

Minutes Town Hall Presentation on Enrollment, Forum 3, 3:00pm November 22, 2004  
Approved by College Council on **January 13, 2005**

About 75-100 faculty and staff attended the session. President Brian Murphy spoke about the unexpected decline in fall quarter enrollment and the potential financial impact on the college. He reviewed the letter emailed to all De Anza College employees on November 16 (attached below). The President also went through a number of graphs on the enrollment drop prepared by Andrew LaManque in De Anza Research (also attached below). The graphs outlined the extent of the enrollment drop, early research on the student groups whom showed a proportionally higher drop in attendance, as well as the results of a survey on why students that applied did not attend in the fall. The President spoke about actions already being taken such as increased marketing and outreach, added sections, and the creation of an enrollment taskforce to act on suggestions. President Murphy asked for everyone's help in turning the situation around.

Dan Mitchell, President of the Academic Senate, spoke about the role faculty can play in retaining students to the college. He spoke about the importance of making personal contact with students, both with regard to facilitating individualized student learning and increasing term to term retention. His suggestions were later listed in a memo to faculty on December 1 (attached below).

A number of suggestions were made by those present, including:

- Marty Kahn, Supervisor of the Broadcast Media Center, suggested using community cable programming to provide information about De Anza College during the Christmas holiday season. A show such as "Ask the President" could have very good public relations benefit.
- Several members present talked about the importance of diversity to student recruitment and retention. For example, having sections of the web site available in multiple languages could help students from different language groups register more easily. The President spoke about the importance – as recently quantified in the student diversity survey -- of promoting a multicultural curriculum and environment in student learning / success and ultimately retention.
- Several members spoke about upgrading the web site to be more interesting and user friendly. One suggestion was to have links to information about different careers to get students interested in the possibilities a college education could afford them.
- A few members spoke about the registration system and the importance of getting faculty more up-to-date information on student drops and adds during the first 3 weeks of classes. It was suggested that "real time" class rosters be put on-line for information purposes so that a faculty member would know how many students given an add slip had actually registered. The idea was that with the information an instructor might be able to include more students in their class.
- Paul Setziol, spoke about the importance of communicating to faculty the new priority on student enrollment / retention as opposed to productivity as of census day. In the past, priority seemed to be on productivity at census with term to term retention as secondary. Paul thought it important to that faculty understood the new focus.

# Enrollment Action Update

[http://www.deanza.edu/president/11\\_15\\_04memo.html](http://www.deanza.edu/president/11_15_04memo.html)

To: All Members of the De Anza College Community , November 16, 2004

From: Brian Murphy, President

This campus memo discusses the current enrollment situation at De Anza College, and details how we are responding to a surprising drop in the number of enrolled students this Fall quarter. Any decline in enrollment threatens our programs and budgets, and I want everyone to be fully informed regarding both the threat and our response.

**Enrollment Decline:** As many of you know, De Anza suffered an unexpected drop in enrollment this Fall Quarter, 2004. Our decline in Full-Time-Equivalent students is around 8%, when compared with Fall 2003. This represents a loss of over 2,000 individual students, carrying a variety of course loads.

Foothill College experienced a decline as well, losing roughly 3% of its enrollment when compared with last Fall quarter.

These losses are major, involving both students who declined to continue with us as well as new students we might normally expect to attend. The potential impact on our budget is significant, as next year's 2005-2006 budget is based on our annualized FTES this year. The district suffers roughly a one million dollar loss for every one percent decline in students.

Were the enrollment decline to continue throughout this academic year, the impact on De Anza's budget would be dramatic. If the District suffered an aggregate 3% decline in the 2004-05 annualized enrollment, the drop in De Anza's 2005-06 budget would be roughly \$1,800,000.

This is not an acceptable outcome, and teams at both De Anza and Foothill are working to increase enrollment through the next two quarters.

At De Anza, we have done extensive analysis on the enrollment numbers, tracking student cohorts by zip code, student characteristics, and previous status at the college. We have surveyed students who left us, as well as potential students who applied but did not actually enroll. We know more than we did five weeks ago, but the real test is how rapidly we respond.

**Enrollment Management Task Force:** We moved immediately to form an Enrollment Management Task Force, under the direction of Christina Espinosa-Pieb. This group is broadly representative of the campus, and includes faculty, classified staff, students, and administrators. The Task Force is charged with

responsibility to analyze our enrollment decline and immediately propose actions we can begin to increase our enrollment back to last year's levels. Given the importance of the enrollment crisis, their focus has been on immediate corrective action rather than drawn-out discussion.

