



Foothill College



De Anza College

The FHDA Completion Agenda 2010-2020

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Presentation Outline

- National Picture
- California's Vision 2020
- FHDA Projections
- SB 1440
- College/District Planning
- Measures of Student Success
- Conclusions

Economically Necessary

America is losing ground internationally

- Once first in the world, America now ranks 10th in the percentage of young adults with a college degree.
- For the first time in our history, the current generation of college-age Americans will be less educated than their parents' generation – unless things change quickly.

The National Environment

President Obama's Goals

- To recapture the lead among developed nations for college degree attainment of 25-35-year-olds.
- To increase community college completions by 5 million in 2020

National Community College Organizations Call to Action

- American Association of Community Colleges
- Association of Community College Trustees
- League for Innovation in the Community College
- Center for Community College Student Engagement
- National Institute for Staff and Organizational Development
- Phi Theta Kappa

The National Environment

Foundations and Public Policy groups

- Complete College America
- Lumina Foundation
- Bill & Melinda Gates Foundation
- National Governor's Association
- The College Board



Commission on the Future Goals

- **Success:** California's community colleges **will increase completions** by 1 million by 2020.
- **Access:** California's community colleges will **close** participation rate gaps.
- **Equity:** California's community colleges will **eliminate** the achievement gap among enrolled students.

