and opportunities the next chancellor would face and expectations the district would have for its new leader. The insights gleaned from this process were incorporated into the job announcement for the position, or Chancellor's Profile.

Among the themes that emerged were opportunities to progress on the district's commitment to equity, to move the district toward a reimagined future, and to identify and secure new sources of revenue. Challenges were identified in strengthening participatory governance and labor relations and identifying a sustainable financial model. Expectations for the new chancellor included a commitment to access and student success and a willingness to take risks to advance student success; the ability to create lasting change and a strong, broad, strategic vision for the district and its students, reflected in external partnerships; and the capacity to raise and allocate resources in ways aligned to student success.

## Foothill-De Anza Strategic Plan 2024-2031

Alongside these endeavors, in August 2023, the Board of Trustees adopted a District Strategic Plan developed during the winter and spring quarters with input from all campus constituencies.

To determine the strategic priorities of the plan and the goals for each priority, an analysis was conducted of the colleges' primary planning documents, and statements describing an institutional goal or objective were extracted and documented, reviewed and grouped by themes, and finally grouped into five district priorities: Educational Achievement, Learning and Support Services, Community Development, Workforce Development and Fiscal Responsibilities.

Goals for each of the priorities include:

### Educational Achievement

- Reduce barriers in the application to enrollment that address the needs of all students.
- Increase student achievement in key academic outcome areas (retention, success, completion, transfer, and persistence).
- Ensure classes and services meet the diverse needs of our students.
- Learning and Support Services
- Provide support services in a variety of formats/modalities to address the needs of a diverse student population.
- Meet the basic needs and mental health needs of students
- Address issues of staffing to ensure students receive the learning and support services they need.

### Community Development

- Increase student voice and sense of belonging
- Increase outreach efforts, in particular to underrepresented communities/nontraditional students
- Develop community partnerships that support student matriculation and achievement.



### Workforce Development

- Support professional development for employees that focuses on, but is not limited to, delivering instruction and services in various modalities and instruction that is more race conscious and equity based.
- Reduce disparities in workforce training and employment rates.
- Create a diverse workforce in and outside the district.

### Fiscal Responsibilities

- Increase financial aid literacy and support for students.
- Develop funding models and institutional practices that prioritize equity and reduce disparities in student achievement.
- Establish accountability and assessment measures to track progress toward goal achievements.

### The First 90 Days

Upon assuming the helm of Foothill-De Anza in summer 2023, Chancellor Lee Lambert developed a 90-day plan in consultation with the Board of Trustees to connect with stakeholders, learn about the district and community, and assess Foothill-De Anza’s challenges and opportunities.

From this process, the chancellor determined that the colleges and district as a whole have incredible programs, talented and dedicated employees, an enviable reputation and a lot of community support. However, the district was missing opportunities to grow enrollment and revenue that could lead it in a single, unified direction, including in areas such as grants development, scalable industry partnerships, long range strategic analysis/planning, unified marketing, comprehensive professional development, and coordinated curriculum/program development. He also found that entrenched, fragmented systems were leading to inefficiencies and a breakdown in services and communication.

### A Vision for Foothill-De Anza

Synergizing the overlapping themes from all these efforts, in early 2024, Chancellor Lambert introduced his vision for Foothill-De Anza along with a set of priorities to move the district forward.

## A vision for Foothill-De Anza Community College District



To work collaboratively toward unified goals –  
Somos Uno (We are One)



To become a nationally recognized Employer of  
Choice



To be an innovative leader that is responsive to  
needs of the community



To remain equity-minded and learner-focused  
to effectively equip students with the skills  
necessary to pursue their goals

## Priorities

1. Improve employee engagement and morale and nurture a more responsive, service-based culture to improve the employee and student experience across the district.
2. Establish and nurture cohesive, highly effective administrative teams with clear expectations and accountability.
3. Establish a leadership, management, and supervision professional development program.
4. Engage employee groups in identifying a labor negotiation model that is proactive in administrative interests and is based on a more collaborative, win-win approach.
5. Identify and remove barriers in the student and employee experience, including identifying duplicative or inefficient processes and/or systems.
6. Facilitate collaborative efforts across the district such as implementing legislative mandates, streamlining procedures, and improving professional development opportunities.
7. Strengthen governmental relations within our district service areas to build resource capacity and/or pursue partnership opportunities.
8. Develop a comprehensive districtwide enrollment management strategy.
9. Provide leadership in identifying and implementing innovations or emerging technologies that accelerate student learning and administrative efficiency.
10. Prioritize efficiency in facilities and operations to manage energy use across the district.
11. Develop and implement an ongoing process for a balanced budget while prioritizing and allocating resources aligned with districtwide priorities developed in coordination with campus, Chancellor, and Board priorities.
12. Identify policy changes, resources, and advocacy efforts needed to support college plans and strengthen student economic mobility as a lever for equity.

Building capacity at all levels of the institution has been recognized as key to accomplishing the chancellor's vision and priorities, and the district is taking steps to do so by restructuring and realigning key tasks, improving coordination and collaboration, addressing skills gaps and workload and creating a clear process for decision-making.

## The California Context

### **Vision 2030: A Roadmap for California Community Colleges**

Vision 2030 is the California Community Colleges Chancellor's plan for the system that builds upon the system's earlier Vision for Success (2017) as well as California Governor Gavin Newsom's Multi-Year Roadmap (2022).

A key component of Vision 2030 is to bring equitable socioeconomic mobility for historically underserved communities to the forefront by proactively taking college to students wherever they are. Strategies include expanding equitable dual enrollment pathways to high school students, offering credit for prior learning to veterans and working adults through employers and worker represented associations, working through community-based organizations to bring workforce training to low-income adults, and providing instruction through flexible modalities, like short-term and online classes, for all students.



The state roadmap prioritizes postsecondary attainment for the 6.8 million Californians between the ages of 25 and 54 who have a high school diploma but no postsecondary credential. The broad goals of Vision 2030 are:

### **Goal 1: Equity in Success**

Ensure the academic and career success of all Californians who are current and prospective California community college students.

### **Goal 2: Equity in Access**

Broaden the opportunities for all Californians to participate in higher education by starting or continuing their higher education at a California community college.

### **Goal 3: Equity in Support**

Partner with other systems, agencies, institutions and community-based organizations to provide students the academic, financial and social supports necessary to thrive by taking education opportunities and the accompanying support to Californians.

## **STUDENT SUCCESS AND 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 longstanding 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.

### **Disaggregating Data for Student Success**

De Anza College's Institutional Research, Planning and Accreditation Office provides leadership for integrating research and planning into college activities including equity planning, strategic planning, enrollment management, program review, curriculum development, class offerings, resource allocations and accreditation.

The accreditation peer review team that visited the college in fall 2024 commended the college's use of disaggregated data to analyze and address achievement gaps for sub-populations of students.

#### **As noted in De Anza's "College Update on Core Inquiries"**

De Anza has built a strong culture of emphasizing outcomes data – disaggregated by a variety of student and course characteristics – as the basis of reflection, planning and improvement. This disaggregated data is readily available through self-service online tools. It is embedded in the program review process, incorporated in both internal and external reports, and shared directly with faculty members.

The use of data includes a long-standing goal of narrowing equity gaps to no more than 5 percentage points between identified groups. This goal is at the heart of De Anza's strategic planning process and its Educational Master Plan. Faculty members are asked to reflect regularly on departmental equity gaps through the program review process, and on individual equity gaps for courses they teach, as detailed in reports emailed to instructors each quarter.

While equity gaps for Black, Latinx and Filipinx students have narrowed from 14 percent to 12 percent over the last five years, the college has increasingly focused on understanding how a student’s unique experiences affect their success and on teaching strategies that support all students, regardless of their level of preparation when they come to De Anza. It is also reflected in the wide range of student programs and support services available to students, including 18 Learning Communities, six Villages, a Resource Hub and Food Pantry, expanded mental health services and a new Pride Center.

During the program review process, departments are required to report on teaching and learning strategies they are using to narrow equity gaps. Personnel requests are evaluated on their alignment with De Anza’s strategic and equity initiatives. This alignment was further institutionalized through the work of the new Resource Allocation and Program Planning (RAPP) Committee. As a result, the importance of disaggregated data is widely understood by faculty members, classified professionals and administrators.

Like De Anza, Foothill’s Institutional Research and Planning Office prioritizes access to and reporting of disaggregated data. The office hosts a suite of data dashboards that includes multi-year data on enrollment, success, equity, and awards completion. This data is accessible on demand, regularly updated, and can be disaggregated by student and course characteristics. Customized reporting is available that focuses on disproportionate impact at the college, division, and program levels.

The research offices at both colleges also send quarterly personalized course success reports via email to faculty. These reports and presentations also actively disaggregate student data and can be seen in the evaluation methodology, design and analysis of college improvement efforts.

## Course Success Rates by Ethnicity

### Foothill College

Course Success by Race/Ethnicity  
FHDA District->Foothill College

#### Course Success for Black, Latinx, and Filipinx Students

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	26,968	74%	28,214	76%	25,838	76%	27,437	78%	25,710	79%
Non Success	5,130	14%	4,550	12%	4,267	13%	4,349	12%	3,988	12%
Withdrew	4,281	12%	4,505	12%	3,954	12%	3,424	10%	2,959	9%
Total	36,379	100%	37,269	100%	34,059	100%	35,210	100%	32,657	100%

#### Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	56,041	85%	52,323	85%	43,210	85%	43,237	86%	49,131	85%
Non Success	4,865	7%	4,203	7%	3,693	7%	3,642	7%	4,502	8%
Withdrew	5,111	8%	5,212	8%	4,124	8%	3,596	7%	4,204	7%
Total	66,017	100%	61,738	100%	51,027	100%	50,475	100%	57,837	100%



## De Anza College

Course Success by Race/Ethnicity  
FHDA District->De Anza College

### Course Success for Black, Latinx, and Filipinx Students

	2019-20		2020-21		2021-22		2022-23		2023-24	
Success	37,470	71%	39,161	72%	35,147	71%	34,648	72%	32,107	73%
Non Success	8,257	16%	8,361	15%	7,966	16%	8,089	17%	7,236	16%
Withdrew	6,801	13%	7,071	13%	6,094	12%	5,190	11%	4,755	11%
Total	52,528	100%	54,593	100%	49,207	100%	47,927	100%	44,098	100%

### Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2019-20		2020-21		2021-22		2022-23		2023-24	
Success	83,210	84%	82,334	84%	70,947	84%	71,051	84%	77,979	81%
Non Success	7,614	8%	7,327	7%	7,029	8%	7,129	8%	10,247	11%
Withdrew	8,119	8%	8,079	8%	6,861	8%	6,013	7%	8,052	8%
Total	98,943	100%	97,740	100%	84,837	100%	84,193	100%	96,278	100%

Below are a few examples of initiatives the colleges have employed to improve success rates, reduce equity gaps, and enhance access and retention.

## Guided Pathways

### De Anza College Guided Pathways Villages

De Anza’s Guided Pathways Villages initiative was recognized with an Exemplary Program Award by the California Community Colleges Board of Governors in the 2021-22 academic year.

The college’s initiative has made the transfer process clearer through extensive work mapping all 157 programs, including 55 common transfer patterns to the University of California and California State University systems. The Guided Pathways team also focused on keeping students on a pathway to success by engaging the campus around the concept of ‘Villages’ in line with the Guided Pathways Initiative’s six meta-majors. Students are invited to join a Village related to their major or academic area of interest, allowing them to feel a sense of community with faculty, staff and each other. The Guided Pathways Initiative is a true collaborative success: more than 300 employees from 120 different areas of the campus community were involved in developing the program.

Each Village is designed to support students in exploring their interests and working toward their goals. Villages offer workshops and other activities keyed to their subject areas. Students in each Village can receive guidance and support from a designated Success Team of academic counselors and staff members. The Villages are also centers for sharing relevant information and services, including program maps that provide a suggested plan for advancing through required courses – quarter by quarter – to obtain a desired degree, certificate or transfer in a particular major. Students can meet and share with others in their Village by gathering in designated campus spaces, visiting their Village webpage or logging in to their Village site on Canvas, the college’s online learning platform.

The U.S. Department of Education awarded a \$2.25 million grant to De Anza College under the Title III “Strengthening Institutions Program” after the college submitted an application titled “Meeting Students Where They Are: Culturally Responsive Cohort-Based Models to Improve Student Outcomes.” The grant allows the college to better serve its diverse student population by coordinating delivery of many student services through the Guided Pathways Villages, expanding Learning Communities, and creating a new Ethnic and Pride Inclusion Center for historically underserved students, including LGBTQ+ students.

### **Foothill College Career and Academic Pathways**

Foothill’s Guided Pathways initiative evolved into eight Career and Academic Pathways organized based on areas of interest, career goals, meta majors and similar coursework.

Students are invited to explore pathways based on what excites them and inspires their goals and to follow degree and certificate program maps that provide information about programs of study, learning outcomes, recommended scheduling, and potential careers and salaries.

The work the Guided Pathways team accomplished was central in helping put students at the forefront by challenging the college to examine barriers that prevent students from matriculating and graduating/transferring in a timely fashion.

In developing its Career and Academic Pathways, Foothill included the following design principles:

- **Holistic Student Approach:** We will serve the “whole student” by considering their experiences and needs before, during, and beyond their time at Foothill. We aim to guide students in understanding their own interests/passions; identifying career options and goals; and fostering the global consciousness necessary to succeed as professionals and citizens.
- **Student Readiness:** We will be “student ready” rather than expecting students to be “college ready.” We recognize the diverse experiences and assets students bring to our campus and will design our programming around those assets. We will design structures that meet students where they are.
- **Equitable Systems:** We will align our work with the college’s strategic equity planning by centering race in our work and ensuring that guided pathways address systemic, structural inequities.
- **Learning at the Core:** We will ensure that learning is at the center of the student experience, with outcomes clearly identified, regularly assessed, and equitably achieved – at the classroom, program, and institutional levels.
- **Systemic Student Support:** We strive to ensure our services, working in concert with instruction, proactively and systemically serve every student, not just those that have the social and cultural capital to navigate our system.
- **Clearly Communicated Pathways:** We strive to eliminate structural barriers that cause confusion and unnecessarily long times to successful completion – by creating and communicating clear and visible pathways designed with student goals and timelines in mind.
- **Community Engagement & Accountability:** We will ensure all college constituents have a voice in our work. We will come together as a community to share the responsibility of improving the student experience.
- **Open-Mindedness:** We will encourage outside the box thinking when re-shaping our programming to better meet student needs.



## Learning Communities

De Anza's 18 learning community programs have supported and positively impacted hundreds of students over the years. Learning communities combine instruction and support services, allowing students in each program to take designated classes together as a group and join in related activities outside the classroom. Designated classes usually include some required general education courses along with courses in ethnic studies or other subjects relevant to the focus of the particular learning community. Most of the learning communities have a designated counselor or coordinator to provide additional support.

Learning community programs make a measurable difference in closing student equity gaps and improving student access to education. The higher retention and success rates make these programs a standard for the importance of high-quality teaching and wrap around services.

Learning communities are open to all students while providing important support and resources for Black, Latinx and Asian Pacific American students. Similar programs provide support for LGBTQ+ students, formerly incarcerated students and students who are current or former foster youth.

De Anza's LinC (Learning in Communities) program is a longtime model for interdisciplinary and thematic learning that enhances faculty collaboration and student engagement/success. The program, open to all De Anza students, links two or more classes together with a common theme, content and materials, allowing students and instructors to work collaboratively in a friendly, supportive atmosphere.

First Year Experience similarly links general education courses with English and math. The program is student-centered, very supportive, and an excellent academic start for students who are the first in their families to attend college. Over the years, FYE has maintained a higher success rate than stand-alone classes due to counseling, advising, faculty collaboration and tutorial support.

Other examples include IMPACT AAPI, the Men of Color Community, Pride, the Puente Project and the Umoja Community. Additional learning communities focus on students who are interested in honors courses or the humanities or want extra support in certain subjects. The Math Performance Success program has drawn national recognition for its successful approach in providing counselors and peer tutors, often embedded in the classroom, to assist students who have struggled with math.

Summer Bridge is a transition program that works to introduce students to the services and resources they will rely on as new students to De Anza and the faculty and staff that are in these spaces, so they start their first term prepared. It also works as a time for students to forge relationships with each other before the first day of classes.

In an effort to scale up the program, invitations to the Summer Bridge program have been extended to students not involved in a learning community cohort, so students who want the resources and support but are unable to commit to joining a yearlong program can still benefit from developing a sense of community and gaining the extra assistance learning community students enjoy. Attendance in the program has grown from approximately 100 students in 2022 to 213 students in 2024. More than 300 students are anticipated to join Summer Bridge next year.

## Student Support Programs and Services

Both colleges offer robust student support programs and services to help students throughout their academic journeys. While some services are tied to an educational program, such as on-campus child care and free dental cleaning, and are unique to one campus, most programs and services are offered at both colleges. Examples of services available to students are reflected below.

### De Anza College

- Academic Awareness - Support for students on academic or progress probation
- Adapted Physical Education - Physical fitness for students with disabilities
- Admissions and Records Office - Admissions, registration and student records
- CalWORKS - Assistance for students who are also parents with limited incomes
- Career Services - Help in choosing a major or career path
- Cashier – Payment of student fees online or in person
- Child Care - On campus Child Development Center
- College Life Office - Clubs and organizations, student government (DASG), student ID and transit cards, social events
- Computers and Internet Access - Tech support and opportunity to borrow a computer or Wi-Fi hot spot
- CONNECT – Help with finding resources or assistance
- Counseling – In addition to general counseling, many programs and learning communities have designated counselors for their students Each De Anza Village has a designated SuccessTeam, including counselors
- Cross Cultural Partners - Pairs students who are English learners with fluent English speakers
- De Anza College Promise – First-time, full-time students get tuition and fees free for two years
- Deaf and Hard of Hearing Services - Interpreting and captioning for students with hearing disabilities
- Dining Services - Hot meals, sandwiches, salads and more in the Campus Center Food Court
- Disability Support Services - Accommodations and assistance
- EOPS (Extended Opportunity Programs and Services) - Support for low-income students
- Financial Aid - Help paying for college with scholarships, grants and loans
- Food Pantry - Groceries, snacks, hygiene items and store cards for students who qualify
- Guardian Scholars/NextUp - Support for current and former foster youth



- Health Services - Free and low-cost services for students, in person or online
- HEFAS (Higher Education for AB 540 Students) - Peer support and resources for undocumented students
- Housing Resources - Resources for students who are homeless or struggling to afford housing
- International Student Programs - For students who are attending on F-1 visas
- Legal Advice for Students - Free legal advice and referrals sponsored by the De Anza Student Government
- Library - Books, periodicals and online databases, plus reference help, computers and more
- Mental Health and Wellness Center - Individual counseling and support groups
- Occupational Training Institute – Help for students who were laid off or are receiving state TANF aid
- Online Education Center - Support for Canvas and online classes
- Outreach Office - Counseling and support for new and prospective students, the De Anza College Promise and Men of Color Community
- Parenting – Connects students who are parents to support and resources on campus
- Pride Center - Resources for students across the gender and sexuality spectrum
- Resource Hub - Snacks, toiletries and information about basic needs resources
- Rising Scholars - Support for students who were previously incarcerated or have other involvement with the justice system
- SmartPass - One small fee to ride Valley Transportation Authority transportation free all quarter
- Student Complaints or Concerns - Request assistance, report worrisome behavior, file a grievance or complaint
- Student Rights and Responsibilities - Code of conduct, grievance procedures, policies on discrimination and harassment
- Student Success Center - Tutoring and skills workshops, in person and online
- Textbooks - Free and low-cost options
- Title IX - Help with sexual or gender-based harassment, abuse or discrimination
- Transfer Center - Workshops, counseling and university representative visits
- Undocumented Students - Free legal services, mental health support and other resources
- Veterans Resource Center - Academic and peer support, as well as help with military benefits

## Foothill College

- Academic Probation & Disqualification – Help for students on academic probation or progress probation
- Adult Learners – Help for adult students trying to start or return to college
- Admissions & Records – Help applying for admission, registering for a class, verifying student records or obtaining a transcript evaluation
- BIPOC Multicultural Center – A gathering place for intellectual and cultural enrichment for meetings, special events and community-building activities with a multicultural flavor
- CalWORKs - Assistance for students who are also parents with limited incomes
- Counseling Services - General counseling appointments by telephone and online zoom video in addition to in-person and quick question help College success and career life planning courses
- Dental Hygiene Clinic – Free dental services performed by dental hygiene students under the supervision of a licensed dentist and registered dental hygiene instructors
- Disability Resource Center - Accommodations and assistance
- Dreamers Support – Support for undocumented students
- EOPS/CARE - Support for low-income students
- Financial Aid - Help paying for college with scholarships, grants and loans
- Food Services – On campus dining and cafe
- Honors Institute – Honors classes, transfer program, and scholar program
- Learning Communities - Math Performance Success, Puente, MESA, Umoja
- Learning Resource Center – Academic success support
- Mental Health & Wellness Center - Individual counseling and support groups
- Orientation to College – New student orientation
- Owls Nest Basic Needs Center - Food pantry, e-gift cards, and housing insecurity resources
- Pass the Torch – Peer-to-peer tutoring program
- Retention Services - Takes the lead on coordinating student retention efforts across campus
- STEM Center – Drop-in tutoring onsite and online
- Student Affairs and Activities – Services to reinforce classroom instruction and complement academic learning, promote appreciation of cultural diversity, improve the quality of campus life, protect relevant rights of students and contribute to building a sense of community on campus
- Student Health Center - Health and wellness services
- Testing & Assessment – Course placement recommendations, and accommodated testing
- Transfer Center - Workshops, counseling and university representative visits



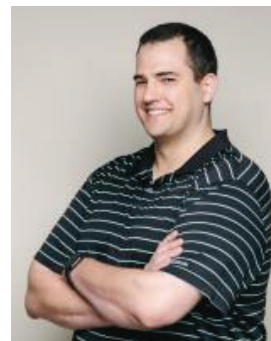
- Veterans Resource Center - Personal and academic advisement, workshops, and holistic personal and professional development opportunities for veterans, service members, and their dependents
- Welcome Center – Student identification, VTA transportation pass, student employment, and printing services
- Writing and Language Center – Peer and faculty tutoring

## Connecting Students to Support

The Retention Services Team at Foothill is leading the way in helping to integrate instruction and student services to better support students. The team works closely with faculty and staff to identify and reach out to students who could benefit from extra support, connects students to services and provides one-on-one academic coaching support aimed at helping students build important study skills such as time management, organization, note taking and other helpful study strategies.

Retention Services Program Coordinator Chris Chavez is the son of former district chancellor Leo Chavez, who served on the League's Board during his tenure at the district from 1995 to 2003.

Foothill Connect is a tool used by the college's Retention Services Team to make it easier for students to get connected to campus resources. The tool increases communication between faculty, staff and student services to maximize students' chances for success, allowing faculty to provide timely and direct feedback to students on academic progress in their courses, while connecting students to campus resources that will help maintain or improve their class standing.



Students and faculty can also use the Connect tool to ask questions, submit referrals, or request assistance from a number of campus resources. Alerts raised in the Connect system generate an email/text to the student encouraging them to log in to follow up on the tracking item.

Foothill Connect allows users to raise four main alerts:

- Kudos (to recognize good work and effort)
- Flags (to encourage students to meet with their instructors and seek additional support)
- Referrals (to campus resources)
- To-Do's (actionable items to be completed by students)

Faculty and staff can also enable the appointment feature in Connect to set up office hours scheduling for students online, set appointments with members of the Retention Services team, track cancellations and keep notes on discussions, and automatically generate a calendar meeting invitation.

## Stanford Summer Session Program

Now in its fourth year, the Stanford Summer Session Program offered through the Office of Retention Services gives 25 Foothill College students each year the opportunity to attend a class at Stanford University during the summer for free.

The program helps students gain experience in a different learning environment and helps them build their skills and confidence as they grow on their academic journey. Stanford works closely with students in the cohort to provide a unique experience with specific programming.

The classes are eight weeks and run from the last week in June to the third week in August. All classes are in person on Stanford's main campus.

*"Stanford Summer Session was an opportunity I am so grateful I had the chance to participate in. Coming from a financial background that wouldn't allow me to take even a single class from a top three university like Stanford, I highly appreciate Foothill's partnership with Stanford and everyone who has been involved. The amount of thought that went into this program made me feel very valued and proved to me that top-tier universities are not unattainable."*

– Aisha Ergelen, Stanford Summer Session 2022 cohort

### **De Anza CONNECT and Academic Awareness Program**

The De Anza CONNECT and Academic Awareness programs work together to provide targeted resources that enhance student engagement and retention and promote a culture of resilience and success. These resources include personalized academic counseling, direct contact via phone and follow-up by a Student Success Specialist, individualized academic plans, skill-building workshops, registration day, and strategically targeted support that considers the diverse life circumstances of the student population.

De Anza CONNECT is a multilayered early intervention program that integrates all campus programs, services, learning communities, and resources to provide individualized and timely support to students. Faculty and staff can use the De Anza CONNECT form to raise concerns and refer students to campus resources, and students also have the option to self-refer.

Approximately 100 faculty members submitted more than 2,900 concerns and referrals during the 2023-24 academic year, benefiting more than 1,000 students. The program launched the student self-referral platform in winter 2024, serving more than 200 students. Additionally, in spring 2024, CONNECT initiated outreach services specifically targeting students with cumulative GPAs between 2.00 and 2.10. Through intentional follow-up and collaboration with academic counselors, 87 percent of these students maintained good academic standing.

### **Additional Support for Students on Probation**

The Academic Awareness Program (AAP) helps continuing and returning students on academic and progress probation transition back to good standing through tailored resources. The program was renamed to reframe the narrative of students on probation status as being "in trouble" to instead help students feel empowered and in control of their academics.

Approximately 75 percent of De Anza students identify as Latinx, Black, Filipinx, Native American, or Pacific Islander, and 69 percent are low-income, relying on financial aid to pursue their education. Students placed on academic or progress probation for two or more quarters risk losing their federal and state financial aid. To address this challenge, De Anza collaborated with the Foothill-De Anza Foundation to create the first scholarship specifically for students on academic probation, benefiting more than 50 recipients since its inception in 2021. Additionally, the college allocated \$10,000 for new laptops to students in need during fall 2024 and has distributed more than \$50,000 in book vouchers since 2021. During the 2023-24 academic year, 513 students regained good academic standing and students placed on academic and/or progress probation during the fall 2023 quarter had a 90 percent increase in course success rates over the course of two quarters (winter 2024 and spring 2024).

Together, these programs create a supportive ecosystem that addresses individual needs and encourages lifelong learning, ultimately driving greater academic achievement and personal growth. During the 2024-25 academic year, the two programs, in collaboration with Outreach Office, will launch a registration day for all continuing students not part of another program or service and create a transition plan from Outreach to General Counseling. De Anza CONNECT will launch an enhanced student self-referral platform connecting all programs, services, and resources on campus.

### Meeting Students’ Basic Needs

As more research demonstrates a strong link between student success and meeting basic needs, the colleges’ food pantries have evolved into comprehensive resource centers.

The Foothill-De Anza Foundation’s \$3 million Hope Initiative fundraising campaign and college funding have helped the colleges add dedicated coordinators, who are expanding the resources provided to students, and pay for student workers, who assist their peers and provide a friendly and welcoming experience.

Based on student feedback, De Anza’s Resource Hub offered new items to students in the 2023–24 year, including shaving cream, razors and laundry detergent. Many students also needed school supplies, so the Hub now stocks scantron forms, pens and pencils, and notebooks. Food offerings have been expanded to include a drink and snack station as well as prepared meals provided through a partnership with the nonprofit organization No Time to Waste. The Hub increased its hours of operation and is now open Monday through Friday every quarter.

Foothill’s Owl’s Nest Community Resource Center partnered with the Bill Wilson Center in 2023-24 to help find housing for students between the ages of 18 and 24 and began providing \$25 Foothill Dining Hall meal cards to unhoused students. Emergency gas cards are also available. In spring 2024, Foothill partnered with Second Harvest Food Bank, which has a long-standing relationship with De Anza College, to supply fresh vegetables to students. Students registered for services are also eligible to receive \$50 grocery gift cards on an ongoing basis.

	2022-23	2023-24
Student visits to the college food pantries	1,623	6,290
Grocery gift cards distributed	5,901	6,993

### Mental Health Support

Mental Health and Wellness Centers at both Foothill and De Anza provide support to students through in-person sessions offered free of charge.

In addition, all registered Foothill and De Anza students are able to access free 24/7 mental health support through TimelyCare, a smartphone app that allows students to get the help they need without the worry of making appointments that conflict with classes, work or family obligations.



## Student Friendly Counseling Appointments and Quick Questions

To ensure services were distributed equitably across modality and ethnicities, Foothill's Counseling Department created a feedback form that students were encouraged to complete after their individual counseling appointments. Based on the responses received as of spring 2023 (400+ completed forms), the department implemented procedural changes to provide increased access for students, including the launch of a messaging/notification system to help with appointment scheduling and cancellation options, Quick Questions, a 15-minute alternative to the standard 30-minute appointments, and a Live Chat option for general information and guidance.

## Mentors@De Anza (M@DA)

Piloted in Fall 2020 with the initiative of a De Anza student leader and the support of the Office of College Life, Mentors@De Anza is a student-run peer mentorship program created in response to feedback that many students went quarters and even years without knowing where to go for support at De Anza College. M@DA pairs new incoming students with more experienced returning students, while ensuring the peer mentors get the tools and training to support their mentees more effectively.

## Customized Support Activities

In summer 2019, De Anza English faculty, working closely with De Anza's Writing & Reading Center, created Customized Support Activities to support students enrolled in corequisite transfer-level composition courses, including providing resources and videos on tutoring, workshops and directed learning activities to support their success. The program is designed to be flexible for both faculty and students, lowering barriers and providing encouragement and structure for students to connect with campus resources and with each other.

