# THE COMPLETION TEAM

An ISSC Action Team

com·ple·tion
/kəmˈplēSH(ə)n/
Noun

the action or process of finishing something.

WHY LOOK AT COMPLETION?

1. Persistence→ completion

2. Full matriculation data can be tricky to get

3. The benchmarks are unreliable at best

4. "Completion" is defined as transfer level math and English, transfer without a degree to a 4-year institution, associate's degree (ADT, AA/AS), bachelor's, credit certificate, and/or attainment of regional living wage

5. Completion rates impact funding and reputation

6. We looked at the factors that most affect our completion rates
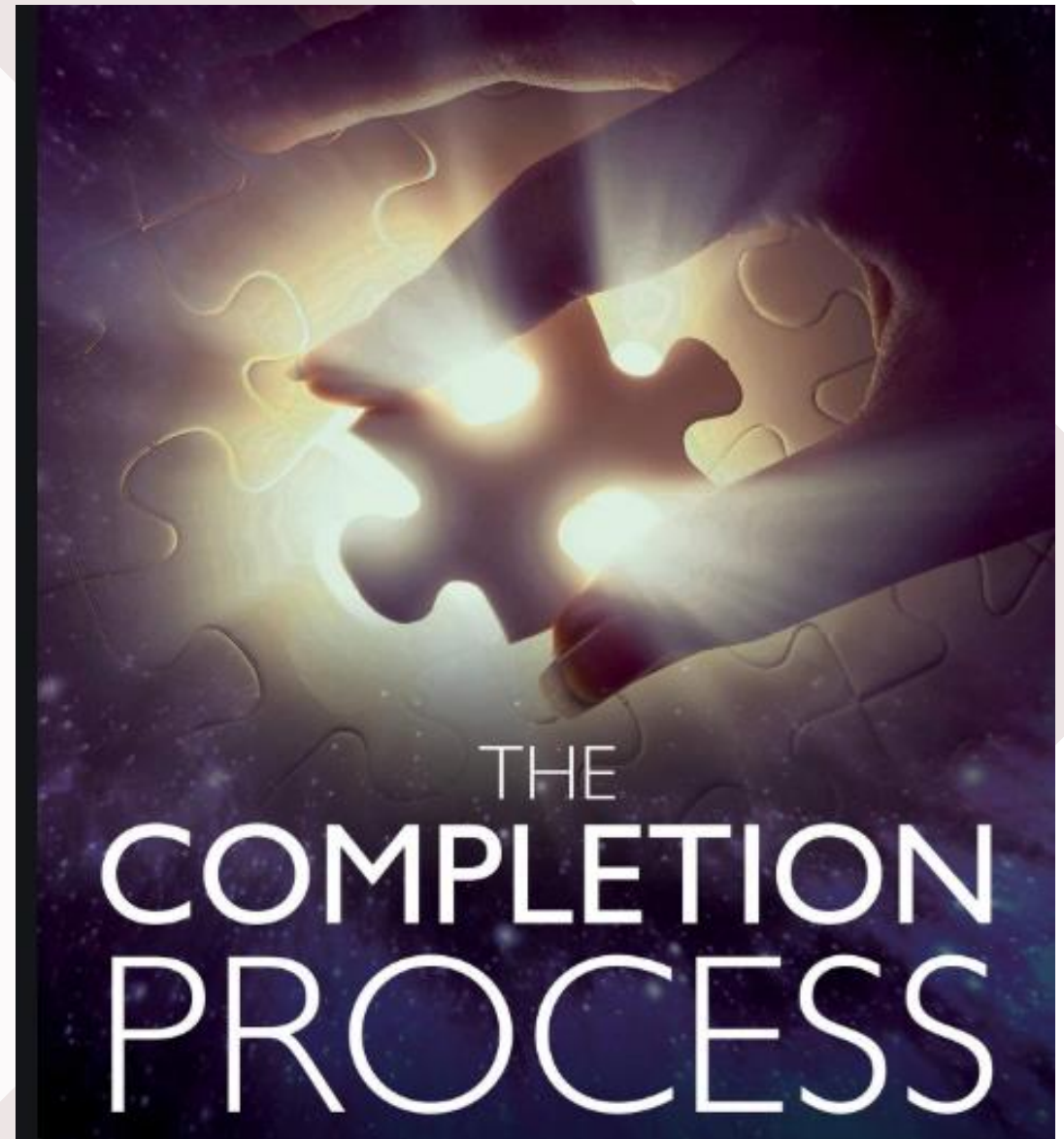
SRJC COMPLETION DATA 6 YEAR COHORTS

