

CHAFFEY COLLEGE

Recent High School Graduates Report

2012 Graduates

Presented by:

Chaffey College

Office of Institutional Research

May 9th, 2013

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Recent High School Graduates Report

What's Included in the Report:

- Your 2012 High School Graduates Compared to All 2012 High School Graduates Attending Chaffey College
- First Semester Chaffey College Performance Outcomes for 2009 through 2012 Graduates From Your High School
- First Semester Chaffey College Performance Outcomes for 2009 through 2012 Graduates From All High Schools
- *For District Superintendents:* Data for Each High School and Aggregated for the Entire District

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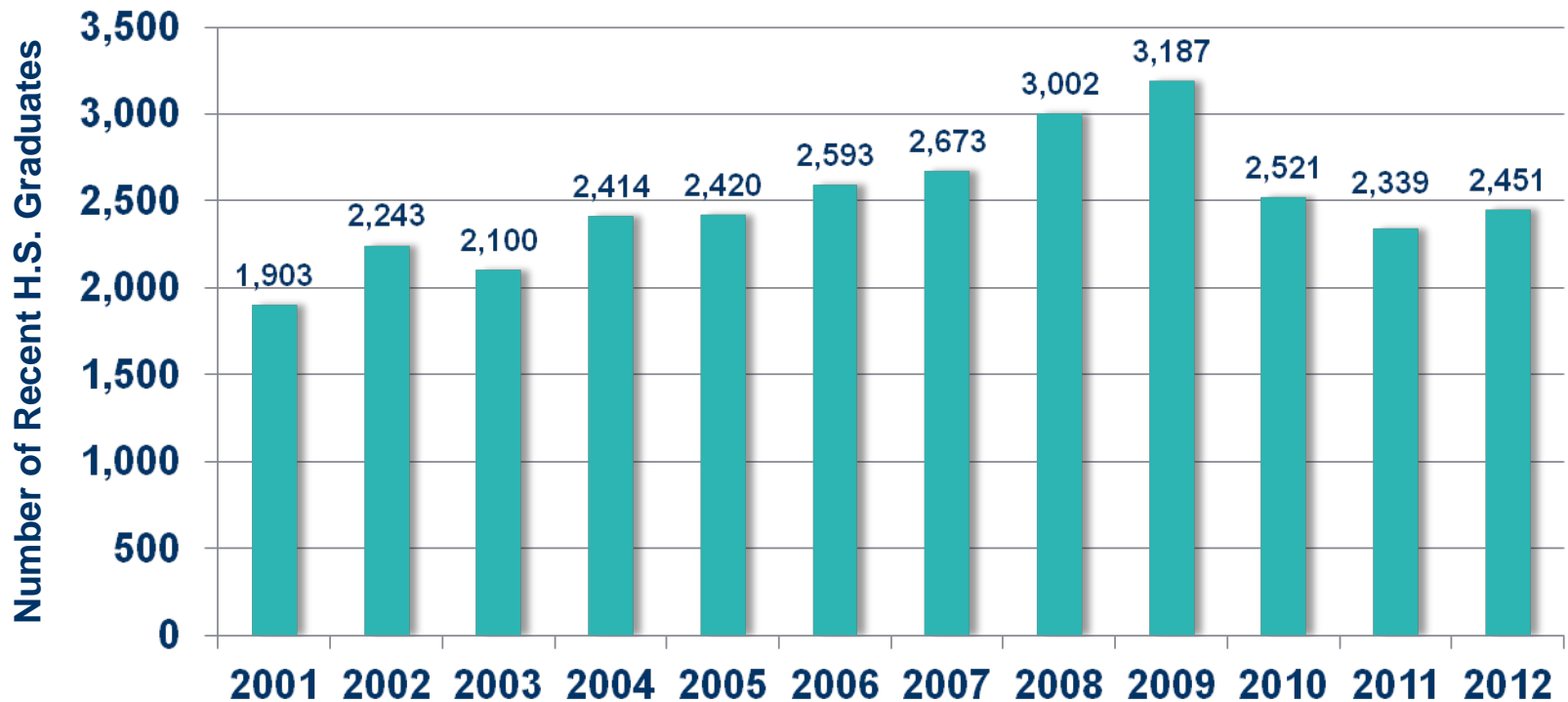
Data and Information Contained in the Report:

- Demographic Information
- Education Background Information
- Assessment Test Placement Recommendations
- Course-Taking Behavior
- First Semester Performance Outcome Measures
- Other Student Information

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Recent High School Graduates Report

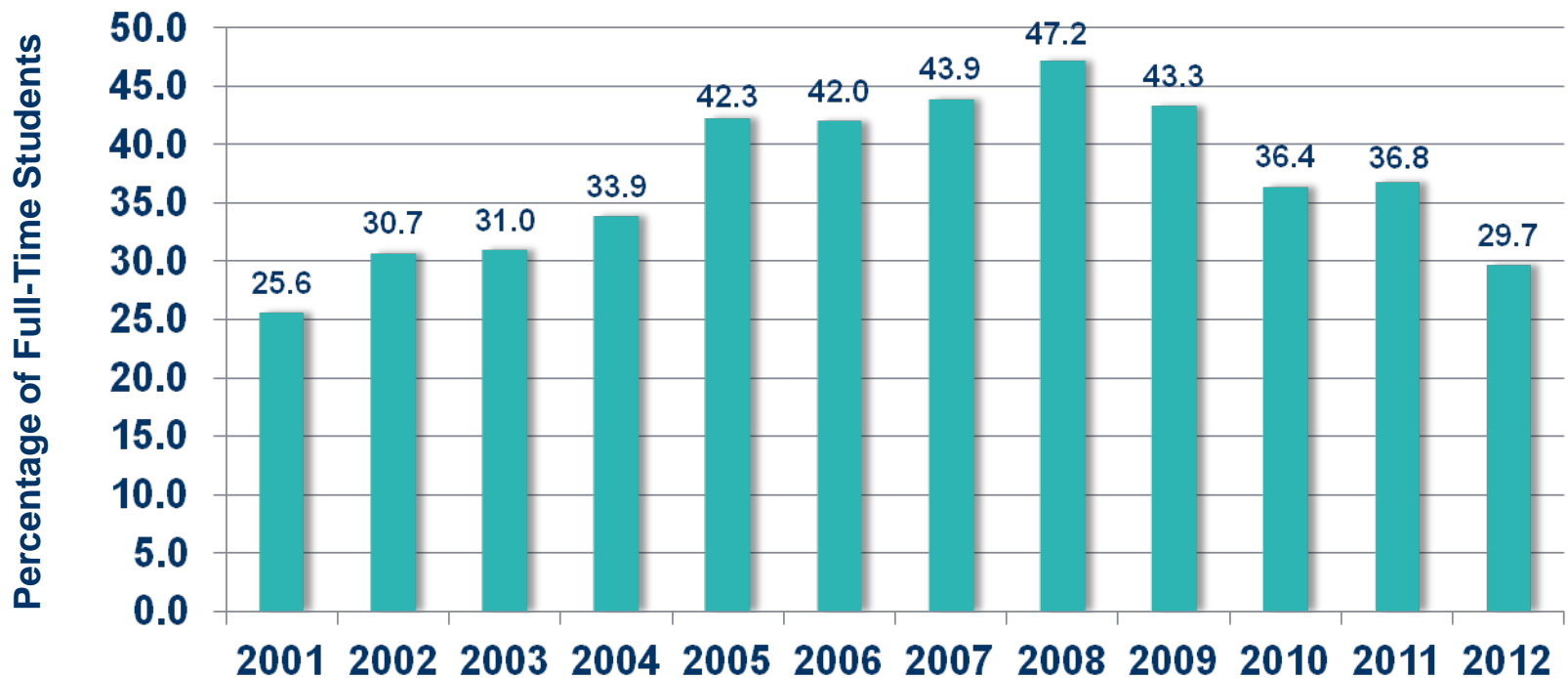
4.8% Increase in Number of Recent High School Graduates Attending Chaffey College



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After Peaking in 2008, Decline in Percentage of Recent High School Graduates Who Attend Chaffey Full-Time



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Recent High School Graduates Report