Customized Support Activities helps students with

- Friendly, positive personal connections with Writing & Reading Center peer tutors, De Anza counselors, and Student Success Center staff that increase students' confidence and belonging.
- Support that helps students stay motivated and succeed in their English writing classes.
- Practical and engaging workshops cover writing/reading topics as well as learning and life skills. Workshop topics include, "Using AI Tools Wisely," "Building Community at De Anza" and "Campus Connections and Resources."

## Pass the Torch

Many historically underserved students take part in Foothill College's popular Pass the Torch program, which pairs students who excel in English, ESL and math in study teams with students who want support in these core classes. This unique community learning program has increased matriculation, retention and transfer of underrepresented students at Foothill College over the past 20 years. The one-on-one study teams consist of a team leader (tutor) and a team member (tutee). Teams are matched according to availability, meet for the entire quarter and work together in the specific subject in which the member is enrolled.

Pass the Torch has received numerous awards over the years. In 1999, the program received the California Community Colleges Chancellor's Exemplary Program Award. In 2002, the director received the California Community College Out of the Box Thinker Award. Additionally, the two program instructors received Teacher Excellence Awards in 1999 and 2000. In 2012, Pass the Torch received the Dr. Martin Luther King Jr. Association of Santa Clara Valley "Movers of Mountain Award" for its "excellent contributions to the community, and for exemplifying the life, legend, legacy, and mission of the beloved, late Dr. Martin Luther King Jr."

## Honors Programs

Honors courses at Foothill College are open access and do not require an application to participate. The Honors Institute has adopted the following values:

- The honors program is an interdisciplinary effort to develop talent and ability in both the academic and leadership areas.
- The honors program recognizes that racial inequality exists in higher education. We are committed to change this system for marginalized students by actively recruiting from disproportionately impacted groups, providing students service learning and leadership opportunities, and increasing the diversity of the faculty who teach honors courses.
- Furthermore, we believe that the college needs to provide resources to minimize the equity gap in honors courses by engaging students holistically and supporting them with a comprehensive model of counseling. To maximize high quality learning and success, the college has an obligation to offer professional development on culturally competent curriculum and inclusive curriculum to further enhance the honors classroom experience.

Students in the Honors Transfer Program experience specialized courses, special focus seminars, exposure to exciting cultural opportunities, and transfer scholarship opportunities. Honors counselors, faculty and staff work with students every step of the way.

The Foothill College Honors Institute, along with the Honors Transfer Council of California, has transfer partnerships with colleges and universities across California and the United States. Students completing the Honors Scholar Program enjoy enhanced transfer consideration and/or other benefits at the partner campuses, such as guaranteed or priority acceptance consideration, special scholarships, housing priority, and pre-transfer library privileges.

The Honors Scholar Certificate Program is designed to prepare students who intend to transfer and earn their baccalaureate degree. Upon completion of the program, which requires a minimum of 23 units of honors courses and participation in service leadership activities, students earn the Honors Scholar Certificate, and it is noted on their official college transcript.

Each year the Bay Honors Consortium hosts its annual Honors Research Symposium alternating at either Stanford University or University of California, Berkeley. The symposium provides an opportunity for community college honors students to present their original research and to have their work published in The Journal of the Bay Honors Consortium. Five proposals from Foothill College students were selected in 2024.

In the 2022-2023 year, 575 students enrolled in an honors course, 66 students completed Honors Scholars certificates, 65 students applied for transfer through the UCLA Transfer Alliance Program and 50 were admitted. The 77 percent admit rate for TAP applicants compares to a 21 percent admit rate for those not in the program.

De Anza College's Honors Program offers academically motivated students the opportunity to engage in a rigorous and enriched learning experience. The program is designed to

- Challenge students to achieve their intellectual potential.
- Improve students' critical thinking, writing, and discussion skills.
- Help students understand the connections between disciplines.
- Encourage close interaction among students and with instructors.
- Support timely and appropriate student transfer objectives.

Students in De Anza's Honors Program choose from four pathways that include options to take honors courses, participate in community service, and complete a capstone project.

### Meeting the Needs of Special Populations

Foothill College's 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. TTW represents a commitment to providing equal access and higher education options for people with disabilities, including people with developmental, intellectual, emotional and learning disabilities. This access to higher education provides students with academic, vocational, social and emotional skills that are important for their future success in achieving the life goals they choose.

TTW gives students the plan, the tools, and the support to set an achievable goal in life. During the year, students develop their own path in coordination with instructors and their support team. Curriculum spans from identifying learning styles and strategies to hands-on job training and classes in communication skill development, physical education, disability and the law, job search and interviewing, and digital citizenship.

Through a partnership with the college's Emerging Technologies Institute, students interested in STEM fields have the opportunity to participate in interactive experiences in their field of interest, including coding robots and participating in the robot competition.

After participating in TTW, many students independently take regular classes at Foothill College and some continue on to four-year universities. Other students enter apprenticeships, a skilled career path or entry level permanent, and some are able to enter residential programs that require a level of independence and self-sufficiency.



### Portrait Project

In 2023-24, photography department instructor Judy Walgren, TTW students and TTW director Ben Kaupp collaborated to create student portraits to include in the annual TTW zine. The portraits were included in an exhibit in the college's Administration Building Lobby and students and their families were invited to an artist reception. Each student directed their own poses, decided whether or not to use props and chose their favorite image for the exhibition.



## Hope Services

De Anza College has partnered with HOPE Services since 1975 to provide vocational training and career preparation for underserved adults with development disabilities (characterized by limitations in both intellectual functioning and adaptive behavior, such as students diagnosed with Intellectual Disabilities, Down Syndrome, autism spectrum disorders, and/or related conditions).

To advance students toward their employment goals, instruction focuses on development in self-determination, career discovery, job readiness, and physical wellness. De Anza College staff collaborate with the Hope supported employment department and play an important role in preparing students for community-based jobs.

The De Anza/HOPE Services program has been highly successful in its commitment to provide instruction to promote growth toward greater independence and to assist students with developmental disabilities live, work, and thrive in their community.

Instruction is provided at three sites, and an increasing number of students take classes such as Adapted Mobility, Exercise and Wellness at the De Anza College campus.

Approximately 200 students per quarter have traditionally been served by the program. A new pilot site in Mountain View added 75 students, and another 33 students joined when a local community college discontinued their disabled adult program. The program has also recently partnered with the Department of Rehabilitation and increased the enrollment of younger autistic students who have limited options for classes.

## Support for Undocumented Students

De Anza's Higher Education for AB 540 Students (HEFAS) program for undocumented students is a model for the California community college system. Not only is the physical location a sanctuary for undocumented students, but it is also a place for tutoring, counseling and academic advising. Additionally, the coordinators of HEFAS provide training to De Anza's faculty, staff, and administrators on the best ways to support undocumented students.

The program provides students with free services, including printing, book loans and calculator rentals, testing materials and educational workshops, and helps connect them with scholarship and financial aid information, computers, counselors, peer mentors and tutors, and information on legislation and policy issues.

## Rising Scholars Program

The Rising Scholars Program at De Anza College, funded through the Foundation for California Community Colleges and supported by the California Community Colleges Chancellor's Office, is dedicated to empowering formerly incarcerated and system-impacted students by providing essential support for their academic and career success.

Since its launch in 2022, the program has focused on fostering a supportive community through personalized academic counseling, tutoring services and professional development workshops. Comprehensive programming includes social events, mentorship opportunities, and resource fairs, all designed to help students navigate their educational paths and personal challenges.

Since the inception of Rising Scholars, the college has seen increased enrollment and retention rates, along with numerous success stories that highlight student achievements in reaching their academic and career goals.

## Veterans Resource Centers

Veterans add to the rich diversity of the colleges as they are often older and come to college looking to transfer their military training into a career with a family sustaining wage. Moreover, they often do so while simultaneously seeking support for physical and mental challenges resulting from service to our nation, particularly after combat deployment. An estimated 1.8 million veterans live in California, and more than 55,000 veterans, active duty service members and dependents are enrolled in California community colleges each year. A recent study of California community college student veterans found that 72 percent of respondents had suffered an illness or injury because of their service, more than half experienced anxiety and depression, and nearly two-thirds had difficulty maintaining a balance between schoolwork and personal demands.

Foothill College's Veterans Resource Center (VRC) provides academic, transfer, career, disability and personal counseling for students who are military veterans, reservists or dependents. The center's staff assist students with the complex process of accessing VA Benefits and school certification as well as navigating admission and registration processes for workforce training in high demand fields.

The center has enjoyed a robust relationship with the Los Altos Rotary Club, which helped to raise funds for an appealing plaza outside the center and has raised more than \$1 million overall for the program. Meals are available at the center, and emergency housing assistance is available to student veterans through grants from the SAGA and Koret foundations.

De Anza College's Veterans Resource Center (VRC) is used by student veterans as an engaging and supportive space to spend time with fellow students who are also veterans. The center provides a full range of services designed to help support veterans, active military, and their family members as they navigate De Anza College. In the center, students will find

- A full-time academic counselor who can help select classes and find the best way to reach educational goals.
- Veterans resource specialists who certify veterans' benefits and can also connect students with resources that support student success (bookstore vouchers and other assistance for students with financial need, priority registration status, workshops, and credit for prior learning – military training or coursework may qualify for college credit.).

## English as a Second Language Onboarding

Responding to state legislation (AB 705 and AB 1705) that calls on colleges to adopt new strategies for increasing student completion rates and closing achievement gaps, De Anza's Assessment Center partnered with the English as a Second Language Department to create a new student-friendly ESL pathway.

The college's ESL population is diverse and includes community members, international students and adult education students. Students bring with them unique educational backgrounds, experiences and educational goals. To meet the needs of the growing ESL population, the ESL department and the Assessment Center developed onboarding materials in five languages (Mandarin, Vietnamese, Spanish, and Tagalog, English), added a Google Translate widget to the ESL assessment pages, and created a local ESL assessment survey using Canvas, the college's learning management system.

These innovative efforts ensure that ESL students can:

1. Learn about the public American educational system, have a better understanding of the California community college system, and review the steps needed to get started on De Anza's ESL pathway
2. Complete the online ESL assessment survey in the convenience of their home country or wherever they have internet and a quiet space to think.

### **English Performance Success**

De Anza's English Performance Success (EPS) Program is designed to address the counseling and advising needs of students who place into Corequisite Supported English and ESL courses and students transitioning from adult education schools. The English Performance Success Program is modeled on and borrows from other successful categorical programs such as MESA and Extended Opportunity Programs and Services. English Performance Success counselors are embedded within the Language Arts Division Office, where they provide just-in-time counseling services for students from eligible English and ESL classes.

Years of research into the underlying factors that impact success in college writing courses has taught us that academic readiness alone does not guarantee student success. Often, a variety of other factors ranging from socioeconomic challenges to nontraditional education pathways create barriers to student success. Through early intervention and ongoing support, English Performance Success counselors are able help students stay on track in their courses, education and career pathways. Using a case-model approach, students who have entered the English Performance Success Program are able to work with the same counselor throughout their college experience at De Anza. Counselors provide ongoing guidance, a sense of community and direct connections to other services and resources for our students.

In addition to one-on-one appointments with students, counselors provide orientation, career, transfer, discipline-related and student success (study skills, time management, academic probation) workshops and classroom visits. The counselors also provide staff development and in-service training for faculty and staff who teach in the Language Arts Division, and counselors may teach certain counseling related courses (Introduction to College, Career Life Planning, Life Skills in Higher Education). Beyond the work they do within Language Arts, English Performance Success counselors also establish and maintain contact with K-12 and adult education partners, along with other relevant liaisons and networks with on- and off-campus programs and agencies.

The mission of the program is to ensure English Performance Success students will be valued as part of an inclusive advising and counseling community. The program aims to close equity gaps for our designated student populations by improving student success in English.

### **Math Performance Success**

Foothill's Math Performance Success program was developed to address the performance gap in statistics (MATH 10) by ethnicity. Resources were intentionally allocated to increase student success, especially among the lowest-performing student population groups (e.g., Black, Latinx, students who did not successfully complete MATH 10), and data analysis was conducted to ensure program effectiveness. Based on the demonstrated results, ongoing resources were committed to continue the corequisite, including counseling, tutoring and course materials support.



De Anza's Math Performance Success program aims to help all underrepresented students meet their goals by improving student success in math through innovative and collaborative approaches including extended lecture time, in-class tutoring, and embedded counseling services. Students in the program receive extra class time; tutoring services (inside and outside of the classroom); academic, career, and personal counseling services (inside and outside of the classroom); calculator loan program; and program activities (i.e., workshops and field trips)

### **Football Academic Success Team (FAST)**

De Anza's FAST program, voted a 2024 Equity Champion by the college's Equity Action Council, evolved from a traditional study hall model that shadowed first-year college students to a comprehensive wrap-around support program for all football students. The FAST program serves a diverse student population and provides a place to meet with the program coordinator, work with tutors and mentors, utilize technology for coursework, and build camaraderie through engaging activities. FAST is supported by several campus partners, including stakeholders from Financial Aid, UMOJA, Student Development, and Mental Health and Wellness Center, among others.

### **Financial Aid**

Through their Financial Aid offices, Foothill College provided nearly \$16 million in financial aid to more than 5,000 students in 2022-23, and De Anza provided just over \$40 million to more than 9,000 students. This includes state and federal grants, fee waivers, federal loans, scholarships and student jobs.

In addition, both colleges offer the California Promise program, which covers the first two years of tuition and fees for first-time, full-time students.

Undocumented students at the colleges are eligible for state aid under the California Dream Act, as well as some private scholarships.

### **Zero Cost Textbooks**

De Anza received an \$800,000 grant from the California Community Colleges Chancellor's Office Zero Textbook Cost (ZTC) program to develop zero-cost degree pathways and Open Educational Resource (OER) courses. Much of the grant money will be used to create zero cost pathways to earning associate degrees for transfer in mathematics, kinesiology and political science. The rest of the grant will be used to convert classes into ZTC or OER courses, including courses in meteorology, astronomy and nutrition.



## Cultivating a Sense of Belonging

### Foothill Heritage Months

Foothill College Heritage Months are integral to promoting a welcoming and inclusive environment at the college. The events celebrate the diverse cultures and histories of various communities throughout the academic year.

The college's Native American Heritage Month, Women's History Month, Black History Month, Jewish Heritage Month, Latiné Heritage Month, Muslim Heritage Month, Asian & Pacific Islander Month, and LGBTQ+ History Month include educational events, workshops, performances, and activities designed to engage students, employees and community members in conversations and discovery.

Student-led planning committees organize the events, which aim to raise awareness, foster inclusivity, and promote understanding of different cultural, ethnic and social groups on campus. Guest speakers, performers and community leaders are invited to share their knowledge, expertise and cultural insights during the events, and community organizations are often invited to participate, providing an avenue for community outreach.

### De Anza Cultural Celebrations

De Anza College also celebrates a variety of cultural and heritage events throughout the academic year designed to honor the histories, cultures, and contributions of various communities, raise awareness and foster inclusivity across campus. In addition to events such as Filipino American Heritage Month, Raza Heritage Month, Black History Month, Women's History Month, and Asian American and Pacific Islander Heritage Month, which are organized by various divisions on campus in conjunction with campus affinity groups, the college holds annual cultural conferences, including:

- HEFAS Summit – A daylong event that covers a wide-range of issues concerning the undocumented community and includes workshops, keynote speakers and performances throughout the day.
- Queer and Now Conference – A daylong event that focuses on the larger and local LGBTQ+ community, student success, equity, intersectionality and social justice concerns.

These events, like Foothill's Heritage Months, are integral to creating a more inclusive and culturally aware campus environment at De Anza. They offer opportunities for students to explore diverse perspectives, connect with peers from different backgrounds, and celebrate shared histories.

In the last few years, Foothill and De Anza have launched annual Ethnic Studies summits to help introduce students to this important interdisciplinary field of study.

Foothill's event brings high school and college students together to give them a better understanding of how to apply ethnic studies to their education, apply it to their lives, and ultimately, encourage them to take an ethnic studies course.

Keynote speakers have included award-winning artist and activist Melanie Cervantes (Xicanx), co-founder of Dignidad Rebelde; Dr. Laureen Chew, emeritus faculty in Asian American Studies, San Francisco State University; and climate activist, author, and hip hop artist Xiuhtezcatl.

De Anza’s summit is open to students, faculty, staff, and the larger community, and features guest speakers and highlights of student work from the ethnic studies class. Themes have included “Ethnic Studies at De Anza,” and “Struggle for Ethnic Studies: Past and Present.” The summit provides a space to hear about topics in ethnic studies and create community and partnerships with local community-based organizations.

De Anza’s Intercultural and International Studies Division has also recently added an annual World Language Fair and Talanoa Speaker Series.

The World Language event exposes students to different languages and cultures and provide a venue for students to meet other students who enjoy learning languages or speak a language other than English. The event includes cultural activities, language games and different ethnic foods. Students from language clubs help organize and run the games for this event.

The Talanoa Speaker series, held with the IMPACT AAPI learning community, focuses on sharing stories about topics and issues that shape indigenous, Pacific Islander communities.

A districtwide LGBTQ+ Inclusive Flag Raising Ceremony that attracts students, employees and members of the community and includes a program of speakers has been held at the Foothill-De Anza District Office Building for the past several years.

## **Amplifying the Student Voice and Creating Community**

Foothill College Student Activities plays a key role in enriching the student experience by providing opportunities for personal growth, leadership development and community engagement. The department supports a wide range of extracurricular activities and events to foster a vibrant campus culture. Student Activities:

- Provides support to the Associated Students of Foothill College and student clubs and organizations.
- Offers leadership programs and training for students.
- Organizes a wide array of events throughout the year, including cultural celebrations, workshops, social gatherings, and community service initiatives.
- Promotes student participation in campus life.
- Encourages student participation in community service projects and outreach programs.

The Associated Students of Foothill College is the student government organization that serves to represent and advocate for the student body. ASFC works to enhance the student experience by creating a vibrant, inclusive campus environment — organizing activities and events and providing various services to support students in academic, social, and personal growth. The group also plays a key role in voicing student concerns to the college administration and ensuring student needs are met.

ASFC is composed of various councils and boards, each with specific responsibilities, including managing essential student government functions, finance, clubs, and activities. ASFC also manages a budget that funds student-led initiatives and clubs, and runs the Design Center on campus, which helps to fund its programs.

Foothill College is home to more than 80 student clubs covering various interests and academic disciplines that are supported and funded by ASFC. Club activities provide students with opportunities to connect with peers, develop leadership skills, and engage in community service or social causes.



De Anza's Office of College Life plays a central role in fostering student engagement, community, and personal development. The office supports a wide variety of activities and programs designed to enhance the college experience beyond academics. Key functions include overseeing student government, clubs, and organizations, offering opportunities for leadership development and involvement in campus life; organizing events and activities that promote cultural awareness, social connection, and student well-being; providing resources to support student engagement; and fostering a sense of belonging among students, supporting diversity, inclusion, and collaboration across campus.

The De Anza Student Government is the student governing body at De Anza College, dedicated to representing and advocating for the interests of students. DASG works to ensure students have a voice in college decisions, provides resources, and organizes events and programs to enhance student life. It also serves as a liaison between students and college administration, ensuring student needs are heard and addressed.

DASG is responsible for managing the student government budget, funding student clubs, and supporting campus activities. It consists of elected student leaders, including an executive board and senators, who collaborate on decisions and policies affecting the campus community. DASG also manages student fees, organizes community-building events, and promotes initiatives that encourage student involvement and activism.

De Anza has more than 80 student clubs supported by the student government and spanning a wide range of interests, including academic, cultural, social, and professional fields. DASG helps facilitate club formation and offers funding to support club events and initiatives.

Over the years, De Anza's student organization has developed inventive initiatives to enhance its funding and services for students, including:

- The Flea Market began as a small effort over fifty years ago by the students of De Anza College to raise money for student body activities and projects while starting an environmentally sound concept of recycling and reusing household items. It has grown into an established community event held the first Saturday of every month. Attracting 15,000 to 20,000 shoppers to more than 350 vendors and 650 booths, the market is one of the largest in the Bay Area and has attracted generations of shoppers and vendors. In 2024, the Flea Market, still a student enterprise, generates more than \$300,000 annually for the De Anza Student Government. DASG awards the profits to a variety of De Anza student programs, services and events on campus.
- The De Anza Student Government started the DASG Bike Program more than ten years ago to provide students with a sustainable means of transportation and has grown the program through donations and student government funding. The program allows students to borrow one of 50 regular bikes or 19 e-bikes free for one to three quarters.

### **Equity Core Team and Student Voices**

De Anza's Equity Core Team, comprising dedicated faculty and the dean of the Social Sciences and Humanities Division at De Anza College, serves as a cornerstone of equity work on campus. Deeply embedded in the institution, the team supports a range of programs, including First Year cohort initiatives, student peer mentorship, service learning, strategic planning, and campuswide student engagement efforts. The team's mission is to create an inclusive space for critical discussions on equity, with a focus on elevating student voices.

Since 2015, Social Sciences and Humanities Division faculty have hosted quarterly Student Voices panels that contribute to fostering equity and community. These events address diverse topics that reflect student and faculty concerns, including “Student Perspectives on Academic Counseling,” “Mental Health Awareness: COVID-19,” “Artificial Intelligence (AI) - Educational Application and Concerns,” “Quality of Instruction (Pre-Pandemic),” “Post-Pandemic Quality and Adaptation to Online Courses,” “Housing Insecurity in the Bay Area,” “Transfer Experience,” “LGBTQI Identities and Campus Safety,” “Policing on Campus and Campus Safety,” “International Student Needs,” “Student Struggles in the Time of COVID-19,” and “Student Voices United for Change: Building Community for Student Empowerment.”

By centering these discussions on real student experiences, the Equity Core Team gains insights that shape inclusive teaching practices and policies. The team’s efforts in fostering mutual understanding and actionable strategies deepen the division’s commitment to creating a campus where every student can thrive, reinforcing De Anza’s dedication to equity and social justice.



## STUDENT AND COMMUNITY ACCESS

In keeping with California’s Vision 2030 and the chancellor’s Vision for Foothill-De Anza, the colleges have 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.

### Foothill College Sunnyvale Center

Foothill College’s Sunnyvale Education Center, which serves as a regional hub for training and internships in new and emerging technologies in the Bay Area, is located in the heart of Silicon Valley on nine acres of land that was once part of the Onizuka Air Force Station and was acquired at no cost to the district through the federal public benefit conveyance process. The center’s neighbors include Google, Juniper Networks, NetApp, and Lockheed Martin.

Students may choose from a wide variety of academic programs that focus on emerging and in-demand fields, including computer science, geospatial technology and emergency medical services. The center houses a full complement of services, including admissions, counseling and a bookstore.

The Adult Education Team at Foothill’s Sunnyvale Center connects students with multiple educational programs that predominantly serve adult learners and lead to upward social and economic mobility. These academic opportunities include, but are not limited to:

- Dual enrollment in adult school and college classes
- English for second language learners
- Career technical education pathways
- Apprenticeships
- General education and basic skills courses
- Enrichment and prerequisite courses
- Noncredit courses
- Community education

The Sunnyvale Center’s professional education program helps leaders and teams develop the insight, knowledge and skills needed to be more cohesive, productive effective and resilient. Options include virtual open workshops, customized workshops, or an offsite experience for teams or organizations.

## Online Education in the District

As one of the first California community colleges to offer online education, Foothill was effectively resourced to pivot to a fully virtual instructional format in March 2020 when the shelter-in-place directive occurred. Online course success rates remained stable during this time. Foothill offers students fully online programs for 22 associate degrees for transfer, 23 associate in art degrees, five associate in science degrees, and 59 credit certificates.

De Anza was experiencing a slow increase in online instruction of 1 to 3 percentage points per year prior to the pandemic, over the seven years preceding fall 2020. As a response to the pandemic, the college quickly shifted to online instruction in spring 2020, offering 93 percent of all enrollments in this format. Since then, De Anza has been transitioning back to a split that was identified in the Educational Master Plan for 2022-2027, offering 40 to 60 percent of courses in modalities that include some face-to-face interaction.

Course success rates by modality are monitored and reported in the college’s comprehensive program review form by each department. The college has steadily been narrowing the gap between online and face-to-face course success rates, for example, in 2018-19, 67 percent of enrollments were in face-to-face sections, where success rates were 79 percent, compared to 74 percent for online sections. In 2022-23, about 20 percent of enrollments were in face-to-face class sections, with a success rate of 80 percent – and the success rate in online sections was also 80 percent.

To support students in online courses, the college has steadily ramped up equitable student services, developed automated processes within the course management system, and provided regular training and instructional design support for online courses. As a result of the pandemic, all student services are now offered online and in-person and De Anza’s Online Education Center was expanded to include a dean of online education and learning resources.

## Community College Baccalaureates

In 2016, Foothill College began its bachelor’s degree program in dental hygiene, one of 15 California community colleges selected to offer baccalaureate degrees as part of a pilot program. This 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.



Community college baccalaureate students can earn a four-year degree for a total of just \$10,560 – less than half the tuition at even the most affordable public universities. In a survey of students who graduated from the state’s pilot programs, 72 percent of students reported taking out no student loan debt to finance their education.

According to the nonpartisan Legislative Analyst’s Office, students in California Community Colleges baccalaureate programs reported that their income increased by an average of \$28,000 annually after graduating. Nearly 98 percent of graduates reported that they were employed in their field of study after graduation.

Students of color represented 63 percent of students in the pilot cohort, and 75 percent belonged to one or more underrepresented groups (i.e., they were a first-generation college student, received federal financial aid, reported struggling financially or experiencing homelessness or housing insecurity, indicated a disability, or were a military veteran). A majority reported that they would not have pursued a bachelor’s degree at all if not for the opportunity provided by their local community college, which oftentimes is the closest option, as many students cannot afford to move to attend a four-year institution or have work or family obligations that prevent doing so.

Based on the statewide success, the Legislature made the pilot program permanent and authorized its expansion in 2021. Foothill has since received approval to offer a second bachelor’s degree in respiratory care and provisional approval for a third degree in building trades management. De Anza has been authorized to offer a four-year degree in automotive technology management.

## Outreach and Orientation

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

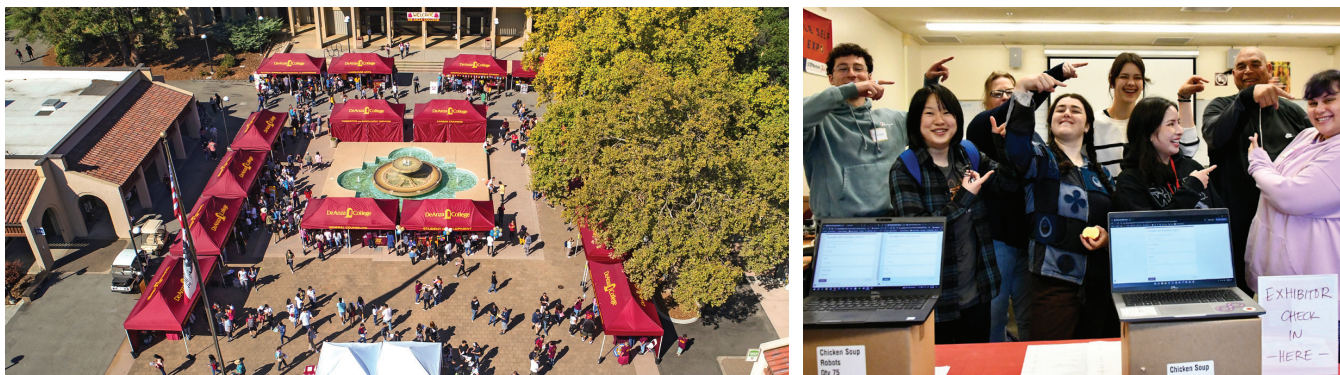
Foothill College’s Office of Outreach and School Relations offers meetings, orientations, information sessions, and tours virtually and in person as well as the family-friendly annual Day on the Hill event and College Kickstart enrollment days that provide the opportunity for new and continuing students to complete all the steps required for priority registration. A Parent Orientation is also held annually to help families learn more about financial aid and other services.



De Anza College's Office of Outreach and Relations with Schools holds a popular enrollment day that helps students apply for admission, complete orientation, learn about the Guided Pathways villages, tour campus, meet instructors and get answers to questions. The 2024 Enrollment Day was attended by more than 700 students and their families.

A Video Help Series (VHS) produced by the Office of Communications and shared on social media, YouTube and the college website guides students in topics such as applying and registering, getting priority registration, and applying for financial aid using a retro '80s theme.

Both colleges hold Welcome Days each year to allow new students to meet other new students and instructors, tour campus, learn about programs and get answers to questions before classes begin. The Welcome Days are designed as fun events with a celebratory atmosphere, giveaways and prizes.



## Transfer Degrees and 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 29 different associate degrees for transfer and De Anza offers 22.

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 out of state and 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.

## Noncredit Programs

Foothill and De Anza offer a growing number of free, noncredit classes and certificates to students seeking to improve their literacy skills and earning power.

For many, particularly immigrants or economically disadvantaged and low-skilled adults, noncredit courses are the first point of entry into a college, but they also provide job training, skill building and lifelong learning opportunities to students of all backgrounds.

Foothill's noncredit program includes a free technology reskilling class, vocational certificate programs in emergency medical services and geriatric care and classes in adult basic skills, English as a second language, and parenting. De Anza offers noncredit classes and 30 noncredit certificates in automotive technology, computer science and information systems, English as a second language, mathematics, photography and real estate.

## 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 enroll at Foothill College and De Anza College as dual enrollment students to enrich their education while earning college credit. In addition, following are 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 allows students to take both high school and college courses for high school graduation credit while building a college transcript.

The Middle College program targets bright, college-bound students who may not be performing up to their full potential, or students who are ready for a change from the traditional high school environment.

Foothill College hosts two Middle Colleges, one for students within the Mountain View Los Altos Union School District and one for students with the Palo Alto Unified School District.

De Anza College's Middle College serves students from the Fremont Union High School District.

