

IRP@FHDA

To: Student Services Groups at De Anza and Foothill College
From: Lourdes Del Rio-Parent, PhD, Sr. Research Analyst/Data Warehouse Coordinator FHDA
Date: April 3, 2015
Re: Education Plan Development Statics, Winter 2015

This document provides headcounts statistics related to education plan development for students at De Anza and Foothill College during the winter 2015 term, as documented in Degree Works.¹ The purpose of the document is twofold: (1) to improve quality of the information submitted to the State by having data users and stakeholder review and identify any issue with the data, and (2) to help assess current efforts at each colleges related to education plan development services, in particular ensuring that all nonexempt students at the college develop a comprehensive plan by the time they earn 22 credit units. Statistics provided here include student headcount figures for education plan development, by term and cumulative for the year, by college; and, figures by target group, credit-resident and nonexempt students.

Methods & Procedures

Data from Degree Works was used to identify students at each college with at least one education plan created or modified² from January 1 to March 31 of 2015. Education plans that covered one to two terms were classified as abbreviated plans; those with at least three terms, as comprehensive. Students who had developed a plan of the same type (i.e., abbreviated or comprehensive) at the college during a previous term were classified as having made a modification or follow-up to an existing plan. Students who have not developed a plan of the same type at the college were classified as having developed an initial education plan (first time at the

¹ Degree audit system, Ellucian.

² Plans active or approved with a modified date between January 1 to March 31st.

college). Data from the information system (Banner) was used to identify number of GPA units earned prior to winter 2015, high school concurrent enrollment status, and the education level for students enrolled in winter 2015 at either college.

Results

Question 1. How many students developed or modified their education plan during the winter 2015 academic period at each college? Was there any significant change when comparing figures for the current and previous year academic period?

At De Anza College, about 1,500 students developed or modified an abbreviated plan during winter 2015; and, more than 1,600 worked on comprehensive plans. These figures are three times as large as those for the same term of the previous year. For Foothill College, figures show that more than 900 students developed an abbreviated plan or modified a previous one (three times larger than those for last year); and, like De Anza, more than 1,600 worked on their comprehensive plans (close to 50% more than last year).

Exhibit 1

Degree Work Preliminary Student Headcount for Prior and Current Year Academic Period by College and Education Plan Type, Initial and Follow-up

Education Plan Type	Prior Year		Current Year		Head Count Change	
	Prior Year Acad Period	Prior Year Acad Head Count	Current Year Acad Period	Current Year Acad Head Count	Head Count Change	Head Count Change Percent
<i>De Anza</i>						
Abbreviated	201432	457	201532	1,473	1,016	222%
Comprehensive	201432	469	201532	1,663	1,194	255%
<i>Foothill</i>						
Abbreviated	201431	295	201531	931	636	216%
Comprehensive	201431	1,165	201531	1,646	481	41%

Notes:

Preliminary headcount figures are meant to measure plan development activity--students with at least one education plan approved or modified during the term. For these figures, the development of an education plan on a previous term was not taken into account (initial versus follow-up).

Abbreviated plan cover one or two terms; comprehensive, more than 2 terms.

Question 2. When taking into account previous education plan development, how many students develop their first abbreviated or comprehensive education plan at the college in winter 2015? How do these figures compare to those from previous year?

For initial plan development, figures for De Anza College in Exhibit 2 show that about 900 students developed an abbreviated education plan; and, close to 1,200, a comprehensive one. These figures indicate that 578 of the 1,473 (40%) of students with abbreviated plan in Exhibit 1 made a modification or addition to an abbreviated plan (not a new plan), and 491 of the 1,663 (30%) made a modification to a comprehensive plan previously developed. Still, figures show significant improvements, the number of students with new plans doubled or more than doubled when compared to those for winter of 2014.

