Institutional Initiatives for 2007-08

This section provides a summary of the primary Institutional Initiatives for 2007-08. These plans build upon some of the work already under way in Outreach, Student Services and in several Instructional divisions. Our New Student and Parent Nights brought hundreds of high school students to our campus this past year. These events were coupled with repeated visits by the Outreach staff to high schools and community centers, making contact and exchange of information reliable and accessible. In Instruction, the development of Early Alert programs, increased Cultural Competence, increased student mentorship and new initiatives in Community Collaborations began this year.

Outreach

Office of School Relations – This new office will oversee all Outreach functions. The office will create the infrastructure necessary to organize and monitor the individual off-site requests for De Anza representation and coordinate activities from all campus groups. The office will facilitate communication, collaboration and coordination of institutional outreach activities across the campus and schools, linking EOPS, Counseling, Financial Aid and other support services to outreach efforts and on-campus events. Additionally, outreach staff will work closely with Marketing/Communications and the divisions to highlight new programs, link students with interests in certain areas to these divisions, etc. Through posted annual recruitment and marketing plans, the campus will be invited to participate in relevant aspects of the recruitment process and discuss new ways of attracting and retaining new students via online access to calendars, ongoing committee work and forums.

Recruitment Plan – The recruitment plan will incorporate traditional recruitment, recruitment of target populations, recruitment in untapped venues such as faith-based organizations, electronic recruitment methods, participation of other departments and programs, and much broader use of students in recruitment efforts. With the assistance of Institutional Research and the Cultural Competence initiative team, the plan will also assess barriers to education in target populations, such as transportation, family support and childcare, and suggest possible solutions that would call on campuswide involvement. In conjunction with the Office of Community and Civic Engagement, the plan will include new opportunities for community partnerships and outreach to underserved populations. Additionally, working with special programs such as Honors, First Year Experience and Summer Bridge, the recruitment plan will create a process for identifying and referring students to these programs’ coordinators. The recruitment plan would also propose in-reach strategies, such as follow-up to students who do not enroll or drop out their first quarter and early intervention by support services for at risk students.

Marketing Plan – The marketing plan will include guidelines for creating and maintaining a specific brand; clear, consistent messages in Outreach materials including materials from specific programs; creating a Web Task Force to review use and purpose of the Web, facility of use, etc; recognition and respect for the cultural norms and expectations within various communities and need for materials in multiple languages; process for departments/divisions
to request marketing materials to be used in outreach and recruitment; and a template to create materials with a consistent look and message. The plan would also provide marketing strategies for existing programs that serve nontraditional populations (such as life-long learners, workforce), and create a process for identifying additional marketing needs to increase enrollment in these areas. Marketing/Communications will implement Spanish language radio advertisements (approximately 65 spots) prior to fall quarter.

**Systems to Collect and Disseminate Entering Student Data** – To enhance links to retention services and programs, this initiative includes creating prospect and new student databases. These databases would collect all potential student information and link the information to such entities as support services, instructional services and divisions. The new student database would use assessment results and follow up new student survey responses to benchmark levels, create demographic groups and student interests, and then use this information to link students to clubs, special programs and services. For example, all new students assessed at the 200 (pre-college) level could immediately be referred to tutorials or other retention services as a pre-Early Alert measure. Database information would be accessible via read-only or report request capacity to specific individuals or programs, or systematic results could be e-mailed to these areas out of the Institutional Research Office.

**Student Retention and Success**

**Summer Bridge** – Studies have shown that participation in a bridge or transitional program from high school to college significantly increases student retention and success rates. During summer 2006, 25 students participated in De Anza’s Summer Bridge program. Of these 25 students, 23 successfully completed fall and winter quarter and are registered for the spring quarter, which is a more than 90% retention rate. This initiative proposes to continue the offering of a Summer Bridge program, which targets African ancestry, Latino and Filipino students entering college for the first time. The bridge program will provide students the opportunity to interact with fellow incoming students, learn about college study skills and college culture, further develop basic English and math skills, and envision their futures as successful college students. These areas all have been identified as key factors in increasing student retention as well as preparing students to achieve their stated goals. The students will participate in a program spanning several weeks, enrolling in a Human Development 20 class (4 units) as well as a basic skills writing, reading or mathematics class (3 units).

