

Foothill-De Anza Community College District

Office of Institutional Research and Planning

To: Enrollment Priorities Team

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Subject: Enrollment Priorities Follow-up Proceeding First Term Implementation

Changes to enrollment priorities were implemented in fall 2014 at De Anza and Foothill Colleges. The change is required by new state regulations. The new method includes state mandated requirements as well as new requirements specific to FHDA.

The state regulations require students to matriculate (complete orientation, assessment and an educational plan) before they can receive the highest enrollment priority available to them in any future term. Students also need to be in good standing and not on academic probation for 2 consecutive terms. The state also requires that students in special populations that have matriculated are to register first (CalWorks, EOPS, DSPS, Foster Youth, and Veterans).

FHDA further requires students to declare an educational goal of transfer, degree or certificate and select a major field of study (not undecided). A higher priority is given to continuing students enrolling full time (12 or more units). Students not meeting the enrollment priority criteria register after students who have met the criteria and are prioritized by the number of units earned. An analysis of the 111 community colleges in California showed that only FHDA appears to have an additional full time requirement for continuing students.

The following analysis looks at the success rates of students in the **continuing part time (Category 50) and continuing full time (Category 30) category** from spring 2014 based on the number of units they enrolled in during the fall 2014 quarter. This exploratory analysis sought to determine if success rates were impacted by a change in their enrollment status from part time to full time in fall 2014.

Highlights:

While the findings should be considered preliminary, in that they only include one quarter of data, they show:

- At De Anza, in the full time continuing category in fall 2014, students who remained full time exhibited higher success rates (83%) than students in the same category who shifted to part time (76%). In the part time continuing category in fall 2014, students who went full time exhibited the same success rates (72%) as those that remained part time (72%) (see Table 2).
- At Foothill, in the full time continuing category in fall 2014, students who remained full time exhibited higher success rates (85%) than students in the same category who shifted to part time (73%). In the part time continuing category in fall 2014, students who went full

time saw an increase in their success rate at 76% compared to students who remained part time at 69% (see Table 3).

Table 1. Students Enrolled in Spring 2014 who Registered in Fall 2014 – All Categories

Category	Foothill Fall 2014		De Anza Fall 2014	
	Registered HC	Percent	Registered HC	Percent
10 Veteran FY DSPS EOPS CW	481	4%	880	4%
30 Continuing Fulltime	1,499	12%	4,480	21%
40 First time college students	333	3%	1,950	9%
50 Continuing Part Time	1,910	15%	3,991	19%
60 Returning Full Time			2	0%
65 First time without matric	1,239	10%	1,954	9%
70 New Transfers to FHDA	696	5%	1,140	5%
80 All Other By Units Earned	6,702	52%	7,166	33%
Total	12,860	100%	21,563	100%

- At Foothill, 12% of students fall into the continuing full time category while 21% of students are in this category at De Anza. This group of students gets to register first, following the special populations.
- At Foothill, 15% of students fall into the continuing part time category while 19% of students are in this category at De Anza.

Table 2. Success Rates of Continuing Students – De Anza

Category		Success		Non Success		Withdraw		Total	
		Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Category 30 - Full Time Continuing									
Spring 2014	Full Time Student	14,972	88%	1,537	9%	423	2%	16,932	100%
Fall 2014	Full Time Student	10,939	83%	1,290	10%	943	7%	13,172	100%
Fall 2014	Part Time Student	1,352	76%	213	12%	212	12%	1,777	100%
Category 50 - Part Time Continuing									
Spring 2014	Part Time Student	5,763	68%	951	11%	1,751	21%	8,465	100%
Fall 2014	Full Time Student	3,731	72%	828	16%	652	13%	5,211	100%
Fall 2014	Part Time Student	3,237	72%	630	14%	603	13%	4,470	100%

- In the full time continuing category in fall 2014, students who remained full time exhibited higher success rates (83%) than students in the same category who shifted to part time (76%).
- When comparing their fall success rates to the previous spring, spring success rates were higher at 88% compared to 83% for full time students and 76% for those students who shifted to part time. It is unclear as to why success rates in fall would be lower than spring,

but these preliminary results suggest that full time students have higher success rates than part time students in the same category.

- In the part time continuing category in fall 2014, students who went full time exhibited the same success rates (72%) as those that remained part time (72%). It was a concern of the committee that students who go from part time to full time to increase their enrollment priority may see a decrease in their success rates, however, this is not the case when looking at these early results.
- When comparing the part time category’s fall success rates to the previous spring, spring success rates are lower at 68% compared to 72% for full and part time students. It is unclear as to why success rates in fall would be higher than spring for this group, but these preliminary results suggest that part time students who went to full time saw an increase in their success rates and did not fall below the success rates of part time students.