### College and Career Access Pathways

College and Career Access Pathways partnerships were created by the California Legislature to allow community colleges to offer or expand dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education.

The partnerships have been found to

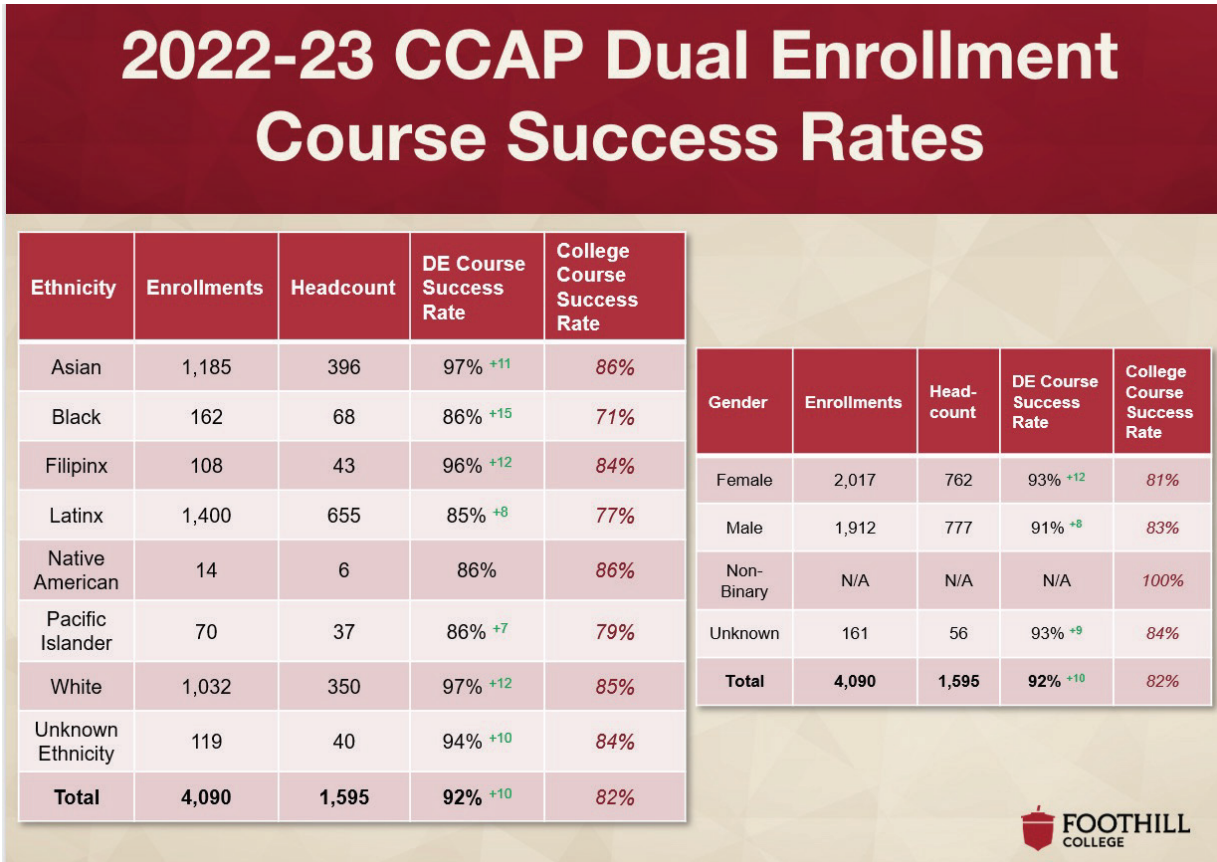
- Improve course success rates in high school and college
- Create a college-going identity and a record of early success
- Improve high school graduation rates
- Lead to first-time college student enrollment at colleges and universities
- Improve transfer rates
- Improve college graduation rates

De Anza offers CCAP classes to students in six high schools, including course pathways in college transitions; education, child development and family services; engineering design; marketing and public safety.

Foothill has developed CCAP partnerships with 19 high schools, offering career technical education in child development, digital marketing, music technology, pharmacy technology, theatre technology, veterinary technology; certificates of achievement in computer science, graphic design, and sports medicine; and college preparation opportunities in art, biology, chemistry, economics, English, ethnic studies, history, journalism, law, math, photography, physics, psychology, sociology and Spanish.



CCAP enrollments nearly doubled at Foothill from 2,288 in 2019-20 to 4,090 in 2022-23, and course success rates for CCAP students are impressive.



A 2023 report by the Public Policy Institute of California found:

- There are still achievement gaps but, overall, CCAP students are succeeding at a higher rate than their peers who do not participate in dual enrollment programs.
- CCAP students matriculate at post-secondary schools at relatively higher rates than non-dual enrollees.
- 82 percent of CCAP students enroll in college within one year of graduating from high school; compared to the state average of 66 percent.
- 51 percent of students matriculate at a California community college.
- Students tend to enroll in the college where they took their CCAP coursework.
- 31 percent enroll directly in a four-year college or university.

## Coordinated Regional Pathways

Foothill and De Anza colleges participate in regional consortia aimed at creating pathways for adult learners and students seeking career technical education.

### Coordinated Adult Education

Established in 2015, the North Santa Clara County Consortium for Adult Education brings Foothill-De Anza together with three school district adult school systems to collaborate and improve the success of adult learners in the region. The consortium provides opportunities for English learners, those seeking a high school diploma or GED, career technical education, citizenship and degree programs.

Students enrolled in an adult education program administered by a California school district are able to take classes at De Anza College free of charge as a dual enrollment student to explore interests and gain experience with college-level studies.

### English Language Learner Healthcare Pathways Grant

In 2023, the California Community Colleges Chancellor's Office in partnership with the California Department of Education awarded a grant to support English Language Learner students for whom the cost of healthcare program classes is a barrier. The program will incorporate Integrated Education and Training program models to accelerate the learning of adult English language learners and support their transition to employment and post-secondary education.

Foothill-De Anza is serving as the lead agency for the grant with the members of the California Adult Education Program North Santa Clara County Consortium. As part of the program model, each adult school in the consortium will design or expand existing programs by creating classes for higher level English as a second language students that prepare them for healthcare training programs such as Certified Nursing Assistant, Home Health Aide, Eye Care Technician, Medical Office Assistant, Medical Interpreter and community college healthcare pathways.

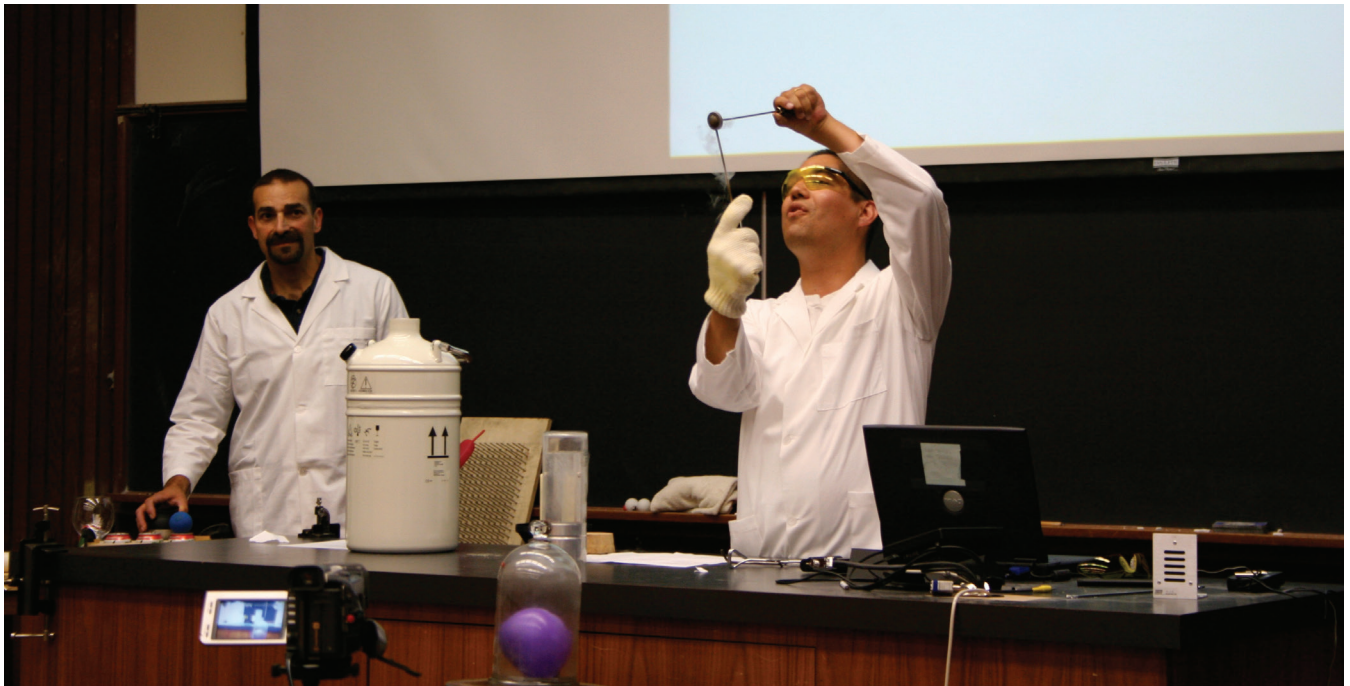
### Coordinated Workforce Programs

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 aim of the consortium is to leverage individual partner experience, networks and resources to meet local current and future workforce needs. The consortium serves as a framework to:

- Facilitate, collaborate, plan, manage, communicate and inform career education program investments.
- Create career pathways through collaborations with K-12 and Adult Education Consortia partners to prepare students for high demand, livable wage jobs.
- Engage with industry and employers to develop curriculum and programs that address the workforce needs of our local economy.
- Advocate for career education policy and initiatives as the liaison between our colleges and the Chancellor's Office Workforce and Economic Development Division.







## INNOVATIVE AND EXPERIMENTAL PROGRAMS



Innovation plays a foundational role in helping faculty and staff realize the mission of Foothill-De Anza Community College District, particularly the commitment to serving a diverse community of learners. The chancellor's Vision for Foothill-De Anza underscores the expectation that the district will lead with innovation, remaining responsive to the evolving needs of our community.

Across the district and its colleges, a culture of innovation is cultivated through several key strategies:

- **Fostering collaboration and teamwork:** Encouraging faculty and staff to collaborate on innovative projects not only facilitates the exchange of ideas and expertise but also sparks creativity. At De Anza College, for example, the Kirsch Center for Environmental Studies brings faculty and staff together to work on design, operation, and curriculum development, encouraging creative thinking about environmental solutions and the integration of innovative teaching methods.
- **Encouraging innovative ideas:** Giving faculty and staff the autonomy and flexibility to experiment with new ideas empowers them to explore solutions that meet the needs of learners. Foothill College, for instance, houses an Emerging Technology Institute and an AI Learning Community, where faculty and staff engage in discussions and pilot small projects using artificial intelligence tools. This approach allows for experimentation and testing of feasibility before scaling initiatives.
- **Providing professional development opportunities to stimulate new ways of thinking:** Providing workshops, conferences and other opportunities helps faculty and staff learn about new technologies and teaching methods and see the potential for innovation in their work. At both Foothill and De Anza colleges, the Online Learning offices provide ongoing professional development that encourages innovation in the classroom through the use of new technologies and teaching methods. Similarly, workshops and conferences focused on AI, held at the colleges and at the state level, help faculty and staff adapt to evolving educational needs and reskill to meet them.
- **Securing funding for innovation projects:** When innovative ideas arise that have the potential to improve student experiences, the colleges ensure that the necessary resources are available to bring them to life. Faculty and staff often dedicate extra time and effort, in addition to their regular workloads, to help make innovative ideas a reality. For example, De Anza College recently launched the De Anza Innovation Center led by the Business, Computer Science, and Applied Technologies Division. This center, open to all De Anza students, provides a platform for innovation and entrepreneurship, encouraging students to think creatively and develop inventive solutions, while also fostering an innovative mindset in the faculty and staff who mentor and guide them. Similarly, Foothill College hosts an annual Innovation Challenge that invites students to identify problems faced in their communities and develop sustainable business solutions. Faculty mentors guide students from concept to pitch to the final competition. Providing funding for student-centered innovations such as these demonstrates the colleges' commitment to helping faculty, staff and students embrace the power of innovation and enjoy its ripple effects.
- **Building partnerships and collaborations:** The colleges actively pursue partnerships with industry leaders, research institutions, and community organizations — enriching programs with new ideas and resources. These partnerships expose faculty and staff to new ideas, technologies and approaches, which can lead to more creativity and problem-solving. For instance, Foothill College received an Online Learning grant of \$500,000 to expand and create new certificate programs in cloud computing and digital marketing, opening new pathways for student success. At De Anza College, a National Science Foundation grant is helping the Design and Manufacturing Technologies Department work



with industry to develop new courses and certificates in 3D printing, robotic automation and related technologies that satisfy a growing need for skilled manufacturing workers. With a focus on women and other underrepresented populations, these new courses help prepare students for high-demand jobs in a growing field. These grants, along with others, exemplify Foothill-De Anza's commitment to securing the resources necessary to enhance our programs and better serve our diverse learners.

Through these strategies, the district demonstrates a profound commitment to innovation, empowering and motivating faculty, staff and students to embrace new ideas and approaches that strengthen our community and enrich the learning experience.

Innovation and experimentation occur in departments and divisions across Foothill-De Anza. The programs and practices highlighted in this report represent just a small fraction of the work happening across our campuses, yet each demonstrates the commitment 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

### Transforming Online Education in California

Foothill-De Anza was selected in a competitive process in 2013 by the California Community Colleges Chancellor's Office to lead a statewide Online Education Initiative to increase transfer and degree completion among California community college students. Following a remarkably successful launch, the district continues to manage what is known now as the California Virtual Campus-Online Education Initiative. The state-funded collaborative, which has received more than \$200 million in funding to date, offers access to quality online courses and robust support services for students, faculty members and classified professionals across the state.

CVC-OEI was key in helping the statewide system accelerate the transition to online learning and student services during the pandemic and has been instrumental in leveraging the buying power of the 116 college system to reduce contract costs for community college districts throughout the state.

Working with colleges throughout the state to address online achievement gaps and increase student access to fully-resourced online courses that reduce barriers and increase completion rates, CVC-OEI has helped to transform online education in California. Following are a few of the accomplishments of the initiative:

- Created a systemwide course-sharing platform, the CVC Exchange, that enables thousands of students to easily find and enroll in online courses throughout the California Community Colleges system.
- Implemented a common course management system (Canvas) used at every California community college.
- Increased student enrollment and retention in online courses.
- Enhanced access to online courses for underserved and remote communities.
- Provided access to systemwide digital technologies and reduced costs through the Systemwide Technology Access Collaborative ordering process.
- Enabled and standardized systemwide professional development through CVC@ONE and extensive selections of webinars, courses, certificates programs and peer review frameworks.



Since implementation of the CVC Course Exchange, an innovative tool that allows students currently enrolled in a California community college to instantly enroll in online courses offered at eligible colleges without filling out a separate application, there have been nearly 20,000 cross enrollments. This has provided students throughout California a frictionless way to enroll in the classes they need, regardless of where they live or attend school, so they can reach their goals more quickly.

The systemwide Online Network of Educators (CVC@ONE) offers a wide range of professional development, including self-paced and facilitated courses, workshops, live and archived webinars, certification for online education, asynchronous resources and tools, and community engagement to improve and enhance teaching and learning. The program focuses on:

- Improving retention and success rates.
- Improving the online learning experience for all students, including students with disabilities, students with basic skills needs, and students from underserved populations.
- Decreasing the cost of education by providing training and support for colleges to leverage system-procured tools.
- Ensuring faculty and staff possess necessary digital literacy skills to inspire and prepare students for success in the digital age.

### **Improving Online Career Technical Education**

The Improving Online Career Technical Education Pathways grant program associated with CVC-OEI focused on the development and improvement of new and existing online short-term, industry-valued certificates, credentials and programs. The program distributed 70 grants totaling more than \$29 million to community colleges throughout the state.

The funding resulted in 921 courses that were either newly offered online or were newly developed and the improvement of nearly 1,300 online courses. The new and improved courses involved 421 fully online pathways and 228 hybrid pathways, ultimately touching more than 175,000 students annually.

### **Humanizing Online STEM**

Foothill-De Anza managed two California Educational Learning Lab grant programs focused on the development and scaling of a humanized teaching professional development model for online STEM faculty at the California Community Colleges and California State University systems, with the goal of improving the overall student experience and increasing skills and confidence for online STEM faculty. The program is believed to be the only one in the nation that has intentionally focused on improving belonging and inclusion in asynchronous online courses.

The two grants, totaling \$2 million, focused on closing equity gaps in online STEM courses through a transformative professional development program, the Humanizing Online STEM Academy. Research shows the Humanizing Online STEM Academy closes equity gaps and increases student success in all course modalities. The success rate data is the result of an independent study conducted at one of our partner institutions, Ventura College, and included 1,334 enrollments. Success rates for all students in the sample increased from 70.8 percent before the Academy to 76.4 percent after the Academy. Success rates for Latinx students increased from 67.2 percent to 73.8 percent and for female students, the success rate increased from 69.2 percent to 75.9 percent.

There are continuing requests to participate in this in-depth training program, which 330 participants from a total of 19 institutions (15 CCCs and 4 CSUs) have completed.

The program was selected for inclusion in the 2023 EDUCAUSE Horizon Report for Teaching and Learning in the category of belonging and inclusion.

## Launching the Digital Center for Innovation, Transformation and Equity

In July 2024, the California Community Colleges Board of Governors authorized the establishment of a Digital Center for Innovation, Transformation and Equity for the benefit of all students, faculty, staff and administrators within the community college system. This new initiative aims to provide equitable technology access, removing barriers and enhancing opportunities for student success.

The Foothill-De Anza Community College District, based on its reputation for technology and transformation as well as its successful track record of leading statewide initiatives, was selected to serve as the principal partner and fiscal agent of the Digital Center.

The Digital Center is intended as a testing ground for emerging technologies for all 116 community colleges in the state — prototyping, piloting and assessing technological innovations to scale effective partnerships, strategies, technologies and practices. New technologies and partners will be evaluated based on their impact on student learning, cost-effectiveness and alignment with California community colleges' values and principles.

The Digital Center will work to support the HUMANS-centered approach to artificial intelligence (AI), helping ensure the most vulnerable populations are centered in the opportunity generative AI creates and working to identify ways to be responsible users, including the consideration of environmental challenges posed by AI. A key component will be offering professional development statewide to help faculty keep pace with advancements and increasing student and industry expectations around artificial intelligence.

## Sharing Data Across the System

Foothill-De Anza Community College District serves as a strategic partner and participant in the Common Cloud Data Platform Demonstration Project grant program. The demonstration project seeks to address a key data shortcoming among California community colleges — the inability of colleges to share data across a common platform. Objectives include:

- Providing near real-time student analytics that will enhance program mapping and student pathways and help students complete their program of study with fewer excess units.
- Developing a foundation for an automatic application and acceptance pipeline to other institutions to assist with students transfers
- Streamlining Management Information System (MIS) and attendance reporting.
- Enhancing student data security.
- Providing analytics that will foster and better support student services and programs.

## Leveraging Artificial Intelligence in Fraud Detection

Foothill-De Anza Community College District and its neighbor, West Valley-Mission Community College District, are partnering with N2N Services to deploy the Lightleap.ai platform, an AI/ Machine Learning based approach to identifying fraudulent CCC Apply admissions applications, course registrations and financial aid activities.

This AI-powered intelligent and technology-driven solution integrates with N2N's Illuminateapp.com and aims to distinguish between genuine applicants and fraudulent ones using an iterative analysis model that analyzes key data and behavioral elements through supervised learning, clustering and predictive analytics.

The partnership promises to enhance security and operational efficiencies that allow community college districts to provide application, enrollment, and financial aid integrity, safeguarding against potential financial and reputational risks. This partnership brings the potential for a scalable AI-based fraud detection solution for the California Community Colleges system.

## Providing Space to Learn and Explore



### Harnessing Technology for Teaching

Founded in 2000 by former middle school principal Gay Krause, the Krause Center for Innovation at Foothill College has grown into a major regional hub for professional development for educators. KCI has trained more than 25,000 teachers in how to harness technology to capture the imagination of today's students.

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.

Since its inception, the Krause Center for Innovation (KCI) has been dedicated to enhancing STEM education through the innovative use of educational technology. Initially focusing on how technology can enhance teaching, KCI introduced two key programs: EMPOWERed, targeting the application of the Common Core's eight mathematical practices for grades 4 and 5, and the Faculty Academy for Mathematics Excellence (FAME), aimed at integrating best practices and technology in mathematics for grades 6-10.

In 2021, KCI expanded its scope with the launch of the STEAM Leadership Program, adding Art to STEM to foster identity and belonging. This program quickly became KCI's flagship initiative for diversity, equity, and inclusion, embedding DEI and culturally relevant practices across all STEM subjects.

KCI's Innovative Digital Instruction (IDI) program at Foothill College is designed to revolutionize how K-12 educators integrate digital tools into their teaching practices. Designed for both in-person and online educators, this program offers a curriculum that blends cutting-edge teaching methodologies with the latest in educational technology. Participants earn 15 quarter units of continuing education over two quarters and become California State Certified as Online and Blended Instructors.



The SPACE Program offers hands-on learning that empowers educators to participate as makers and experience the potential of a maker learning environment firsthand. As participants move through the activities and projects, they are guided by expert instructors to consider the roles of the teacher and makerspace coordinator in the implementation of maker education in their environments. Participants receive direct equipment training on 3D printers, laser cutters, vinyl cutters, and more. Creativity and play infuse every activity and are central to the learning experiences both in the program and back in the school communities.

KCI's makerspace is open to students and community members and offers huge benefits to the more than 25 STEM clubs at Foothill. For instance, the Rocketry Club used the facility to print at least 50 percent of the in-house made rockets used in competitions.

This year, the Krause Center for Innovation launched the Silicon Valley Artificial Intelligence Project (SVAIP), a five-year initiative to equip educators with the tools and guidance needed to effectively integrate AI into classrooms, ensuring students are prepared for a rapidly evolving world.

## Futures Summit



In partnership with the California Community College Chancellor's Office, Foothill-De Anza hosted the inaugural Futures Summit in September 2024. The summit brought together 400 industry and college leaders, prominent academic artificial intelligence experts and government officials to explore how emerging technologies, particularly AI, are transforming California's economy and reshaping education.

The inaugural one-day event focused on AI in the workplace and its implications for the present and future. A wide breadth of AI-related topics were covered, including "AI in the Healthcare Workforce," "Partnering with Industry for Innovative Credentials," and "Future State of AI & Learning." Plans are already underway for an expanded Futures Summit in September 2025.

### **Dual Enrollment Summit**

Since 2023, Foothill College has hosted a Dual Enrollment Summit that allows Bay Area community colleges and high-school districts to come together to share best practices and learn from each other. A proponent of dual enrollment, California Community Colleges Chancellor Sonya Christian delivered the keynote at the 2024 event.

Attendees learn about the latest legislative updates, hear from dual-enrolled students and the instructors who teach them, review enrollment and student success data, work together to identify pain points, and discuss legislation that would help improve opportunities for students.

### **Active Shooter Response Training**

During summer 2024, the Foothill-De Anza Police Department organized a regional Active Shooter Response Training workshop, bringing in a team of trainers from the National Center for Biomedical Research and Training. More than 100 participants from across Northern California received training at no cost to either individuals or their sponsoring organizations. Costs were covered by a grant from the U.S. Department of Homeland Security.

### **California Society of Radiologic Technologists**

Two hundred students and technologists from across the state convened at Foothill College in November 2024 to hear from experts in the field of radiologic technology, including several alumni from Foothill's program who have advanced to leadership roles in the profession.

The conference included a student competition that attracted more than 88 participants. Foothill's students excelled, taking first, fourth, and sixth place. The other three top five winners were all seniors in the bachelor's degree program at California State University, Northridge. Sponsors from hospitals across California provided students with information regarding job opportunities. Manufacturers attended to show off the latest advancements to their equipment, and schools offering bachelor's degree programs provided students with information on transferring.

### **HTEC Educators' Conference**

De Anza College's Design and Manufacturing Technologies Department partnered with the Gene Haas Foundation to cohost the 2024 Northern California Haas Technical Education Community Educators' Conference. This free event featured presentations and equipment demonstrations by Haas Automation, the Paton Group, Autodesk, Mastercam, CAM Instructor, Zeiss, Verisurf and more.

### **Silicon Valley Advanced Manufacturing Forum**

In fall 2023, Foothill College cohosted the inaugural Silicon Valley Advanced Manufacturing Forum with Applied Materials. The forum brought together community college leaders and advanced manufacturing employers to discuss ways to increase the pipeline of skilled labor for the growing semiconductor manufacturing sector.

In addition to regional advanced manufacturing companies, representatives of six local community colleges, San José State University, Bay Area Community College Consortium, SEMI Foundation, U.S. Department of Labor, California Division of Apprenticeship Standards, Employment Training Panel, Silicon Valley Leadership Group, NOVAworks, and work2future attended the forum, which was held at Applied Materials in Santa Clara.

The breadth of participants provided the opportunity for attendees to develop key working relationships and learn about the needs and resources available in the region to enhance collaboration among all stakeholders.

Leaders from local colleges met during the event as part of a regional effort led by Foothill College to apply for the fifth round of federal Strengthening Community Colleges Training Grants.

### **The Physics Show**

The Physics Show at Foothill College attracts 20,000 people each year, capturing 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 biggest science outreach program at any community college. Held in a large auditorium on campus, the show is open to the public and attracts children and their families who pay \$6 per ticket. Proceeds from the public shows are used to bring more than 4,000 children from disadvantaged schools to Foothill per year at no cost to the students or the schools. The students get to see the show, tour the college, and go home with a T-shirt and a new excitement about science.

The show is a labor of love for physics instructors Frank Cascarano and David Marasco, who are supported in their on-stage demonstrations by theater manager Christy Moore and 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 its 24 annual shows sell out almost immediately. The Physics Show was a 2023-24 Innovation of the Year Award winner.

### **A Possible Self Conference**

Foothill's A Possible Self conference is more than just an event; it is an inspiring convergence of minds and ideas focused on shaping the future of the next generation. Aimed at K-20 students, particularly those from underrepresented and underserved backgrounds, the conference provides a unique platform for engagement and exploration in STEM fields. Attendees have the opportunity to delve into hands-on interactive presentations and witness live demonstrations from a carefully curated group of organizations, companies, and visionaries.

The objective of the three-day conference is to ignite curiosity and passion among students through experiential learning and storytelling. By exposing young minds to the realities and possibilities within STEM fields, the event seeks to foster a new generation of innovators and thinkers. This initiative is crucial for bridging the gender and ethnicity gaps prevalent in many STEM disciplines, ensuring a more diverse and inclusive future workforce.

As one of the largest STEM fairs in California, A Possible Self exemplifies Foothill College's commitment to educational excellence and community engagement. The conference not only showcases the creative and practical aspects of STEM but also aims to inspire students to envision themselves in these pivotal roles, contributing to the ever-evolving landscape of science, technology, engineering and mathematics.



## EMPOWERING AND ENGAGING STUDENTS

### Humanities Mellon Scholars

The Humanities Mellon Scholars program is a transfer support program and a learning community, designed for students who want to build a strong foundation in the humanities to support the major of their choice. The program is intended to expose a more diverse population of students to the advantages of a humanities-infused education and meet the growing need for professionals who are skilled not only in the tools of their trade but also in the habits of innovation, critical thinking and problem solving.

As a Humanities Mellon Scholar, students earn a Certificate of Achievement in Humanities, complete university transfer requirements and take courses that fulfill the degree requirements of their majors.

Initially funded in 2017 and funded a second time in partnership with the University of San Francisco in 2020 by a \$1,833,000 grant from the Mellon Foundation, the districtwide Humanities Mellon Scholars Program is a unique program with an emphasis on the development of analytic, intellectual, cultural and ethical skills and competencies.

Through a consistent cohort-based model, students develop close connections with their peers and mentors, receive financial support for course materials that lower the barriers to education, and have the opportunity to experience real-world application of what they are learning in their classes through paid internships, invited workshops and social events in their community. Students in the program are also guided to meet eligibility requirements for transfer into the University of California and California State University systems and are guaranteed admission to the University of San Francisco with the opportunity for up to \$20,000 in scholarships.

Humanities classes lead students to develop a framework for the complexities of social issues.

- Expansion of worldviews
- Cultivation of a mindset of critical inquiry
- Understanding of the self as an agent of change

The experience in the program has allowed students to gain a deeper understanding of their purpose, personal and academic passions, and future professional paths.

- Finding meaning in education
- Building professional confidence
- Rediscovering joy in learning
- Commitment to academic growth, transfer, and career advancement

A qualitative study conducted in 2024 found that participation in the program increased students' confidence, which was demonstrated most clearly in what faculty and counseling faculty identified as educational choices of agency. Counseling faculty observed change and growth among Humanities Mellon Scholar Program students in a broad range of impacts including self-expression and taking ownership of academic career choices. Many of these decisions directly led to determining their major of choice, strengthening their transfer application, and career decisions.

Since its inception in 2017, the program has served 785 students and placed 510 students in paid internships at 47 different active sites, including museums, theaters, non-profit community organizations, educational institutions, and music and film production companies.

Participation in the program culminates with a symposium held as part of the graduation celebration. During the symposium, students provide lectures on topics as diverse as “CRISPR and the Future of Genetics,” “Magic and Authenticity: A Story of Gen Z Reinventing Ancient Healing,” “Diction & Imagery: An American Construction of Race,” “Histories Hidden in Japan Town,” and “Protector of the Forest: Depictions of the Mythological Leshy in Video Games.”



### **Business Case Competition**

Foothill’s Case Competition, sponsored by the student Foothill Business & Entrepreneurship Club and the college Business and Social Science Division, invites students pursuing any field of study to form collaborative teams and compete against each other to develop the best business solution for a problem posed by an innovative and impactful company in the region.

