

IRP@FHDA

To: Angela Caballero de Cordero, PhD, Dean of Counseling and Matriculation, De Anza College
From: Lourdes Del Rio-Parent, PhD, Sr. Research Analyst/Data Warehouse Coordinator FHDA
Date: October 22, 2013
Re: Educational plan status for student enrolled in COUN 200 at De Anza College, summer 2013

This document provides descriptive statistics for students enrolled in COUN 200¹ in the summer of 2013 at De Anza College by taking into account whether they had an active and approved educational plan in Degree Works². In the attached tables, figures for demographics (e.g., age, race/ethnicity, gender) and academic factors (e.g., student type, educational goal, fall 2013 enrollment status) are provided and segregated by educational plan status³ (a) to identify the extent to which COUN 200 students used this tool, and (b) to explore whether these factors can predict student use of this type of technology. Also, of particular interest is to explore the extent to which data on student educational plan status can help predict student retention from summer to fall.

A total of 2,499 students enrolled in COUN 200 and 1126 (about 45%) had at least one active and approved educational plan⁴ in Degree Works (see Table 1). More than 97% of the educational plans were approved between the months of July and September of 2013. The average age for the students was 18 (about 79% were 18 or younger), and about 72% graduated from high school in 2013 (see age

¹ COUN 200, Orientation to College, is a 0.5 unit course designed to provide students information on the steps to follow to meet their educational goal. This includes information on general education requirements, transfer to a four-year institution, and the resources available at the college to support student education. Among these resources is the Degree Works system, which provides a mechanism to help students develop their educational plan and have it approved by a counselor.

² Ellucian web-based degree audit system

³ Dichotomous variable: having or not having at least one preliminary educational plan that is active and has been approved by a counselor. Data extracted on October 18, 2013.

⁴ The educational plans were assumed to be preliminary, given that students are just beginning their higher education. Also, at this point, we have not found or determined how to identify comprehensive plans within Degree Works.

group figures in Table 2). Students were primarily first-time students, 86% (see Table 3), and about 54% were male, 46% female (see Table 4). Regarding ethnic/racial group, Asian students were the majority, about 46% (see Table 5), and close to 16% were classified as international students at De Anza College, beginning on summer 2013 (see Table 6).

With respect to factors that could show a relationship or help predict student use of Degree Works for the development and approval of an educational plan, there is some evidence that there may be an effect for ethnicity/race, international status, and educational goal. Figures show that Asian, international students, and students with the goal of transferring to a four-year institution without a degree are more likely to have a 'Preliminary Ed Plan' than students from other ethnic/groups, non-international, and those whose educational goal includes getting a degree before transferring or are not interested in transferring, respectively (see Table 5, 6 and 7). This last finding may suggest that a key function of Degree Works, at least for these students, is to evaluate course articulation/transferability.

The participation of COUN 200 students in special programs, particularly those under the umbrella of the Counseling Division, and the use of Degree Works for the development of an educational plan was also explored. The analyses showed a small and negative relationship—students participating in these programs are less likely to use this tool than students not participating in these programs (see Table 8). However, given the small cell/sample size for this analysis, such findings may have little validity. An issue to take into account is whether students participating in these special programs, within or outside of Counseling, may have an educational plan elsewhere (e.g., hard copy stored or kept by program coordinators). If this the case, then the issue to explore is whether all educational plans, or copies of these, should be documented in a centralized place such as Degree Works. This will help with research efforts and allow better access to those entrusted with student counseling or advising.

Another aspect explored during this analysis was whether the use of Degree Works, or having an educational plan, may predict student retention from summer to fall, at either De Anza College or Foothill College. Results in Table 10 suggest that COUN 200 students with an educational plan during the summer are more likely to enroll in the fall than students without a plan. However, results in Table 10 suggest that educational goal may be a stronger predictor of retention (i.e., confounding factor). Meaning, students with the goal of transferring without a degree are more likely (a) to stay enrolled from summer to fall, and (b) use resources such as Degree Works to achieve their goal—transfer as soon as

possible. Results in Table 11 shows that returning⁵ students are also less likely to stay enrolled from summer to fall.

In conclusion, data seems to indicate the need for monitoring student use of technologies such as Degree Works, including the intended and unintended consequences the implementation of these technologies may have across diverse student populations. These preliminary results seem to indicate that some student groups may be more inclined to benefit from the use of this tool than other groups, which could be the result of an increasing technology gap between these student groups. If all COUN 200 students, independently of their demographics, are expected to use and benefit from this tool, then the extent to which this is happening should be assessed. If this is not the case, reasons for the discrepancies should be identified and addressed. Otherwise the College may face the unintended consequences of implementing new technologies that may increase a widening achievement gap between their student populations.