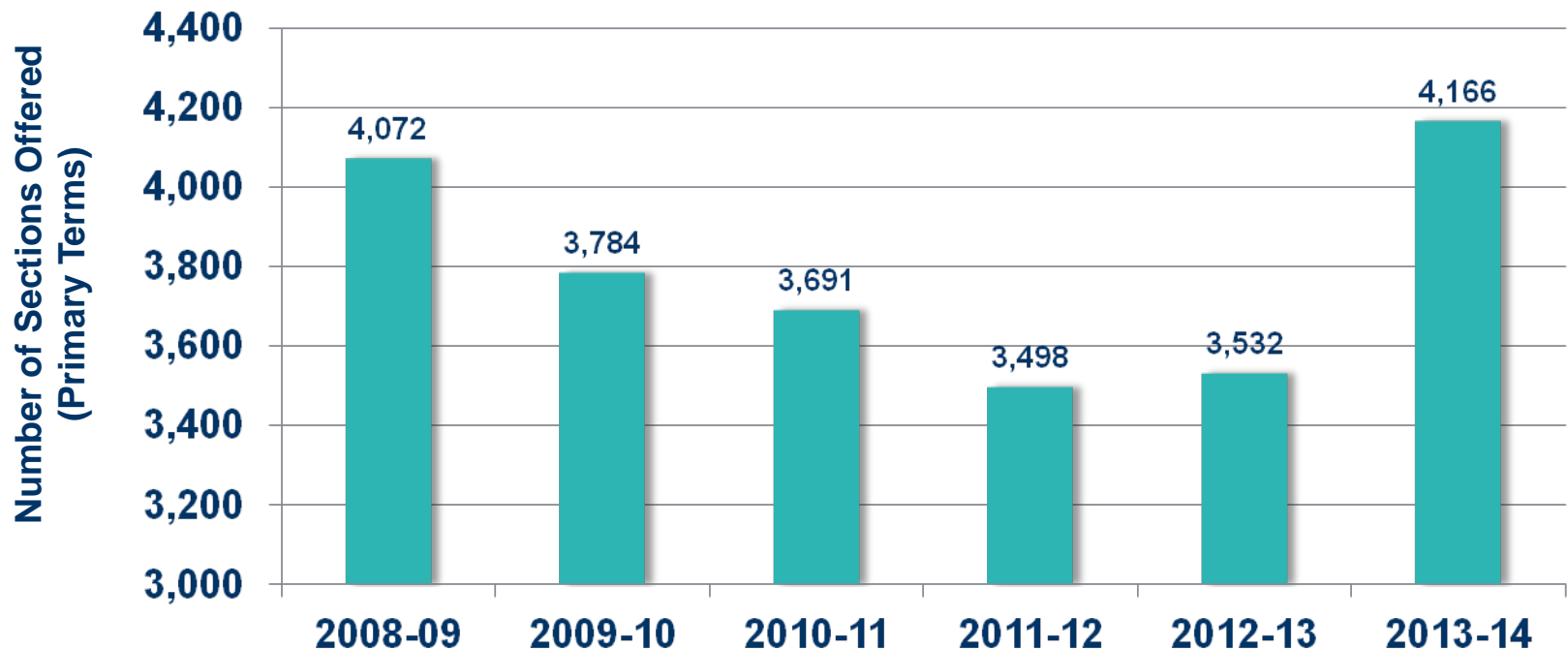
Base Funding (FTES):

Fiscal Year	FTES
2008 – 2009	14,834
2009 – 2010	14,209
2010 – 2011	14,528
2011 – 2012	13,397
2012 – 2013	13,630
2013 – 2014 (“best case” scenario)	14,110
2013 – 2014 (“worst case” scenario)	13,620

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Recent High School Graduates Report

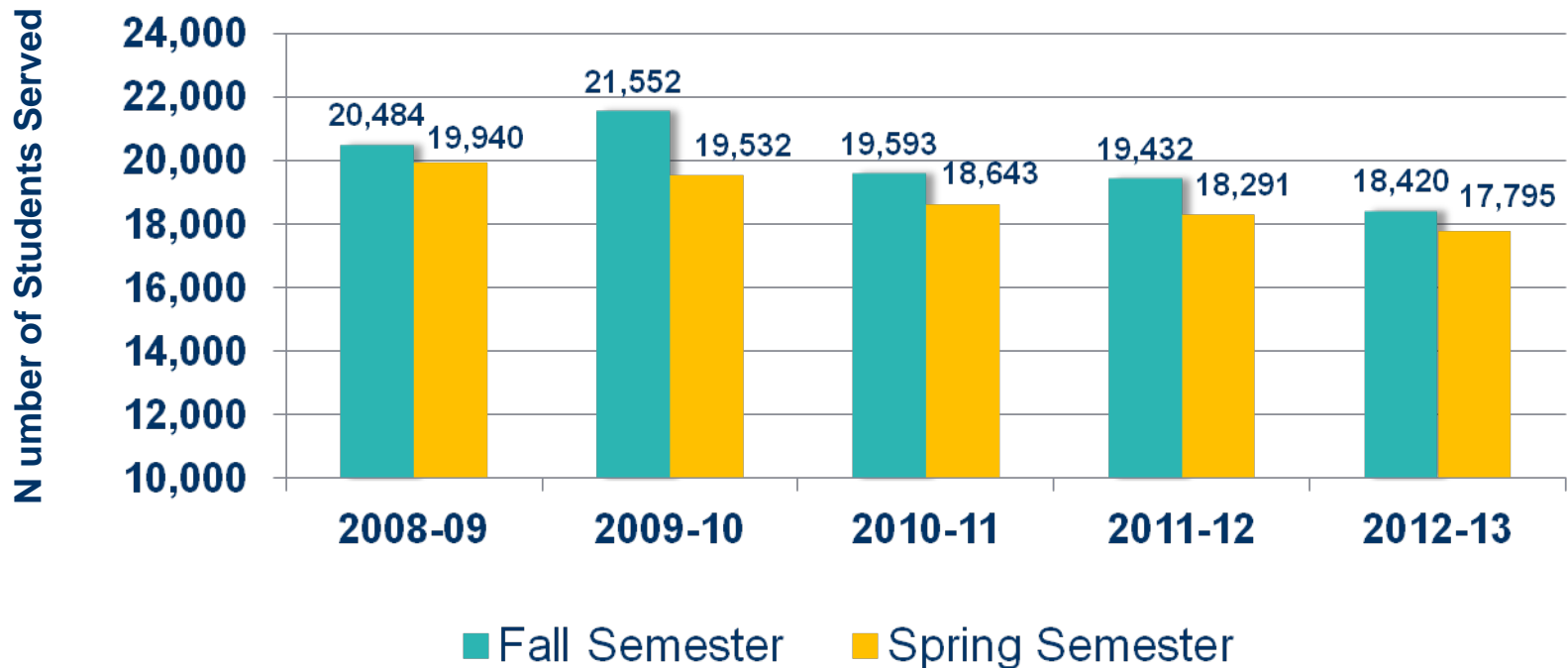
Planned Reduction in Section Offerings Represented a 14.1% Decline From 2008-09 to 2011-12; Projected Growth of 18.0% Next Year



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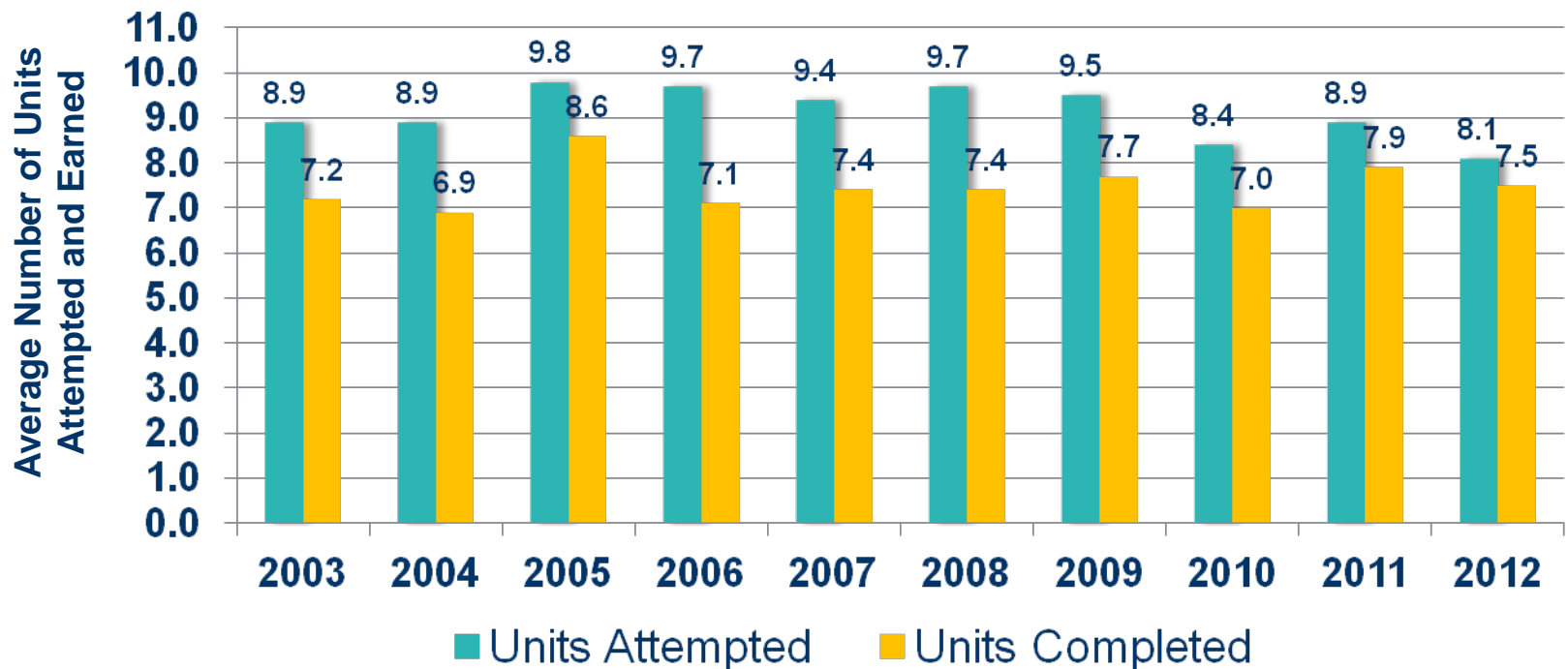
The number of students served by Chaffey College declined by 10.1% from Fall 2009 to Fall 2012



