De Anza College
Institutional Initiative Team Reports

March 26, 2007
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Introduction

The Outreach Institutional Initiative team recognizes that we have been charged through the Strategic Planning process to think campus-wide, across some of the long-established separations of services and resources. We cannot conceive of an Outreach plan that is not fully coordinated with plans for Enrollment and Retention, as well as with the Civic Engagement/Community Partnership efforts. We also recognize the need for developing our cultural competencies in all of the activities associated with these efforts. We do not feel that the existing structural separation between Student Services and Instruction serves the college’s long-range vision. We are proposing that we all look innovatively at our goals, strategies and plans for the future.

Through Strategic Planning, the campus community has made commitments to growth by expanding outreach and needed services to historically underserved populations. Further, we have committed our college to accomplish this target-specific growth through stronger and deeper ties with our local and regional communities. We have committed ourselves as an institution, as programs and divisions, and as individuals to develop the cultural competencies necessary to successfully meet these commitments to growth, student support and student success.

This is an exciting opportunity to examine where we are headed, and to restructure the organization in ways that will most effectively and efficiently carry us toward those goals. When we began the process of Strategic Planning, we talked about Transformative Initiatives. Now that we are at the point of institutionalizing those initiatives, we must make the transformations – personal, programmatic and institutional – that were envisioned in those early “stories of possibility.” It is in this context that we put forward our proposal and request feedback and continued creative thinking from our colleagues across the campus.

In order to implement, allocate funds for, take responsibility for accountability, and advise and revise synchronization of the Strategic Plan and its various individual initiatives, we recommend that at least two members of each Institutional Initiative along with representatives from the Office of Finance and College Services and DASB, the director of the Office of Diversity, and the supervisor of College Research comprise a “Campus Response, Evaluation, and Accountability Team.”

We also recommend that a new group be developed, an “Outreach, Enrollment, Retention, and Community Partnership Team,” that addresses the overall campus outreach, persistence, retention, and success goals within the context of civic and community partnerships. Membership might include: Outreach, Marketing/Communications (Mar/Com), Admissions, Financial Aid, EOPS, Counseling, Diversity, Civic Engagement, Student Success Center, instructional representation, Community Education, students, and others as needed.
What follows is the Outreach component of the Strategic Planning process, but it is only one part of a more global enrollment plan yet to be developed. This future enrollment plan will include aspects of the Outreach, Individualized Attention to Student Success and Retention, Community Collaborations, and Cultural Competence plans as they relate to enrollment growth, retention, and success across campus.

**Pre-Plan Activities for 2006-2007**

**Community Building**
- Create new partnership opportunities with groups serving target populations (e.g., Cal-Soap).
- Renew partnerships with high schools, including on-campus outreach, services, and invitations to counselor conferences at De Anza.
- Create follow-up opportunities for dialogue with high school staff around high school needs and De Anza’s response.
- Develop relationships with ESUHSD to address needs of target populations and create joint solutions (consortium).
- Create new partnerships with organizations serving target populations (Historically Black College group, for example).
- Create opportunities for target populations to come to De Anza for special events, in conjunction with existing De Anza services for these students (African ancestry and Latino/a events).
- Create follow-up applicant survey to refer new students to services and refine available services as data suggests.
- Identify technology enhancements to provide greater access to and use of De Anza technology serving students (Web, application, registration, etc.).

**Assumptions and Conditions Affecting the 2007-2008 to 2009-2010 Plans**

- Competition for students is increasing.
- Commuting costs will continue taking a toll on enrollment.
- Student equity issues remain – diversity and equity issues overlap.
- Student Learning Outcomes remain uneven.
- Improvements in retention can significantly increase enrollment.
- Technology changes will result in increased competition.
- The Latino/a 15 to 24-year-old population will grow rapidly over the next 10 years.
- The 60+ population will grow rapidly over the next 10 years.
- Funding inadequacy and uncertainty (benefits, growth funding) will continue.
- Advising will remain an issue students identify as important.
- The percentage of De Anza students focusing on transfer will continue to increase.
- Job Corps enrollments will remain lower than previously expected.
- Students will increasingly demand more flexible ways of receiving communication, enrolling, and accessing instruction.
- Increased competition in for-profit colleges ([www.axiacollege.com](http://www.axiacollege.com)) will require De Anza to better articulate why students should enroll in community college.
• Enhanced marketing to target groups will increase enrollment.
• Increased partnerships with high schools and community groups will result in more successful outreach and improved transitions to college.
• There will be more state funding and demand for workforce/vocational courses.
• Enhanced technology for communications to and tracking of prospects will increase yield and retention.
• Enhanced data about new students will create links to services prior to enrollment, which will enhance persistence and success.
• Enhanced communication among other Institutional Initiative (II) teams will create greater awareness of student needs and referral to services; increase culturally appropriate curriculum development, pedagogies and delivery of services; and will strengthen De Anza’s already strong reputation and attraction to students.
• Involvement of students in many of the proposed activities will strengthen retention and improve outreach.

Institutional Goals for Outreach

• Increase enrollment in targeted population 2% each year.
• Link outreach to retention and other student services to improve student persistence and success in conjunction with Individualized Attention to Student Retention and Success goals.
• Integrate campus-wide outreach efforts to ensure consistent message, branding, and efficiently and effectively employ all interested staff and faculty in outreach activities.
• Create opportunities for students to participate in the outreach effort through service learning, course credit, or other avenues.
• Explore new ways of working with Instruction to develop programs that appeal to life-long learners, workforce, and other nontraditional student populations to increase enrollment in those areas.
• With other II teams, develop and/or support systems that promote cross-campus communication and integration of services ensuring student persistence and success.

Institutional Initiative Plans (individual action plans)

1. Develop an Office of School Relations overseeing all Outreach functions.
   a. This would create the infrastructure necessary to organize and monitor the individual requests and activities from all campus groups.
   b. The Office of School Relations will facilitate communication, collaboration, and coordination of institutional outreach activities across the campus and schools.
   c. Timelines are as stated below in the staffing area.
   d. Success of the increased staffing and creation of Office of School Relations will be calculated by increased outreach activities particularly to targeted populations; increased enrollment; and coordinated, consistent outreach message.
   e. The existence of the Office of School Relations will be communicated via Web, mail, and phone contacts.
   f. Budget includes proposed staffing and B Budget.
Without additional staffing, adequate space, and resources, the Outreach plan cannot succeed. Therefore, it is imperative that additional staffing and adequate office space be included in our plan.

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<td>Outreach requires printing brochures, purchasing collateral to give to prospects, hospitality funds to support on-campus events, mileage costs, equipment such as laptops and video equipment, and hourly funds to cover special projects. New staff will also require new computers, printers, and other office equipment.</td>
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**g.** Existing Resources: The current Outreach budget is extremely modest. Only through the generosity of Financial Aid and this year’s additional funds has it been possible to provide enhanced Outreach services. However, to maintain and grow our programs, we will need more staffing and more discretionary budget to optimize services, visibility in the community, and the ability to respond quickly to new opportunities as they arise.

**h.** Challenges: Reduced budget and staff make it impossible to provide the level of service and vision this plan requires.

**i.** Responsible Units: Outreach, Student Services, and Business Services

2. **Develop a Recruitment Plan** that will incorporate traditional recruitment, recruitment of target populations, recruitment in untapped venues such as faith-based organizations, electronic recruitment methods, participation of other departments/programs, and much broader use of students in recruitment efforts. With the assistance of Institutional Research and the Cultural Competence II, the plan will also assess barriers to education in target populations, such as transportation, family support, childcare, etc. and suggest possible solutions that would call on campus-wide involvement. In conjunction with the Office of 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, etc., the Recruitment Plan will create a process for identifying and referring students to these program 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, early intervention by support services for at risk students, etc.

a. The Recruitment plan addresses the CTAs of departments that requested: Outreach involvement; the need for a general, integrated outreach plan that creates strategies for enrolling targeted students; and an integrated approach to recruitment, retention, and success.

b. Marketing/Communications (Mar/Com), Technology, and Professional Development are foundational partners.

c. The Recruitment Plan will be developed for implementation in 2007-2008. Through an Outreach Task Force, the plan will be monitored and revised throughout the academic year, and updated each summer based on results as indicated by research data.

d. Success of the Recruitment Plan can be assessed by increased enrollment in the general high school and target populations.

e. The existence of the plan will be communicated via e-mail, committee meetings, and the Web.

f. Budget includes proposed staffing and B Budget.

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g. Existing Resources: Outreach, Mar/Com, Financial Aid, Student Success Center (Program for Instructional Support), Technology, and??

h. Challenges: Lack of integration of Instruction and Student Services in outreach and recruitment planning, activities, and goals.

i. Responsible Units: Outreach, Mar/Com, Web team, Financial Aid, instructional divisions (especially those offering basic skills classes), Student Success Center, Office of Civic Engagement, Cultural Competence, and Institutional Research.
3. **Develop a master Outreach Calendar** – The Outreach Calendar will include the Academic Calendar, outreach events, on-campus cultural events, marketing activities, and communication strategies with prospects (such as scheduled mailing, e-mails, chats, etc.). This calendar will also include a master calendar of on-campus events such as the Youth Empowerment Day, Visiting Speakers, etc., so that they might be coordinated with outreach activities as appropriate. The Outreach Calendar process will also create a mechanism for all departments and programs to participate in outreach activities, request outreach assistance to promote programs or target specific populations.
   a. The Outreach Calendar will capture the individual activities requested by outside sources (such as high schools), and those planned on campus. It will serve as the repository of all Outreach activities that occur each year, cyclically, or as requested, and will be maintained and overseen by the Outreach office.
   b. The Outreach Calendar will rely on the foundational area of technology to electronically catalog and communicate calendar changes. We will need the Technology Resources Group (TRG) to create a site that can be accessed on a read-only basis by anyone on campus, and allow write access to specific staff. It will also require Mar/Com to contribute a master plan for outreach each quarter, based on Outreach goals, and require the Web team to have communication management (scheduled e-mails, online Open Houses, etc.) scheduled and available when needed.
   c. The timeline for this would be to have the technology and marketing pieces in place prior to Fall 2007-2008 with review and revision as needed.
   d. Surveying faculty and staff to determine the level of campus-wide participation and awareness of Outreach events can assess the success of the Outreach Calendar.
   e. The existence of the Outreach Calendar will be communicated via e-mail and perhaps posted on the Web.
   f. Budget includes proposed staffing and B Budget.