Another important issue for the College is to be able to create an accessible central depository for all student educational plans—a system that can provide valid information not only on whether the student has an educational plan, but also on the specific details about the plan (e.g., major, degree, preliminary or comprehensive plan). Having a degree audit system that has been validated is what would allow researchers to explore key issues such as the effect that implementing this system may have on student retention or degree completion without having their results and recommendations being challenged by stakeholders within the community. Also, as colleges feel the pressure to adopt new technologies; this type of research is what will make the difference between innovating for the sake of it and innovating for the success of all students.

⁵ Students previously enrolled in the college

Table 1.**COUN 200 Student Head Count and Educational Plan Status**

<i>Educational Plan Status</i>	Count	Percent
Preliminary Ed Plan	1126	45.1%
No Ed Plan	1373	54.9%
Total	2499	100.0%

Notes:

Includes students registered by daily census date (enrollment status with apportionment indicator flag) on COUN 200, summer 2013 at De Anza college

Preliminary Ed Plan: COUN 200 students who, based on Degree Works data, had an approved and active plan as of October 18, 2013.

No Ed Plan: COUN 200 students who, based on Degree Works data, did not have an approved and active plan as of October 18, 2013.

Due to lack of valid documentation on how data migrates within the Degree Works system currently working at FHDA, including data extracted from the Banner, details on the educational plan were not taking into account in this study.

Table 2.**COUN 200 Student Head Count by Age Group and Educational Plan Status**

<i>Age Group</i>	Preliminary Ed Plan		No Ed Plan		COUN 200 Total	
	Count	Percent	Count	Percent	Count	Percent
18 or Younger	893	79.3%	1076	78.4%	1969	78.8%
Older than 18	233	20.7%	297	21.6%	530	21.2%
Total	1126	100.0%	1373	100.0%	2499	100.0%

Notes:

Age refers to student age at the beginning of summer term, 01-JUL-13

Table 3.**COUN 200 Student Head Count by Student Type and Educational Plan Status**

<i>Student Type</i>	Preliminary Ed Plan		No Ed Plan		COUN 200 Total	
	Count	Percent	Count	Percent	Count	Percent
First Time	968	86.0%	1180	85.9%	2148	86.0%
First Time-Transfer	113	10.0%	120	8.7%	233	9.3%
Returning	27	2.4%	47	3.4%	74	3.0%
Continuing	17	1.5%	25	1.8%	42	1.7%
Special admit	1	0.1%	1	0.1%	2	0.1%
Total	1126	100.0%	1373	100.0%	2499	100.0%

Table 4.**COUN 200 Student Head Count by Gender and Educational Plan Status**

<i>Gender</i>	Preliminary Ed Plan		No Ed Plan		COUN 200 Total	
	Count	Percent	Count	Percent	Count	Percent
Female	503	45.1%	630	46.2%	1133	45.7%
Male	613	54.9%	734	53.8%	1347	54.3%
Total	1116	100.0%	1364	100.0%	2480	100.0%

Notes:

Missing gender data, 19 students.

Table 5.**COUN 200 Student Head Count by Ethnic/Race Group and Educational Plan Status**

<i>Ethnic/Race Group</i>	Preliminary Ed Plan		No Ed Plan		COUN 200 Total	
	Count	Percent	Count	Percent	Count	Percent
Asian	557	49.5%	585	42.6%	1142	45.7%
Hispanic	241	21.4%	334	24.3%	575	23.0%
White	140	12.4%	207	15.1%	347	13.9%
Multiple Race	129	11.5%	180	13.1%	309	12.4%
Black/African-American	33	2.9%	40	2.9%	73	2.9%
Unknown	21	1.9%	23	1.7%	44	1.8%
Pacific Islander	3	0.3%	4	0.3%	7	0.3%
American Indian/Alaskan Native	2	0.2%	0	0.0%	2	0.1%
Total	1126	100.0%	1373	100.0%	2499	100.0%

Notes:

Ethnic/Race group classification follows IPEDS methodology. Hispanics include students who classified themselves as Hispanic, independently of race; multiple race includes students who identified more than one race/ethnic group, excluding Hispanic.

Table 6.**COUN 200 Student Head Count by Educational Plan Status and International Status at De Anza**

<i>International Status</i>	Preliminary Ed Plan		No Ed Plan		COUN 200 Total	
	Count	Percent	Count	Percent	Count	Percent
International student	220	19.5%	168	12.2%	388	15.5%
Not an international student	906	80.5%	1205	87.8%	2111	84.5%
Total	1126	100.0%	1373	100.0%	2499	100.0%

Notes:

International students refers to those who with a 'INT2' code in SGASADD, effective on summer 2013

Table 7.