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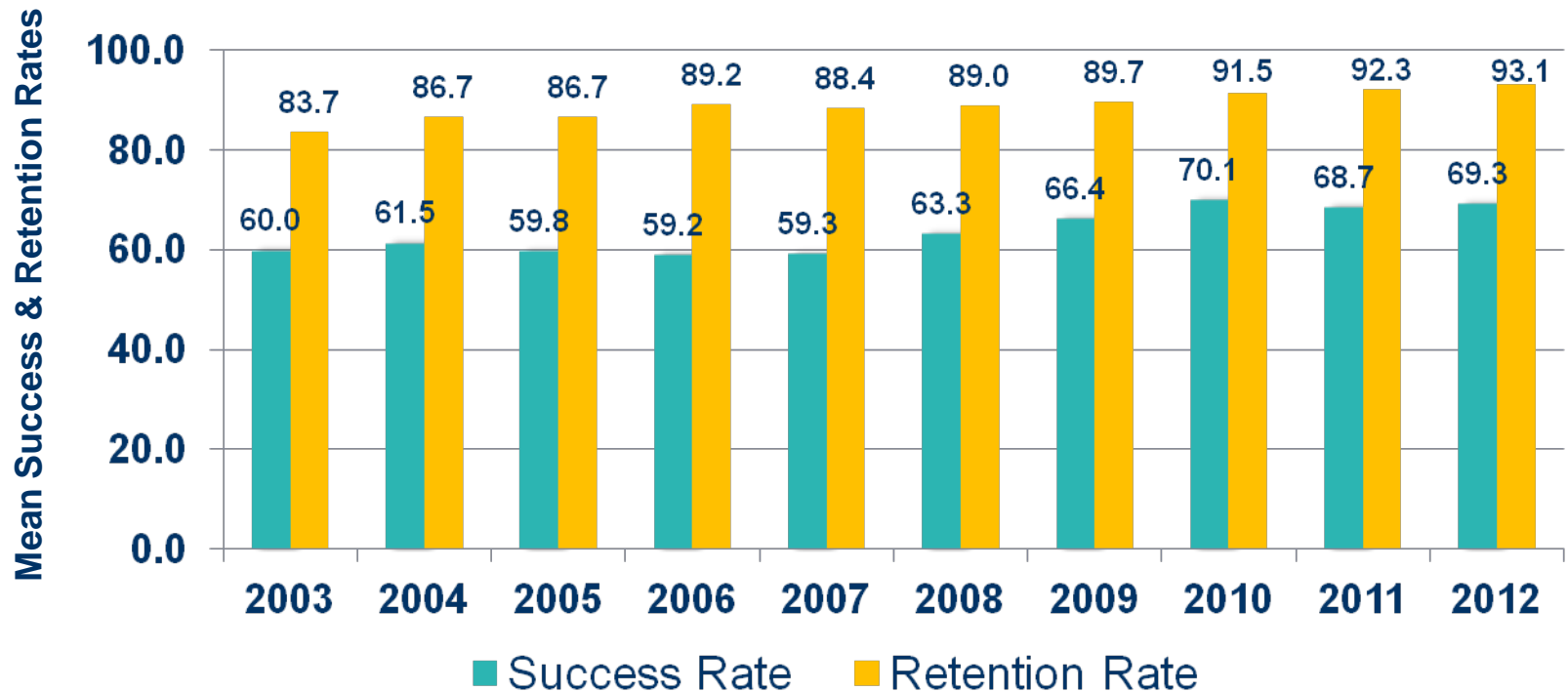
Consistent With the Decline in Full-Time Status, Average Number of Units Attempted and Earned has Declined



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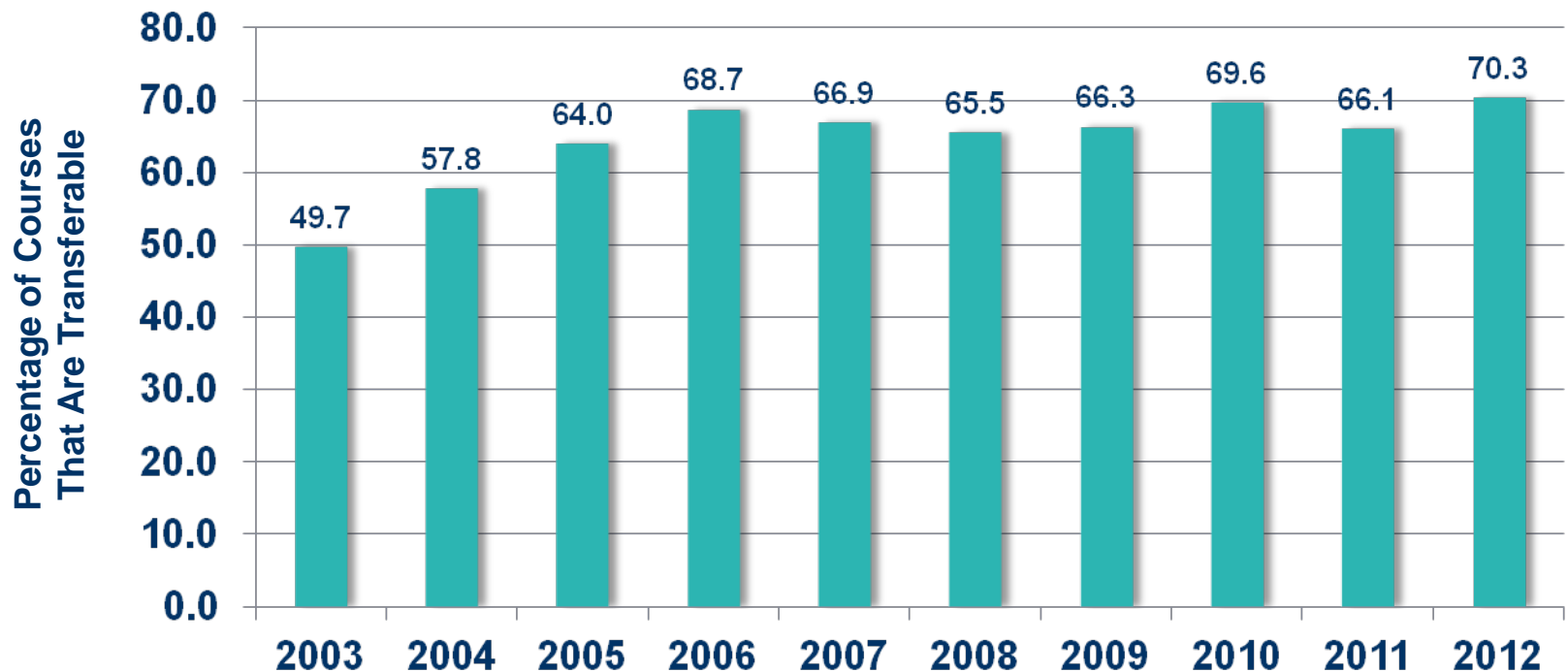
Recent High School Graduates More Likely to Stay Enrolled In and Successfully Complete Attempted Courses



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Recent High School Graduates Report

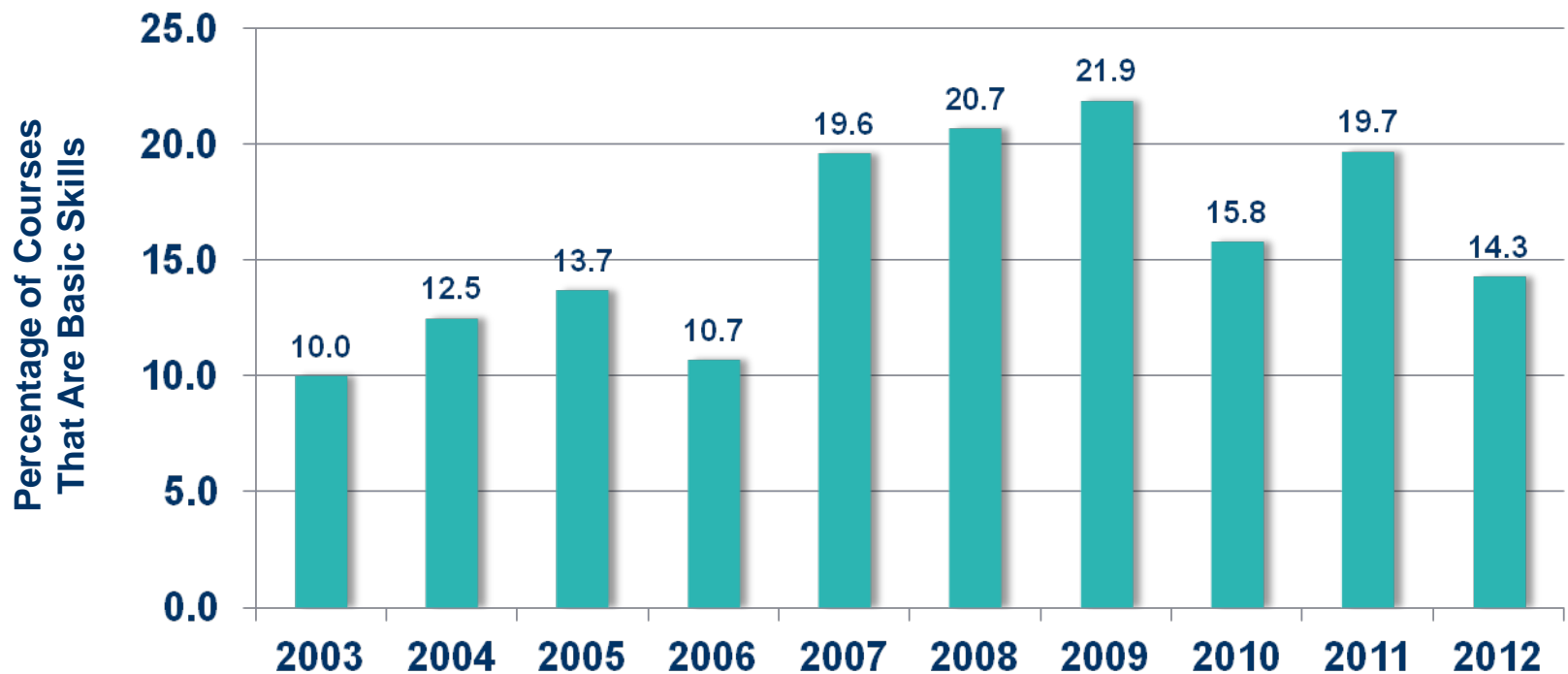
Over 70% of First Semester Courses Attempted by Recent High School Graduates Are Transferable



