



The Case for Change



Strategic Planning

Dr. Andrew LaManque, Supervisor, Institutional Research
Dan Salah, Instructor, Business
Matt Abrahams, Instructor, Speech

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

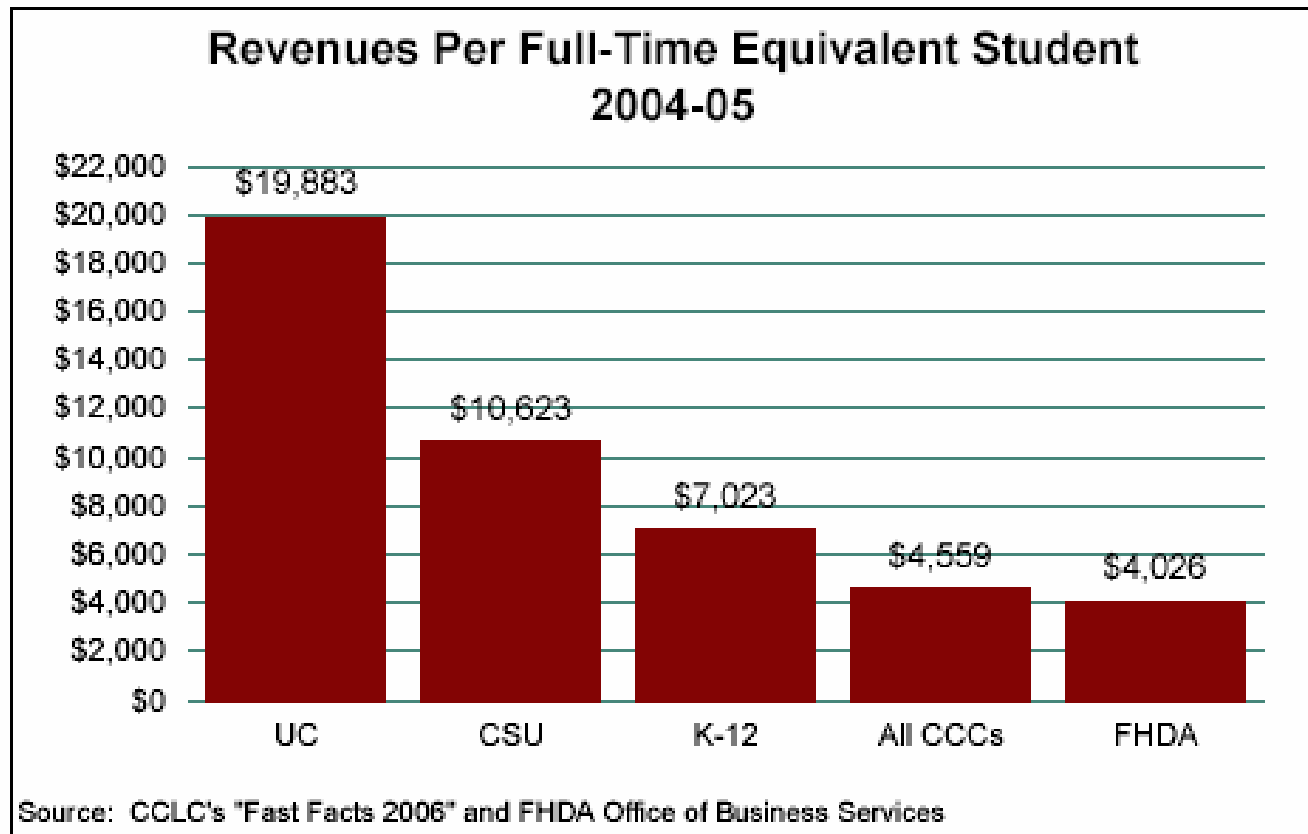
Key Challenge - Funding

Funding Inadequacy and Uncertainty

- De Anza's per student funding is significantly less than other comparable institutions.
- B 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

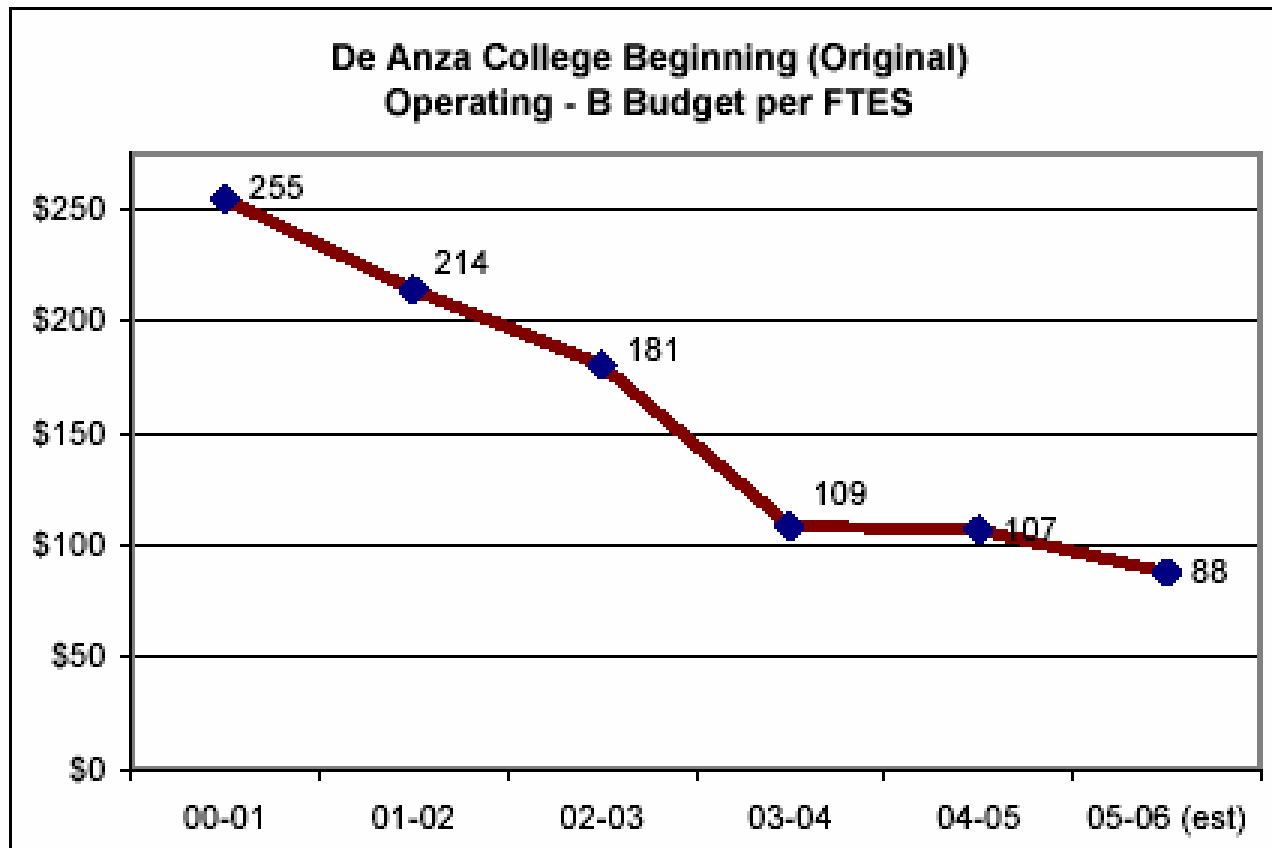
De Anza per Student Funding Lags Behind Comparable Institutions