At Foothill College, more than 700 students developed new abbreviated plan in winter 2015, and more than 850 developed a new comprehensive plan, as shown in Exhibit 2. These figures also indicate that 214 (23%) of the 931 students in Exhibit 1 made a modification to an abbreviated plan previously developed; while 795 of the 1,646 students made an addition or modification to a comprehensive plan already in Degree Works. Compared to winter for 2014, figures for this year still show that the development of new abbreviated plans more than doubled in winter 2015. The development of comprehensive plans declined about 10%; however, this is in part to a strong performance last year. In Exhibit 3, cumulative figures (summer to winter) for the previous and current academic year, shows significant increases for all education plan types at both colleges, including comprehensive plans at Foothill College.

Exhibit 2

Initial Education Plan Development: Student Headcount for Prior and Current Year Academic Period by College and Education Plan Type

Education Plan Type	Prior Year		Current Year		Headcount Change	
	Acad Period	Acad Period HeadCount	Acad Period	Acad Period Headcount	Head Count Change	Head Count Change Percent

De Anza

Abbreviated	201432	449	201532	895	446	99%
Comprehensive	201432	429	201532	1,172	743	173%

Foothill

Abbreviated	201431	280	201531	717	437	156%
Comprehensive	201431	952	201531	851	-101	-11%

Notes:

Initial Education Plan headcount figures exclude students with an education plan of the same type developed during a prior term at the college. Those are reported as a follow-up or modification to an education plan. Headcounts for MIS SS will likely change once EOPS/DSPS/Calworks figures are taken into account, in particular abbreviated plan headcounts.

Abbreviated plan covers one or two terms; comprehensive, more than 2 terms.

Exhibit 3

Initial Education Plan Development: Cumulative, Up to the Term, Student Headcount for Prior and Current Year by College and Education Plan Type

Ed Plan Type	Prior Year		Current Year	
	Acad Year Cumulative Head Count	Acad Year Cumulative Head Count	Headcount Change	Headcount Change Percent

De Anza

Abbreviated	1,546	3,699	2,153	139%
Comprehensive	1,072	2,748	1,676	156%

Foothill

Abbreviated	675	1,692	1,017	151%
Comprehensive	1,897	2,582	685	36%

Notes:

Include cumulative headcount (summer to winter), after taking into account prior education plan development of the same type.

Abbreviated plan cover one or two terms; comprehensive, more than 2 terms.

Question 3. What number and percentage of nonexempt students with at least 22 quarter units at De Anza and Foothill College have developed a comprehensive education plan?

Figures in Exhibit 4 show that out of 8,850 nonexempt students who enrolled in winter 2015 at De Anza College and who had earned at least 22 quarter units prior to this term, only 2,040 (23%) had developed a comprehensive education plan by the end of this term. As shown in Exhibit 5, 77% of these students ended the winter quarter without a compressive plan.³

For Foothill College, figures in Exhibit 6 show that 1,690, or 46%, of nonexempt students who enrolled in winter 2015 and who had earned 22 quarter units by the beginning of the term had developed a comprehensive plan by the end of this term. Exhibit 7 shows that 54% had not yet developed a comprehensive plan by the end of the winter quarter.

Conclusions/Recommendations

1. It is recommended that both colleges develop a strategic plan to identify students who have not developed a comprehensive education plan, particularly those who are close to or have already earned 22 quarter units. This is particularly important at De Anza College, where 72% of the student population in winter 2015 were nonexempt (compared to 62% for Foothill College).
2. Avoid the “round up the usual suspects” and reach out to students who are not likely to seek out counseling.
3. Three abbreviated plans do not make a comprehensive plan. Promote the development of comprehensive plans, rather than modifications or additions to an abbreviated plan. It is important for students to visualize their path toward their education goal and become aware of any obstacles (pre-requisites, course sequences) or issues that may delay their graduation or transfer.

³ Nonexempt only includes students without a higher education degree, California residents, and not concurrently enrolled in high school enrolled in at least one course for credit.

