ASSOCIATE DEGREE INITIATIVE

A Focus on Student Completion

SAN DIEGO COMMUNITY COLLEGE DISTRICT

Background

Number of associate degrees awarded over the past six years has fluctuated, likely due to a severe decline in state funding.

	2009	2010	2011	2012	2013	2014	% Change 2009-2014
City	661	631	698	700	627	672	+ 1.7%
Mesa	919	880	906	1077	993	1,009	+ 8.9%
Miramar	545	577	571	597	603	512	- 6.0%
District	2,125	2,088	2,175	2,374	2,223	2,193	+ 4.5%

Source: MIS Datamart

Background

- The number of associate degrees awarded by the colleges is significantly lower than similar size institutions, as well as other colleges in the region.

- With improvement in state resources, particularly resources targeted at student success, the Chancellor's Cabinet has launched an effort to increase the number of associate degrees conferred each year.

California Community Colleges Among the Top 100 Degree Granting Institutions in the Nation - 2014

Rank	COLLEGE NAME	TOTAL # OF DEGREES	FTES
38	San Joaquin Delta College	2,441	15,320
43	American River College	2,337	20,263
52	Sierra College	2,132	14,583
62	El Camino College	2,012	18,160
67	Mt. San Antonio College	1,962	28,650
69	Santa Rosa Junior College	1,952	18,559
79	City College of San Francisco	1,884	32,922
96	Mt. San Jacinto College	1,726	10,052

Source: Community College Week analysis of U.S. Department of Education Data

2014 Regional Comparison

COLLEGE NAME	TOTAL # OF DEGREES	FTES
San Diego City College	672	9,668
San Diego Mesa College	1,009	14,544
San Diego Miramar College	512	7,049
Cuyamaca College	679	5,218
Grossmont College	1,725	11,803
Imperial Valley College	895	6,053
MiraCosta College	1,319	10,901
Palomar College	1,981	18,531
Southwestern College	781	14,745

Source: MIS Datamart

Components of the Associate Degree Initiative

Established a target of 10% increase per college each year

Proactive awarding of degrees

Associate Degree for Transfer impact analysis

Components of the Associate Degree Initiative

Course and program scheduling analysis

Student survey
- Student course-taking pattern analysis

Earn *More* Than a Degree campaign

Projected 10% Increase

	2014	2015	2016	2017	2018	2019
City	668	735	808	889	978	1,076
Mesa	1,004	1,104	1,215	1,336	1,470	1,617
Miramar	506	557	612	673	741	815
District	2,178	2,396	2,635	2,899	3,189	3,508

PROACTIVE AWARDING OF DEGREES

Proactive Awarding of Degrees

- Began in 2011
- Selection of students who have:
  - at least 70 degree applicable units,
  - submitted all transcripts from transfer institutions,
  - an education plan on file for a degree or certificate, and
  - not previously earned a degree.

Proactive Awarding of Degrees

Process

- Review each student's academic history for program completion.
- Completers are notified via email that they have completed the program requirements and will be awarded a degree at the end of the semester.
- Students are given the option to decline the degree prior to the end of the semester.
- In Fall 2014, 6,189 student records were reviewed and 354 degrees awarded (6%); 20 students declined the degree (6%).
- Since 2011, 801 degrees have been awarded proactively, and 64 students declined the degree (8%).

ASSOCIATE DEGREE FOR TRANSFER IMPACT ANALYSIS

Associate Degree for Transfer

The Associate Degree for Transfer(ADT) was enacted through SB 1440 in 2010.

Defines:

- A specific course taking pattern to complete the undergraduate coursework needed to transfer directly to a California State University.

- Total required units for a bachelor's degree may not exceed 120 units:
    - 60 units lower division
    - 60 units upper division

