The Case for Change

Strategic Planning

Draft
Case for Change

De Anza College is engaged in a planning exercise to answer two important questions about the future:

1. Given De Anza College’s strong reputation and standing, do we need to change in any significant ways to retain our stature?

2. If yes, how and what should we change?

To answer the first question, we need an honest assessment of the college’s challenges.
Case for Change

Key Challenges

1. Funding
2. Enrollment
3. The Economy
4. Technology
5. Our Competition
6. Student Learning
Key Challenge - Funding

Funding Inadequacy and Uncertainty

– De Anza’s per student funding is significantly less than other comparable institutions.
– Budgets have been subject to severe cuts over the last 4 years.
– Employee and retiree medical benefits continue to put pressure on operating budgets.
– Our ability to capture funding for enrollment growth has become tenuous.
Key Challenge - Funding

De Anza per Student Funding Lags Behind Comparable Institutions

![Bar chart showing revenues per full-time equivalent student for different institutions in 2004-05. UC has the highest revenue at $19,883, followed by CSU at $10,623, K-12 at $7,023, All CCCs at $4,559, and FHDA at $4,026.]

Source: CCLC's "Fast Facts 2006" and FHDA Office of Business Services
Key Challenge - Funding

B-Budget Declines 2001-2005

Draft
Key Challenge - Funding

FHDA Spending for Benefits
2001-02 to 2005-06

Source: District Budget Office - FAQ-06-07

Draft
Key Challenge - Funding

Potential Funding Improvement

• Both the anticipated bond and equalization monies hold the promise of making new sources of money available to the college.

• However, any new funding necessarily begs the question of how it should be spent.
Enrollment Declines

– Enrollment and funding are closely tied.
– On-campus enrollment is down.
  • Job Corps enrollments have allowed us to maintain overall enrollment.
  • CIS enrollments have declined significantly.
  • Demand for high cost programs such as life sciences and nursing continues to increase.
– Enrollment declines have been most notable among students:
  • over 25 years old, and
  • from east and south Santa Clara county.
Key Challenge - Enrollment

Job Corps has Off-set Other Enrollment Declines

![Bar Chart: De Anza College Census Headcount Enrollment, Job Corps and All Other, Spring 2005 and 2006]

Source: De Anza Research

Draft
Key Challenge - Enrollment

Enrollment by Proximity to Campus
Are commuting costs taking a toll on enrollment?

De Anza College Census Headcount Enrollment by Location, Spring 2005 and 2006, Job Corps Excluded

(1) San Jose East of 880, Alviso, Milpitas, Fremont, Union City, Newark, Hayward, East Palo Alto
(2) San Jose Other, Santa Clara, Morgan Hill, Gilroy, Campbell, Sunnyvale (94086, 94089)
(3) Cupertino, Sunnyvale (94087), Los Altos, Mountain View, Palo Alto, Los Gatos, Saratoga

Draft
Key Challenge - Enrollment

Enrollment Declines are Most Notable Among Students Over 25 Years Old
Is an improving job market negatively impacting enrollment?

![Graph showing enrollment data by age group and goal for De Anza College Fall 2004-2005 Census Enrollmen by Age Group and Goal - Percent of Total Headcount (HC).]
Key Challenge - Enrollment

Enrollment “Opportunities”

– 60+ year olds growing more rapidly than any other age group
– Growth in 15-24 year olds concentrated among Hispanic population and located in South/East San Jose
– Retention and persistence rates can be improved.
Key Challenge - Enrollment

We must better address the needs of the over 60 age demographic.

- The fastest growing age demographic in Silicon Valley is persons over 60.

- Participation rates for those over 60 are quite low for De Anza even when compared to Foothill.

- We currently do little to attract or engage life-long learners.
Key Challenge - Enrollment

60+ Population Projected to Grow Rapidly

Figure 2 - Historical and Forecast Population by Age Group
Santa Clara and San Mateo Counties Combined
1990 to 2030

Draft
Key Challenge - Enrollment

Participation of 60+ Age Group at De Anza is Low

Figure 13 - Foothill and De Anza College Participation Rate, by Age

Draft
Key Challenge - Enrollment

We must better address the needs of the Latino ethnic demographic.

– The fastest growing ethnic demographic in Silicon Valley is Latinos.

– Growth among 15-24 year olds is concentrated within the Latino community.