"2017-18 Cohort" means students who were new to SRJC in 2012-13

	2017-18	2016-17	2015-16	2014-15	2013-14
Total Cohort	2,454	2,601	2,681	2,837	2,796
Selected Cohort	2,454	2,601	2,681	2,837	2,796
Actual Transfers	812	901	953	959	970
Transfers	33.1%	34.6%	35.5%	33.8%	34.7%
Associate Degrees	575	556	558	548	584
Degrees	23.4%	21.4%	20.8%	19.3%	20.9%
Certificates	124	147	120	129	123
Certificates	5.1%	5.7%	4.5%	4.5%	4.4%
Transfers Prepared	974	981	1,029	1,067	1,104
Trans Prep	39.7%	37.7%	38.4%	37.6%	39.5%
Undup. Completions	1,284	1,380	1,437	1,478	1,523
Completions	52.3%	53.1%	53.6%	52.1%	54.5%

AVERAGE UNITS & TOTAL UNITS UPON COMPLETION
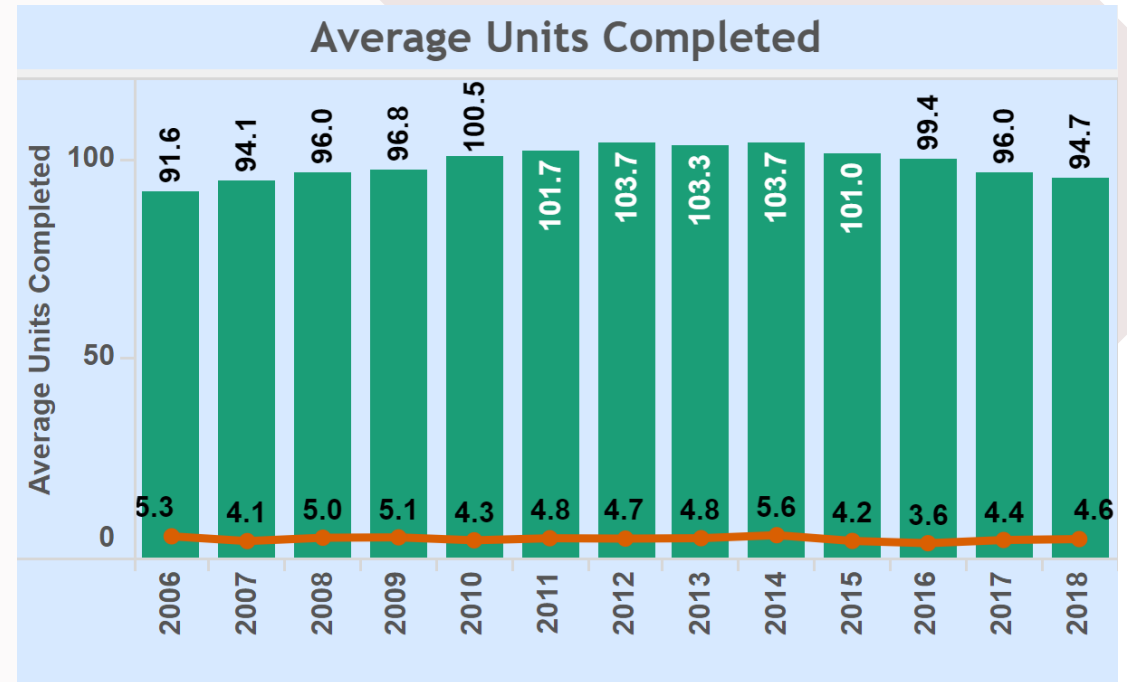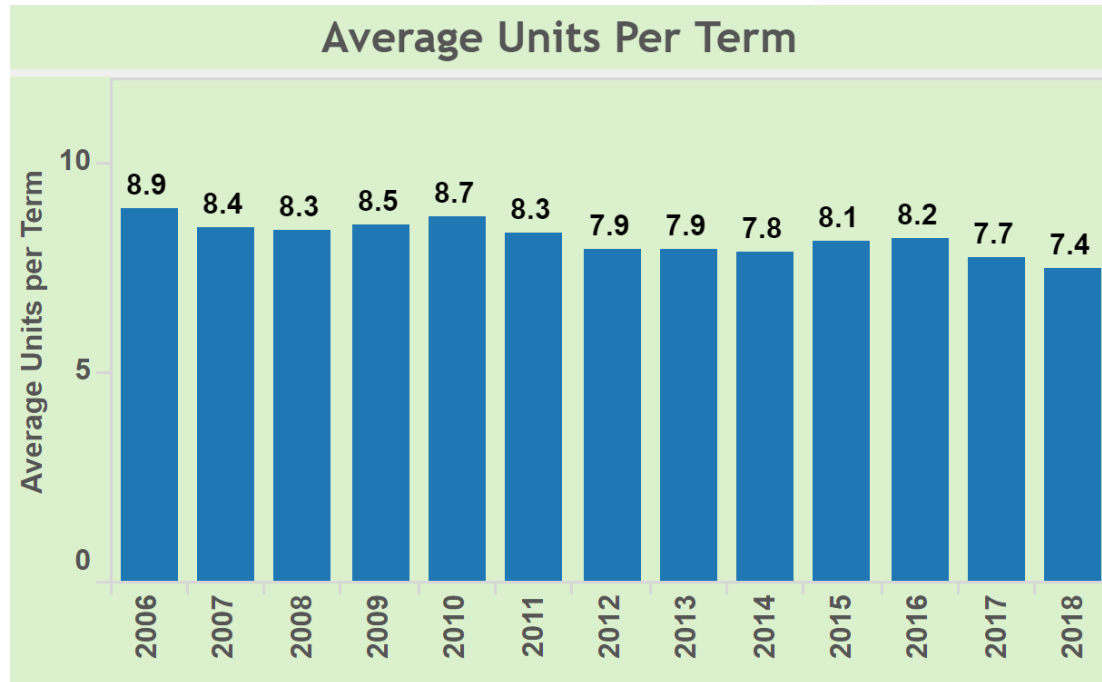
TRANSFER VELOCITY DATA

