

IRP@FHDA

To: Instructional, Institutional Research, and Student Services; Foothill & De Anza College
From: Lourdes Del Rio-Parent, PhD, Sr. Research Analyst/Data Warehouse Coordinator FHDA
Date: 11 September 2018
Re: MIS SP Report for 2017-18: Statistics for Student Headcount, Award Count, and Student Success Points by Award Type

Introduction

The MIS SP report for the academic year of 2017-18 was submitted to the CCCCCO (California Community Colleges Chancellor's Office) on September 10, 2018. This report includes data records for all degrees and certificates awarded for this academic year at Foothill College or De Anza College. Statistics for the data submitted are shown in this document. This includes figures for student headcount, award count, and student success allocation points disaggregated by award type and compared to those for the prior two academic years (i.e., 2015-16, 2016-17).

Student Headcount

Data for student headcount refers to the number of individual students who earned at least one degree or certificate at the institution. These statistics are shown in Table D1 (De Anza) and F1 (Foothill), including a section on the number of students who were awarded at least one certificate, but no degree at the same time (i.e., excludes those who were awarded a degree in the same academic year, prior or within a month of being awarded the certificate). Statistics for "Certificate Only or After Degree" are meant to assess the impact on those students interested in short term programs, also known as career technical education or gainful employment careers.

Award Counts

Award counts statistics (duplicated counts for student with multiple awards) help assess program outcomes or outputs—independently of overlap between degrees or certificate programs, or number of students impacted. Award counts are shown in Table D2 (De Anza) and F2 (Foothill) by academic year and award type; including degrees for transfer, noncredit, and low-unit or “non- transcriptable.” Specific to certificates, statistics are also disaggregated by CCCC CO approval status and those applicable for student success allocation points (“Student Centered Funding Formula,” certificates approved by the CCCC CO of at least 16 semester units).

Student Success Points

Figures for student success points are based on the new “Student Centered Funding Formula” proposed by the CCCC CO; in specific, points based on the number of degrees and certificates approved by the CCCC CO of at least 16 semester units reported by the colleges independently of students’ financial aid status (Pell or Promise grant recipient status).¹ Student success points can help assess the degree to which academic outcomes (i.e., number and type of awards) for the college reflect the goals promoted by the CCCC CO and any significant impact this may have on funding from the State. Student success point statistics are shown in Table D3 (De Anza) and F3 (Foothill). Appendix A shows how points and dollar amounts are expected to be allocated based on award type (academic and financial aid) for the next three academic years.

¹ More information on the “Student Centered Funding Formula available at: <http://extranet.cccco.edu/Divisions/FinanceFacilities/StudentCenteredFundingFormula.aspx>

Program Level Data

Data for award account and student success points by certificate or degree title, TOP code, occupational/vocational status, and academic year are provided in an Excel document for each college at the FHDA Institutional Research & Planning website through the following link:

http://research.fhda.edu/mis_reports/mis_sp_program_awards/

(Award Count and Student Success Points by Program Title)

Results Highlights

De Anza College

- Data in Table D1 show that the number of students awarded at least one associate degree at De Anza College increased by 1% (1,758 to 1,770) in 2017-18, compared to that for the prior academic year. This increase is mainly accounted by the number of associate degrees for transfer: 25% increase (578 to 721) in the last two academic years. For traditional associate degrees, the data show a decline of 7% in the last two academic years (1,382 to 1,291). On average, for the last two academic years the data show an annual increase of 130 students receiving at least one associate degree at De Anza College.
- For certificates, headcount data in Table D1 for De Anza College show an increase of 5% (500 to 524) in the number of students who received at least one certificate in 2017-18, when compared to the number for the prior year. However, for “Certificate Only or After Degree” students, the data show a decline of 2% (384 to 377) for the same period.
- In Table D2, data for award counts (duplicated student count) for De Anza show an increase of 2% (2,121 to 2,166) in the number of degrees awarded between 2016-17 and 2017-18. On the other hand, the number of certificates awarded declined by 1% (638 to 634) during the same period.
- Figures on Table D2 also show that despite declines in the number traditional associate degrees in the last three years at De Anza, this award type still accounts for more than half of all academic awards at this college (51% in 2017-18). In contrast, data for Foothill College Table F2 show that traditional degrees account for less than half (23%) of all awards; certificates approved by CCCCO of at least 16 semester units, the highest (39%).
- In Table D3, De Anza data for student success allocation points show that traditional associate degrees are expected to account for about 57% of the points generated by the academic awards portion of the new funding formula (“Student Centered Funding Formula-Student Success, Academic Awards Measures, All Students”). Certificates are expected to account for just 4% of the points in this component. Comparable data for Foothill in Table F3 show that traditional