**First Year Experience** – Studies show that a successful first year is critical in forming a strong base for the years to come. Understanding this along with the many levels of change taking place during a student’s first year at college, this Strategic Plan proposes to implement a First Year Experience program that initially targets African ancestry, Latino, Filipino and first-generation students. The mission of the First Year Experience program is to offer support services, programs and people who meet the needs of the “whole student”, thus addressing the academic, social, emotional and physical aspects of our first-year students’ development. This program helps each new student make a smooth transition to college. Students will initially transition from the Summer Bridge program into the First Year Experience program. These
students, with the assistance of counseling support, will enroll in sequential cohort and linked courses at different levels and disciplines. Integrated support is needed in requesting spaces for students in aforementioned courses.

**Early Alert** – The Early Alert program is a computerized system of early warning and follow-up for students identified as having academic difficulties early in the quarter. Academic difficulties could encompass financial and personal issues, which could have a direct effect on academic performance. The system identifies common student obstacles (e.g. attendance, English language or writing ability, or any number of other potential issues) that deter academic success and provides feedback for all instructors regarding the specific issues of their students. It consolidates traditional academic reports into one roster and establishes a systematic process for students experiencing academic difficulties.

**Integrated Instructional Support** – De Anza’s Institutional Research 2005-06 Program Review data reveal a campus-wide course success rate of 79%. Instructional divisions’ success rates range from a low of 67% to a high of 91%. Because approximately 75% of incoming students are assessed at the developmental levels of English and mathematics, we must focus on retention at these stages since course completion is critical for progression to degree attainment and transfer. We must concentrate particularly on African ancestry, Latino and Filipino students who are overrepresented in these pre-college level courses in comparison to their percentage of the overall student population, yet succeed at rates significantly lower than their Asian and White counterparts.

A comprehensive developmental education literature review conducted by the Research and Planning Group of the California Community Colleges indicates that instructional and student support services that are highly integrated increase retention, persistence and progression to college-level coursework. In addition to Culturally Responsive Teaching theory and practices (Banks, Gay) in the classroom, successful programs are characterized by counseling support that is “accessible and integrated with academic courses” and that “address the holistic development of all aspects of the student.” At De Anza, a model is the Math Performance Success (MPS) program, which combines instructor, counselor and tutorial support in expanded lab classes.

**Division Retention Teams** – This initiative proposes to establish faculty retention teams within each division. In the first year, teams will be comprised of a faculty member reassigned .250 full-time equivalent faculty (FTEF) and a counselor at 10 hours per week for five divisions: Language Arts, Physical Science Math and Engineering, Creative Arts, Social Sciences/Humanities, and Business/Computer Systems. These are divisions with the most need based on equity data and division request.

Supported by student tutors, the teams’ emphasis will be on retention in developmental level courses, gateway courses such as Chemistry 50 and courses with lower success rates. The teams will develop and coordinate, in conjunction with division faculty, a retention plan that includes intervention strategies for students in need of academic and personal supports that
promote course success with particular attention paid to African ancestry, Latino and Filipino students. Working with the Counseling Center’s Early Alert Retention counselor, a primary focus will be on developing and implementing the Early Alert system within the division.

In addition to Early Alert, each retention team will develop strategies determined to be most effective for that division’s student population, including enrichment activities such as career advising.

Peer support – Tutors, peer mentors and facilitators contribute to classroom instruction as well as specific programs within Student Services. Whether serving as facilitators of study groups, one-on-one tutors in the Tutorial Center, support in labs, peer advisers in Student Services programs or volunteering as teachers’ aides, students have proven to be effective in promoting the learning and retention of fellow students.

This action plan proposes additional funding to expand the number of peer tutors/facilitators in areas with the highest need. Funding will be allocated to developmental classes, large lecture classes with lower retention rates, and prerequisite courses required for continuation on an academic or career path (ex: Chem 50). The most effective delivery method will be determined in each division’s retention plan and will include adjunct study classes, in-class tutors, or assignment to specific cohort groups. Specific funds will be earmarked for divisions with retention plans, and additional funds will be reserved for other areas.

In addition to division efforts to increase peer tutors and facilitators, the Student Success Center will coordinate the peer support program for students who want to participate and for divisions and programs who may request peer tutors and facilitators from the center. Divisions and programs may choose to seek their own tutors and facilitators as well; however, central to an effective tutoring and/or facilitating program is a strong training component that infuses Cultural Competency. Therefore, any student receiving financial compensation or credit for their roles must participate in Cultural Competence training regardless of whether they are from the center or from individual divisions and programs. Peer support comes in many forms including academic tutoring, group facilitating, project and/or community leadership, mentoring and advising. Training options should, likewise, be comprehensive, adaptable and offered in varied formats.