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Recent High School Graduates Report

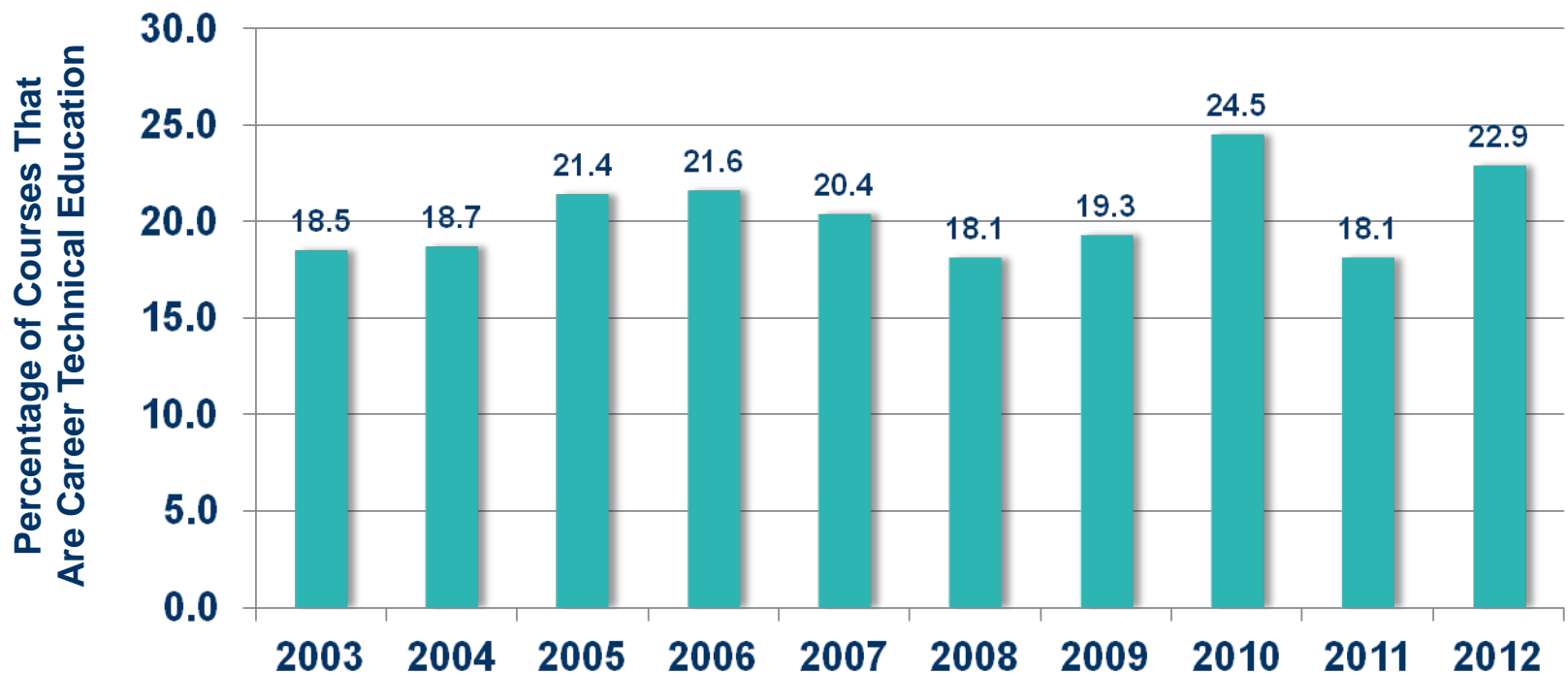
After Peaking in 2009, Decline in Percentage of Basic Skills Courses Attempted by Recent High School Graduates



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Recent High School Graduates Report

Approx. 1/4 of First Semester Courses Attempted by Recent High School Graduates Are Career Technical Education



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Recent High School Graduates Report

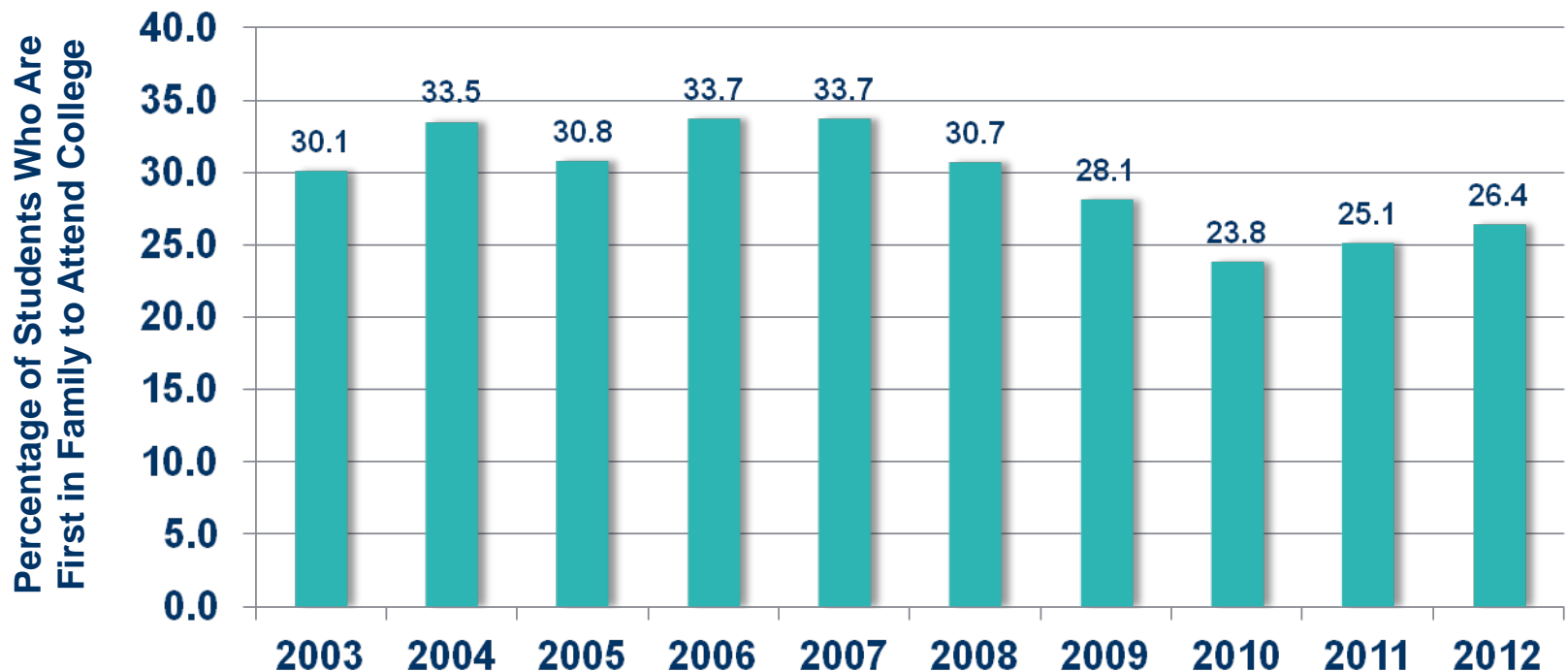
2012 Observations:

- Demographic and Educational Goal Data:
 - ✓ Recent high school graduates more likely to be male and Hispanic
 - ✓ Over 35% of students report that English is not their primary language
 - ✓ 1/4 of students' report being the first person in their family to attend college
 - ✓ 2/3 of students intend to transfer; approx. 10% undecided

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Recent High School Graduates Report

Recent Increase in Recent High School Graduates Reporting They Are the First Person in Their Family to Attend College