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   g. Existing Resources: Currently the Outreach staff maintains an Excel form of the Outreach Calendar. However, there is a need to create a more sophisticated model, accessible to more staff across campus.
h. Challenges: Staffing and technology available to create and maintain this, and the ability to effectively notify the campus of its availability in the future.

i. Responsible Units: TRG, Mar/Com, Outreach, Office of Civic Engagement, possibly others.

4. **Develop an Outreach Web site** that provides updated information, online Open Houses, video tour, links to other campus information, etc. This site would be a direct link from the De Anza Web site’s home page.

   a. This effort would combine CTAs from Admissions, Outreach, and technology areas.

   b. Foundational areas needed for this action would be the TRG and Web team.

   c. Target timeline would be to have this up and working by Fall 2007.

   d. Success of this Web site could be monitored by hits and satisfaction surveys of prospects and new students.

   e. The existence of the Outreach Web site will be communicated in published Outreach brochures and online via links to the De Anza home page.

   f. Budget includes proposed staffing and B Budget.

   g. Existing Resources: Outreach and Web team.

   h. Challenges: Available staff time and an integrated Web group that includes technical and content individuals.

   i. Responsible Units: Web team and Outreach

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To cover the Web site development

Total Costs = $5,000

5. **Develop an annual Marketing Plan** as it relates to recruitment, including use of the college Web site’s home page as a “call to action”; i.e., applying and registering. The plan would 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 (life-long learners, workforce, etc.), and create a process for identifying additional marketing needs to increase enrollment in these areas.

   a. A master Marketing Plan would include CTAs from divisions/programs that want additional outreach visibility in the community, as well as general outreach and marketing to target populations. It also addresses the many comments about consistent use of the Web as a recruitment and information tool.
   b. Foundational areas would include Mar/Com and Web team.
   c. An annual Marketing Plan would be created each summer and would be reviewed at bi-monthly Outreach/Enrollment Task Force meetings to ensure that advertising and brochures are planned and budgeted for, are consistent, and meet guidelines for increasing enrollment in target populations.
   d. Success of the Marketing Plan would be assessed by follow-up surveys and implementation of new marketing technologies, etc.
   e. The existence of the Marketing Plan will be communicated via committee membership, published on the Web, and as identified by campus.
   f. Budget includes the cost of printing, advertising, and staffing.

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g. Existing Resources: Current Outreach, Financial Aid, and Mar/Com staff.
h. Challenges: Coordination and consistent vision for outreach-related marketing and target goals.
i. Responsible Units: Mar/Com, Outreach, Financial Aid, Cultural Competence and Civic Engagement with input from programs/divisions wishing to be involved in outreach efforts or marketing their programs.
6. **Develop systems to collect and disseminate entering student data** to enhance links to retention services, programs, etc. This includes creating prospect and new student databases. These databases would collect all potential student information and link the information to support services, instructional services, divisions, etc. The new student database would use assessment results and follow up new student survey responses to benchmark levels, create demographic groups, student interests, etc. and then use this information to link students to clubs, special programs, services, etc. For example, all new students assessed at the 200 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.

   a. This incorporates CTAs requesting links between Outreach, student support services, and various divisions and programs. It also addresses the need to help identify student interests and potential barriers to success at the intake point.

   b. Foundational areas would include TRG, Institutional Research, and possibly Mar/Com.

   c. The database criteria should be developed and implemented in year one; persistence rates should be measured for the student cohort that is included in that database; increased enrollment in areas identified in student surveys should be monitored; review of how effective referrals are, how the data is used, effectiveness of supplemental question survey, etc. will be reviewed in year two.

   d. Success of the use of the databases could be measured in improved retention and persistence, and increased enrollment in areas identified in the student surveys.

   e. The existence of the databases will be communicated via e-mail and task force.

   f. Budget includes staffing time to develop the databases, create ways to input student data, collect report information, provide referral and follow-up capacity, and evaluate success of the efforts.

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| Total Costs =         | $5,000    | $5,000    | $5,000    |
g. Existing resources: Mar/Com and Recruitment staff.
h. Challenges: Creating assessment, referral, follow-up, and effective, efficient collaboration across campus and departments.
i. Responsible Units: Outreach, Assessment, Readiness, and Counseling

7. Develop a mechanism – through service learning, leadership classes, Office of Civic Engagement and other methods – for awarding credit to students involved in Outreach efforts. Develop curriculum as needed in conjunction with Outreach coordinator and responsible instructional areas overseeing course(s); coordinate award of credit or notation on student record; develop metrics for assessing benefit to student cohort and prospects working with student recruiters.
   a. This action incorporates CTAs from Civic Engagement, Counseling, students, and instructional divisions.
   b. Curriculum is the primary foundational area.
   c. A task force for developing curriculum should be created and the curriculum developed in 2007-2008. Experimental versions of some curriculum may be implemented as early as Winter or Spring 2008. Full implementation of these courses would occur in 2008-2009.
   d. Success of the outreach-related curriculum can be measured by follow-up surveys with prospects, high schools, etc. and by exit surveys of De Anza students enrolled in the courses.
   e. The existence of the courses will be communicated via DASB, the Office of Civic Engagement and other programs and divisions overseeing these courses, Schedule of Classes, and the Outreach Office.
   f. Budget includes proposed staffing and B Budget.

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g. Existing Resources: Outreach, Office Civic Engagement, Curriculum, Instructional Divisions, Office of Diversity, Counseling, Academic Support Services, and Student Success Center.

h. Challenges: Bringing together the appropriate faculty necessary to create the curriculum in a timely manner for implementation in 2008-2009.

i. Responsible Units: Curriculum, Counseling and/or Civic Engagement, Office of Diversity, instructional divisions, DASB.

8. **Develop a consortium or other forum between high school and De Anza faculty and staff to identify barriers to higher education**: create liaisons between K-12 and De Anza; discuss expectations/inconsistencies between high school curriculum and De Anza access levels (for example, assessment requirements and multiple measures using SAT scores); create bridges between high schools and De Anza to facilitate student transition from high school to college; explore potential courses or other programs to be offered at high school sites; explore ways to bring high school students to campus for courses and activities; explore courses for vocational or other non-transfer needs.

   a. This action incorporates CTAs addressing the need for links between high schools and campus services; links across campus to outreach issues; ways to create more effective bridges to higher education; ways to identify and assist underserved students.

   b. Foundational areas would include Curriculum, Mar/Com and TRG, and Office of Civic Engagement, depending on the consortium findings.

   c. Create consortium and invite members in 2007-2008. Create an initial action plan for 2008-2009, including new curriculum, course offerings, continued focus groups, etc.

   d. Success of the action can be measured by improved relations with high schools, campus-wide involvement, improved enrollment of underserved populations in math and science courses, and increased enrollment in general.

   e. The existence of the consortium will be communicated via e-mail/invitation to membership with scheduled updates to campus.

   f. Budget includes proposed staffing and B Budget.

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9. **Develop a process for reviewing and funding recruitment-related requests from divisions, or to support Cultural Competence or Civic Engagement efforts.**
   a. This action incorporates CTAs requesting specific funding for outreach by divisions and may assist other IIs in collaborative efforts where their funding is insufficient.
   b. Foundational areas could include Curriculum, Mar/Com and TRG.
   c. Review and fund projects annually.
   d. Success of the action can be measured by improved collaboration across campus, enhanced enrollment in target programs, etc.
   e. The review process will be developed by and funds allocated through the Outreach Task Force.
   f. Budget includes proposed staffing and B Budget.

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(Describe what role these staff will play in implementation.)
Summary of Outreach Institutional Initiative Action Plans

All of the IIs agree on the following projects/programs/actions:

1. Cohort classes including Summer Bridge Programs and First Year Experience programs will support outreach, retention, persistence of relations with and integration into local and regional communities. These will involve a close, deep, ongoing integration of Counseling, Instruction, Student Success Center, Outreach, Retention, Assessment, Financial Aid and the Offices of Diversity and Community Engagement to name just a few.

2. Each of our initiatives, as well as the feedback we received at open forums, recognize the need for a well-developed program of Student Leadership that will include classes, training in cultural competence, service learning and community involvement, stipends, internships and involvement in outreach, planning and implementation of campus cultural events, peer mentoring, tutoring and many other existing and new activities.

3. In order to implement, allocate funds for, take responsibility for accountability, and advise and revise synchronization of the Strategic Plan and its various individual initiatives, we recommend that at least two members of each Institutional Initiative along with representatives from the Office of Finance and College Services and DASB, the director of the Office of Diversity and the supervisor of College Research comprise a “Campus Response, Evaluation, and Accountability Team.”

Together, we recognize the following challenges:

1. Adequate and unified accessible space is required for:
   a. Multicultural Center
   b. Outreach and the Office of Relations with Schools
   c. Office of Civic and Community Engagement (would like to be located in the Multicultural Center when it is available)
   d. Student Instructional Support Services (currently the Student Success Center) should be removed from a specific instructional division and become its own integrated program with its own dean. Such a broad program would solicit involvement of all instructional divisions to provide tutorial and other support services and would offer campus-wide classes to serve students in all disciplines (e.g., writing a research paper). The program would include classes that are discipline-specific (such as EWRT, READ and ESL Readiness classes and others to be developed in other areas) as well as classes and instructional services that cross disciplines (such as the WRC).

2. Each of our initiatives sees that the separation of technological responsibility for Web sites and the content of such Web sites present a serious challenge to implementation. We will need a Web Group that integrates content and technical aspects and which works intimately with the Campus Response, Evaluation, and Accountability Team. Again, this may be something we all identify as a challenge.
3. Based on discussions of the many CTAs from across the campus and the selection and coordination of these based on our separate team charges, we see that the college is making a long-range institutional commitment to structural integration of instruction, student services, staff development and community engagement that will require major, comprehensive structural reorganization at the level of senior management/leadership.