– Latinos currently represent about 22% of the adult population in Santa Clara county, but only about 15% of De Anza students.
Key Challenge - Enrollment

Projected Growth in 15-24 year olds concentrated among Hispanic population

Figure 4 - Historical and Forecast Racial Composition of Population
Santa Clara County
1990 to 2030, Ages 15 to 24

Draft
Key Challenge – Student Learning

Mexican American College Going Rate Is Below Other Ethnic Groups

Mexican American College Gap Can Be Explained By Lower Family Resources

Bachelor’s completion relative to rate for 3rd+ generation white men (%)

- Actual
- Adjust for parental education
- Adjust for additional family factors
- Adjust for school and neighborhood factors

Source: Deborah Reed, Public Policy Institute of California, Presented at CAIR, Fall 2005

Draft
**Key Challenge - Enrollment**

Improvements in retention and persistence rates can significantly improve enrollment.

Percent of Each Ethnic Group by Persistence  
De Anza College Fall 2001 SRTK Cohort

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Fall 2001</th>
<th>Returned Winter 2002</th>
<th>Returned Fall 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>163</td>
<td>66%</td>
<td>48%</td>
</tr>
<tr>
<td>Asian/Asian-American</td>
<td>2,026</td>
<td>67%</td>
<td>51%</td>
</tr>
<tr>
<td>Filipino / Pacific Islander</td>
<td>325</td>
<td>66%</td>
<td>48%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>561</td>
<td>64%</td>
<td>46%</td>
</tr>
<tr>
<td>Native-American</td>
<td>20</td>
<td>50%</td>
<td>40%</td>
</tr>
<tr>
<td>Other</td>
<td>63</td>
<td>57%</td>
<td>41%</td>
</tr>
<tr>
<td>White</td>
<td>1,422</td>
<td>63%</td>
<td>46%</td>
</tr>
<tr>
<td>Decline to State</td>
<td>931</td>
<td>61%</td>
<td>39%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5,511</strong></td>
<td><strong>65%</strong></td>
<td><strong>47%</strong></td>
</tr>
</tbody>
</table>

N = 3,575  N = 2,605

Draft
Key Challenge - Technology

Technology Changes Creates Significant Uncertainty

– Wireless connectivity and the increasing number of connected devices create pedagogical challenges.
  • Student learning styles and faculty teaching styles are not optimized due to the constraints of the delivery channel.
  • Expectations are created for instantaneous communication and feedback.
  • Digital divide widens, with corresponding impact on student equity.
  • Personal and classroom identity is a combination of your live and online persona.

– Wireless connectivity and the increasing number of connected devices create budget challenges.
  • Expectations are created for technological flexibility and interoperability.
  • Cheating and security concerns cause a tremendous resource drain.

Draft

Source: "Educating the Net Generation" by Diana G. Oblinger and James L. Oblinger; an Educase eBook
Key Challenge - Technology

Technology Changes Creates Significant Uncertainty

– Technology Changes will Result in Increased Competition

• Classes, academic calendars and degrees are no longer limited by physical location, time or capacity resulting in greater competition from online and out-of-area public and private colleges.

• Tuition advantage of public education decreases as technology becomes cheaper.

Source: "Educating the Net Generation" by Diana G. Oblinger and James L. Oblinger; an Educase eBook
A recent study found that Silicon Valley job growth in 2005 was primarily in high-skill jobs, with little or no growth in low-skill jobs. Highest growth was found in R&D, Scientific & Technical Consulting and Industrial Design.

Projections show this pattern continuing
- No growth in low skill jobs
- 1.1% growth in mid-range skill jobs
- 2.5 – 3.5% growth in high skill jobs
- Occupations poised for growth in Silicon Valley
  - IT, Biotech, Nanotech, R&D professionals
  - Select computer and software engineers for research and advanced development
  - Electrical, mechanical, and electronics engineers
  - Sales and marketing managers
  - Product marketing managers

Draft
Students are acutely aware of the job market, and it has a major influence on their educational goals.

- Educational goal is highly correlated with age
  - Older students are more likely to return to College to develop specific job skills
  - Younger students are more likely to pursue transfer or a degree
- Desire to transfer or obtain a degree has increased relatively
- Not surprisingly, the number of 25+ year old students has fallen relative to the <25 year old students

Draft
Key Challenge - Competition

Competition for Students is Increasing

- Other Community Colleges, especially in east San Jose, see us a major competitor, and are working to take back a significant number of De Anza students who live and work in their districts.

