

# IRP@FHDA

**To:** Student Success & Support Program (SSSP) Group at FHDA  
**From:** Lourdes Del Rio-Parent, PhD, Sr. Research Analyst/Data Wareh Coordinator  
**Date:** August, 2014  
**Re:** MIS SS report student headcount figures by data element and related data sources at FHDA

In July of 2014 the Foothill-De Anza Community College District (FHDA) submitted quarterly data reports to the California Community Colleges Chancellor's Office (CCCCO) to identify students who received success and support (SS) services (previously known as matriculation services) at Foothill College and De Anza College, as part of the MIS data submissions/re-submissions for the 2013-14 academic year (summer 2013 to spring 2014). With the purpose of continuing testing the validity of the data submitted in the new MIS Student Success report,<sup>1</sup> student headcount figures are summarized by MIS SS data field in this memo and segregated by data source at FHDA. A key issue is to identify inconsistencies within the data or missing data sources for SS services.

Student headcounts for initial orientation (SS06) and related follow-up services (SS11 P1) are in Table 1, which shows that about 80% of students received their first orientation through counseling courses (Foothill, 81%; De Anza, 82%). Meeting with

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<sup>1</sup> During the early stages of the MIS SS report development, the MIS coordinator met or communicated with key data custodians or stakeholders across the District, including the deans of counseling, testing supervisors, evaluation coordinators, and counselors for special groups at both colleges. Based on these discussions, procedures for extracting the data from SARS (system used for scheduling advising/counseling appointments at FHDA) and the student information system (Banner) were developed. Data reports were also develop to allow data custodians assess the validity of the procedures/data.

a counselor (individually or during a workshop, as documented by SARS<sup>2</sup>) was the second most frequently used avenue for this type of service (Foothill, 19%; De Anza, 15%), followed by participation in a special group (Puente, Sankofa, Middle College, College Now, or Pass the Torch).

Data sources for follow-up orientation services were same as those used to document the initial orientation. Students were identified as having received follow-up orientation services when the data showed multiple orientations (different type of sources) during same term they received the initial orientation, or at least a second orientation during a following term. Initial orientation services were reported for just one term, while follow-up orientation services were reported for every quarter, as applicable, for non-first time students only (second term of attendance or afterwards). Compared to initial orientation services, only a small percentage of students received a follow-up orientation, 3% to 6%.

Services for Initial assessment for course placement in the areas of math, English or ESL were reported in the MIS report data field SS07, positions 2 and 3. Position 2 identified multiple measures assessments provided at the college, while position 3 identified placement services based on data from another college (e.g., transcripts). The data sources for initial assessment or placement services included: SOATEST (Banner form used for data entry by the testing offices at the colleges); SFASRPO (Banner form used by the testing office, and the admissions & records departments) and SOAPCOL (Banner form used by evaluation specialists and graduation coordinators). Table 2 shows that most of these services were provided or documented by the testing offices (Foothill, 97%; De Anza, 79%). A key difference across colleges was that about 23% of the initial placements at De Anza were documented by registration overrides, while at Foothill the data showed only 3%.

Regarding initial placement based on documentation from a different college, Table 3 shows that De Anza documents these services using only SOAPCOL (transcript evaluations, 100%) while Foothill documents these services in SOATEST (testing office, 55%) and SOAPCOL (transcript evaluations, 45%).

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<sup>2</sup> SARS is a scheduling software that keeps track of meeting related data, including date, location, reason for meeting, and student ID.

Follow-up assessment or placement services, SS11 P2, are those related to career, interests, or subsequent placement assessment services, including assessments for placement in other disciplines besides English, Math, or ESL. In addition to the data sources for initial placement, these services are also provided through meetings with counselors or evaluation specialists (documented by SARS) and through courses that cover issues such as career interest or planning, as shown in Table 4. The only predominant data source for documenting this type service was the testing office at Foothill College, 59% of all students who received this type of service.

