

# IRP@FHDA

**To:** Leticia Delgado, Counselor, Foothill College

**From:** Lourdes Del Rio-Parent, PhD, Sr. Research Analyst/Data Warehouse Coordinator FHDA

**Date:** 22 November 2017

**Re:** Count and headcount figures for education plan development at Foothill College, 2014-15 to 2016-17

## **Summary**

This document shows statistics for the number of education plans for Foothill College coursework locked in Degree Works during the last three academic years (2014-15 to 2016-17) and the related number of students. Statistics are disaggregated by academic year and education plan type (abbreviated, comprehensive, and noncredit); they include count (actual number of plans or students), count change (count difference between two years) and percentage change (count difference divided by the original count). In sum, statistics show a significant increase in the number of locked plans and the number of students with at least one locked plan between 2014-15 and 2015-16 at Foothill College, while a modest increase or decline between 2015-16 and 2016-17.

## **Methods & Procedures**

The data selected for the analysis include records from Degree Works (degree audit system) for education plans that were developed or reviewed and then locked between July 1 of 2014 to June 30 of 2017. The data were segregated by education plan type and academic year. Educational plan type included: abbreviated (plans with one or two terms, and at least one credit course on each term), comprehensive (plans with three or more terms, and at least one credit course on each term), or noncredit (plans with at least one term and one course, and a total number of credits equal to zero). The academic year include dates from July 1 to June 30. Only records for locked plans were selected for these are assumed to have been reviewed by counselors at Foothill College.

Statistics shown in the report include:

- Count for plans: number of plans developed or reviewed, and then locked during the academic year. It is intended to measure work activity.
- Count for students: Unduplicated count (i.e., student headcount) for the academic year or education plan type. Because students may develop multiple education plans for the same or different plan type (e.g., multiple abbreviated or comprehensive plans) or across academic years, figures are not mutually exclusive (total headcount should not be calculated by adding counts across or within years or plan type). It is intended to measure total number of students impacted or served.
- Count change: Difference between count figures for two academic years. For example, count for 2016-17 minus the count for the prior academic year (2015-16). It shows actual changes (actual decline or increase).
- Percent change: The count change (count for an academic year minus the count for a previous year) divided by the original count (i.e., a previous year). It represents the degree of change, after taking into account the original figure or count.

## Findings

Statistics in Table 1 show that the total number of education of plans locked in 2015-16 increased significantly (106%), when compared to the number for the prior academic year, 2014-15 (9,757 to 20,121). However, the total number of education plans locked in 2016-17 declined about 3%, when compared to the number for 2015-16 (20,121 to 19,585). The decline in the number of plans locked seems mainly due to the decline (11%) in the number of abbreviated plans locked between these two academic years (9,316 to 8,314). Figure 1 shows the significant increases for all types of education plans between 2014-15 and 2015-16; only the number of comprehensive plans locked in 2016-17 show an increase (5%), when compared to the number for 2015-16.

In Table 2 statistics show that the number of students with at least one locked plan in Degree Works increased significantly in 2015-16 (84%), when compared to the number for 2014-15 (5,882 to 10,810). For 2016-17, the number of students with at least one plan locked slightly decline (1%), when compared to the number for the prior academic year, 2015-16 (10,810 to 10,695). Figure 2 shows a similar trend to the one shown in Figure 1: counts for comprehensive plans are the only ones that showed an increase for the last two academic years.

### **Recommendation**

It is recommended that Counseling Division at Foothill College evaluates the extent to which first-time and first-time transfer students have at least one locked abbreviated plan by the time they begin classes at Foothill College. It is also recommended to estimate trends and whether these can account for persistence or success rates for these students.

**Table 1. Number Education Plans Locked in Degree Works by Plan Type and Academic Year**

Education Plan Type	Count			Count Change			Percent Change		
	2014-15	2015-16	2016-17	2014-15 to 2015-16	2015-16 to 2016-17	2014-15 to 2016-17	2014-15 to 2015-16	2015-16 to 2016-17	2014-15 to 2016-17
Abbreviated	3,396	9,316	8,314	5,920	(1,002)	4,918	174%	-11%	145%
Comprehensive	6,347	10,380	10,854	4,033	474	4,507	64%	5%	71%
Noncredit	14	425	417	411	(8)	403	2936%	-2%	2879%
Total	9,757	20,121	19,585	10,364	(536)	9,828	106%	-3%	101%

**Notes**

Data include education plans initially developed or revised during the academic year (summer to spring quarter).