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Key Challenge - Funding

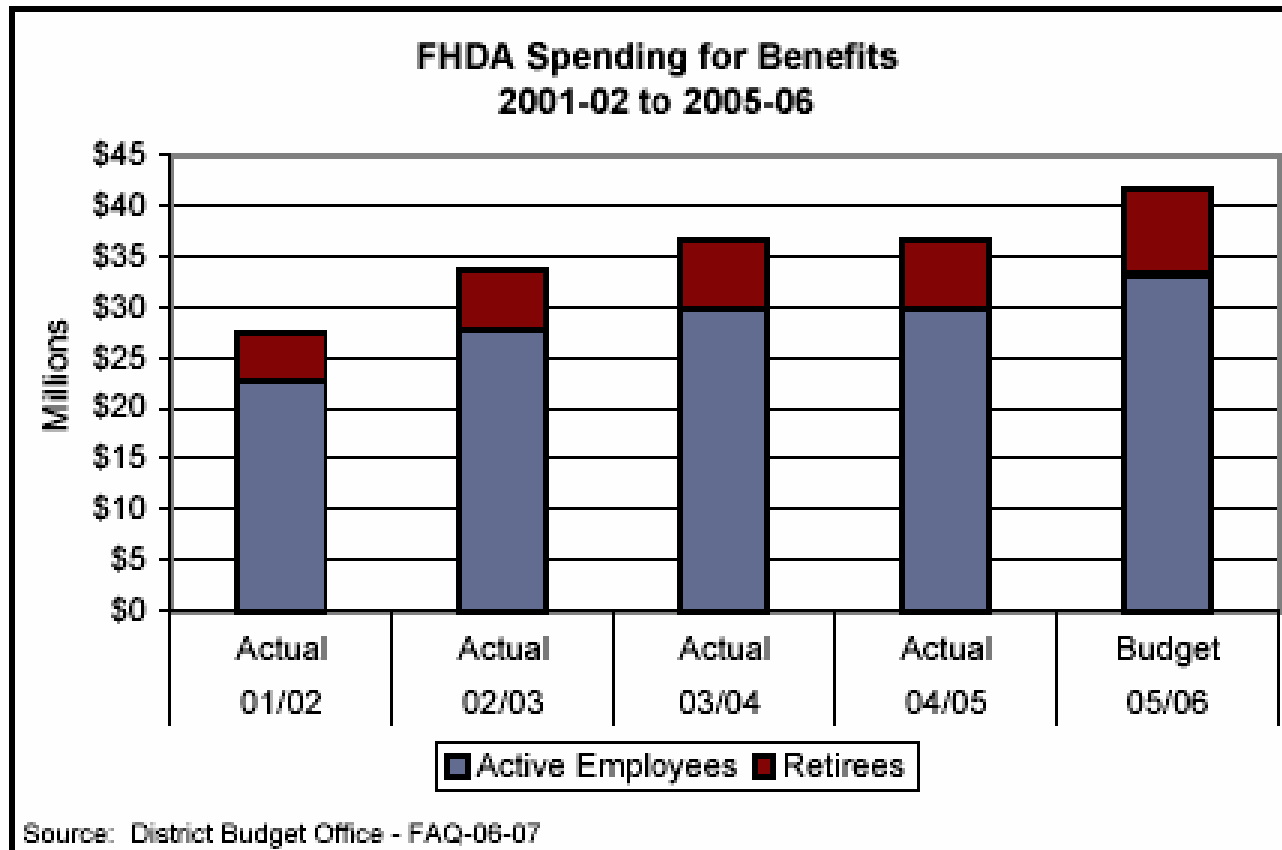
B-Budget Declines 2001-2005



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Key Challenge - Funding

Benefits Taking An Increasing Share of Budget



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.

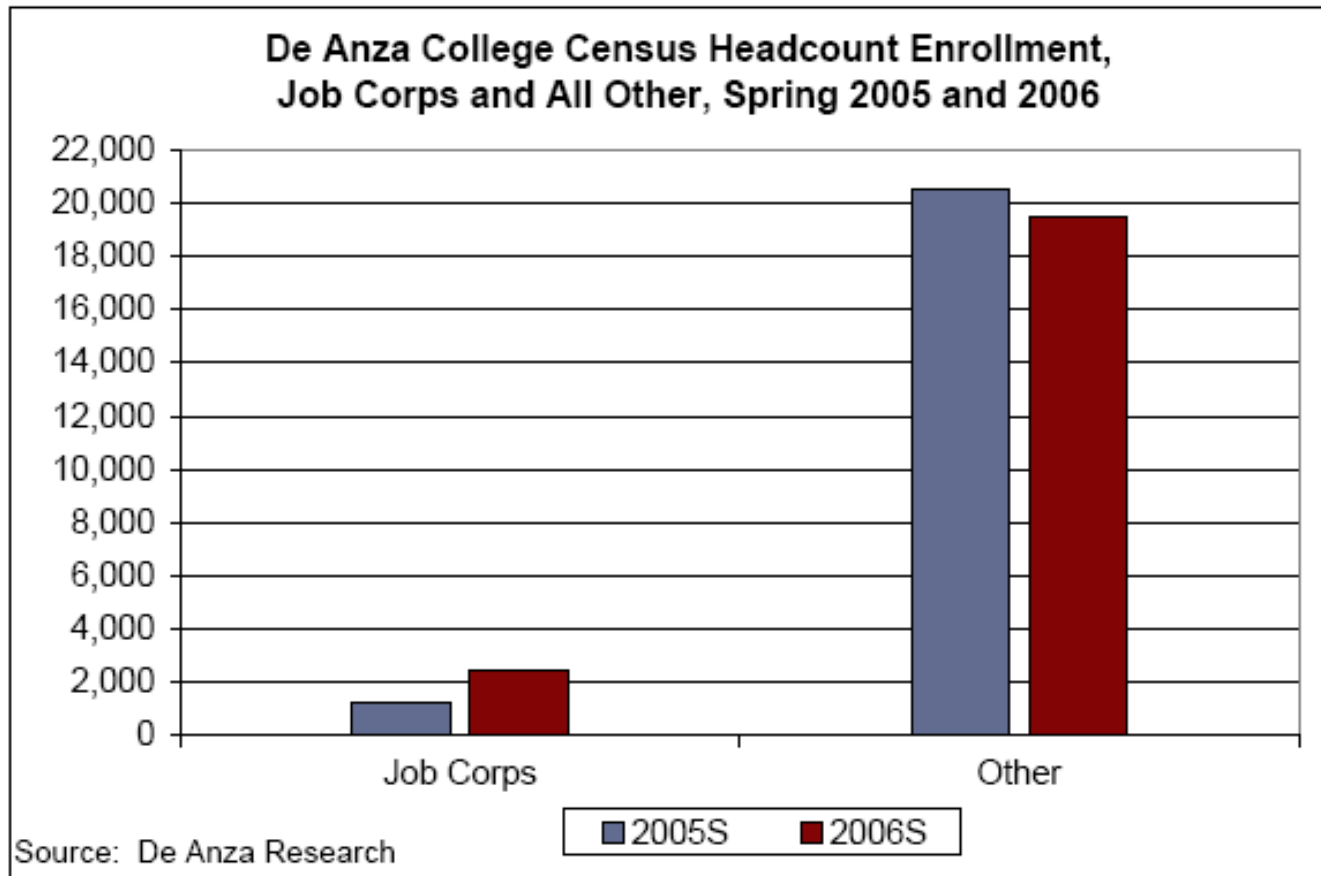
Key Challenge - Enrollment

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

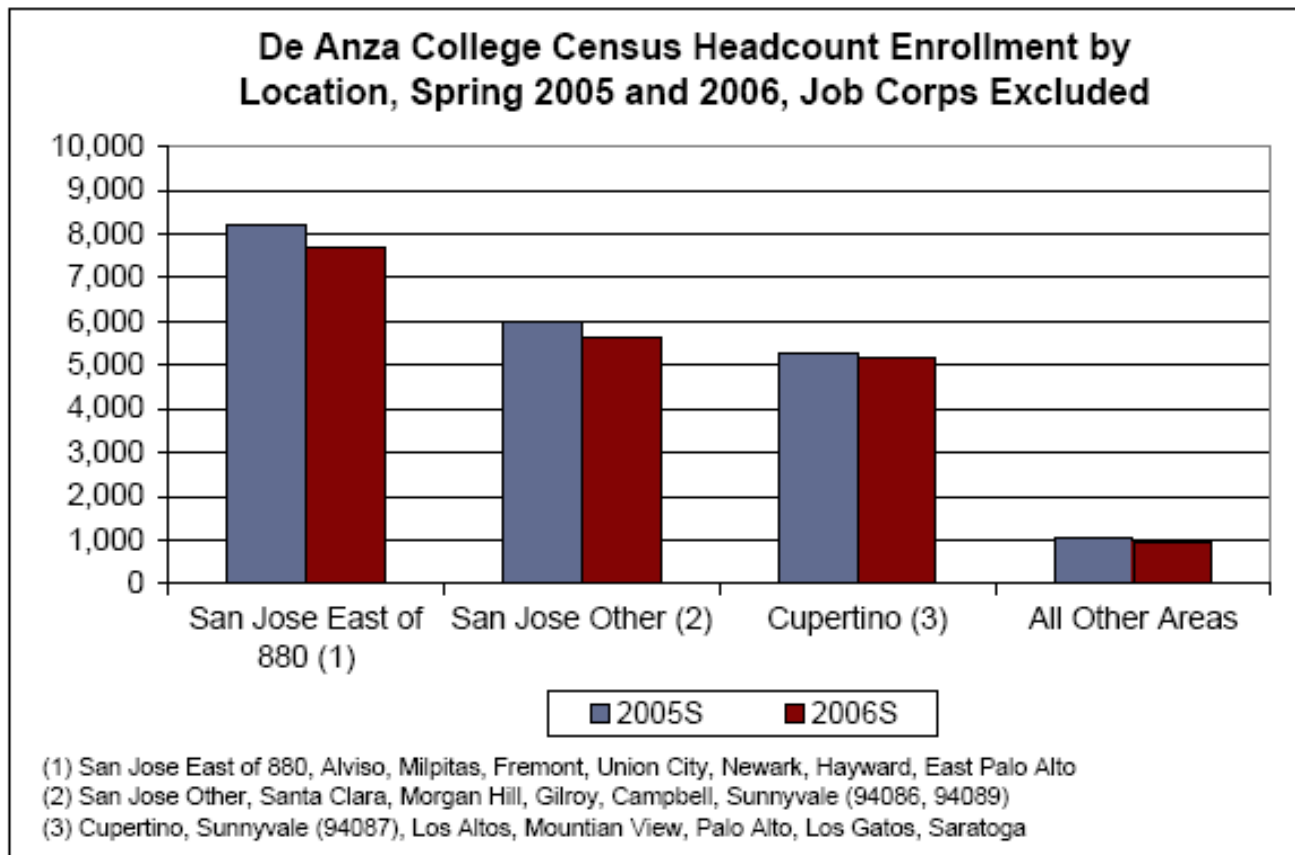
Job Corps has Off-set Other Enrollment Declines



Key Challenge - Enrollment

Enrollment by Proximity to Campus

Are commuting costs taking a toll on enrollment?



