

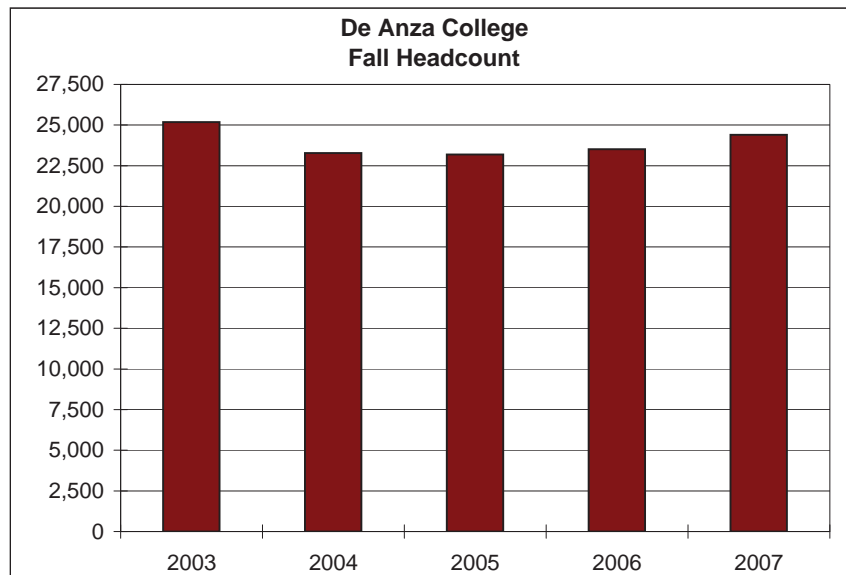
## Trends and Key Planning Indicators

The college's planning efforts rely on an understanding of key variables affecting De Anza and its ability to serve students. Important demographics of De Anza's student population include:

- Students from the college's service area account for about 22% of the student population.
- About 43% of our students come from the city of San Jose, while 12% come from Sunnyvale and about 10% from Cupertino.
- About 80% of our students attend classes during the day.
- Just over 35% of our students are considered full time, taking 12 or more units.
- About 1,300 international students attend the college, making De Anza one of the largest community college programs for international students in the country.
- About 51% of De Anza's students are female.
- About 15% of our students have already completed a bachelor's degree or higher.
- About 65% of our students enrolled are 24 years old or younger.

Fall headcount enrollment increased 3.7% from 2006 to 2007, 23,516 to 24,404 (see Figure 1). In fall 2003, headcount enrollment was 25,182.

Figure 1

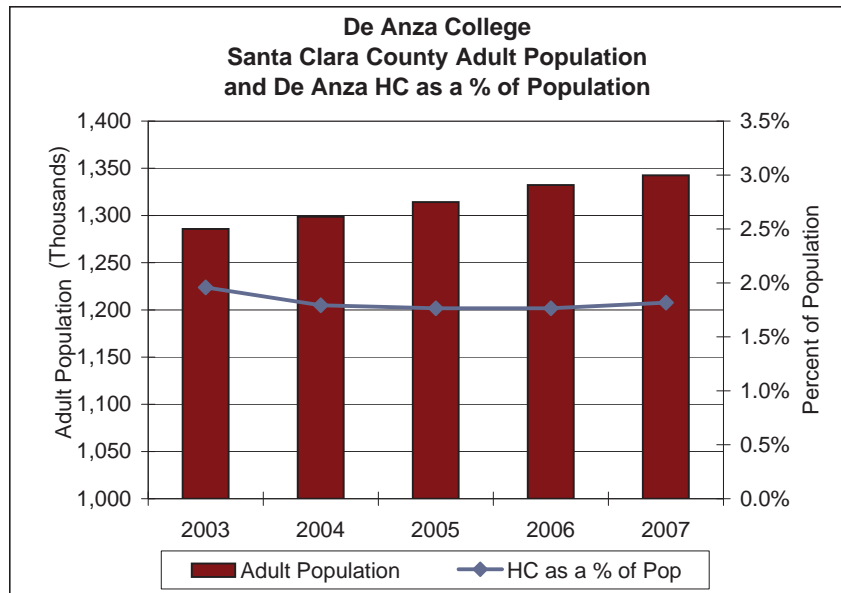


Source: FHDA Institutional Research Office

Between 2003 and 2007, the adult population (ages 18 and over) of Santa Clara County grew by 48,188

– from 1.294 million to 1.343 million. In 2007, De Anza enrolled about 1.82% of the adult population in the county during fall quarter, down from about 2% in 2003 (see Figure 2). This smaller percentage actually netted larger numbers of students for De Anza.

