

IRP@FHDA

To: Instruction & Student Services Divisions at Foothill College and De Anza College
From: Lourdes Del Rio-Parent, PhD, Sr. Research Analyst/Data Warehouse Coordinator FHDA
Date: 17 September 2019
Re: MIS SP Report for 2018-19: Statistics for Student Headcount, Award Count, and Student Success Points by Award Type and Academic Year

Introduction

The FHDA MIS SP (Academic Awards) report for 2018-19 was submitted to the California Community Colleges Chancellor's Office (CCCCO) on Friday, September 13, 2019. The MIS SP reports for 2016-17 and 2017-18 were also resubmitted in early September of 2019 to account for recent changes in the MIS codes for certificates (i.e., new classification to account for certificates approved by the CCCCCO of 24 units of more—applicable for funding under the new *Student Centered Funding Formula*). For each college, descriptive statistics of the data submitted for the last three academic years are presented in this document, which are based on the following units or measures:

- Student headcount: Intended to assess the unduplicated number of students who received at least one academic award at the college during the academic year and their educational attainment. Student headcount figures are shown in Tables D1 (De Anza) and F1 (Foothill); the award type refers to the highest level of any academic award received by the student at the college during the academic year.
- Award count: This measure is often used to assess the instructional “output” across academic years; it tends to include duplicated student counts within or across award types (e.g., students who received more than one award at the college during the academic year). Data for award count by type and academic year are shown in table D2 (De Anza) and F2 (Foothill).
- Award ranking: Intended to identify the top programs (or majors) by award type based on the number of students who received the award in 2018-19.

These data are shown in Table D3 (De Anza) and F3 (Foothill). Only the top three programs are included.

- Student Success allocation points: Based on the new *Student Centered Funding Formula* (SCFF), as originally proposed, this measure intends to identify changes within the last three years applicable to the *Student Success* component of this formula; in specific, points generated by award type counts. More information on how these points were calculated is in Appendix A. These figures are only for illustrative purposes for SCFF procedures may change in the near future.
- Student headcount by program: Provides headcount figures by academic year for each program shown in the CCCCO Curriculum Inventory (COCI). The document (an Excel file) only includes programs approved/documented by COCI (active or inactive) and is posted here:
http://research.fhda.edu/mis_reports/mis_sp_program_awards/index.html.

Key Findings

Student Headcount by Highest Award Type and Academic Year

De Anza College, Table D1

- Data in Table D1 show that the number of students who were awarded at least one academic award (associate degree or certificate) at De Anza College in 2018-19 increased by 5%, when compared to the number for the prior academic year (2,151 to 2,258).
- Among the award types, *certificates of less than 24 quarter units* showed the largest percentage increase (66%) over the last academic year. This increase was mainly due to the headcount for a new certificate: *Automotive General Service Technician*, 106.
- Specific to degrees, headcounts for the *degrees for transfer* continued to increase in 2018-19 over the previous academic year, although at a lower rate:
 - AA for Transfer: headcount increase of 7% in 2018-19 over the previous year, compared to 29% in 2017-18.
 - AS for Transfer: headcount increased to 8% in 2018-19 over the previous year, compared to 23% in 2017-18.

- The data also show a significant increase (29%) in the headcount for *associate of science degrees* in 2018-19, over the previous academic year. This was mainly driven by a headcount increase in the *Automotive Engine Performance* (150%; 6 to 15) and *Automotive Chassis and Powertrain* (113%, 8 to 17) programs.

Foothill College, Table F1

- Data in Table F1 show that the number of students who were awarded at least one degree (associate or baccalaureate) at Foothill College in 2018-19 increased by 11%, when compared to the number for the prior academic year (941 to 1,044).
- The data in the MIS SP report also show a significant drop in the total number of Foothill College students who received at least one academic award in 2018-19: 24% less than the prior academic year (1,696 to 1,287). Factors that account for this significant drop include:
 - Low unit certificates (credit, “non-transcriptable” certificates) are no longer reported given issues with the validity of the data collected for this type of award in prior years.
 - Data for the following certificates for Apprenticeship programs show a significant drop in student headcount, or no data at all:
 - *Inside Wireman*: headcount in 2018-19 was 1, compared to 166 in 2017-18.
 - *Sheet Metal Building Trades, Plumbing Technology, Steamfitting & Pipefitting Technology, and Air Conditioning & Refrigeration Technology* certificates show no award in 2018-19; compared to 48, 24, 22, and 14, respectively, in 2017-18.
 - The *Primary Care Associate* certificate, which is no longer offered, shows no awards for 2018-19, compared to 31 in the prior year.
 - The *Emergency Medical Technology* noncredit certificate shows no awards in 2018-19, compared to 37 in 2017-18.