The more than 50 student teams that participated in the fall 2023 competition were asked to present a socially impactful solution to improve accessibility, climate and healthcare using artificial intelligence.

In the first and second rounds of the competition, students submitted draft presentations responding to the competition prompt and received live feedback from Google professionals that could be used in refining the presentation. In the third round, teams participated in a live presentation with Google professionals and other seasoned experts, with six teams advancing to the finals. Finalists received mentorship from business professionals in preparing their final presentations, and the winning team was invited to present their work in person at Google.

### **Business Innovation Challenge**

Foothill’s Innovation Challenge asks students to bring their ingenuity, entrepreneurial mindset, passion and innovative thinking to identify problems that face communities in need, and to develop sustainable business ideas that will solve those problems and positively impact the community.

Participants earn digital badges to add to their digital portfolios, and first, second, and third place teams win cash awards. Six workshops are held during the quarter-long competition to help students understand the competition, develop a team, learn about design thinking, build prototypes, develop a pitch, and prepare a compelling presentation. The student teams are then invited to showcase their innovations in the Challenge Round poster session with the top six teams moving on to present their ideas live in a “SharkTank” style session to professional judges.

In 2024, more than 300 students presented 60 innovative solutions addressing a wide range of social issues with winners focusing on the reintegration of convicts into society, innovations in water conservation, and creative solutions for home energy management. The competition brings in industry partners from throughout the region.

### **Hackathon**

Hosted annually, De Anza Hacks is a student-led event that strives to connect like-minded college students passionate about computer science within De Anza. The event is designed to ignite creativity and inspire innovation.

Combining elements of both software and hardware, the two-day event includes coding workshops, guest speakers, fun games and contests with \$2,000 in prizes. Students from any experience level are welcome to join.

The Hackathon is a key highlight of the De Anza Developers program, affiliated with the Business, Computer Science and Applied Technology and Physical Science, Math and Engineering divisions and funded by the De Anza Student Government. The De Anza Developers program is dedicated to making STEM education in computer science and engineering accessible to all students, ensuring everyone has equal opportunities to learn and grow in these fields.

In addition to the hackathon, the program aims to host various workshops that educate students on the latest trends and technologies. Through these efforts, De Anza Developers fosters a supportive environment where all students can engage with and explore STEM disciplines.

### **Research and Service Leadership Symposium**

Through the Research and Service Leadership Symposium, Foothill students gain experience presenting in a professional conference setting. The symposium provides students from any discipline an opportunity to expand their learning beyond the walls of the classroom, investigate their world through in-depth research projects, create and participate in worthwhile service-learning activities, and present their newfound knowledge, insights and experiences to the campus community.

Symposium workshops are held throughout the academic year to help guide students in preparing projects, and students are encouraged to work with a campus mentor.

In 2024, more than 250 presenters gave 169 presentations at the symposium, with awards going to diverse group of projects, including “Unveiling the Secrets of Bacterial Resistance to Honey and Engineering Genetic Resistance through Plasmid Manipulation,” “Pedaling Forward: Exploring Safe and Sustainable Options for San Francisco’s Valencia Street Bikeway,” “Enhancing Anatomy & Physiology Education - A 3D model of brain and spinal cord pathways,” and “Introduction to Down Syndrome Video Series.”

### **Global Issues Conference**

De Anza’s annual Global Issues Conference provides a platform for students to share their research and ideas. In line with the college’s institutional core competencies. The conference is an opportunity for students to recognize their role as local, national and global citizens.

Held since 2011, the student-led conference explores important issues affecting our communities and people around the world. The theme of the 2024 conference was “Roots and Responses: Looking at the Causes and Solutions to the Crises of Our Era.” In past years, the conference has explored themes such as, “Unforgetting: Family, Migration, Healing,” “Climate, Sovereignty and Power,” “Forced Migration” and “Working Toward Reparative Justice.”



Workshops in the conference encourage students to participate in the democratic process, practice respect for social and cultural diversity, appreciate the complexity of the physical world, and understand the significance of environmental sustainability.

### **De Anza Innovation Center**

The De Anza Innovation Center empowers students across all majors by fostering creativity, collaboration, and entrepreneurial thinking to address social and environmental challenges. Through a variety of engaging programs — including workshops, bootcamps, the De Anza Startup-Palooza pitch competition, speaker series, a practical small business hub, mentorship opportunities, and the Annual Business Model Canvas Competition — the Innovation Center creates a vibrant environment where individuals can develop the skills and mindset needed to make a meaningful impact.

With a strong emphasis on real-world problem-solving, participants are encouraged to work on projects that benefit their communities and beyond. This unique center serves as an invaluable resource for aspiring innovators and entrepreneurs, offering a space to transform ideas into action.

### **Emerging Technologies Institute**

Foothill's Emerging Technologies Institute was created to address how rapidly changing technology advancements can impact education and enhance more immersive student learning experiences.

The institute focuses on giving students experiential and project-based learning experiences. Students also write articles about their work for Principia, a STEM interdisciplinary magazine.

The institute currently includes three technology programs with active labs (Virtual Reality, Artificial Intelligence, and Cymatics) and a Prototype Lab with four exploratory emerging technologies (Renewable Energy, Blockchain, Quantum Computing, and Space Sciences). In 2024, ETI partnered with Foothill's Tools for Transition and Work program to support neurodiverse students in learning robotics, both the fabrication of robots and programming.

### **The Momentum Speaker Series**

Spearheaded by the dean of Social Sciences and Humanities, De Anza's Momentum Series has become a dynamic platform to cultivate mindful and impactful conversations across the college community. This initiative is designed to address and dismantle structural racism within education, closing equity gaps and promoting inclusivity and social justice reform in the classroom and beyond.

With nearly 120 guest speakers since its inception, the series has provided a rich array of insights, sparking critical dialogues that foster emotional resilience, empathy, optimism and a commitment to diverse perspectives. By creating a safe, open space for these conversations, the series empowers participants to develop pro-social objectives, embrace mindful awareness, and actively contribute to an equitable educational environment.

Momentum is also a strategic tool for aligning with the college's mission to reform policing practices and address systemic racism more comprehensively. As part of this journey, the series organizers are currently working on a book to compile and share the insights and experiences gathered from these discussions. This book will serve as a resource for institutions seeking actionable strategies for equity, informed by the stories and shared learnings from our own community.

Through Momentum, De Anza College reaffirms its commitment to transformational change, fostering a campus environment that champions justice and supports the holistic well-being of all students, faculty, and staff.

## Voices of Silicon Valley

Funded with a grant from the National Endowment for the Humanities, De Anza's "Voices of Silicon Valley: Using Heritage Discourse to Counteract Placelessness and Build Belonging" is a humanities-based initiative housed in De Anza College's Humanities Department, in partnership with the California History Center and other faculty/centers on campus.

This project aims to enhance access to the college's California History Center oral histories by developing new oral histories, creating digital stories, and establishing an educational walking tour that highlights Silicon Valley's diverse heritage and communities.

The project has three main tracks.

Track 1: "Making Archives Accessible" involves digitizing and processing over 500 oral histories to ensure they are widely available.

Track 2: "Building Capacity" includes workshops on accessing archives, creating oral histories, and using digital storytelling to promote skills in historical research.

Track 3: "Raising Campus and Community Voices" focuses on new oral history collections, including two main projects:

- "Asian American Storytelling in the Santa Clara Valley" will document the experiences of Asian American communities in the area, providing insights on the Asian American and Asian Studies program's history and using a historical walking tour for engagement.
- "The Pride Project" highlights LGBTQ+ organizing at the college, recording the stories of students who utilize the new Pride Center, with digital storytelling circles facilitated by student interns.

Additionally, "Spaces of Belonging" will record voices of community leaders who foster belonging and contribute to Silicon Valley's cultural and social landscape, emphasizing history as an ongoing, intergenerational process.

## Science Learning Institute

Foothill College's Science Learning Institute aims to advance equity and diversity in STEM by supporting students from underrepresented groups in their academic and career pathways in STEM fields.

The institute organizes various events throughout the year, such as seminars featuring successful diverse professionals in science and technology, the STEMaTHON, a daylong event that brings students to use design thinking to address issues in STEM, and A Possible Self, one of the largest STEM fair experientials in California.

The Science Learning Institute provides paid positions to students on the STEM Impact Team, which advises, supports, and initiates change efforts at Foothill and in the local community to increase participation, retention, and persistence in STEM disciplines and in the career pipeline of underrepresented groups in STEM.

SLI partners with Stanford University, biotech startups, and other local companies and organizations to provide paid internships that give students the opportunity for hands-on experience working on projects across a broad array of fields, any of which could spark the next great entrepreneurial invention or business. SLI interns have worked on projects such as "Utilizing Machine Learning to Create Non Invasive Biopsy for Early Detection of Cancer," "Developing Tools to Purify Polluted Waters Using Structural Biology," "Study of Viral Glycoproteins for Vaccine Discovery," "Designing High-Energy-Density Zinc Batteries," "Advancing Satellite Machine Learning Foundation Models for Disaster Preparedness, Response and Recovery Use Cases," and "Developing Stretchable Materials for Wearable Electronics."

## Mathematics, Engineering and Science Achievement (MESA)

The Science Learning Institute hosts MESA @ Foothill, a state-funded program that supports students from underrepresented groups to succeed in STEM. Students in the MESA Scholar program have the opportunity to join a two-week summer program to help get ready for college, enjoy extra support from a MESA staff team, become part of a learning community of MESA scholars, enjoy academic workshops and tutoring, receive academic supports such as textbook vouchers, laptop and Wi-Fi hotspot loans, and participate in field trips. De Anza College launched a similar MESA program in 2023.

## Red Wheelbarrow Magazine and Poetry Prize

De Anza's Red Wheelbarrow Magazine has a top regional and national reputation for publishing poetry and art and insisting on high production values. The magazine publishes incarcerated writers alongside prize-winning poets from around the country and regional poets and artists. The magazine publishes a national edition in the fall, which is open to writers worldwide, and a student edition in the spring, open to De Anza students.

Writers in the national edition are eligible for Red Wheelbarrow Poetry Prizes in the amount of \$1,000, \$500 and \$250, offered through a partnership with the Poetry Center of San José.

The Red Wheelbarrow Student Edition is an annual student-edited and designed literary magazine published each spring by De Anza student editors to showcase the best fiction, creative nonfiction, poetry, art and literary performance pieces produced by De Anza students during the academic year. The student edition of Red Wheelbarrow publishes more than 50 student writers and artists each year, who are eligible for \$300 prizes.

The magazine program survived the pandemic, and never missed a beat, posting the magazine online but also continuing to publish visually stunning print magazines.





## INNOVATING CAREER TECHNICAL EDUCATION

De Anza enrollment in career technical education courses increased by 28 percent from fall 2018 to fall 2022. As a portion of total enrollment, CTE enrollment increased from 16 percent to 26 percent.

The rate of enrollment in Foothill CTE courses continued to increase from fall 2018 to fall 2022, including during the pandemic. CTE now represents more than 40 percent of total enrollment.

Foothill has also expanded CTE dual enrollment to serve more than 2,000 high school students from two counties and five school districts (20 high schools), who are earning college credit in disciplines like computer science, sports medicine, graphic design, pharmacy tech, and pre-health pathways.

### Apprenticeships

Foothill's construction trades apprenticeship programs in air conditioning mechanic, inside wireman, plumbing and pipefitting, plumbing technology, sheet metal, sound and communication, steamfitting and pipefitting technology, and test, adjust and balancing technician, serve 3,500 students per year.

In the past few years, the college has expanded beyond its traditional apprenticeship programs to offer new apprenticeship pathways. For example, the college received grant funding and worked with advanced manufacturing companies in the region to develop a new semiconductor apprenticeship, the first program of its kind in California. The first cohort of Process Technician Apprentices completed their apprenticeship program in fall 2024.

Foothill has also been at the forefront in creating non-traditional apprenticeships to address regional needs, such as apprenticeships in child development, dental assisting, and retail management, a program developed through a partnership with Goodwill Industries to help meet their workforce needs.

Most recently, Foothill's apprenticeship program received provisional approval from the California Community Colleges Chancellor's Office to offer a bachelor's degree in building trades management, providing new opportunities to those in the trades.

The California Apprenticeship Initiative grant for De Anza College's Child Development Program has made a measurable difference in closing student equity gaps and improving access, retention, and success for students.

The initiative enhances access by providing students with paid apprenticeship opportunities in local childcare centers and early learning environments. This financial support enables students, particularly those from low-income or non-traditional backgrounds, to earn while they learn, reducing the need for outside employment and allowing them to focus on their studies. This dual approach of education and paid experience is instrumental in closing equity gaps, as it allows students to gain valuable hands-on experience while advancing toward their career goals.

Retention and success are also significantly improved through the program's dedicated mentorship and support services. Students have access to advisors who offer guidance on coursework, career planning, and connecting with apprenticeship placements. This support helps students navigate their educational pathways and overcome obstacles that might otherwise impede their progress. As a result, students who participate in the program are more likely to stay enrolled and complete their credentials in early childhood education.

Key program features include a Curriculum Room on campus, where apprentices can access materials for their childcare settings, and an annual Family Child Care Conference for professional development and networking. De Anza also partners with local organizations like First 5 of Santa Clara County and ECEPTS to sustain and scale the program, aligning it with county workforce demands. To enhance impact, De Anza provides workshops, institutes, and conferences for students and faculty, supporting career readiness and professional growth. This initiative will create a positive, lasting effect on the Family Child Care field in Santa Clara County and beyond, uplifting a vital, historically undervalued workforce.

## Automotive Technology

De Anza's automotive technology program often has the highest success rates on campus, highest retention rate, and lowest equity gap. Faculty work hard to help students prepare for a career in automotive repair and are very visible on campus by volunteering for committees and workgroups. AutoTech faculty are also engaged in helping students develop cohorts, providing peer tutors to help with certain subject matter, and often providing career counseling and employment placement.

The department offers a free, noncredit option for all of its introductory and evening courses, providing pathways for students who have never attended college and an introduction to students who have an interest in pursuing the program but are not ready to commit.

Through partnerships with several auto manufacturers, students have access to online training previously only available to dealership employees as well as part-time employment opportunities while in school that can lead to full-time employment.

The department's autonomous and electric vehicle technology certificate pathways developed with Nuro, a robotics company, offer a combination of computer information systems and automotive technology classes that prepare students for a career in the autonomous vehicle industry. Students have the option to complete the Level I coursework by taking free, noncredit courses and may qualify for paid internships or part-time work opportunities at Nuro while completing the pathway. Students may also have access to part-time and full-time positions at Nuro after completing the Level I coursework.





A recent Steer Group report found that autonomous delivery vehicles have the potential to create and sustain an average of 3.4 million jobs annually from 2025–2035. California will require all autonomous vehicles to be zero-emission by model year 2031, so the need to service these fleets will only increase in the future.

## Emergency Medical Services

Foothill’s emergency medical services program gives students an edge in their preparation for real-world emergency scenarios.

The program uses four iSimulate monitors that closely replicate the monitors used in the field by EMTs and paramedics. These monitors allow students to practice in realistic scenarios with live updates for ECG rhythms, O2 saturation, end-tidal CO2, and blood pressure—providing vital signs at the touch of a button, just like on real calls. This setup means students don’t have to rely on instructors for these values; they work independently with the equipment and patient scenarios, building confidence and proficiency with every simulation.

In addition, the college has two high-fidelity pediatric manikins that further enhance the realism of training. These advanced manikins simulate complex situations, including vomiting, difficult airways, and IO infusions with realistic “flashback,” allowing students to practice skills they might rarely encounter in the field. Pediatric calls are infrequent yet challenging, and the program’s goal is to prepare students to manage them confidently and effectively through hands-on practice. During the program, students experience a complete range of patient demographics, so they are fully prepared for any scenario they may encounter in the field.

The college also partners with Stanford University to offer paramedic students training in an anatomical skills lab, known as the “cadaver lab.” Here, students practice essential but less commonly used skills—such as intubation, chest decompression, and IO drills—on actual cadaver specimens, which gives them an unmatched level of preparedness. For example, one student successfully performed a needle decompression on a live patient during an internship, saving a life—a result he directly attributes to his practice in the cadaver lab.





What also sets the program apart is the dedicated faculty and medical director, with some members, including the involved medical director, contributing nearly 20 years of experience to the team. The diverse staff includes professionals with extensive real-world backgrounds in fire departments, nursing, paramedicine and physician assistant roles. During the program's recent accreditation, site visitors commended the seasoned, multi-disciplinary team as one of the program's greatest strengths.

## Dental Hygiene

The Dental Hygiene Program at Foothill College, established in 1964, is recognized statewide for producing educated and highly qualified dental hygienists. This two-year program prepares students to excel in the National Board Dental Hygiene Exam and Regional Board Exams for Licensure as Registered Dental Hygienists.

In 2015, the program was approved to offer a baccalaureate degree as part of a pilot program involving only 15 colleges in the state and graduated its first class in 2018.

In spring 2018, the program launched a fully online Bachelor of Science degree completion track, with the first graduates completing the program in spring 2019. This track enables licensed dental hygienists to advance their education while working, opening pathways to careers in education, corporate/industry roles, research and public health.

Students in the entry level program provide dental hygiene care for a diverse patient population with varying cultural and age-related needs in the Foothill College Dental Hygiene Clinic. As part of the dental hygiene program, second year dental hygiene students are assigned to community dental clinics in the surrounding communities where they provide care for patients in a real-world setting, which helps build their time management and critical thinking skills.

Students in the second year of the program also participate in community outreach events such as elementary and middle school dental screenings and oral health education presentations at senior centers which prepares them for working with diverse patient populations to meet their specific needs. The students are also prepared for successfully completing national, regional and state licensing exams through mock written and clinical examinations provided during the program while utilizing resources purchased with Perkins funding.

Students in the associate degree to bachelor's degree (AS to BSDH) completion track complete courses on educational methodology, practice management and research to prepare them for diverse career pathways within the field of dental hygiene. This fully online program is tailored for licensed dental hygienists (RDH or RDHAP) who have completed an accredited two-year community college dental hygiene program.

The baccalaureate programs are outstanding and provide educational opportunities for students that allow them to make a living wage and remain in the Bay Area rather than being required to relocate.

## Energy and Facility Management

De Anza's Energy Management and Building Science program has offered innovative career training since the mid-2010s. Originally the Environmental Studies department concentrated on conservation, preservation, and biodiversity topics and curriculum - traditional biological and environmental science areas. However, the department began to recognize that energy use, energy cost and energy waste were placing a disproportionate burden on the environment. The need for the symbiotic approach to the study of these competing areas and the urgency in the real world for them to co-exist catalyzed the birth of the program.

The Energy Management and Building Science program focuses on the technical aspects of Zero Net Energy (ZNE) building systems by utilizing sustainable building materials, energy efficient lighting, HVAC and building control systems, and by implementing green building and architectural theories, standards and principles such as passive solar design, LEED, and renewable energy generation and storage.

The Facility and Sustainable Building Management program focuses on the business aspects of making buildings productive, efficient, sustainable, and environmentally safe by implementing effective building operations and maintenance procedures, automated building monitoring and management systems, strategic facilities planning, total cost of ownership and insuring employee safety and security by overseeing and managing effective workplace communications and cross organizational collaboration. There is an unfilled demand for over 3,500 trained facility management professionals in the San Francisco Bay Area.

Students in the program can earn certificates and degrees in facility manager, energy auditor, sustainable building specialist and building operations manager.

The program facilitates student connections to employment opportunities after program completion. Faculty also promote graduates' career success among current students as a persistence and completion strategy. As an example, the Energy Management and Building Science program tracks student's post-college outcomes and maintains a webpage highlighting the employment of recent graduates.

The Energy Management and Building Science program earned a Strong Workforce Star designation from the California Community Colleges Chancellor's Office, based on data showing that 100 percent of students in the program secured jobs in their field of study.

The program has developed a partnership with the International Facility Management Association - Silicon Valley chapter (IFMASV) to create a multi-pronged experience for students including classroom instruction that integrates an Essentials of Facilities Management course into the program's existing curriculum; professional networking with IFMASV members through presentations, workplace tours, and membership in IFMASV; and links to internship and job opportunities with IFMASV member organizations.

Prior to the pandemic, the program offered its SunWork Renewable Energy Project internship program, which allowed participants to develop solar installation skills that made them immediately employable. During the pandemic, the department worked with the district's Educational Technology Services and Facilities Departments to create a Virtual Desktop Infrastructure. This provides students access to an Foothill-De Anza Student Energy Database and Graphical Kirsch Center Energy Management System enabling a vast array of limited and protected data from energy meters across the Foothill-De Anza District. Students can access the partitioned data remotely, which has turned out to be a perfect and timely solution for conducting our energy management lab classes online. This has been very useful in terms of enrollment as most of our students are full-time workers and part-time students looking to improve their employability and find jobs with livable wages.

Information available to students remotely through limited and protected data includes access to 64 energy meters across the Foothill and De Anza campuses, more than 40 million records covering 2014 – present, and more than 500 million data items.

## Design and Manufacturing Technologies

De Anza College provides experienced instructors and courses developed by industry experts to meet employers' needs in computer-aided design, machining and computer numerical control, computer-aided manufacturing, geometric dimensioning and tolerancing, coordinate measuring machine, and 3D printing and additive manufacturing.

The Design and Manufacturing Technologies Department was awarded a three-year grant in 2022 from the National Science Foundation's Advanced Technological Education program to satisfy a growing need for skilled manufacturing workers by developing new courses and certificates in 3D printing, robotic automation and related technologies.

The funding will be used for a project called Manufacturing Automation and Additive Design Excellence, or MAADE. The MAADE project builds on the department's existing curriculum and industry partnerships to keep pace with technological advances and address workforce demand for qualified CNC machinists, CAD designers and additive manufacturing (3D printing) technicians. The MAADE project will address these objectives:

- Develop new certificate and associate degree offerings in CAD design, additive manufacturing and 3D printing, multi-axis machining, and robotic automation
- Increase the participation of women and promote diversity, equity and inclusion (DEI) in manufacturing occupations
- Expand faculty professional development opportunities in additive manufacturing, multi-axis machining, and robotic automation

This is not the first time the Design and Manufacturing Technologies department has attracted external funding, in 2016 the Gene Haas Foundation awarded a \$1 million gift to the department to expand its classroom and labs.

The department also offers Haas Teacher training, three-, four- and five-day Haas Technical Education Centers CNC/CAM courses designed to provide a wide range of training over many topics that are required to become a proficient CNC machine tool operator and programmer. The training uses a hybrid approach that is industry friendly, combining classroom presentations and discussions with lab time utilizing Haas mill and lathe machine tools.

## Early Childhood Education

ECE REACH (Early Care and Education Realizing Employment and Creating Hope) is a free job training program by Felton Institute, Foothill College and the Mission Economic Development Agency that provides access to 12 academic units in Early Childhood Education, on-the-job training and mentorship, career readiness, and paid internships.

Participants in the program, which primarily serves undocumented Latina immigrants, complete Foothill College's Early Childhood Education Fundamentals Certificate and are eligible for the State of California's Child Development teaching permit.

The courses in the program are fully taught in Spanish. The program provides wrap around support for participants while they are taking classes and employs them in Felton's childcare centers upon completion. The partnership began in January 2023 and three cohorts of students have graduated so far, with cohort four underway. For the first three cohorts, 100 percent of program participants received financial coaching to plan and achieve life goals, 100 percent earned 18 college credits, 100 percent earned their Associate Teacher credential, and 100 percent obtained their child abuse and neglect mandated reporting and CPR/First Aid certificates.



## Mandarin Translation and Interpretation

De Anza is the only California community college that offers a translation and interpretation program specifically in Mandarin. The program is designed to prepare students for a career in legal and court interpretation. Students who complete the program may find jobs and careers as administrative hearing interpreters, conference interpreters, court interpreters, guide interpreters, legal translators, literary translators, medical interpreters or medical translators. The number of jobs for interpreters and translators is projected to increase by more than 20 percent by 2030.

The Intercultural and International Studies Division first started offering classes for this program in fall 2021. Students in the program complete four courses for the Certificate of Achievement in Mandarin Translation and Interpretation. Eight students received the certificate in the 2022-23 academic year and six more received it in the 2023-24 academic year. The success rates range from 84 percent to 100 percent for the courses.

## Career Training and Transfer

De Anza's Film/TV Production is an example of a program that provides excellent workforce training and transfer opportunities. Over the years, students from the program have transferred to universities that are well respected in the film industry, including the University of California, Los Angeles, California State University, Northridge, and the University of Southern California.

The program teaches relevant skills important in the film industry, and students can earn certificates in production and animation and apply their skills to advance in their career. Moreover, students practice filmmaking and animation on industry-standard, state-of-the-art equipment made available through Perkins and Strong Workforce Program funds.

Film/TV students are well prepared for transfer and industry work. They learn soft skills that industry leaders say are extremely valuable, such as confidence in idea pitching, thorough documentation, responsibility, time management, and collaboration/teamwork.

The faculty in the department are very engaged and purposeful, providing project-based learning strategies that work well.

Film/TV production and animation students have the opportunity to apply for student employee jobs to further their experience with equipment and to serve on other students' film project crews. Finally, the discipline requires faculty and staff to learn about emerging technology so that they stay updated in their field. This environment serves as an incubator for artistic ideas and technological advancement for faculty and students alike.

The college's photography program is another good example of a program that is successful with students who are on the path to transfer, students from industry who wish to improve their skills, and returning students who wish to explore their passion for the art.

The department offers both analog and digital photography and certificates in industry skills, such as commercial lighting and photographic retouching. In addition, free noncredit courses, including noncredit certificates, are offered.

## EXPANDING EXPERIENTIAL LEARNING

### Trek Around the World

Foothill's Global Experiential Learning program offers students multiple opportunities to travel and learn throughout the year. Students have studied abroad in various countries; participated in archaeological digs in California, Hawaii, Ireland, and Ecuador; taught English and provided support to schools in rural Guatemala; worked with medical and dental professionals in rural Honduras; and participated in a micro-financing project in Guatemala.

In summer 2023, Foothill's Fund the Future Club traveled to Guatemala to learn about global poverty and immerse themselves in a new culture. The students worked on building a school for a Mayan village, learned about microcredit firsthand, and immersed themselves in a wide range of cultural activities.

In spring 2025, students will have the opportunity to travel to Kyoto, Japan for "Data Analytics for Social Good. From Information to Impact," a program that merges technology and business acumen with immersive cultural experiences to provide students a global perspective to make a meaningful difference in a variety of fields.

Positioned under the Office of Equity, the Global Experiential Learning Program has a focus of expanding study abroad and local experiential learning opportunities to underrepresented populations in study abroad. All of the programs are aimed at decolonizing study abroad and are infused with the skills and values of developing students as global citizens.



### Internships: Earn and Learn

Internships and student work experience give students a competitive edge and provide a valuable opportunity for students to apply their academic knowledge in the workforce and develop their network.

Foothill has developed paid internship opportunities for students in majors such as psychology, business, engineering, computer science, graphic arts, physical and biological sciences, office administration, multimedia and many others.

The college's internship program works to overcome barriers to student participation with innovative programs, including Springternship, a one-week intensive, one-unit, micro internship during spring break, and internships for students with disabilities participating in the Tools for Transition and Work program.

De Anza's Public Policy School, co-sponsored by the Vasconcellos Institute for Democracy in Action and the Political Science Department, is a paid internship program designed to equip students with essential skills in public policy advocacy. This program focuses on building knowledge and practical skills in crafting effective messaging, networking, and lobbying to influence policies that impact California community college students.

Interns dedicate about 10 hours per week to studying relevant policies, honing their lobbying and communication techniques, and conducting workshops to pass on these skills to other students. During the winter quarter, interns actively prepare for the Faculty Association of California Community Colleges Advocacy & Policy Conference held each March in Sacramento. The Public Policy School's mission is to foster informed advocacy within the Foothill-De Anza district, developing interns into capable advocates and enabling them to make a direct impact on policy affecting the community college experience.

## Euphrat Museum of Art

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. Its current exhibit, "Glimmers," features art that aims to capture, express or spark moments of connection, joy or wonder. Other recent exhibitions include:

- "Sacred Terrain" - explored the beauty and healing powers of plants and the natural world, and our need to honor and protect both.
- "Facing Home" - examined the who, what and where that gives us a sense of home or refuge, and honored the passing of loved ones central to the concept of home.
- "Hamsters, Hedgehogs and Hummingbirds" - looked at how humans relate to, imagine and interact with animals.
- "Common Ground" - explored the constructed and unseen borders and boundaries, which speak to our shared needs for respect and dignity, kindness and resilience.

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.

The Euphrat programs also include arts education and public art for the campus and community, including a yearlong after-school art program for at-risk youth from third through eighth grade, teaching tours for school children during major exhibitions, a summer academy for elementary and middle schools, after-school art classes and art camps in partnership with the local community center, rotating exhibits at elementary and middle schools featuring the work of elementary school students, and an annual collaborative art project addressing community themes.





**FACING HOME**  
**Nov. 1-Dec. 14, 2023**

**common ground**  
 Nov. 1, 2021-Feb. 19, 2022



Artwork: Nye' Lyn Tho (*Thought Seed*)  
 Thomas Kiefer (*Duct Tape Water Bottle*)  
 Hector Dionicio Mendoza (*Hercules/El Mundo*)



Reception with the artists, featuring live music and lunch from Un Taco Mas: Saturday, Nov. 18, noon-2 p.m.

Artworks shown: Nimah Gobir and Kristin Lindseth







# INSTITUTIONAL STABILITY





## BUDGET OVERVIEW

Despite facing the unpredictability of the pandemic and volatility of state revenues, Foothill-De Anza has maintained a consistent record of institutional stability evidenced by multiple years of clean audits and the highest possible ratings on its general obligation bonds (AAA from S&P Global Ratings and Aaa rating from Moody's).