Headcount figures for students who developed an abbreviated or comprehensive education plan during the academic year are shown in Table 5, while headcounts for follow-up services related to education plan development are in Table 6. The sole data source for identifying student who the developed an education plan was Degree Works; only education plans approved by a counselor were reported. Follow-up services for education plan development were documented through both Degree Works and SARS. Because MIS syntactical rules will not allow the submission of any data record showing a student with a comprehensive education plan and an undecided major, in some instances a comprehensive plan had to be reported as an abbreviated plan. Table shows that this was the case for 10% of the records at Foothill, and 3% at De Anza. Most of follow-up services for education plan development were documented by SARS, (Foothill, 81%; De Anza, 88%).

Figures for counseling/advisement (SS08) and related follow-up services (SS11 P4) are shown in Table 7. Counseling/advisement services were reported the first term the student received the service during the academic year, while subsequent services were reported in follow-up terms, as documented from relevant data sources.<sup>3</sup> The main data source for counseling services was SARS (Foothill: 85% for initial counseling/advisement, and 78% for follow-up; De Anza: 80% for initial

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<sup>3</sup> In SARS, the only services classified just a follow-up to counseling/advisement include the following for each college. For Foothill: use of library at the Transfer Center; assisting students preparing resumes at the Career Center; and help with adding or dropping classes provided by the EOPS office. For De Anza, follow-up appointment at the International Student Office; help with financial aid and petition for grades units provided by the EOPS office; and help with financial aid provided by the Student Success and Retention Services.

counseling/advisement, and 71% for follow-up). Student participation in programs known to provide counseling services (EOPS, DSPS, CalWorks, Puente, Sankofa, Middle College, College Now, MPS, Pass the Torch) were also used to identify this type of service. Among these programs, DSPS had the largest percentage in headcount at both colleges (Foothill: 15% for counseling/advisement, and 27% for follow-up; De Anza: 10% for counseling/advisement, and 24% for follow-up).

Figures for support services related to academic progress or probation are in Table 8. The key factors or data sources taken into account to identify students who received this type of service included SARS data and student academic standing at the prior term, as documented in SHATERM (Banner form). Students were identified as receiving academic progress services when, based on SARS data, at least one of the following was true: (1) they met with a counselor/advisor with the purpose of discussing academic progress (reason for meeting), or (2) they met with a counselor/advisor and were on academic probation or dismissal.

**Table 1**  
**Student Headcount for Initial Orientation, SS06, and Follow-up, SS11 P1, by**  
**College and Data Source, 2013-14 Academic Year**

FHDA Data Source	Initial Orientation (SS06)		Follow-up Orientation (SS11 P1)	
	Headcount	Percent	Headcount	Percent
<i>Foothill</i>				
Orientation Course	2,072	81%	75	43%
Pass the Torch	83	3%	25	14%
Puente/Middle College	77	3%	0	0%
SARS	486	19%	78	45%
Prior Initial Orientation	-	-	174	100%
Unduplicated Total	2,558	100%	174	100%
<i>De Anza</i>				
Orientation Course	4,469	82%	196	78%
Puente/Sankofa/Middle College/College Now	201	4%	31	12%
SARS	840	15%	25	10%
Prior Initial Orientation	-	-	252	100%
Unduplicated Total	5,483	100%	252	100%

**Notes:**

Figures are not mutually exclusive given that the same service may be documented through different systems. FHDA sources are those data collection points throughout the District used to identify students who received SS services. Courses used to identify orientation services for Foothill, CNSL005; De Anza, COUN200, COUN200X, P E 070A, and P E 099. Pass the Torch participation was defined as enrollment in CNSL051 during the reporting term. For Puente and Sankofa, the first term of participation in the program was defined as a term when these students received orientation services. For Middle College and College Now, prior to spring 2014; students received orientation services the first term in the program. On and after spring 2014, Foothill Middle College students received orientation by enrolling in CNSL005. De Anza College, the activity date in SGASADD indicated when Middle College and College Now students received orientation services. SARS data was segregated or analyzed by SARS reason codes for non-cancelled meetings. SARS reason codes were reviewed by counseling deans at each college. Prior Initial Orientation indicates students who received initial orientation on a previous term at the college.