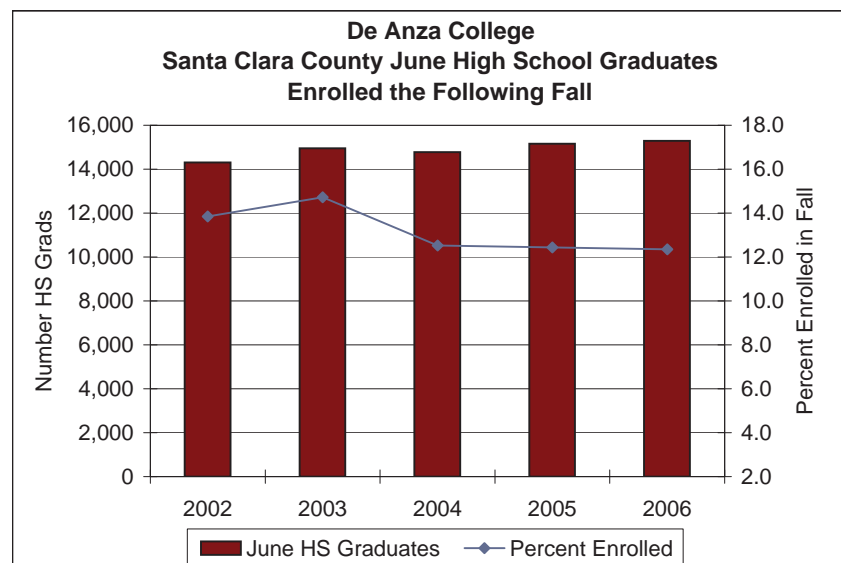
Figure 2



Source: FHDA Institutional Research Office, California Dept. of Finance

As depicted in Figure 3, De Anza attracted about 12% of all Santa Clara County students graduating from high school in June 2006. This has remained constant over the past three years, though it is down from a high of 15% in 2003.

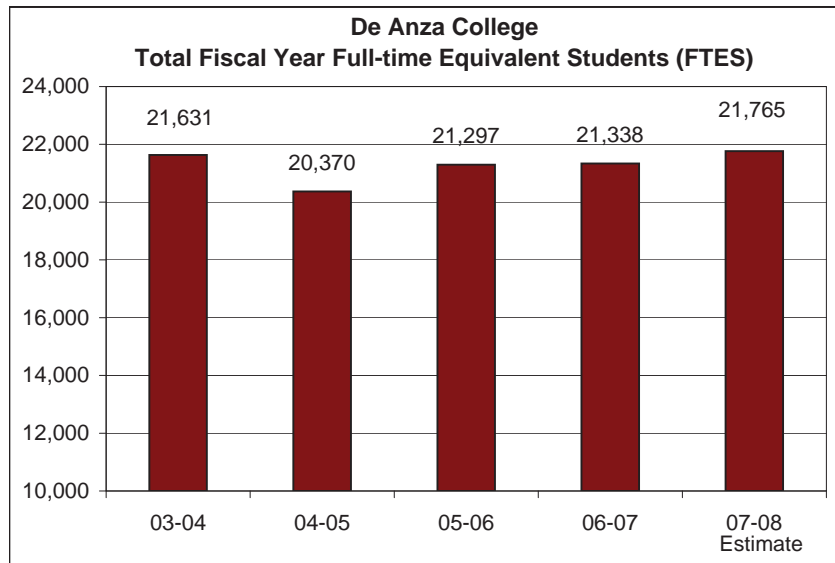
Figure 3



Source: FHDA Institutional Research Office, California Dept. of Finance

As depicted in Figure 4, full-time equivalent student (FTES) enrollment has increased an estimated 3% from 2006-07 to 2007-08. The institutional goal is to increase FTES enrollment about 2% each year.