Award Count by Type and Academic Year, and Top Ranking Programs in 2018-19 by Award Type

De Anza College, Table D2 & D3

- Data in Table D2 show that the number of degrees and *certificates of 24 quarter units or more* (awards that may count toward funding under the new funding formula) at De Anza College slightly declined (less than 1%, 2,514 to 2,5010) in 2018-19, when compared to the number for the previous academic year. The data show an increase for the number of *certificates of less than 24 units* in 2018-19, over the last year; however, this increase is not expected to result in an increase in apportionment under the new funding formula (i.e., certificates of less than 24 units are not applicable to SCFF funding).
- The traditional *associate degree* continued to account for more than half of all awards at De Anza College in 2018-19, although to a lesser extent when compared to previous years (61% in 2017-18; 57 in 2018-19).
- Data for top ranking programs by award type at De Anza in 2018-19, Table D3, show that *Business Administration* was the top program among all degrees for transfer. Within the *associate of science degree for transfer* category, the data show that *Computer Science* program had the largest increase in award count in 2018-19 over the previous year (146% increase: 24 in 2017-18; 59 in 2018-19).

Foothill College, Table F2 & F3

- Similar to the sister college, the number of degrees and certificates of 24 quarter units or more (awards that will count toward funding under the new funding formula) at Foothill College slightly declined in 2018-19, when compared to the number for the previous academic year (less than 1%, 2,044 to 2,041)
- For the baccalaureate degree, the award count in 2018-19 almost doubled over the last academic year (96% increase: 23 in 2017-18; 45 in 2018-19). The 45 Dental Hygiene graduates in 2018-19 included 24 from the regular “fall entry track” and 21 from the “completion track” (i.e., students with an associate degree, usually from a different institution, who

completed core courses in the program and were not part of the regular fall cohort).

- Data for top programs by award type at Foothill College in 2018-19, Table F3, show that the top ranking degrees at this College were the *Associate of Arts Degree in Psychology* (headcount: 122) and the *Associate of Science Degree in Business Administration* (headcount: 118). For credit certificates, the general education certificates are by far the programs at this College with the top headcounts (*IGETC*, 500; *CSU General Education-Breadth*, 180).

Student Success Allocation Points by Award Type and Academic Year

De Anza College, Table D4

- Data for allocation points by award type for De Anza College in Table D4 show that in 2018-19 about 92% of these points (i.e., points based on award counts) were generated by degrees, compared to 8% for certificates. Although its contribution to the total amount has been reduced over the past two academic years, the traditional *associate of arts degree* is still the top award type for allocation points (55% in 2016-17; 47% in 2017-18).

Foothill College, Table F4

- Different to the sister college, Foothill College data for allocation points by award type in Table F4 show that certificates generated about 27% of all points in 2018-19 under this category (i.e., points generated by award counts), compared to 73% for degrees. The significant contribution of certificates to the total points was mainly due to the relatively large number of general education certificates (680) awarded at Foothill College in 2018-19.
- The data also show significant differences between the colleges regarding the degree types generating the most points: at Foothill College the *associate degrees for transfer* generated about 44% of all points in 2018-19, compared to 27% for traditional *associate degrees*.

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

Award Type	2016-17 (Year 1)	2017-18 (Year 2)	2018-19 (Year 3)	Change Year 1 - Year 2	Percent Change Year 1 - Year 2	Change Year 2 - Year 3	Percent Change Year 2 - Year 3	Average Percent Change
Associate of Arts Degree for Transfer	208	269	288	61	29%	19	7%	18%
Associate of Science Degree for Transfer	370	455	493	85	23%	38	8%	16%
Associate of Arts Degree	1,080	975	919	(105)	-10%	(56)	-6%	-8%
Associate of Science Degree	100	79	102	(21)	-21%	23	29%	4%
Certificate: 45 to fewer than 90 quarter units	53	57	38	4	8%	(19)	-33%	-13%
Certificate: 24 to fewer than 45 quarter units	151	147	137	(4)	-3%	(10)	-7%	-5%
Certificate: 12 to fewer than 24 quarter units (approved by CCCCO)	173	169	281	(4)	-2%	112	66%	32%
Total Headcount								
Associate Degree, Traditional or for Transfer	1,758	1,778	1,802	20	1%	24	1%	1%
Certificate, 24 qtr units or more	204	204	175	-	0%	(29)	-14%	-7%
Certificate, less than 24 qtr units	173	169	281	(4)	-2%	112	66%	32%
Total	2,135	2,151	2,258	16	1%	107	5%	3%