**Indicators of Institutional Initiative Success**

As highlighted above, the Outreach team will be success if overall enrollment and enrollment in target populations increases; if retention and success is augmented by links to services; if all four IIs are integrated in their approach, coordination, and response to the needs of our students; and if the Outreach office receives the resources, staffing, and space required to expand.
Assumptions and Conditions Affecting the 2007-2008 to 2009-2010 Plans

1. **Targeted populations:** Latinos are the fastest growing ethnic demographic in the region. This proposal assumes that these projected growth trends will continue. De Anza College continues to work on its equity goals of reducing the gap between the highest performing groups and the lowest performing groups to no greater than 5%. While the overall success rates of all demographics have improved with the equity efforts over the past several years, the gaps themselves still remain. In order to be successful in attaining equity for African ancestry, Latino, and Filipino students, a significant re-envisioning of the college, as proposed in this Strategic Plan, rather than a “business-as-usual” model is necessary. These three main identified demographic groups often have higher populations of first-generation students as well as a higher need for basic skills preparation. Even with the focus on targeted populations, it is understood that the majority of all new freshmen are under-prepared for college level math and English.

2. **Students’ needs:** Inherent in this proposal is the recognition that with a diversity of backgrounds comes a diversity of learning styles. Students come from different ethnic and cultural backgrounds with a diverse array of talents, but training and awareness may be needed to recognize and leverage those abilities. For example, often underserved students respond more readily to models of collaboration and community building. Not only would better academic preparation and increased attention to preparing students for college culture assist underserved students, but, as prior practice has shown, attention to these areas has served to increase success for students from all backgrounds.

   In a recent survey of De Anza students and faculty, common concerns were advising, giving attention to the individual student, avoiding the run-around, and registering for classes. The Strategic Plan assumes that these will continue to be the concerns of students and that the proposed action plans will serve to address those concerns.

3. **Changes in external factors:**
   a. **Globalization:** With increasing globalization, the exodus of manufacturing jobs is a permanent feature of the economy (and particularly in the Silicon Valley). Job growth in the future will be in high skill fields, and high school equivalencies will be inadequate to gain employment offering a living wage.

   b. **Technological advances:** The pervasiveness of technology in every part of our lives cannot be overstated. Many of our students are not only familiar with technology to a degree far beyond the generations who came before them, but technology has become nearly invisible because of its ubiquity. Still, we cannot assume that all of our students are comfortable with technology, nor can we assume that they all have equal access to home computers, the Internet, training, and so forth. The digital divide exists even within the Silicon Valley. This Strategic Plan is mindful of the need to integrate technology
while providing access to the equipment, skills, and facilities for each and every student, particularly those who have not been able to afford such access.

4. **Funding:** While the specific action plans outlined provide timelines for the next three years, the Strategic Plan serves to envision De Anza College for the next several years. One-time dollars must be converted into ongoing dollars through increased enrollment and retention leading to growth.

**Institutional Goals**

Facilitate the ability for every student to enroll, participate, learn, and succeed through individualized attention.

**Implementation Plan**

1. **Summer Bridge:** Studies have shown that participation in a bridge or transitional program from high school to college significantly increases a student’s 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 more than a 90% retention rate.

This Strategic Plan 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 (4.0 units) as well as a basic skills writing, reading or mathematics class (3.0 units).

a. **Participating Areas**
   - African Ancestry Faculty, Staff and Student Association
   - Counseling
   - Diversity Office
   - Intercultural International Studies
   - Language Arts Division
   - Office of Community and Civic Engagement
   - Outreach Office
   - PSME Division
   - Puente Project
b. Foundational Areas

- Curriculum – Develop curriculum for 3.0-unit developmental classes in writing, reading, or math. The courses are designed to prepare students to improve their basic skills with the objective of students’ placing higher when re-assessed at the end of the class. Students who are not re-assessed higher will still benefit by being better prepared for the class to which they were originally assessed.
- Facilities – Smart classroom space
- Professional Development – all employees (including students) participating will receive training provided by the cultural competence team

c. Timeline

Summer 2007:
- 50 students participating, incoming freshmen directly out of high school
- Five-week program
- Includes Human Development 20 – the course will follow the current curriculum for HUMA20 as well as include components for overcoming math anxiety, and improving reading and writing skills
- Social and academic activities including field trips
- Includes two paid student interns from previous year’s Summer Bridge program to serve as mentors

Summer 2008:
Same format as Summer 2007 with the following changes:
- Expand to 100 students
- Expand to six weeks
- Add a basic skills math, English, or reading (3.0 units) class. Students will re-take the assessment test in the respective subject to determine if their class level has changed.
- Increase paid student interns to four

Summer 2009:
Same format as Summer 2008 with the following revisions:
- Expand to 200 students
- Expand target population to include students beyond high-school age
- Increase student interns by providing leadership class credit. Includes two paid student interns to serve as coordinators of other student interns.

d. Assessment
Chart quarterly retention and success rates for students participating in Summer Bridge compared with incoming African ancestry, Latino, and Filipino students entering their first of college who do not participate in the Summer Bridge program.

e. Communication
Recruit students through outreach to local high schools, particularly those high in targeted populations.
f. Budget
Faculty who are involved with the coordination will receive an honorarium for curriculum development and participation in activities. (For Summer 2007, writing, reading, and math faculty will receive honorariums for time spent as guest speakers in the classroom.) Student interns will receive stipends for coordination of program, mentorship of incoming students, and participation in activities.

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B Budget

| * Printing and supplies                        | $1,000    | $2,000    | $4,000    |
| * Books                                        |           |           |           |
| M08 and M09 – part of the cost of books will be offset. Fundraising will be done for the remainder of books | $3,000    | $3,000    | $3,000    |
| * Transportation costs                         | $2,000    | $5,000    | $5,000    |
| * Events and Field Trips                       | $3,500    | $7,000    | $7,000    |
| * Faculty Honorariums                          |           |           |           |
| M07 - $1500 x 2 faculty                        | $3,000    | $3,000    | $4,500    |
| M08 - $1000 x 3 faculty                        |           |           |           |
| M09 - $500 x 9 faculty (see additional compensation under existing resources below) | | | |
| * Student Interns                              |           |           |           |
| M07 - $500 x 2 interns                         | $1,000    | $2,000    | $1,500    |
| M08 - $500 x 4 interns                         |           |           |           |
| M09 - $750 x 2 intern coordinators             |           |           |           |
| A student leadership class will be developed by Summer 2009, in which students will receive credit for participating as interns. Expected number of interns: 15-25. Two students will be compensated as organizers of other interns. | | | |
| * Assessment Center                            |           |           |           |
| Retesting of students                          | $200      | $500      | $1,000    |
| Total Costs                                    | $13,700   | $22,500   | $26,000   |

g. Existing Resources
- Faculty who teach WSCH generating classes (HUMA20, EWRT, READ, MATH) will be paid through the general fund.
- The Outreach office in conjunction with the Summer Bridge/First Year Experience counselor will recruit students for the Summer Bridge program.
- Summer Bridge/First Year Experience counselor will be paid through the general fund as part of load.
h. Challenges
   • With most of the students from the target populations residing in East San Jose, transportation could be a problem particularly with rising gas costs.

i. Responsible Units
   • The Summer Bridge program will be coordinated by a team consisting of the dean of Counseling, Counseling faculty, math/writing/reading faculty, and students who are alumni of the previous year’s Summer Bridge Program.

2. 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 which 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 academics, social, emotional and physical aspects of our first year student’s development. This program helps each new student make a smooth transition into 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.

a. Participating areas
   • African Ancestry Faculty, Staff and Student Association
   • Counseling
   • Diversity Office
   • All Instructional Divisions
   • Office of Community and Civic Engagement
   • Outreach Office
   • Puente Project

b. Foundational areas
   • Technology – The ability for students to enroll in sequential courses with guaranteed seats.
   • Facilities – Smart classrooms scheduled for sequential and cohort classes.
   • Professional Development – all employees (including students) participating will receive training provided by the Cultural Competence team

c. Timeline
   2007-2008
   • Beginning Fall 2007, 75 students participating, incoming freshmen directly from five-week Summer Bridge Program and other incoming high school students from targeted populations.
   • Includes Human Development 20 course for non-Summer Bridge participants.
Cohort based on assessment: Reading 201/100; Writing 200/100B; Writing 100B/1A and MPS strand Math 112/114.
Counseling support for all participants.
Social and academic activities including field trips.
Direct students to tutoring resources.

2008-2009
Same format as Fall 2007 with the following revisions:
Expand to 150 students.
Incorporate new student winter 2009 arrivals capped at 50 additional students.
Add two sets of sequential, cross-discipline, general-education cohorts

2009-2010
Same format as Fall 2008 and winter 2009.
Expand to 200 students and double winter quarter 2010 arrivals (100 students).
Increase to eight sets of sequential, cross-discipline, general-education cohorts initiating themes of science and/or social activism.
Long term goal is to implement First Year Experience for all incoming freshmen.

d. Assessment
Chart quarterly retention rates of returning students in the program.
Chart quarterly success rates of students in progression of cohort courses.
Chart yearly progress of students in meeting their academic goals (transfer, career etc.)

e. Communication
The work and results of early alert will be disseminated via all available communication tools.

f. Budget

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<td>09-10 2 students</td>
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| B Budget           |           |           |           |
| * Printing, Supplies and Miscellaneous | $2,000    | $4,000    | $6,000    |
| * Events and Field Trips      | $2,000    | $3,000    | $3,000    |

| Total Costs | $8,000 | $15,000 | $17,000 |
De Anza College Aggregate Institutional Initiatives – DRAFT 1 – March 26, 2007

g. Existing Resources
- First Year Experience Counselor
- Shared Division Assistant

h. Challenges
- Integration of Services (including Instruction and Student Services)

i. Responsible Units
- Student Success and Retention Services Center

3. **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 affect 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 Scantron roster and establishes a systematic process for students experiencing academic difficulties.