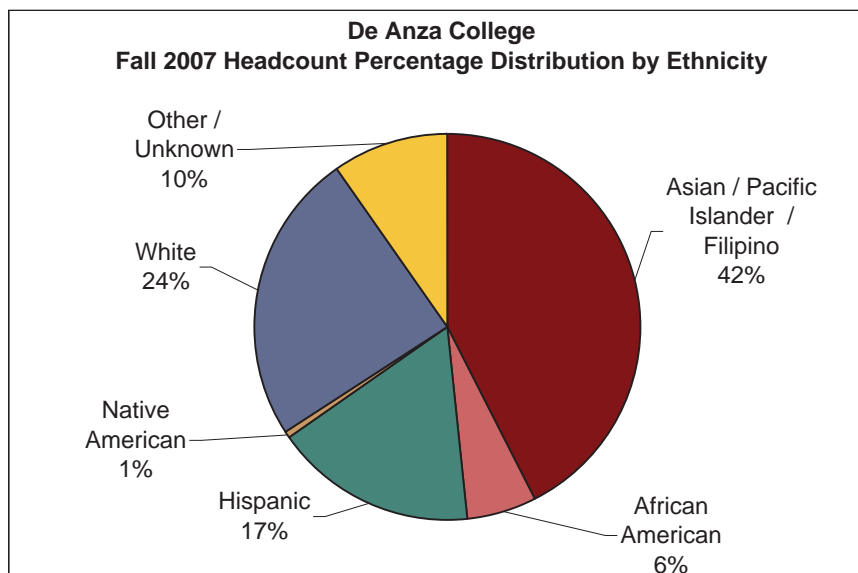
Figure 4



Source: FHDA Institutional Research Office, Official CCFS-320 Reports

The De Anza student population includes a diverse array of ethnic groups. Students identifying themselves as Asian, Pacific Islander and Filipino made up about 42% of the headcount enrollment in the fall of 2007. The Hispanic population increased from 15% in 2006 to 17% in fall 2007 (see Figure 5).

