Three Surveys Administered to Date

1. **Enrollment Day respondents** (prospective students who RSVP’d online and answered the one-question survey)

2. **New applicants** (students who applied May 1-May 12 and answered the one-question survey by noon on May 13)
   - Ongoing weekly

3. **Continuing Students**
• Completed by students who registered for Enrollment Day, including graduating seniors from FUHSD and other high schools across the region
• Administered March 25-April 30
• Estimated time to complete: one minute
• 284 students responded for a response rate of 72%
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<thead>
<tr>
<th></th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Choice</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Choice</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Choice</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus only</td>
<td>52%</td>
<td>17%</td>
<td>17%</td>
<td>15%</td>
</tr>
<tr>
<td>Some classes online and others on campus</td>
<td>28%</td>
<td>41%</td>
<td>29%</td>
<td>2%</td>
</tr>
<tr>
<td>Hybrid classes (a class that is held partly online and partly on campus)</td>
<td>10%</td>
<td>32%</td>
<td>35%</td>
<td>23%</td>
</tr>
<tr>
<td>Online only</td>
<td>10%</td>
<td>11%</td>
<td>20%</td>
<td>60%</td>
</tr>
</tbody>
</table>
New Applicants Survey

- Sent to **new students** who **applied for fall** between May 1-12
- Duplication avoided by removing any submissions from students who already responded to Enrollment Day survey
- Estimated time to complete: **one minute**
- **196 students responded** as of May 13 for a **sample size of 7%**.
### New Applicants Survey

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<tr>
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<th>1\textsuperscript{st} Choice</th>
<th>2\textsuperscript{nd} Choice</th>
<th>3\textsuperscript{rd} Choice</th>
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</thead>
<tbody>
<tr>
<td>On campus only</td>
<td>44%</td>
<td>13%</td>
<td>14%</td>
<td>27%</td>
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<tr>
<td>Some classes online and others on campus</td>
<td>20%</td>
<td>50%</td>
<td>26%</td>
<td>6%</td>
</tr>
<tr>
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<td>17%</td>
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<td>Online only</td>
<td>20%</td>
<td>10%</td>
<td>20%</td>
<td>51%</td>
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</tbody>
</table>

196 responses
ARTISTIC EXPRESSION VILLAGE

1. Select an option
2. Select one bullet per time block
3. Register!

OPTION #1
MON & WED MORNINGS
8:30-9:20
- CRN #11111 EWRT1A.31Y Instructor #1
- CRN #11112 EWRT1B.01Q Instr. #2 AND CRN #11113 LART250.01Q Instr. #2
9:30-10:20
- CRN #11115 MATH10.01Y Instr. #4
- CRN #11116 MATH41.01Y Instr. #5
10:30-11:20
- CRN #11118 COMM1.01Y Instr. #7
- CRN #11119 BIOL1.01Y Instr. #8
- CRN #11120 HUM1.01Y Instr. #9
11:30-12:20
- CRN #11120 ARTS4A.01Y Instr. #10
- CRN #11121 F/TV1.01Y Instr. #11
- CRN #11122 PHTG1.01Y Instr. #12

OPTION #2
MON & WED MORNINGS
8:30-9:20
- CRN #11123 COMM1.02Y Instr. #10
- CRN #11124 CHEM1.01Y Instr. #11
- CRN #11180 ASTR1.01Y Instr. #20
9:30-10:20
- CRN #11125 EWRT1A.32Y Instr. #12
- CRN #11126 EWRT1B.02Q Instr. #12 AND CRN #11127 LART250.02Q Instr. #12
10:30-11:20
- CRN #11129 MATH10.02Y Instr. #14
- CRN #11130 MATH41.02Y Instr. #15
11:30-12:20
- CRN #11129 ARTS4A.01Y Instr. #17
- CRN #11121 F/TV1.01Y Instr. #18
- CRN #11122 PHTG1.01Y Instr. #19

OPTION #3
TUES & THUR MORNINGS
8:30-9:20
- CRN #11135 EWRT1A.33Y Instr. #21
- CRN #11136 EWRT1B.03Q Instr. #22 AND CRN #11137 LART250.03Q Instr. #23
9:30-10:20
- CRN #11139 MATH10.03Y Instr. #25
- CRN #11140 MATH41.03Y Instr. #26
10:30-11:20
- CRN #11142 SPAN1.01Y Instr. #28
- CRN #11143 FREN1.01Y Instr. #29
- CRN #11181 MAND1.01Y Instr. #30
11:30-12:20
- CRN #11144 ARTS4A.02Y Instr. #31
- CRN #11145 F/TV1.02Y Instr. #32
- CRN #11146 PHTG1.02Y Instr. #33