Table 3. Success Rates of Continuing Students – Foothill

		Success		Non Success		Withdraw		Total	
Category 30 - Full Time Continuing		Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Spring 2014	Full Time Student	5,080	88%	550	10%	156	3%	5,786	100%
Fall 2014	Full Time Student	3,863	85%	446	10%	248	5%	4,557	100%
Fall 2014	Part Time Student	503	73%	98	14%	92	13%	693	100%
Category 50 - Part Time Continuing									
Spring 2014	Part Time Student	2,419	68%	427	12%	699	20%	3,545	100%
Fall 2014	Full Time Student	1,907	76%	316	13%	294	12%	2,517	100%
Fall 2014	Part Time Student	1,440	69%	295	14%	338	16%	2,073	100%

- In the full time continuing category in fall 2014, students who remained full time exhibited higher success rates (85%) than students in the same category who shifted to part time (73%).
- When comparing their fall success rates to the previous spring, spring success rates were higher at 88% compared to 85% for full time students and 73% for those students who shifted to part time. It is unclear as to why success rates in fall would be lower than spring, but these preliminary results suggest that full time students have higher success rates than part time students in the same category.
- In the part time continuing category in fall 2014, students who went full time saw an increase in their success rate at 76% compared to students who remained part time at 69%.
- When comparing the part time category’s fall success rates to the previous spring, spring success rates are lower at 68% compared to 76% for full time students and 69% for part time students. These preliminary results suggest that part time students who went to full time saw an increase in their success rates.

Table 4. Category 50 – Part Time Continuing by Ethnicity – De Anza

50 - Part Time Continuing	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Full Time - Fall 2014								
African American	139	63%	58	26%	22	10%	219	100%
Asian	1,442	76%	264	14%	203	11%	1,909	100%
Filipino	302	72%	59	14%	58	14%	419	100%
Latino/a	945	64%	313	21%	210	14%	1,468	100%
Native American	21	57%	5	14%	11	30%	37	100%
Pacific Islander	44	92%	3	6%	1	2%	48	100%
Unreported	64	69%	19	20%	10	11%	93	100%
White	776	76%	105	10%	137	13%	1,018	100%
Total	3,733	72%	826	16%	652	13%	5,211	100%
Part Time - Fall 2014								
African American	142	67%	36	17%	34	16%	212	100%
Asian	1,035	77%	166	12%	136	10%	1,337	100%
Filipino	273	70%	53	14%	63	16%	389	100%
Latino/a	834	64%	262	20%	201	15%	1,297	100%
Native American	9	47%			10	53%	19	100%
Pacific Islander	30	75%	6	15%	4	10%	40	100%
Unreported	40	74%	8	15%	6	11%	54	100%
White	874	78%	99	9%	149	13%	1,122	100%
Total	3,237	72%	630	14%	603	13%	4,470	100%

Table 5 displays the part time continuing category by ethnicity to compare the success rates by of students who remained part time to those who went full time by ethnicity.

- African American students who remained part time had a higher success rate (67%) than those that went full time (63%).
- The success rate remained the same for both groups that identify as Latino students, at 64%.
- For Pacific Islander students, those who went full time had a higher success rate (92%) compared to those that remained part time (75%).

Table 5. Category 50 – Part Time Continuing by Ethnicity - Foothill

50 - Part Time Continuing		Success		Non Success		Withdraw		Total	
		Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Full Time - Fall 2014	African American	80	53%	31	21%	39	26%	150	100%
	Asian	604	81%	72	10%	73	10%	749	100%
	Filipino	146	69%	28	13%	38	18%	212	100%
	Latino/a	384	72%	89	17%	64	12%	537	100%
	Native American	4	50%	3	38%	1	13%	8	100%
	Pacific Islander	11	92%			1	8%	12	100%
	Unreported	31	67%	11	24%	4	9%	46	100%
	White	647	81%	82	10%	74	9%	803	100%
	Total	1,907	76%	316	13%	294	12%	2,517	100%
Part Time - Fall 2014	African American	72	57%	29	23%	25	20%	126	100%
	Asian	371	73%	70	14%	64	13%	505	100%
	Filipino	90	68%	13	10%	30	23%	133	100%
	Latino/a	366	62%	93	16%	131	22%	590	100%
	Native American	15	65%	4	17%	4	17%	23	100%
	Pacific Islander	6	50%	1	8%	5	42%	12	100%
	Unreported	25	63%	5	13%	10	25%	40	100%
	White	495	77%	80	12%	69	11%	644	100%
	Total	1,440	69%	295	14%	338	16%	2,073	100%

Table 5 displays the part time continuing category by ethnicity to compare the success rates of students who remained part time to those who went full time by ethnicity.

- African American students who remained part time had a higher success rate (57%) than those that went full time (53%).
- Latino students who went full time had higher success rates (72%) than those that remained part time (62%).