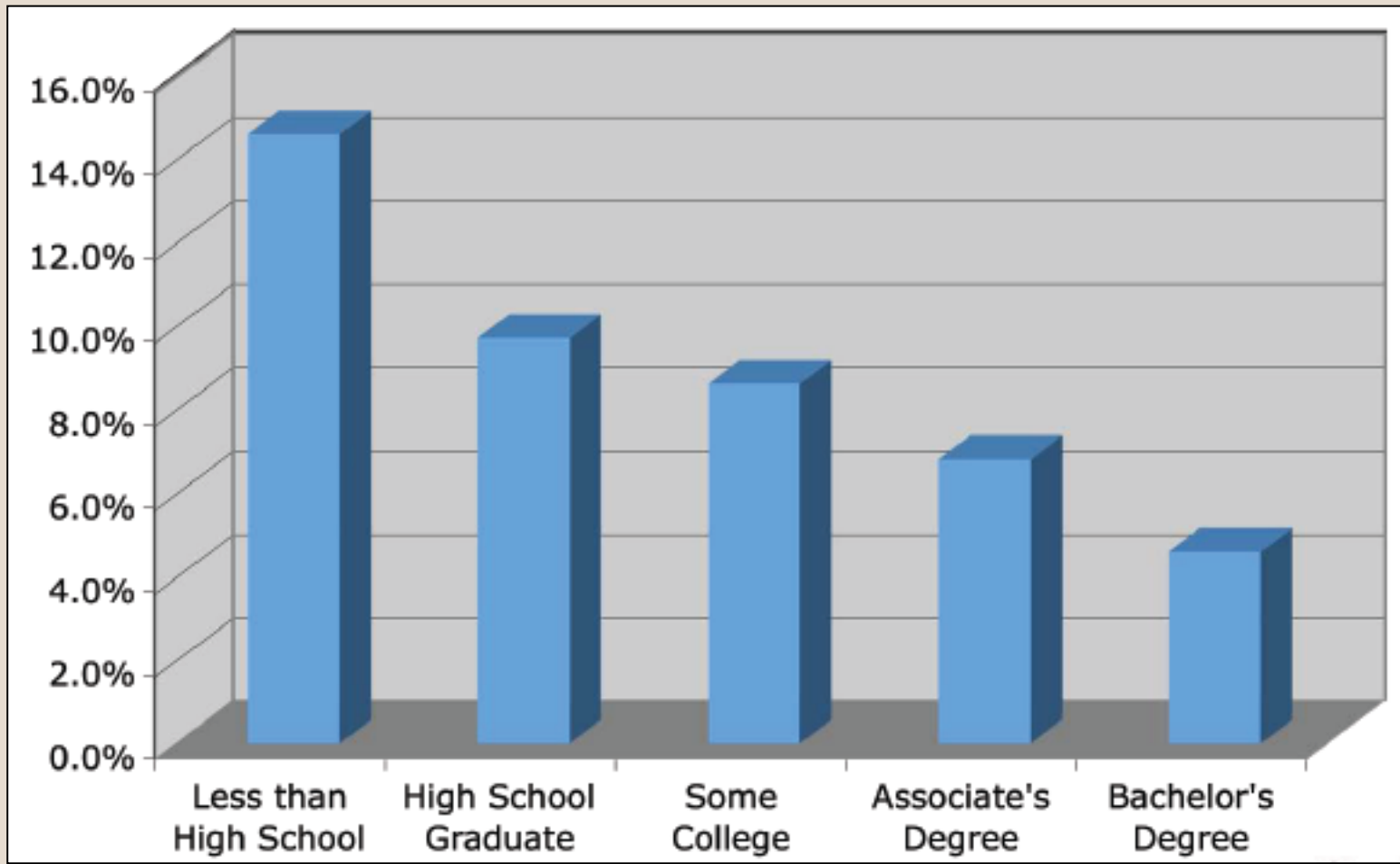
Economically Necessary

California is losing ground to other states

(Rank Among States in % with College Degrees)

Age Group	Assoc. or Higher	Bach. or Higher
>64	3rd	4th
45-64	14th	13th
35-44	26th	17th
25-34	31st	26th

Current Unemployment Rates by Educational Attainment





Morally Incumbent

California Community College Participation Rates

(age 20-24: average 173 per 1,000)

American Indian:	220 per 1,000 adults
Asian:	296 per 1,000 adults
Black:	193 per 1,000 adults
Latino:	159 per 1,000 adults
White/Other:	184 per 1,000 adults

Associate Degree Completion Rates

By Race/ethnicity

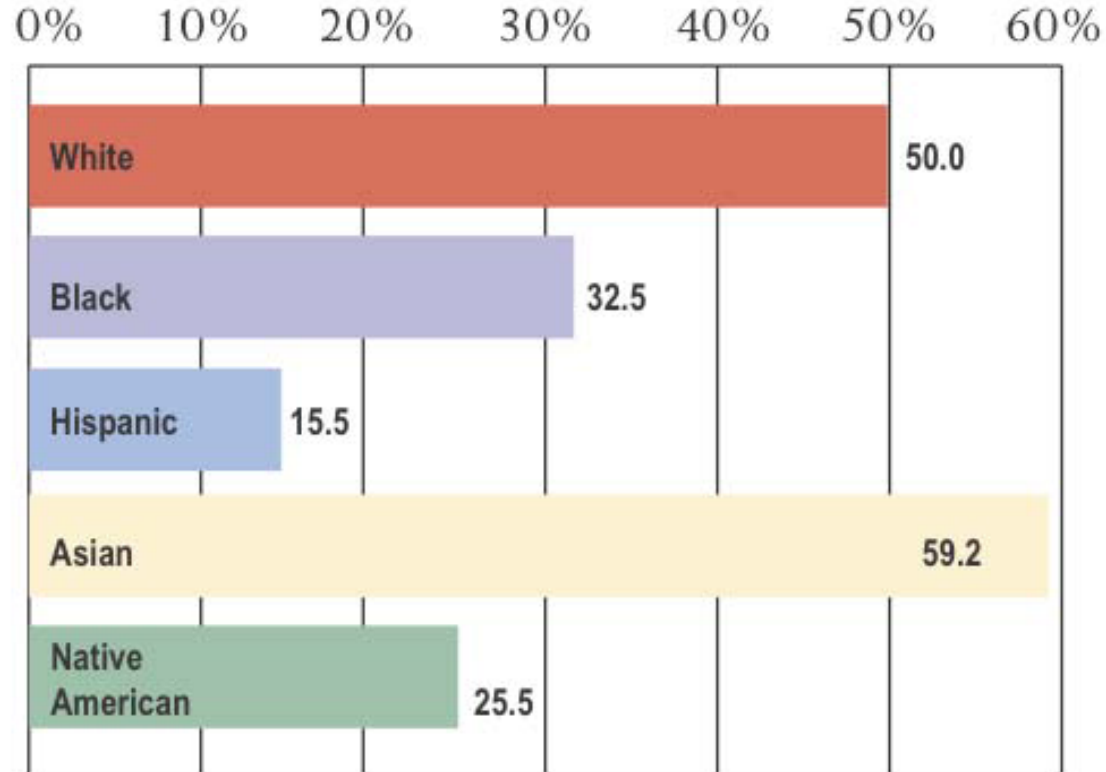
- 33% for Asian students
- 27% for white students
- 18% for Latino students
- 15% for black students