OPTION #4
TUES & THUR MORNINGS
8:30-9:20
- CRN #11147 MATH10.04Y Instr. #34
- CRN #11148 MATH41.04Y Instr. #35
9:30-10:20
- CRN #11150 JOUR1.01Y Instr. #37
- CRN #11151 SOC1.01Y Instr. #39
- CRN #11844 PSYC1.01Y Instr. #39
10:30-11:20
- CRN #11152 EWRT1A.34Y Instr. #40
- CRN #11153 EWRT1B.04Q Instr. #41 AND CRN #11154 LART250.04Q Instr. #42
11:30-12:20
- CRN #11144 ARTS4A.02Y Instr. #44
- CRN #11145 F/TV1.02Y Instr. #45
- CRN #11146 PHTG1.02Y Instr. #46

OPTION #5
MON & WED AFTERNOONS
12:30-1:20
- CRN #11156 ARTS4A.03Y Instr. #47
- CRN #11157 F/TV1.03Y Instr. #48
- CRN #11158 PHTG1.03Y Instr. #49
1:30-2:20
- CRN #11147 EWRT1A.35Y Instr. #50
- CRN #11148 EWRT1B.05Q Instr. #51 AND CRN #11149 LART250.05Q Instr. #52
2:30-3:20
- CRN #11151 MATH10.05Y Instr. #54
- CRN #11152 MATH41.05Y Instr. #55
3:30-4:20
- CRN #11154 PHIL1.01Y Instr. #57
- CRN #11155 IC51.01Y Instr. #58
- CRN #20225 ANTH1.01Y Instr. #59

OPTION #6
TUES & THUR AFTERNOONS
12:30-1:20
- CRN #11156 ARTS4A.03Y Instr. #47
- CRN #11157 F/TV1.03Y Instr. #48
- CRN #11158 PHTG1.03Y Instr. #49
1:30-2:20
- CRN #11159 HUMA1.01Y Instr. #53
- CRN #11160 ESL1.01Y Instr. #64
- CRN #17432 DMT1.01Y Instr. #65
2:30-3:20
- CRN #11161 EWRT1A.36Y Instr. #66
- CRN #11162 EWRT1B.06Q Instr. #67 AND CRN #11163 LART250.06Q Instr. #68
3:30-4:20
- CRN #11165 MATH10.06Y Instr. #69
- CRN #11166 MATH41.06Y Instr. #70
Course Selection

• EWRT 1A or EWRT 1A/LART 250 bundle
• MATH 10 or MATH 41
• Major (based on departments’ advice)
• GE (based on departments’ advice)
How It Works

• Mainly targets incoming freshmen but other students might find it useful
• Eight options per Village
• Not intended to be comprehensive, but anyone can be included if they fall within the scheduling patterns and submit by the deadline
• Students have the option to register as a block of classes or not (not hard-linked)
• Can point to other options in the class offerings like online classes
• Students don’t have to take the whole block so part-time students can use it, too
Advantages

• **Incentive and support** for faculty members to return to campus

• **Ease of building** a schedule for incoming freshman who might not be familiar with building their own schedules, especially with so many modalities

• Loosely based on **cohort model** where students might see familiar faces from class to class

• Helps department and division schedulers with some **standardization** of the schedule