Associate Degree for Transfer
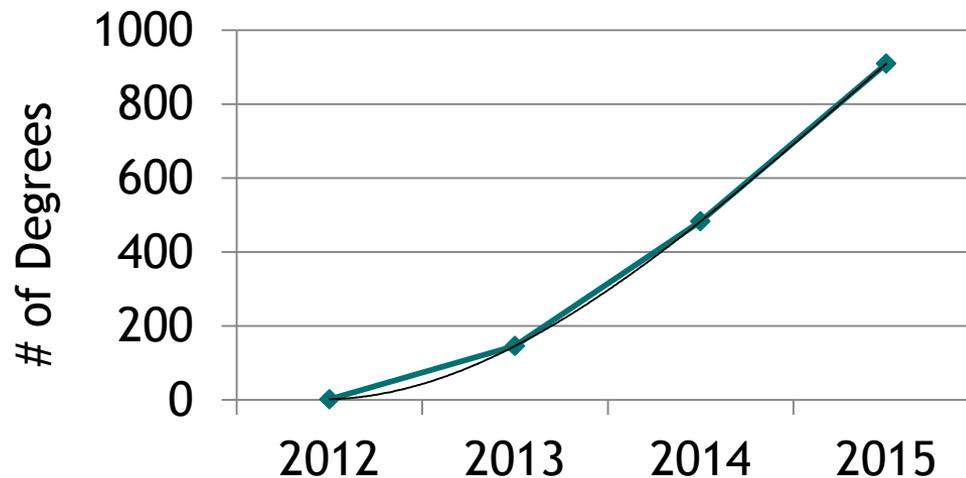
- Significant increase in number of ADTs awarded since 2012
  - 2013-2014: 482 ADT Degrees
  - 2014-2015: On track to confer 909 ADT Degrees

Associate Degree for Transfer

- There appears to be a decline in students taking courses that are not specifically required for these degrees (i.e. American Institutions, History, Political Science, etc.).

- Enrollment in some courses required for the Associate Degree for Transfer appear to have increased (i.e. PSYC 255 required for an ADT – Psychology).

- Shifts in course taking patterns can have a significant impact on enrollment management and student completion.

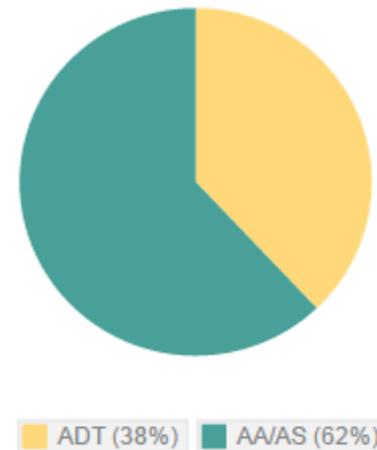- Examining program shifts and the impact on course scheduling.

Associate Degree for Transfer

- Assuming a 10% increase in total degrees, Associate Degrees for Transfer will increase from 22 % of the total degrees awarded in 2013-2014, to 38% in 2014-2015:

2013 - 2014

2014 - 2015
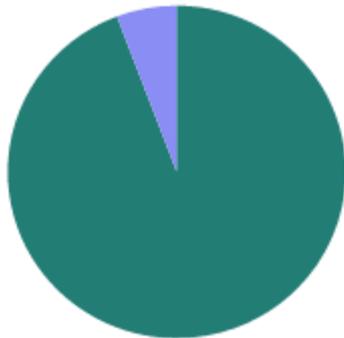
ADT (22%)   AA/AS (78%)

ADT (38%)   AA/AS (62%)
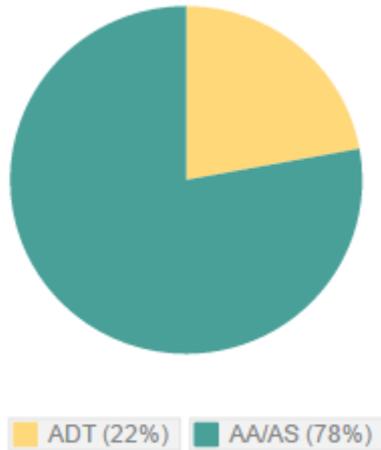
Associate Degree for Transfer

Future Considerations

- Awards for Associate Degrees for Transfer are eclipsing their A.A. and A.S. counterpart:

2012 - 2013

2013 - 2014

2014 - 2015

- A.S. Business Administration (94%)
- ADT Business Administration (6%)
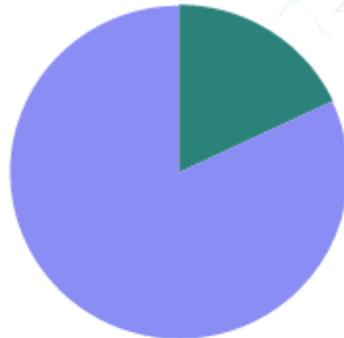
- A.S. Business Administration (18%)
- ADT Business Administration (82%)

- A.S. Business Administration (13%)
- ADT Business Administration (87%)

Associate Degree for Transfer

Future Considerations

- Demand for specific classes has increased due to major program requirements for the ADT.