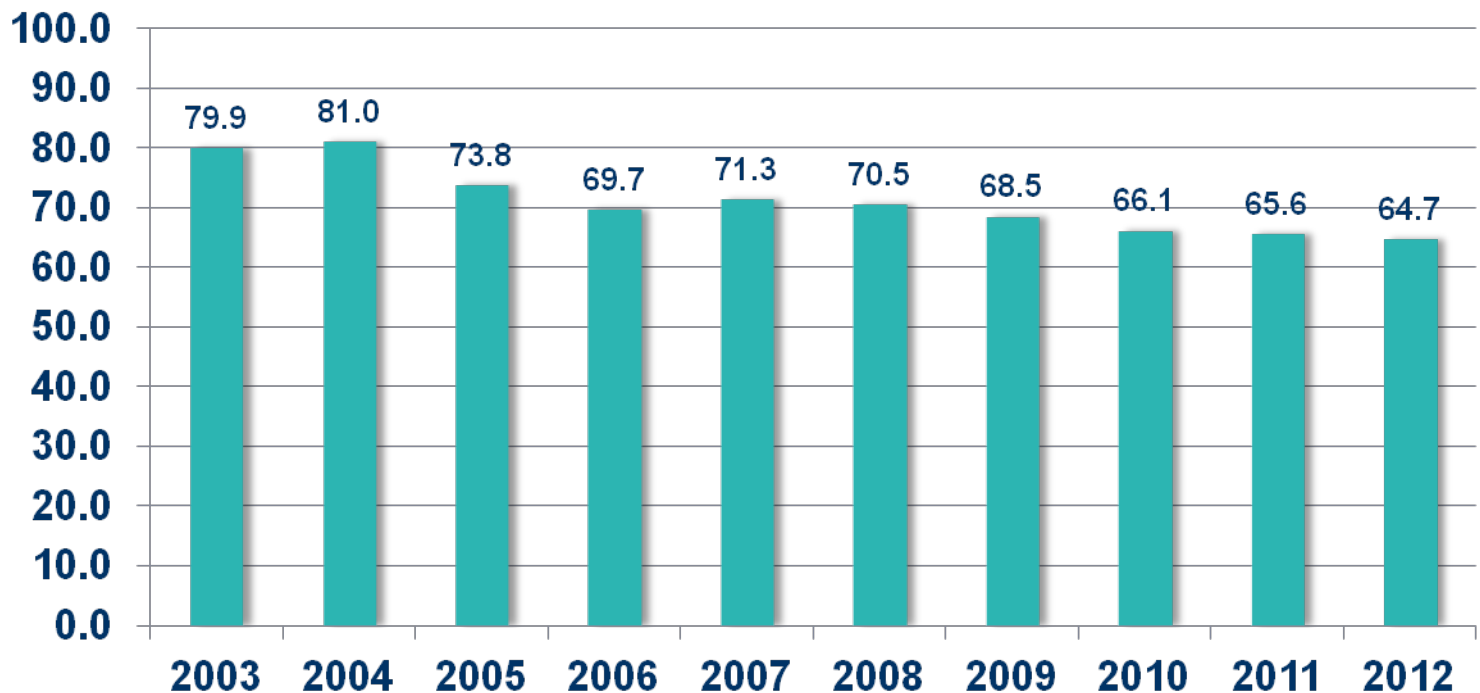


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Fewer Recent High School Graduates Report That English is the Primary Language Spoken at Home

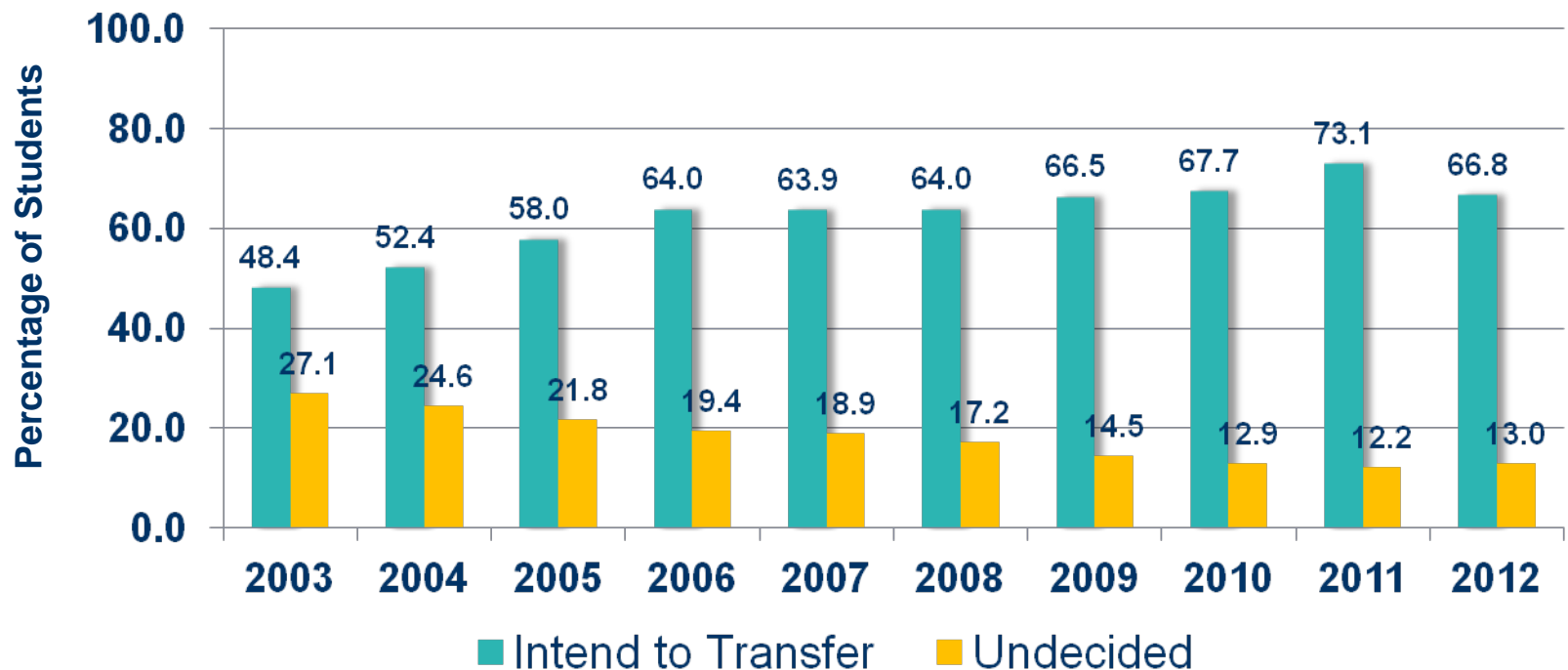
Percentage Reporting English is the Primary Language Spoken At Home



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Recent High School Graduates Report

Decrease in Students Who Intend to Transfer; Fewer Students Who Are Undecided About Their Educational Goal



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Recent High School Graduates Report

Other 2012 Observations:

➤ Educational Background Data:

✓ Self-Reported English Writing Skills:

- 52.1% Rated Writing Skill as “Excellent” or “Good”
- 9.0% Rated Writing Skill as “Fair” or “Poor”

✓ Self-Reported English Reading Skills:

- 63.2% Rated Reading Skill as “Excellent” or “Good”
- 7.9% Rated Reading Skill as “Fair” or “Poor”

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Other 2012 Observations:

➤ Assessment:

- ✓ Approximately 90 - 97% of new students receive assessment services annually
- ✓ Reading, writing, and mathematical skills are assessed; additional educational background data is collected
- ✓ Placement recommendations are based upon multiple measures that have been validated at the course level

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Other 2012 Observations:

- **Assessment Placement Recommendations:**
 - ✓ About 14% of Students Place into Freshman Composition
 - ✓ 6% Assess as Reading Proficient
 - ✓ 8% Assess Into College-Level Algebra or Higher
 - ✓ Largest Percentage of Students Place:
 - One level below Freshman Composition (42.6%)
 - Two levels below College Algebra (Elementary Algebra; 34.5%)
 - One level below Reading Proficiency (29.2%)

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Recent High School Graduates Report

Completion Data:

- Chaffey College Degrees and Certificates Earned
 - ✓ 2001 through 2011 High School Graduates
 - ✓ Type of Degree/Certificate Earned

- Transfers to Four-Year Institutions
 - ✓ 2001 through 2011 High School Graduates
 - ✓ Characteristics of Institutions Attended

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Recent High School Graduates Report

Chaffey College Degrees & Certificates:

- Median Time to Award – 3.4 years
 - ✓ Degrees – 3.4 years
 - ✓ Certificates – 3.2 years

- 19.1% of Awards Earned in Two Years or Less
 - ✓ Degrees – 17.3% earned in two years or less
 - ✓ Certificates – 25.8% earned in two years or less

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Recent High School Graduates Report

Transfers to Four-Year Institutions:

- High School Graduates Who Completed One or More Courses at Chaffey College and Are Not Currently Actively Enrolled at Chaffey College
- Data Matched With National Student Clearinghouse (NSC)
 - Records for 110 Million Students
 - 3,300 Postsecondary Institutions (96%)
 - Public and Private Institutions
 - In-State and Out-of-State

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Recent High School Graduates Report

Transfers to Four-Year Institutions:

- Median Time to Transfer – 3.5 years
- Among students who transfer, approximately 32% do so within 2 years
- Transfer Destinations:
 - ✓ Approx. $\frac{2}{3}$ of students transfer to public institutions
 - ✓ Approx. $\frac{1}{4}$ of institutions attended are out-of-state

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Recent High School Graduates Report



QUESTIONS?

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Strategies to Promote Access for Recent High School Graduates

Amy Nevarez,
Dean of Counseling & Matriculation

Superintendent/Principals Breakfast
May 9th, 2013

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Senior Early Assessment (SEA) Program

What is Senior Early Assessment?