• Helps **maximize** classroom space
## ARTISTIC EXPRESSION VILLAGE

### 1. Select an option

### 2. Select one bullet per time block

### 3. Register!

<table>
<thead>
<tr>
<th>Time</th>
<th>Option #1</th>
<th>Option #2</th>
<th>Option #3</th>
<th>Option #4</th>
<th>Option #5</th>
<th>Option #6</th>
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<tbody>
<tr>
<td>8:30-9:20</td>
<td>CRN #11111 EWRT1A.31Y</td>
<td>CRN #11123 COMM1.02Y</td>
<td>CRN #11135 EWRT1A.33Y</td>
<td>CRN #11147 MATH10.04Y</td>
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<td>CRN #11124 CHEM1.01Y</td>
<td>CRN #11136 EWRT1A.03Q</td>
<td>CRN #11148 EWRT1A.05Q</td>
<td>CRN #11157 F/TV1.03Y</td>
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<td>Instr. #11</td>
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<td>CRN #11139 MATH10.03Y</td>
<td>CRN #11150 JOUR1.01Y</td>
<td>CRN #11157 EWRT1A.35Y</td>
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<td>CRN #11160 ESL1.01Y</td>
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<td></td>
<td>Instr. #5</td>
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<td>Instr. #28</td>
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<td>CRN #11153 EWRT1A.04Q</td>
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<td>Instr. #66</td>
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<td>CRN #11181 MAND1.01Y</td>
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</tr>
</tbody>
</table>
• Sent to **14,090 students** with valid email addresses who were enrolled in **spring classes**
• Administered **April 18-29** via initial and reminder emails that were personalized with students’ first names
• **Estimated time to complete: three minutes**; branched by response
• **1,789 students responded** – 13% response rate
<table>
<thead>
<tr>
<th></th>
<th>1st Choice</th>
<th>2nd Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus only</td>
<td>11%</td>
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</tr>
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</tr>
<tr>
<td>Online only</td>
<td>62%</td>
<td>39%</td>
</tr>
</tbody>
</table>

Select only one. Answers are from respondents who indicated they would be returning or might be returning. 1,585 responses for first choice, 1,579 responses for second choice.
Q: With which race or ethnicity do you most identify?

Respondents generally aligned to overall student demographics, with Latinx students responding at a slightly lower rate than their share of the student body.

- 44% – Asian
- 21% – Latinx
- 17% – White
- 5% – Filipinx
- 2% – Black or African American
- 1% – Native American
- 1% – Pacific Islander

Select only one. Includes all respondents.
Q: What is your current gender identity?

Female students responded at a higher rate than their share of the overall student body:

- 61% – Female
- 35% – Male
- 2% – Genderqueer or gender nonconforming
- 1% – Different identity than listed

Select only one. Includes all respondents.
Q: Which department most closely aligns with your major?

Respondents were distributed across departments but most heavily represented the sciences, business and health sciences

- 38% – STEM
- 17% – Business
- 16% – Health Professions
- 11% – Humanities
- 10% – Arts
- 4% – CTE
- 4% – Language Arts

Select only one. Includes all respondents.
Q: Do you plan to return to De Anza in the fall quarter?

- 84% plan to return in the fall
- 11% are not sure yet
- 5% do not plan to return

Select one. All respondents.
Q: What is your primary reason for not returning in fall quarter?

- 85% indicated they will transfer or complete a degree or certificate, or otherwise reached their educational goal
- 9% plan to enroll at another college

Select only one. Answers are from respondents who indicated they would not be returning.
Q: If you were to take an online class, which format do you prefer?

- **46% – Mixed Format**: Some classes held in real time on Zoom, but attendance is voluntary and coursework can be completed at your own pace, within assigned dates
- **30% – No Scheduled Meetings**: You complete all the coursework at your own pace, within the assigned dates
- **21% – Regularly Scheduled Meetings Online**: You are required to attend classes on Zoom in real time

Select only one. Answers are from respondents who indicated they would be returning or might be returning.
Respondents Who Indicated Reasons for Their Preferences

• Responses relating to online instruction
  o Distance to campus (don’t live nearby), desire to avoid traffic, concern about gas prices, other transportation challenges (n=215)
  o Desire for flexibility, convenience, time-saving, access to education or classes (n=185)
  o Concerns for health or safety of household, not yet comfortable attending in person (n=170)
• Responses relating to on-campus instruction
  o Desire for opportunities to interact and socialize with others, human connection, easier access to instructors (n=50)

Answers are from respondents who chose to provide details on their most preferred way to take classes.
Respondents Who Prefer Online Classes Only

“Having the convenience of online classes has helped enable me to return to school while eliminating my commuting & parking expenses, reducing traffic and pollution, and making more efficient use of my time.”

“I am a dual-enrolled student here at De Anza College. I've been attending De Anza for several quarters now (studying as a chemistry student transfer). I have to balance my high school and college curriculum, which at times can be a lot. Online classes are great for me as I can easily fit them into my schedule, and I don't have to worry about commuting to the campus. I'll eventually prefer to be on campus for classes targeted toward my degree, but until then having my GE classes online is best for me.”

“I learn significantly better with online courses. I have more resources and so much more time. I am more financially stable without the commute (car maintenance and gas costs), am less stressed knowing I have double or plus the study time, and so much more time to take care of the other responsibilities in my life.”

“I prefer lectures online so that I can rewatch/listen or pause while I take notes. I also have no problem with a real-time lecture online as I can ask questions or ask the teacher to repeat if needed. Driving to campus, finding parking, and getting to class is time I’d rather be studying or completing assignments.”