Students who serve as tutors or facilitators may receive course credit, financial compensation, or community service hours established by the Office of Community and Civic Engagement.

Cultural Competence

Staff Development – In response to the CTAs from both the Instructional and Student Services areas, we propose that a comprehensive three-year Staff Development Plan be instituted. The Office of Diversity and the Equity Collaboration Team, in partnership with the Office of Staff Development, will implement the plan. The overarching goal of this plan is to ensure that all individuals within the campus community develop cultural competence that will
positively enhance and impact their professional and personal effectiveness. Realizing that our institutional commitment to developing cultural competence is ultimately tied to the success of our targeted student populations, we have designed the Staff Development Plan to achieve this purpose. In addressing the staff development needs of the campus, as expressed in the Strategic Planning process, we will utilize a variety of formats. We will survey the existing training and staff development resources on our campus in addition to utilizing external resources.

**Participatory Action Research Team** – This team will be composed of a single faculty member as facilitator and students registered in a 4-unit social science research course. The faculty member would teach the class as part of his or her load. Other versions of the same idea could work with release for the faculty member and units, stipends or work-study for the research team. The team would work directly with the Office for Institutional Research and the Institutional Initiative Planning Teams.

**Cultural Events Planning Committee** – We will organize a committee to oversee campus cultural events composed of two faculty, two staff and two students. Members will receive reassigned time, backfill, course credit or stipend as appropriate. It would also strongly draw community members to De Anza’s campus. This committee would oversee an Events Calendar, easily accessed in La Voz and on the home page of the De Anza Web site. Most events could be free to participants. Events monies could come from an event fee of a few dollars attached to the registration process. Other events, such as a coffee shop concert series or spoken word performances, could have small fees attached.

**Community Collaborations**

**General Education Curriculum** – This initiative will develop a GE curriculum to support community, civic, and cultural awareness and leadership skills. These curriculum development projects will include Summer Bridge programs, First Year Experience programs, leadership institutes for students who come from politically underrepresented groups (modeled after our existing Asian Pacific American Leadership Institute [APALI]), academic certificate programs and a leadership certification program.

**Enhance Internship and Community Service Learning Programs and Opportunities** – This program will focus on experiential learning by arranging for students to interact with diverse and often underserved people in a variety of workplace environments, reflect on their community involvement, and connect and integrate their experiences in the community with their classroom learning and their own lives. Community Service Learning can be required or can be attached as an extra credit component in courses from all disciplines at De Anza. This program will require a Web site with information on the mission and goals, and the role of faculty, students and community partners. It will offer models for the reflection process, syllabi, the use of journals, evaluation and working with community partner organizations. Community Service Learning will also require the development of a database that has been named “Community Links.” The database will consist of both internal and external community resources. Community
Links will include each organization’s address, directions, services provided, contact information, information on who initiated the contact, duties, hours, best times to volunteer, requirements, and orientation and training information. The database will be developed in collaboration with the OCCE and the Social Sciences and Humanities division. This initiative includes the development of training and orientation for faculty and students.

Internships and Community Service Learning have a proven track record of boosting student achievement on a number of indicators. We expect our program to boost our enrollment and retention of all students by offering them exciting opportunities to work with and in surrounding communities as part of their academic growth. Consequently, our college will also open opportunities for meaningful relationships with potential students and teachers, particularly from underserved communities.

**Internal and External Community Partnerships** – Community partnership efforts must develop deep links with existing projects in Finance and College Services, Instruction and Student Service areas, as well as initiate projects in those areas. Divisions and programs with existing community partnerships include OCCE, EOPS, Puente, Math Performance Success, Student Success and Retention Services, Tutorial Center, Business and Computer Information Systems, Education and Workforce, OTI industry-based internships, Environmental Studies and the California History Center. Community partnership projects must develop mutually beneficial relationships with community partners. The concept is to bring the community to the campus and the campus to the community. Members of the community can become ambassadors at De Anza and share their experiences and issues with the students.

The development of the Community Links database is also integral to community partnerships. Providing adequate resources to accomplish the goals throughout the various phases of the initiative’s process is critical.