- Example: PSYC 255 is a major requirement course for an ADT – Psychology degree, and an ADT – Sociology degree—and an elective for an A.A Psychology degree.

PSYC 255

Year	Sections	Enrollment	Waitlist	Fill Rate
2012	2	57	4	87%
2013	3	96	7	101%
2014	8	280	18	107%

Note: Waitlist column is the number of students who are still on the waitlist after the add period.

Associate Degree for Transfer

Challenges

- As the demand for ADT degrees continues to accelerate, there will need to be a strategic shift in course offerings.

- The colleges will be expected to add another 20 ADT degrees by 2016, for a total of 65. This increase will likely result in similar shifts in course offerings.

Associate Degree for Transfer

Challenges

- The statewide Student Success Initiative specifies that colleges schedule classes that align with student education plans.

- In light of the shift in course taking patterns and degree completion, the academic departments will need to reassess their programs as part of the colleges' ongoing program review efforts to ensure that we are meeting student needs.

COURSE SCHEDULING ANALYSIS

Overview

- An analysis is being conducted on the top 10 education plans selected by students at each college.

- Examining:
  - Time of day courses are offered.
  - Number of classes offered in relation to total students with the respective education plan.
  - Supply and demand for day vs. evening students.
  - Fill rates.

Top 10 Student Education Plans: City College

Program Title	Students with Education Plan
AS BIOLOGY-ALLIED HEALTH TRACK	620
AA LAS-LANG ARTS & HUMANITIES	384
AA LAS-SOCIAL/BEHAVIORAL SCI	254
AS CHILD DEVELOPMENT	235
AS BUSINESS ADMINISTRATION	220
AA-T PSYCHOLOGY FOR TRANSFER	193
AS BEH SC-ALCOHOL/DRUG STUDIES	179
AS BEH SCIENCE - SOCIAL WORK	175
AA BEH SCI-PSYCHOLOGY	125
AS COSMETOLOGY	123

Top 10 Student Education Plans: Mesa College

Program Title	Students with Education Plan
AS-T BUSINESS ADM FOR TRANSFER	964
AS BIOLOGY-ALLIED HEALTH TRACK	631
AA-T PSYCHOLOGY FOR TRANSFER	349
AA-T COMM STUDIES FOR TRANSFER	171
AS BUSINESS ADMINISTRATION	171
AA TRANSFER STUDIES - CSU	169
AS CULINARY ARTS/MANAGEMENT	164
AA LAS:SCI ST-PHYS SC-PRE-NURS	162
AA-T SOCIOLOGY FOR TRANSFER	147
AA LIB ARTS&SCI BUSINESS STUD	132

Top 10 Student Education Plans: Miramar College

Program Title	Students with Education Plan
AS BIOLOGY-ALLIED HEALTH TRACK	384
AS-T ADMINISTRATION OF JUSTICE FOR TRANSFER	354
AS BUSINESS ADMINISTRATION	294
AS FPT - FIRE TECHNOLOGY	269
AA SOCIAL& BEHAVIORAL SCIENCES	195
AS AUTOMOTIVE TECHNOLOGY	166
AS CHILD DEVELOPMENT	136
AS - PARALEGAL	126
AS ADMINISTRATION OF JUSTICE -LAW ENFORCEMENT	112
AS AMT - AIRFRAME/POWERPLANT	112

Observations

- Students with an Associate Degree for Transfer have a higher rate of applying for a degree.

- Education plans for programs within the same discipline such as Psychology and ADT-Psychology; and Business Administration and ADT-Business Administration, may attribute to lower rates of degree attainment as it appears to confuse students.

- Some education plans are used by students to complete prerequisite courses required for admittance into special programs (e.g. Biology Allied Health in Nursing) but do not intend to lead to a degree.

