Districtwide Counselor Workshop

November 7, 2014
Degree Initiative Project
Degree Initiative Project Components

1) Analysis of Business Processes for Top 8 Degree-Granting Community Colleges

2) Outcomes Data – Top 8 Degree-Granting Institutions and Region X

3) Education Plan Analysis

4) Proactive Awarding of Degrees

Districtwide Goal: 10% increase in number of Associate Degrees per year, for the next 10 years.
Two of the Top Degree-Granting institutions in California (American River and Santa Rosa Junior College) grant Associate Degree to students with Baccalaureate Degree or higher with no General Education required, similar to the Nursing Program exclusion.

**Note:** SDCCD students with Baccalaureate Degrees must complete District Requirements and District General Education for Associate Degree; SDCCD - 10% of students (4,672) have a Baccalaureate Degree or higher.

Five of the Top Degree-Granting institutions in California have only **one District Requirement.**

**Note:** SDCCD has four District Requirements: American Institutions, Physical Education/Exercise Science, Health Education, Multicultural Studies (minimum 13-units).
None of the Top Degree-Granting Institutions in California require Physical Education/Exercise Science or Health Education as a District Requirement.

Note: SDCCD requires Physical Education/Exercise Science and Health Education as a District Requirement.

All of the Top Degree-Granting institutions in California require more than 18-units for General Education and include American Institutions, Physical Education/Exercise Science, Health Education, Multicultural Studies as part of General Education or as optional courses within General Education areas.

Note: SDCCD requires a minimum for 18-units of General Education and has separate District (Institutional) Requirements that are required for the Associate Degree (minimum 13-units).
## Outcomes Data for Region and Top 8 Degree-Granting Institutions

<table>
<thead>
<tr>
<th>COLLEGE NAME</th>
<th>TOTAL # OF DEGREES</th>
<th>FTES</th>
<th>% OF DEGREES TO FTES</th>
<th># OF TRANSFERRED STUDENTS</th>
<th># OF STUDENTS IN COHORT</th>
<th>TRANSFER RATE</th>
<th>DEGREE/CERT TRANSFER COMPLETION RATE (SCORECARD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Joaquin Delta College</td>
<td>2,441</td>
<td>15,320.2</td>
<td>15.9%</td>
<td>883</td>
<td>2,433</td>
<td>36.3%</td>
<td>47.7%</td>
</tr>
<tr>
<td>American River College</td>
<td>2,337</td>
<td>20,263.0</td>
<td>11.5%</td>
<td>684</td>
<td>2,059</td>
<td>33.2%</td>
<td>43.1%</td>
</tr>
<tr>
<td>Sierra College</td>
<td>2,132</td>
<td>14,582.6</td>
<td>14.6%</td>
<td>932</td>
<td>2,434</td>
<td>38.3%</td>
<td>49.1%</td>
</tr>
<tr>
<td>El Camino College</td>
<td>2,012</td>
<td>18,160.0</td>
<td>11.1%</td>
<td>987</td>
<td>2,525</td>
<td>39.1%</td>
<td>48.2%</td>
</tr>
<tr>
<td>Mt. San Antonio College</td>
<td>1,962</td>
<td>28,650.2</td>
<td>6.8%</td>
<td>1,095</td>
<td>2,868</td>
<td>38.2%</td>
<td>47.1%</td>
</tr>
<tr>
<td>Santa Rosa Junior College</td>
<td>1,952</td>
<td>18,558.8</td>
<td>10.5%</td>
<td>830</td>
<td>2,209</td>
<td>37.6%</td>
<td>54.4%</td>
</tr>
<tr>
<td>City College of San Francisco</td>
<td>1,884</td>
<td>32,922.3</td>
<td>5.7%</td>
<td>949</td>
<td>1,992</td>
<td>47.6%</td>
<td>56.0%</td>
</tr>
<tr>
<td>Mt. San Jacinto College</td>
<td>1,726</td>
<td>10,052.2</td>
<td>17.2%</td>
<td>605</td>
<td>1,607</td>
<td>37.6%</td>
<td>42.5%</td>
</tr>
<tr>
<td>Cuyamaca College</td>
<td>679</td>
<td>5,218.2</td>
<td>13.0%</td>
<td>293</td>
<td>764</td>
<td>38.4%</td>
<td>47.5%</td>
</tr>
<tr>
<td>Grossmont College</td>
<td>1,725</td>
<td>11,802.9</td>
<td>14.6%</td>
<td>732</td>
<td>1,914</td>
<td>38.2%</td>
<td>50.4%</td>
</tr>
<tr>
<td>Imperial Valley College</td>
<td>895</td>
<td>6,052.7</td>
<td>14.8%</td>
<td>220</td>
<td>758</td>
<td>29.0%</td>
<td>43.6%</td>
</tr>
<tr>
<td>MiraCosta College</td>
<td>1,319</td>
<td>10,901.5</td>
<td>12.1%</td>
<td>564</td>
<td>1,237</td>
<td>45.6%</td>
<td>55.9%</td>
</tr>
<tr>
<td>Palomar College</td>
<td>NO DATA AVAILABLE</td>
<td>18,530.8</td>
<td>NO DATA AVAILABLE</td>
<td>1,070</td>
<td>2,597</td>
<td>41.2%</td>
<td>50.6%</td>
</tr>
<tr>
<td>Southwestern College</td>
<td>781</td>
<td>14,745.0</td>
<td>5.3%</td>
<td>760</td>
<td>2,670</td>
<td>28.5%</td>
<td>43.5%</td>
</tr>
<tr>
<td>San Diego City College</td>
<td>672</td>
<td>9,668.5</td>
<td>7.0%</td>
<td>345</td>
<td>902</td>
<td>38.2%</td>
<td>63.7%</td>
</tr>
<tr>
<td>San Diego Mesa College</td>
<td>1,009</td>
<td>14,544.4</td>
<td>6.9%</td>
<td>763</td>
<td>1,503</td>
<td>50.8%</td>
<td>61.0%</td>
</tr>
<tr>
<td>San Diego Miramar College</td>
<td>512</td>
<td>7,048.6</td>
<td>7.3%</td>
<td>332</td>
<td>692</td>
<td>48.0%</td>
<td>53.6%</td>
</tr>
</tbody>
</table>
Students with a valid application and comprehensive education plan on file (N=32,000).