The instructor, who is the initial contact person of the student, schedules a meeting with the student and assesses the situation. The instructor notifies the Early Alert Counselor via portals of initial system contact. If conduct continues the instructor contacts the Early Alert Counselor via same portal. (This information was disseminated to the student during initial instructor meeting). The Early Alert Counselor meets with the student, assesses the situation and refers to various student and instructional services.

a. **Participating CTAs**
- All Instructional Divisions
- Counseling

b. **Foundational Areas**
- Technology – Early Alert system and the ability to expand with the EIS system.
- Facilities – Retention Services Center
- Professional Development – all employees participating will receive training provided by the cultural competence team

c. **Timeline**
**2007-2008**
- Hire Early Alert counselor to begin planning implementation of an Early Alert process in coordination with Division Retention Teams (see Division Retention Teams action plan)
- Mission, goal and purpose introduced campus wide
- 10 volunteer instructors identified and trained on Early Alert Computerized Program System.
- Retention workshops offered for all probationary students
2008-2009
• Campus-wide training of Early Alert Program for all faculty
• 50 instructors (including part-time) identified to participate
• Retention workshops for probationary students increased based on need

2009-2010
• Continued campus-wide training of Early Alert Program
• 100 instructors (including part-time) identified to participate
• Retention workshops for probationary students increased based on need

d. Assessment
• Quarterly chart the decrease of the rate of probationary and disqualified students to the overall population of students
• Quarterly chart the increase of retention in courses and persistence

e. Communication
• The work and results of early alert will be disseminated via all available communication tools.

f. Budget

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*** Beginning the 2009-2010 school year, an additional Early Alert counselor (1 FTEF) is necessary to coordinate Early Alert retention efforts, to conduct retention workshops, and to council students directed to program. In addition, a classified position is necessary to assist with the intake of projected students. These positions should be funded from general budget ongoing funds. We believe that the increased retention will lead to growth which will justify the addition of such positions.

g. Existing Resources
• Early Alert counselor
• Shared division assistant

h. Challenges
• Students may be negatively profiled based on stereotypes.
i. Responsible party
   - Dean of Counseling with the support of Instructional deans

4. Integrated Instructional Support – De Anza’s Institutional Research 2005-2006 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 FTEF and a counselor at 10 hours per week for five divisions: Language Arts, Physical Science Math & Engineering, Creative Arts, Social Science, and Business/Computer Sciences. 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. Examples of strategies to augment Early Alert include:

- Workshops related to discipline-specific study skills, note-taking, and approaches to reducing anxiety
• In-class counseling support
• In-class tutors or other effective use of tutoring support
• Study groups
• Adjunct skills or lab classes
• Discipline and career advising by faculty
• Academic, personal, and career counseling, especially in support of early alert system
• Enrichment activities such as industry tours, guest speakers, career workshops

a. Participating Areas
• Academic Senate
• Academic Services
• Instructional Divisions beginning in the first year with Business/Computer Science, Creative Arts, Language Arts, PSME, and Social Science and Humanities

b. Foundational Areas
• Technology – The Early Alert System is the foundation of the retention teams’ work. Additionally, the “Student Services Online Suite” that offers degree audits, electronic educational plans, and other supports as part of a new Educational Information System will facilitate the work in 2009-2010.
• Facilities – Smart classrooms and state-of-the-art labs will strengthen this action plan.
• Professional Development – Retention teams will be trained in cultural competencies and boundaries between advising and counseling.

c. Timeline
Pre-plan Activities: During Spring 2007, members of retention teams will be identified and trained in cultural competence. Instructional faculty are trained in the boundaries between advising and counseling.

2007-2008
• Retention teams develop and coordinate a preliminary division retention plan in conjunction with division faculty
• Select several division faculty to pilot the Early Alert system in coordination with the Early Alert/Retention counselor.
• Identify target courses for retention initiatives on a pilot basis.
• Assess instructional support needs and develop a support plan in collaboration with appropriate areas such as the Student Success Center. This could include adjunct skills classes, study groups, in-class tutors, etc.
• Create additional student cohorts to enroll in sequential courses with same instructor; students register for one-year sequence of courses. Expand beyond special programs such as Puente, First Year Experience, MPS.
• Determine most effective role for counselor and pilot counseling support strategies.
• Develop and/or adapt curriculum. Examples: Mini-courses to prepare for assessment tests or mini-courses to develop specific discipline skills for students who may not need an entire course.
• Research other successful discipline-specific retention models that are effective with target populations and plan for implementation the following year. (Example: Enabled Math program)
• Implement retention initiatives in targeted courses as identified in the plan.
• Assess success of retention initiatives and adapt for the following year.

2008-2009
• Expand the number of faculty to participate in the Early Alert system.
• Expand the number of courses targeted for retention initiative.
• Adapt retention initiatives based on previous year’s assessment.
• Develop and pilot new models for retention based on previous year’s research.
• Plan and implement enrichment activities.
• Assess success of retention plan and adapt for the following year.

2009-2010
• Continue to expand the Early Alert System within the division.
• Continue to implement initiatives as identified in the retention plan.
• Continue to assess and refine retention plan.

d. Assessment
   Effectiveness of the retention teams will be measured by tracking the retention and success rates of students enrolled in classes targeted for intervention in comparison to those in the same courses not benefiting from the same interventions.

e. Communication
   The work and results of the retention teams will be disseminated via all available communication tools available.
f. Budget

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B Budget

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While costs associated with this initiative appear high, they are modest compared to the net results of increased course retention and success. The Research and Planning Group (RPG) of the California Community Colleges has offered an “incremental revenue modeling tool” that suggests greater “downstream FTES” from students who are successful at the developmental level and who progress to college-level degree and transfer courses. The potential increase in FTES will generate additional apportionment revenue that will offset much if not all of the costs. The RPG reports, as an example of the modeling tool, that De Anza’s MPS program generates $213,357 in potential revenue from students in the program.

Because of the success of the Math Performance Success, it is recommended that the model be expanded to create a Science Performance Success program – or establish MESA program. However, with Strategic Planning funding limitations, it is recommended that the SPS or MESA programs be supported through the general fund.

g. Existing Resources

- Five counselors in 2007-2008 and eight the following two years will be assigned as part of load to division retention teams.
- In addition, the Early Alert Retention counselor who will begin Fall 2007 will play a primary role in this initiative.

h. Challenges

- With only .250 FTEF reassigned time for the instructor and 10 hours per week for the counselor, limited time to plan and implement retention plans may be a challenge.
Because early alert and retention strategies may be new territory for some instructors, identifying faculty participants in the initiatives may be a challenge.

Because students may be enrolled in classes from various divisions, effective coordination will be necessary to avoid duplication of services.

i. Responsible Unit

- The dean of Counseling and the Instructional deans of participating units will have primary responsibility for oversight.

5. Peer support

Peer support is crucial for student success. Tutors, peer mentors, and facilitators can significantly enhance the learning environment. Whether serving as facilitators of study groups, one-on-one tutors in the Tutorial Center, support in labs, peer advisors 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/career path (e.g., Chem 50). The most effective delivery method will be determined in each division’s retention plans 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 competency training regardless of whether they are from the Center or from individual divisions/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).

a. Participating Areas

- Academic Services
- Child Development Center
- Biological/Health Sciences
- Business/Computer Science
- Creative Arts
• Intercultural International Studies
• Language Arts
• PSME
• Social Science/Humanities

b. Foundational Areas
• Technology – Database capabilities are needed to input student information, search for available peers, and submit peer requests online.
• Facilities – See next section, Centralized Learning Support Center.
• Curriculum – New or revised courses such as leadership development, multicultural or cross-cultural advising would augment existing tutoring courses and expand opportunities for employment, internships, and other types of peer involvement in areas such as outreach or civic/community engagement.

c. Timeline
• Pre-plan Activities: During Spring 2007, members of retention teams will be identified and trained in cultural competencies. Instructional faculty are trained in the boundaries between advising and counseling.

2007-2008
• Allocate funding based on Division Retention Plans.
• Allocate funds to areas in greatest need of tutors based on course success rates.
  Hire additional tutors.
• Identify areas using peer support in programming and allocate additional funding.
• Develop and/or adapt training curriculum to accommodate different and/or unique programming needs.

2008-2009
• Same as above except increase the number of tutors.
• Student Success Center begins coordination of peer support.

2009-2010
• Same as above.

d. Assessment
Success will be measured by higher rates of course success, retention, and persistence. Students who benefited from peer activities (to include tutors and facilitators) will be surveyed to gather data regarding the impact of peer support.

e. Communication
The results of expanded peer support initiatives will be disseminated via all available communication tools available.
f. Budget

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| Total Costs | $100,000 | $130,000 | $130,000 |


g. Existing Resources

The Student Success and Tutorial Centers offer the infrastructure for the administrative aspects of expanded peer support activities. As well, their tutoring curriculum provides the core training for new tutors. The Office of Community and Civic Engagement as well as the Counseling Center offer the expertise to develop new leadership curriculum that can benefit students serving in capacities other than academic tutoring. The Counseling Center’s Human Development 53, Human Services Training, and Counseling 80, a variable unit Special Topics in Counseling, can serve as starting points. The Cultural Competence Team will also provide a strand of cross-cultural training for students or will review existing, new and/or revised curriculum for appropriate content.

Divisions with developmental level courses such as Language Arts and PSME already have effective tutoring programs in place and can serve as resources.

h. Challenges

Funding, facilities, and staffing are always challenges for programs that do not generate enough WSCH to be self-supporting. For example, the Student Success Center and Student Services programs such as Student Success and Retention Services rely heavily on DASB funding for peer support salaries.

PSME, the division with the lowest course success rates and with key developmental level courses, has no instructional associates to provide student support. In response, this proposal earmarks an additional $10,000 annually for peer tutors in the PSME Division. However, since costs associated with instructional associate positions are beyond the scope of funds from strategic planning, it is highly recommended that these critical positions be funded from another source in order to promote retention, student success, and enrollment growth within that division.
i. **Responsible Units**  
Because tutoring and other peer support activities are campus-wide, all division deans will be responsible for monitoring success of this initiative. The Student Success Center will provide auxiliary support to the deans.

6. **Integrated Learning Support Center – Long-Range Recommendation**  
At present, tutoring and other academic support programs occur across the campus. While individuality of programs that address specific student needs or that serve specific student populations must be maintained, coordination and, in some cases, integration of services is necessary. It is proposed that the Tutoring Center, Skills Center, Writing Reading Center, Readiness, LinC, and Honors be housed together in a facility with appropriate technological support, expanded tutor/facilitator services delivered in a variety of modes, and ample space for study groups, or other group activities. The need for this common facility should be addressed in long-term facility planning including Measure C decisions.