Program Analysis

Preliminary data show:

- There are too few sections of key gateway courses for students who enroll in evening classes.
  - 18% of SDCCD students only enroll in evening classes.
- Some courses required for the major are only offered once a year.
- Inadequate number of sections for some core courses (i.e. BIOL 107 & 230, PSYC 258, LEGL 100A).
  - Based upon course capacity (number of sections x cap) and course demand (number of students whose education plan requires that course).
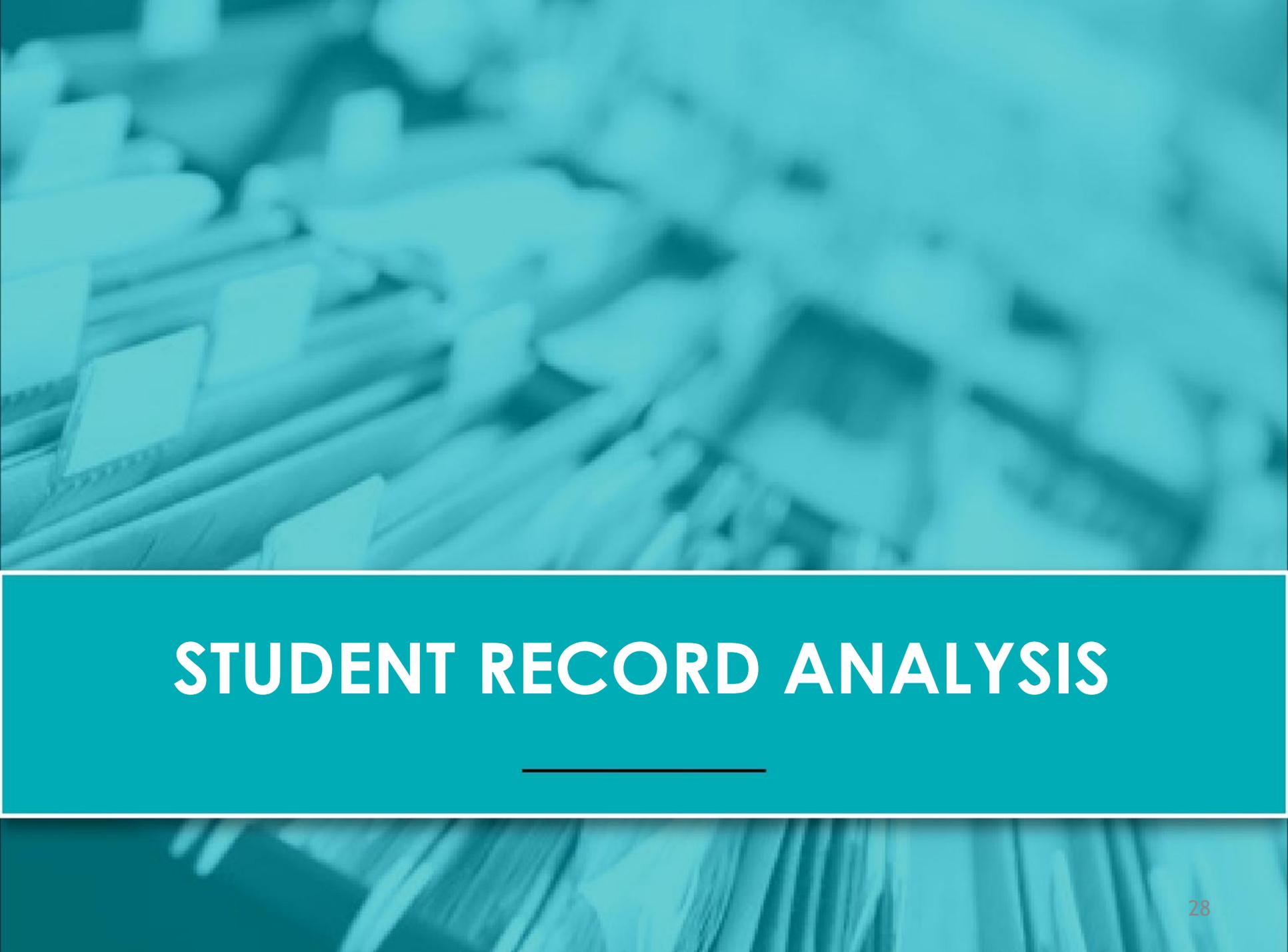
STUDENT RECORD ANALYSIS