**Table 2**  
**Student Headcount for Initial Assessment or Placement**  
**Services, Multiple Measures, SS07 P2, by College and Data**  
**Source, 2013-14 Academic Year**

<b>FHDA Data Source</b>	<b>Headcount</b>	<b>Percent</b>
<i>Foothill</i>		
Registration Override	169	3%
Testing Office	6,198	97%
Transcript/Doc Evaluation	141	2%
Unduplicated Total	6,419	100%

<b>FHDA Data Source</b>	<b>Headcount</b>	<b>Percent</b>
<i>De Anza</i>		
Registration Override	2,497	23%
Testing Office	8,608	79%
Transcript/Doc Evaluation	136	1%
Unduplicated Total	10,950	100%

**Notes:**

Includes only headcounts for initial assessment or placement related to Math, English, or ESL courses. Figures are not mutually exclusive for the same services may be documented by different systems. FHDA sources are those data collection points throughout the District used to identify students who received SS services.  
 Registration Override: First term for ESL, Math, or English placement in SFRSRPO (Banner table) or SFASRPO (Banner data entry form).  
 Testing Office: Date/Term for first ESL, Math, or English placement in SOATEST, taking into account source of code.  
 Transcript/Doc Evaluation: Date/Term for first placement in English, Math or ESL course in SOAPCOL, based on documentation, excluding those at another college (e.g., advanced placement, military service).

**Table 3**  
**Student Headcount for Initial Assessment or Placement**  
**Services Based on Documentation from Another College, SS07**  
**P3, by College and Data Source, 2013-14 Academic Year**

<b>FHDA Data Source</b>	<b>Headcount</b>	<b>Percent</b>
<i>Foothill</i>		
Testing Office	201	55%
Transcript/Doc Evaluation	164	45%
Unduplicated Total	365	100%

<b>FHDA Data Source</b>	<b>Headcount</b>	<b>Percent</b>
<i>De Anza</i>		
Transcript/Doc Evaluation	843	100%
Unduplicated Total	843	100%

**Notes:**

Includes only headcounts for initial assessment or placement related to Math, English, or ESL courses, based on documentation from another college.

Figures are not mutually exclusive for the same service may be documented through different systems. FHDA sources are those data collection points throughout the District used to identify students who received SS services.

Testing Office: Date/Term for first placement in a Math, English, or ESL course in SOATEST, taking into account source of code.

Transcript/Doc Evaluation: Date/Term for first placement in a Math, English, or ESL course in in SOAPCOL, based on documentation from another college.

**Table 4**  
**Student Headcount for Follow-up Assessment or Placement,**  
**SS11 P2, by College, 2013-14 Academic Year**

<b>FHDA Data Source</b>	<b>Headcount</b>	<b>Percent</b>
<i>Foothill</i>		
Course	526	7%
Multiple Initial Assess/Placement	2,314	32%
Prior Term Initial Assess/Placement	1,200	17%
Registration Override	1,305	18%
SARS	2,105	29%
Testing Office	4,284	59%
Transcript/Doc Evaluation	529	7%
Unduplicated Total	7,213	100%

<b>FHDA Data Source</b>	<b>Headcount</b>	<b>Percent</b>
<i>De Anza</i>		
Course	1,147	16%
Multiple Initial Assess/Placement	2,934	41%
Prior Term Initial Assess/Placement	2,019	28%
Registration Override	2,136	30%
SARS	2,481	35%
Testing Office	1,156	16%
Transcript/Doc Evaluation	1,531	21%
Unduplicated Total	7,138	100%

**Notes:**

Includes headcounts for career, interest, or subsequent initial placement assessment services, or assessments for placement in other disciplines besides English, Math, or ESL.

Figures are not mutually exclusive for the same service may be documented through different systems. FHDA sources are those data collection points throughout the District used to identify students who received SS services. Registration Override: First term for placement in SFRSRPO, not related to ESL, Math, or English. Testing Office: Date/Term for any placement in SOATEST, taking into account source of code, not related to ESL, Math, or English Transcript/Doc Evaluation: Date/Term placement in SOAPCOL based on documentation that is not from another college (e.g., advanced placement, military service), not related to an English, Math or ESL course.

Multiple Initial Assess/Placement: Multiple initial assessment (e.g., to account for student who receive during the same term initial placement test and a transcript evaluation services).

Prior Term Initial Assess/Placement: Follow-ups to initial assessment/placement.