- Seamless service delivery grounded in collaboration
- Students informed about college programs and services
- Students informed about financial aid opportunities
- Students receive in-depth assessment test information, includes test preparation booklet
- Students receive follow-up counseling; includes first semester course planning
- **Students who complete entire SEA sequence receive early registration date**

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Senior Early Assessment (SEA) Program

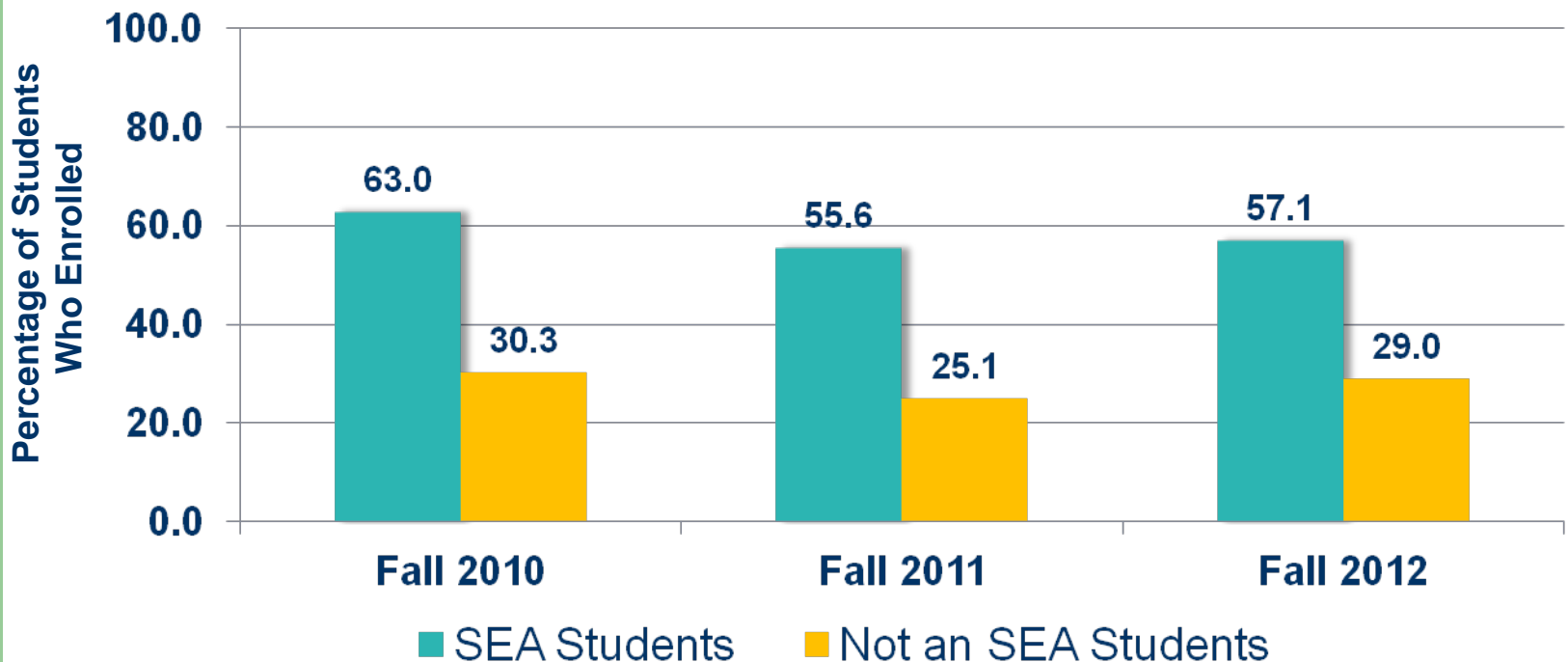
2012 SEA Program Data:

- 1,613 students received pre-orientation services
- 1,460 students participated in an application workshop
- 1,400 students received assessment services
- 1,279 students received follow-up counseling services
- 1,382 students identified as eligible for SEA
- 789 students enrolled in courses at Chaffey College

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Senior Early Assessment (SEA) Program

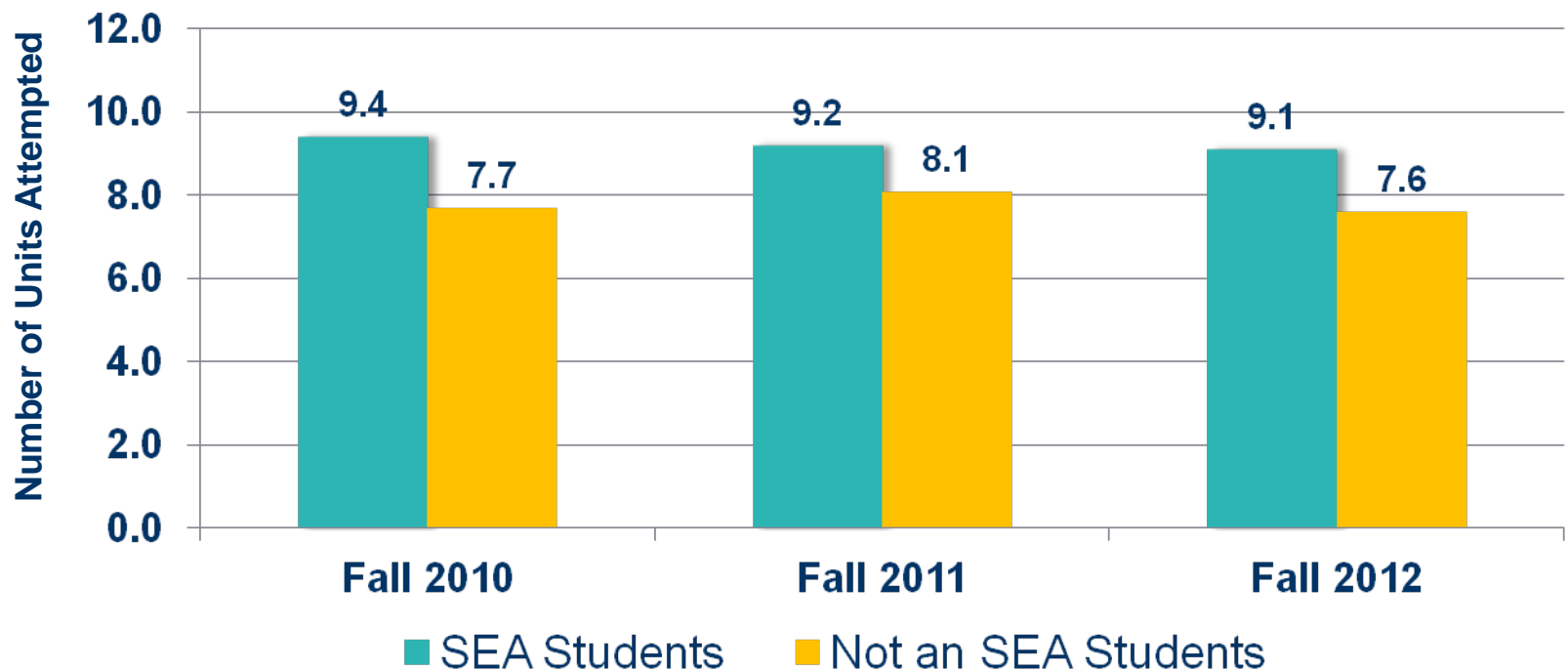
Students Who Participate in Senior Early Assessment Are Twice As Likely to Enroll at Chaffey College



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Senior Early Assessment (SEA) Program

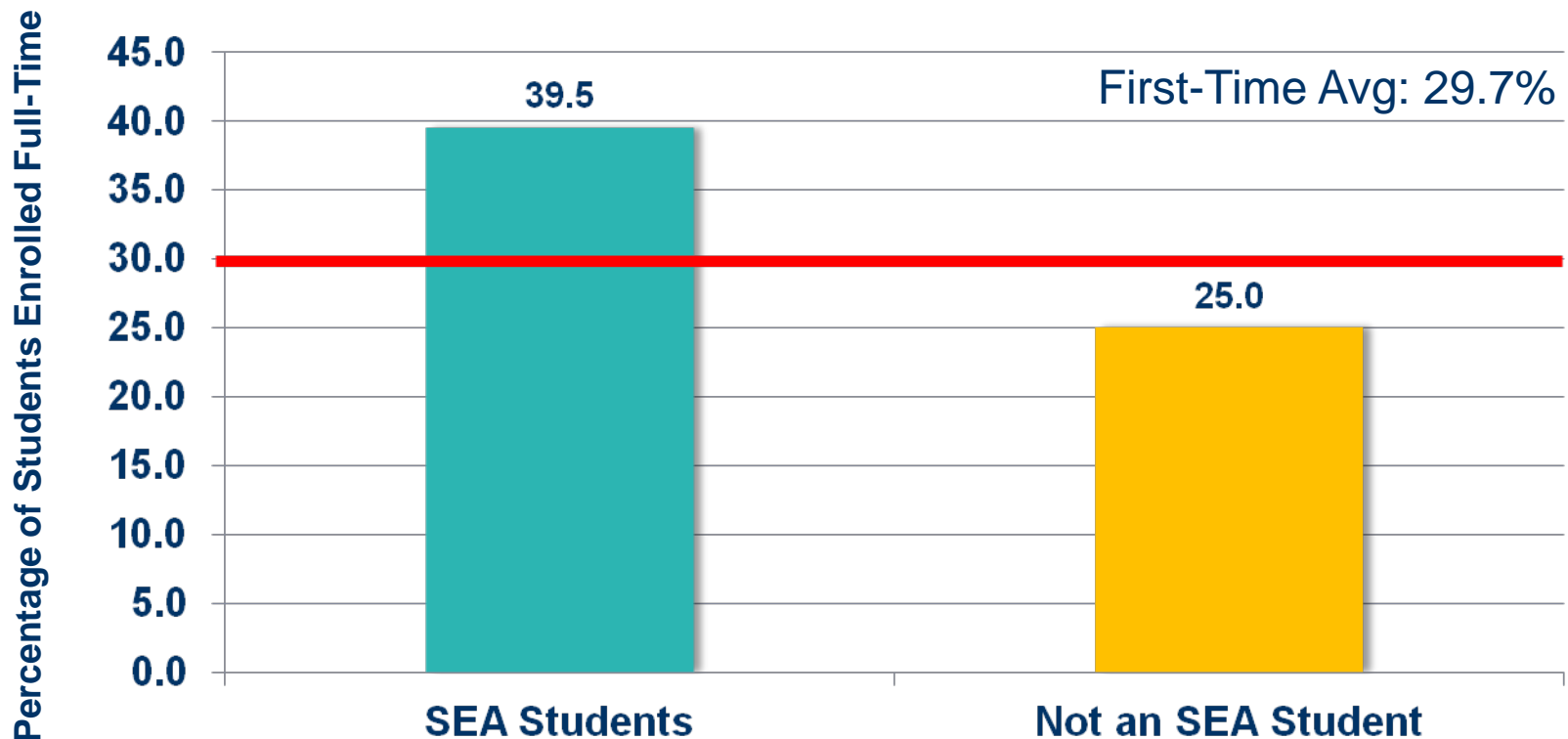
Students Who Participate in Senior Early Assessment Attempt More Units Their First Semester at Chaffey