By Age

- 27% - age 17-19
- 21% - age 20-29
- 18% - age 30-39
- 16% for students over 40

Morally Incumbent

Degree-attainment rates among California adults (ages 25-64), by population group



Source: U.S. Census Bureau, 2008 American Community Survey



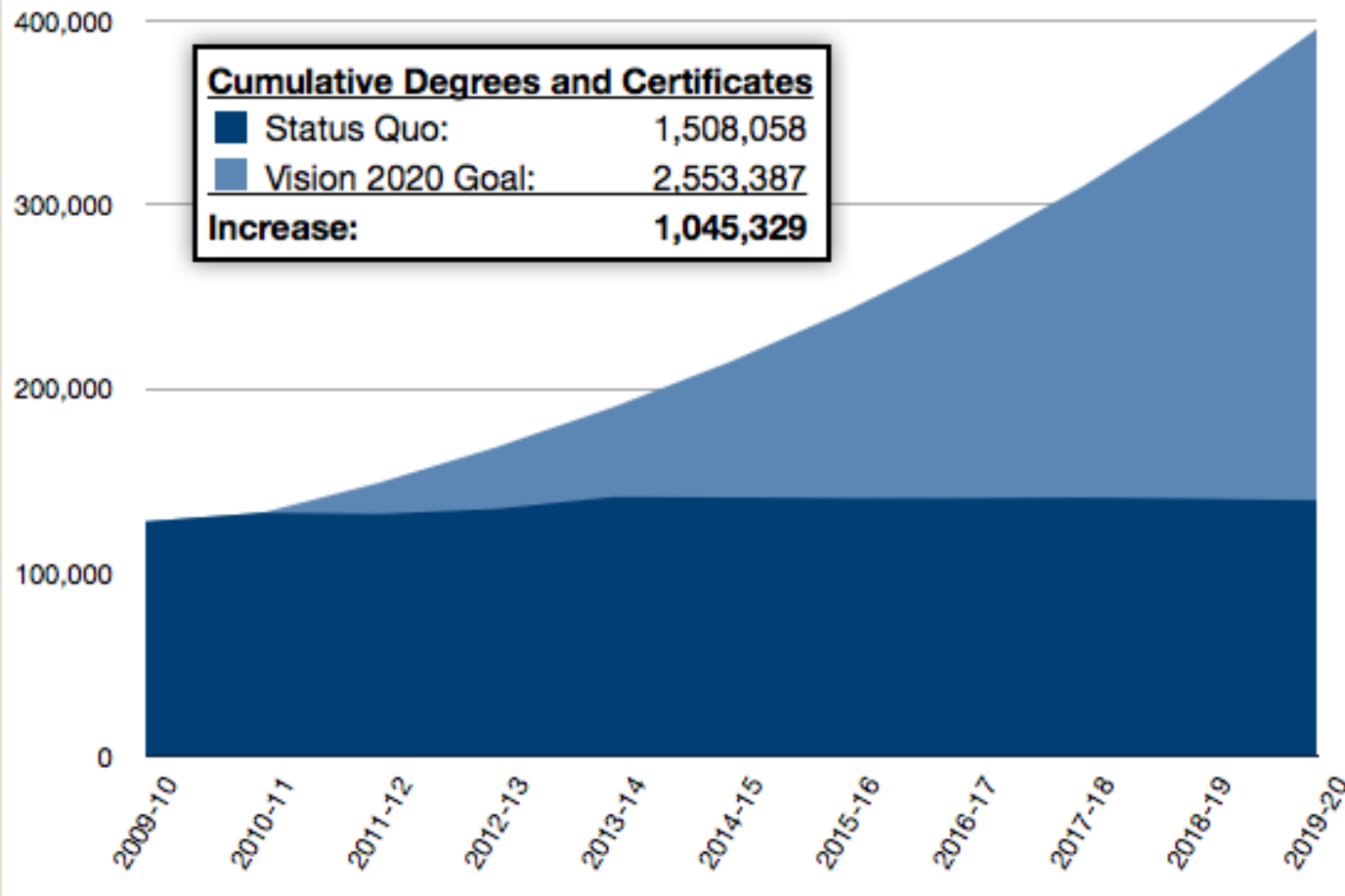
Current Status

In 2008-09, of the 1,795,248 term headcount (1,217,230 credit FTES), the following numbers of students reached a meaningful completion:

Transfers	UC: CSU: ISP: OOS:	14,056 49,770 19,827 15,927
AA/AS Degrees		84,618
Certificates		49,428

The California 2020 Goal

The Goal: By 2020, increase degrees and certificates by 1 million while eliminating the achievement and participation gaps.





Reaching Goal Will Require Changes to Our Approach

Enforce registration deadlines.

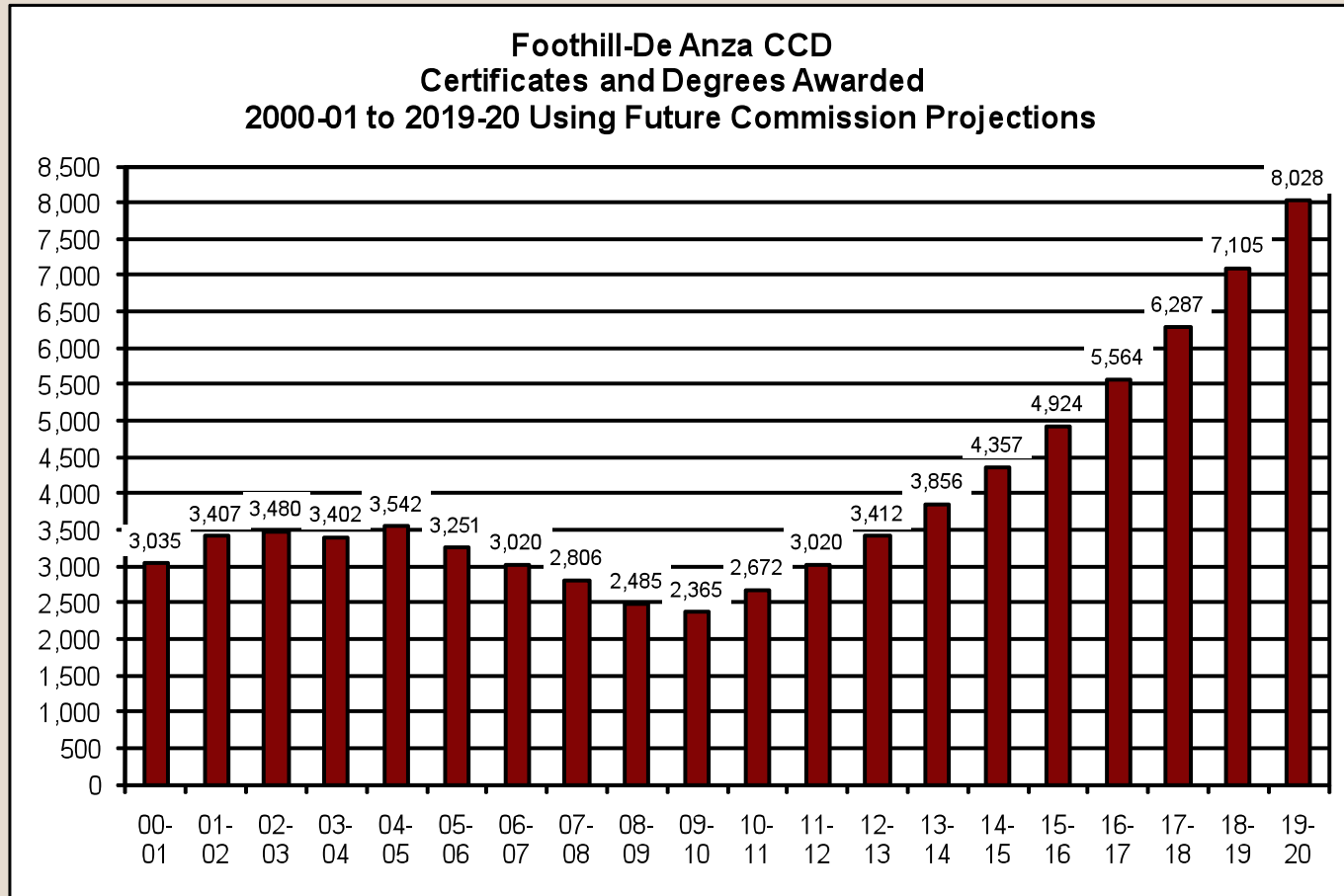
“Students don’t do optional.”