SARS data is based on SARS reason codes for non-cancelled meetings, as approved by counseling deans at each college.

Courses include those related to career planning (e.g., assessment of career interests) at Foothill (ALCB231, ALCB231X, ALCB231Y, ALCB231Z, CRLP055, CRLP070, CRLP070S, CRLP070T, CRLP071, CRLP072, CRLP073, CRLP074, GUID 060, MUS 050C, and VART050) or De Anza (APRN057A, AUTO057A, CLP 070, CLP 075, E S 095 and NURS050), or that include assessment/placement at Foothill (ALCA201) or De Anza (GUID200, SPED240).



**Table 5**  
**Student Headcount for Education Plan Development by Plan Type Developed in Degree Works and Reported in MIS, SS09, by College, 2013-14 Academic Year**

Degree Works Plan Type	MIS Reported Plan Type	Headcount	Percent
<i>Foothill</i>			
Abbreviated	Abbreviated	817	25%
Both	Abbreviated	3	0%
Both	Both	26	1%
Comprehensive	Abbreviated	329	10%
Comprehensive	Comprehensive	2,208	66%
Unduplicated Total		3,322	100%

Degree Works Plan Type	MIS Reported Plan Type	Headcount	Percent
<i>De Anza</i>			
Abbreviated	Abbreviated	2,960	61%
Both	Abbreviated	8	0%
Both	Both	20	0%
Comprehensive	Abbreviated	131	3%
Comprehensive	Comprehensive	1,853	38%
Unduplicated Total		4,889	100%

**Notes:**

Figures are not mutually exclusive for students can develop both an abbreviated and a comprehensive plan during the year.

Includes the first abbreviated or first comprehensive education plan, or both, as documented by Degree Works.

Only plans approved by a counselor are reported.

Degree Works Plan Type: The type of plan developed and approved during the term in Degree Works.

MIS Reported Plan Type: The plan reported to MIS, after taking into account whether the student had declared a program/major. MIS will not allow reporting a comprehensive plan for a student with an undecided major.

An abbreviated plan covers one or two terms; comprehensive plan, three or more terms.

Both: Student developed the first abbreviated and a comprehensive during the reporting term.

**Table 6**  
**Student Headcount for Follow-up to Education Plan Development,**  
**SS11 P3, by College and Data Source, 2013-14 Academic Year**

<b>FHDA Data Source</b>	<b>Headcount</b>	<b>Percent</b>
<i>Foothill</i>		
Degree Works	1,041	66%
SARS	1,277	81%
Unduplicated Total	1,583	100%

<b>FHDA Data Source</b>	<b>Headcount</b>	<b>Percent</b>
<i>De Anza</i>		
Degree Works	797	42%
SARS	1,671	88%
Unduplicated Total	1,905	100%

**Notes:**

Figures are not mutually exclusive for students can develop both an abbreviated and a comprehensive plan.

Includes follow up education plans or modifications to an initially approved abbreviated or comprehensive education plan, as documented by Degree Works or SARS.

Abbreviated plan, one or two terms; comprehensive three or more terms.

Both, student developed the first abbreviated and a comprehensive during the reporting term.

Degree Works: Includes students who have developed multiple education plans of the same type, during the reporting term or during a previous term.

SARS data is based on SARS reason codes, reviewed by counseling deans at each college, for non-cancelled meetings.

**Table 7**  
**Student Headcount for Counseling/Advisement, SS08, and Follow-up Services, SS10 by**  
**College, 2013-14 Academic Year**

FHDA Data Source	Counseling/Advisement (SS08)		Follow-up Services (SS11 P4)	
	Headcount	Percent	Headcount	Percent
<i>Foothill</i>				
CalWorks	36	0%	43	2%
Counseling Course	334	4%	351	12%
DSPS	1127	15%	770	27%
EOPS	275	4%	393	14%
Pass the Torch Course	62	1%	93	3%
Puente/Middle College	149	2%	150	5%
SARS	6526	85%	2215	78%
Prior Counseling Ser	-	-	2575	90%
Unduplicated Total	7714	100%	2848	100%
<i>De Anza</i>				
CalWorks	115	1%	116	2%
Counseling Course	1,171	8%	579	9%
DSPS	1,514	10%	1,517	24%
EOPS	453	3%	663	11%
First Year Exp	258	2%	267	4%
MPS Course	115	1%	195	3%
Puente/Sankofa/Middle Coll/Coll Now	304	2%	278	4%
SARS	11,602	80%	4,452	71%
Summer Bridge	167	1%	110	2%
Prior Counseling Ser	-	-	5,851	93%
Unduplicated Total	14,471	100%	6,270	100%

**Notes:**

Figures are not mutually exclusive for a service within the same category may be documented by different data sources across locations or data sources.