Years to Transfer	2012-13 Cohort		2011-12 Cohort	
	CA	SRJC	CA	SRJC
7	43.20%	39.10%	43.80%	40.00%
6	39.70%	35.60%	39.20%	36.40%
5	33.10%	29.00%	32.40%	29.70%
4	22.60%	19.50%	22.40%	19.50%

- SRJC consistently falls below the state average

- Our students are taking longer and longer to complete

(From the CCCO data mart)

COMPLETION RATES AND EQUITY

"2017-18 Cohort" means students who were new to SRJC in 2012-13

Completion Rates 2017-18 Cohort

Category	Rate
Native American men economically disadvantaged	~14%
Native American economically disadvantaged	~25%
Native American	~30%
Asian economically disadvantaged	~55%
Asian	~61%
African American	~43%
Latinx	~45%
white women	~61%
college average	~52%
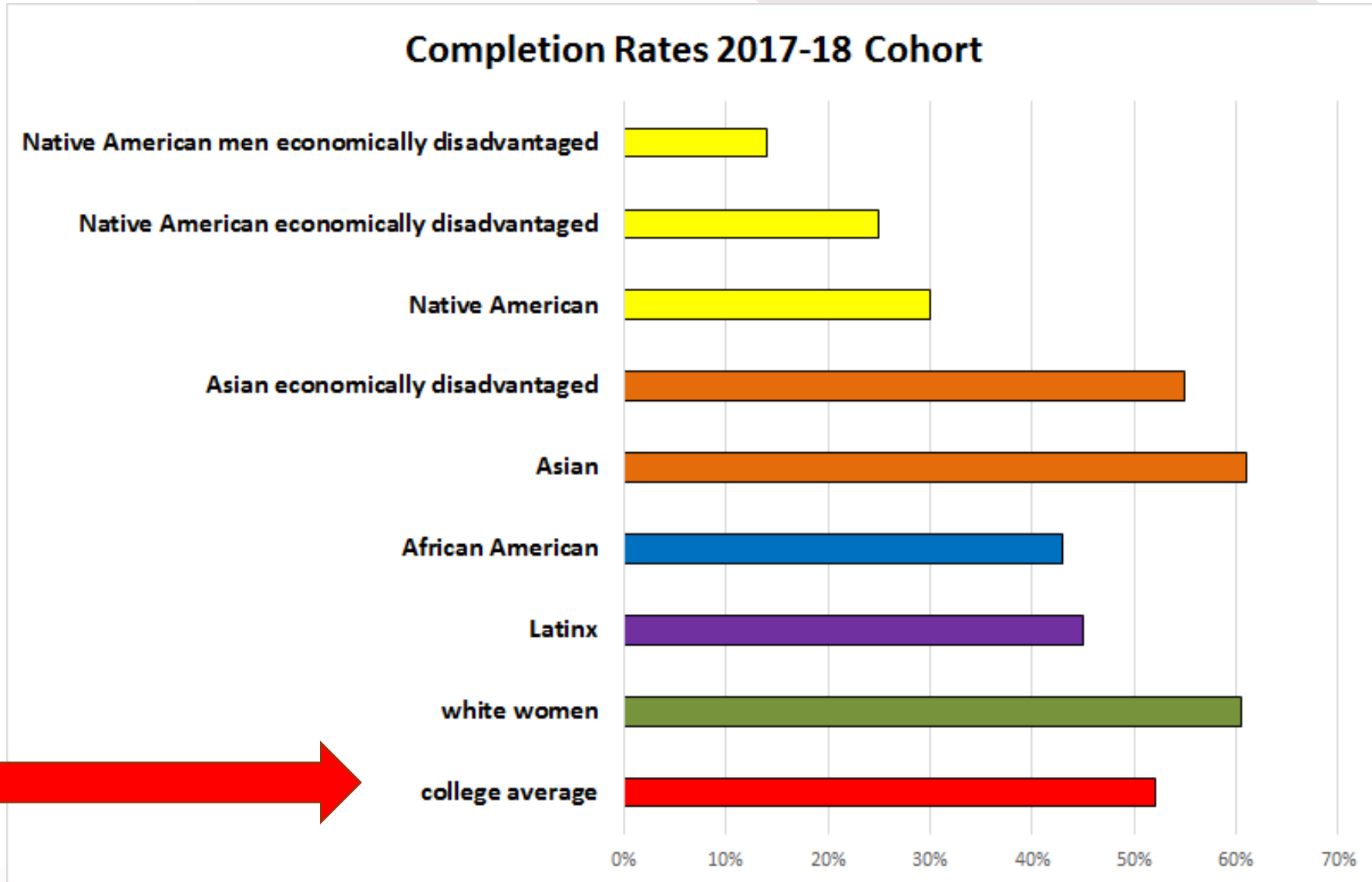
FACTORS THAT IMPACT COMPLETION

How do you study completion without studying the process of getting to completion?

These seem to be at least two important factors leading to the story of student completion:

1. Having an Educational Goal (the undecided/unsure student experience)
2. The Hidden-in-Plain-Sight Issue (the part-time student experience)

THE "UNDECIDED" STUDENT IMPACT

Being an "Undecided Student" likely impacts:

➢ **Time to Completion**

➢ **Total Number of Units**

➢ **Financial Aid**

➢ **Completing Certificate or Degree at all (if they settle on one)**

The only intentional exploration of major and career we have is General Education requirements and COUN 6, Introduction to Career Development

FACTORS FOR UNDECIDED STUDENTS

1. **The exploration and selection process for majors and career goals are solely student initiated**

2. **We force students who are undecided to decide**
   - *You can't get financial aid without it*

3. **Counselors use a shadow system to identify undecided students ("Transfer Studies")**

4. **Why are students undecided?**
   - *They don't want to go to college*
   - *We don't have the major (story of the "rapper")*
   - *They just are uncertain what they want to do*

PART-TIME STUDENTS

- **75% of our students are part-time (Fall 2019). We are a part-time college.**

- **Students actually go back and forth between full-time and part-time enrollment**
  - Attrition patterns are similar between FT and PT groups as well

- **Students go part-time due to:**
  - **Finances**
  - **Family and work obligations**
  - **Personal and family health**
  - **Courses not available**
  - **Drop courses (to protect GPA, etc.)**