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Senior Early Assessment (SEA) Program

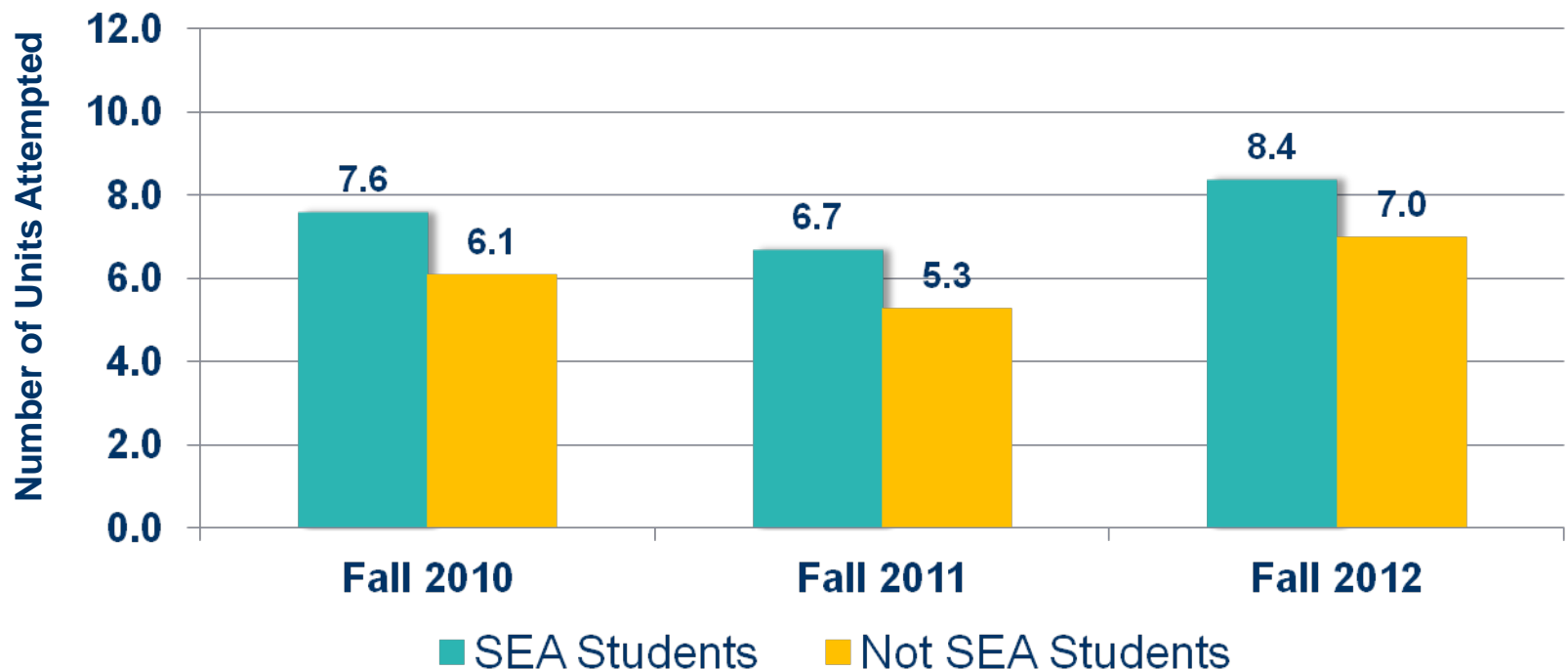
2012 SEA Students – More Likely to Enroll Full-Time



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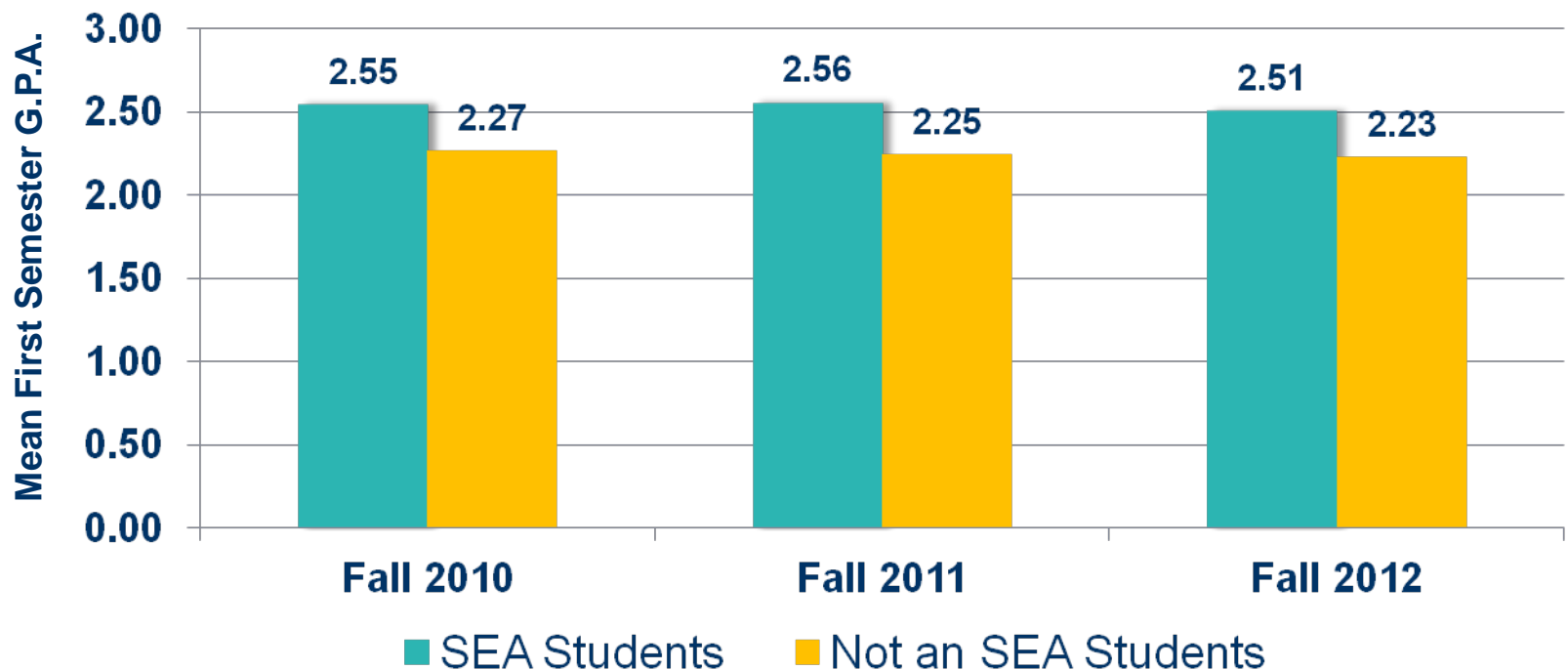
Students Who Participate in Senior Early Assessment Complete More Units Their First Semester at Chaffey



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Senior Early Assessment (SEA) Program

Students Who Participate in Senior Early Assessment Have A Higher First Semester Mean G.P.A.



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Senior Early Assessment (SEA) Program

2012 Observations:

- SEA and non-SEA students engage in similar first semester course-taking behavior (i.e., minimal differences in percentage of transfer, basic skill, and CTE courses taken)
- SEA and non-SEA students express similar initial educational goals
- Comparable assessment test placement recommendations, self-reported writing and reading skill levels, and self-reported high school G.P.A.