• Determine top 10 education plans by college

• Examine course offering patterns (prior four years)
  • Courses required in the major only
  • Day or evening
  • Prerequisite courses offered
  • Scheduling patterns

• Student course-taking patterns in top programs
  • Basic skills courses
  • Prerequisites
  • Probation/Disqualification
  • Receiving benefits – Financial Aid, Veterans, DSPS
  • Potential transfer
  • Course repetition practices
Proactive Awarding of Degrees

Selection Criteria:

- Valid application on file
- Completed at least 60 degree-applicable units
- Education plan on file (excluding CSUGE and IGETC)
- Transcripts received and evaluated
- No prior degree awarded (AA/AS or BA/BS)
### Proactive Degree Summary
#### 2013-2014

<table>
<thead>
<tr>
<th>Selection Category</th>
<th>Student Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Selected*</td>
<td>6535</td>
<td></td>
</tr>
<tr>
<td>Students with education plan for a degree program</td>
<td>4226</td>
<td>65%</td>
</tr>
<tr>
<td>Students who met degree requirements</td>
<td>354</td>
<td>8%</td>
</tr>
<tr>
<td>Students reviewed but did not meet degree requirements</td>
<td>3872</td>
<td>60%</td>
</tr>
<tr>
<td>Students with education plan for a certificate program (not evaluated)</td>
<td>588</td>
<td>9%</td>
</tr>
<tr>
<td>Students with educational plan not for a degree or certificate (eg. General Education)</td>
<td>1721</td>
<td>26%</td>
</tr>
</tbody>
</table>

A random sample of 1, 100 students from those who did not meet degree requirements (3,872), show the following missing components, student can be duplicated.

<table>
<thead>
<tr>
<th>Component</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>806</td>
<td>73%</td>
</tr>
<tr>
<td>Major requirements</td>
<td>702</td>
<td>63%</td>
</tr>
<tr>
<td>Math Competency</td>
<td>248</td>
<td>23%</td>
</tr>
<tr>
<td>English Competency</td>
<td>127</td>
<td>12%</td>
</tr>
<tr>
<td>Health Education</td>
<td>80</td>
<td>7%</td>
</tr>
<tr>
<td>American Institutions (District requirement)</td>
<td>149</td>
<td>14%</td>
</tr>
<tr>
<td>Physical Education/Exercise Science (District requirement)</td>
<td>145</td>
<td>13%</td>
</tr>
<tr>
<td>Multicultural (District requirement)</td>
<td>55</td>
<td>5%</td>
</tr>
</tbody>
</table>

Unit ranges - Excludes units transferred in from another institution and basic skills courses

<table>
<thead>
<tr>
<th>Unit Range</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>60-75</td>
<td>2492</td>
<td>38%</td>
</tr>
<tr>
<td>76-89</td>
<td>2812</td>
<td>43%</td>
</tr>
<tr>
<td>90-110</td>
<td>898</td>
<td>14%</td>
</tr>
<tr>
<td>111-125</td>
<td>190</td>
<td>3%</td>
</tr>
<tr>
<td>125-236</td>
<td>143</td>
<td>2%</td>
</tr>
</tbody>
</table>
Proactive Awarding of Degrees - Continued