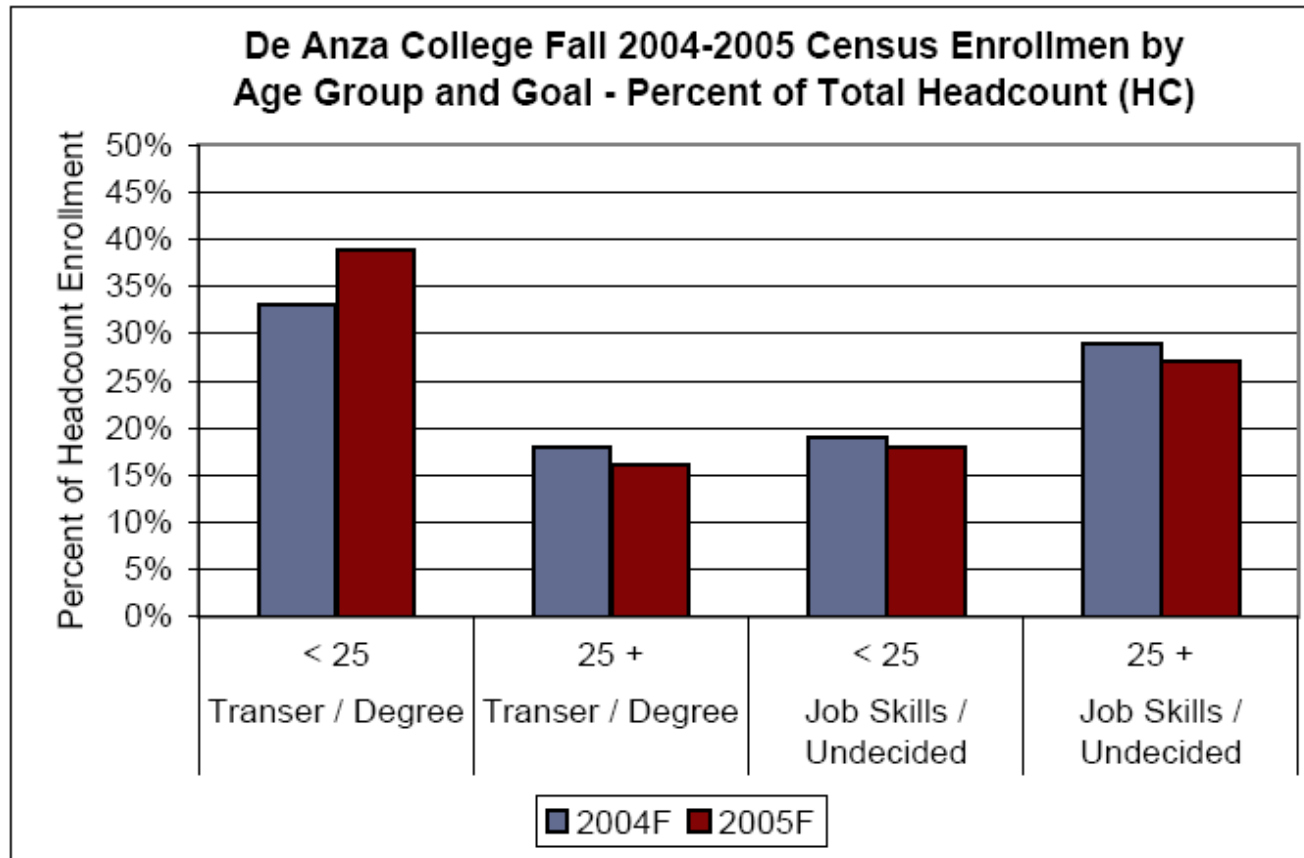
Key Challenge - Economy

Students are acutely aware of the job market, and it has a major influence 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

Key Challenge - Enrollment

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



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.

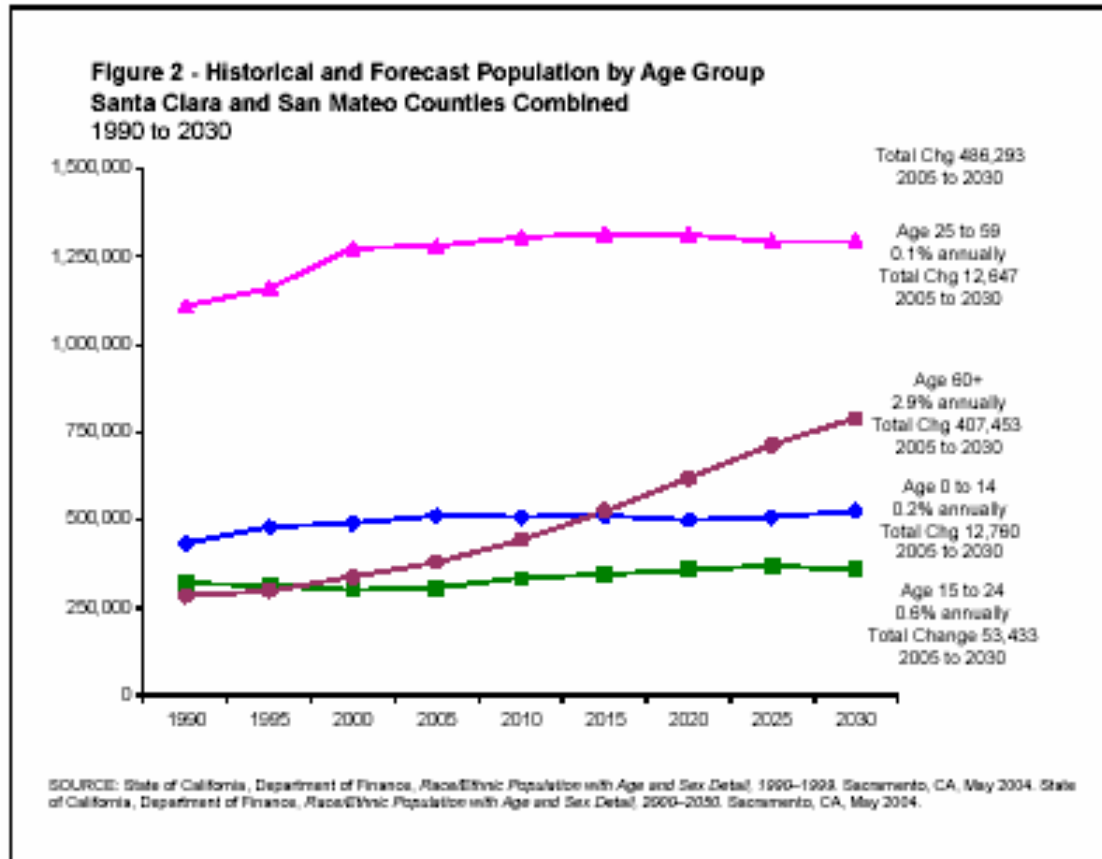
Key Challenge - Enrollment

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

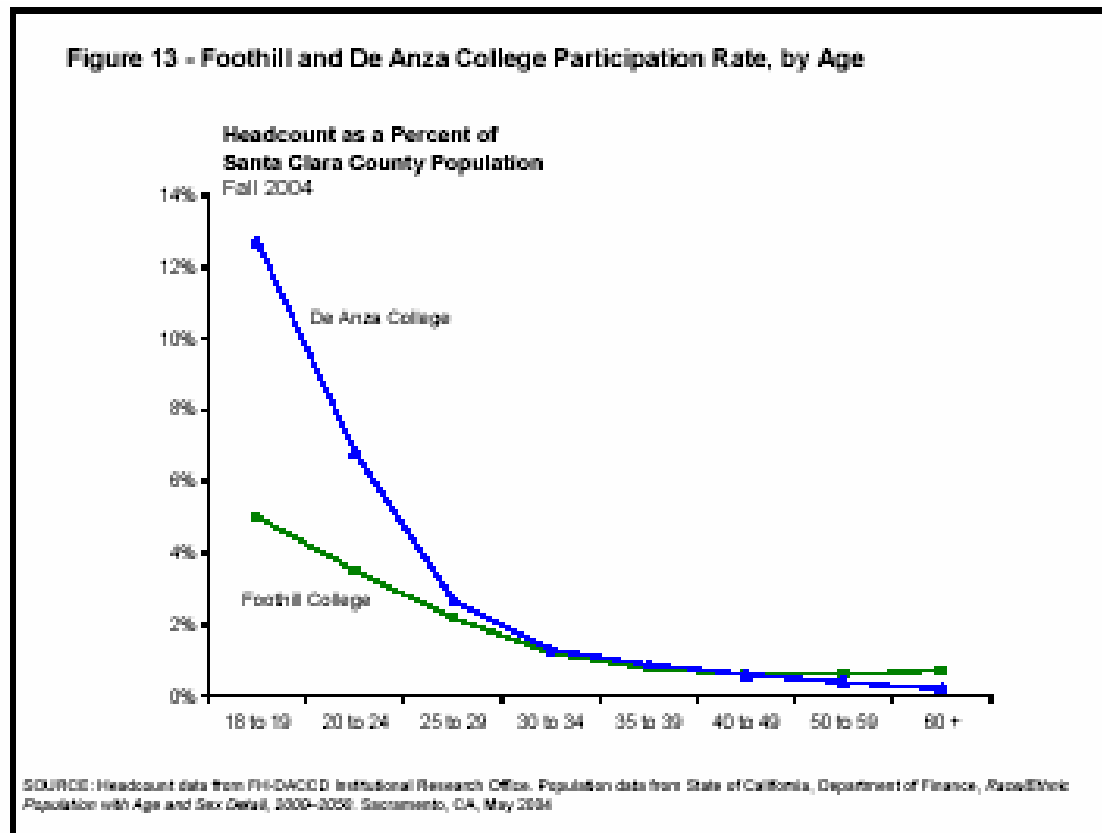
60+ Population Projected to Grow Rapidly