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

Award Type	2016-17	2017-18	2018-19	Change	Percent	Change	Percent	Average
	(Year 1)	(Year 2)	(Year 3)	Year 1 - Year 2	Change Year 1 - Year 2	Year 2 - Year 3	Change Year 2 - Year 3	
Baccalaureate of Science Degree	-	23	45	-	-	22	96%	-
Associate of Arts Degree for Transfer	324	309	357	(15)	-5%	48	16%	6%
Associate of Science Degree for Transfer	134	186	223	52	39%	37	20%	30%
Associate of Arts Degree	209	211	204	2	1%	(7)	-3%	-1%
Associate of Science Degree	275	212	215	(63)	-23%	3	1%	-11%
Certificate: 90 or more quarter units	1	1	-	-	0%	-	0%	-
Certificate: 45 to fewer than 90 quarter units	252	374	175	122	48%	(199)	-53%	-3%
Certificate: 24 to fewer than 45 quarter units	92	179	16	87	95%	(163)	-91%	2%
Certificate: 12 to fewer than 24 quarter units (approved by CCCCCO)	-	-	7	-	0%	-	0%	-
Certificate: 9 to fewer than 27 quarter units (not approved by CCCCCO)	255	124	2	(131)	-51%	(122)	-98%	-75%
Certificate: less than 9 units	145	7	-	(138)	-95%	-	0%	-
Noncredit award: 288 to fewer than 480 hours	-	41	-	-	0%	-	0%	-
Noncredit award: 96 to fewer than 144 hours	40	29	43	(11)	-28%	14	48%	10%
Noncredit award: 48 to fewer than 96 hours	19	-	-	-	0%	-	0%	-
Total Headcount								
Degree, Baccalaureate or Associate Traditional or for Transfer	942	941	1,044	(1)	0%	103	11%	5%
Credit Certificate, 24 qtr units or more	345	554	191	209	61%	(363)	-66%	-2%
Credit Certificate, less than 24 qtr units	400	131	9	(269)	-67%	(122)	-93%	-80%
Noncredit Certificate	59	70	43	11	19%	(27)	-39%	-10%
Total	1,746	1,696	1,287	(50)	-3%	(409)	-24%	-13%

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

Award Type	2016-17 (Year 1)	2017-18 (Year 2)	2018-19 (Year 3)	Change	Percent	Change	Percent	Average
				Year 1 - Year 2	Change Year 1 - Year 2	Year 2 - Year 3	Change Year 2 - Year 3	Percent Change
Associate of Arts Degree for Transfer	208	269	289	61	29%	20	7%	18%
Associate of Science Degree for Transfer	372	461	504	89	24%	43	9%	17%
Associate of Arts Degree	1,394	1,326	1,240	(68)	-5%	(86)	-6%	-6%
Associate of Science Degree	147	119	141	(28)	-19%	22	18%	-1%
Certificate: 45 to fewer than 90 quarter units	110	105	94	(5)	-5%	(11)	-10%	-8%
Certificate: 24 to fewer than 45 quarter units	230	234	242	4	2%	8	3%	3%
Certificate: 12 to fewer than 24 quarter units (approved by CCCCCO)	298	304	450	6	2%	146	48%	25%
Total Award Count								
Associate Degree, Traditional or for Transfer	2,121	2,175	2,174	54	3%	(1)	0%	1%
Certificate, 24 qtr units or more	340	339	336	(1)	0%	(3)	-1%	-1%
Certificate, less than 24 qtr units	298	304	450	6	2%	146	48%	25%
Total	2,759	2,818	2,960	59	2%	142	5%	4%