I can happily report that Christina and the Task Force members have proposed a wide variety of initiatives and interventions aimed at increasing our enrollment. There are obviously two main avenues of enrollment growth during any academic year: reaching out to potential students not currently with us, and increasing the retention of students already enrolled this quarter. The Task Force has proposed a variety of initiatives on both fronts.

**Outreach and Marketing:** Based on recommendations of the Task Force, I have authorized the immediate resumption of newspaper, theatre, and print advertising, aiming especially at those geographic areas where we lost students. Budget restrictions over the past two years forced a major cutback in college marketing; I have allocated a portion of our B-budget funds to restore this activity. The ads are running now, and throughout the next two months.

We have also expanded outreach to regional high schools, aiming to increase awareness of De Anza among juniors and seniors—both for future enrollment and for immediate enrollment this next two quarters. Through letters, printed materials, and—most critically—organizing a series of outreach events in local schools, we are aiming to increase the numbers of local high school students attending De Anza before they graduate. We're calling it the "Why Wait?" program.

We are also increasing outreach to faculty and staff of local schools who may have an interest in continuing and professional courses.

**We need volunteers with personal contacts in area high schools to join us in these outreach efforts. If you want to join in this effort, contact Rob Mieso in the outreach office (ex: 8835), or Christina Espinosa-Pieb (ex: 8958).**

**Financial Aid Outreach:** under the leadership of Cindy Castillo and the Financial Aid staff, De Anza will significantly increase our advertising and outreach regarding the availability of financial aid. Using monies made available through a statewide advertising initiative, we will use a wide range of media to advertise both the college and our aid resources. Cindy's staff has also volunteered to participate in our high school outreach, especially in San Jose.

All of these initiatives have two goals: to increase access to our programs during the current academic year, but also increase general and long-term awareness of the college in communities we have traditionally served.

**Registration and Enrollment:** under the direction of Kathy Kyne in Admissions and Records, we are extending the period students can register for classes until January 2, the day before classes start. We do not want to lose students who wish to register over the holidays—especially if we are aggressively advertising to them during this period.

This will require the staff in Admissions and Records to do preliminary class lists on December 28th, and distribute these to faculty. Students enrolling between the 28th and the 2nd, will be able to print out admit slips themselves, and faculty can then add them to their rosters during the first week of classes. We believe this will allow us to retain students who might not otherwise appear.

Under a proposal from Robert Griffin, we will open up an Admissions Outreach position, using BFAP dollars. This position will answer telephones and provide personal answers to inquires regarding Admissions and Records, and Financial Aid. There is nothing so discouraging as an automated phone system where it is impossible to reach a live human being. This new initiative will allow us to resume a personalized response to questions.

**Short Courses, Cooperative Education, and Instructional Labs:** the Instructional Deans have begun working with Department Chairs and Faculty to identify course offerings and enrollment options that would allow the college to respond rapidly to community demand for short courses and coop education opportunities. One idea is to offer a series of short courses in the Spring Quarter that would end in May, aimed especially at students who may wish to enroll later in summer sessions that start before the June end to our regular quarter.

Deans, Chairs, and Faculty are also exploring options for Friday/Saturday/Sunday courses that might meet the needs of our students, or potential students. Their proof will be in the actual event, of course, as we assess the demand for these options.

In the Instructional Lab area, we are seeking to identify and properly "capture" the WCSH associated with assigned lab experiences. We encourage faculty and staff to share ideas with their Deans regarding additional WSCH opportunities. Also, Judy Miner and I have reallocated resources for expanding library hours, including the open media lab.

**Retention:** Even as we reach out to new students, make enrollment easier, and identify course options for all students, we need to focus even more on retaining the students already with us. The retention of current students has been a major focus of the Enrollment Management Task Force.

Under the leadership of Robert Griffin, Trudy Walton, and Howard Irvin in the Student Success and Retention program and Counseling, we are organizing a wider array of counseling intervention strategies for students who encounter academic or non-academic difficulties. These will include group counseling

options for students encountering financial difficulties, as well as individualized support for students with a wide array of issues. Student peer counselors will be working during the first three weeks of the Winter quarter to reach out to students regarding the college support services available at De Anza.

We know from previous surveys that many students move in and out of enrollment due to family-related issues, changes in work and housing, or difficulties with child care. Our challenge is to keep connected to students as they begin to encounter these difficulties, and offer assistance wherever it can help.