Benefits include:  
- Coordination of tutor/facilitator resources across disciplines and programs  
- Centralized and accessible location for students in need of tutoring  
- Common core tutor and facilitator training that includes strong cultural competency components  
- Joint development with divisions/departments/programs of additional training to address unique training needs  
- Centralized payroll functions

7. **Student Services Retention Programs**  
In addition to a Learning Support Center, a comfortable environment for existing targeted student support services is needed. Current and future students in the Student Success & Retention Services (SSRS), Puente, Summer Bridge, and First Year Experience programs lack a home-base location that promotes interaction and community-building. Part of long-range facilities planning (Measure C) must include a building for these existing programs as well as future programs that may be developed.

**Summary of Institutional Initiative Action Plans**

This proposal addresses ways to increase retention and success both with targeted populations as well as with the general De Anza student body.

African ancestry, Latino, and Filipino students who participate in the Summer Bridge will then enter the First Year Experience. The First Year Experience will expand to include students from targeted populations who were not able to participate in the Summer Bridge Program. The majority of students will focus on basic skills during this first year with an increasing focus on majors and disciplines during Spring Quarter. Support services will be provided through the Division Retention Teams and the Student Success Center.
During the first year, students will have opportunities to form cohorts through a variety of means including the program itself. As students prepare to complete the First Year Experience, they will be encouraged to forming cohorts throughout their education at De Anza through existing programs such as SSRC, Honors, LinC and so forth.

While the Division Retention Teams, Early Alert, and peer support will be available to students participating in the First Year Experience, they will also be available to the campus at large.

**Indicators of Institutional Initiative Success**

While the goal is to improve retention and success for all students, narrowing the equity gaps in course success rates and Fall-to-Fall persistence for African ancestry, Latino, and Filipino students will be an important indicator of success. Specific indicators include:

- The percentage of students starting in basic skills courses who successfully complete college level courses in the same subject will increase by 1 percentage point each year.
- Participation rates of underrepresented groups in transfer-level math and science courses will equal each group’s representation of on-campus students stating a goal of transfer. Annual targets will be based on end-of-the-term data for the previous year.
- Course success rates of underrepresented groups in transfer-level math and science courses will be equal to other ethnic groups in the same courses.
- Fall-to-Winter persistence rate of fall, first-time, degree-seeking students with a goal of transfer or degree will increase 1% each year from Winter 2007 to Winter 2009.

**Other Items Important for This Initiative**

Integration and coordination are key to the success of students. In order for these initiatives to become transformational realities, such change needs to occur not only personally and programmatically but institutionally as well. Thus, an expected response to this proposal is the long range institutional commitment to restructuring, particularly focusing on two main areas: the Integrated Learning Support Center (as mentioned early) and the campus governance structure.

In order to implement the Strategic Plan as it has developed, decide on the allocation of funds, take responsibility for the accountability of the projects, recommend changes as they seem necessary, and report to the college and the Board on the progress of our initiatives, the college will need a campus-wide body that includes the perspectives of all of the Institutional Initiatives. We recommend a Team for Research, Understanding Strategy and Transformation, which would report directly to the President. The team would be comprised of at least two of the leaders of each Institutional Initiative (including instructional faculty and administrators), along with a representative of the Office of Finance and College Services, two DASB representatives, the director of the Office of Diversity and the supervisor of College Research. This group will be a pilot for ongoing, deeper, more comprehensive structural changes.
Total Budget Requests

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The total budget request for the three-year plan is $899,200. We would like to contribute the remaining $800 to the Cultural Competence plan, which includes student-centered cultural events, which will help retention.
Institutional Initiative Team Report:  
Cultural Competence

The Cultural Competence Team began its charge by basing our work upon a definition of Cultural Competence. The definition proposed here was developed and is used by the De Anza College Equity Collaboration Team (ECT) adapted from the Oregon Department of Education.

Cultural competence is a developmental process occurring at individual and system levels that evolves and is sustained over time. Recognizing that individuals begin with specific lived experiences and biases, cultural competence requires that individuals and organizations demonstrate the capacity to:
- engage in self-reflection
- facilitate effectively (manage) the dynamics of difference
- acquire and institutionalize cultural knowledge
- work within the diversity and the cultural contexts of the students, families, and communities they serve, and
- support and initiate actions which foster equity of opportunity and services

Assumptions and Conditions Affecting the 2007-2008 to 2009-2010 Plans

Cultural Competence addresses the Institutional Initiatives (Individualized Attention to Student Retention and Success, Outreach, Community Collaborations) through the following assumptions:
- De Anza College serves a wide range of racial, ethnic, linguistic, age and gender student groups with a variety of learning and physical needs in a culturally diverse community.
- Equity gaps remain.
- Cultural Competence is key to closing equity gaps.
- Equity indicators of success (access, retention, course completion, transfer, workforce, degree and certificate completion).
- Cultural Competence is a critical element in building communities (student, employees, broader community). The building of communities is essential in promoting collegiality, individualized attention to student retention and success, effective outreach, and successful community collaborations.

Institutional Goals

- To develop individual cultural competence.
- To develop institutional cultural competence.
- Enhance and promote culture of learning and interaction.
- Teach and engage students to be agents of change and life-long participants in the social, economic, environmental and political realities of their lives, their communities, and beyond.
- Increase professional, personal intellectual, cultural effectiveness for all students and employees through growth opportunities.
Institutional Initiative Plans

1. **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 collaboration with the campuses’ 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. Relevant to this, we will survey the existing training and staff development resources on our campus in addition to utilizing external resources.

   A. **2007-2008**: Foundations of Cultural Competence – Awareness and Self-Assessment
      - Three major workshops: (administration, faculty, staff and students) defining Cultural Competence (The Anatomy of Cultural Competence) and self-assessment.
      - Two division seminars: (administration, faculty, staff and students) a. Developing Cultural Awareness about Our Student Population; b. The Attribution Model; Developing an Affirming Orientation toward Student Diversity.
      - Oral History Project – In collaboration with the California History Center and the Social Sciences/Humanities Division, the Oral History Project will provide a repository for research available to administrators, faculty, staff and students to learn the histories and cultures of a variety of ethnic and language groups that exist on our campus and in the broader community.
      - Cultural Competence Practicum (administration, faculty, staff and students): Campus-wide small discussion groups for topics generated by readings, research, events and trainings. These small groups will meet three to four times per quarter.
      - One discipline-specific Cultural Competence training (e.g. Dr. Norma La Moyne – Language Acquisition (ESL); Dr. Robert Moses – The Algebra Project; Cross Cultural Counseling – Derald Wing Sue.)
      - One workshop – Cultural Competence Training for Management: Focus on managing with sensitivity to difference. Cross-cultural communication. Work and learning styles specific to culture.
      - One or two workshops for brain-based learning: Understanding How Students Learn: Developing the foundation for creating pedagogies of engagement.
      - De Anza College two-day diversity/equity conference – Share Best Practices and Strategic Directions for addressing the needs of the diverse student populations we currently serve in our community colleges throughout California.

   B. **2008 – 2009**: Culturally Responsive Teaching and Service Delivery; Pedagogies of Engagement
      - Two workshops – Constructivist Views of Learning (faculty) – Assessing the learner’s attributes that can be used as building blocks for learning new content. Creating learning environments that motivate students toward optimizing their
achievement by making cultural connections with curriculum and other pedagogical strategies.

- Two workshops – Students Are Our Customers; Culturally Competent Service Delivery (administration, faculty, staff and students). Focus on communication with diverse student populations – language and ethnic groups, older adults and disabled students. (Possible trainers: EDC/DSS, ECT, Puente)
- Three workshops – Pedagogies of Engagement/Culturally Responsive Teaching Practices: Collaborative Learning, Project-Based Learning, Brain-Based Learning, Community/Civic Engagement, Ethno-Pedagogy.
- Cultural Competence Practicum (administration, faculty, staff and students): Campus-wide small discussion groups for topics generated by readings, research, events and trainings. These small groups will meet three to four times per quarter.
- Two workshops – Classroom Assessment/Curriculum Development: Focus on methods of assessment that evaluate the progression of students in their attainment of knowledge and skills rather than evaluative methods that assess outcome only. Development of culturally responsive curriculum. Note: Some smaller discipline-specific training will be provided.


- Divisions and departments will receive tools to assist them in assessing their curriculum utilizing criteria for cultural competence.
- Review of communication across the institution. Assess and learn most effective method for communication with students from diverse groups. Begin publication of materials in languages other than English both for internal and external use. Identify effective marketing strategies for diverse groups of potential students.
- Develop leadership training that is sensitive to the diversity of cultures that exist among our student population. Engage traditionally marginalized groups in leadership training. (Collaboration with the Office of Community/Civic Engagement, the Multi-Cultural Center and Student Activities).
- Infuse Cultural Competence training into the Tenure Review training.
- Review faculty and staff evaluation processes. Engage the representative bargaining units in discussions concerning the inclusion of cultural competence standards in the evaluation process for all employees. Review PAA/PGA criteria. Begin discussions with the bargaining units concerning the inclusion of cultural competence workshops and trainings as activities that can earn points toward these awards.
- Assess the configuration of classrooms, meeting spaces and facilities for their appropriateness in creating an environment that is supportive and welcoming to the diverse De Anza College community members.
- Examine the selection and hiring process to ensure that it encompasses criteria, procedures and practices that ensure the hiring of employees who are culturally competent.

2. **Develop a Participatory Action Research Team** 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/work-study for the research team. The team would work directly with the Office for Institutional Research and the Institutional Initiative Planning Teams.

3. **Develop a Cultural Events Planning Committee.** Organize a committee to oversee campus cultural events comprised of two faculty, two staff and two students. Members will receive reassign 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 De Anza Web site’s homepage. Most events could be free to participants. Events monies could come from an event fee of a few dollars attached to the registration process (i.e. UCSB). Other events, such as a coffee shop concert series or spoken word performances could have small fees attached.

**Foundational Areas Involved in Plans:**

- Staff Development Office: Collaborative effort with the Office of Diversity and the Equity Collaboration Team.
- Curriculum: Development of curriculum relevant to Cultural Competence is necessary.
- Technology: Utilize technology resources to disseminate information and to create Web sites and bulletin boards to facilitate campus dialogues.
- Office of Civic Engagement: Collaborative effort to develop meaningful events that target cultural competence and community involvement.
- Office of Institutional Research: Collaborate with Social Sciences/Humanities Division to develop appropriate Action Research Curriculum.
- Marketing: The need exists for developing effective marketing of staff development training.