COUN 200 Student Head Count by Educational Goal and Educational Plan Status

<i>Educational Goal</i>	Preliminary Ed Plan		No Ed Plan		COUN 200 Total	
	Count	Percent	Count	Percent	Count	Percent
Obtain AA, transfer to 4 yr	552	49.4%	718	52.8%	1270	51.3%
Transfer to a 4 year w/o AA	457	40.9%	460	33.8%	917	37.0%
Obtain a 2 year AA/AS w/o tran	35	3.1%	58	4.3%	93	3.8%
Undecided on goal	29	2.6%	59	4.3%	88	3.6%
4 yr student taking 4 yr reqs	8	0.7%	23	1.7%	31	1.3%
Formulate career plans, goals	9	0.8%	13	1.0%	22	0.9%
Obtain a 2 year vocational deg	5	0.4%	6	0.4%	11	0.4%
Earn a vocational certificate	5	0.4%	5	0.4%	10	0.4%
Complete high school credits	3	0.3%	6	0.4%	9	0.4%
Educational development	4	0.4%	4	0.3%	8	0.3%
Prepare for a new career	6	0.5%	2	0.1%	8	0.3%
Advance in current job/career	2	0.2%	3	0.2%	5	0.2%
Improve Basic Skills	1	0.1%	3	0.2%	4	0.2%
Maintain certificate/license	2	0.2%	0	0.0%	2	0.1%
Total	1118	100.0%	1360	100.0%	2478	100.0%

Notes:

Missing educational goal data, 21 students.

Table 8.

COUN 200 Student Head Count by Student Success & Retention Support Program Participation and

<i>Success and Retention Support Participant</i>	Preliminary Ed Plan		No Ed Plan		COUN 200 Total	
	Count	Percent	Count	Percent	Count	Percent
Participant	15	1.3%	52	3.8%	67	2.7%
Not a participant	1111	98.7%	1321	96.2%	2432	97.3%
Total	1126	100.0%	1373	100.0%	2499	100.0%

Notes:

Success and Retention Support Participant only includes students who began participation in summer

Table 9.

COUN 200 Student Head Count by Fall Enrollment and Educational Plan Status

<i>Fall Enrollment Status</i>	Preliminary Ed Plan		No Ed Plan		COUN 200 Total	
	Count	Percent	Count	Percent	Count	Percent
Enrolled in Fall	1100	97.7%	1300	94.7%	2400	96.0%
Not enrolled in Fall	26	2.3%	73	5.3%	99	4.0%
Total	1126	100.0%	1373	100.0%	2499	100.0%

Notes:

Fall enrollment is defines as enrolled by first census date at either De Anza or Foothill College

Table 10.

COUN 200 Student Head Count by Educational Goal and Fall 2013 Enrollment

<i>Educational Goal</i>	Enrollment Status			
	Did not Enrolled		Enrolled	
	Count	Percent	Count	Percent
Obtain AA, transfer to 4 yr	66	66.7%	1204	50.6%
Transfer to a 4 year w/o AA	14	14.1%	903	38.0%
Obtain a 2 year AA/AS w/o tran	9	9.1%	84	3.5%
Undecided on goal	3	3.0%	85	3.6%
Formulate career plans, goals	2	2.0%	20	0.8%
Prepare for a new career	2	2.0%	6	0.3%
Earn a vocational certificate	1	1.0%	9	0.4%
Educational development	1	1.0%	7	0.3%
Maintain certificate/license	1	1.0%	1	0.0%
4 yr student taking 4 yr reqs	0	0.0%	31	1.3%
Advance in current job/career	0	0.0%	5	0.2%
Complete high school credits	0	0.0%	9	0.4%
Improve Basic Skills	0	0.0%	4	0.2%
Obtain a 2 year vocational deg	0	0.0%	11	0.5%
Total	99	100.0%	2379	100.0%

Notes:

Fall enrollment relates to enrollment by census date at either De Anza or Foothill College
 Missing, 21 students from the group of student enrolled in fall 2013

Table 11.

COUN 200 Student Head Count by Student Type and Fall 2013 Enrollment Status within the District

<i>Student Type</i>	Enrollment Status					
	Did not Enrolled		Enrolled		COUN 200 Total	
	Count	Percent	Count	Percent	Count	Percent
First Time	77	77.8%	2071	86.3%	2148	86.0%
First Time-Transfer	10	10.1%	223	9.3%	233	9.3%
Returning	10	10.1%	64	2.7%	74	3.0%
Continuing	1	1.0%	41	1.7%	42	1.7%
Special admit	1	1.0%	1	0.0%	2	0.1%
Total	99	100.0%	2400	100.0%	2499	100.0%