On the academic side of the student equation, De Anza has been well known for imaginative programs which offer the widest support for students who might otherwise leave us mid-year. The immediate issue is how much more we might do in an "Early Alert" system where faculty and staff identify students who are beginning to struggle, and offer the support and assistance that might keep them engaged with us. We do, in fact, have a pilot project in Early Alert, funded by the Fund for the Improvement of Post-Secondary Education (FIPSE). But we will do more than the pilot; we have to institute a form of Early Alert as part of our normal operations.

This is an agenda we have at De Anza in any event, regardless of our enrollment crisis. We also have an equity agenda, much discussed last year and memorialized in equity plans for each Division. There is an obvious symmetry between equity outcomes and retention. We serve our retention and enrollment goals by serving equity, and serve equity by increasing our retention of all students.

**Role of Faculty and Classified Staff in Early Alert:** Over the past month there have been many discussions at the Division and Department level regarding the roles played by faculty and classified staff in identifying students who are experiencing academic or personal difficulties. This has long been a theme of the Academic Senate—not due to enrollment worries but prompted by a concern for the professional responsibilities and rights of the faculty in managing their classes to the maximum benefit of the students.

Beyond concern for those having difficulty, there is a much wider range of student retention issues—having to do with continuity of study, retaining students for course sequences that will advance their transfer and vocational goals, and more fully embedding students in the academic culture. This may involve taking more courses as well as staying the course over three quarters.

The faculty and staff will play a crucial role over the remaining weeks of this quarter in reaching out to students who may be thinking of leaving us, and encouraging them to stay—and take more units!

**Dan Mitchell of the Academic Senate, Vicky Criddle of the Classified Senate, and I will host a College Town Hall meeting on Monday, November**

**22nd, at 3 p.m., to discuss enrollment issues. One purpose is to share in detail the research we have done regarding our students: who has enrolled, who appears to have left us, and what we know about the causes. The other purpose is to seek further ideas from the faculty and staff regarding an enrollment strategy.**

**Please come on Monday, November 22nd at 3 p.m., Forum 3.**

[Read more: A Problem, a Challenge and an Opportunity](http://www.deanza.edu/president/challenge.html)

<http://www.deanza.edu/president/challenge.html>

## **A Problem, a Challenge and an Opportunity**

December 1, 2004

### **The Problem**

De Anza has encountered an unanticipated and significant drop in enrollment this fall. The causes are still not all clear, but the potential effects are. This is a very real problem that demands a rapid and effective response from all of us.

### **The Challenge**

We must maximize our winter and spring term enrollments in order to recover from the fall term decline, with the goal of achieving annual enrollment rates that will protect current and future funding.

### **The Opportunity**

Many steps have already been taken at the institutional level, including increased marketing efforts, extension of online winter quarter enrollment through the end of the winter break, and increased outreach to high schools, to name a few.

Faculty members have a special opportunity to directly affect students. An effective faculty response will have important effects on critical issues of student access, retention and success. Join me in focusing on effective strategies at two critical points: the closing days of the current term, and the first weeks of winter quarter.

### **This week:**

Right now students are making plans for the winter term and deciding whether to return and what courses to take.

- Encourage students to take advantage of their time in college by taking a few of those "extra" courses in subjects that interest them - even if they are not part of their primary programs.
- Encourage students to look at the catalog or meet with a counselor to design a program that will let them achieve their goals at De Anza and beyond. Suggest course options that logically follow the course you teach. Point out resources for planning their programs - online, in print, and in the counseling department.

**The first two weeks of the winter term:**

- Plan first-day activities that focus on active participation and getting acquainted. Learn names. Ask for questions rather than reading the green sheet. Students' chances for success are greatly affected by what we do at the first class meeting and during the first week. Effective learning is enhanced when students develop a personal connection with the teacher and their peers in the classroom.
- Help students with logistical problems. Many of them are confused during the first week - often by problems that you can help with. Offer to be their advocates and help them locate information and campus resources.
- Give students feedback on their work during the first week or two. Return graded work and discuss the results. Provide suggestions for overcoming problems on the early assignments. Potentially successful students who are unsure of where they stand in your class may drop.
- Conduct a first-day survey to help identify students with special issues or needs that may affect their chances for success.

Let's join as faculty colleagues to make student access, retention, and success the themes for the rest of this year. While we must do this for practical budget reasons right now, the benefits of this focus extend far beyond this immediate practical concern.