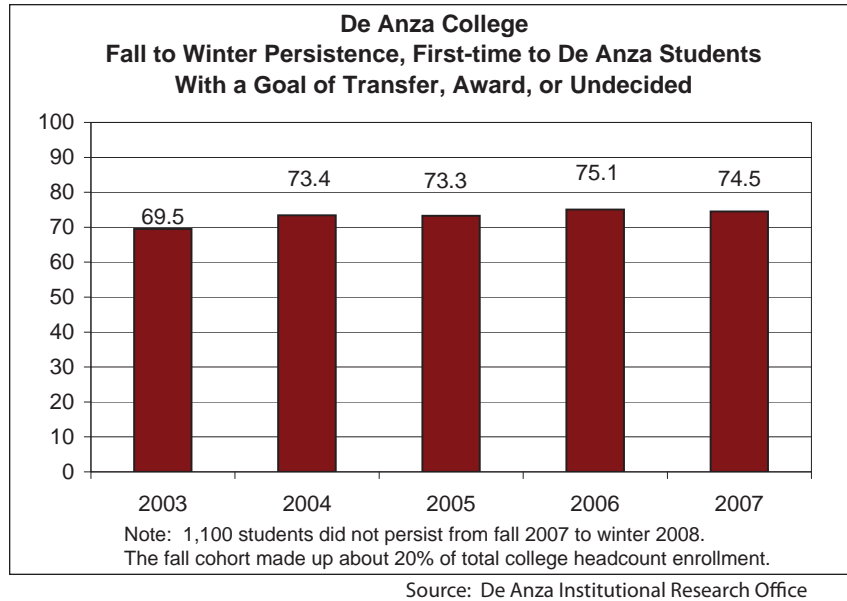
Figure 5



Source: FHDA Institutional Research Office

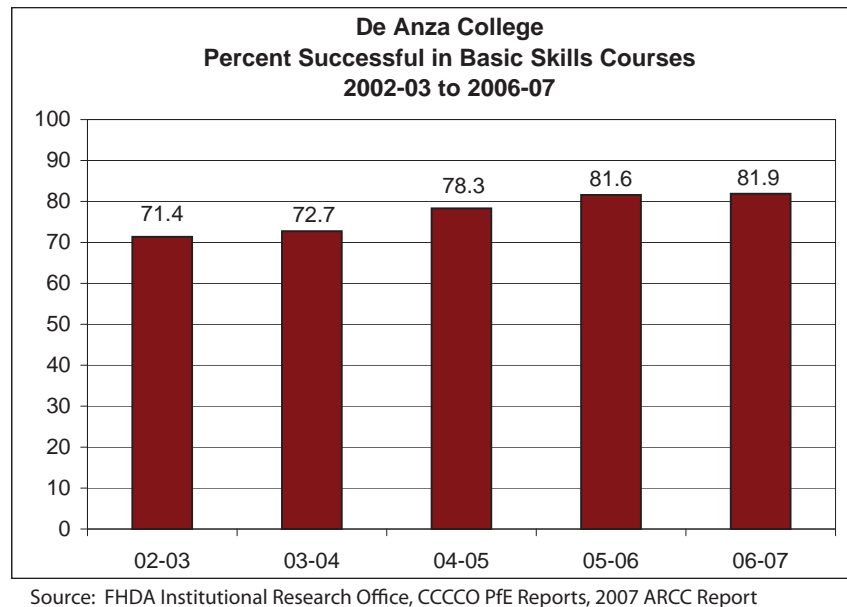
The fall-to-winter persistence rate of first-time De Anza students (new college students as well as students who may have previously attended another college) dropped slightly from 2006 to 2007 (Figure 6). About 1,100 students in this cohort did not persist from fall to winter quarter. Students taking 6 units or fewer have a significantly lower persistence rate than full-time students.

Figure 6



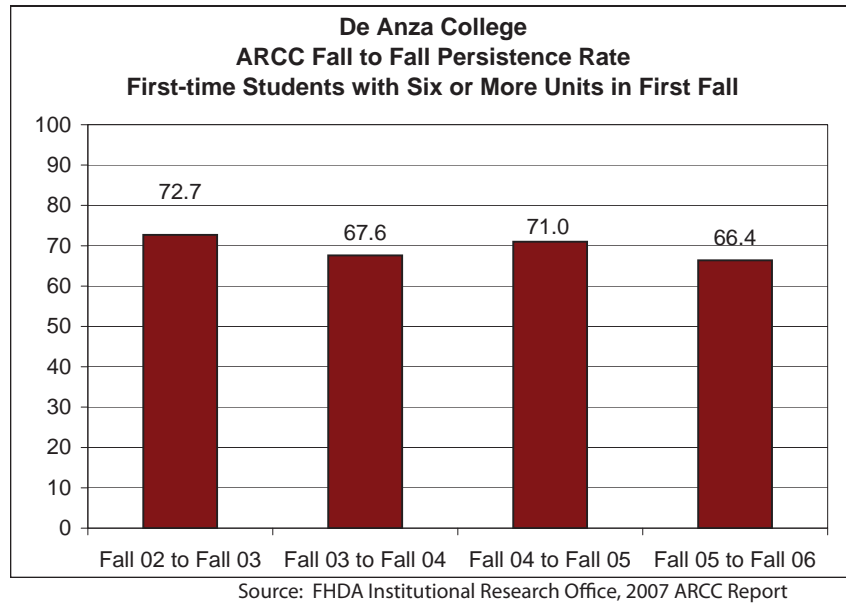
The basic skills course success rate remained constant at about 82% from 2005-06 to 2006-07 (Figure 7). De Anza continues to focus on improving the course success rates as well as the persistence rates of students taking basic skills courses.