degrees are expected to account for about 29% of these points; certificates, 32% of the total for this component.

- At the District level, De Anza is expected to generate about 57% of the total points based on academic award outcomes for all students (not including Pell or Promise grant recipients) in 2017-18 (De Anza: 7,563; Foothill: 5,647).
- Data at the local program level for De Anza show that the top programs for student success allocation points (for all students, not taking into account Pell or Promise grant recipients) in 2017-18 are the following degrees: *Business Administration for Transfer* (1,360), *Liberal Arts: Social & Behavioral Sciences Emphasis* (1,122), *Liberal Arts: Science/Math/Engineering Emphasis* (966), and *Liberal Arts: Business & CIS Emphasis* (684).²

Foothill College

- Data in Table F1 show that the number of students who were awarded at least one associate degree at Foothill College declined by about 3% (940 to 916) in 2017-18, when compared to the number for the prior academic year. However, when taking into account the number for the baccalaureate degree (23), the data show no meaningful change in the number of students with at least one degree for the last two academic years at this college (940 to 939).
- For credit certificates approved by the CCCCOC, student headcount data in Table F1 for Foothill College show a 69% increase (542 to 917) in the last two academic years. As shown by program level data, this significant increase is mainly accounted by a headcount increase in the following apprenticeship or transfer certificate programs: *IGETC CSU* (30 to 131), *Inside Wireman* (85 to 166), *CSU Gen Education Breadth* (37 to 97), *Sheet Metal Building Trades* (2 to 48), and *IGETC UC* (286-316).³
- The number of students awarded at least one noncredit certificate at Foothill increased by 20% (60-71) in 2017-18, compared to the number for the previous academic year; this was mainly due to a new program: *Emergency Medical Technology*, 37 students.⁴
- For credit certificates not approved by the CCCCOC (i.e., low-unit or “non-transcriptable” certificates), Foothill data in Table F1 show a significant decline in the number of students in 2017-18, compared to data for the prior year (about -58%, 455 to 192). This significant decline is likely due to issues with data gathering for this type of award at the College. During data validation procedures, about 30% (243 of 345) of the records submitted for low-unit awards were

² Data available at: *Award Count and Student Success Points by Program Title, De Anza College, 2017-18*; http://research.fhda.edu/mis_reports/mis_sp_program_awards.

³ Data available at: *Award Count and Student Success Point by Program Title, Foothill College, 2017-18*, http://research.fhda.edu/mis_reports/mis_sp_program_awards.

⁴ A total of 55 records were submitted for the *Emergency Medical Technology Certificate of Completion*; however, only 37 were found to have at least 50% of attendance hours required for the certificate.

rejected because they were duplicated (i.e., same student and certificate code) or registration data showed that the students had not yet earned at least 50% of the units required for the certificate by the end of the reporting academic year.