Answers are from respondents who indicated their most preferred method is online only.
Respondents Who Prefer On-Campus Classes Only

“Overall distanced learning/virtual school has been a terrible experience. It provides zero community, lacks meaningful engagements, eradicates the idea of individualized learning, and has encouraged what can only be described as a cheating epidemic among stem courses resulting in sub-par learning outcomes and results in subsequent classes based upon that material.”

“I, and many others, have been robbed of the college experience. I have been taking online classes for 2 years now, and while it has its benefits, I think it is enough. I want to grow my social skills and meet new people. Furthermore, I will be taking mostly science classes with a lab in the fall. I believe that lab classes have no business being online. The lab needs hands-on experience.”

“Well I love De Anza and I think more people should come back to do in person classes and to also have more in person classes in the fall 2022 then we had in fall 2021 which was super small and it needs to get back up there in good time and I think the fall of 2022 shall be a good time for that. Plus De Anza is amazing and why do online then go to a beautiful campus to hang out and socialize and everything good.”

“I plan on taking more science classes this fall, and I believe I learn best with a physical classroom and teacher in front of me, especially when the material is more complicated. It’s easier to ask them questions and to have a structure.”

Answers are from respondents who indicated their most preferred method is on campus only.
Respondents Who Prefer Hybrid Classes

“For me, lecture and homework is easier to complete online without the distraction of other students, but time in person is helpful for clarifying understanding and asking questions.”

“I like to have the flexibility to take a class online, but also be able to go to campus and ask the professor for help. When I have questions, I prefer to ask in person, for me it's just easier than asking questions online. Online has too many technical issues, or variables that can go wrong like sound (mic), video (camera), wifi, etc. We should have the ability to choose the best of both options and therefore hybrid makes the most sense.”

“Classes in person help me keep a daily/weekly schedule that makes my quarter more organized and smooth. Meanwhile, I also like having the option to have classes online for safety reasons, as well as for a smoother transition from online classes to on campus classes.”

“Online means I save time and money from traveling and allows a flexible schedule. In person means I exercise social skills and have direct contact with TA's and professors.”

Answers are from respondents who indicated their most preferred method is hybrid.
Respondents Who Prefer Some Classes Online and Some On Campus

“I think being in person helps me out as a student to feel more obligated to do my work and reduce procrastination at the same time there are some classes in which I am able to feel more comfortable learning at home because it can be more ‘on my own pace’ learning.”

“I use the GI Bill and it was a prior requirement to have at least 1 class taken in person to receive 100% of the benefits. I would otherwise prefer to take all of my classes online, but I need those benefits to pay for my bills and attend school.”

“I think it is easier for me to take online classes because I have a full time job working 7 AM to 4 PM so I don't have a lot of options on taking an in person class. I chose the mix option because I would at least like to take one in person class maybe in the evening so I actually get a chance to experience school on campus.”

Answers are from respondents who indicated their most preferred method is some classes online and some on campus.
Q: Are there certain courses that you prefer to take in person, on campus?

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science courses with labs</td>
<td>45% 521</td>
</tr>
<tr>
<td>Arts (e.g., Dance, Theater, Music)</td>
<td>34% 397</td>
</tr>
<tr>
<td>Kinesiology (e.g., Yoga, Body Sculpting, Core Conditioning)</td>
<td>30% 345</td>
</tr>
<tr>
<td>Math</td>
<td>24% 276</td>
</tr>
<tr>
<td>Health Sciences (e.g., Nursing, Medical Assisting)</td>
<td>23% 265</td>
</tr>
<tr>
<td>Applied Technologies (e.g., Automotive Technology, Design and Manufacturing Technology)</td>
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<tr>
<td>English</td>
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<tr>
<td>Computer Science</td>
<td>16% 186</td>
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<tr>
<td>Other (please specify)</td>
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<tr>
<td>Social Science (e.g., History, Sociology, Political Science)</td>
<td>12% 143</td>
</tr>
<tr>
<td>Business</td>
<td>10% 111</td>
</tr>
<tr>
<td>Science courses without labs</td>
<td>10% 110</td>
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</tbody>
</table>

Select all that apply. Answers are from respondents who indicated they would be returning or might be returning.
Q: How much do the following issues affect your ability to succeed at De Anza this fall?