2018-19 Outcomes by Enrollment Status & Student Group
Fall 2018 & Spring 2019

Link to interactive

Headcount & Proportion Rates

	Full-Time (≥ 12units)	Part-Time (< 12units)
African American	238 / 2.9%	820 / 2.3%
Asian	585 / 7.2%	1,529 / 4.3%
Latinx	2,906 / 35.6%	14,483 / 40.4%
Multi Ethnicity	540 / 6.6%	1,841 / 5.1%
Native American	44 / 0.5%	213 / 0.6%
Pacific Islander	28 / 0.3%	131 / 0.4%
White	3,761 / 46.1%	15,654 / 43.7%
First Gen Student	1,986 / 24.4%	8,761 / 24.5%
Financial Aid	5,882 / 72.1%	11,917 / 33.3%
Foster Youth	107 / 1.3%	607 / 1.7%
LGBTQ	239 / 2.9%	1,126 / 3.1%
DSPS	581 / 7.1%	2,410 / 6.7%
Veteran	464 / 5.7%	1,344 / 3.8%
Homeless	39 / 0.5%	235 / 0.7%
Total	**8,153**	**35,812**
Combined Total	**43,965**	

Course Success Rates

	Full-Time (> 12units)	Part-Time (< 12units)
African American	85.7%	57.7%
Asian	89.8%	66.8%
Latinx	86.1%	58.5%
Multi Ethnicity	88.1%	64.5%
Native American	92.9%	61.0%
Pacific Islander	83.4%	57.8%
White	90.7%	69.7%
First Gen Student	86.8%	61.3%
Financial Aid	89.4%	63.0%
Foster Youth	80.1%	55.7%
LGBTQ	87.4%	60.2%
DSPS	87.8%	67.6%
Veteran	87.4%	66.5%
Homeless	88.3%	49.6%
Averages	**88.6%**	**64.4%**
Combined Average	**72.1%**	**DI < 70.1%**

Course Retention Rates

	Full-Time (≥ 12units)	Part-Time (< 12units)
African American	97.2%	76.4%
Asian	97.9%	81.7%
Latinx	98.0%	76.3%
Multi Ethnicity	97.3%	81.0%
Native American	98.5%	75.1%
Pacific Islander	95.9%	75.8%
White	98.1%	82.2%
First Gen Student	98.0%	78.3%
Financial Aid	98.1%	78.8%
Foster Youth	97.0%	75.9%
LGBTQ	97.3%	30.9%
DSPS	97.2%	81.6%
Veteran	98.2%	81.4%
Homeless	98.2%	73.1%
Averages	**98.0%**	**79.5%**
Combined Average	**85.4%**	**DI < 83.4%**

Fall to Spring Persistence

	Full-Time (≥ 12units)	Part-Time (< 12units)
African American	86.3%	56.3%
Asian	85.0%	60.3%
Latinx	89.2%	61.2%
Multi Ethnicity	91.2%	60.1%
Native American	90.0%	54.5%
Pacific Islander	92.3%	51.6%
White	88.0%	58.6%
First Gen Student	90.7%	60.1%
Financial Aid	91.9%	72.8%
Foster Youth	84.3%	57.6%
LGBTQ	91.2%	56.9%
DSPS	89.9%	79.6%
Veteran	81.4%	55.7%
Homeless	91.3%	43.8%
Averages	**88.4%**	**59.8%**
Combined Average	**65.2%**	**DI < 63.2%**

WHAT DO THE STUDENTS SAY?

The 2018 enrollment survey asked 1,288 part-time students why they aren't full-time.

This is what they said.

HOW MANY PART TIMERS ARE RECEIVING FINANCIAL AID (AS OPPOSED TO FULL TIMERS?)

	PT	AID%	FT	AID%
FA17	4218	23%	3380	68%
FA18	4167	24%	3374	71%
FA19	3963	24%	3446	73%

2018/19
Part-Time
Students: **24%**

Full-Time
Students: **73%**

KNOWING THIS INFORMATION…

- **Are we asking the right question in "how do we make students go full time?"**
  - Should we convince/make it possible students to go full time? Period?
  - Shouldn't we instead ask "**How do we make our part-time students successful?**"

- **Is more money to students the answer?**
  - If more financial assistance was provided, would you switch to full time? A recent study found that when this was done. Students took the money and worked the same.
    - Does one ever have enough money in this county?