Figure 7



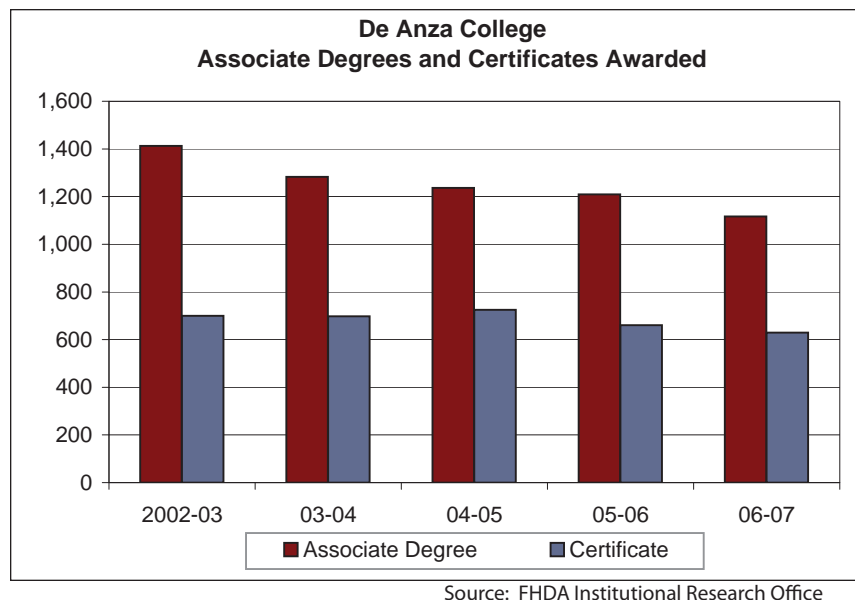
As noted in Figure 8, the fall-to-fall persistence rate of first-time students (not previously enrolled at any other college) taking six units or more was 66.4% for the 2005 cohort. This group is smaller than the group reported in Figure 6.

Figure 8



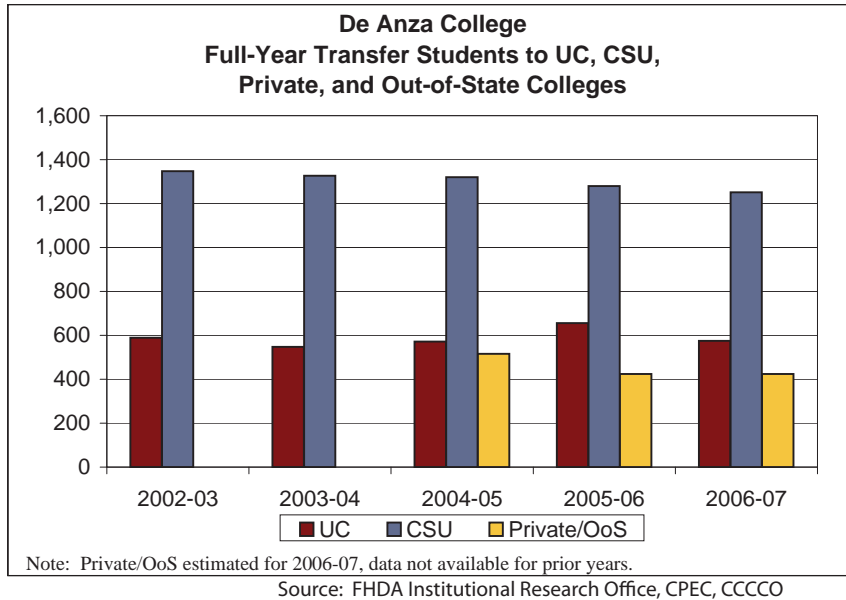
Another measurement of college outcomes is the number of degrees and certificates awarded (Figure 9). Between 2005-06 and 2006-07 the number of degrees and certificates awarded declined slightly. Given the drop in enrollment in 2004, it may be a few more years before the college reaches the number awarded in 2002-03.