Table D3. De Anza College: Top Ranking Programs by Award Type, 2018-19

Award Type	Program Title	Headcount
Associate of Arts Degree	1. Liberal Arts: Social and Behavioral Sciences Emphasis	317
	2. Liberal Arts: Science, Math and Engineering Emphasis	268
	3. Liberal Arts: Business and Computer Information Systems Emphasis	221
Associate of Arts Degree for Transfer	1. Communication Studies	77
	2. Sociology	51
	2. Kinesiology	51
Associate of Science Degree	1. Registered Nurse	46
	2. Biological Sciences	17
	2. Automotive Chassis and Powertrain	17
Associate of Science Degree for Transfer	1. Business Administration	350
	2. Computer Science	59
	3. Administration of Justice	53
Certificate: 12 to fewer than 24 quarter units (approved by CCCC)	1. Automotive General Service Technician	106
	2. Communication Studies	45
	3. Phlebotomy Technician I	33
Certificate: 24 to fewer than 45 quarter units	1. Accounting	38
	2. Child Development	35
	3. Massage Therapy	25
Certificate: 45 to fewer than 90 quarter units	1. Paralegal Studies	33
	2. Automotive Chassis and Powertrain	11
	3. Automotive Engine Performance	9

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

	2016-17 (Year 1)	2017-18 (Year 2)	2018-19 (Year 3)	Change Year 1 - Year 2	Percent Change Year 1 - Year 2	Change Year 2 - Year 3	Percent Change Year 2 - Year 3	Average Percent Change
Baccalaureate of Science Degree	-	23	45	-	0%	22	96%	
Associate of Arts Degree for Transfer	-	324	383	(24)	-7%	59	18%	6%
Associate of Science Degree for Transfer	151	207	267	56	37%	60	29%	33%
Associate of Arts Degree	268	298	291	30	11%	(7)	-2%	5%
Associate of Science Degree	293	246	256	(47)	-16%	10	4%	-6%
Certificate: 90 or more quarter units	44	31	-	(13)	-30%	-		
Certificate: 45 to fewer than 90 quarter units	403	732	769	329	82%	37	5%	44%
Certificate: 24 to fewer than 45 quarter units	102	183	30	81	79%	(153)	-84%	-3%
Certificate: 12 to fewer than 24 quarter units (approved by CCCCCO)	4	1	13	(3)	-75%	12	1200%	563%
Certificate: 9 to fewer than 27 quarter units (not approved by CCCCCO)	308	168	7	(140)	-45%	(161)	-96%	-71%
Certificate: less than 9 units	186	78	-	(108)	-58%	-	0%	
Noncredit award: 288 to fewer than 480 hours	-	42	-	-		-		
Noncredit award: 96 to fewer than 144 hours	40	29	43	(11)	-28%	14	48%	10%
Noncredit award: 48 to fewer than 96 hours	19	-	-	-		-		

Total Award Count

Baccalaureate or associate degree, traditional or for transfer	712	1,098	1,242	386	54%	144	13%	34%
Credit certificate, 24 qtr units or more	549	946	799	397	72%	(147)	-16%	28%
Credit certificate, less than 24 qtr units or not approved by CCCCCO	498	247	20	(251)	-50%	(227)	-92%	-71%
Noncredit	59	71	43	12	20%	(28)	-39%	-10%
Total	1,818	2,362	2,104	544	30%	(258)	-11%	10%

Table F3. Foothill College: Top Ranking Programs by Award Type, 2018-19

Award Type	Program Title	Headcount
Associate of Arts Degree	1. General Studies/Social Science	78
	2. Accounting	27
	3. Psychology	26
Associate of Arts Degree for Transfer	1. Psychology	122
	2. Communication Studies	60
	3. Economics	47
Associate of Science Degree	1. Paramedic	31
	2. Veterinary Technology	25
	3. Respiratory Therapy	24
Associate of Science Degree for Transfer	1. Business Administration	118
	2. Mathematics	49
	3. Public Health Science	35
Certificate: 12 to fewer than 24 quarter units (approved by CCCC0)	1. Humanities	6
	2. Geographic Information Systems Technology I	4
	3. Landscape Technician	3
Certificate: 24 to fewer than 45 quarter units	1. CPA Examination Preparation	8
	1. Music History & Literature	8
	2. Music Technology Pro Tools	6
Certificate: 45 to fewer than 90 quarter units	1. IGETC	500
	2. CSU General Education-Breadth	180
	3. Dental Assisting	21
	3. Pharmacy Technician	21
Noncredit award: 96 to fewer than 144 hours	1. Certificate of Completion in Geriatric Home Aide	43