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Key Challenge - Enrollment

Participation of 60+ Age Group at De Anza is Low



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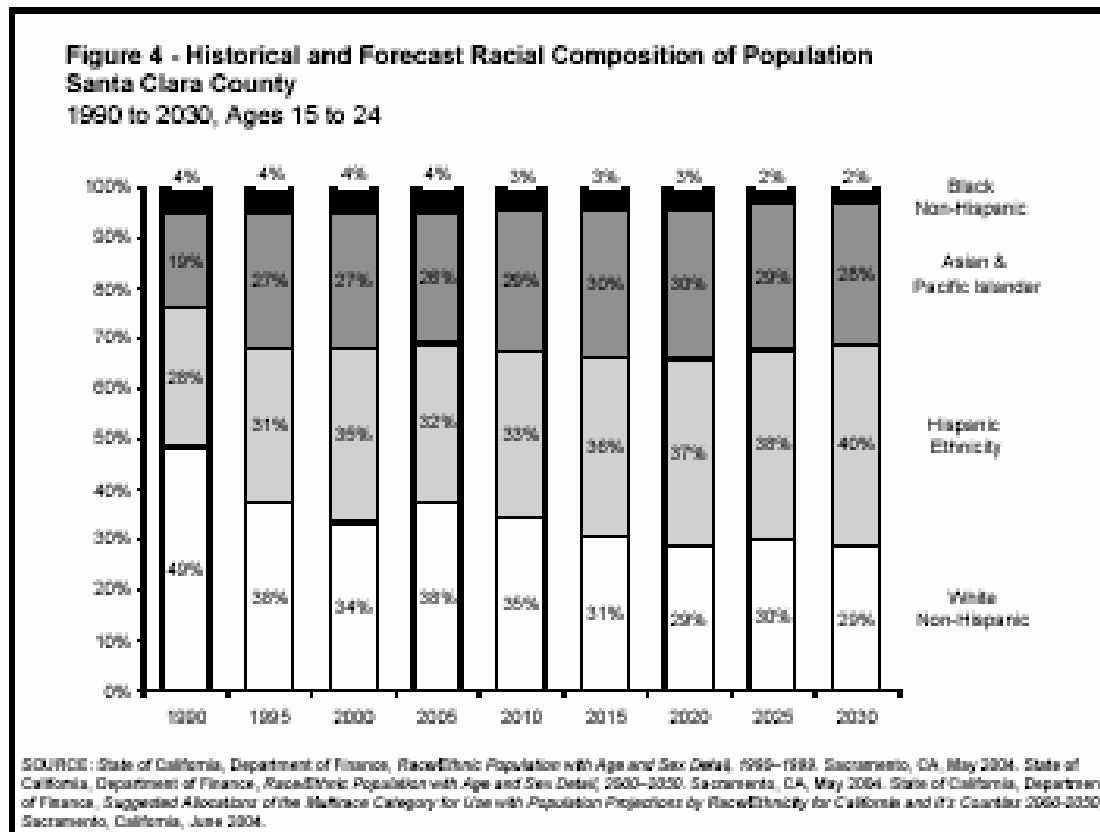
Key Challenge - Enrollment

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.

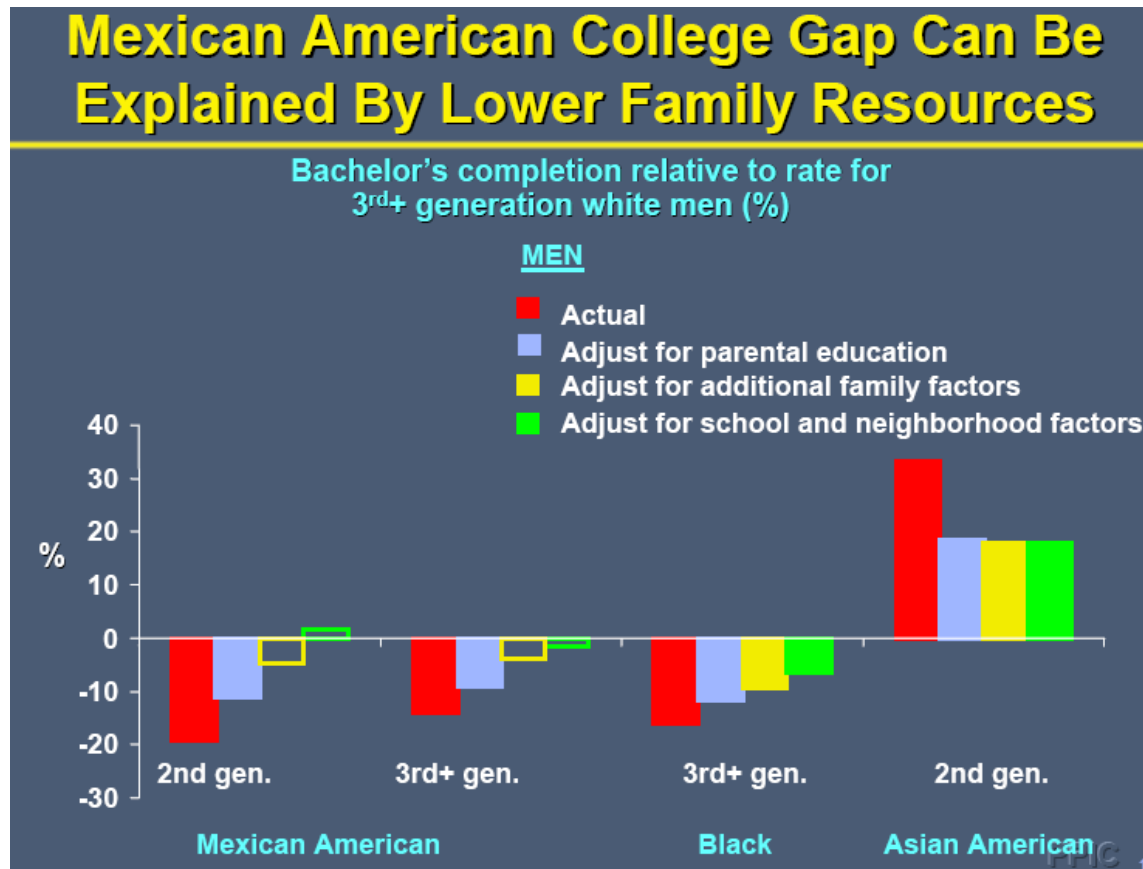
Key Challenge - Enrollment

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



Key Challenge – Student Learning

Mexican American College Going Rate Is Below Other Ethnic Groups



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**

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

N = 3,575 N = 2,605

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SRTK-the Student Right to Know Cohort includes First Time Degree Seeking students.



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.

Source: "Educating the Net Generation" by Diana G. Oblinger and James L. Oblinger. A Educase eBook.