CalWorks, DSPS, EOPS, Summer Bridge, First Year Experience, Puente/Middle College: Includes students who during the term they received the SS service were also identified as participants in the respective program.

(Continue on next page.)

**Notes:** (Continues from previous page, Table 7.)

Pass the Torch: Includes students enrolled in CNSL051 during the term they received the service. SARS data is based on SARS reason codes for non-cancelled meetings and reviewed by counseling deans at the colleges. Follow-up services include multiple meetings within a term with different dates, or at a following term during the same academic year.

MPS Course: Student enrolled in Math Performance Success sections at De Anza, at the time they received the service.

Counseling course: Enrollment in courses that provide counseling or advising services. At Foothill, courses include CNSL001, CNSL050, CNSL051, CNSL052, CNSL053, CNSL072, CNSL085A, CNSL085H, CNSL086, CNSL087, CNSL088, CNSL089, CNSL090, CNSL090A, CNSL090B, CNSL090C, CNSL175, CNSL275, CNSL86LX, CNSL86LY, CNSL86LZ. At De Anza, enrollment in at least one of the following courses: COUN080X, COUN080Y, COUN080Z, GUID202, HUMA010, HUMA020, HUMA050.

Prior Counseling Ser: Includes students with at least one counseling/advisement service at a previous term.

**Table 8****Student Headcount for Academic Progress or Probation Service, SS10, by College, 2013-14 Academic Year**

Prior Term Academic Standing	SARS Probation Services	SARS Counseling Services	MIS Reported SS10 Progress/Probation Services	Headcount	Percent
<i>Foothill</i>					
Dismissal	No	Yes	Dismissal	65	11%
Dismissal	Yes	No	Dismissal	11	2%
Dismissal	Yes	Yes	Dismissal	17	3%
Good Standing	Yes	No	Acad Prog/Prob	185	31%
Good Standing	Yes	Yes	Acad Prog/Prob	188	31%
Probation	No	Yes	Acad Prog/Prob	172	29%
Probation	Yes	No	Acad Prog/Prob	11	2%
Probation	Yes	Yes	Acad Prog/Prob	19	3%
Unduplicated Total				598	100%

Prior Term Academic Standing	SARS Probation Services	SARS Counseling Services	MIS Reported SS10 Progress/Probation Services	Headcount	Percent
<i>De Anza</i>					
Dismissal	No	Yes	Dismissal	101	9%
Dismissal	Yes	No	Dismissal	83	8%
Dismissal	Yes	Yes	Dismissal	152	14%
Good Standing	Yes	No	Acad Prog/Prob	104	10%
Good Standing	Yes	Yes	Acad Prog/Prob	351	33%
Probation	No	Yes	Acad Prog/Prob	429	40%
Probation	Yes	No	Acad Prog/Prob	22	2%
Probation	Yes	Yes	Acad Prog/Prob	21	2%
Unduplicated Total				1,073	100%

**Notes:**

Includes students who met at least one of the following criteria: (1) were on probation or dismissal the prior term and met with a counselor/advisor as documented by SARS, (2) met with a counselor to discuss academic probation, as documented by SARS, independently of their academic standing. Figures are not mutually exclusive for the same service may be documented by different data sources. Prior Term Academic Standing: Student academic standing on the term prior to the reporting term. SARS Probation Services: Student met with a counselor/advisor to discuss issues related to probation or academic standing as documented by SARS reason codes for non-cancelled meetings and reviewed by counseling deans at the colleges. (Continue on next page.) SARS Counseling Services: Student received counseling/advisement as documented by SARS reason codes, reviewed by counseling deans at each college, for non-cancelled meetings.