Respondents said the following areas had some effect or a great effect on their success:

• Ongoing issues related to the pandemic – concern about getting sick, caring for high-risk relatives, loss of interaction with others, increased stress, etc. (77%, n = 1,134)

• Mental health issues – personal or family mental health issues, lack of access to mental health services (55%, n = 796)

• Lack of finances – not enough money or financial aid to pay for college and associated expenses (50%, n = 726)

• Health issues – personal or family health issues or lack of access to health care (42%, n = 605)

Select all that apply. All respondents. On a scale of 1 to 3 – where 1 means “no effect”, 2 means “some effect” and 3 means “great effect”. Additional responses included in appendix slide.
• New students tend to favor **on campus instruction**
• Returning students tend to favor **online instruction**
• Both groups have a preference for **mixed modalities being available**
• Students continue to **face challenges** due to the **pandemic, mental health and financial issues**
  o Currently surveying students on their **basic needs and mental health**
Course Modality Preferences
Student Surveys About Fall 2022
May 16, 2022
Q: How much do the following issues affect your ability to succeed at De Anza this fall?

<table>
<thead>
<tr>
<th>Issue</th>
<th>1 - NO EFFECT</th>
<th>2 - SOME EFFECT</th>
<th>3 - GREAT EFFECT</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing issues Related to the Pandemic - including concern of getting</td>
<td>23%</td>
<td>46%</td>
<td>31%</td>
<td>1,468</td>
</tr>
<tr>
<td>sick, caring for high-risk relatives, loss of interaction with others,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>increased stress, etc.</td>
<td>33%</td>
<td>68%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental Health issues - personal or family mental health issues or lack</td>
<td>45%</td>
<td>36%</td>
<td>20%</td>
<td>1,451</td>
</tr>
<tr>
<td>of access to mental health services</td>
<td>65%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of finances - not enough money or financial aid to pay for college</td>
<td>50%</td>
<td>31%</td>
<td>18%</td>
<td>1,451</td>
</tr>
<tr>
<td>and associated expenses</td>
<td>725</td>
<td>458</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Issues - personal or family health issues or lack of access to</td>
<td>50%</td>
<td>28%</td>
<td>14%</td>
<td>1,448</td>
</tr>
<tr>
<td>health care</td>
<td>848</td>
<td>406</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unemployment or Underemployment - loss of employment or inability</td>
<td>60%</td>
<td>27%</td>
<td>13%</td>
<td>1,448</td>
</tr>
<tr>
<td>to find employment when seeking it or not enough hours or pay to</td>
<td>873</td>
<td>332</td>
<td></td>
<td></td>
</tr>
<tr>
<td>support your financial needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Resources - including reliable access to the internet and</td>
<td>64%</td>
<td>26%</td>
<td>10%</td>
<td>1,462</td>
</tr>
<tr>
<td>access to a computer with a camera and microphone, etc.</td>
<td>931</td>
<td>354</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housing Insecurity - including moving frequently, crowding, poor</td>
<td>65%</td>
<td>22%</td>
<td>13%</td>
<td>1,487</td>
</tr>
<tr>
<td>housing quality, or the inability to afford rent or bills</td>
<td>941</td>
<td>321</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Insecurity - limited or uncertain availability of nutritionally</td>
<td>75%</td>
<td>17%</td>
<td>7%</td>
<td>1,455</td>
</tr>
<tr>
<td>adequate and safe foods, or the ability to acquire such foods in a</td>
<td>1,101</td>
<td>224</td>
<td></td>
<td></td>
</tr>
<tr>
<td>socially acceptable manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unstable Living Environment - family or home situation is unstable,</td>
<td>75%</td>
<td>17%</td>
<td>8%</td>
<td>1,449</td>
</tr>
<tr>
<td>unsafe or unsupportive</td>
<td>1,093</td>
<td>250</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homelessness - including having no place to live or couch surfing,</td>
<td>82%</td>
<td>11%</td>
<td>7%</td>
<td>1,486</td>
</tr>
<tr>
<td>living with friends or relatives, living in a shelter, vehicle, or</td>
<td>1,197</td>
<td>188</td>
<td></td>
<td></td>
</tr>
<tr>
<td>abandoned structures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of Childcare - inability to obtain quality child care or older</td>
<td>83%</td>
<td>11%</td>
<td>7%</td>
<td>1,443</td>
</tr>
<tr>
<td>care or inability to pay for it</td>
<td>1,183</td>
<td>152</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Select all that apply. All respondents. On a scale of 1 to 3 – where 1 means “no effect”, 2 means “some effect” and 3 means “great effect”. Additional responses included in appendix slide.