Intensive Student Support

Mandatory assessment and counseling.

Mandatory orientation.

FHDA Projections



Projections based on 13% annual growth from a base of 2009-10.
Estimate based on Futures Commission goals for the average CCC.

Projections

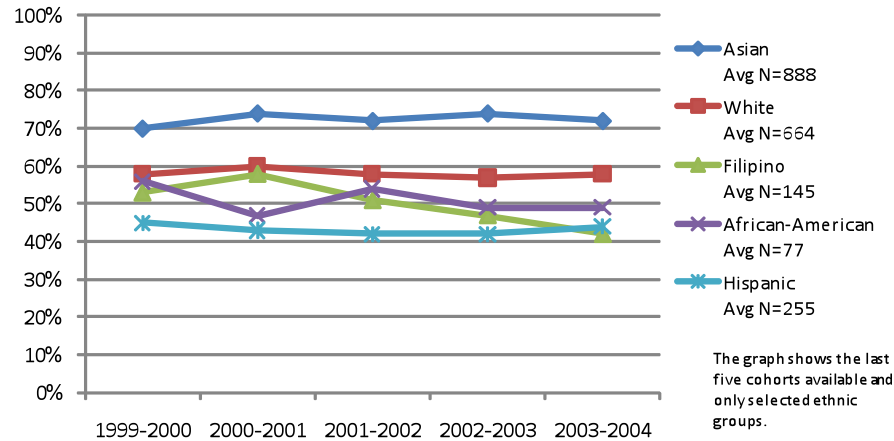
- In 2009-10 FHDA Awarded 1.75% of all Associate Degrees and Certificates in California CCs.
- In 2008-09 FHDA Transferred 2,411 to UC and CSU. State-wide 1/3 of transfers also receive a degree (2/3rd of 2411 is 1632).
- Transfers (1632) plus Awards (2365) results in a current maximum completions of about 4,000, assuming new associate degrees and current certificate programs.