Dan Mitchell, President  
De Anza College Academic Senate

# Enrollment Action Update

## Town Hall Meeting

- Enrollment Trends
- Potential Budgetary Impact
- Actions for Increasing Enrollment

11-22-04 Town Hall Presentation  
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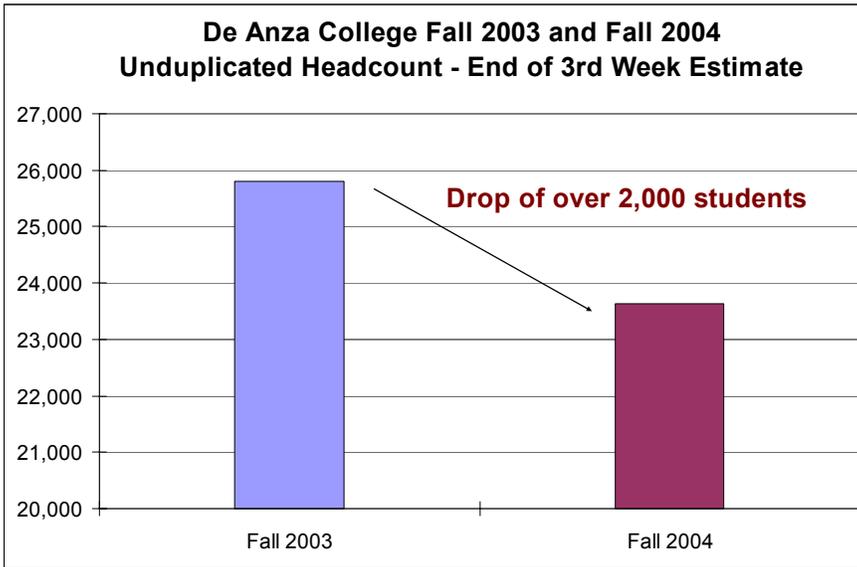
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## Fall to Fall Decline in Enrollment

- De Anza suffered an unexpected drop in enrollment this Fall Quarter, 2004.
  - Our decline in Full-Time-Equivalent Students (FTES) is around 8%, when compared with Fall 2003.
  - This represents a loss of over 2,000 individual students, carrying a variety of course loads.
- Foothill College experienced a decline as well, losing roughly 3% of its enrollment when compared with last Fall quarter.