In a report issued April 22, 2024, S&P Global Ratings said: "This rating is supported by the district's very strong enterprise risk profile and strong financial risk profile. Our opinion of the enterprise risk profile reflects the district's rebounding enrollment, high transfer rates, strong student success metrics, and sound management practices."

The district begins developing its tentative budget each year by identifying budget priorities that are aligned with the district's strategic goals as well as the missions and visions of the two colleges. The tentative budget also incorporates strategies to ensure fiscal stability.

Revenue is received and allocated from multiple sources, including state apportionment of tax revenue, grants, fundraising, student activities, self-sustaining programs and local bonds.

### Stability Fund

The district strategically maintains a stability fund to manage during unpredictable or challenging times. This fund is intended to offset shortfalls at the end of the year but has also allowed for strategic deficit spending during budget reductions, providing a longer window for planning to minimize layoffs and other impacts. During times of economic uncertainty, Foothill-De Anza prioritizes increasing the stability fund with any one-time position vacancy savings or unexpected revenue increases. The Stability Fund balance at the close of the 2024-25 is projected to be approximately \$10.9 million.

### Somos Uno Initiative

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.

In fall 2024, Chancellor Lambert launched an initiative known as "Somos Uno" or "We Are One" that aims to use research and districtwide input received during a multiyear reimagining process, development of the chancellor's profile, and the listening tour he embarked upon as part of his first 90 days to identify and recommend strategies that streamline administrative and operational processes, enhance efficiency, and promote a culture of shared responsibility, continuous improvement, and accountability focused on the students and the communities Foothill-De Anza serves.

### Student Centered Funding Formula

The State of California implemented the Student Centered Funding Formula (SCFF) in 2018-19 to allocate funding to community college districts to meet the goals and commitments set forth in the California Community College's Vision for Success. The state formula includes a base allocation, supplemental allocation, and student success allocation. There is also a temporary hold harmless provision category effective through 2024-25.



The temporary hold harmless provision under the Student Centered Funding Formula allows the district to receive state funds based on 2017-2018 funding modified by compounded cost-of-living adjustments. Hold harmless funding is higher than what the district would generate and receive under the Student Centered Funding Formula metrics. The district expects its apportionment funding to be flat for a couple of years starting in 2025-26 under the Student Centered Funding Formula.

Under current state legislation, beginning in 2025-26, Foothill-De Anza will receive the greatest of the following three calculated amounts each year:

1. SCFF calculated revenue.
2. Prior year SCFF calculated revenue plus current year cost-of-living adjustment or stability funding.
3. Minimum revenue commitment of 2024-25 total computational revenue.

The Student Centered Funding Formula calls for three-year averaging on traditional resident credit full-time equivalent students (FTES). Certain special enrollment types, such as noncredit, special admit credit, and career development and college preparation credit do not have three-year averaging, so enrollment gains are immediately reflected in a district’s metrics and funding.

**Types of Enrollment and Funding Under the Student Centered Funding Formula**

\$5,294 Credit FTES	Subject to a three-year average before impacting SCFF formula
\$7,425 Incarcerated Credit	Immediately impacts SCFF formula
\$7,425 Special Admit Credit	Immediately impacts SCFF formula
\$7,425 Career Development and College Preparation	Immediately impacts SCFF formula
\$4,465 Noncredit	Immediately impacts SCFF formula

FTES enrollment losses are “held as available” for a district to restore for three years under the Student Centered Funding Formula. In 2023-24, the district restored 1,278 FTES and made significant progress in the gap between the funding it receives under the hold harmless provision and the funding it would receive under the Student Centered Funding Formula metrics. In 2025-26, only 421 FTES from the 2022-23 loss is available.

**Addressing the Enrollment Decline**

A multiyear trend of declining resident and nonresident enrollment presents a challenge to maintaining fiscal stability.

At the beginning of the 2023-24 academic year, the District Enrollment Management Committee launched the first phase of a pilot program intended to try to recapture enrollment losses of more than 2,800 full time equivalent students in anticipation of the district’s transition from hold harmless funding to the Student Centered Funding Formula in 2025-26.

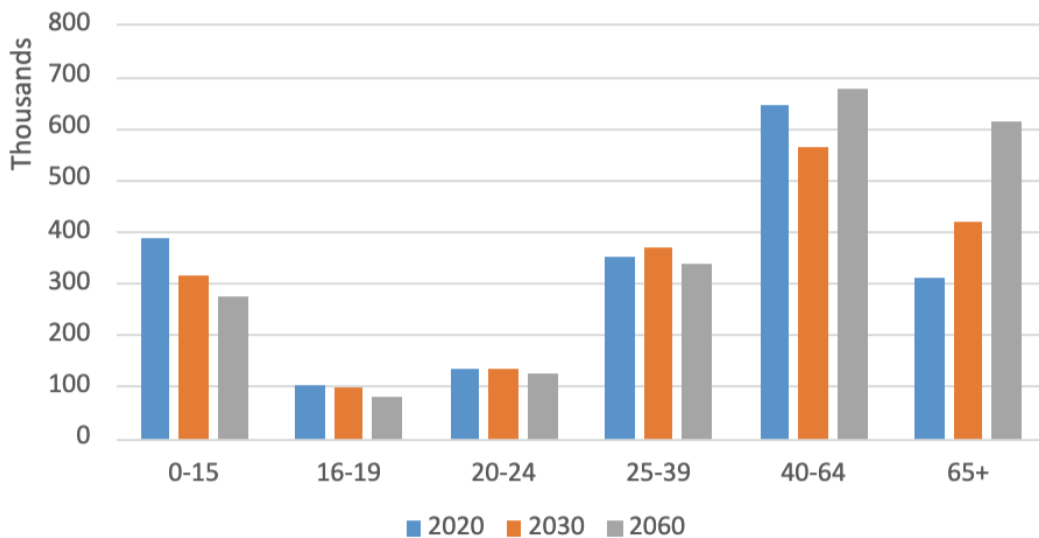
The pilot program allowed each of the colleges to receive augmented funding to add course sections in areas that had evidence of high demand, would help grow enrollment through student-centered scheduling, or were identified as strategic opportunities to generate additional, sustainable enrollment.

Part of the challenge, as well as an opportunity, includes the need to plan for and adjust to the changing demographics of the district’s service area. While the colleges are well known for their high transfer rates and a majority of students enrolled are under the age of 24, high school participation rates are rapidly declining and the population in Santa Clara County is growing older.

<b>Projected California Public High School Graduates by County by School Year</b>					
2022 Series	Actual	Projected	Projected	Projected	Projected
County	2020-21	2021-22	2022-23	2023-24	2031-32
San Mateo	6,718	6,818	6,451	6,567	5,139
Santa Clara	19,396	19,165	19,143	18,557	14,133
California	433,740	439,889	439,882	442,481	379,299

Source: California Department of Finance, Demographic Research Unit, September 2022

### Santa Clara County Population Projection by Age



Source: California Department of Finance, Demographic Research Unit, July 2023

The district is following a dual track of focusing on sustaining current enrollment gains to keep its metrics stable while expanding and prioritizing resources to the special enrollment areas, especially in the next two years while a window for restoring its enrollment losses is open, and it can close the gap between hold harmless funding and the Student Centered Funding Formula.

Initiatives and strategies to address the enrollment decline include:

- **Attracting diverse student populations:** The colleges have increased efforts to attract underrepresented groups, such as low-income students, first-generation college students and students of color. They have put an emphasis on partnerships with local high schools and community organizations to provide outreach and support services—especially focusing on growing dual enrollment opportunities and pathways.
- **Enhancing student retention:** The colleges have implemented various strategies to improve student retention, such as offering academic support services, advising, and mentoring programs, along with the creation of learning communities and cohort programs specifically addressing retention solutions for students from under-represented populations. They have also expanded their online course offerings or revised the course schedules with a mix of online and in-person offerings to provide flexibility for students and meet their learning needs.
- **Targeting non-traditional learners:** The colleges are developing programs (both credit and non-credit) to attract adult learners and working professionals in flexible formats and modalities.
- **Aligning programs with in-demand careers:** The colleges are updating course curriculum and creating certificate and degree pathways (including baccalaureate programs) to reflect the needs of the local job market.

### Nonresident Revenue

The district has worked diligently to restore nonresident 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. While revenue from nonresident tuition dropped from nearly \$27 million annually pre- and post-pandemic, it has since begun to recover. For 2024-25, nonresident revenue is budgeted at \$24.1 million, buoying programs that benefit all students.

### General Fund Budget Trends

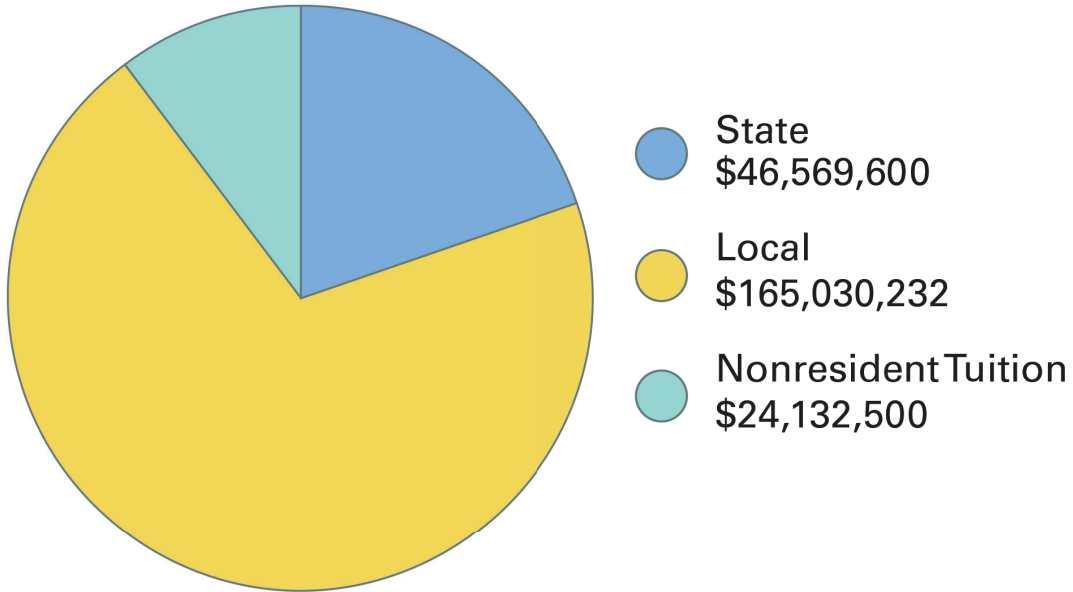
	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Budgeted
Revenue	\$197,638,441	\$192,366,933	\$199,642,966	\$215,169,174	\$236,910,912	\$235,732,332
Expenses	\$195,614,195	\$193,534,893	\$204,851,548	\$212,789,117	\$232,299,180	\$234,900,221
Ending Fund Balance	\$35,429,453	\$34,261,493	\$29,052,911	\$31,432,968	\$36,044,700	\$36,876,811
Stability Fund Balance	\$11,048,081	\$6,808,298	\$1,250,818	\$6,598,305	\$10,234,534	\$10,936,593



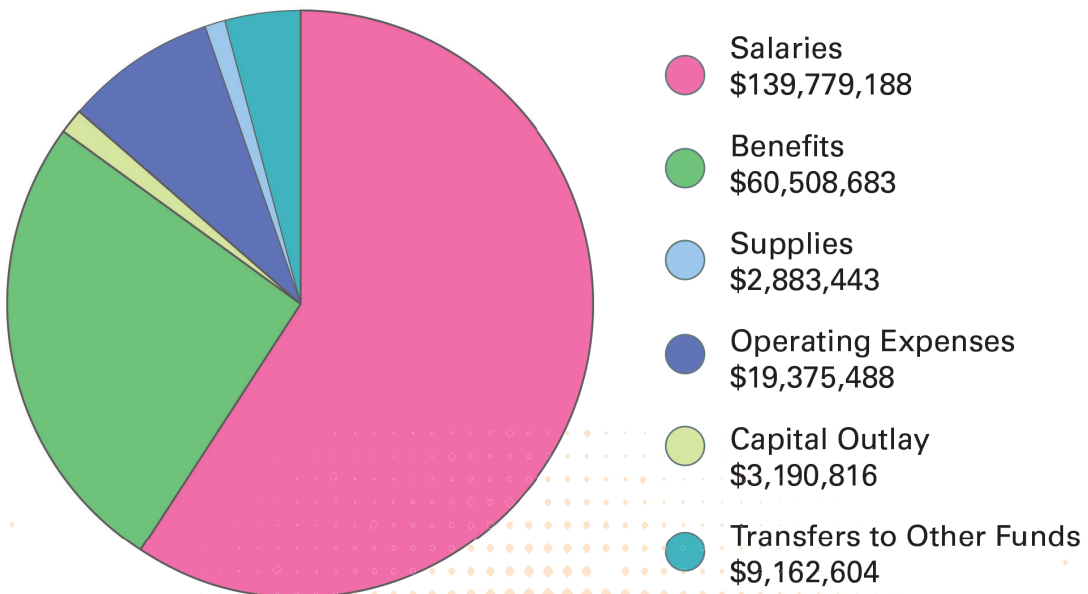
**Staffing Trends**

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Budgeted full-time positions (includes vacant positions)	1,212	1,221	1,227	1,226	1,208	1,223

**Sources of Income for General Fund – 2024-25**



**Uses of Income for General Fund – 2024-25**



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 the Educational Protection Act (Proposition 30), a temporary sales and income tax increase approved by voters in 2012. Slightly more than 80 percent of the district's operating or "general" fund originates from base revenue with the balance coming from non-resident tuition, lottery proceeds, and other sources.

## RESTRICTED AND ALTERNATIVE REVENUE SOURCES

Funding received from federal, state or local agencies for specific purposes, and grants and gifts have helped the district to weather budget challenges. 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. For 2024-25, the district anticipates receiving \$1.8 million in federal, \$54.1 million in state, and \$2.3 million in additional funding for specific purposes, including those listed below.

- **Perkins Career and Technical Education Act:** Federal funds administered by the state for technical education and improvement of career and technical programs. For 2024-25, the allocation is \$1.1 million.
- **Student Equity and Achievement, Board Financial Assistance Program, Staff Development, Staff Diversity, Extended Opportunity Programs and Services, Cooperative Agencies Resources for Education, and CalWORKS:** These programs target specific populations or services funded by the state. For 2024-25, the district is budgeting \$17.4 million in funding from the combined categorical programs.
- **Instructional Equipment and Library Materials Block Grant:** State funding of \$4.8 million to meet instructional equipment and library materials needs.
- **California Virtual Campus - Online Education Initiative (CVC-OEI):** The goal of the initiative is to increase the number of California students who obtain associate degrees and transfer to four-year universities by dramatically increasing the number of online classes available to community college students and providing those students with comprehensive support services to help them succeed. The original five-year grant ended on June 30, 2018. The Chancellor's Office awarded a second five-year grant of \$20 million to Foothill-De Anza Community College District in 2019. A third contract for two years was awarded to the district totaling \$15 million. For 2024-25, the district is budgeting \$10.2 million.
- **Adult Education Block Grant:** The Adult Education Block Grant Program provides adult education funding to county offices of education, school districts, and regional consortia to expand and improve the provision of adult education with incremental investments beginning with fiscal year 2015-16. For 2024-25, the district anticipates receiving \$678,000.
- **Strong Workforce Program:** The Strong Workforce Program is a statewide program providing an annual investment of \$200 million to spur career technical education. The purpose is to develop more workforce opportunities to lift low-wage workers into living-wage jobs, with the goal of creating one million more middle-skill workers. The program is grouped into seven areas targeting student success, career pathways, workforce data and outcomes, curriculum, CTE faculty, regional coordination, and funding, and builds upon existing regional partnerships formed in conjunction with the federal Workforce Innovation and Opportunity Act, state Adult Education Block Grant and public school CTE programs. For 2024-25, the district is budgeting \$5.5 million.

- **Guided Pathways:** The 2022-23 state budget provided \$47.5 million in one-time grants for California community colleges with the district receiving \$759,000. The Guided Pathways framework creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns that promote better enrollment decisions and prepare the students for future success.
- **California College Promise:** Provides funding to help increase the number of high school students enrolling into California community colleges, increase the number of students successfully completing a career education goal or transferring, and reduce or eliminate achievement gaps. For 2024-25, the district has budgeted \$3.8 million.
- **Mellon Scholars Grant:** Funded by the Andrew W. Mellon Foundation. This grant was awarded to Foothill-De Anza in partnership with the University of San Francisco in 2017 and was renewed for an additional four-year \$1.8 million grant from 2021 to 2024. These funds support selected underserved and underrepresented students, identified as Mellon Scholars, in the study of humanities with the ultimate goal of obtaining a four-year college degree.
- **Strengthening Institutions Programs:** Awarded by the United States Department of Education under Title III. This \$2.25 million federal grant was awarded to De Anza College for five years from 2021 to 2026. The program helps eligible Institutions of Higher Education to become self-sufficient and expand their capacity to serve low-income students by providing funds to improve and strengthen the academic quality, institutional management, and fiscal stability of eligible institutions.
- **National Science Foundation:** De Anza College's Design and Manufacturing Technologies Department received \$525K of federal funding to be spent over a three-year period ending June 30, 2025. The Manufacturing Automation and Additive Design Excellence project builds on DMT's existing curriculum and industry partnerships to keep pace with technological advances and meet workforce demand for qualified CNC machinists, CAD designers, and additive manufacturing/3D printing technicians.
- **Basic Needs Center:** Ongoing state funding for the purpose of establishing an on-campus Basic Needs Center and designating at least one staff person as the Basic Needs Coordinator to provide holistic, comprehensive basic needs services and resources to students to support their successful matriculation through the California community colleges system and beyond. The allocation for 2024-25 is \$780,000.
- **Mental Health Program:** Statewide funding of \$30 million to support expanding the availability of mental health services available to California community college students. The district's allocation for 2024-25 is \$646,000.
- **Retention and Enrollment Outreach:** State funding to be used primarily to engage former community college students that may have withdrawn from college due to the impacts of COVID-19, as well as current community college students that may be hesitant to remain in college and prospective students that may be hesitant to enroll in a community college due to COVID-19.
- **Dream Resource Liaisons Support Funds:** Established to ensure that each California Community College has a staff person designated as a Dreamer Resource Liaison, or UndocuLiaison, who is knowledgeable in available financial aid, social services, state-funded immigration legal services, internships, externships, and academic opportunities for undocumented students. For 2024-25, the district is budgeting \$241,000.



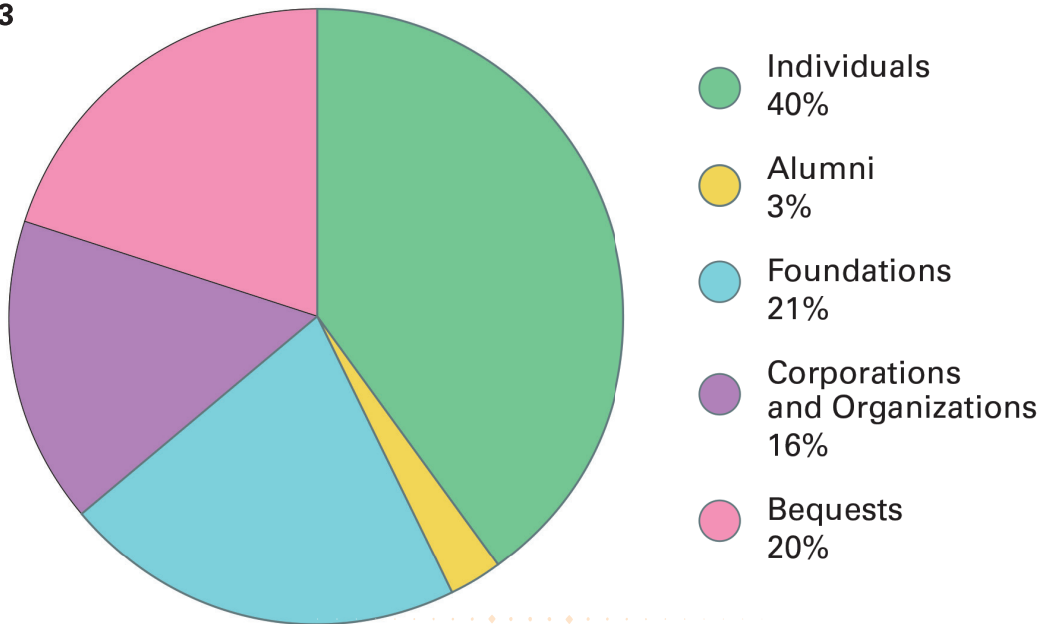
- COVID Recovery Block Grant:** The 2022-23 Budget Act included \$650 million one-time for block grants to districts to address issues related to the COVID-19 pandemic, including the mitigation of learning loss, student support efforts, reengagement strategies, professional development opportunities, technology investments, and health and safety measures. Foothill-De Anza has been allocated \$16.1 million over 5 years.
- Mathematics, Engineering, Science Achievement (MESA) Program:** Established over 40 years ago, the California Community College Mathematics, Engineering, Science Achievement (MESA) Programs help underserved and underrepresented students majoring in calculus-based STEM fields who seek to transfer to a four-year institution. Foothill-De Anza has been allocated \$3.2 million over 6 years, ending on July 31, 2027.
- Local and Systemwide Technology and Data Security:** The state provides these funds for districts to implement local and systemwide technology and data security measures and hire local cybersecurity staff to support improved oversight of fraud mitigation, online learning quality, and cybersecurity efforts. For 2024-25, the district is budgeting \$940,000.

### 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.

#### Foothill-De Anza Foundation – Contributions 2023-24

**\$5,128,523**



In 2023-24, the foundation received contributions of \$5,128,523 and provided \$3.6 million to the colleges for innovative programs and direct support of students, including support for the basic needs resource centers, emergency grants, book vouchers, stipends for internships, and \$500,000 in scholarships.

With more than \$52 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.

The foundation staff and board work closely with the colleges to support their fundraising priorities and areas of greatest need. 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:

### **Hope Initiative**

More than half of the 66,000 California community college students who participated in a 2023 study reported that they worried their food would run out before they could afford to buy more, sixty percent reported housing insecurity, and one in 10 identified as homeless.

To help address these challenges, the Foundation Board of Directors launched an initiative in fall 2021 to raise \$3 million in three years to support student basic needs – housing, food, and mental health. Hope Initiative funding has been used to give students access to food vouchers, emergency grants and round-the-clock mental health support that helps keep them in class and focused on their goals.

In December 2023, an anonymous benefactor pledged to match up to \$1 million in donations to the initiative, dollar-for-dollar. The pledge spurred many donations, and in December 2024, the Foundation met its \$3 million goal.

### **Rotary Partnerships**

Both Foothill and De Anza benefit from strong relationships with local Rotary Clubs.

The Los Altos Rotary Club has worked to raise awareness and funds for Foothill student veterans since 2012. From establishing the Los Altos Rotary Plaza, which helped transform the area adjacent to the Foothill Veterans Resource Center (VRC) into a welcoming space, to providing funds for book vouchers and scholarships and weekly lunches at the VRC, club members have been invaluable allies for our students. In 2023, the Los Altos Rotary club reached an incredible milestone of \$1 million in fundraising for Foothill student veterans and the college community. The club recognized Foothill Veterans Resource Specialist Julie Brown as a Paul Harris Fellow in 2023 for her service to student veterans.

In addition to providing several scholarships to students, the Rotary Club of Cupertino has collaborated with the De Anza Veterans Resource Center in planning and implementing new projects, including a Veterans Plaza to provide a gathering space and respite for Veterans and their service animals and collaboration on providing career information for student Veterans. The club also contributed \$4,000 to the college's Stronger Together Veterans Mural. In addition, donations by the Rotary Club of Cupertino and its Climate Action Committee helped provide funding for 23 e-bikes available for students to borrow without charge for a quarter or full academic year.

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

Since 2005, De Anza's Vasconcellos Institute for Democracy in Action, formerly known as the Institute of Community and Civic Engagement, has initiated dozens of projects and initiatives designed to empower students to become agents of change in their communities, foster education that meets the needs of the communities and develop pathways for students to participation in local, state and federal government decision-making. After the death of Senator Vasconcellos in 2017, VIDA received a challenge grant pledge from community members Jim and Becky Morgan of \$198,000 over three years in honor of Senator Vasconcellos' long history of civic work.

## Krause Center for Innovation

Funded almost exclusively through private donations and grants, the Krause Center for Innovation 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 25,000 educators from local school districts since its inception. Some recent funding initiatives include:

- **California Apprenticeship Initiative (CAI) Grant:** Foothill College and the KCI partnered with SEMI Foundation and Ignited Education to create a pre-apprenticeship pathway for high school students in underserved communities to educate and engage them in the semiconductor industry. This is a \$500,000, three-year grant.
- **CSforAll Grant:** The KCI partnered with the Santa Clara County Office of Education, WestEd, and San José State University to bring computational thinking and culturally relevant instruction to fourth and fifth grade mathematics students in four school districts with the goal to make high-quality computer science an integral part of the educational experience of all K-12 students and teachers and to support student pathways to college and career success. This is a three year, \$1,000,000 grant from the National Science Foundation.
- **Synopsys Outreach Foundation:** The Synopsys Outreach Foundation donated \$25,000 to the KCI to co-fund the STEAM Leadership Program. The support allowed KCI to provide 12 units and instructional materials to 23 educators from the Bay Area.

## FINANCIAL MANAGEMENT AND FISCAL INTEGRITY

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, unmodified opinions for at least a decade.

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, 2006 and 2020 has provided the district with another measure of stability. With few dollars available from the state for facilities, the \$248 million Measure E, \$490.8 million Measure C, and \$898 million Measure G bonds have 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.

For example, although the Measure C program is winding down, in 2022-23, the district invested in two important projects using Measure C funds. At De Anza College, \$1,044,440 was spent to upgrade the Design and Manufacturing Technologies Labs. At Foothill College, \$255,322 was spent at the Sunnyvale Education Center to replace the HVAC system and to renovate classrooms.



After much planning, Measure G funding of \$1,911,946 was spent in 2022-23 on educational technology services to refresh academic and business computer equipment (desktops, laptops, tablets) for students, faculty and staff, and \$1,792,890 was spent on network upgrades and enhancements to upgrade wired and wireless networks throughout the district.

At De Anza, Measure G will fund the construction of new Creative Arts and Services for Students buildings. In addition, bond-funded work includes demolition of the outdated Flint Center, construction of new infrastructure to serve the campus, upgrading fire alarm and fire suppression systems, modernizing building interiors and exteriors, renovating restrooms in several buildings, improving roadways and pathways, and converting an existing athletic field to a competition facility for beach volleyball.

At Foothill, Measure G funding will improve walkways, pathways, lighting and signage; improve HVAC systems and upgrade infrastructure, upgrade restrooms to all gender, modernize building exteriors, expand and modernize the Student Success Centers, improve pool and physical education facilities, upgrade classrooms, renovate dental hygiene and dental assisting facilities, and renovate bleachers.

With an AAA rating from Standard and Poor's and Aaa from Moody's, the district refinanced outstanding general obligation bonds in 2021 producing savings of \$26.6 million to district taxpayers and reducing annual debt costs by \$1.33 million.

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 G and C Citizens' Bond Oversight Committee is charged with ensuring that bond proceeds are expended only for the purposes set forth in the Measure G and 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.

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.



## SUSTAINABILITY

The district is a leader in environmental sustainability. In 2008, De Anza's Kirsch Center for Environmental Studies, which serves as a demonstration building for energy innovation and sustainability, became the first community college building in the nation to receive LEED Platinum certification. The district now has 10 LEED-certified buildings, offering students, faculty and staff an optimal teaching and learning environment.

Extensive photovoltaic arrays at both campuses have reduced district energy costs by about \$1 million a year.

The Foothill-De Anza Community College District has been proactive in energy efficiency and sustainability for many years. In 2007 and 2008, Foothill College and De Anza College established sustainability committees to plan and implement various energy and sustainability programs and projects.

The Board of Trustees established policies for district sustainability that were incorporated into the 2010 District Sustainability Plan, the 2016 Facilities Master Plan, the 2017-2023 District Strategic Plan, and the 2018 Foothill College Sustainability Management Plan.

In addition, the district has been active in recycling efforts, encouraging public transit use for students and employees, implementing energy and water-saving projects, and pursuing efficient new construction of campus facilities, cogeneration and solar photovoltaic power generation.

Students have also been very active through the De Anza Student Government (formerly the De Anza Associated Student Body) Environmental Sustainability Committee, the Foothill College Sustainability Committee, and the current districtwide Energy and Sustainability Advisory Committee.

Prompted by student advocates, the Foothill-De Anza Foundation was one of the earliest institutions to divest from fossil fuel investments in 2013. The district's proud history of student advocacy was crucial in conceiving the landmark Kirsch Center for Environmental Studies at De Anza, creating the pathbreaking bus pass program, and advocating for fossil fuel divestment.

The district also took full advantage of funding provided by Proposition 39, the California Clean Energy Jobs Act of 2012, to plan and install \$2,386,191 of energy projects between 2013 and 2019. These projects save 418,726 kWh and 82,886 therms annually and provide energy cost savings to the district of \$108,444 each year. These energy savings also translate to over 1.6 million pounds of avoided CO<sub>2</sub> emissions annually.

In 2021, the district developed a districtwide Energy Master Plan, which established broad goals for energy efficiency, renewable energy, and greenhouse gas (GHG) emissions reduction and articulated a plan of action to realize these goals. The Energy Master Plan also integrated capital improvement projects from the 2020 Measure G \$898 million bond program. The Measure G implementation plan includes many energy-saving and GHG reduction projects at each district location, including new construction, major renovations, and energy-saving retrofits for existing lighting, HVAC, and central plant systems. The bond projects will significantly improve energy performance in the district and be an essential element in achieving carbon neutrality goals.