- Student headcount data in Table F1 for “Certificate Only or After Degree” show an increase of 52% (369 to 561) in 2017-18, compared to number for the prior academic year. This figure validates previous findings at the program level which suggest that a significant number of these certificates are for “transfer but no degree” students or those interested in short term career programs, such as enrolled in apprenticeship courses.
- In Table F2, award count data (duplicated student count) for Foothill College show an increase of 2% (1,057 to 1,073) for the number of associated degrees awarded in 2017-18, compared to the number for the prior academic year. When taking into account baccalaureate degrees, the data show an increase of about 4% (1,057 to 1,096) in the total number of degrees awarded by this college in the last two academic years. However, when comparing the number of degrees in 2017-18 (1,096) to the number for 2015-16 (1,112), the data show a decline of 1%.
- Award count data in F2 show that credit certificates approved by the CCCCCO of at least 16 semester units account for 39% of all academic awards at Foothill College in 2017-18—about 14 percentage points higher than in the previous academic year.
- Foothill College data in Table F3 for student success allocation points for 2017-18 (points for academic award outcomes for all students) show that degrees are expected to account for 67% of the total points; certificates, about 33%. In contrast, degrees at De Anza are expected to account for 95% of total points for the same period; certificate, 5%.

Recommendations

- De Anza should study/evaluate:
 - The benefits of awarding certificates for transfer, not just to increase funding but also to facilitate evaluations for students transferring to UC or CSU.
 - Whether there is a need or demand to expand offerings for certificates in technical education programs or short term careers.
- Foothill College should study/evaluate:
 - Strategies that could increase the number of students earning degrees. This may include working with counselors or academic advisors to entice students to finish a degree before transferring to a university.
 - Procedures for improving gathering of data for low-unit (“non-transcriptable”) and noncredit certificates.
 - Whether there should be a higher number of certificates awarded in apprenticeship programs.

Table D1. De Anza College: Student Headcount by Award Type and Academic Year

	2015-16 (Year 1)	2016-17 (Year 2)	2017-18 (Year 3)	Last 2 Year Avg Change	Year 1 - Year 2 Change	Year 2 - Year 3 Change	Year 2 - Year 3 Percent Change
Associate Degree for Transfer	408	578	721	157	170	143	25%
Associate Degree	1,241	1,382	1,291	25	141	(91)	-7%
Credit Certificate, Approved	433	499	520	44	66	21	4%
Credit Certificate, Not Approved	1	3	5	2	2	2	67%
<i>Total Headcount</i>							
Associate Degree, Traditional or for Transfer	1,510	1,758	1,770	130	248	12	1%
Credit Certificate, w/o Approval	434	500	524	45	66	24	5%
<i>Certificate Only or After Degree</i>							
Credit Certificate, Approved	331	384	377	23	53	(7)	-2%
Credit Certificate, Not Approved	-	2	4	2	2	2	100%

Notes

Certificate Only or After Degree: Students who received a certificate but did not receive a degree during the same academic year at the college, or students who received a certificate at least a month after receiving a degree at the college during the academic year.

Last 2 Year Avg Change: The average difference in counts for the last three years (the average for the following: count difference between year 1 and year 2, and year 2 and year 3).

Year 1 - Year 2 Change: Count for year 2 minus that for year 1.

Year 2 - Year 3 Change: Count for year 3 minus that for year 2.

Year 2 - Year 3 Percent Change: Figure for "Year 2 - Year 3 Change" divided by "Count for year 2."

Data extracted on September 10, 2018; Banner.