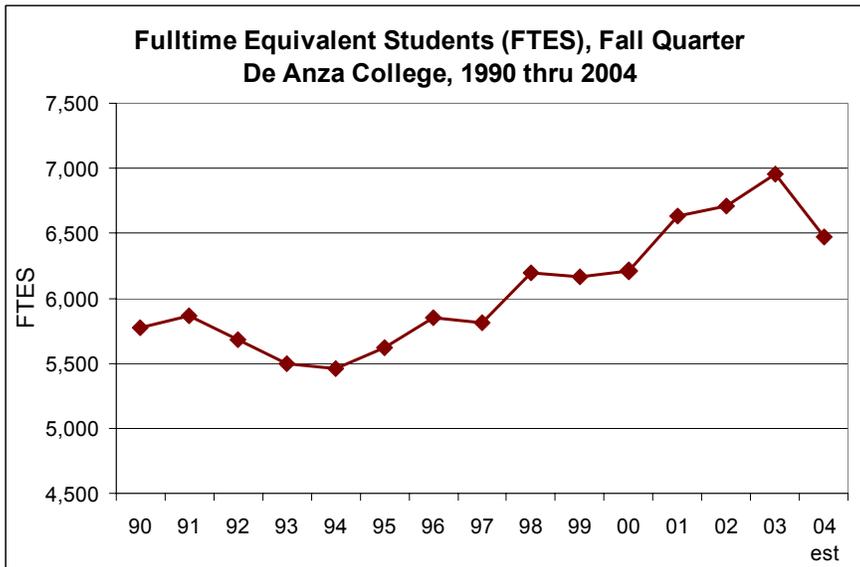
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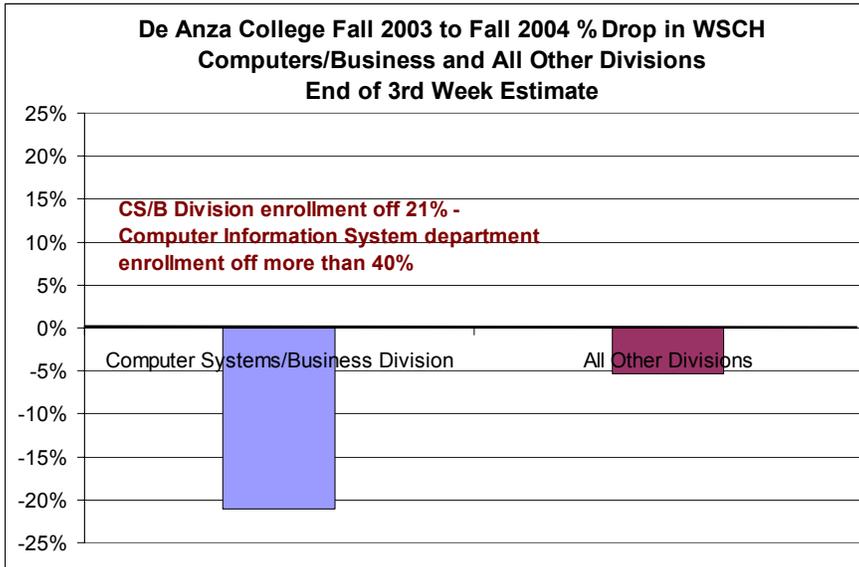
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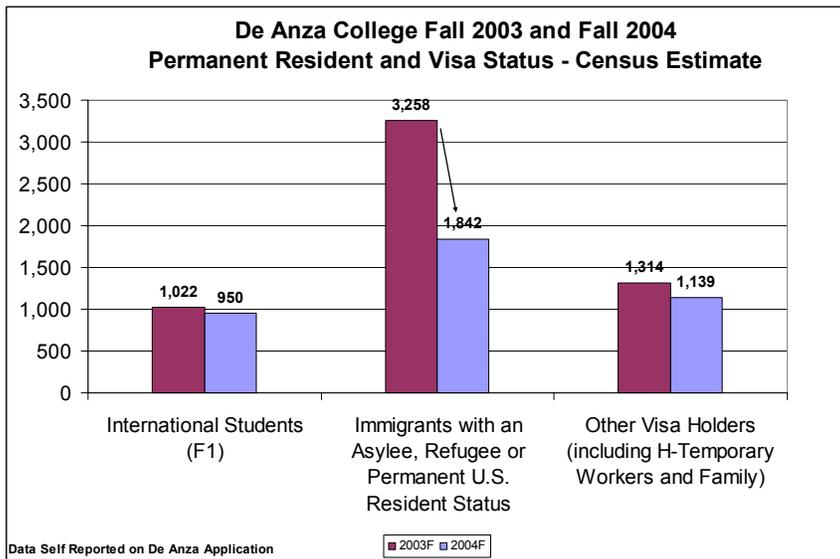


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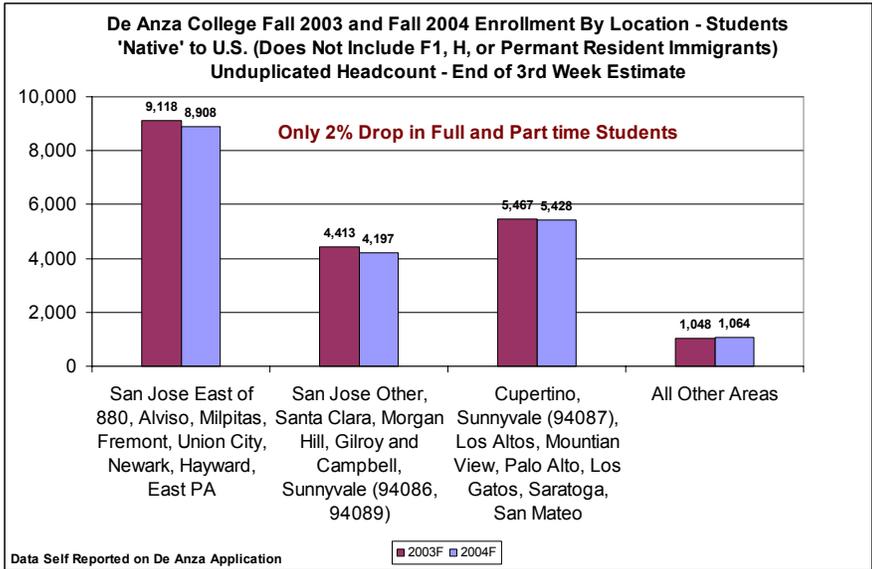
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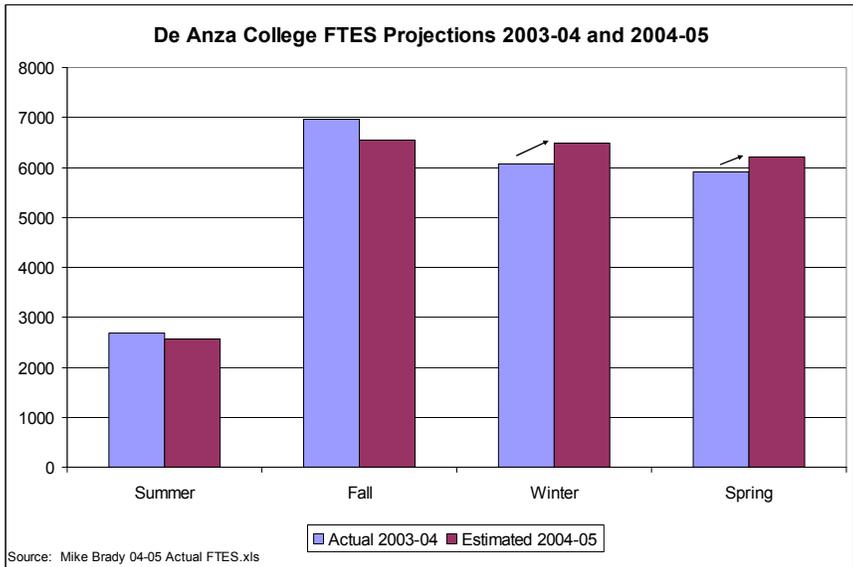
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# Factors Affecting Enrollment