This year, state voters approved Proposition 4, a \$10 billion bond measure to fund water, climate, wildfire and natural resources. The measure will provide funding that will allow the California Community Colleges to be a workforce partner with agencies and organizations addressing the varied challenges facing California's current and future climate impacts while also supporting the climate goals outlined in Vision 2030.





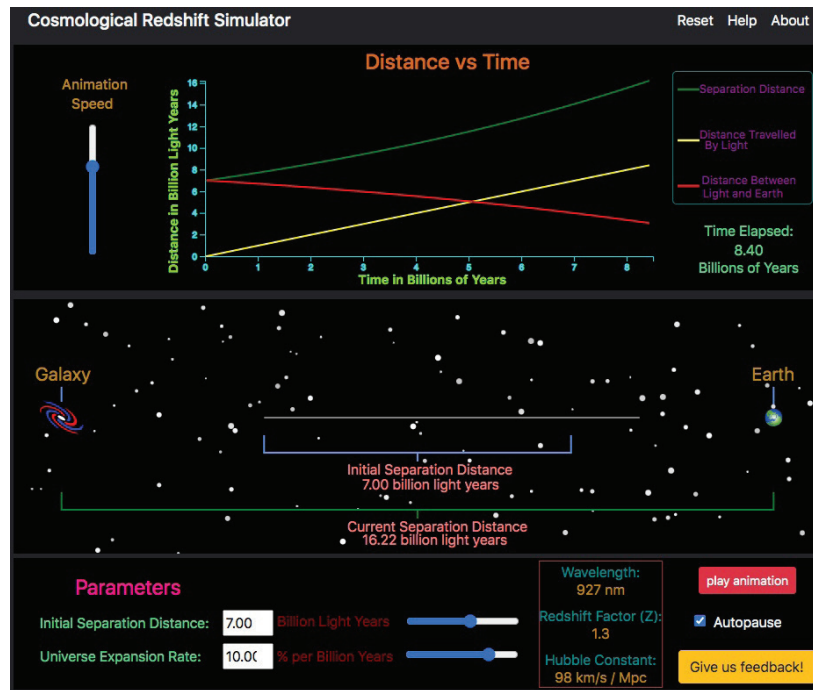
# HIGH QUALITY RESOURCES TO SHARE





## Simulations for Educators and Learners

The Foothill College Astrosims project supports astronomy education with numerous educational simulations that are available on the Astronomy Department's public website. Topics such as "Colonization vs. Catastrophes simulation," "Dark Matter Density and Stellar Orbital Speeds," and "Copernican planetary Configurations and Zodiacal Position" are grouped under the categories of Light and Matter, Solar System Structure, Stars, Astrobiology, Galaxies and Cosmology, and Critical Thinking. This is an ongoing project, and new simulations are added regularly.



## Astronomy for Amateurs and Instructors

Founded in 1999, the Silicon Valley Astronomy Lecture Series holds events on six Wednesday evenings during each school year at Foothill College. Speakers over the years have included Nobel-prize winners, members of the National Academy of Sciences and many other well-known scientists explaining astronomical developments in everyday language.

The series, moderated by Foothill College Astronomy instructor emeritus Andrew Fraknoi, is sponsored by the Astronomical Society of the Pacific, the SETI Institute, the University of California Observatories, and Foothill College. Topics range from the exploration of the planets to the speeding up of the expanding universe; from planets around other stars to black holes at the centers of distant galaxies.

Lectures are free to the general public, and video versions of the lectures from February 2013 to present are available on the lecture series' YouTube Channel. Free audio files (podcasts) of the lectures are available as well through Buzzsprout.



## 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. Stockmeir Regional History Library and Archives.

Focusing on California and regional studies, the California History Center and CHC Foundation present special events and exhibits, publish a periodical, and operate a library and archives. The center emphasizes living history, giving students and community members the opportunity to “encounter the historic site, document, or experienced individual, and personally interpret and recreate a period in history.”

The center’s Stockmeir Library, which started in the 1970s as a clearinghouse for student local history projects, hosts a unique collection of materials on California history and on almost every aspect of Santa Clara Valley’s development. Student interns and volunteers are currently helping to digitize and expand the collection of over 400 historic oral history recordings. With its programs and resources, the California History Center has received numerous awards and honors, and it has been recognized as an “outstanding educational facility” by the State of California.

The California History Center Foundation publishes the “Californian” magazine three times per year, and current issues as well as many back issues are available online on the California History Center website. Each issue focuses on a theme, such as the fall 2024 issue’s look at the Mexican immigrant experience in the Santa Clara Valley during the Great Depression.

## Improving Online Education Through Professional Development

The California Virtual Campus Online Network of Educators (CVC@ONE), which is managed by Foothill-De Anza under a California Community Colleges Chancellor’s Office grant provides high-quality professional development and inclusive instructional resources for the California Community College system.

CVC@ONE’s website hosts a wealth of publicly available professional development video resources and webinar recordings covering topics such as integrating online educational resources, peer online course review guidelines, student support, learning management system administration, regular substantive interaction, accessibility, technology tools, assessment, content presentation, equity and artificial intelligence.



## Humanizing Online STEM Toolkit

Foothill-De Anza managed two California Educational Learning Lab grant programs focused on the development and scaling of a humanized teaching professional development model for online STEM faculty at both California Community Colleges and California State Universities, with the goal of improving the overall student experience and increasing skills and confidence for online STEM faculty.

The resulting Humanizing Online STEM Toolkit is available on the program's website. The toolkit offers high-quality, research-based professional development resources free of charge, including:

- The Humanizing Online STEM Academy in the form of a Canvas export file that can be adopted and adapted by educational institutions.
- A preliminary research brief about how the academy is impacting STEM faculty perceptions, teaching behaviors, and online student experiences.
- A printable version of the Humanizing Online STEM infographic "How & Why to Humanize Your Online Class."
- A YouTube playlist of academy videos.
- Examples of humanizing by academy participants from a variety of STEM disciplines.

## Promoting Diversity in STEM

The Science Learning Institute at Foothill College has made recordings of its "STEM Equity Seminars for Owls," "Off the Beaten Path: High Demand Careers," and "Diversity in STEM" series panels publicly available on its YouTube channel. The panels include diverse experts from fields such as intelligent automation, AI, health care, applied math and engineering who give students insight into the types of careers available in these growing fields and their educational and career journeys.

The fall 2024 STEM Equity Seminar featured Dr. Enrique Gomez, a De Anza College graduate, who is now an associate professor of Physics and Astronomy at Western Carolina University. Other recent speakers have included Dr. Yvonne Cagle, a NASA astronaut; Dr. Adriana Alvarado Garcia, an IBM research scientist; and Dr. Saul Villeda, an associate professor and researcher at University of California, San Francisco, who spoke about his transformative discoveries related to aging and the brain.





## Studying the Local Environment

The Cheeseman Environmental Study Area is located next to the Kirsch Center for Environmental Studies on the southeast corner of the De Anza College campus. It's a lush natural garden and a living classroom, containing some 400 species of plants representing 12 California natural communities. In addition to the native plant communities, there is a xeric native plant display at the entrance.

Visited by several thousand school kids, college students, conservation groups and just walk-ins annually, it is a quiet haven surrounded by busy residential and campus life.

## Learning About AI

A selection of session recordings from the inaugural Futures Summit hosted by Foothill-De Anza in partnership with the California Community Colleges Chancellor's Office in September 2024 have been made publicly available on the California Community Colleges YouTube channel. The one-day event focused on artificial intelligence in the workplace and its implications for the present and future.

Recordings include panels and presentations covering topics such as "AI in the Healthcare Workforce," "Empowering Students and Protecting Their Data," "Partnering with Industry for Innovative Credentials," "Teaching, Learning & AI Powered Future" and "Leveraging Cross-Sector Partnerships."







# LEADERSHIP





## BOARD OF TRUSTEES



### **Laura Casas**

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

Laura Casas was elected to the Board of Trustees without opposition in 2007 after being appointed to an at-large position on the board in 2005. She was reelected in 2012, 2016, and 2020 and elected without opposition to represent Trustee Area 1 in 2024. Casas 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, a position she held until 2020, and is a past chair and current member 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 she's mentored students through Puente, an academic preparation program focused on college success. Her past activities include 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 2028.

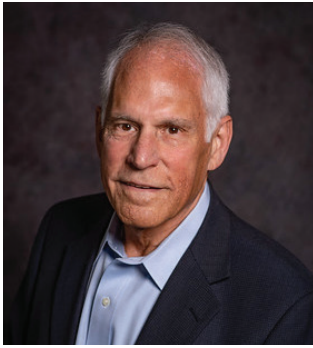


### **Pearl Cheng**

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

Pearl Cheng was appointed in 2008 to fill a vacancy in an at-large position on the Board of Trustees, elected without opposition in 2009, reelected in 2014 and 2018, and elected without opposition to represent Trustee Area 4 in 2022. Cheng is a resident of Cupertino who 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. She 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 manager at United Way Silicon Valley developing literacy, intervention and parent education programs in Santa Clara County. In March 2016, she was an invited participant at the College Promise Initiative planning meeting at the White House. Cheng has served for a number of years as a substitute teacher in two local public school districts. She volunteered as a contact tracer and case investigator for the county during the height of the pandemic. Cheng holds a master's degree in mechanical engineering from Stanford University and a bachelor's in engineering from the University of Iowa. Her term on the board expires in 2026.





### **Peter Landsberger**

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

Peter Landsberger was elected to the Board of Trustees in November 2016 and reelected in 2020 and 2024. He has lived in Los Altos since 1978, the year he was named Foothill-De Anza's first general counsel. He was subsequently promoted to the position of vice chancellor, serving as the chancellor's chief deputy responsible for supervising all district office operations. Now retired, his 30-year career in community colleges includes service as president of the College of San Mateo,

senior vice chancellor of the Los Angeles Community College District, and interim chancellor of the Los Angeles district. The chancellor of the California Community Colleges later appointed him special trustee of the Compton Community College District after Compton College lost its accreditation, a position he held for four years. He has served on the boards of the Foothill-De Anza Foundation, the Community School of Music & Arts in Mountain View, the San José-Silicon Valley Chamber of Commerce Foundation, and UNITE-LA, a nonprofit organization in Los Angeles that seeks to expand college access to underserved youth in the Los Angeles region. He holds a juris doctor degree from the University of California, Berkeley, a bachelor's degree in political science from UC Berkeley, and an associate degree in political science from Santa Monica College. His term on the board expires in 2028.



### **Terry Godfrey**

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

Terry Godfrey was elected to the Board of Trustees in November 2024 to represent Trustee Area 5. She lives in Palo Alto and is a former president of the Palo Alto Unified School District Board of Education. She is a trustee of the UC Irvine Foundation and a member of both the UC Irvine Dean of Physical Sciences Executive Cabinet and the UCI Undergraduate Success Advisory Committee. Godfrey has had a long career in finance, human resources, venture capital, and operations at

Xerox, Intel, Stanford and Immigrant Legal Resource Center. She is currently chief financial and administrative officer of Learning Policy Institute, a nonprofit research organization that conducts and communicates independent, high-quality research to improve education policy and practice. Godfrey holds a bachelor's degree in mathematics from the University of California, Irvine, and an MBA from the University of California, Los Angeles. Her term expires in 2028.



### **Patrick J. Ahrens**

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

Former trustee Patrick Ahrens resigned from the governing board on December 1, 2024, following his election to the California State Assembly to represent District 26. The vacancy on the governing board will be filled by a provisional appointment in early 2025.

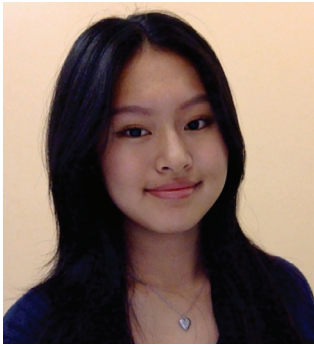
Ahrens was elected to an at-large position on the Board of Trustees in November 2018 and reelected without opposition in 2022 to represent Trustee Area 2. He is a Sunnyvale resident and Silicon Valley native who advocated to expand access and affordability for community college students as the district director for former Assemblymember Evan Low. An active community volunteer, he served on the board of directors of the Foothill-De Anza Foundation prior to his election to the governing board. Ahrens became deeply interested in higher education policy as a student at De Anza College when he was the first in his family to go to college and was elected to serve as student trustee on the Foothill-De Anza Community College District's governing board. He holds an associate degree from De Anza College, a bachelor's degree in political science from the University of California, Los Angeles, and a master's degree in public administration from San José State University.



### **Zara Ainge**

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

Zara Ainge, who is studying molecular biology, has been elected as Foothill's student representative on the Board of Trustees for the 2024-2025 academic year. Ainge is an active member of the Associated Students of Foothill College and stands proudly as the founding president of Foothill's Asian American Association (AAA) with 100+ members. Her active involvement at Foothill extends to her role as founding president of the Health in Action club, where she leads and organizes each quarterly blood drive. Outside Foothill, Zara works as a research intern at Stanford School of Medicine, working toward treatments for rare auto-immune diseases. Understanding the importance of being a leader and uplifting student voices, Zara wants to use her position to promote equitable representation and create an environment that allows students to thrive under any circumstances. Ainge was elected by student trustees from across the state to serve as the student representative on the Community College League of California's California Community College Trustees Board.



### **Iris Li**

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

Iris Li is De Anza College's elected student representative on the Board of Trustees for the 2024-25 academic year. Li is a first year student at De Anza College majoring in cognitive science with a specialization in human-computer interaction. Prior to being elected to the Board of Trustees, Li was involved in the De Anza Student Government's Administration, Finance, and Marketing committees. Li's personal academic interests include brain-computer interfaces and

computational cognitive science. As student trustee, Li's goal is to make sure all student voices are represented and to advocate for student needs at the district level to best support De Anza College. Li serves a statewide role on the Community College League of California's Advisory Committee on Legislation.

## EXECUTIVE LEADERSHIP



### **Lee D. Lambert**

Chancellor  
Foothill-De Anza Community College District

Foothill-De Anza Community College District officially welcomed new Chancellor Lee D. Lambert on July 31, 2023. Lambert is a visionary leader who has served as a senior-level community college executive for more than two decades.

Prior to joining Foothill-De Anza, Lambert served as chancellor of Pima Community College in Tucson, Arizona, where he led a transformation of the college into Centers of Excellence in applied technology, health care, hospitality, information technology and cybersecurity, public safety, and the arts.

Lambert is a dynamic advocate for diversity, equity and inclusion, student success, and community engagement. He also believes and invests in employee professional development and growth to better serve students and the community.

Among Lambert's many achievements and recognitions are the League of United Latin American Citizens Humanitarian Award, the Association of Community College Trustees Marie Y. Martin CEO of the Year Award, and the National Association for Community College Entrepreneurship Entrepreneurial President of the Year Award. He has also been honored as Tucson Man of the Year and a National Guard and Reserves of the U.S. Patriotic Employer.

A sought-after thought leader, Lambert serves on numerous local, state, and national boards and committees, including the U.S. Department of Labor Advisory Committee on Apprenticeship, Advisory Committee of Presidents for the Association of Community College Trustees, Fulbright Scholar Advisory Board, Silicon Valley Leadership Group Board, Joint Venture Silicon Valley Board, the National Association of Workforce Boards and NOVAworks Workforce Board. He previously served as an American Association of Community Colleges board member.



In addition to his published writings, Lambert is an internationally recognized speaker on the future of work and learning.

Lambert was born in Seoul, South Korea, grew up on three continents, and served in the U.S. Army. He received a bachelor's degree in liberal arts from The Evergreen State College in Olympia, Washington and a Juris Doctor degree from Seattle University School of Law.

**Kristina Whalen**

President, Foothill College

Dr. Kristina Whalen is the eighth president of Foothill College. She started in the role in March 2023 after serving five years as a senior executive, including four years as a vice president of instruction at Las Positas College and one year as the associate vice chancellor of Enrollment Management and Instructional Success at City College of San Francisco. While in these positions, she played an active role in strategic planning, accreditation, and preparing the college for the sea change attending the new student-centered funding formula and a swath of legislative mandates.

During her time at the Chabot-Las Positas Community College District, she was twice awarded the Chancellor's Unity Award and the Academic Senate's 10+1 award. In 2021 she was awarded the college's highest award for academic integrity, The Milanese Award, for her leadership during the pandemic. Whalen is a passionate leader of equity-advancing initiatives, most notably furthering the advancement of Guided Pathways and serving on several advisories and task forces for equity and anti-racism.

Whalen has developed a special commitment to using data-informed practices to improve the student experience. She has worked locally, regionally and throughout California to foster leadership development that can manage and guide student success initiatives. Her years of argumentation and debate training around social justice and equity issues have led to an affinity for data literacy and storytelling. She strives to bring those affinities to collaborative problem-solving and institutional effectiveness in the service of students.

Her earlier administrative service included working as an instructional dean for Fine, Applied, and Communication Arts at City College of San Francisco's Fort Mason Campus and serving as a department chair for five years.

Whalen has a doctorate in speech communication and a master's in rhetoric from Florida State University in Tallahassee, Florida. She earned a bachelor's degree in socio-political communication from Missouri State University. Whalen was a member of the fifth cohort of Aspen Institute Presidential Fellows for Community College Excellence, a group of 40 community college leaders selected for leadership training and transformational change at U.S. community colleges. She is the author of several articles and chapters on feminist rhetorical theory and performative techniques used to further argument.

Whalen was born in the District of Columbia, where her daughter now attends college. The daughter of a Navy veteran and Secret Service agent, she spent her formative years in Virginia, Ohio, and Missouri. In 1998 she moved to California.

**Omar Torres**

President, De Anza College

Dr. Omar Torres has been selected as De Anza College's fifth president since its founding in 1967. Torres will begin his new role on January 3, 2025.

Torres brings more than two decades of California community college experience to his new position, including nine years in part-time and full-time faculty positions and 14 years in progressively responsible administrative roles.

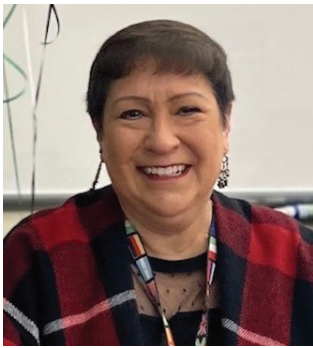
In his previous role as assistant superintendent/vice president of Instruction at College of the Canyons in Southern California, which serves more than 25,000 students per year, Torres oversaw the initiation of new career technical education and apprenticeship programs and a significant expansion of dual enrollment and noncredit courses and partnerships. He also worked to boost supplemental funding, securing grants for apprenticeships, zero cost textbooks, and culturally responsive pedagogy as well as a \$1 million state appropriation to fund a training lab and simulation equipment for the college's health professions programs.

Torres also serves in statewide roles as president of the California Community Colleges Chief Instructional Officers Association and as a member of the CCC Curriculum Committee, Consultation Council, and the Community College League of California's Advisory Committee on Legislation. Regionally, he serves on the boards of the Valley Industry Association of the Santa Clarita Valley and the Gateway SCV Consortium.

Prior to assuming his vice president role in 2020, Torres served three years as College of the Canyons' associate vice president of instruction. Previously held positions include instructional dean of the School of Mathematics, Sciences & Health Professions at College of the Canyons, vice president of academic affairs at Santa Ana College, department chairperson and tenured professor of chemistry at Moorpark College, and adjunct faculty member at Los Angeles City College.

Torres takes over leadership from Christina Espinosa-Pieb, De Anza's interim president since March 1, 2024. Espinosa-Pieb has worked at the college for more than 40 years and as vice president of instruction since 2008. This is her second stint as interim president, having stepped into the role during another leadership transition from July 2018 through June 2020.

Torres holds a bachelor's degree in chemistry from Texas A&M University, a master's degree in chemistry from the University of California, Los Angeles, and a doctoral degree in organizational leadership from the University of La Verne.



### **Christina Espinosa-Pieb**

Interim President, De Anza College

Christina G. Espinosa-Pieb has served as interim president of De Anza College since March 1, 2024. She was Foothill-De Anza's Board Representative to the League for Innovation in the Community College for many years.

Espinosa-Pieb has shown a commitment to diversity, equity and student success throughout a career that has spanned more than four decades at De Anza College.

As vice president of instruction from 2008-2023, Espinosa-Pieb led the college's academic divisions, which educate about 18,000 students each fall. She played a central role in the hiring and evaluation of faculty members and has been a strong voice for equity and diversity in hiring throughout her career at De Anza.

A first-generation college student herself, Espinosa-Pieb initially came to De Anza College as a community volunteer, working with disabled students. She was hired a few months later, in 1980, as a student employee of the Foothill-De Anza Community College District.

Over the next 18 years she worked in a variety of increasingly responsible positions – including administrative assistant, lead affirmative action representative, and coordinator of the Disabled Student Services Program – before becoming dean of academic services in 1999. In the dean's position she oversaw offices devoted to diversity and staff development, managed Learning in Communities (LinC) and Honors programs, led the tenure review process, and acted as the college's accreditation liaison officer.

During a leadership transition in 2003-04, she served as interim vice president of instruction before resuming her work as dean. She was selected for the permanent vice president of instruction position in 2008. During another transition, from 2018-2020, she served as interim president of the college, before returning to the vice president's office.

Espinosa-Pieb's story is one of determination, hard work and a desire to help others realize their potential and succeed. She learned about the benefits of a De Anza College education firsthand by taking classes at night while working full time, ultimately leading to her career in higher education.

Her initial goal in taking classes was to become a secretary in the college's Disabled Student Services Program. By the time she accomplished that goal, she'd become a devoted lifelong learner. She went on to earn a bachelor's of science degree in business administration from the University of Phoenix, then a master's degree in international and multicultural education from the University of San Francisco, both while working full time. She has completed all but her dissertation in Walden University's doctorate program in community college leadership.

Informed by the variety of positions she has held at De Anza, Espinosa-Pieb has been a strong advocate for the integration of instruction and student services to support student success and retention. For several years she also taught a course at the college, "Women of Color in the U.S.A."

Espinosa-Pieb grew up in Corning, a small town near Chico, California, with her parents and seven siblings in a three-bedroom, one-bath home. In these circumstances, she said, "communication and respect for others was an absolute necessity each day." As child number six, Espinosa-Pieb attributes her people skills, strong work ethic and love of multitasking to her upbringing.

She and her husband are longtime residents of Cupertino, where she is a member of the Rotary Club. Their two children graduated from De Anza College and transferred to the University of Southern California and the University of California, Berkeley.



**Christopher Dela Rosa**

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

Dr. Christopher F. Dela Rosa has been the vice chancellor of Business Services for the Foothill-De Anza Community College District since September 2024. Before joining Foothill-De Anza, he served nearly a decade as the Vice President of Administrative and Technology Services (Chief Business Officer) at Ohlone Community College District. With over 28 years of experience in higher education—14 of which are in community colleges—he has held roles as a professor, instructional dean, and administrator.

Dela Rosa brings deep expertise in budget and finance, contract administration, risk management, real estate, facilities planning, grants, information systems, and construction management. In his current role, he oversees the district's business policies, fiscal strategies, and compliance. He also advises the chancellor and Board of Trustees on financial planning and leads several key support services, including risk management, environmental health and safety, purchasing, and district police operations.

At Ohlone Community College District, Dela Rosa led the district's response to the challenges posed by the Student Centered Funding Formula. His strategy included a comprehensive plan built around three core elements: enrollment growth and cost control, non-apportionment revenue generation, and policy advocacy. He facilitated budget forums and information sessions to enhance transparency and stakeholder engagement, ensuring alignment with institutional goals.

Dela Rosa is actively involved in several statewide organizations. He currently serves as the Region 4 representative on the board of the Association of Chief Business Officers and has been re-elected for a second four-year term on the board of the Association of California Community College Administrators. Additionally, he sits on the Executive Committee of the Statewide Association of Community Colleges for property and liability management. He also contributes to various initiatives of the California Community Colleges Chancellor's Office, participating in taskforces and workgroups on behalf of ACBO, and serving as a peer reviewer for the Institutional Effectiveness Partnership Initiative.

Dela Rosa is committed to professional development and leadership, co-facilitating the ACBO Institute I and II programs, speaking at the Chief Information Systems Officers Certification program and the ACCCA Great Deans program, and mentoring new leaders through the ACCCA Mentorship program.

Dela Rosa holds a doctorate in management from the University of Phoenix, a master's degree in engineering, and dual bachelor's degrees in computer engineering and electronics and communications engineering from Mapúa University in the Philippines. He also earned an Executive Certificate in Business Administration from the University of Notre Dame.

**Dianna Rose**

Vice Chancellor Human Resources and Equal Opportunity  
Foothill-De Anza Community College District

Dianna Rose has been the vice chancellor of Human Resources and Equal Opportunity for the Foothill-De Anza Community College District since September 2024.

She is a dynamic executive with extensive leadership experience within a 26-year career in human resources and employee relations and has served as the chief negotiator in educational institutions, municipalities, and private sector.

Prior to coming to Foothill-De Anza, Rose served as the vice president of Human Resources and EEO at Hartnell College. Her tenure at Hartnell College began with labor contracts that had already expired. True to her values, she promptly established collaborative relationships with the constituency groups and labor leaders that led to successfully negotiating contracts for all three unions using an interest-based approach. Rose's success in working with all constituent groups is based in her commitment to principled leadership. She recognizes the importance of developing and maintaining relationships built on trust, integrity, and respect. Rose's passion, which comes from her love of sports and athletics, is developing a culture where collaboration, equity and inclusion is valued. She excels as an effective communicator in highly diverse environments, especially during challenging times.

Prior to Hartnell, Rose exemplified servant leadership while serving as interim chancellor, while still performing duties as the Senior Vice Chancellor of Administrative and Student Affairs at the San Francisco Community College District. She also served as Deputy Chancellor of Human Resources, Compliance, Risk Management & Public Safety, and Vice Chancellor of Human Resources at City College of San Francisco. Prior to City College of San Francisco, Rose was the Vice President of Human Resources and Risk Management at San Joaquin Delta Community College in Stockton, California.

Rose holds a Juris Doctor from University of Utah College of Law, a Master of Business Administration in human resources management with an emphasis in training and organizational development from Westminster College in Salt Lake City, and a bachelor's degree in business administration from the University of Phoenix.

Rose was born in Tachikawa, Japan, while her father was serving in the United States Air Force, where he met and married her mother. She is most proud of her two children and their partners, who are accomplished professionals in public service.

**Jory Hadsell**

Vice Chancellor, Technology  
Foothill-De Anza Community College District

Dr. Jory Hadsell is a distinguished leader in information and educational technology, currently serving as vice chancellor for two prominent community colleges in Silicon Valley. He plays a significant role in statewide leadership, acting as the executive sponsor for the California Virtual Campus-Online Education Initiative, the largest higher education digital learning and online course sharing network in the United States. Hadsell also contributes as a member of the leadership team for the Common Cloud Data Platform Demonstration project for the California Community Colleges, which serves over two million students across 116 colleges annually.

Previously, Hadsell excelled as the executive director of the CVC-OEI, where he revolutionized existing business processes with the creation of the CVC Course Exchange. This initiative facilitated cross-institutional enrollment across over 60,000 course sections, significantly reducing the time to degree completion for California community college students.

Additionally, the California Community Colleges Chancellor's Office has selected Foothill-De Anza as the principal partner to lead the state's new Digital Center for Innovation, Transformation, and Equity. This center will serve as a collaborative platform for digital transformation and innovation, acting as a testing ground for emerging technologies and industry-educator partnerships. As Vice Chancellor of Technology, Hadsell will be the managing executive of the Digital Center.

Hadsell's academic roles span various capacities at both community colleges and universities, including positions as adjunct faculty, tenured professor, and administrator at institutions such as the Los Rios Community College District, Sierra College, and Drexel University.

Before transitioning to educational technology, Hadsell gained valuable experience in the private sector with Paramount Stations and Viacom/CBS in local media markets. He also successfully managed his own media production company and taught broadcast and media production courses as college faculty.

Hadsell is an active member of several advisory committees and boards, including the California Community Colleges Telecommunications and Technology Advisory Committee, the Campus Technology Events Advisory Board, and the Chief Information Systems Officers Association, where he serves as a Northern Region Representative. He is also the Past Chair of the WCET Steering Committee and a member of the WCET Executive Council. He frequently presents at conferences and panels, most recently at the Futures Summit led by the California Community College Chancellor's Office.

Throughout his career, Hadsell has been dedicated to modernizing, stabilizing, and expanding technology-related capabilities to enhance learner experiences, increase efficiency, and innovate beyond traditional delivery paradigms. His passion lies at the intersection of technology and support for student learning, particularly in online education, personalization, and cross-institutional collaboration.





### **Anu Khanna**

Interim Vice Chancellor, Organizational Effectiveness and Engagement  
Foothill-De Anza Community College District

Dr. Anu Khanna is currently the interim vice chancellor for organizational effectiveness and engagement. In her role, she has the responsibility for developing long-range strategic plans, ensuring compliance with regulatory policies, and enhancing employee engagement and development programs while also leading the district's public affairs and governmental relations, international student programs, and district enrollment management coordination efforts.

Previously, Khanna served for two years as the senior advisor to the chancellor for reimagining Foothill-De Anza, a position which was charged with establishing a districtwide enrollment management committee, evaluating options for a new budget allocation model, and exploring strategies and creating plans for a reimagined district that would help to improve the student and employee experience. Khanna identified key priority areas and launched projects aimed at improving budget and resource allocation, enrollment management, business processes/ systems alignment, and shared governance and labor relations.

Khanna joined Foothill-De Anza in 2000 as a full-time faculty member in De Anza College's International Studies and Communication Studies departments. In addition to teaching, she has served in a variety of academic leadership roles during her time at the college, including department chair, curriculum co-chair, division scheduler, project director and curriculum coordinator for the college's IMPACT-AAPI grant, co-coordinator of the Learning in Communities program, and Guided Pathways Villages co-lead.

She has also served in statewide roles as a Partnership Resource Team member for the California Community Colleges Institutional Effectiveness Partnership Initiative and Code Alignment Project Consultant for the Academic Senate for California Community Colleges. Prior to working at De Anza College, Khanna worked for the Chair Academy, in the Maricopa Community College District, developing leadership training for academic leaders.