Focus

- Examining potential barriers to degree completion

- Examining student course-taking patterns and preferences

- Conducting a student survey to determine course demand and student scheduling habits
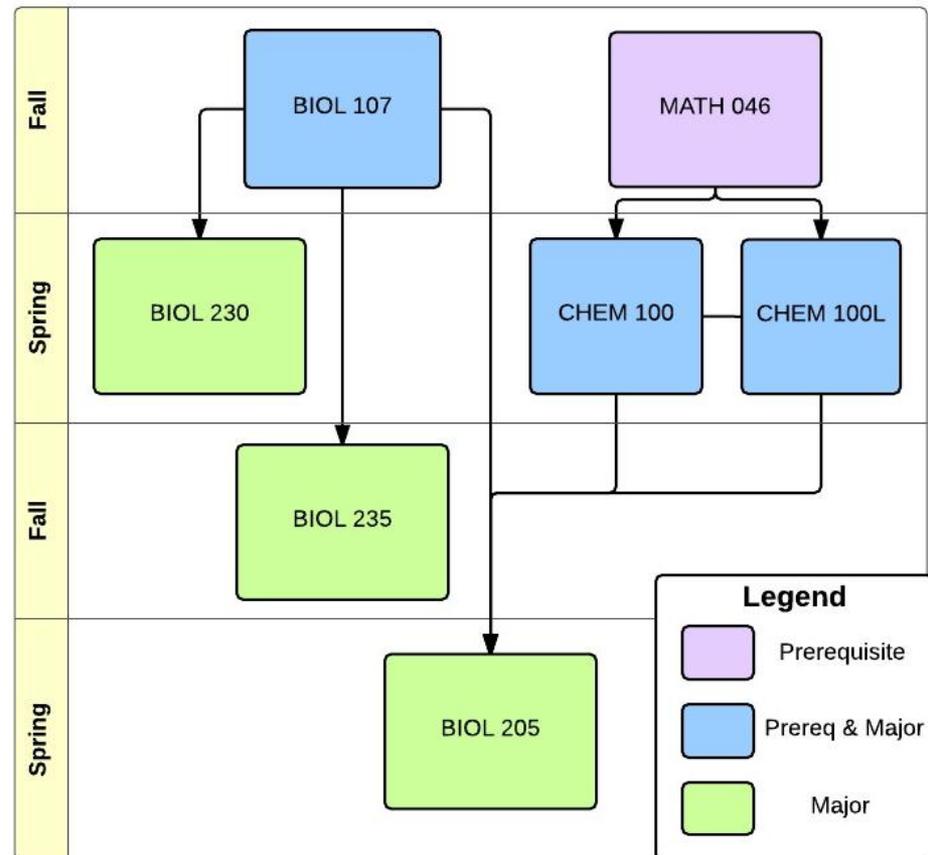
Student Record Analysis

Preliminary data of potential "roadblocks" show:

- Key courses required in many programs such as BIOL 205 and ENGL 101 generally fill up within the first week of registration.

- On average, it takes a student 3 to 4 semesters to complete the coursework required for the major (can be 18 – 52 units).

Program Analysis

Example:

A student who is pursuing an A.S. Biology – Allied Health Track degree takes an average of two years to complete major requirement courses due to scheduling patterns across disciplines.

Student Record Analysis

Preliminary data show:

- Students prefer courses scheduled between:

	Day		Evening
Preference	1st	2nd	Same
Days	Tues & Thurs	Mon & Weds	MW or TTH
Start Time	8:00 AM	8:00 AM	5:30 PM
End Time	1:00 PM	2:00 PM	7:00 PM

Based on frequency of sections that are filled to capacity from 2011 to 2015.

STUDENT SURVEY

Student Survey

A survey is being conducted that will examine the impact course scheduling has on course selection. This survey has three primary areas of focus:

- Days and times most preferred for students when they choose a class,
- External or internal factors that affect class selection, and
- Reasons for not completing degree requirements.

Online survey sent to students who are pursuing the top ten programs at each college.

EARN *MORE* THAN A DEGREE CAMPAIGN

Earn MORE Than A Degree Campaign

An outreach campaign has begun to address the misperception that:

- An associate degree is unnecessary and there is only value in a bachelor degree.

- There is no need to earn an associate degree for those who plan to transfer.

Earn MORE Than A Degree Campaign Facts:

Students who earn an associate degree are typically:

- 77% more likely to graduate with a bachelor's degree in four years.
- Earn 28% more over their working life than an average high school graduate.
- Students with an *Associate Degree for Transfer* are guaranteed admission to a California State University.

Earn MORE Than A Degree Campaign

Campaign Activities

A variety of strategies will be used to reach students, including:

- posters/flyers/banners/digital message boards,
- ads in student newspapers,
- social media, media relations,
- add information to existing student communications, and
- presentations- orientation, student organizations.

Preliminary Results

To date there has been a 20% increase in the number of students who have petitioned to graduate for 2015.

Deadline to petition for May Graduation:
April 1st

Questions?