## Internal

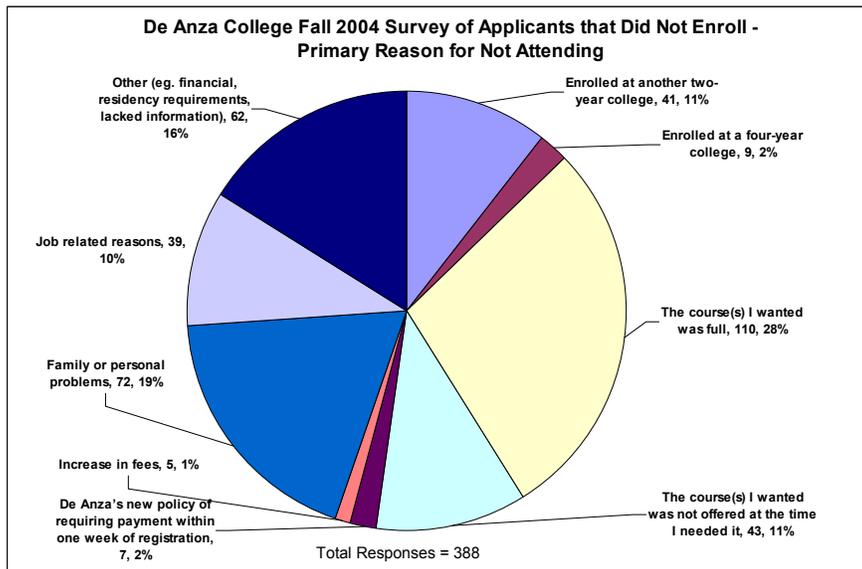
- facilities upgrades
- decline in advertising budget
- decline in counseling and registration services
- slightly fewer sections offered
- fewer staff
- smaller operating budgets

## External

- tuition increase
- upswing in tech sector economy
- traffic / gas prices
- companies no longer paying for classes
- perception of parking problems
- other colleges

11-22-04 Town Hall Presentation  
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11-22-04 Town Hall Presentation  
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## Impact of a Decline in Enrollment

- The potential impact on our budget is significant, as next year's 2005-2006 budget is based on our annualized FTES this year.
  - The district suffers roughly a one million dollar loss for every one percent decline in students.
- Were the enrollment decline to continue throughout this academic year, the impact on De Anza's budget would be dramatic.
  - If the District suffered an aggregate 3% decline in the 2004-05 annualized enrollment, the drop in De Anza's 2005-06 budget would be roughly \$1,800,000.

## Next Steps

- Enrollment Management Task Force
- Outreach and Marketing
  - We need volunteers with personal contacts in area high schools to join us in these outreach efforts. If you want to join in this effort, contact Rob Mieso in the outreach office (ex: 8835), or Christina Espinosa-Pieb (ex: 8958).

# Next Steps

- Financial Aid Outreach
- Registration and Enrollment
- Short Courses, Cooperative Education,  
and Instructional Labs
- Retention
- Role of Faculty and Staff