- As the number of traditional age college students plateaus or even decreases, students will be able to get into their preferred classes at local CSUs making De Anza a less attractive option.

- For-Profit Universities (Univ. of Phoenix), technical schools (Heald) and Extension Programs (UCSC) continue to focus on serving the growing number of working adults and other non-traditional students interested in continuing their education.
### Key Challenge - Competition

**Fall 2002, 2003 and 2004 Community College Enrollment From East San Jose (1)**

**Grouped by Colleges in Santa Clara County**

(Students with Attempted Credit Hours Greater than 0)

<table>
<thead>
<tr>
<th>College (2)</th>
<th>2002F</th>
<th></th>
<th>2003F</th>
<th></th>
<th>2004F</th>
<th></th>
<th>3 Yr Chg in HC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HC</td>
<td>% of</td>
<td>HC</td>
<td>% of</td>
<td>HC</td>
<td>% of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEANZA</td>
<td>8,322</td>
<td>22%</td>
<td>8,155</td>
<td>23%</td>
<td>7,489</td>
<td>22%</td>
<td>-10.0%</td>
</tr>
<tr>
<td>FOOTHILL</td>
<td>2,053</td>
<td>5%</td>
<td>2,062</td>
<td>6%</td>
<td>1,900</td>
<td>6%</td>
<td>-7.5%</td>
</tr>
<tr>
<td>EVERGREEN VALLEY</td>
<td>9,190</td>
<td>24%</td>
<td>8,126</td>
<td>23%</td>
<td>8,108</td>
<td>24%</td>
<td>-11.8%</td>
</tr>
<tr>
<td>SAN JOSE CITY</td>
<td>6,848</td>
<td>18%</td>
<td>6,459</td>
<td>18%</td>
<td>6,391</td>
<td>19%</td>
<td>-6.7%</td>
</tr>
<tr>
<td>MISSION</td>
<td>4,635</td>
<td>12%</td>
<td>4,399</td>
<td>12%</td>
<td>3,861</td>
<td>11%</td>
<td>-16.7%</td>
</tr>
<tr>
<td>WEST VALLEY</td>
<td>5,249</td>
<td>14%</td>
<td>4,620</td>
<td>13%</td>
<td>4,456</td>
<td>13%</td>
<td>-15.1%</td>
</tr>
<tr>
<td>OTHER</td>
<td>1,955</td>
<td>5%</td>
<td>1,914</td>
<td>5%</td>
<td>1,659</td>
<td>5%</td>
<td>-15.1%</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>38,252</td>
<td>100%</td>
<td>35,735</td>
<td>100%</td>
<td>33,864</td>
<td>100%</td>
<td>-11.5%</td>
</tr>
</tbody>
</table>

(1) San Jose East of 880 includes the following zip codes:
95110, 95111, 95112, 95113, 95116, 95118, 95119, 95120, 95121, 95122, 95123, 95124, 95125, 95126, 95127, 95131, 95132, 95133, 95135, 95136, 95138, 95139, 95140, 95141, 95148, 95192

(2) Source: Based on information provided by the California State Chancellor’s Office, Willard Horn.

**NOTE:** Fall 2004 likely overstates the enrollment decline at all colleges because it does not include end of year MIS updates.

11-18-05, De Anza Research

Draft
For-Profit Institutions Aggressively Target Non-Traditional Students

- Traditional students can be defined as full-time 18 to 24 year olds who work less than 20 hours per week.
- For-profit institutions cater to non-traditional students in many key ways
  - Offering courses at the employee’s workplace or online
  - Promoting sequential enrollment (rather than concurrent)
  - Offering courses year round therefore shortening the time to completion
  - Working with employers to design curriculum and encourage employer tuition assistance
  - Minimizing costs associated with “housing, student unions, food services, counseling, healthcare, sports and entertainment”
Student Learning Outcomes Remain Uneven

- The diversity of our student body presents challenges as we strive to serve all students effectively.
- Student equity issues remain.
- De Anza is not meeting student expectations when measured against student goals in some cases.
Accreditation Report Recommendation

The team recommends that the college engage in a broad-based dialogue that leads to the establishment of a process for the assessment of student learning outcomes, including the establishment of timelines and the identification of responsible parties. This process should result in:

- The identification of student learning outcomes for courses, programs (instructional, student support services, learning support services), certificates, and degrees;
- The assessment and evaluation of student progress toward achieving these outcomes; and
- The use of the results to improve student learning.
Key Challenge – Student Learning

De Anza College’s student body is diverse by any measure

– Ethnicity, Fall 2005
  • 31% Asian, 5% Black, 6% Filipino, 13% Latino, 27% White, 18% Other/No Response

– Age, Fall 2005
  • 24 and under: 60%
  • 25 - 50: 34%
  • 50 and over: 5%
Key Challenge – Student Learning

Ethnicity of De Anza Students

De Anza College
Fall Headcount Percentage Distribution by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian / PI / Filipino</td>
<td>30%</td>
<td>20%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Black</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Native Am</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>White</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>Other / Unkn</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>
Key Challenge – Student Learning

English is not the Primary Language for 1/3 of all De Anza Students

De Anza Diversity Survey Respondents - Language Spoken

- English is the only language I speak (N=631), 31.0%
- English is not my primary language (N=677), 33.2%
- English is my primary language, but I speak one or more other languages (N=730), 35.8%
Key Challenge – Student Learning

Diversity and Equity Issues Overlap

% of Santa Clara County High School Graduates Completing College Prep Courses, 2004-05

Source: Dan Salah

Draft
Key Challenge – Student Learning

Algebra Enrollment by Ethnicity
Percentage of 10th and 11th Grade High School Students Enrolled in Intermediate Algebra by Ethnicity, Silicon Valley High Schools 2004-2005

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>School Year 1997-1998</th>
<th>School Year 2004-2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>20%</td>
<td>21%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>17%</td>
<td>33%</td>
</tr>
<tr>
<td>Asian</td>
<td>39%</td>
<td>41%</td>
</tr>
<tr>
<td>Filipino</td>
<td>30%</td>
<td>31%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>13%</td>
<td>23%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>22%</td>
<td>20%</td>
</tr>
<tr>
<td>White</td>
<td>30%</td>
<td>38%</td>
</tr>
<tr>
<td><strong>Average Enrollment:</strong></td>
<td><strong>27%</strong></td>
<td><strong>33%</strong></td>
</tr>
</tbody>
</table>

Source: Joint Ventures 2006 Index Draft
Key Challenge – Student Learning

Student Equity Issues Remain

De Anza College
Course Success Rates by Ethnicity

Draft
Key Challenge – Student Learning

Transfers to UC have been Uneven Across Ethnic Groups

![Graph showing full-year transfers to UC by ethnicity at De Anza College over different years. The x-axis represents Asian/PI/Fi, Black, Hispanic, Nat Am, White, and Other/Unk. The y-axis represents percentage from 0% to 100%. The graph shows data from 2000-01 to 2004-05.]
### Key Challenge – Student Learning

**Students’ and Gatekeepers’ Perceptions of Goals at De Anza**

(High = Among Top 5; Low = Among Bottom 5; Medium = Among Middle 7)

<table>
<thead>
<tr>
<th>Goals</th>
<th>Students</th>
<th>Gatekeepers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Personal</td>
<td>Institutional Mission</td>
</tr>
<tr>
<td>Finding, obtaining job</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>Learning to find happiness</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Building specific knowledge and skills</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>Preparing to promote social change</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Contributing to community, citizenship</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Developing a love of learning</td>
<td>High</td>
<td>Medium</td>
</tr>
<tr>
<td>Acquiring a broad liberal arts education</td>
<td>Low</td>
<td>Low</td>
</tr>
</tbody>
</table>

Source: Good Work Presentation
Key Challenge – Student Learning

Opportunities to Improve Student Success

Student Satisfaction Survey
- Convenient Classes
- Adequate Parking
- Does whatever it can to help me
- Advisor knows Transfer
- Early Notification

Institutional Priorities Survey
- Q of Instruction
- Campus safe
- Security staff respond quickly
- Fair and unbiased treatment
- Advisors approachable
- Counselors care
- Library/ lab

Draft
Returning to our initial two questions…

1. Given De Anza College’s strong reputation and standing, do we really need to change in any significant way?

   YES!

2. If yes, how should we change?

   Our hope is that you will work with us to help answer the second question.