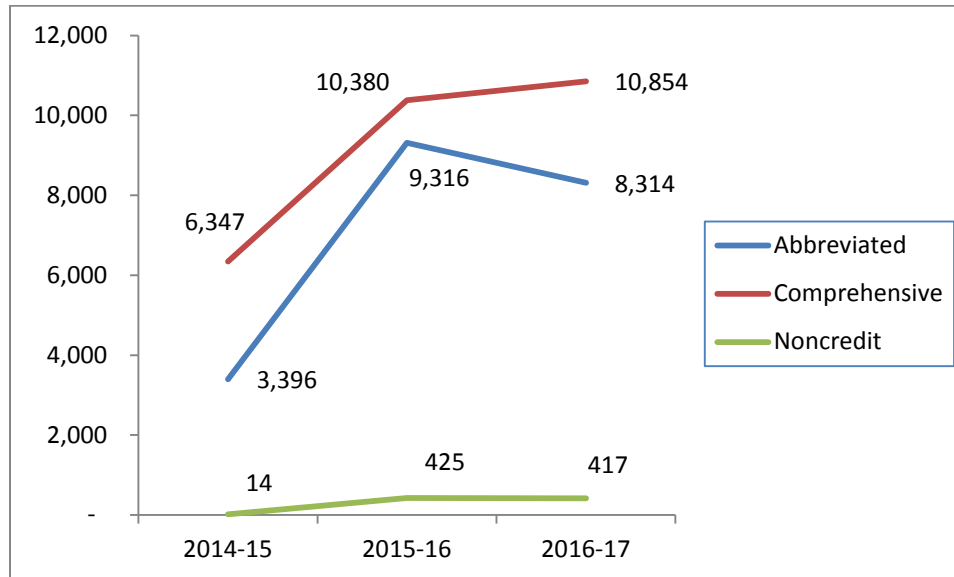
Abbreviated plan: One or two terms with at least one credit course on each.

Abbreviated plan: Three or more terms with at least one credit course on each.

Noncredit: Any plan with at least one term and one course, and credit units for all courses in the plan equal to zero.

Figures between parentheses are negative.

**Figure 1. Number Education Plans Locked in Degree Works by Plan Type and Academic Year**



**Table 2. Number of Students with at least one Education Plan Locked in Degree Works by Plan Type and Academic Year**

Education Plan Type	Count			Count Change			Percent Change		
	2014-15	2015-16	2016-17	2014-15 to 2015-16	2015-16 to 2016-17	2014-15 to 2016-17	2014-15 to 2015-16	2015-16 to 2016-17	2014-15 to 2016-17
Abbreviated	2,998	7,985	7,791	4,987	(194)	4,793	166%	-2%	160%
Comprehensive	4,260	8,069	8,881	3,809	812	4,621	89%	10%	108%
Noncredit	13	424	407	411	(17)	394	3162%	-4%	3031%
<b>Total</b>	<b>5,882</b>	<b>10,810</b>	<b>10,695</b>	<b>4,928</b>	<b>(115)</b>	<b>4,813</b>	<b>84%</b>	<b>-1%</b>	<b>82%</b>

**Notes**

Figures are not mutually exclusive (should not be added to get a total headcount) for students may develop different type of plans during the same academic year.

Data include education plans initially developed or revised during the academic year (summer to spring quarter).

Abbreviated plan: One or two terms with at least one credit course on each.

Abbreviated plan: Three or more terms with at least one credit course on each.

Noncredit: Any plan with at least one term and one course, and credit units for all courses in the plan equal to zero.

Figures between parentheses are negative.

**Figure 2. Number of Students with at least one Education Plan Locked in Degree Works by Plan Type and Academic Year**