Exhibit 4

Student Headcount by Group and College, Winter 2015

De Anza College	
Student Population	Headcount
G1-Credit Student	20,788
G2-Credit Student-Resident	18,205
G3-Credit Student-Resident, Nonexempt	14,987
G4-Credit Student-Resident, Nonexempt, any Education Plan Type	6,140
G5-Credit Student-Resident, Nonexempt, Comprehensive Plan	3,360
G6-Credit Student-Resident, Nonexempt, at least 22 units	8,850
G7-Credit Student-Resident, Nonexempt, at least 22 units, Comp Plan	2,040

Notes:

Credit Student: attempted at least a 0.5 unit course

Resident: Legal Resident of California

Nonexempt: No higher education degree, not a concurrent enrollment student

Education Plan Type: Abbreviated, one or two terms; Comprehensive, three or more terms

At least 22 units: Cumulative GPA units equal or greater than 22 at the beginning of the term

Only includes plans active or approved in Degree Works by the end of the term.

Exhibit 5

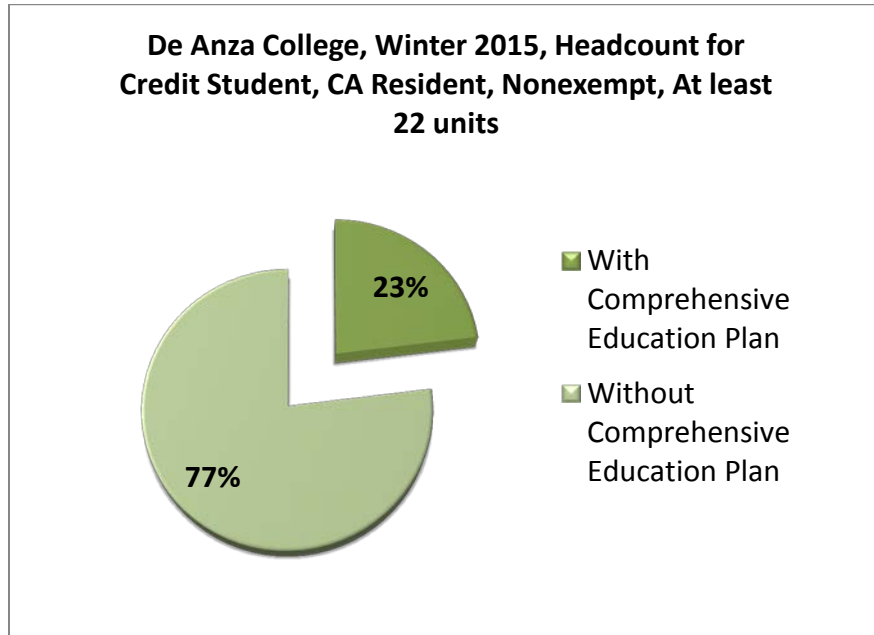


Exhibit 6

Student Headcount by Group and College, Winter 2015

Foothill College	
Student Population	Headcount
G1-Credit Student	14,533
G2-Credit Student-Resident	12,851
G3-Credit Student-Resident, Nonexempt	8,755
G4-Credit Student-Resident, Nonexempt, any Education Plan Type	3,328
G5-Credit Student-Resident, Nonexempt, Comprehensive Plan	2,809
G6-Credit Student-Resident, Nonexempt, at least 22 units	3,684
G7-Credit Student-Resident, Nonexempt, at least 22 units, Comp Plan	1,690

Notes:

Credit Student: attempted at least a 0.5 unit course

Resident: Legal Resident of California

Nonexempt: No higher education degree, not a concurrent enrollment student

Education Plan Type: Abbreviated, one or two terms; Comprehensive, three or more terms

At least 22 units: Cumulative GPA units equal or greater than 22 at the beginning of the term

Only includes plans active or approved in Degree Works by the end of the term.

Exhibit 7