Table D4. De Anza College: Student Success Allocation Points by Award Type and Academic Year

Award Type	2016-17 (Year 1)	2017-18 (Year 2)	2018-19 (Year 3)	Change Year 1 - Year 2	Percent Change Year 1 - Year 2	Change Year 2 - Year 3	Percent Change Year 2 - Year 3	Average Percent Change
Associate of Arts Degree for Transfer	832	1,076	1,156	244	29%	80	7%	18%
Associate of Science Degree for Transfer	1,488	1,844	2,016	356	24%	172	9%	17%
Associate of Arts Degree	4,182	3,978	3,720	(204)	-5%	(258)	-6%	-6%
Associate of Science Degree	441	357	423	(84)	-19%	66	18%	-1%
Certificate: 45 to fewer than 90 quarter units	220	210	188	(10)	-5%	(22)	-10%	-8%
Certificate: 24 to fewer than 45 quarter units	460	468	484	8	2%	16	3%	3%
Certificate: 12 to fewer than 24 quarter units (approved by CCCCCO)	-	-	-	-	0%	-	0%	0%
Total	7,623	7,933	7,987	310	4%	54	1%	2%

Percentage of Total Points	2016-17 (Year 1)	2017-18 (Year 2)	2018-19 (Year 3)	Change Year 1 - Year 2	Change Year 2 - Year 3	Average Percent Change
Associate of Arts Degree for Transfer	11%	14%	14%	3%	1%	2%
Associate of Science Degree for Transfer	20%	23%	25%	4%	2%	3%
Associate of Arts Degree	55%	50%	47%	-5%	-4%	-4%
Associate of Science Degree	6%	5%	5%	-1%	1%	0%
Certificate: 45 to fewer than 90 quarter units	3%	3%	2%	0%	0%	0%
Certificate: 24 to fewer than 45 quarter units	6%	6%	6%	0%	0%	0%
Total	100%	100%	100%			

Table F4. Foothill College: Student Success Allocation Points by Award Type and Academic Year

Award Type	2016-17 (Year 1)	2017-18 (Year 2)	2018-19 (Year 3)	Change	Percent	Change	Percent	Average Percent Change
				Year 1 - Year 2	Change Year 1 - Year 2	Year 2 - Year 3	Change Year 2 - Year 3	
Baccalaureate of Science Degree	-	69	135	-	0%	66	96%	
Associate of Arts Degree for Transfer	1,392	1,296	1,532	(96)	-7%	236	18%	6%
Associate of Science Degree for Transfer	604	828	1,068	224	37%	240	29%	33%
Associate of Arts Degree	804	894	873	90	11%	(21)	-2%	5%
Associate of Science Degree	879	738	768	(141)	-16%	30	4%	-6%
Certificate: 90 or more quarter units	88	62	-	(26)	-30%	-	0%	
Certificate: 45 to fewer than 90 quarter units	806	1,464	1,538	658	82%	74	5%	44%
Certificate: 24 to fewer than 45 quarter units	204	366	60	162	79%	(306)	-84%	-3%
Total Points	4,777	5,717	5,974	940	20%	257	4%	12%

Percentage of Total Points	2016-17 (Year 1)	2017-18 (Year 2)	2018-19 (Year 3)	Change	Change	Average
				Year 1 - Year 2	Year 2 - Year 3	Percent Change
Baccalaureate of Science Degree	0%	1%	2%	1%	1%	1%
Associate of Arts Degree for Transfer	29%	23%	26%	-6%	3%	-2%
Associate of Science Degree for Transfer	13%	14%	18%	2%	3%	3%
Associate of Arts Degree	17%	16%	15%	-1%	-1%	-1%
Associate of Science Degree	18%	13%	13%	-5%	0%	-3%
Certificate: 90 or more quarter units	2%	1%	0%	-1%	-1%	-1%
Certificate: 45 to fewer than 90 quarter units	17%	26%	26%	9%	0%	4%
Certificate: 24 to fewer than 45 quarter units	4%	6%	1%	2%	-5%	-2%
Total	100%	100%	100%			

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