Figure 9



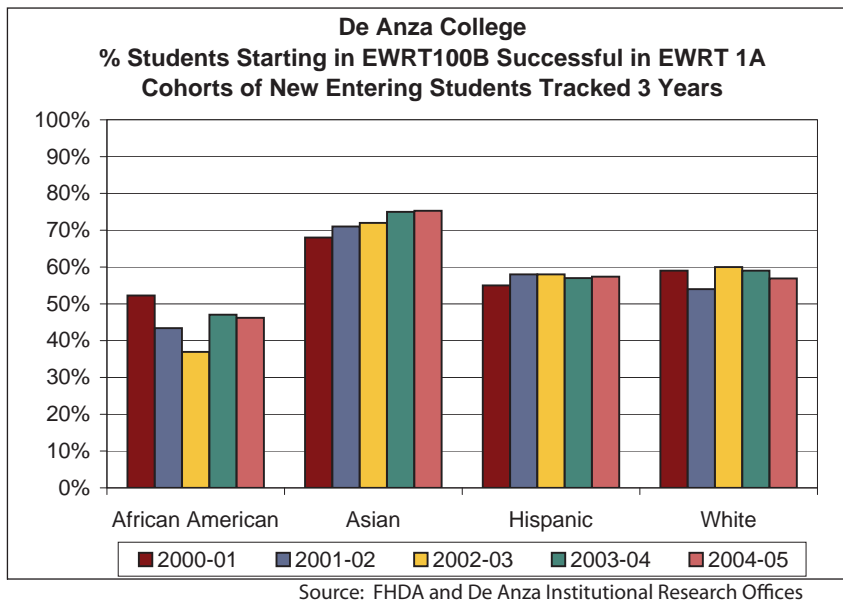
As depicted in Figure 10, about 2,300 De Anza students transfer to a UC, CSU, in-state private or out-of-state college. The number of students transferring to UC and CSU campuses has increased by declined slightly from 2005-06 to 2006-07. In 2006-07 De Anza had the second largest number of combined UC and CSU transfers in the state: 1,826 (compared to Santa Monica's 2,102).

Figure 10



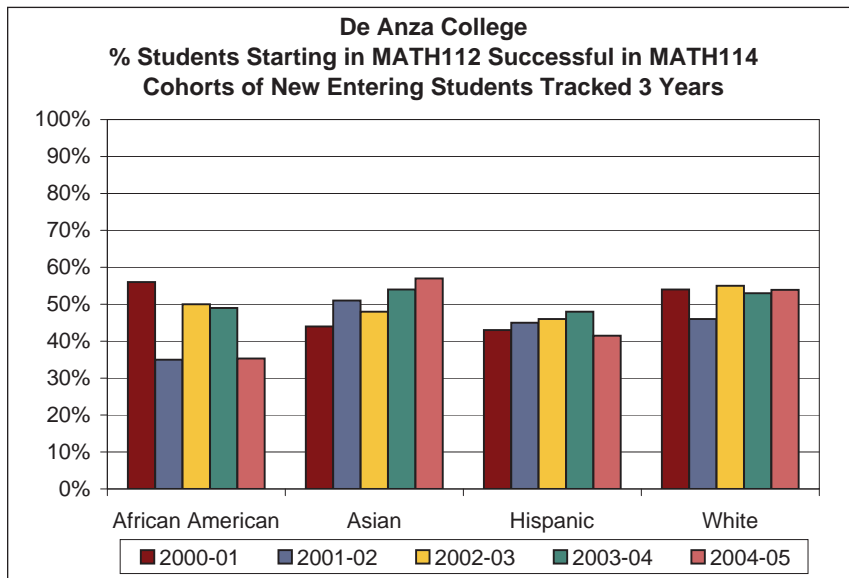
As depicted in Figures 11 and 12, there remain differences in course success rates among ethnic groups. The ethnic groups have been aggregated in these two charts for easier reading. The two figures show the percent of students starting in a basic skills course who are successful in the next course. For EWRT, there is considerable variation between Asian and other students on this measure.