Table D2. De Anza College: Award Count by Type and Academic Year

	2015-16 (Year 1)	2016-17 (Year 2)	2017-18 (Year 3)	Last 2 Year Avg Change	Year 1 - Year 2 Change	Year 2 - Year 3 Change	Year 2 - Year 3 Percent Change
Associate Degree for Transfer	410	580	727	159	170	147	25%
Associate Degree	1,403	1,541	1,439	18	138	(102)	-7%
Credit Certificate, Approved	362	489	460	49	127	(29)	-6%
Credit Certificate, Approved, 16+	155	146	169	7	(9)	23	16%
Credit Certificate, Not Approved	1	3	5	2	2	2	67%
Total	2,331	2,759	2,800				
<i>Total Awards</i>							
Associate Degree, Traditional or for Transfer	1,813	2,121	2,166	177	308	45	2%
Credit Certificate, w/o Approval	518	638	634	58	120	(4)	-1%
Total	2,331	2,759	2,800				
<i>Percentage of Total</i>							
Associate Degree for Transfer	18%	21%	26%				
Associate Degree	60%	56%	51%				
Credit Certificate, Approved	16%	18%	16%				
Credit Certificate, Approved, 16+	7%	5%	6%				
Credit Certificate, Not Approved	0%	0%	0%				
Total	100%	100%	100%				

Notes

Credit Certificate, Approved, 16+: Credit certificates approved by the CCCCO of at least 16 semester units—applicable for Student Success points.

Last 2 Year Avg Change: The average difference in counts for the last three years (the average for the following: count difference between year 1 and year 2, and year 2 and year 3).

Year 1 - Year 2 Change: Count for year 2 minus that for year 1.

Year 2 - Year 3 Change: Count for year 3 minus that for year 2.

Year 2 - Year 3 Percent Change: Figure for “Year 2 - Year 3 Change” divided by “Count for year 2.”

Data extracted on September 10, 2018; Banner.

Table D3. De Anza College: Student Success Allocation Points by Award Type and Academic Year

	2015-16 (Year 1)	2016-17 (Year 2)	2017-18 (Year 3)	Last 2 Year Avg Change	Year 1 - Year 2 Change	Year 2 - Year 3 Change	Year 2 - Year 3 Percent Change
Associate Degree for Transfer	1,640	2,320	2,908	634	680	588	25%
Associate Degree	4,209	4,623	4,317	54	414	(306)	-7%
Credit Certificate, Approved, 16+	310	292	338	14	(18)	46	16%
Total	6,159	7,235	7,563	702	1,076	328	5%
<i>Percentage of Total</i>							
Associate Degree for Transfer	27%	32%	38%				
Associate Degree	68%	64%	57%				
Credit Certificate, Approved, 16+	5%	4%	4%				
Total	100%	100%	100%				

Notes

See Appendix A for information on how points are allocated by award type.

Credit Certificate, Approved, 16+: Credit certificates approved by the CCCCO of at least 16 semester units—applicable for Student Success points.

Last 2 Year Avg Change: The average difference in points for the last three years (the average for the following: point difference between year 1 and year 2, and year 2 and year 3).

Year 1 - Year 2 Change: Points for year 2 minus that for year 1.

Year 2 - Year 3 Change: Points for year 3 minus that for year 2.

Year 2 - Year 3 Percent Change: Figure for “Year 2 - Year 3 Change” divided by “Count for year 2.”

Data extracted on September 10, 2018; Banner.

Table F1. Foothill College: Student Headcount by Award Type and Academic Year

	2015-16 (Year 1)	2016-17 (Year 2)	2017-18 (Year 3)	Last 2 Year Avg Change	Year 1 - Year 2 Change	Year 2 - Year 3 Change	Year 2 - Year 3 Percent Change
Associate Degree for Transfer	335	457	493	79	122	36	8%
Associate Degree	707	537	507	(100)	(170)	(30)	-6%
Baccalaureate Degree	-	-	23	-	-	23	-
Credit Certificate, Approved	547	542	917	185	(5)	375	69%
Credit Certificate, Not Approved	61	455	192	66	394	(263)	-58%
Noncredit Certificate	36	59	71	18	23	12	20%
<i>Total Headcount</i>							
Associate Degree, Traditional or for Transfer	958	940	916	(21)	(18)	(24)	-3%
Baccalaureate Degree	-	-	23	-	-	23	-
Credit Certificate, w/o Approval	594	988	1,077	242	394	89	9%
Noncredit Certificate	36	59	71	18	23	12	20%
<i>Certificate Only or After Degree</i>							
Credit Certificate, Approved	358	369	561	102	11	192	52%
Credit Certificate, Not Approved	45	405	142	49	360	(263)	-65%
Noncredit Certificate	36	59	71	18	23	12	20%

Notes

Certificate Only or After Degree: Students who received a certificate but did not receive a degree during the same academic year at the college, or students who received a certificate at least a month after receiving a degree at the college during the academic year.

