

IRP@FHDA

To: Stacey A. Cook, Ed.D., Vice President Student Services, De Anza College
From: Lourdes Del Rio-Parent, PhD, Sr. Research Analyst/Data Warehouse Coordinator FHDA
Date: July 5, 2016
Re: Student Headcount for Education Plan Development, Prior and Current Year,
June 1 to June 30 of 2016, Degree Works

This document provides headcount figures for students who developed or modified an education plan for their studies at De Anza College using Degree Works during the period of June 1 to June 30 for the current and prior academic years (2015 and 2016). Results shown in this document include figures segregated by plan type (abbreviated, less than three terms, and comprehensive, three or more terms), taking also into account whether the education plan was the first one (initial) for the type of plan (first abbreviated, first comprehensive).¹ Annual headcounts for students who developed their first abbreviate or comprehensive education plan during the current and the prior academic years are also provided, taking account California residency and special admit status.²

Descriptive statistics for education plans included in the analysis are shown in Table 1. Regarding headcount figures for the month of June for the prior and current year, data in Table 2 show a significant increase in the number of students who developed or modified an abbreviated plan during the current year; a 166% increase or 1,855 more students, compared to the same period for the prior year. Specific to only initial or first-time abbreviated plans, the data showed a 134% increase in student headcount: 1,325 more students developed an abbreviated plan for the first time, when compared to the same month for the prior academic year. For comprehensive education plans, the headcount figures show an increase of 471% for all (initial or

¹ Initial and follow-up education plans are reported in MIS separately. More information available at: http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/SS/SS09.pdf.

² Only California residents who were not special admit students during the term they received the service are included in the annual headcount used for allocations.

modifications to a comprehensive plan); 4,271 more students developed or modified a comprehensive plan in June 2016, when compared to the same month for the prior academic year. For initial or first-time comprehensive education plans, the data show a 476% increase (from 777 to 4,475 or 3,698 more students).

Regarding annual headcount figures for initial abbreviated and comprehensive education plans for the academic years of 2015 and 2016, data in Table 3 show significant increases. Specific to California residents, non-special admit, students or applicants, the data show an increase of 33% or 1,640 more students who developed an initial abbreviated education plans in 2016, when compared to 2015. For initial comprehensive education plans, the data show a 122% increase or 4,626 more students between the prior and the current academic year. These figures do not include abbreviated plans developed by students who participated in categorical programs for the first time and did not develop an abbreviated in Degree Works during the academic year. Also, once MIS data for spring and summer 2015 are resubmitted, headcount figures for abbreviated plans are expected to show an increase of about 1,359 (i.e., number of students with abbreviated plans in spring 2015 who were missing California residency during the spring term and had no additional Degree Works activity in the 2016 academic year).

Table 1. Descriptive Statistics for Education Plans at De Anza College, Degree Works, June 2015 and 2016

Education Plan Type	Min Date	Max Date	Min Term Count	Max Term Count	Academic Period	Headcount
Curr Abbreviated, All	1-Jun-16	30-Jun-16	1	2	201642	2,971
Curr Abbreviated, Initial	1-Jun-16	30-Jun-16	1	2	201642	2,315
Curr Comprehensive, All	1-Jun-16	30-Jun-16	3	15	201642	5,177
Curr Comprehensive, Initial	1-Jun-16	30-Jun-16	3	11	201642	4,475
Prior Abbreviated, All	1-Jun-15	30-Jun-15	1	2	201542	1,116
Prior Abbreviated, Initial	1-Jun-15	30-Jun-15	1	2	201542	990
Prior Comprehensive, All	1-Jun-15	30-Jun-15	3	13	201542	906
Prior Comprehensive, Initial	1-Jun-15	30-Jun-15	3	13	201542	777

Table 2. Headcount by Education Plan Type at De Anza College, Degree Works, June 2015 and 2016

Education Plan Type	Headcount		Headcount Change	Percent Change
	Jun-2015	Jun-2016		
Abbreviated, All	1,116	2,971	1,855	166%
Abbreviated, Initial	990	2,315	1,325	134%
Comprehensive, All	906	5,177	4,271	471%
Comprehensive, Initial	777	4,475	3,698	476%

Notes

Student headcount for education plans developed using Degree Works, De Anza College, during the month of June 2015 and 2016.

All: Includes initial and follow-up plans.

Initial: Only includes students who developed an education plan for the first time, taking into account type of plan, first abbreviated or first comprehensive.

Abbreviated: Education plan of 1 or 2 terms.

Comprehensive: Education plan of at least 3 terms.

**Table 3. Headcount for Initial Education Plan Type by Residency and Special Admit Status and Academic Year, 2015 and 2016, De Anza College, Degree Works
All Applicants/Students**

Education Plan Type	2015 Year Headcount	2016 Total Headcount	Headcount Change	Percent Change
Abbreviated	5,866	7,653	1,787	30%
Comprehensive	4,467	9,310	4,843	108%

California Residents/Not Special Admit Status

Education Plan Type	2015 Year Headcount	2016 Total Headcount	Headcount Change	Percent Change
Abbreviated	4,984	6,624	1,640	33%
Comprehensive	3,807	8,433	4,626	122%

Notes

Once MIS data for spring and summer 2015 are resubmitted, 1,359 more students with abbreviated education plans are expected (i.e., number of students with abbreviated plans in spring 2015, but missing California residency for the spring term and with no additional Degree Works activity in the 2016 academic year). Data do not include abbreviated plans developed within a categorical programs and not documented in Degree Works.

The data do not take into account rejects due to students who declared 'Undecided' as major/program.

For this analysis, residence and special admits status are based on data for the latest application submitted by the student.