Key Challenge - Technology

Technology Changes Creates Significant Uncertainty

– Technology Changes will Result in Increased Competition

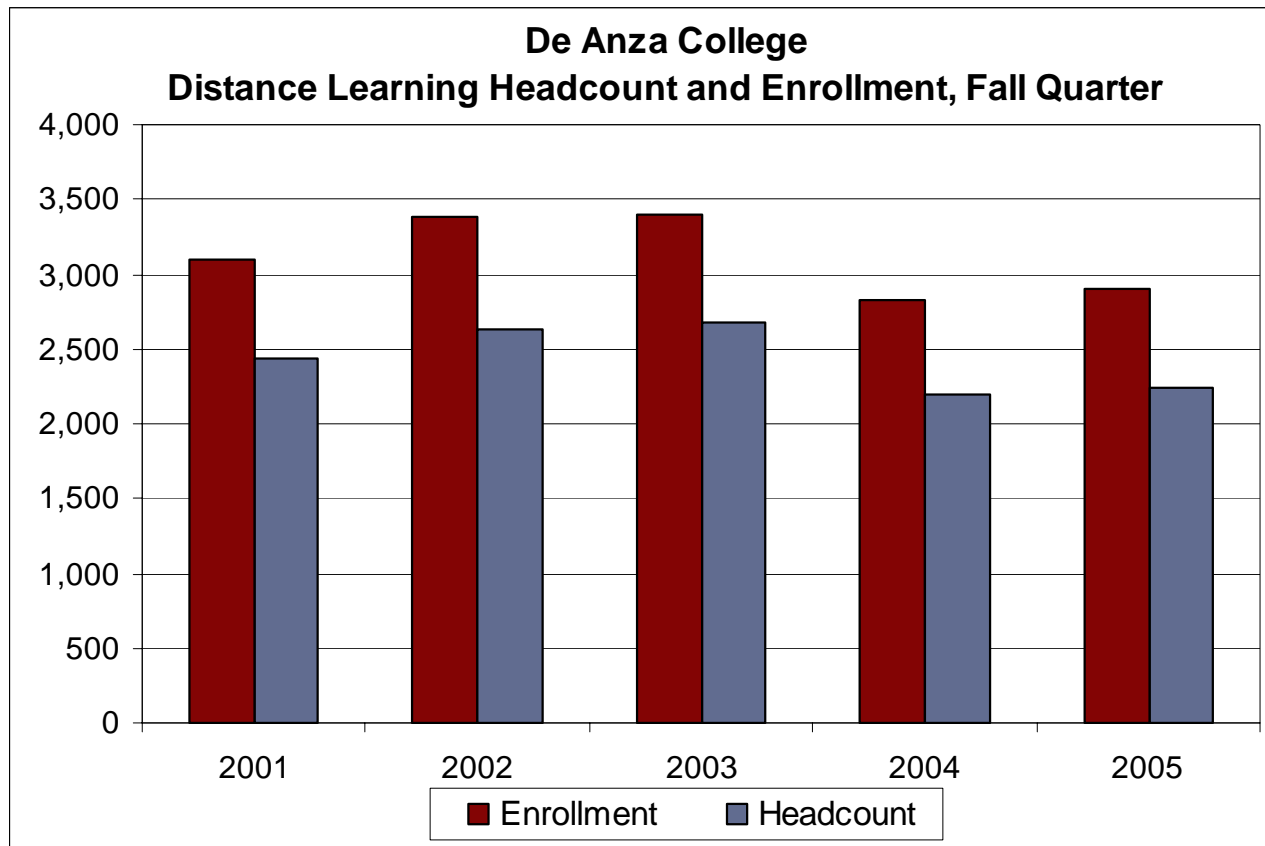
- Classes, academic calendars and degrees are no longer limited by physical location, time or capacity resulting in greater competition from online and out-of-area public and private colleges.
- Tuition advantage of public education decreases as technology becomes cheaper.

Source: "Educating the Net Generation" by Diana G. Oblinger and James L. Oblinger. A Educase eBook.

Key Challenge - Technology

De Anza Distance Learning Enrollments Are Stable

(15% of students at De Anza took at least one distance learning course in 2004-05, compared with 25% of Foothill students)



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Key Challenge - Economy

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

Key Challenge - Economy

Fastest Growing Occupations (Top 10) * 2002-2012				
San Jose Metropolitan Statistical Area				
Occupational Title	Annual Average Employment		Percent Change	Education & Training Levels
	2002	2012		
Personal Financial Advisors	450	760	68.9	BA/BS DEGREE (5)
Dental Hygienists	910	1,370	50.5	AA DEGREE (6)
Dental Assistants	2,370	3,520	48.5	1-12 MO OJT (10)
Refuse and Recyclable Material Collectors	680	1,000	47.1	30-DAY OJT (11)
Biochemists and Biophysicists	640	920	43.8	PHD DEGREE (2)
Architects, Except Landscape and Naval	500	700	40.0	BA/BS DEGREE (5)
Network Systems and Data Communications Analysts	2,120	2,910	37.3	BA/BS DEGREE (5)
Respiratory Therapists	460	620	34.8	AA DEGREE (6)
Medical Records and Health Information Technicians	490	660	34.7	AA DEGREE (6)
Medical Assistants	1,880	2,530	34.6	1-12 MO OJT (10)
* March 2003 Benchmark				

Source: California Economic Development Department (EDD):
<http://www.labormarketinfo.edd.ca.gov/>

Key Challenge - Economy

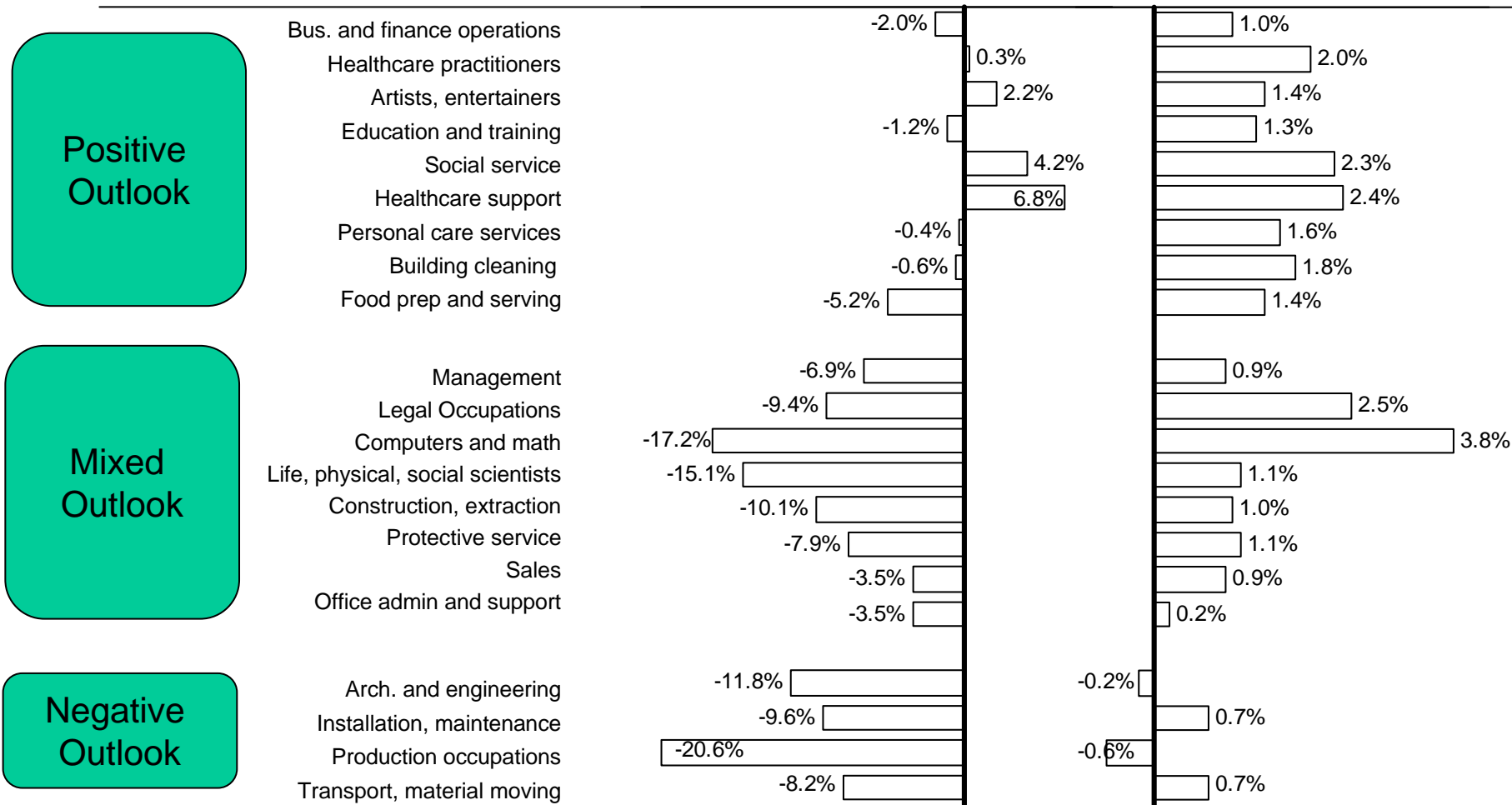
Occupations (Top 10) With the Most Job Openings * 2002-2012
San Jose Metropolitan Statistical Area

Occupational Title	Job Openings	Median Hourly Wage	Education & Training Levels
Retail Salespersons	9,660	\$10.95	30-DAY OJT (11)
Cashiers	9,540	\$9.49	30-DAY OJT (11)
Waiters and Waitresses	7,800	\$8.00	30-DAY OJT (11)
Combined Food Preparation and Serving Workers, Including Fast Food	6,120	\$8.16	30-DAY OJT (11)
Office Clerks, General	5,710	\$14.22	30-DAY OJT (11)
Registered Nurses	5,160	\$41.50	AA DEGREE (6)
Computer Software Engineers, Applications	4,410	\$46.74	BA/BS DEGREE (5)
Computer Software Engineers, Systems Software	4,340	\$49.99	BA/BS DEGREE (5)
Laborers and Freight, Stock, and Material Movers, Hand	4,330	\$10.74	30-DAY OJT (11)
General and Operations Managers	4,270	\$55.89	BA/BS + EXPER (4)
* March 2003 Benchmark			

Source: California Economic Development Department (EDD):
<http://www.labormarketinfo.edd.ca.gov/>

Actual and Projected Job Growth, by Occupation

San Jose MSA and Santa Clara County



NOTE: Actual Occupation Change is for San Jose PMSA, Projected Change is for Santa Clara County
 SOURCE: US Bureau of Labor Statistics and California Employment Development Department

Key Challenge - Competition

Competition for Students is Increasing

- Other Community Colleges, especially in east San Jose, see us as 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)

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

(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

Key Challenge - Competition

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”

Key Challenge – Student Learning

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.