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Reaching Goal Will Require That All Students Complete

De Anza College Transfer Rates by Cohort Year and Ethnicity
Students Tracked 7 Years

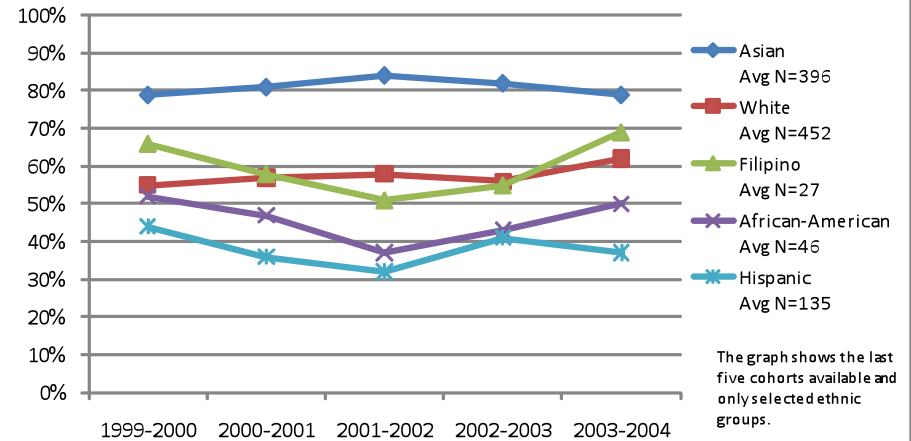


First-time students who have completed twelve credit units and attempted a transfer level math or English course within 6 years.

The graph shows the last five cohorts available and only selected ethnic groups.

FHDA Institutional Research, 4/5/2010
Andrew LaManque, Ph.D.

Foothill College Transfer Rates by Cohort Year and Ethnicity
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SB 1440: The Student Transfer Achievement Reform Act

What does SB 1440 do?

- Creates an associate degree for transfer that guarantees admission with junior standing to the CSU system.
- Defines this degree as having sixty transferrable units that include the IGETC or CSU GE Breadth pattern and 27 quarter units in a major or area of emphasis.
- Provides these students with priority admission to their local CSU campus and to a program or major that is similar to their major or area of emphasis at the community college.
- Prohibits the CSU from requiring students to repeat courses that are similar to courses completed as part of the associate degree for transfer at the community college.
- Prohibits the CSU from requiring students to take more than 90 units to complete a 160 quarter unit baccalaureate degree.



SB 1440: The Student Transfer Achievement Reform Act

What does this mean for students and the colleges?

- Recognizes the associate degree as the measure of preparation and readiness for transfer to upper-division course work at the CSU, thus shifting the authority for defining lower division major preparation to the community colleges.
- Reduces the need for students to take unnecessary courses, thereby shortening their time to degree completion and reducing costs for students, community colleges and the CSU.
- Eliminates confusion caused by different and shifting major preparation requirements for each CSU campus.

Source: <http://www.cccco.edu/Portals/4/SS/TransferArtic/Policy/SB%201440/SB%201440%20Fact%20SheetAugust2010x.pdf>

De Anza College - Planning

Actions taken Fall & Winter 2010

- Engaging departments in development of **new Associate Degrees** (in response to SB1440). Likely degrees to be developed are currently: **Communication, Kinesiology, Mathematics, Political Science and Psychology**
- Examining and revising existing certificates** and seeking state approval so they can be transcribed

Actions taken Spring 2011

- Exploring how our successes with our equity agenda or student success agenda with basic skills initiatives might be scaled up or expanded to include **success pathways for completing certificate-degrees in particular majors.**
- Examining current effective interventions such as cohort models consider **creating cohorts centered around the completion of majors.**

De Anza College - Planning

Actions 2011-2012

- Streamlining the sequence of classes and "packaging/sequencing" offerings to provide **clear pathways for students to complete smaller-unit certificates** (such as most of our certificates of achievement).
- Exploring options for **automation of degree and certificate awards**, including the potential creation of an IGETC certificate of achievement.
- Shifting the culture of the institution to one that values credentialing, **helping students recognize the extrinsic and intrinsic value of degrees and certificates**, even for students whose academic plans include going much further.