**Indicators of Institutional Initiative Success**

- A closing of the equity gap in retention and success of all student populations would indicate success not only of Cultural Competence Initiatives on campus, but also of the efforts of the other Institutional Initiative Action Plans. This can be qualitatively measured.
- The continued collaboration between administration, staff and faculty in the process of implementing the Institutional Initiative Action Plans will model, and potentially encourage, the growth of community and collegiality among De Anza employees.

**Budget:**

- Four class release time per academic year for the Curriculum Development Specialist. Currently that position is at two class release time per academic year. More release time is necessary in order to increase the involvement of this position in the development of curriculum and strategies related to cultural competence for all campus personnel. Cost: $17,000/yr.
- Stipend for faculty/staff trainers – 10 persons @ $500/quarter = $5,000/yr.
- PGA for classified employees – Undetermined cost.
- Honorariums, printing, materials and supplies - $50,000/yr.
Action Research coordinator – Stipend: $6,000/yr.
Two-day Equity Diversity Conference – Seed money: $10,000 (2007-2008) only.
Payment for cultural events and coordination efforts: $12,000/yr. could be shared with Office of Civic Engagement.
Note: A 2% increase is recommended for the budget each year.
Total Budget = $100,000 per year for three years = $300,000.

Existing Resources
- The Office of Institutional Research will remain an essential tool in all measurements of student equity.
- A number of departments and divisions expressed strong willingness to participate and take leadership in developing Cultural Competence trainings. These included, but were not limited to, the IIS and Language Arts divisions and the Office of Civic and Community Engagement.
- Most divisions on campus expressed a strong desire to host Cultural Competence training events for their faculty and staff. These CTAs were detailed enough to include specific ideas such as academic culture, name pronunciation, family life, student-teacher relations, and student-student relations.
- A number of student leadership groups on campus already exist and are taking an active part in the transforming vision of the college. For example: APALI, BSU and LUNA
- Student Clubs are an active and vital part the creation of De Anza community.
- Faculty leadership groups and cultural heritage groups provide the college with enormous resources and organize many opportunities for cultural competencies discussions. For example: Diversity Advisory Committee, African Ancestry, APASA, Women’s History Month Committee, MSA.
- The Creative Arts Division expressed a strong desire to host events related to Cultural Competence, including arts and guest speakers.
- The Language Arts Division indicated the strong potential embodied in hosting events in spaces that also offer student services creating opportunities for students to become familiar with learning assistance available to them as they participate in cultural events.
- The Office of Community and Civic Engagement offers essential opportunities for bringing students out into the community and bringing the community onto campus. This exchange and dialog is a core component of developing Cultural Competence discussions.
- The California History Center has discussed the potential for the Oral History Project to be a source for staff and student development in relationship to developing Cultural Competence.

Challenges
- Students and their needs are constantly changing.
- The synchronization of the Institutional Initiatives into an organized and comprehensive plan for short- and long-range institutional change remains a challenge.
- Many of the significant structural institutional changes suggested in our public forums (see below) require deliberation by the shared governance groups and negotiation with the unions representing each of the employee constituencies on campus.
• Any Institutional Initiative action plan must remain flexible in order to respond to changes in campus climate and the student populations we serve.
• The demographic make-up of the De Anza faculty and staff do not currently reflect those of our students.
• Most training in the district is attended on a volunteer basis. Encouraging all members of the community to participate in training about Cultural Competence remains a challenge.
• In our public forum, a number of individuals stressed the importance of not making discussions around cultural competence overly intellectual.
• Although faculty undergo a process of engaging in self-reflection in the tenure process, the opportunity for growth and self-reflection is usually not continued once this process is finished.

**Responsible Units**

In order to implement, allocate funds for, take responsibility for accountability, and advise and revise synchronization of the Strategic Plan and its various individual initiatives, we recommend that at least two members of each Institutional Initiative along with representatives from the Office of Finance and College Services and DASB, the director of the Office of Diversity and the Supervisor of College Research comprise a Campus Response, Evaluation, and Accountability Team.

**Recommendations from the Team**

1. In order to implement, allocate funds for, take responsibility for accountability, and advise and revise synchronization of the Strategic Plan and its various individual initiatives, we recommend that at least two members of each Institutional Initiative along with representatives from the Office of Finance and College Services and DASB, the Director of the Office of Diversity and the Director of Campus Institutional Research comprise a Campus Response, Evaluation, and Accountability Team.

2. Based on discussions of the many CTAs from across the campus and the selection and coordination of these based on our separate team charges, we see that the college is making a long-range institutional commitment to structural integration of instruction, student services, staff development and community engagement that will require major, comprehensive structural reorganization at the level of senior management/leadership.

3. Again, space needs may be identified as a challenge. Adequate and unified accessible space is required for:
   - Multicultural Center
   - Outreach and the Office of Relations with Schools
   - Office of Civic and Community Engagement (would like to be located in the Multicultural Center when it is available)

4. Student Instructional Support Services (currently the Student Success Center) should be removed from a specific instructional division and become its own integrated program with its own dean. Such a broad program would solicit involvement of all instructional divisions.
to provide tutorial and other support services and will offer campus-wide classes to serve students in all disciplines (e.g., writing a research paper). The program would include classes which are discipline-specific (such as EWRT, READ and ESL Readiness classes and others to be developed in other areas) as well as classes and instructional services that cross disciplines (such as the WRC).

5. Cohort classes including Summer Bridge Programs and First Year Experience programs will support outreach, retention, persistence of relations with and integration into local and regional communities. These will involve a close, deep, ongoing integration of Counseling, Instruction, Instructional Support Services, Outreach, Retention, Assessment, Financial Aid and the Offices of Diversity and Community Engagement to name just a few.

6. Each of our initiatives as well as the feedback we received at open forums recognizes the need for a well-developed program of Student Leadership that will include classes, training in Cultural competence, service learning and community involvement, stipends, internships and involvement in outreach, planning and implementation of campus cultural events, peer mentoring, tutoring and many other existing and new activities.

7. Each of our initiatives sees that the separation of technological responsibility for Web sites and the content of such Web sites present a serious challenge to implementation. We will need a Web Group that integrates content and technical aspects and that works intimately with the Campus Response, Evaluation, and Accountability Team. Again, this may be something all II teams identify as a challenge.

**Other Items Important for this Initiative**

8. Hiring of faculty and staff that reflect both the dynamic cultural diversity of our students and who offer expertise in areas related to Cultural Competence is an essential aspect of the institution’s ability to serve the needs of our students. Examples from the CTAs that include discipline-specific knowledge and skills include the Chicano Studies position and the Multicultural/Digital Resources Staff requested from by the IIS division.

9. The growth of opportunities for student training in cultural competence, leadership and community/civic engagement will require the ability to generate curriculum and quickly navigate the curriculum approval process.

10. The Business/CIS CTAs mention their division’s interest in developing Professional Development Plans that include cultural competence training. Their ideas could serve as a model for developing department and divisional commitments to Cultural Competence that mirror those of the institution.

11. In addition to the space needs identified in the summary above, the development of staff and faculty gathering spaces and student “hangouts” all encourage the feeling of community.

12. Additional collaborative teaching and learning space (which facilitates cross-cultural dialog in the classroom) will help meet the needs of diverse teaching and learning styles.
13. Examples of institutional tasks related to Cultural Competence that emerged in our public forum were:

- Review of campus policies and procedures
- Curriculum
- Involvement of represented groups on campus through focus groups, surveys, research, inclusion in planning and development of processes.
- Performance reviews of all employees
- Cultural-specific recruitment
- Hiring
- A component in the PGA, PAA process to reinforce the importance of Cultural Competence by linking it to earning ability.
- Activities that call for more serious attempts and opportunities to engage in and require self-reflection.
- Opportunities for campus-wide dialogue
Institutional Initiative Team Report:  
Community Collaborations

Vision:
Increase and nurture community partnerships and collaborations that will strengthen the educational, cultural, economic, and environmental assets of both the college and the communities it serves.

Introduction

Building on its tradition of excellence, De Anza College’s mission and Strategic Planning vision challenges students of every background to develop their intellect, character and abilities; achieve their educational goals; and serve their community in a diverse and changing world. In this context, the purpose of this document is to present a campus-wide plan for institutionalizing and supporting Community Collaborations work at De Anza College that builds bridges between our college and the internal and external communities it serves. We plan to do this by instilling an ethos of community engagement and civic responsibility in our students, staff, faculty, and administration. This document outlines specific institutional strategies:

- developing in people the necessary skills to make positive impacts locally, nationally, and globally;
- strengthening the college’s presence in the community and development of community partnerships; and
- improving the coordination and effective use of internal and external community resources in relation to the development of relevant forms of knowledge for our students.

We cannot conceive of a Community Collaborations plan that is not fully coordinated with plans for Outreach, Individualized Attention to Student Retention and Success, Cultural Competence, and the newly created Office of Community and Civic Engagement (OCCE). We believe that the existing structural separation between Finance and College Services, Student Services, and Instruction does not serve the college’s long-range vision. We are proposing that we all look innovatively at our goals, strategies and plans for the future. Through Strategic Planning, the campus community has made commitments to growth by expanding outreach and needed services to historically underserved populations. Further, we have committed our college to accomplish this target-specific growth through stronger and deeper ties with our local and regional communities. We have committed ourselves as an institution, as programs and divisions, and as individuals to develop the cultural competencies necessary to successfully meet these commitments to growth, student support and student success.

This is an exciting opportunity to examine where we are headed, and to restructure the organization in ways that will most effectively and efficiently carry us toward those goals. When we began the process of Strategic Planning, we talked about Transformation Initiatives. Now that we are at the point of institutionalizing those initiatives, we must make the transformations – personal, programmatic, and institutional – that were envisioned in those early “stories of possibility.” It is in this spirit that we put forward our proposal and request feedback and continued creative thinking from our colleagues across the campus.
In order to implement, allocate funds, take responsibility for accountability, and advise and revise synchronization of the strategic plan and its various individual initiatives, we recommend that at least two members of each Institutional Initiative, along with representatives from the Office of Finance and College Services and DASB, the Director of the Office of Diversity and the Supervisor of College Research, comprise a Campus Response, Evaluation, and Accountability Team.