Figure 11



As noted in Figure 12, the success rates from Math 112 to Math 114 are less compared to EWRT, but there is less variation among ethnic groups. Still, for the 2004-05 cohort (tracked for 15 quarters), 57% of Asian students, compared with 42% of Hispanic students, successfully moved from Math 112 to Math 114.

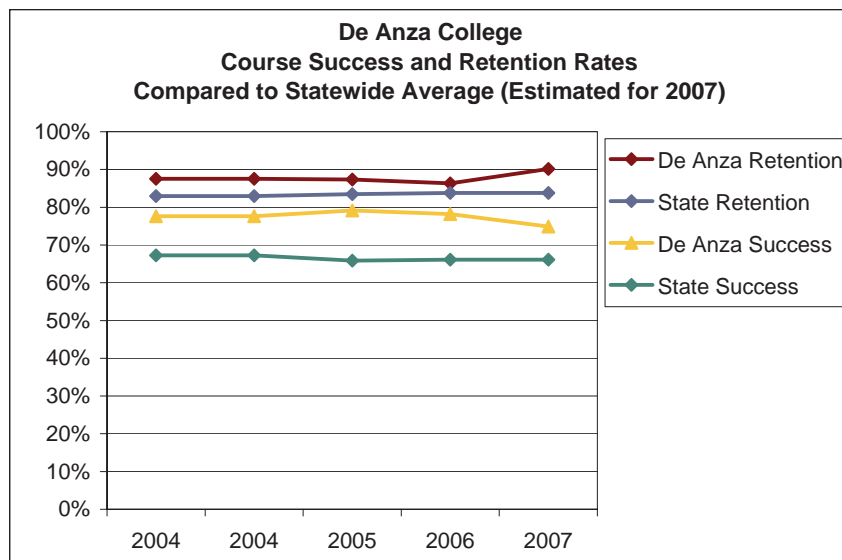
Figure 12



Source: FHDA and De Anza Institutional Research Offices

Compared to other community colleges, De Anza's course success rate is considerably higher (Figure 13). In 2007 the overall success rate dropped slightly but still remained about 10 percentage points above the statewide average.

Figure 13



Source: FHDA Institutional Research Office, State Chancellor's Office Data Mart, Program Retention/Success Rates for Credit Enrollments

**De Anza College State of the College 2008**  
**Initiative Goals / Measures of Success for 2007-08**

**= Met Expectations + Exceeded Expectations '- Below Expectations**

**Outreach**

- 1 The number of new student prospects will increase 10%. +
- 2 The number of visits coordinated by outreach staff will increase 5%. +

**Student Success and Retention**

- 3 90% of summer bridge students will return for the fall term =
- 4 75% of fall first year experience students will be enrolled in spring =
- 5 30 class sections per quarter will be using the Early Alert System -
- 6 At least 200 students will have division retention team contact -

**Cultural Competency**

- 7 40% of faculty and staff will be trained in pilot divisions =
- 8 10 practicum / case study teams will be initiated =
- 9 5 Action Research Team projects will be initiated -
- 10 10 new C.C. curriculum changes / classes will be initiated =

**Community Collaborations**

- 11 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. +
- 12 Student, staff and faculty participation in activities involving community service learning and/or community and civic engagement will increase by 10%. +
- 13 At least 10% of faculty and staff will have attended at least one service learning/civic engagement training session. +
- 14 Work areas (i.e. divisions, departments, programs, and offices) will increase the number of projects involving community and civic entities and organizations by 10 projects. =
- 15 At least two new or revitalized program advisory groups will be established. +

**Institutional Strategic Planning Goals**

- 16 On-campus FTES enrollment will increase 2% annually. +
- 17 The percentage of June Santa Clara County High School Graduates attending De Anza College will increase from 12 to 14% by Fall 2010. =
- 18 The Fall to Fall persistence of fulltime students (ARCC Indicator) will increase from 71 to 75% by the 2010. =
- 19 By 2010, the Basic Skills course success rate will have increased 5% over 2005-06. +
- 20 By Fall 2010, 10% of students with a goal of transfer or degree will have completed at least one course having a community/civic engagement component. =