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Key Challenge – Student Learning

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

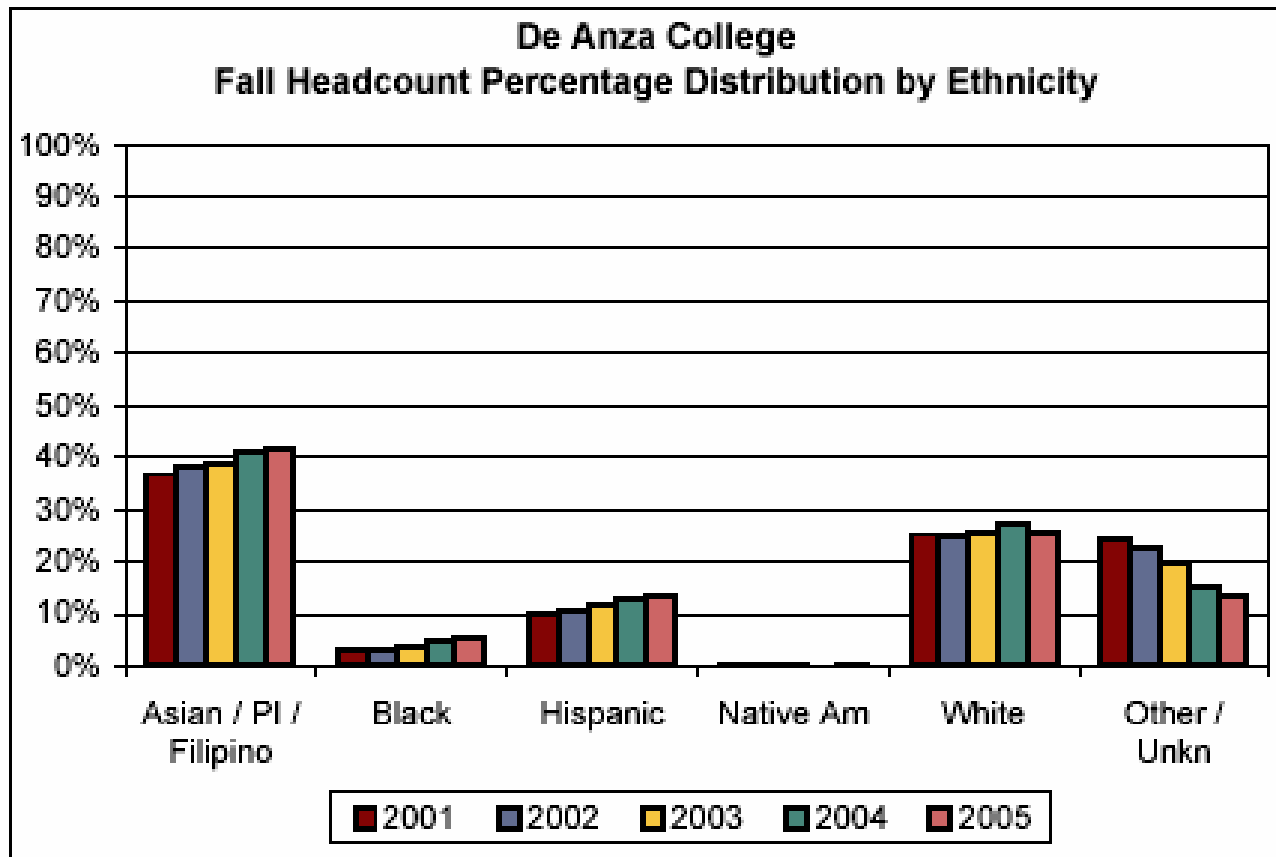
- 31% Asian, 5% Black, 6% Filipino, 13% Latino, 27% White, 18% Other/No Response