We also recommend that an Outreach, Enrollment, Retention and Community Partnership team be established. The team would address the overall campus outreach, persistence, retention and success goals within the context of civic and community partnerships. Membership might include: Outreach, Marketing, Admissions, Financial Aid, EOPS, Counseling, Diversity, Community and Civic Engagement, Instructional Support Services, Instructional Representation, Community Education, students, and others as needed.

Pre-Plan Year: 2006-2007

The pre-plan year will focus on building community. The OCCE will:

- Conduct a campus inventory of existing resources and community partners.
- Create new partnership opportunities with groups and organizations serving target populations (e.g. Girls for a Change and East Side Unified High School District).
- Create opportunities for target populations to come to De Anza for special events, in conjunction with existing college services for these students (Youth Leadership Conference).
- Create partnership opportunities with De Anza organizations, programs, departments, and divisions (e.g. African Ancestry Association and Euphrat Art Gallery).
- Develop faculty training series on Community Service Learning.

Assumptions and Conditions Affecting the 2007-2008 to 2009-2010 Plans

Although proven in academic excellence, we recognize that our diverse student population is still underserved and its assets are underutilized. For the past six years the college has been engaged in a concerted effort to achieve educational equity across different racial and ethnic groups. Our Educational Master Plan states a goal of having not more than a 5% difference in the average success rates between racial and ethnic groups (with success being defined as the rate at which students pass a class with a grade of “C” or better). In the years of work toward this goal, we have identified two of the major reasons for a lack of equity:

1. socioeconomic pressures and
2. a sense of alienation faced by our students.

Other conditions affecting the development of a comprehensive community collaborations plan for 2007-2008 and 2009-2010 include:

- Competition for students is increasing.
- Commuting costs will continue taking a toll on enrollment.
- Student Learning Outcomes remain uneven.
- Improvements in retention can significantly increase enrollment.
- Technology changes will result in increased competition.
• The Latino/a 15 to 24-year-old population will grow rapidly over the next 10 years.
• The 60+ population will grow rapidly over the next 10 years.
• Funding inadequacy and uncertainty (benefits, growth funding) will continue.
• Advising will remain an issue students identify as important.
• The percentage of De Anza students focusing on transfer will continue to increase.
• Distance Learning enrollments continue to increase but student attrition is high.
• Students will increasingly demand more flexible ways of receiving communication, enrolling, and accessing instruction.
• Enhanced marketing to target groups will increase enrollment.
• Increased partnerships with high schools and community groups will result in more successful outreach and improved transitions to college.
• There will be more state funding and demand for workforce/vocational courses.
• Enhanced communication between other Institutional Initiatives teams will create greater awareness of student needs and referral to services, increasingly culturally appropriate curriculum development, pedagogies and delivery of services and will strengthen De Anza’s already strong reputation and attraction to students.
• Involvement of students in many of the proposed activities will strengthen retention and improve community and civic engagement.

Institutional Goals

Community and civic engagement can help us to reach our equity goals as well as to realize the vision of the Community Collaborations Institutional Initiative: “Increase and nurture community partnerships and collaborations that will strengthen the education, cultural, economic, and environmental assets of both the college and the communities it serves.”

Areas of focus include:
• keeping education current, vital, and relevant to the needs and interests of our students and the communities of which De Anza is a part;
• teaching and engaging students to be agents of change and lifelong participants in the social, economic, environmental, and political realities of their lives, their communities, and beyond; and
• facilitating the exchange of campus and community resources.

If students see the college working in their communities, they are less likely to see college as something separate from their everyday lives. If the college’s curriculum is deeply related to things relevant to students’ life concerns, being in school will be less alienating. If we prepare students to be leaders in their communities, they will be able to address some of the serious problems that face those communities.

Institutional Initiative Plans

The Community Collaborations Team has identified the following as initial components for institutionalizing community collaboration campus-wide:
1. **Develop General Education curriculum** to support community, civic, and cultural awareness and leadership skills. These curriculum development projects will include Summer Bridge programs (between high schools and De Anza), First Year Experience programs, leadership institutes for students who come from politically underrepresented groups (modeled after our existing Asian Pacific American Leadership Institute), academic certificate programs, and a leadership certification program.
   a. The curriculum development initiative incorporates Commitments to Action (CTAs) from Intercultural/International Studies, Distance Learning, Learning in Communities (LinC) and the Office of Diversity.
   b. Civic, community and cultural awareness curriculum relies on the foundational areas of professional development, curriculum and communications.

2. **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 College. 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, 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.

b. Community Service Learning and internships rely on the foundational areas of professional development, curriculum, cultural competence, communications, and technology.

3. **Develop 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.

a. Proposed community partnership projects incorporate CTAs from Intercultural/International Studies, Learning in Communities (LinC), the Office of Community and Civic Engagement, Business and Computer Science, Physical Education, Honors Program, OTI, Professional Workforce Development, Staff Development, Environmental Studies, Social Sciences and Humanities, Creative Arts, Applied Technologies and Language Arts.

b. Community partnerships rely on the foundational areas of professional development, curriculum, communications, facilities and technology.
Timeline for the activities over the next three years is presented on the chart below.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Phase 1 (12 to 18 months)</td>
<td>Phase 2 (2 years)</td>
<td>Phase 3 (12 to 18 months)</td>
<td></td>
</tr>
<tr>
<td>Continue to assess the campus for service learning &amp; civic engagement activities already established &amp; foster/nurture existing efforts</td>
<td>Develop staff development programs to continue to foster/nurture existing efforts</td>
<td>Develop staff development programs to continue to foster/nurture existing efforts &amp; assess efforts</td>
<td></td>
</tr>
<tr>
<td>Identify communities &amp; organizations</td>
<td>Identify new communities &amp; organizations</td>
<td>Identify new communities &amp; organizations</td>
<td></td>
</tr>
<tr>
<td>Develop &amp; begin implementation of staff development for service learning/civic engagement training = both on the campus (staff development) &amp; in the community</td>
<td>Continue to develop &amp; implement service learning/civic engagement training = both on the campus (staff development) &amp; in the community</td>
<td>Continue to develop partnerships with community organizations.</td>
<td>Develop partnerships with community organizations and broaden service learning/civic engagement opportunities &amp; assess phase 1 &amp; 2</td>
</tr>
<tr>
<td>Research computer program(s) to be used to interface with community organizations</td>
<td>Implement interface and provide faculty and students training</td>
<td>Evaluate effectiveness</td>
<td>Deepen database</td>
</tr>
<tr>
<td>Set up database</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compile research and processes for curriculum development</td>
<td>Develop leadership curriculum and academic certificates.</td>
<td>Implement marketing strategy</td>
<td>Implement curriculum and certificate programs</td>
</tr>
<tr>
<td>Lay the foundation for assessment work</td>
<td>Develop useful assessment resources &amp; practices</td>
<td>Refine assessment resources &amp; practices</td>
<td>Develop sustainability plan</td>
</tr>
<tr>
<td>Align with Institutional Initiatives, college mission &amp; goals</td>
<td>Conclude sustainability planning</td>
<td></td>
<td></td>
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<tr>
<td>Timeline for assessment</td>
<td></td>
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</tbody>
</table>
Indicators of Institutional Initiative Success

The Community Collaborations team has identified metrics and indicators to measure the initiative’s success.

- The number of businesses, organizations and individuals involved in contributing, materials, ideas and resources (i.e., mentoring, internships, and training) will increase by a minimum of five partners per year during the next three years.

- Student, staff and faculty participation in activities involving community service learning and/or community and civic engagement will increase by 10% per year during the next three years.

- At least 30% of faculty and staff will have attended at least one service learning/civic engagement training session per year during the next three years.

- Work areas (i.e. divisions, departments, programs, and offices) will increase the number of projects involving community and civic entities and organizations by 10% per year for the next three years.

- By 2010, 10% of students will have completed at least one course having a community/civic engagement component.

- By 2010, 80% of survey respondents will believe that community responsibility and involvement is highly valued by the campus community.

- At least two new or revitalized program advisory groups will be established per year over the next three years.

The resources available through the Office of Community and Civic Engagement (OCCE) will be communicated to the campus community via e-mail, the Web, brochures and flyers, student newspaper and any other methods that may be identified. The OCCE will coordinate with Institutional Research to develop a survey to get feedback from the campus community regarding the success of this initiative.
### Budget

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>Faculty honorarium for curriculum development</td>
<td>Faculty for honorarium curriculum development</td>
<td>Faculty for honorarium curriculum development</td>
</tr>
<tr>
<td>Administration</td>
<td>Coordination Community partners meetings</td>
<td>Coordination Community partners meetings</td>
<td>Coordination Community partners meetings</td>
</tr>
<tr>
<td>Classified Employees</td>
<td>PT Classified Admin. Assistant to support the day-to-day operations, activities, and functions</td>
<td>PT Classified Admin. Assistant to support the day-to-day operations, activities, and functions</td>
<td>PT Classified Admin. Assistant to support the day-to-day operations, activities, and functions</td>
</tr>
</tbody>
</table>

**B Budget**

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>I. Personnel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classified: 1FTE Administrative Assistant N41, 12 months</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$20,000</td>
</tr>
<tr>
<td>Total</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$20,000</td>
</tr>
<tr>
<td>II. Personnel benefits</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
</tr>
<tr>
<td>Total</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
</tr>
<tr>
<td>III. Faculty honorariums</td>
<td>$15,000</td>
<td>$15,000</td>
<td>$15,000</td>
</tr>
<tr>
<td>Total</td>
<td>$15,000</td>
<td>$15,000</td>
<td>$15,000</td>
</tr>
<tr>
<td>IV. Program allocations</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$50,000</td>
</tr>
<tr>
<td>Total</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$50,000</td>
</tr>
<tr>
<td>IV. Other expenses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and Materials</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>Postage and travel</td>
<td>$2,000</td>
<td>$3,000</td>
<td>$3,000</td>
</tr>
<tr>
<td>Total Other Expenses</td>
<td>$7,000</td>
<td>$7,000</td>
<td>$7,000</td>
</tr>
<tr>
<td>TOTAL COSTS</td>
<td>$100,000</td>
<td>$100,000</td>
<td>$100,000</td>
</tr>
</tbody>
</table>
**Existing Resources**

The Office of Community and Civic Engagement has allocated a variety of resources toward this Institutional Initiative.