Last 2 Year Avg Change: The average difference in counts for the last three years (the average for the following: count difference between year 1 and year 2, and year 2 and year 3).

Year 1 - Year 2 Change: Count for year 2 minus that for year 1.

Year 2 - Year 3 Change: Count for year 3 minus that for year 2.

Year 2 - Year 3 Percent Change: Figure for "Year 2 - Year 3 Change" divided by "Count for year 2."

Data extracted on September 10, 2018; Banner.

Table F2. Foothill College: Award Count by Type and Academic Year

	2015-16 (Year 1)	2016-17 (Year 2)	2017-18 (Year 3)	Last 2 Year Avg Change	Year 1 - Year 2 Change	Year 2 - Year 3 Change	Year 2 - Year 3 Percent Change
Associate Degree for Transfer	358	498	529	86	140	31	6%
Associate Degree	754	559	544	(105)	(195)	(15)	-3%
Baccalaureate Degree	-	-	23	-	-	23	
Credit Certificate, Approved, 16+	546	546	915	-	-	369	68%
Credit Certificate, Approved	2	5	8	3	3	3	60%
Credit Certificate, Not Approved	89	494	246	79	405	(248)	-50%
Noncredit Certificate	36	59	71	18	23	12	20%
Total	1,785	2,161	2,336				
<i>Total Awards</i>							
Associate Degree, Traditional or for Transfer	1,112	1,057	1,073	(20)	(55)	16	2%
Baccalaureate Degree	-	-	23	-	-	23	
Credit Certificate, w/o Approval	637	1,045	1,169	266	408	124	12%
Noncredit Certificate	36	59	71	18	23	12	20%
Total	1,785	2,161	2,336				
<i>Percentage of Total Awards</i>							
Associate Degree for Transfer	20%	23%	23%				
Associate Degree	42%	26%	23%				
Baccalaureate Degree	0%	0%	1%				
Credit Certificate, Approved, 16+	31%	25%	39%				
Credit Certificate, Approved	0%	0%	0%				
Credit Certificate, Not Approved	5%	23%	11%				
Noncredit Certificate	2%	3%	3%				
Total	100%	100%	100%				

(Continue from previous page, Table F2. Foothill College: Award Count by Type and Academic Year)

Notes

Credit Certificate, Approved, 16+: Credit certificates approved by the CCCC of at least 16 semester units—applicable for Student Success points.

Last 2 Year Avg Change: The average difference in counts for the last three years (the average for the following: count difference between year 1 and year 2, and year 2 and year 3).

Year 1 - Year 2 Change: Count for year 2 minus that for year 1.

Year 2 - Year 3 Change: Count for year 3 minus that for year 2.

Year 2 - Year 3 Percent Change: Figure for “Year 2 - Year 3 Change” divided by “Count for year 2.”

Data extracted on September 10, 2018; Banner.

Table F3. Foothill College: Student Success Allocation Points for All Students by Award Type and Academic Year

	2015-16 (Year 1)	2016-17 (Year 2)	2017-18 (Year 3)	Last 2 Year Avg Change	Year 1 - Year 2 Change	Year 2 - Year 3 Change	Year 2 - Year 3 Percent Change
Associate Degree for Transfer	1,432	1,992	2,116	342	560	124	6%
Associate Degree	2,262	1,677	1,632	(315)	(585)	(45)	-3%
Baccalaureate Degree	-	-	69	-	-	69	0%
Credit Certificate, Approved, 16+	1,092	1,092	1,830	-	-	738	68%
Total	4,786	4,761	5,647	431	(25)	886	19%
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<i>Percentage of Total</i>							
Associate Degree for Transfer	30%	42%	37%				
Associate Degree	47%	35%	29%				
Baccalaureate Degree	0%	0%	1%				
Credit Certificate, Approved, 16+	23%	23%	32%				
Total	100%	100%	100%				

Notes

See Appendix A for information on how points are allocated by award type.