Khanna holds a doctorate in communication from Arizona State University with an emphasis in organizational and intercultural communication, a master's degree in communication from the University of Wisconsin-Milwaukee, and a bachelor's degree in speech communication from the University of Illinois.



### **Teresa Ong**

Associate Vice President, Workforce & CTE Programs, Foothill College  
Board Representative, League for Innovation in the Community College

Teresa Ong is the associate vice president of Workforce & CTE Programs for Foothill College. She is driven by the personal experience of her father's mid-career unemployment during her childhood. Witnessing the lack of resources to help her family, Ong deeply understands the impact of workforce and career and technical education (CTE) programs. She is one of the architects of the Bay Area partnership, helping diverse students launch careers in cloud

computing through a partnership with Amazon Web Services. Ong is committed to creating educational access to quality jobs, especially for adults and mid-career professionals.

## FACULTY, STAFF AND STUDENT LEADERSHIP

While not a comprehensive list, below are examples of the state and national leadership positions held by Foothill-De Anza faculty, staff, administrators and students.

**Jennifer Brook**, executive director, International Students Program

- Member, Northern California District Export Council

**Randy Bryant**, dean of Career Technical Education, De Anza College

- Silicon Valley Clean Cities Board Member
- North County Adult Education Consortium Board Member

**Courtney Cooper**, 2016-17 Foothill College Student Trustee

- 2017-18 Student Senate for California Community Colleges President

**Alicia M. Cortez**, retired dean, Equity and Engagement, De Anza College

- 2022-present Member, Board of Trustees, Gavilan College

**Mayra Cruz**, retired Child Development and Education instructor, De Anza College

- 2009-20 Member, Board of Trustees, San José-Evergreen Community College District

**Dolores Davison**, History instructor, Foothill College

- 2020-22 Academic Senate for California Community Colleges President
- 2018-20 Academic Senate for California Community Colleges Vice President
- 2022-24 Curriculum Director, C-ID Course Identification Program
- 2024-present Curriculum Director, Competency Based Education (ASCCC)
- 2024-present Northern California Ambassador, Faculty Association for California Community Colleges
- 2021-present Member, Board of Directors, California Community College Baccalaureate Association

**Rachel Homayonfar**, 2021-22 Foothill College student trustee

- Member, Association of Community College Trustees Student Trustee Advisory Committee

**Shagun Kaur**, ZTC grants coordinator, tenure coordinator, De Anza College

- 2018-present Project Facilitator, Academic Senate for California Community Colleges Open Educational Resources Initiative
- 2023-present Member, Community College Consortium for Open Educational Resources Research & Impact Committee
- 2022 Community Adviser, 20 MM, Soparks Grants

**Judy C. Miner**, former chancellor, Foothill-De Anza Community College District

- Chair, Advisory Committee on Legislation for the Community College League of California
- Member, Economic and Workforce Development Advisory Committee for the California Community Colleges
- Member, California Community College Baccalaureate Association
- Expert Advisor, California Council on Science and Technology
- Member, Silicon Valley Leadership Group Board
- Member, Silicon Valley Community Foundation Board
- Member, University of San Francisco Board of Trustees
- Member, Bay Area Council Economic Institute
- Member, Year Up Board of Directors
- Member, College Board's Community College Advisory Panel

**David Marasco**, Physics instructor, Foothill College

- Member, Board of Directors of the American Association of Physics Teachers

**Nicole Nguyen**, 2023-24 Foothill College Student Trustee

- 2023-24 Student Representative, Association of Community College Trustees Student Representative

**Cheryl Owiesny**, Physical Education/Kinesiology instructor, De Anza College

- Member, United Soccer Coaches National Awards Committee
- National Chair, Community College Women's Soccer All America Committee
- National Chair, Community College Women's Soccer Scholar-All American Committee

**Chamu Palaniappan**, 2022-23 Foothill College student trustee

- Member, Association of Community College Trustees Student Trustee Advisory Committee

**Andrea Saldana**, De Anza student, La Voz managing editor 2022-2023

- 2023-24 Northern California representative to the Journalism Association of Community Colleges

**Marisa Spatafore**, associate vice president, communications and external relations, De Anza College

- Vice President and former President, Cupertino Chamber of Commerce

**Pierce Tao**, 2022-23 De Anza student trustee

- Member, Association of Community College Trustees Student Trustee Advisory Committee



**Ken Weisner**, English instructor, De Anza College

- Coordinator, League for Innovation in the Community College Literary Awards
- Editor, Red Wheelbarrow Literary Magazine
- Co-Coordinator, Red Wheelbarrow Poetry Prize
- President and Project Director, Right to Write Press

**Gilbert Wong**, Foothill-De Anza Trustee 2016-2024

- At-large member, Association of Community College Trustees Board of Directors
- ACCT Board of Directors Pacific Regional Chair

**Hyon Chu Yi-Baker**, associate dean, student affairs, De Anza College

- Chair, Santa Clara County Human Rights Commission
- Member, Board of Trustees, Gilroy Unified School District

**Nicky González Yuen**, retired Political Science instructor, De Anza College

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







## COMMITMENT TO THE LEAGUE





## STATEMENTS 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 September 9, 2024, with a unanimous vote in favor of adopting the following statement:

The Board of Trustees is 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 and beyond.

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

### **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, and student organizations. The Chancellor's Advisory Council reaffirmed its commitment to the League on October 14, 2024:

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 College and De Anza College. 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. Foothill College Associate Vice President, Workforce & CTE Programs, Teresa Ong serves as the district's League Board representative and consistently attends the spring and fall meetings as well as many League conferences, and De Anza College's Interim President Christina Espinosa-Pieb served in an active capacity as the district's League Board representative for many years prior to Teresa Ong assuming the role.

### Executive Leadership Institute Presentations

#### 2020

"Developing Strong Internal Relationships"

Judy C. Miner, Ed.D.

#### 2021

"Reimagining Foothill-De Anza: Toward a more student-centered, equity-minded district"

Judy C. Miner, Ed.D.

#### 2022

"Developing Strong Internal Relationships"

Judy C. Miner, Ed.D.

#### 2023

"The First 90 Days"

Lee D. Lambert, J.D.

#### 2024

"The First 90 Days"

Lee D. Lambert, J.D.

### Innovations Conference Presentations

#### 2018

"Opening Session – Inclusion, Collaboration, and Innovation"

Judy Miner, Chancellor, Foothill-De Anza Community College District  
Christina Espinosa-Pieb, Vice President of Instruction, De Anza College

"The Power of Access on the Pathway to Completion"

Christina Espinosa-Pieb, Vice President, Instruction, De Anza College

"Revolutionizing Educational Planning and Guided Pathways at Foothill College"

Denise Swett, Vice President, Student Services, Foothill College

**“Academic Coaches: A High-Touch Approach to Student Success”**

Denise Swett, Vice President, Student Services, Foothill College

Janet Weber, Counselor, Student Services, Foothill College

**“Contracting Out Student Health Services to a Professional Medical Provider”**

Denise Swett, Vice President, Student Services, Foothill College

Laureen Balducci, Associate Vice President, Student Services, Foothill College

**“Identifying Success Strategies for Community College Students via Mobile App”**

Lori Silverman, Professor, Mathematics, Foothill College

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

Denise Swett, Vice President, Student Services, Foothill College

**“Using Online Orientation to Support Distance Learners and Gen Z Students”**

Denise Swett, Vice President, Student Services, Foothill College

**2019****“GENERATIONS: Addressing Campus Behavioral Challenges of Generation Y Students”**

Janet Weber, Dean, Veterans and Disability Resource Centers, Foothill College

**“Academic Coaching Program: A High-Touch Approach to Student Success”**

Janet Weber, Dean, Veterans Resource Center and Disability Resource Center, Foothill College

**“Their Space @ Their Pace: Shaping Student Success”**

Jessica Hurtado, Coordinator, Online Student Services and Outreach, Online Education Initiative, Foothill-De Anza Community College District

Bonnie Peters, Chief Student Services Officer, Online Education Initiative, Foothill-De Anza Community College District

**“Sharing to Grow: How Institutional Partnerships Benefit Students”**

Patricia James, Consultant, Online Education Initiative, Foothill-De Anza Community College District

LeBaron Woodyard, Dean, Academic Affairs, Foothill-De Anza Community College District

Jory Hadsell, Executive Director, Online Education Initiative, Foothill-De Anza Community College District

**“Jumpstart Into STEM: Where Are Our Underrepresented STEM Students?”**

Yvette Campbell, Director, STEM Success, De Anza College

Khoa Nguyen, Counselor, Math Performance Success, De Anza College

**2020****“General Session Keynote”**

Martha Kanter, former Foothill-De Anza Chancellor

**“Vice Presidents Track Agenda: Case Study: Equity, Diversity, and Inclusion Theme”**

Christina Espinosa-Pieb, Interim President, De Anza College

**“Collaboration and Student Belonging in a New, Fully Online Mathematics Learning Experience”**

Nicole Gray, Faculty, Mathematics, Foothill College

“Ingredients and Recipe for Starting a Symposium on Your Campus”

Benjamin Stefonik, Instructor, Psychology, Foothill College

“Cloud Computing and the Future of Work: Innovating With AWS”

Judy Miner, Chancellor, Foothill-De Anza Community College District

Teresa Ong, Associate Vice President, Foothill College

“Navigating Competitive Waters in Search of Collaboration and Economies of Scale”

Teresa Ong, Associate Vice President, Workforce Development, Foothill College

## 2021

“Passport to Success: Creating Equity for International Students Online”

Amy Leonard, Instructor, English, De Anza College

Ines Cordoba Robyn, Interim Program Coordinator, International Students, Foothill-De Anza Community College District

Denica Kelly, Counselor, International Students, Foothill-De Anza Community College District

“Representation Matters: Closing the Opportunity Gap Through Storytelling”

Miloni Gandhi, Faculty, Workforce, Foothill College

“Retention Support Services: Changing the Dogma of Academic Probation”

Patricia Del Rio, Program Coordinator, Retention Support Services, De Anza College

Janet Weber, Counselor, De Anza College

Sushini Chand, Student Success Specialist, De Anza College

## 2022

“Punitive Probation Is Passe: Compassionate Retention Is Here to Stay”

Laureen Balducci, Dean, Counseling, Disability Support Programs and Services, and Title IX, De Anza College

Janet Weber, Counselor, Foothill College

“It Takes a Village: Facilitating Institutional Change”

Anu Khanna, Villages Co-Lead, and Faculty, Communication Studies and Intercultural Studies, De Anza College

Brian Malone, Villages Co-Lead, and Faculty, English, De Anza College

Sarah Wallace, General Lead, Guided Pathways, De Anza College

## 2024

“Evolution of Learning Communities in a Post-Pandemic Era”

Anu Khanna, Senior Advisor to the Chancellor, Foothill-De Anza Community College District

Kristin Skager, Dean, Language Arts, De Anza College

“Scaling Humanized Online Teaching in STEM Statewide”

Michelle Pacansky-Brock, Lead Principal Investigator, Scaling Humanized Online Teaching in STEM, Foothill-De Anza Community College District

“Building High-Performing Teams in Two Organizations”

Lee Lambert, Chancellor, Foothill-De Anza Community College District



**“Steering Change During Leadership Transitions”**

Anu Khanna, Senior Advisor to the Chancellor, Foothill-De Anza Community College District

**“Adapting and Innovating Alongside AI”**

Lee Lambert, Chancellor, Foothill-De Anza Community College District

**“Emerging Technologies Institute at Foothill College”**

Zach Cembellin, Interim Division Dean, STEM, Foothill College

Konstantinos Kalaitzidis, Coordinator, Emerging Technologies Institute, Foothill College

**Innovations of the Year****2019-2020****“Student and Faculty Online Learning Resource Hubs”**

De Anza College

Innovators: Brandon Gainer, David Garrido, Heidi King, Lorrie Ranck, Jenny Vela

The Online Learning Center developed two comprehensive Online Learning Resource Hubs for students and faculty, with extensive tools to help ensure success in the online environment. The Student Resource Hub includes guides to using the Canvas learning management system and other key tools, with both Quick Start and comprehensive Zoom guides. The hub also features online orientation information and links to obtain live technical support from library experts as well as an Online Learning Success Tips video, produced by the Office of Communications. Using similar features in the Faculty Resource Hub, Online Learning Center staff, working with the Office of Professional Development, were central in ensuring the successful transition of 16,000 students as well as 80 percent of all classes—1,200 in winter quarter and 1,000 in spring—to online formats during the pandemic. Previously, only about 20 percent of these classes were taught online. In the month prior to spring quarter, more than 600 faculty and staff participated in online training.

**2023-2024****“The Physics Show: Engaging the Public in Physics Education and Funding Title 1 School Outreach”**

Innovators: Frank Cascarano, Faculty, Physics; David Marasco, Professor, Physics; Christy Moore, Coordinator, Campus Facilities

The Physics Show, founded in 2007, is a live performance during which two physics professors, the theater manager, and college students perform hands-on physics demonstrations with engaging and lighthearted commentary to educate the general public about basic physics principles. The professors volunteer their time, and the college donates the use of the facilities. With 24 sold-out shows a year for the general public, The Physics Show engages about 20,000 people annually. The revenue from ticket sales is used to bring about 4,000 students from Title 1 schools to the show each year. For many students, it is their only field trip of the year. In addition to the show, the college provides transportation, lunch, a t-shirt, and a tour of the college for each young learner. For nearly two decades, The Physics Show professors have been getting young students excited about science and encouraging them to pursue education. While the impact is immeasurable, one direct result is that most Foothill College STEM students who help with the Physics Show each year attended as kids. They embody the pay it forward community engagement spirit of the Physics Show.

## League Excellence Awards

### 2018-19

De Anza College

Brandon Bailey, Writer and Editor, Communications

Edwin Carungay, Multimedia Coordinator, Communications

Larry Ching, Web Support Technician, Communications

Alex Harrell, Web Administrator, Communications

Lydia Hearn, Instructor, English

Steven Nguyen, Multimedia Producer, Communications

George Robles, Supervisor, Extended Opportunities Programs and Services

Iman Seale, Communications Associate, Communications

Marisa Spatafore, Associate Vice President, Communications and External Relations

Lori Susi, Graphic Designer, Communications

### 2019-20

De Anza College

Heidi King, Instructional Designer, Online Education Center

Mary P. Pape, Instructor, CIS

Mehrdad Khosravi, Instructor and Department Chair, Mathematics

Tina Lockwood, Coordinator, Furniture, Fixtures and Equipment, College Operations

Yvette Campbell, Director, STEM Success Program

Foothill College

Benjamin Stefonik, Instructor, Psychology

Kennedy Bui, Supervisor, Assessment Center

Kimberly Escamilla, Instructor, English

Ram Subramaniam, Division Dean, STEM

Samuel White, Instructor, English

Tracee Cunningham, Counselor

### 2020-21

De Anza College

Melinda Hughes, Faculty Assistant Director, Extended Opportunity Programs and Services

Anita Muthyala-Kandula, Dean, Biological, Health, and Environmental Sciences

Kim Te, Coordinator, Academic Scheduling

Casie Wheat, Supervisor, Assessment Center

### 2021-22

De Anza College

Brandon Bailey, Writer/Editor

Jennifer Mahato, Director, College Operations

Rosafel Nogra, Director, Student Health Services

Kim Palmore, Instructor, English

**2022-23**

De Anza College

Dave Capitolo, Instructor, Automotive Technology

Claudia Guzman, Program Coordinator II, Professional Development

Abdel-Moaty Fayek, Dean, Business, Computer Science and Applied Technologies

**2023-2024**

De Anza College

Diana Argabrite, Museum Programs Coordinator, Euphrat Museum of Art

Brandon Gainer, Instructor, Communication Studies

Nazy Galoyan, Dean, Enrollment Services

Patty Guitron, Co-Coordinator, Guided Pathways

Foothill College

Chris Allen, Dean, Apprenticeship Programs

Hilda Fernandez, Professor, English

Dokesha Meacham, Counselor and Instructor, Counseling

Tiffany Rideaux, Faculty, Psychology, and Co-Coordinator, Umoja

Phuong Tran, Coordinator, Apprenticeship Programs

Brandon Younger, Co-Coordinator, Umoja

**Student Competitions**

The district hosted the League's Student Art Competition in 2017, attracting 93 entries from League colleges. Students from Foothill and De Anza regularly participate in the League's art and literary competitions.

**Student Literary Competition****2018-19**

Third Place, Short Story: Arthur Arboleda, De Anza College

**2021-22**

Third Place, Poetry: Julian Parayno-Stoll, De Anza College

**2022-23**

Second Place, Poetry: Kim Johnson, De Anza College

Second Place, Short Story: Kim Johnson, De Anza College



## League Publications

“Faculty Voices Project Video: Kate Jordahl, Foothill”

Faculty Voices Project Video, 2017

“College Makerspaces Develop Innovation-Ready Graduates”

By: Karen Fraser-Middleton

Innovation Showcase, January 2019

“Untangling Academic Transformation through Untethered, Equitable Professional Development”

By: Michelle Pacansky-Brock

Leadership Abstracts, January 2019

“Food, Shelter, and Transportation: Assisting College Students With Basic Needs”

By: Rob Mieso

Project Highlight, December 2019

“De Anza College’s CAN/DID Inclusion Series”

By: Brandon Bailey

Project Highlight, July 2021

“De Anza College: Meeting Students Where They Are”

By: Brandon Bailey

Project Highlight, December 2022

“Emerging From the Pandemic: Ensuring Support for Student Development in Community Colleges”

By: Moaty M. Fayek

Learning Abstracts, May 2023

“Serving Incarcerated Students Through an Aligned Partnership”

By: Miloni Gandhi and Teresa Ong

Learning Abstracts, August 2023

“Foothill-De Anza Community College District: A Creative Approach to Increasing Access to Internships”

By: Miloni Gandhi

Member Spotlight, May 2024

“Teaming to Drive Organizational Change”

By: Teresa Ong

Leadership Abstracts, July 2024







## STATE AND NATIONAL RECOGNITION





Foothill-De Anza Community College District is proud that its programs, students, and faculty and staff regularly receive regional, state and national recognition for excellence and innovation. The following is a sampling of honors received in the past five years.

## 2024-25

The Cupertino Chamber of Commerce named Mike Appio, chair of the Design and Manufacturing Technologies Department, as a STAR Award winner for De Anza College Educator of the Year. The STAR Awards honor individuals and businesses who have made outstanding contributions to the community.

Foothill College and De Anza College were recognized in the Campaign for College Opportunity's 2024 Excellence in Placement report for student success in completing transfer-level English and math during the 2022-23 academic year. The annual report recognizes community colleges that are helping students reach their goals through equitable placement practices implemented under the state legislation known as AB 705.



- Foothill College ranked at the top of all 116 California community colleges for its 82.3 percent success rate in students completing transfer-level math within one year of their initial enrollment in a math course and its 90 percent success rate in Black students completing transfer-level English within one year of their initial enrollment in an English course.
- De Anza's 81.4 percent success rate earned it the second place spot in the transfer-level math category, and the college also earned a second place ranking for its 81.2 percent success rate in students completing transfer-level English within one year of their initial enrollment in an English course.

All 15 nursing students who took the state Board of Registered Nursing NCLEX licensing exam over the summer achieved passing scores, continuing a tradition of impressive pass rates by students in De Anza's program.

De Anza's Pride Center received a "Catalyst Award" in September from the National Association of Higher Education Systems, extending an earlier grant provided to the HEFAS program. The award provides grant funds that can be used to support paid student positions at the Pride Center, through the Foothill-De Anza Foundation, under a fellowship model pioneered by the HEFAS program to enable hiring students who might be ineligible for other paid jobs due to their citizenship status. This will provide students with an opportunity to earn money for college and gain valuable work experience in a space that recognizes and affirms their identities.

De Anza faculty member Mark Sherby was quoted by USA Today in an online feature about the nationwide housing market, published in July 2024. Sherby was one of four experts who shared their insights in the article about housing affordability and related economic trends in all 50 states. Sherby, who is chair of De Anza's Real Estate Department, also teaches courses in Computer Science and Information Systems.

De Anza's Vasconcellos Institute for Democracy in Action was featured in a June 2024 report on ways that colleges and universities can make meaningful contributions in their local communities. The report, "Restoring the Public Purpose of America's Urban Universities," was published by the Netter Center for Community Partnerships at the University of Pennsylvania. A chapter of the report focuses on VIDA's work in preparing students to become agents of change in their communities – and beyond – through internships that emphasize social justice, community organizing and leadership development. The chapter was authored by Angélica Esquivel, program coordinator at VIDA, Brenda Romero Carrillo, program coordinator for the California Youth Leadership Corps, and Cynthia Kaufman, faculty director at VIDA.

**2023-24**

Foothill music instructor Robert Hartwell was invited to serve as pre-performance lecturer for the San Francisco Opera's production of "The Magic Flute." Hartwell has been a guest lecturer for the opera for several decades and his presentations have been lauded for making opera more accessible to all concert goers.

Foothill College was voted the best community college in the 2024 Best of the Peninsula Readers' Choice Awards by the Bay Area News Group.

De Anza student Aurelio Cardenas, a history major participating in De Anza's Rising Scholars program, was selected for a paid summer internship with the Martin Luther King Jr. Research and Education Institute at Stanford University. The institute is working with the Atlanta-based King Center to compile and publish a comprehensive, 14-volume collection of the papers of Martin Luther King Jr.

The Mountain View Chamber of Commerce recognized Executive Director of the Krause Center for Innovation Gay Krause with a Lifetime Achievement Award at the Celebration of Leaders & ATHENA Awards. Krause was selected for the honor for founding both the Krause Center for Innovation and the Mountain View/Los Altos/Los Altos Hills Challenge team, working on several non-profit boards, and acting as a mentor to many women, both as students and in the education field.



De Anza's Kai Burich won a gold medal in the hammer throw while his teammates in men's and women's track and field made a strong showing during the annual California Community College Athletic Association (3C2A) state championship event held in May. The De Anza men's team finished at the top for Northern California and placed fourth overall, while the women's team placed in the top five for the region and 13th overall.

De Anza Social Sciences and Humanities Dean Elvin Ramos was selected for the 2024-2025 cohort of Stanford University's Education Partnership for Internationalizing Curriculum Community College Faculty Fellowship program.

The Foothill College men’s and women’s swim teams both placed second at the Coast Conference Championships. For the women’s team, Olivia Khan won all three of her individual events, making her the Coast Conference Champion in the 500 Free, 100 Back and 200 Back. She was also honored as the co-MVP female athlete of the CCC. Sonia Khan won two out of three individual events, making her the Coast Conference Champion in the 100 Fly and 200 Fly. The 200 Fly swim broke the Foothill College school record. The team also placed first in the 400 Free Relay and second in the 200 Free, 200 Medley, and 400 Medley relays. The 200 Free relay and the 200 Medley relay were both new Foothill College school records.

Theatre Arts instructor Tom Gough was nominated for a Bay Area Theatre Critics Circle Award for Best Comedy Performance in a Small Theatre for his portrayal of Gaston in Steve Martin’s, “Picasso at the Lapine Agile” at The Los Altos Stage Company last season.



## Tom Gough Receives Nomination!



De Anza journalism students took home 37 awards at the Associated Collegiate Press Spring National College Media Conference held in La Jolla. The Journalism Association of Community Colleges recognized the student newspaper with the Pacesetter Award for print media, Newspaper General Excellence Award, and Online General Excellence Award. La Voz also placed eighth in the national Best of Show Award from the Associated Collegiate Press. In addition, students were recognized in 33 other award categories by the Journalism Association of Community Colleges and the California College Media Association.

S&P Global Ratings affirmed its AAA long-term rating on Foothill-De Anza’s general obligation bonds. The firm cited the district’s broad and diverse economy, high general fund reserves, experienced management team and stable board, and flexibility in managing program costs in response to fluctuations in enrollment and funding as factors underlying the rating. Moody’s Ratings also assigned its highest rating, Aaa, to the district’s bonds based on “the likelihood that the district’s financial position will remain healthy given management’s conservative budgeting practices and that the district will continue to benefit from an exceptionally large and diverse tax base.”

De Anza Financial Aid Coordinator Mayra Godoy-Rodriguez was recognized with a statewide Making a Difference award for her work on behalf of foster youth at the annual California Community Colleges Student Financial Aid Administrators Association conference.

Foothill student Dashiell Meier was invited to speak at the United Nations in New York for World Down Syndrome Day. The topic was Health Equity for People with Disabilities.

A photo series taken in Oaxaca, México, from 2019-2023 earned De Anza Senior Graphic Designer Edwin Carungay a spot as a Texas Photographic Society National Photography Award Finalist. Carungay’s “Emoji and Mezcal” was selected as a Leica Master Shot and has been added to the Leica Fotografie International Gallery’s list of editor favorites.



De Anza English instructor Francesca “Chesa” Caparas was selected as a Fulbright Scholar Alumni Ambassador for the 2024-2026 term. Her “dedication to scholarly excellence and commitment to fostering international collaboration and understanding” were cited by the Institute of International Education as reasons Caparas was selected for the competitive alumni leadership program. As an ambassador, she will represent the college by sharing her Fulbright experience at workshops and conferences and by promoting Fulbright grants to other faculty members. Caparas received the prestigious Fulbright scholarship in 2021-2022 to pursue her project “Like Us on Facebook: Shifting Discourses of Digital Literacy in the Philippines.”

De Anza English instructor Lita Kurth published a new book for aspiring writers and anyone who wants to unlock their inner storytelling abilities. “One Creative Writing Prompt a Day” provides a year’s worth of daily prompts designed to boost creativity as well as sharpen basic writing skills, including description, exposition, narration, dialogue, plot and more. Her new book is published by Callisto and distributed by Simon and Schuster.

The 6000 Circle Project, a collaborative exhibition at Arc Studios and Gallery in San Francisco, included art history instructor Cynthia Brannvall’s large-scale textile sculpture “Roar,” and two smaller circle works, “Pretty in Pink” and “Collar.” In addition, Brannvall’s mixed media work was featured in the Art of the African Diaspora exhibit at the Gray Loft Gallery in Oakland.

De Anza’s women’s badminton team was designated this winter as a California Community College Athletic Association Scholar Team. Team members were recognized for their performance in the 2022-2023 academic year, during which they won their fourth state championship and achieved a cumulative team GPA of 3.66.



In her role as California Community College Trustees Board member, Foothill student trustee Nicole Nguyen joined Community College League of California President and CEO Larry Galizio and Student Senate for California Community Colleges President Cassandra Flandre-Nguyen for an episode of CCLC’s “Leading Community Colleges in California” podcast series.

De Anza’s student newspaper, La Voz, received a \$1,500 equipment grant from the California Press Foundation, a nonprofit that “aims to ensure the future and integrity of California journalism through education and professional support.”

De Anza Film/TV alum Sean Wang was nominated in January for an Oscar in the documentary short film category for his film, “Nai Nai & Wai Pó” (the title means paternal grandma and maternal grandma). The film also received the Grand Jury Prize and Audience Award for documentary short at the 2023 South by Southwest Film Festival. Also in January, Wang’s first feature film, “Didi,” received the Audience Award in the U.S. dramatic category at the 2024 Sundance Film Festival. Wang graduated from De Anza in 2014 and from University of Southern California’s School of Cinematic Arts in 2016.

The work of Foothill ceramics instructor Andy Ruble was featured in MK Contemporary Art’s “Selections: Rydell Visual Arts Fellows 2006-2021.” The exhibit includes artworks from 23 Rydell award recipients. Andy was a Rydell recipient in 2010.

Foothill art history instructor Cynthia Brannvall was selected to participate in the Community College Art Museum Leadership Convening: A Gathering to Foster Collaboration and Expand an Understanding of American Art on Two-Year Campuses. The Housatonic Museum of Art, in collaboration with the Dennis Museum Center and other partners, was awarded a \$25,000.00 grant from Funded by the Terra Foundation for American Art to organize this event. This is the first-ever gathering of community college art museum and gallery leaders from across the country.

The Office of Communications won a gold Medallion Award from the National Council for Marketing and Public Relations, which gave its top award for logo wear to the design for De Anza’s 2023 Welcome Day T-shirts. The shirts were created by senior graphic designer Edwin Carungay and feature a custom design for each Guided Pathways Village. The office also won two bronze Medallion Awards for the college’s Community Education Summer Academy Catalog and VTA bus advertisements.





Former Foothill Middle College student Molly Tuttle's "City of Gold" won the Grammy Award this year for Best Bluegrass album. In 2023, Tuttle won her first Grammy for Best Bluegrass Album for "Crooked Tree" and also received a nomination for Best New Artist. While at Foothill, Tuttle attended music technology classes in songwriting and music business.

Foothill economics instructor Brian Evans was recognized by University of Chicago students as an Outstanding Educator. Every year, newly admitted UChicago students have an opportunity to nominate an educator who played a significant role in their education.

Foothill College Veterans Resource Specialist Julie Brown was recognized as a Paul Harris Fellow by the Los Altos Rotary for her service to student veterans.

On Dec. 2 at home, the Foothill College Owls capped off their perfect regular season with an American Division Championship. The 35-22 win over the Monterey Peninsula College's Lobos in the American Division Bowl gave the Owls their first undefeated season (11-0) in Foothill football history.

Two members of the De Anza community had photos selected for display at the De Young Museum in San Francisco, as part of the prestigious De Young Open exhibition. Edwin Carungay, the design coordinator for the Office of Communications, submitted "Las Curas Verde." Lisa Teng, part-time photography instructor, submitted "The Landscape Within." The annual exhibit, which was first launched during the COVID-19 pandemic, curates work by some of the best artists across the Bay Area. This year, out of 7,776 submissions, only 887 works were chosen.