<table>
<thead>
<tr>
<th>Resource</th>
<th>People</th>
<th>Amount/In-kind</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Database development</td>
<td>In collaboration with SFSU Institute for Civic and Community Engagement</td>
<td>$10,000</td>
</tr>
<tr>
<td>2. Community Service Learning training and faculty honorariums</td>
<td></td>
<td>$15,000</td>
</tr>
<tr>
<td>3. Partnerships development in collaboration with divisions/departments/programs and community</td>
<td>Co-Directors</td>
<td></td>
</tr>
<tr>
<td>4. Curriculum development, internships and community based/service learning research</td>
<td>Student volunteers</td>
<td>Research and materials</td>
</tr>
<tr>
<td>5. Youth/Student Leadership Training in collaboration with community partners, DASB, Financial Aid, Outreach, and Transfer Center</td>
<td>Staff, Student volunteers</td>
<td>$9,000</td>
</tr>
</tbody>
</table>

Other campus resources relevant to Community Collaborations:

<table>
<thead>
<tr>
<th>Resource</th>
<th>People</th>
<th>Amount/In-kind</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Outreach</td>
<td>Staff, student volunteers</td>
<td>Research, materials, event programming with high schools</td>
</tr>
<tr>
<td>2. Diversity Office</td>
<td>Staff, student volunteers</td>
<td>Cultural competency training, event programming with community</td>
</tr>
<tr>
<td>3. Staff and Organizational Development</td>
<td>Staff</td>
<td>Faculty trainings on community service learning, adjunct faculty honorariums</td>
</tr>
<tr>
<td>4. Occupational Training Institute</td>
<td>Staff</td>
<td>External grants, Community Partners</td>
</tr>
<tr>
<td>5. Professional Workforce Education</td>
<td>Staff</td>
<td>External grants, Community Partners, workshops &amp; diversity training</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>6. Cooperative Education</td>
<td>Staff, student volunteers</td>
<td>Community service learning training, community resource fairs</td>
</tr>
<tr>
<td>7. De Anza Associated Student Body (DASB)</td>
<td>Student leaders, Student volunteers</td>
<td>Funding for Youth/Student leadership training</td>
</tr>
<tr>
<td>8. APALI</td>
<td>Staff, student volunteers</td>
<td>External funding, Community Partners, leadership training for youth/students, staff, and community</td>
</tr>
<tr>
<td>9. Environmental Studies/Kirsch Center</td>
<td>Staff, student volunteers</td>
<td>External funding, Community Partners</td>
</tr>
<tr>
<td>10. Community Education</td>
<td>Dean, staff</td>
<td>Community Partners</td>
</tr>
<tr>
<td>11. Marketing Office</td>
<td>Staff, student volunteers</td>
<td>Outreach materials, technology promotion, media training</td>
</tr>
<tr>
<td>12. Latino/a Empowerment at De Anza (LEAD!)</td>
<td>Staff</td>
<td>Youth/student leadership training, community partners</td>
</tr>
<tr>
<td>13. Euphrat Art Gallery</td>
<td>Staff, Student volunteers</td>
<td>External funding, Community partners</td>
</tr>
</tbody>
</table>

Sustainable community collaborations are a prime indicator of success as well as a major challenge. To sustain community collaborations, there must be:

- A focus on funding and development of a financial plan
- Support from and coordination with FHDA Foundation staff
- A combination of non-fiscal resources from the initiative itself and the broader community
- Leadership from management and board
- Access to technical expertise within the organization
- Engagement of community organizations and community members
• Ongoing sustainability planning

In addition, there are other key elements necessary for success:
• Clear vision
• Broad focus on countywide partnerships
• Faculty commitment to Community Service Learning curriculum
• Measurable results (critical to building support from various stakeholders)
• Strategic financing direction
• Adaptation to changing conditions
• Broad-based community support
• Key leaders, champions
• Strong internal systems

Summary of Institutional Initiative Action Plans

In the course of the Strategic Planning Process, the Community Collaborations Team has closely analyzed all prioritized and non-prioritized CTAs submitted by divisions, departments, programs and individuals. Identified common themes included: Development of community partnerships, leadership institutes, community service learning and internships, staff development training, outreach, and staffing requests to support coordination of projects and activities.

The dialogue in our small and large group meetings focused on the issues of coordination, collaboration, and integration of existing campus resources. Divisions including Intercultural and International Studies, Social Sciences, Language Arts, Academic Services, Business and Counseling support the strengthening of the Office of Community and Civic Engagement and recognize that its mission – to advance education for democracy with full participation of all of our communities as its core value – is aligned with the vision of the Community Collaborations Institutional Initiative. The recommendation made is the OCCE should be the primary office coordinating and overseeing the implementation of prioritized action plans that focus on three major components:

1. G.E. curriculum development centered on community and civic engagement and student leadership
2. Developing Internships and Community Service Learning Program
3. Developing internal and external community partnerships and creation of Community Links database

In addition, there are three phases for implementation, which include ongoing campus inventory of resources, assessment and evaluation, and development of a sustainability plan for community collaborations under the auspices of the OCCE.
Other Items Important for this Initiative

A strong relationship must be developed with the Office of Diversity and the future Multicultural Center. Quoting Caryn McTighe Musil (2005) of the Association of American Colleges and Universities:

“…uncoupling diversity and civic work diminishes the possibilities for learning and building strong communities locally, nationally and globally. …To do civic work with integrity and have an impact, students need knowledge about the cultures and community with which they will interact and understanding of the historic and current inequalities that have define social locations and opportunities.”

It is evident that diversity and equity must be central to institutionalizing the vision of Community Collaborations. To work with integrity in our communities, we must know and understand our communities.

We also strongly recommend that the OCCE be housed in a location that is vibrant and alive with activity and that it will be in an area contiguous with the Office of Diversity and a newly established Multicultural Center for Democracy, sharing common spaces such as meeting rooms, exhibit galleries, and classrooms. It must be welcoming and comfortable – a place where students, faculty, staff, and community members can come to relax, talk, debate, laugh, play, and build community.

Organizational Structure of OCCE

The long-term sustainability of community and civic engagement initiatives is dependent on a program design that is institutionalized and viewed as integral to the campus. Our organizational model, centered on the work of the OCCE, is comprehensive and incorporates community partnerships (including community service learning), curriculum development, professional development for staff and community as well as a student services component that serves student clubs and support services. It anticipates potential stumbling blocks and provides the support needed to garner campus-wide commitments that embrace civic and community engagement as an effective and exciting approach to improve student learning and retention.

Each programmatic area of the OCCE is staffed by either a faculty or classified staff member under the leadership of a certificated administrator. The job summaries below also serve as a cursory overview of OCCE services and activities.

Staffing and Program Components:

1. Director (1 FTE certificated administrator): Provides overall leadership for the OCCE’s programs and activities; advocates and collaborates in all arenas to assure that the OCCE’s mission and goals are achieved. Develops reciprocal and authentic relationships with community partners. Collaborates with deans and faculty to promote curricular learning environments that incorporate civic and community engagement. Establishes and maintains an active Community Advisory Board. Performs administrative
responsibilities including fundraising, fiscal management, program and staff evaluation. 
(Estimated monthly cost including benefits: $7,801)

2. Administrative Assistant (1 FTE classified): Provides administrative support to the 
director and other program leaders. Oversees the day-to-day operations, activities, and 
functions of the OCCE’s office. (Estimated monthly cost including benefits: $4,450)

3. Community Partnerships Coordinator (1 FTE classified Program Coordinator): Assists 
in the development of service- and other community-based learning experiences and 
coordinates activities. Develops and maintains a database of community learning sites 
that serves as a clearinghouse of information and resources for faculty and students. 
Monitors the quality and integrity of community learning sites; provides program 
accountability and reporting. (Estimated monthly cost including benefits: $5021)

4. Curriculum Specialist (.5 FTE certificated): Promotes curricular changes that integrate 
service- or community-based learning in courses. Serves as a resource for faculty 
developing or adapting courses. Collaborates with faculty to initiate original approaches 
to institutionalize civic and community engagement, such as options within general 
education. (Estimated monthly cost including benefits: $3,904)

5. Staff/Community Development Coordinator (1 FTE certificated): Provides 
professional development training based on staff, faculty, student, and community needs. 
Training may include cross-cultural competence, community engagement pedagogy, 
advocacy, conflict resolution and mediation skills. Develops community-based staff 
development programs that unite the campus with the community to achieve common 
goals. (Estimated monthly cost including benefits: $7,808)

6. Student Services Adviser (1 FTE classified): Collaborates with Student Services 
programs such as Puente, Student Success and Retention Services to develop 
opportunities for civic and community engagement activities. Engages student clubs, 
student government, and other extra-curricular groups to enhance campus life with new 
initiatives such as leadership institutes, peer adviser training, or cultural learning events. 
(Estimated monthly cost including benefits: $5,021)

7. Student Peer Advisors: Promote civic and community engagement to other students 
through individual contact or group presentations. Serve as student ambassadors and 
provide peer perspectives to learning experiences. Assist in the development and 
implementation of the OCCE’s activities. (Estimated monthly cost including benefits: 
$2,400)

8. Community Advisory Board (community, administrative, faculty, staff, and student 
representation): Provides input into the development of the OCCE’s programming. 
Identifies priority community needs and serves as a communication conduit between the 
campus and community.
If funding is not available for all positions in the first year, priorities are recommended for position phase-in. The director, administrative assistant, community partnerships coordinator, and curriculum specialist (3.5 FTE) are placed as first-level priority. The second priority level includes staff/community development coordinator and the student services adviser.

**Conclusion**

The Community Collaborations Team supports projects that envision relationships and working partnerships to be circular, fluid, and integrated throughout divisions, departments and programs. All faculty members and staff are encouraged to be affiliated with the Office of Community and Civic Engagement (OCCE) and be vital participants in its programming and campus-wide coordination efforts. If the campus is to effectively utilize its key resources, the work of the Office of Community and Civic Engagement must be viewed as integral to the campus organization and valued as an innovative approach to student learning and retention.