• Four-year History of Proactive Awards

2010-2014

<table>
<thead>
<tr>
<th></th>
<th>2010-11 AA/AS Degree</th>
<th>2011-12 AA/AS Degree</th>
<th>2012-13 AA/AS Degree</th>
<th>2013-14 AA/AS Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Degrees Awarded by Academic Year</td>
<td>164</td>
<td>183</td>
<td>200</td>
<td>354</td>
</tr>
<tr>
<td>Number of Degrees Declined by Academic Year</td>
<td>17</td>
<td>13</td>
<td>14</td>
<td>11</td>
</tr>
</tbody>
</table>
Proactive Awarding of Degrees - Continued

• Communication Timeline
  • Initial letter to student with education plan
  • Timeline for declining degree – typically 30-60 days
  • Diploma
    • Mailed to home address
Student Success Initiative Update
Student Follow-Up Communication Plan

- Refer to handout
Ongoing Data Tracking

• Overview of Reports
  • Refer to handouts
Priority Registration Appeal Process

• Examples of Allowable Situations

Title 5 CCR § 58108 Registration and Enrollment Procedures.

(m) Each community college district shall establish written procedures by which a student may appeal the loss of priority enrollment status due to extenuating circumstances, or where a student with a disability applied for, but did not receive reasonable accommodation in a timely manner. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.

• Deadline to file appeal – 5 days before registration priorities are generated each semester
Student Success Service Strategies

• City College

• Mesa College

• Miramar College

• Continuing Education
Policy Update
Board of Governors Waiver (BOGW)

All students seeking financial aid at City, Mesa, and Miramar College must submit a Free Application for Federal Student Aid (FAFSA) or California Dream Act application to determine eligibility. The FAFSA or Dream Act application is required for all financial aid, including the Board of Governors (BOG) Fee Waiver. To complete your FAFSA, go to https://fafsa.gov. To complete a California Dream Act application, go to https://dream.csac.ca.gov.

Note: Effective Fall 2015, students will no longer be permitted to only file an application for a BOG Fee Waiver.

Policy will be included in the following:

Catalog
Financial Aid Bulletin
Websites
Posted in Financial Aid offices
Violence Against Women Act (VAWA)

Elements

• Education and training for students and employees
• Title IX Coordinator for intake
• Referral to service-on-and off-campus

• Board Policy 3100 – *Student Rights, Responsibilities, Campus Safety and Administrative Due Process*
  

• Administrative Procedure 3100.2 – *Student Disciplinary Procedures*
  
  [http://studentservices.sdccd.edu/docs/StudentServicesCouncil/2014/HO-AP%203100.2%20Draft-November%206,%202014.pdf](http://studentservices.sdccd.edu/docs/StudentServicesCouncil/2014/HO-AP%203100.2%20Draft-November%206,%202014.pdf)
Registration Priority Update
Spring 2015 – What’s New?

1) Loss of Enrollment Priority
   • Academic Standing

   1,186 students lost priority for Spring 2015 due to being academically disqualified.

   480 – City
   481 – Mesa
   225 – Miramar

   Of those, 65 DSPS students have lost their priority appointment for spring due to academically disqualified:
   25 City
   27 Mesa
   13 Miramar

   • More than 100 Units

   1,863 students lost priority for Spring 2015 due to having more than 100 units.

   746 – City
   754 – Mesa
   363 – Miramar

   Of those, 131 DSPS students have lost their priority appointment for spring due to having over 100 units:
   69 City
   49 Mesa
   13 Miramar
2) Abbreviated Education Plan Followup after three semesters

• Registration Hold

If at the end of the fourth semester a nonexempt student has not completed a Comprehensive Ed-Plan, they will have a registration hold placed on their record.

Here is an example of the timing of this hold:

• **Fall 2014** – Student receives an abbreviated Ed-Plan or does not receive an Ed-Plan.

• **Spring 2015** – Mid-Semester e-mail notifying students to come in and get a Comprehensive Ed-Plan or a Hold will be placed on their record.

• **Fall 2015** – Mid-Semester e-mail notifying students that still have an abbreviated Ed-Plan or no Ed-Plan.

• **Spring 2016** – At the end of the semester, if the student does not have a Comprehensive Ed-Plan a Registration Hold will be placed on their record.
3) Revisiting the Math Retake Policy

- Goal: Student Success in Math
- A Pilot plan is currently under review with math department chairs, deans, and Vice Presidents
- Plan developed by a small group of math and counseling chairs
- Planned effective date: Fall 2015
ERP Implementation Update

Moving into the Future
Q & A