- Age, Fall 2005

- 24 and under: 60%
- 25 - 50: 34%
- 50 and over: 5%

Key Challenge – Student Learning

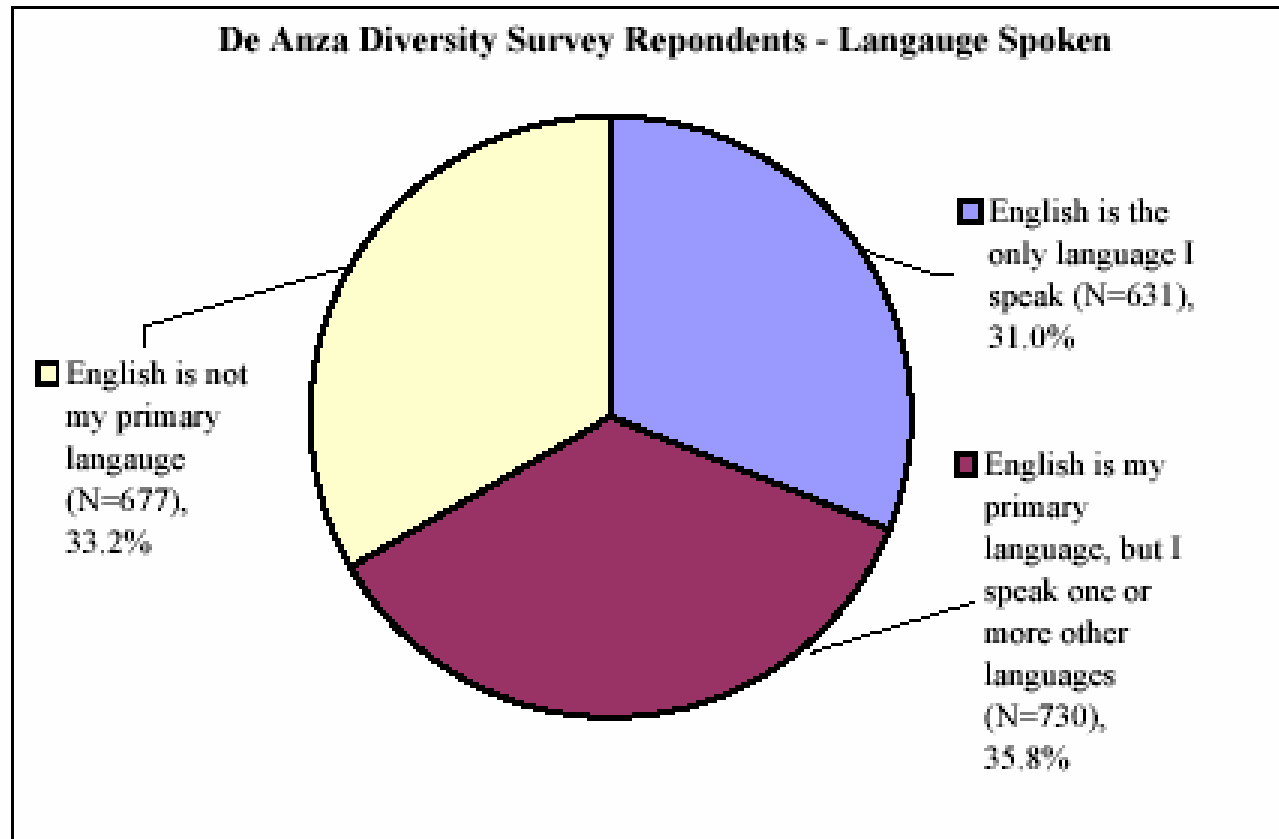
Ethnicity of De Anza Students



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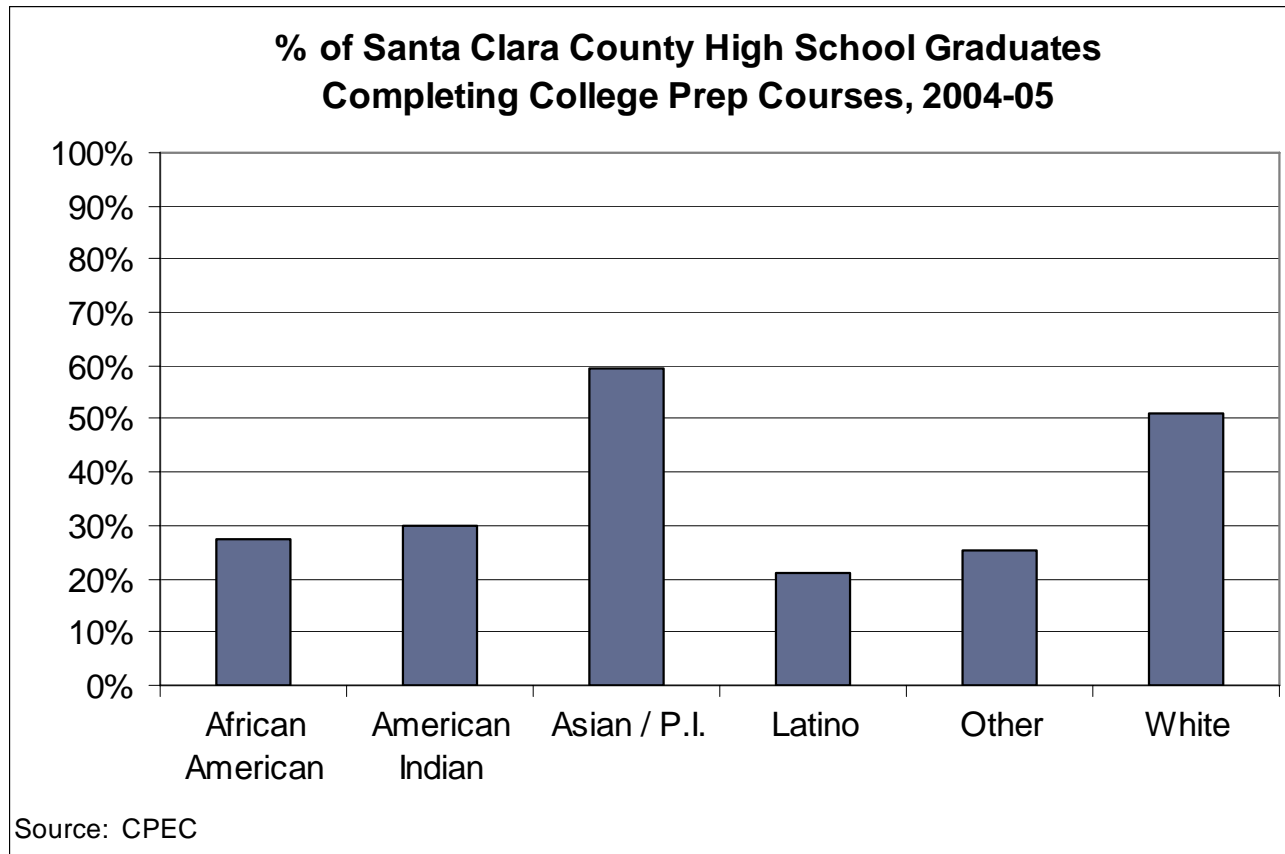
Key Challenge – Student Learning