Foothill College – Planning

2010 ARCC Report Findings initiated discussion on certificate and degree completion.

Actions taken Fall & Winter 2010

- Discovered certificates currently given in **Apprenticeship program** needed State approval to become transcriptable and included in ARCC data.
- Two **Associate Degrees in Apprenticeship** will be submitted to the State this Spring.
- Allocated a **staff person at Foothill** two days a week who is available to assist faculty with state applications of new Certificates and Degrees.
- The **Diagnostic Ultrasound Associate Degree** was submitted in October and approved by the State in January.
- IGETC and UC transfer** also qualify for transcriptable Certificate of Achievement and will be initiated this Spring.

Foothill College – Planning

Actions taken Spring 2011

- **Two Associate Transfer degrees** using SB 1440 criteria are in the process of being developed in **Psychology** and **Sociology** scheduled to be offered fall 2011.
- **Curriculum Committee, Faculty Senate, Core Mission Workgroups of Transfer, Workforce and Basic Skills** have heightened awareness of the importance of completion for student success. Core Mission Workgroups are developing goals, metrics and benchmarks for student success, completion and closing the achievement gap.

Actions 2011-2012

- **Continue to identify and submit transcriptable certificates of completion.**
- **Associate Transfer Degrees in Communication and Math.**
- **Campus wide shift in awareness and commitment to completion with meaning and substance.**



Joint Initiatives

- Automatically granting certificates or awards for those students that have earned the units (without asking them to apply).
 - Use Degree Works – new module in Banner
- District research and discussion on the impact of potential policy changes such as
 - Restricting the Add time period
 - Registration Priorities

Measures of Student Success

Current Measures

- % of entering cohort of first-time, full-time college students that graduated within 150 percent of the normal time to complete a degree or certificate
- # of students who successfully transferred to a four-year college

Measures of Student Success

National Initiatives — Achieving the Dream: Community Colleges Count

- Completion of developmental courses
- Completion of gateway courses
- Completion of all courses with C or better
- Fall-to-spring retention rate
- Graduation rate

Measures of Student Success

National Initiatives — American Association of Community Colleges (AACCC) Voluntary Framework of Accountability

- Student Progress and Outcomes Measures
- Workforce, Economic, and Community
Development Measures
- Student Learning Outcomes



Measures of Student Success

National Initiatives — National Governors Association (NGA) Complete to Compete

Outcome Metrics:

- Degrees and certificates awarded
- Graduation rates
- Transfer rates
- Time and credits to degree

Measures of Student Success

NGA Complete to Compete (continued)

Progress Metrics:

- Enrollment in remedial education
- Success beyond remedial education
- Success in first-year college courses
- Credit accumulation
- Retention rates
- Course completion

Measures of Student Success

National Initiatives — Commission on Measures of Student Success

- Will develop recommendations for the Secretary of Education regarding the accurate calculation and reporting of completion or graduation rates of entering certificate- or degree-seeking, full-time, undergraduate students by two-year-degree granting institutions
- May also recommend additional or alternative measures of student success that are comparable alternatives to the completion or graduation rates of entering degree-seeking full-time undergraduate students, taking into account the mission and role of two-year degree-granting institutions



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Conclusion

- The District and College Master Plans outline Student Success and Equity agendas (and metrics) that support increased completion
- Meeting the goal will be challenging, especially with reduced resources to support our students

Board Action

- Acceptance of AACCC's Call to Action

“In recognition of the central role that FHDA has in meeting the educational and training needs in our community and, more broadly, in contributing to an educated U.S. citizenry and a competitive workforce, we pledge to do our part to increase the number of Americans with high quality postsecondary degrees and certifications to fulfill critical local, state, and national goals. With the “completion agenda” as a national imperative, FHDA has an obligation to meet the challenge while holding firmly to traditional values of access, opportunity, and quality.”



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Discussion

Questions?