Credit Certificate, Approved, 16+: Credit certificates approved by the CCCC0 of at least 16 semester units—applicable for Student Success points.

Last 2 Year Avg Change: The average difference in points for the last three years (the average for the following: point difference between year 1 and year 2, and year 2 and year 3).

Year 1 - Year 2 Change: Points for year 2 minus that for year 1.

Year 2 - Year 3 Change: Points for year 3 minus that for year 2.

Year 2 - Year 3 Percent Change: Figure for “Year 2 - Year 3 Change” divided by “Count for year 2.”

Data extracted on September 10, 2018; Banner.

Appendix A

Student Centered Funding Formula: Student Success Allocation Points and Related Funding by Academic Award and Academic Year

	2018-19								
	All Students			Promise Grant			Pell Grant		
	Amount Per			Amount Per			Amount Per		
	Points	Point	Total	Points	Point	Total	Points	Point	Total
Associate Degree for Transfer	4	440	1,760	4	111	444	6	111	666
Associate Degree	3	440	1,320	3	111	333	5	111	500
Baccalaureate Degree	3	440	1,320	3	111	333	5	111	500
Credit Certificate, Approved	2	440	880	2	111	222	3	111	333

	2019-20								
	All Students			Promise Grant			Pell Grant		
	Amount Per			Amount Per			Amount Per		
	Points	Point	Total	Points	Point	Total	Points	Point	Total
Associate Degree for Transfer	4	660	2,640	4	167	668	6	167	1,002
Associate Degree	3	660	1,980	3	167	501	5	167	752
Baccalaureate Degree	3	660	1,980	3	167	501	5	167	752
Credit Certificate, Approved	2	660	1,320	2	167	334	3	167	501

Student Centered Funding Formula: Student Success Allocation Points and Related Funding by Academic Award and Year (*continue from previous page*)

	2020-21								
	All Students			Promise Grant			Pell Grant		
	Amount Per			Amount Per			Amount Per		
	Points	Point	Total	Points	Point	Total	Points	Point	Total
Associate Degree for Transfer	4	880	3,520	4	222	888	6	222	1,332
Associate Degree	3	880	2,640	3	222	666	5	222	999
Baccalaureate Degree	3	880	2,640	3	222	666	5	222	999
Credit Certificate, Approved	2	880	1,760	2	222	444	3	222	666

Notes

The Student Centered Funding Formula calculates apportionment using the following components: Base Allocation (FTES, Basic allocation), Supplemental Allocation (counts of low income student: Pell grant, AB540, and Promise grants students), Student Success Allocation (counts of academic outcomes measures), and Student Success Equity Allocation (counts of academic outcomes measures for Pell and Promise grant recipients).

Amounts are expected to be adjusted for changes in cost-of-living and other base adjustments applicable to the academic year.

Amounts are additive; this means that awards for students that meet "equity components" (Promise and Pell grants) also receive applicable amounts. For example, for every ADT (Associate Degree for Transfer) awarded to a student who received a Pell grant during the prior academic year, the District is allocated \$2,426 (\$1,760 +666) in 2018-19 funds. If the student also received a Promise Grant, then the total is \$2,870 (\$1,760 + 666 + 444) for this award.

Other Student Success allocation measures or outcomes include:

- Completion of transfer-level mathematics and English courses with first year of enrollment at the college
- Successful transfer to a 4-year university
- Completion of nine or more CTE units
- Attainment if regional living wage