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

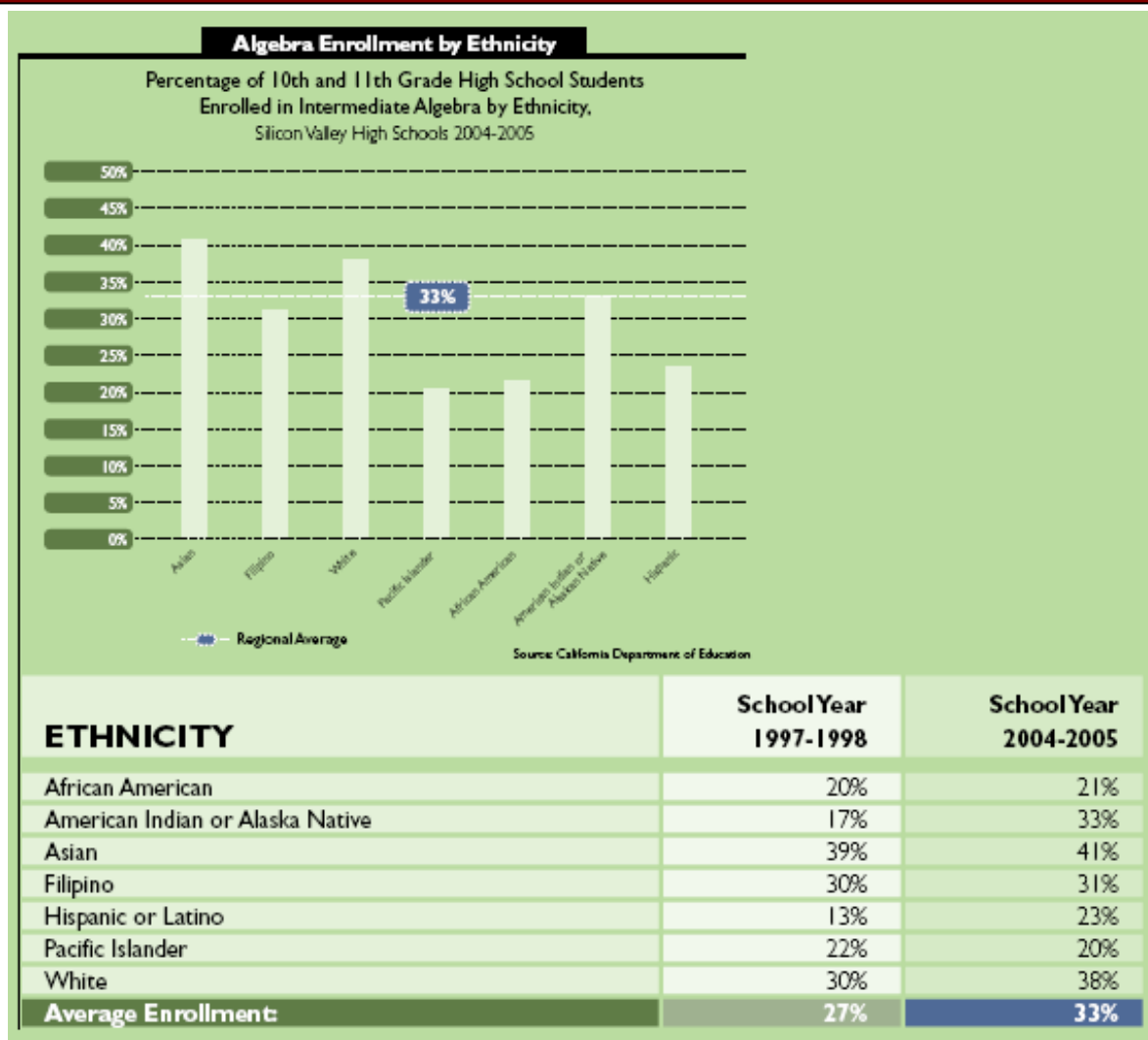


Key Challenge – Student Learning

Diversity and Equity Issues Overlap

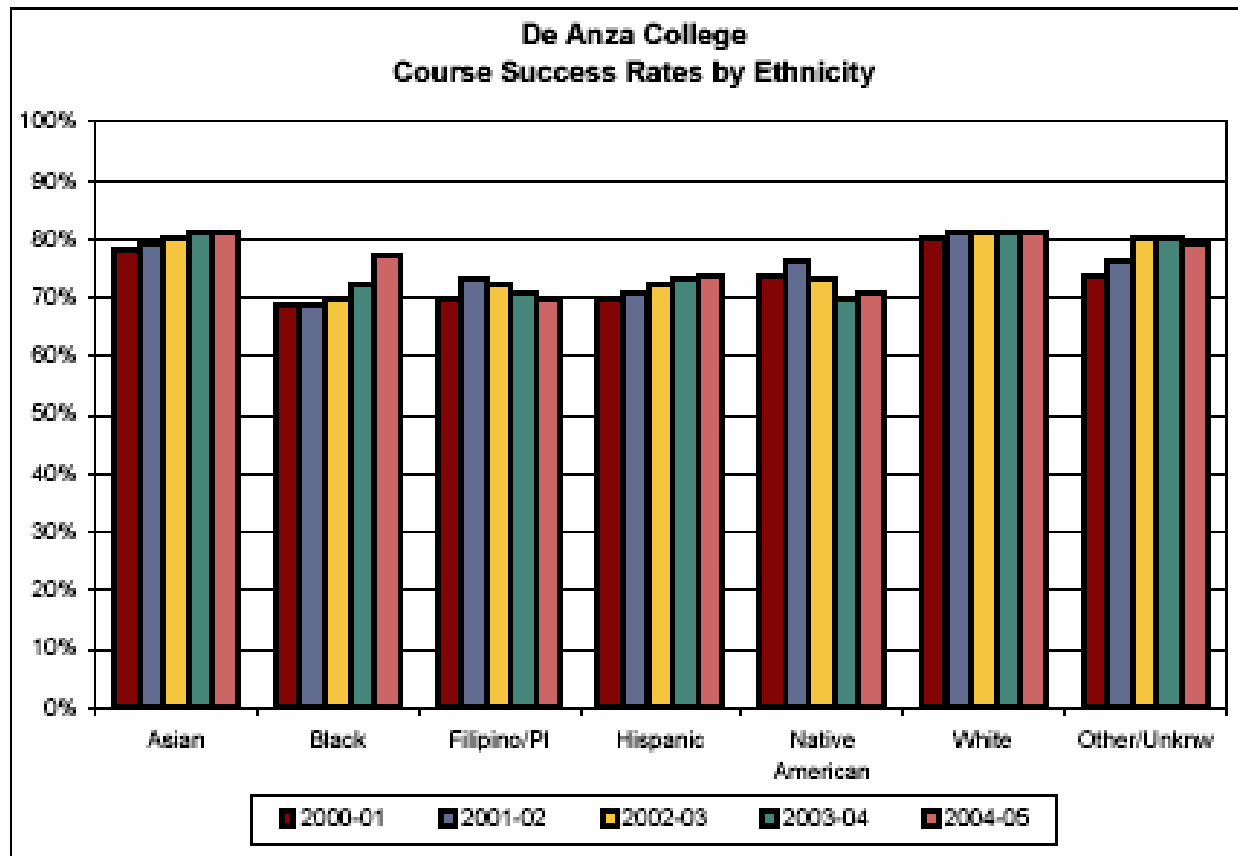


Key Challenge – Student Learning



Key Challenge – Student Learning

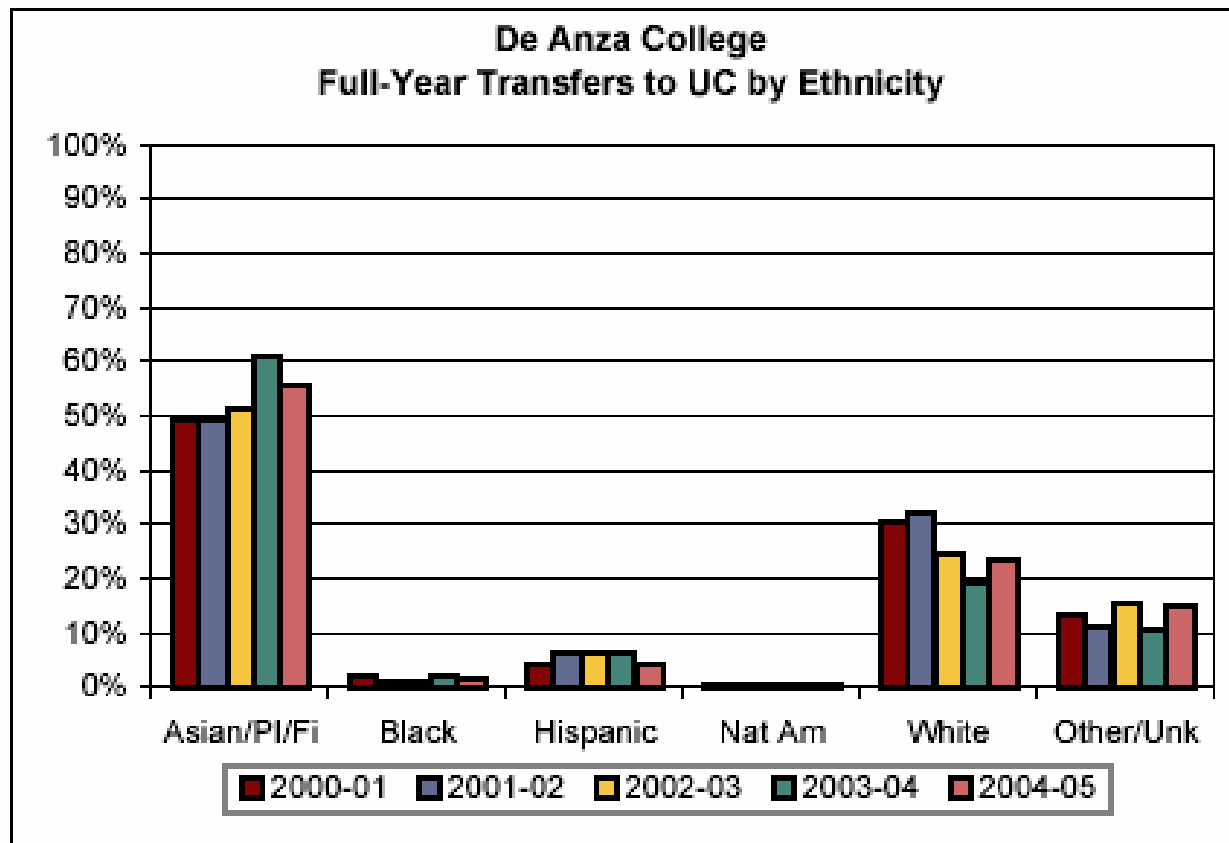
Student Equity Issues Remain



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Key Challenge – Student Learning

Transfers to UC have been Uneven Across Ethnic Groups



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Key Challenge – Student Learning

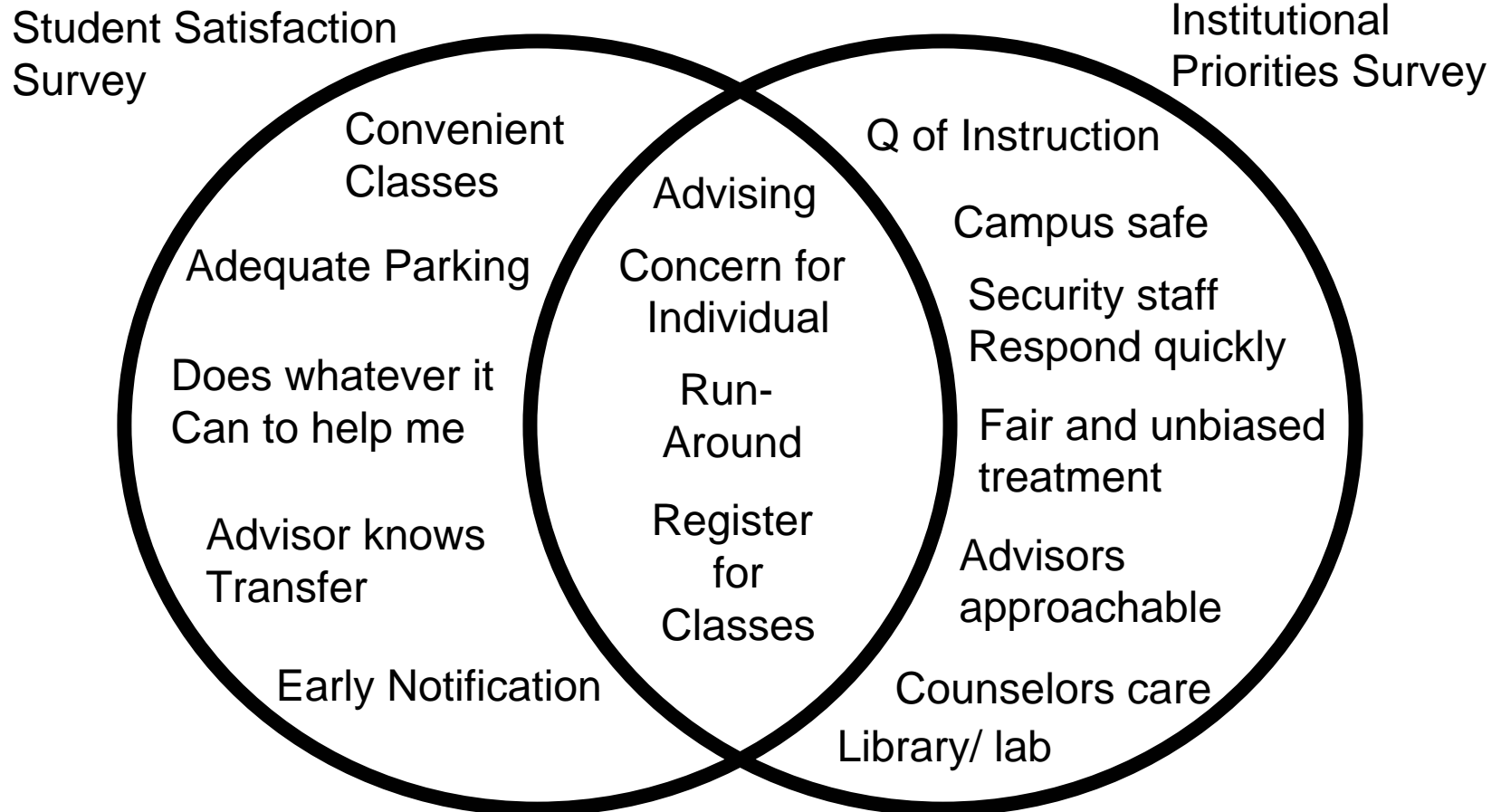
Students' and Gatekeepers' Perceptions of Goals at De Anza

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

Goals	Students			Gatekeepers
	Personal	Institutional Mission	College's Contribution	Institutional Mission
Finding, obtaining job	High	High	Low	High
Learning to find happiness	High	Low	Low	Low
Building specific knowledge and skills	High	High	High	Low
Preparing to promote social change	Low	Low	Low	Medium
Contributing to community, citizenship	Low	Low	Low	Low
Developing a love of learning	High	Medium	High	Medium
Acquiring a broad liberal arts education	Low	Low	Medium	Medium

Key Challenge – Student Learning

Opportunities to Improve Student Success



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Conclusion

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.