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Senior Early Assessment (SEA) Program

2012 Observations:

- SEA students are more likely to be female
- SEA Students are more likely to speak a language other than English at home:
 - ✓ SEA Students – 40.7%
 - ✓ Non-SEA Students – 33.5%
- SEA Students are more to work while enrolled:
 - ✓ SEA Students – 81.5% (20+ Hours: 36.9%)
 - ✓ Non-SEA Students – 73.3% (20+ Hours: 27.2%)

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Early Assessment Program (EAP)

Preliminary EAP Data:

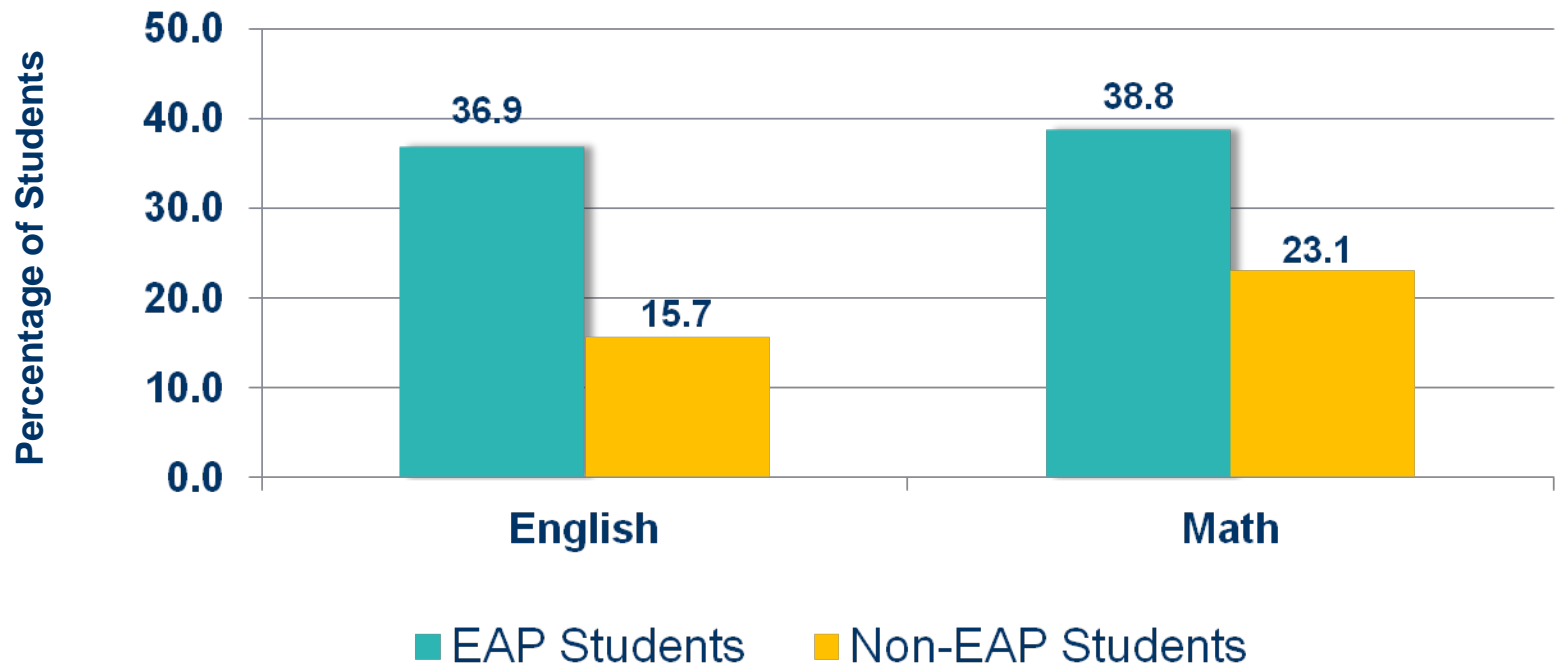
- 153 individuals submitted EAP evidence to Chaffey College (January 26th, 2012 through August 23rd, 2012):
 - ✓ 18 individuals - English and Math EAP Evidence
 - ✓ 119 individuals - English EAP Evidence Only
 - ✓ 16 individuals - Math EAP Evidence Only

- Tracking individuals who submitted EAP evidence, 108 individuals who submitted EAP evidence enrolled in FA12:
 - ✓ 12 individuals with both English and Math EAP Evidence
 - ✓ 85 individuals with English EAP Evidence Only
 - ✓ 11 individuals with Math EAP Evidence Only

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Early Assessment Program (EAP)

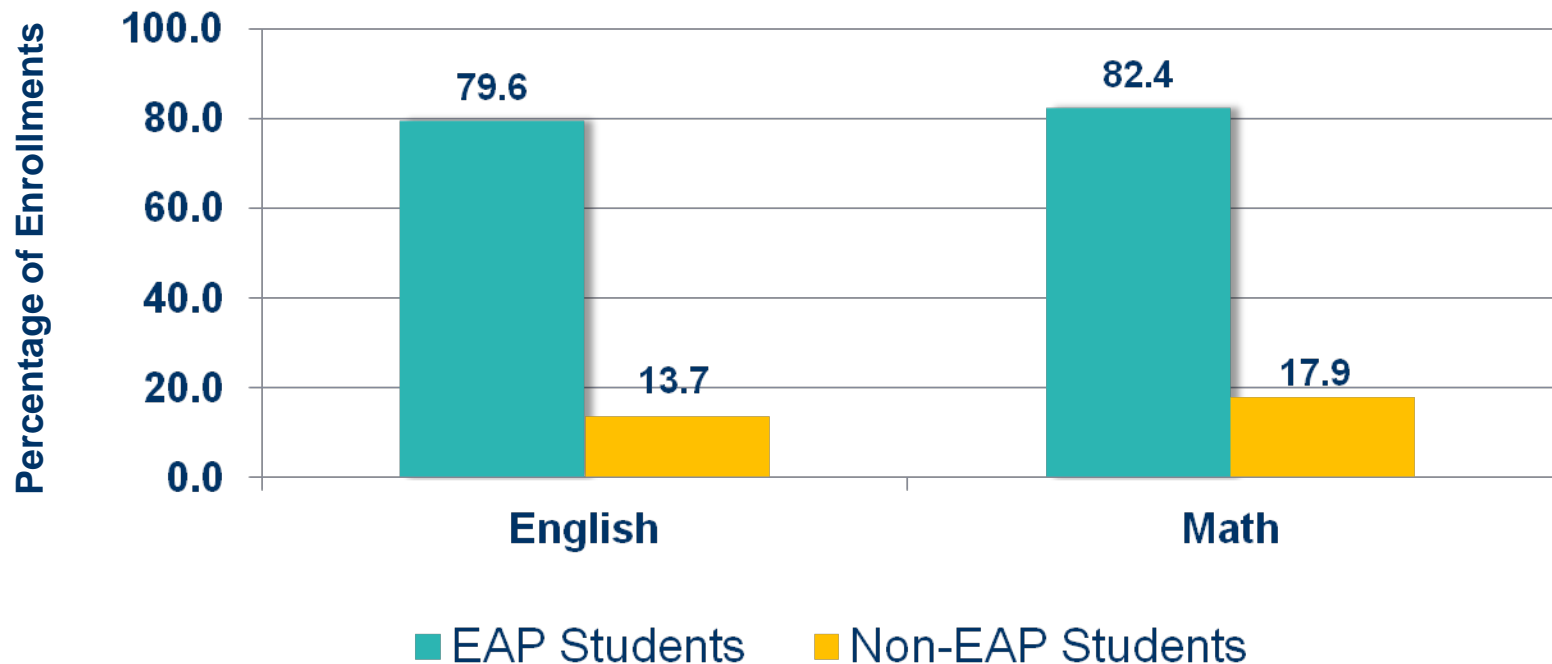
EAP Students Are More Likely to Enroll in English and Math Courses Their First Semester Than Non-EAP Students



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Early Assessment Program (EAP)

Courses That EAP Students Enroll in
Are More Likely to Be Transferable



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Early Assessment Program (EAP)

Course-Taking Behavior:

- 108 EAP students enrolled at Chaffey in Fall 2012
- All 108 EAP students (100.0%) were actively enrolled as of first census date (September 4th, 2012)
- 51 of the 108 EAP students (47.2%) were enrolled full-time (12+ Units); average for recent high school graduates: 29.7%
- 308 of 339 first census enrollments (90.9%) in CSU/UC transferable courses; average for first-time, recent high school graduates: 70.3%

Student Success Act

Student Success and Support Program

(formerly Matriculation)

- Senate Bill 1456, (Lowenthal), signed into law by Governor Brown on September 27, 2012
- Key requirements: Mandate student participation in core services. Orientation, assessment, educational planning
- If a student does not complete the matriculation requirements, this may affect a student's registration priority in a subsequent term

AA-T/AS-T

ADegreeWithAGuarantee.com

- SB 1440: Star Act (Student Transfer Achievement Reform)
- ADegreeWithAGuarantee
- Increase Number of Associate Degrees
- Reduce units/cost before & after transfer
- Smoother path to Transfer to a CSU
- 60 units at CCC/60 units at CSU
- A guarantee to a CSU

AA-T/AS-T

- AS-T: Administration of Justice, Business Administration, Geology, Mathematics,
- AA-T: Communication Studies, English, Political Science, Psychology, Sociology, Theatre Arts

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Strategies to Promote Student Access



QUESTIONS?