- **Is housing the key issue?**
  - We need some data: Do outcomes change for students that have secure or no-cost housing?

DO YOU WANT TO GO FULL TIME?
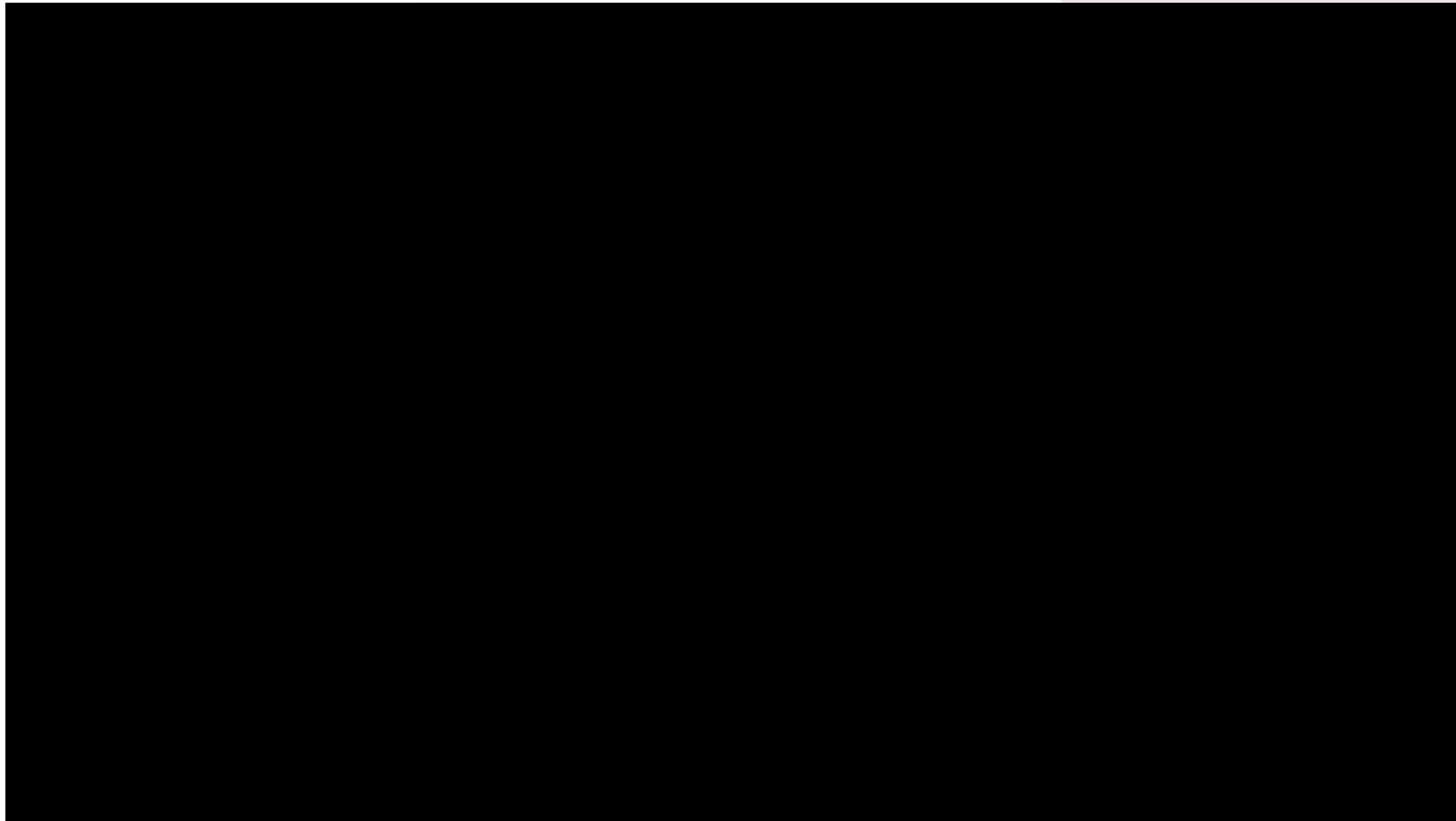
WHAT DO YOU RECOMMEND?

Based on the information presented, what do you recommend?

What can we do to improve completion outcomes?