Foothill history instructor Dolores Davison and De Anza English instructor Karen Chow, members of the Racial Equity Commission for the California Community Colleges, are featured in a special issue of USC Race and Equity Center's Solutions Briefs series "Avenging for Equity: Race-Conscious Leaders Transforming California Community College Pathways." In the section titled Guided Pathways Pillar 4: Ensure Learning, Davison and Chow share ways to help students co-create their learning space, encourage departmental discussions that involve critical introspection and data transparency, create a humanized syllabus, and use culturally relevant curriculum.

The National Association for Community College Entrepreneurship presented Chancellor Lee Lambert with the 2023 Entrepreneurial President of the Year award. The award, given to Chancellor Lambert for his work at Pima Community College, honors leaders who have successfully championed entrepreneurship education, inspired students and faculty, and fueled the entrepreneurial spirit within their college or university.

Students in De Anza's Journalism program took home an impressive 27 awards after attending the Journalism Association of Community Colleges NorCal Conference in October at San Francisco State University. The De Anza students won 24 awards for work published over the past three quarters, and three more awards for "on-the-spot" contests held on the day of the conference.

The Aspen Institute announced that De Anza College is one of 150 community colleges in the nation eligible to compete for the 2025 Aspen Prize for Community College Excellence, a \$1 million prize awarded every two years. The top 150 colleges were identified based on an analysis of metrics related to retention, completion, and transfer; improvement in performance over time; and equity in performance outcomes for underrepresented students of color and low-income students. De Anza was also invited to compete for the Aspen Prize in 2019 and 2021.

De Anza Nursing students had a first-time pass rate of 100 percent on the latest state Board of Registered Nursing NCLEX licensing exams, according to results released in October.

In addition to those students who were taking the test for the first time, a majority of students who were retaking the test also passed, bringing the program's overall pass rate to 94.2 percent.



Education Design Lab, a national nonprofit that co-designs, prototypes, and tests education-to-workforce models, named Chancellor Lee Lambert the inaugural recipient of the Kathleen deLaski Innovator Award during its 10th anniversary celebration in Washington, D.C. The new award honors “systemic disruptors who bring equity to the pursuit of opportunity and whose efforts show evidence of the shift toward skills-based, learn-and-earn models the Lab seeks to realize,” according to the Education Design Lab’s press release.

S&P Global Ratings affirmed Foothill-De Anza’s AAA rating on its general obligation bonds, citing the “district’s rebounding enrollment base, high transfer rates, strong student success metrics, and solid management practices.” The AAA rating is the highest issued by S&P and can be compared to an individual receiving a perfect credit score.

Foothill Professional Development Coordinator Michelle Pacansky-Brock and Dean of Online Learning Lené Whitley-Putz participated in a workgroup that contributed to the October 2023 California Competes report “Reimagining Online Education in California: A Roadmap for Advancing Access and Quality.”

The Santa Clara County Board of Supervisors commended Chancellor Emerita Judy Miner for “40 years of dedication to bettering lives through equitable and inclusive education and for her outstanding contributions to the Foothill-De Anza Community College District and the broader community.”

Foothill biology instructors Sara Cooper and Jeff Schinske teamed up with colleagues from Indiana University, Aims Community College, and Evergreen Valley College to research the understudied area of science identity among undergraduates working toward health careers. The resulting article was published in the Journal of Research in Science Training.

Penn State recognized Executive Director of the Krause Center for Innovation’s Gay Krause with the Distinguished Alumni Award, which recognizes alumni whose “personal lives, professional achievements, and community service exemplify the objectives of their alma mater.”

## **2022-2023**

Foothill alumnus Ricky Holder was named the inaugural recipient of the University of Chicago’s Hugo F. Sonnenschein Medal of Excellence, which recognizes one graduating student whose character and deeds embody the University’s foundational commitment to the direct and active betterment of society at large. Holder, a Navy veteran, former foster youth, and Marshall Scholar, advocated for homeless students and foster youth during his time at Foothill and plans to dedicate the rest of his life to public service.

Telemundo (Channel 48) won a Northern California area Emmy for its story on the amazing work of Foothill veterinary technology instructor Shae St. Onge-Cole has been doing at Elmwood correctional facility.

Foothill and De Anza Colleges were recognized by the Campaign for College Opportunity as 2023 Champions of Excellence in Placement. In the Campuswide Transfer-Level English Enrollment category, Foothill placed first, supporting 100 percent of students to enroll directly into transfer-level English coursework. In the Campuswide Transfer-Level English Success category, Foothill placed second. In the Campuswide Transfer-Level Math Success category, Foothill placed first and De Anza ranked second. Foothill College was also recognized as an Equity Champion of Excellence in Placement - Latinx Transfer-Level English for supporting 100 percent of Latinx students to enroll directly into transfer-level English. Both Foothill and De Anza College were recognized as equity Champions of Excellence - Black Transfer-Level English enrollment for supporting 100 percent of Black students to enroll directly in transfer-level English.



The Automotive Service Excellence (ASE) Education Foundation accredited De Anza College's Automobile Technician training program as meeting the strict industry standards required for ASE Program Accreditation.

Foothill art instructor Cynthia Brannvall's work was featured in Marin Museum of Contemporary Art's "On Land Exhibit."

De Anza student Courtney Seljeseth won three gold medals at the state Swimming and Diving championships and was named Female Co-Swimmer of the Year by the California Community College Athletic Association.

De Anza's Travis Martin won a gold medal in the hammer throw during the state Track and Field championships.

The De Anza women's Badminton team won their second consecutive state championship – and completed their second consecutive undefeated season – by defeating Pasadena City College 11-0 in the finals. Sophomore player Madison Moe also won the state singles championship.

A team of students from De Anza College participated in the North America Championship of the International Collegiate Programming Contest at the University of Central Florida. De Anza is the only community college to ever advance to the North American Championship. After competing against teams from universities including MIT, Harvard, Yale, Princeton, Purdue, Georgia Tech, Stanford, Northwestern, Caltech, Carnegie Mellon and five UCs, De Anza received an honorable mention at the awards ceremony for beating one-third of the teams. De Anza was just two questions away from advancing to the World Finals.

The City of Mountain View awarded a \$64,000 grant to Foothill College to fund its Career Exploration Day, a career fair for Mountain View residents interested in the building trades, as well as its Child-Care Provider Career Development Program, which includes courses "specifically designed for nannies in child development and early care.

La Voz News, De Anza's student news media, won three awards from the California News Publishers Association for work published in 2022. These include first place in the Illustration category, second place in Feature Photo, and second place in Columns.

Chancellor Judy Miner was featured in the Community College League of California's "Leading Community Colleges in California" podcast advocating for community college baccalaureate degrees and the importance of higher education for place-bound students and regional economies.

De Anza won two awards from a professional group, the Community College Public Relations Organization, for work done by the Office of Communications in 2023. These include Gold in the Electronic Collateral category for the De Anza College Academy catalog and Bronze in the College Website category for the website.

A short video showing a De Anza student's joyful reaction to learning he was accepted by Stanford University won a Gold Paragon Award from the National Council for Marketing and Public Relations, an organization for communications professionals at community colleges across the United States. The video was recorded by student Ray Ostil, a U.S. Army veteran and Communication Studies major who was thrilled to learn he would be transferring to Stanford in the fall. Ostil shared the video with De Anza's Office of Communications, which posted an edited version on the college social media channels.

Amy Huang, De Anza Student Government president, was awarded the California Community Colleges' 2023 Student Leadership Award for her work on campus. She was recognized for, among other things, promoting diversity in student government, helping to revive the bike-share program and launching a career closet for students who need business attire for interviews.

Foothill veterinary technology instructor Shae St. Onge Cole was featured in a video by the North American Veterinary Community for her work in teaching classes at Elmwood Correctional Facility.

Student members of the La Voz newspaper staff won numerous awards during the Spring National College Media Conference held in San Francisco. La Voz staffers won first, second and third-place awards in 10 contests sponsored by the California College Media Association, and another 12 awards in contests sponsored by the Journalism Association of Community Colleges. These included first-place awards won by Autumn Alvarez, Trevis Dampier and Jocelyn Phanmaha.

Foothill College was named best community college in the nation by Niche.

Foothill College art instructor Hilary Gomes had three floral paintings featured in the March 2023 issue of the American Art Collector Magazine

Foothill ceramics instructor Andy Ruble's work was featured in the "Figure, Form and Space" exhibit at the Felix Kulpa Gallery in Santa Cruz.

Debi Shafer-Braun, former De Anza College women's basketball and volleyball coach, was inducted into the California Community College Athletic Association Hall of Fame.

Foothill Dean of Institutional Equity, Inclusion, and Diversity Ajani Byrd was recognized at the Association of California Community Colleges Administrators conference as 2023 Volunteer of the Year for his contributions to ACCCA. In addition, Foothill President Kristina Whelan was recognized as 2023 Administrator of the Year.

The De Anza women's Badminton and Cross Country teams were designated as Scholar Teams by the California Community College Athletic Association. The honor is based on overall team grade point averages as well as athletic achievement for 2021-2022. De Anza badminton players earned a 3.58 team GPA last year, while ending their season undefeated and winning the CCCAA state championship. In cross country, the women's team earned a combined 3.50 GPA.



Six students from De Anza were selected in February to participate in a new Pathways in Health Technology program, designed to introduce students from diverse backgrounds to career opportunities in the health tech field through mentoring and hands-on group projects. The eight-week program was created by the nonprofit Diversity by Doing (DxD) HealthTech in partnership with the Stanford Byers Center for Biodesign, Fogarty Innovation and five local medical device companies. Students who complete the program will receive a \$1,000 grant funded by the Advanced Medical Technology Association (AdvaMed) in collaboration with MedTech Color.

Two De Anza film students had their work screened at the Short Film Showcase hosted by the Riekes Center in Menlo Park.

Foothill video arts instructor Eduardo Rufeisen's film "The Decisive Moment" won Best Drama Short Film in Italy at the Padova 4th Wall Indie Filmmaker Festival.

Foothill art instructor Cynthia Brannvall was selected for an Artistic Achievement Award in connection with her participation in Richmond Art Center's annual "The Art of the African Diaspora" exhibit.

Foothill graduate Ricky Holder was awarded a Marshall Scholarship to Oxford University. Holder is a Navy Veteran and former foster youth who attended the University of Chicago.

Foothill communication studies instructor Zaki Hasan was recognized at the San Francisco Press Club's annual Bay Area journalism awards. Two of Hasan's articles for the San Francisco Chronicle won first place in the categories of Editorials and Entertainment Reviews.

A group of De Anza Business students were recognized for outstanding work in case study competitions hosted by the California Future Business Leaders of America Collegiate Division. Han Htun, Ashley Vuong and Caitlyn Richardson were awarded second place in the Sustainability Goals for Firms Case Study competition. Htet Myat Lin Tun, Yankee Chou, Reeya Randhawa and Britney Calimlim took third place in the Business Management Case Study Competition.

De Anza journalism students won 15 awards at the Northern California conference of the Journalism Association of Community Colleges – including a General Excellence award to the staff of the La Voz News, first place to Nathan Canilao for profile feature story writing and first place to Michael Davis for critical review writing.

Foothill veterinary technician instructor Shaelyn St. Onge-Cole was named 2022's final Clinic Champion by Today's Veterinary Nurse for her dedication to furthering the veterinary nursing profession through promoting belonging, prioritizing well-being, and including marginalized groups through her veterinary assistant programs for incarcerated individuals.

Foothill's Science Learning Institute was recognized by INSIGHT into Diversity as an inspiring program in STEM.

## **2021-2022**

Foothill-De Anza was honored with a statewide Excellence in Technology Award by the California Community Colleges Chief Information Systems Officers Association for its work in detecting and preventing enrollment and financial aid fraud, work that has had a statewide impact.

Foothill's Respiratory Therapy program was recognized with the Distinguished RRT Credentialing Success Award by the Commission on Accreditation for Respiratory Care for the 90 percent or higher credentialing success of the program's students.

New research released by the Campaign for College Opportunity showed that Foothill and De Anza are among the state's top colleges in placing first-time students into transfer level English courses and in supporting students' successful completion of transfer-level English and math courses within one year of their initial enrollment.

Foothill was one of 19 community colleges in the state to place 100 percent of first-time students into transfer-level English classes. De Anza placed 98.7 percent of first-time students into transfer-level English.

De Anza's 82.8 percent success rate for students completing transfer-level English within one year was the second highest in the state.

De Anza had the highest success rate statewide – 73.6 percent – for students completing transfer-level math within one year of enrolling in their courses. Foothill was second highest in the state with a success rate of 71.94 percent.

Foothill was one of 20 colleges in the state named a champion of equitable placement for enrolling 100 percent of first-time Latinx students into transfer-level English. De Anza enrolled 98.7 percent of first-time Latinx students in transfer level English, reflecting an equity gap of less than 1 percent.

Foothill was one of 25 colleges in the state named a champion of equitable placement for enrolling 100 percent of first-time Black students into transfer level English. De Anza enrollment 97.3 percent of first-time Black students in transfer level English.

John Vandercook, Foothill-De Anza Technical Services Supervisor, was one of seven classified employees statewide recognized by the State Chancellor's Office as Classified Employee of the Year.

At the annual Education Partnership for Internationalizing Curriculum Symposium, Foothill College faculty members Cynthia Brannvall, Scott Lankford, Miloni Gandhi and Victoria Vazzo joined colleagues around the country to discuss ways to prepare students for a world that is increasingly interconnected.

The De Anza College women's badminton team capped a perfect season by winning the third California Community College Athletic Association State Championship in school history. They finished the season with a perfect 15-0 record – the most wins ever by the program. De Anza also became the first team to win each singles and doubles contests without losing a set in a team championship.

In a blog post, the Public Policy Institute of California cited De Anza College for its high transfer rate among California community colleges based on research examining what happened to students who had completed at least 12 units before leaving the community college system after 2018-19.

Associated Students of Foothill College President Fatai Heimuli earned the California Community Colleges Board of Governors 2022 Student Leadership Award, which is awarded to students demonstrating the highest level of commitment to student leadership and helping to realize the goals and objectives laid out in the Vision for Success.

The California Virtual Campus-Online Education Initiative was recognized with the Excellence in Technology Award by the Chief Information Systems Officers Association of the California Community Colleges for the team's outstanding work supporting all of the California Community Colleges during the pandemic and for expanding and advancing the CVC Course Exchange, which enables students to easily enroll in online classes at participating community colleges across the state using student-friendly technology.

At the Associated Collegiate Press Spring National College Media Conference, La Voz News was recognized with a General Excellence award for its website. In the live contests, social media editor Teddy Ha won first place in Canva Infographics. Features editor James Rahn placed second in copyediting. Editor-in-chief Kevin Nguyen received an honorable mention for sports writing in his coverage of a live baseball game. Nguyen also won four awards for his published work in La Voz. For work published in 2021, La Voz student Vi Nguyen won third place in the illustration category while Jodi Wong received an honorable mention for a profile about medical assisting student Zack Wilson. Journalism chair and advisor to La Voz News Cecilia Deck was also recognized with the California Journalism and Media Affiliates Journalism Educator of the Year award.

De Anza's Office of Communications won two national awards in March from the National Council for Marketing and Public Relations. The CAN/DID Inclusion Series received a Silver Paragon award for Diversity, Equity and Inclusion campaigns. De Anza also won a bronze award in the digital media category for its De Anza College Academy catalog flipbook.

The Office of Communications won two statewide awards from the Community College Public Relations Organization, which represents communications professionals at colleges across California. De Anza earned a CCPRO gold medal for its De Anza College Academy catalog flipbook and a bronze medal in the promotional video category for its De Anza Villages: Whole College Experience video.

Foothill physics instructors David Marasco and Frank Cascarano and astronomy instructor Geoffrey Matthews were selected to take a trip on NASA's Stratospheric Observatory for Infrared Astronomy (SOFIA). The three were among 30 Airborne Astronomy Ambassadors to fly aboard SOFIA.



The De Anza Competitive Programming Club participated in its sixth straight Pacific Northwest Regional Contest of the International Collegiate Programming Contest. The club was the only two-year college in the competition and had one of the largest contingents with 12 teams competing out of a total of 145. The teams had a strong showing against other teams from Stanford University, UC Berkeley and San José State University, among others.

De Anza's Guided Pathways initiative won an Exemplary Program Award from the California Community Colleges Board of Governors. The award recognizes outstanding community college programs that address equity issues, demonstrate a response to student needs, contribute to faculty engagement and can be used as models for other colleges, among other criteria.





De Anza alum Bérénice Sylverain won a prestigious Marshall Scholarship for her work with Haitian Literature and Cultural Studies. The Marshall Scholarships are awarded each year by the British government to outstanding American college students, allowing them to pursue graduate studies in the United Kingdom. Bérénice graduated Magna Cum Laude from De Anza in 2017 and went on to earn her bachelor's in English and Comparative Literature at Columbia University.

De Anza was one of 150 institutions nationwide named eligible for the prestigious Aspen Prize, based on criteria established by the Aspen Institute. The prize honors colleges with outstanding achievement in five areas: teaching and learning; certificate and degree completion; transfer and bachelor's attainment; workforce success; and equity for students of color and students from low-income backgrounds.

The Campaign for College Opportunity, a consistent champion of the associate degree for transfer, named Foothill College a 2021 Equity Champion of Higher Education for "working with intentionality" to support Latinx students in obtaining the ADT in the 2019-2020 academic year.

De Anza College's Office of Communications won five Medallion Awards for outstanding achievement in design and communication, from the regional district of the National Council for Marketing and Public Relations. De Anza earned silver and bronze Medallions for its Academy catalog and Community Education catalog respectively. The De Anza College Instagram account, 2021 Online Graduation Celebration Video and CAN/DID Inclusion Series were recognized with bronze Medallions.

De Anza won a Silver Campus award from the ALL IN Campus Democracy Challenge, recognizing extraordinary work by colleges, educators and students in promoting student voter engagement during the 2020 presidential election. De Anza won its award for achieving a 60-69 percent voting rate.

De Anza Film/TV alum Sean Wang was awarded a 2021 SFFILM Kenneth Rainin grant of \$25,000 for screenwriting. Sean graduated from De Anza in 2014 and from the University of Southern California in 2016. He then moved to New York City as one of five "exceptional creatives" selected to participate in a one-year internship with Google Creative Lab.

## 2020-2021

Four Foothill College students were selected as Research Assistant Interns of the Years and Research Assistant Interns of the Year Finalists from among more than 40 community college interns who volunteered as social science research assistant interns at Stanford this year, when the program was conducted entirely online. They participated through the Stanford Institute for Research in the Social Sciences collaborative Research Experience Program with Foothill College students and were selected by a committee of independent reviewers.

A team of De Anza Computer Information Systems students won first place in the regional Division One competition for the International Collegiate Programming Contest. Final results show the "DA\_Flint" team outperformed students from Stanford and the University of California, Berkeley, among others, in the most difficult division for this regional contest. They were the only team that finished 17 problems in the contest, while the second-place team from University of British Columbia finished only 15 problems.

Women's soccer head coach Cheryl Owiesny was honored in January with a Letter of Commendation from United Soccer Coaches, a national association, for her leadership and positive influence on the sport. Owiesny, a De Anza coach since 1993, helped establish the association's Junior College Scholar All-America awards program and is national chair for the Junior College Women's Division III All-America Committee.

Seven members of De Anza's women's volleyball team were named State Scholar-Athletes by the California Community College Women's Volleyball Coaches Association. The honor recognizes their achievement in maintaining at least a 3.5 GPA for the 2019-20 academic year, when the team led by Head Coach Dawnis Guevara won the Coast Conference championship. Team member Tiffany Ja was one of only 14 community college volleyball players in the state to earn a 4.0 GPA.

Foothill College music instructor Elizabeth Barkley was awarded one of the nation's highest community college honors, the Terry O'Banion Prize, in recognition of her "lifelong commitment to and excellence in teaching and learning." The prize is given by the League for Innovation in the Community College and is sponsored by ETS, the Educational Testing Service.

Communication Studies instructor Brandon Gainer was named De Anza College Educator of the Year by the Cupertino Chamber of Commerce. Gainer was nominated for his work in the classroom and as a faculty trainer with De Anza's Online Ed Center.

De Anza's women's soccer program was recognized by the United Soccer Coaches organization in September for strong academic performance last year. The 2019 women's team, led by Coach Cheryl Owiesny, earned the national organization's College Team Academic Award after achieving an overall team GPA of 3.40.

Foothill alumnus Nick Shafer was named one of 46 Marshall Scholars for 2021.

Cynthia Kaufman, faculty director of De Anza's Vasconcellos Institute for Democracy in Action, published a new book that examines ways of challenging the power structures that underlie important social problems – including climate change, police abuse and economic inequity. "Challenging Power: Democracy and Accountability in a Fractured World," was published by Bloomsbury and is Kaufman's fourth book on issues relating to activism or social change.

A project at De Anza was selected as research project of the year by The Research & Planning Group (RP Group) of the California Community Colleges, a prestigious award. The project was headed by college researcher Mallory Newell working with Jerry Rosenberg, PSME division dean, and Ola Sabawi, college research analyst. Its intriguing title is "Be Mindful of the Gap: Are Success Rate Gaps a Result of Student or Faculty Success?"

## **2019-2020**

Jory Hadsell, Executive Director of the California Virtual College-Online Education Initiative, received the Online Learning Consortium's Gomory-Mayadas Leadership Award in Online Education in recognition of tremendous advances in digital teaching and learning.

The California Virtual College-Online Education Initiative team received the Online Learning Consortium Award for Excellence in Faculty Development for Online Teaching, recognizing the work of the @ONE team in delivering a comprehensive program for faculty professional development in online teaching.

De Anza Athletic Director Kulwant Singh was honored with the L. William Miller Award by the National Association of Two-Year College Athletic Administrators. In announcing the award, the organization noted that De Anza has won the Coast Conference's All-Sports Championship for 12 straight years and that De Anza student athletes earn an average GPA of 3.0.

Lisa Truong was one of 10 De Anza nursing students selected for financial assistance from a new state program created to help students complete their training so they can help ease the pressing need for health care workers during the coronavirus pandemic. Lisa is in her last year at De Anza and plans to work in gerontology or pediatrics. She received an award from the First Response Healthcare Student Support Fund, created this year by the Foundation for California Community Colleges and the California Community College Chancellor's Office.

A college ranking website that aggregates other college rankings ranked Foothill third in top online community colleges for 2020. Factors that went into the rankings were number of online degrees, web presence, transparency about offerings and user-friendliness of the learning platform, according to the company's press release

Tom Izu, who retired as executive director of the California History Center was recognized by the Asian Americans for Community Involvement for his work as a civil rights educator and advocate. His profile was also featured on NBC Bay Area.

De Anza's student news outlet, La Voz News earned top honors from the Journalism Association of Community Colleges – including awards for Online General Excellence and Newspaper General Excellence. Along with the two excellence awards, which honor the entire La Voz staff, the association's 2020 Publication Awards also recognized these De Anza students for work published in 2019:

- Andrew Shinjo – third place for editorial writing
- Thomas Anthony – honorable mention for column writing
- Sara Sanderford – honorable mention for illustration

Foothill College was ranked as third safest on the list of the 10 safest colleges in America prepared by the publication University Herald.

De Anza received an Energy and Sustainability Award from the California Community Colleges Board of Governors for work on environmentally sensitive projects that are saving taxpayers money. Led by a team in facilities, De Anza's S-Quad Monitoring Based Commissioning projects have improved the operational efficiency of existing buildings, saving the college 168,000 kilowatt hours and reducing bills by \$55,000 annually.

An animated short film by De Anza Film/TV student Nick Ybarra was selected for the Cinequest Film and Creativity Festival, which showcases outstanding films from around the world. Ybarra produced "Smoke Monkey" in instructor Teresa Dey's Animated Film Workshop course, after developing the concept in instructor Martin McNamara's Storyboard and Visual Development class. "Smoke Monkey" is one of 12 student films selected for the annual Cinequest festival, held in San José and other Bay Area locations. De Anza is the only community college represented in the group.

De Anza instructor Mae Lee was inducted into Stanford University's Multicultural Alumni Hall of Fame, which recognizes outstanding achievements by Stanford alumni of color. Lee, who is chair of the Asian American and Asian Studies Department at De Anza, earned bachelor's and master's degrees at Stanford. She earned a second master's and her doctorate in Cultural Anthropology at the University of California, Santa Cruz.

De Anza men's cross-country team won their Coast Conference championship. It was the first time De Anza won this title. De Anza's women's cross-country team also did well, finishing third in the conference.

A kinetic sculpture by De Anza arts instructor Moto Ohtake was installed at the Fourth and Brannan platform of San Francisco's new Central Subway. The piece entitled "Microcosmic" is made of stainless steel and is 15 feet tall, with wings that move in the wind. His sculpture was chosen for installation by the San Francisco Arts Commission.

Foothill made the Washington Monthly's top 10 of the best colleges in the nation for adult learners, and De Anza was ranked #2 in California by Niche based on student reviews and data from the U.S. Department of Education.



The Office of Communications was honored by the National Council for Marketing and Public Relations with a gold medallion for the campus video tour and silver medallions for the Campus Spotlight videos that accompanied the video tour, the fall quarter registration ad campaign, and the De Anza College Academy summer catalog.

## **2018-2019**

Foothill College and De Anza College were ranked #1 and #2, respectively, among large California community colleges for transfer and graduation rates, according to the website Education Reference Desk.

Foothill College was ranked one of the top five safest colleges in the nation by Your Local Security website and its guide to the nation's safest college campuses in 2019.

The Communications Office at De Anza College won first place awards for redesigned website, video tour, and social media promotion (of the video tour) as well as second place awards for the college catalog and the animated invitation to President Brian Murphy's retirement party.

Foothill College this week was ranked No. 1 in the nation for having the best online associate in psychology program by The Best Schools.

A retired 30-year De Anza employee, athletics trainer Dave "Obie" Obenour, was inducted this week into the San José Earthquakes' Hall of Fame. He was head athletic trainer for the San José Earthquakes Soccer Club from 1974-1980 and worked at De Anza from 1970-2000.

Annette Perez, a senior buyer/special projects in district Purchasing was named the Foundation for California Community Colleges' 2018-19 Procurement Professional of the Year. The award recognized her exemplary service in the field.

The City of Cupertino named De Anza College as one of the city's Sustainability Champions of the Year.

SR Research Group ranked Foothill College the best online community college in California and the third best nationally in its 2019 rankings.

De Anza sociology instructor Jen Myhre was selected for a fellowship awarded by the American Council of Learned Societies (ACLS) and funded by The Andrew W. Mellon Foundation. The Mellon/ACLS Community College Faculty Fellowship comes with a stipend of up to \$40,000 over 18 months. The fellowship was awarded in support of Dr. Myhre's collaborative art and digital storytelling project about economic inequality in the U.S. – 1500 Stories.

Students in the Competitive Programming Club, advised by CIS instructor Manish Goel, fielded four teams in the regional competition for the International Collegiate Programming Contest. One of the De Anza teams, "Team AKT," came in first in their division and placed fourth overall in the Pacific Northwest Region. The other De Anza teams placed sixth, ninth and 12th at the competition.

Vice Chancellor Joe Moreau received the statewide Technology Focus Award last week for his leadership of the Online Education Initiative in 2018. It is the top award recognizing technology innovation given by the state Chancellor's Office. Factors considered in choosing the honoree include "the scope and complexity of the endeavor, technological innovation, benefit to the institution and key constituents, and demonstration of excellence and professionalism."

Two De Anza alumni received MacArthur Foundation fellowships – aka “genius grants.” That’s 8 percent of the 2018 class of the MacArthur Foundation’s 25 geniuses. They’ll each receive a \$625,000 grant to further their work with no strings attached. Our two distinguished former students are Raj Jayadev, founder of Silicon Valley De-Bug and creator of a new model of social activism, and Titus Kaphur, an artist whose work examines social justice issues related to race.

De Anza College sports teams turned in a series of outstanding performances, including a championship bowl victory that capped a 10-game winning streak by the men’s football team. The football team finished the season with a 10-1 record, capped by a 42-41 victory over Reedley College in the American Conference Championship Bowl. Thirteen De Anza players were named First Team, All League and Coach Tony Santos was named Coach of the Year for the Pacific 7 Division of the California Community College Athletic Association.

Los Angeles-based Families in Schools selected Betsy Nikolchev, executive director of the Family Engagement Institute at Foothill College, to receive one of three 2018 Excellence in Parent Engagement Awards from the organization. FEI funder Heising-Simons Foundation submitted the nomination.

The California Coalition of Early & Middle Colleges named De Anza mathematics instructor Barbara Illowsky its Educator of the Year for her work dating back to 2012-14 when she was on loan to the state Chancellor’s Office overseeing the statewide Basic Skills Initiative as well as middle school and high school programs. In that capacity she helped plan and organize the first Dual Enrollment Summit in California, a joint conference for K-12 and community colleges.

A new \$1.1 million National Institute of Health grant was awarded to Foothill biology instructor Jeff Schinske and a colleague at San Francisco State University to expand the work Schinske began when he developed Scientist Spotlights for use in his classes. These mini profiles showcase the work of a diverse range of scientists and already are being used in some Bay Area middle schools, high schools and colleges.

De Anza College earned a top ranking among two-year schools with the best graduation rates, according to federal data compiled by the Chronicle of Higher Education. De Anza had the highest ranking for a large community college, according to the Chronicle, which calculated the percentage of degree- or certificate-seeking students who completed an associate degree or earned a certificate within three years. The Chronicle found De Anza had a 61.2 percent “completion rate,” while the national average for public two-year colleges was 23.2 percent.

The Washington Monthly ranked Foothill College No. 7 in the country in the category Best Colleges for Adult Learners – 2 Year Colleges in its 2018 college guide. The Washington Monthly rankings focus on colleges that expand opportunity and social mobility

A De Anza Film/TV student won a \$2,000 scholarship from the Northern California chapter of the National Academy of Television Arts & Sciences. Jia Yi Lim was recognized for her work as director, editor, videographer and producer on several short films made with fellow De Anza students. She also did some screenwriting and animation work, as well as acting in one of the shorts.



