

## Registration Categories

Following this section are detailed instructions on how to determine if a criteria has been met.

1. **EP 10 - Veterans, Foster Youth, CalWORKs, DSPS, EOPS**
  - i. First time college students who have
    - a) Matriculated – completed assessment, passed orientation, completed an education plan
  - ii. Continuing students and Returning students who have
    - a. Selected an educational goal of transfer, degree, or certificate
    - b. Declared a major
2. **EP 30 - Continuing students – 12 or more units** who have
  - a. Are enrolled in 12 units in most recent term of enrollment
  - b. Selected an educational goal of transfer, degree, or certificate
  - c. Declared a major
  - d. If first admit quarter is Summer 2014 or later, student will be considered to be a First time college student, and must be full matriculated - completed assessment, passed orientation, completed an education plan.
3. **EP 40 - First time college students** who have
  - a. Matriculated – completed assessment, passed orientation, completed an education plan
  - b. Selected an educational goal of transfer, degree, or certificate
  - c. Declared a major
4. **EP 50 - Continuing students – less than 12 units** who have
  - a. Are enrolled in Less than 12 units in most recent term of enrollment
  - b. Selected an educational goal of transfer, degree, or certificate
  - c. Declared a major
  - d. If first admit quarter is Summer 2014 or later, student will be considered to be a First time college student, and must be full matriculated.
5. **EP 65 - Non-Matriculated First Time Student**
  - a. Selected an educational goal of transfer, degree, or certificate
  - b. Declared a major
6. **EP 60 - Returning students** who have
  - a. Were enrolled in 12 units or more in last completed term
  - b. Selected an educational goal of transfer, degree, or certificate
  - c. Declared a major
7. **EP 70 - New Transfer Students** to FHDA (from other colleges)
  - a. Selected an educational goal of transfer, degree, or certificate
  - b. Declared a major
8. **EP 80 - All Other**
  - a. Will include student excluded from other categories due to probation or unit restrictions (Assumption #4).
9. **EP 90 - High School Students**
  - a. Will include High School students where student type = Y.

# Foothill

Fall 2014 - Students who had an enrollment priority and engaged the registration system.

Enrollment priority category in which students <i>actually</i> began registration process								
	10	30	40/50	65/70	80	90	Total	
Enrollment priority category students were assigned	10	214	31	27	18	58	173	521
	30	2	713	105	63	175	549	1,607
	40	23	72	34	40	54	122	345
	50	4		691	122	333	1,207	2,357
	60					10		10
	65	2	138	38	100	91	1,163	1,532
	70	2	2	1	134	132	871	1,142
	80	19	25	93	50	2,296	8,620	11,103

Enrollment priority category in which students <i>actually</i> began registration process								
	10	30	40/50	65/70	80	90	Total	
Enrollment priority category students were assigned	10	43%	6%	5%	4%	10%	33%	100%
	30	0%	48%	7%	4%	10%	31%	100%
	40	7%	21%	9%	12%	15%	36%	100%
	50	0%		30%	5%	14%	50%	100%
	60					100%		100%
	65	0%	9%	2%	6%	6%	76%	100%
	70	0%	0%	0%	12%	12%	76%	100%
	80	0%	0%	1%	0%	20%	78%	100%

Fall 2014 - Target group students who had an enrollment priority and engaged the registration system.

Enrollment priority category in which students <i>actually</i> began registration process								
	10	30	40/50	65/70	80	90	Total	
Enrollment priority category students were assigned	10	83	12	9	9	27	77	217
	30	1	131	24	23	54	197	430
	40	10	29	15	13	22	50	139
	50	2		227	39	104	402	774
	60					2		2
	65	1	3	5	33	26	354	422
	70		1	1	40	42	294	378
	80	9	8	23	9	539	2,183	2,771

Enrollment priority category in which students <i>actually</i> began registration process								
	10	30	40/50	65/70	80	90	Total	
Enrollment priority category students were assigned	10	39%	5%	4%	4%	11%	36%	100%
	30	0%	32%	6%	6%	12%	45%	100%
	40	7%	21%	11%	9%	16%	36%	100%
	50	0%		29%	6%	14%	51%	100%
	60					100%		100%
	65	0%	1%	1%	8%	6%	84%	100%
	70		0%	0%	11%	12%	77%	100%
	80	0%	0%	1%	0%	18%	80%	100%

**Foothill - Percent engaging registration system during "Open Enrollment" period (EP 80 and after)**

	Assigned Enrollment Priority Group	Overall			African-American, Filipino, & Latino Students	
		# of Students	Percent who engaged registration system during open enrollment		# of Students	Percent who engaged registration system during open enrollment
<b>Fall 2014</b>	Special pop's.	521	43%		217	47%
	Continuing FT	1,607	41%		430	57%
	Continuing PT	2,357	64%		774	65%
	Non-matric first time	1,532	82%		422	90%
<b>Winter 2015</b>	Special pop's.	609	21%		264	24%
	Continuing FT	2,993	20%		765	32%
	Continuing PT	3,159	45%		1,076	52%
	Non-matric first time	824	66%		332	73%
<b>Spring 2015</b>	Special pop's.	677	23%		295	25%
	Continuing FT	2,836	20%		669	32%
	Continuing PT	3,062	48%		3,062	52%
	Non-matric first time	688	77%		292	87%

Foothill - Fall 2013			Foothill - Fall 2014		
Reg. Day	Total #	Total %	Reg. Day	Total #	Total %
Day 7	1,759	9%	Day 7	2,332	12%
Day 16	7,034	35%	Day 16	6,781	33%
Day 23	8,393	42%	Day 23	8,588	42%
Day 30	9,586	48%	Day 30	9,837	49%
Day 37	10,802	54%	Day 37	11,229	55%
Day 44	12,249	62%	Day 44	12,599	62%
Day 51	13,529	68%	Day 51	13,951	69%
Day 58	14,741	74%	Day 58	15,165	75%
Day 65	16,149	81%	Day 65	16,444	81%
*Day 69	17,634	89%	*Day 69	18,486	91%

Foothill - Winter 2014			Foothill - Winter 2015		
Reg. Day	Total #	Total %	Reg. Day	Total #	Total %
Day 7	2,436	13%	Day 7	5,967	33%
Day 13	7,485	40%	Day 13	8,135	44%
Day 20	9,615	52%	Day 20	9,746	53%
Day 27	11,066	59%	Day 27	11,051	60%
Day 34	12,283	66%	Day 34	12,756	70%
Day 41	12,809	69%	Day 41	13,323	73%
*Day 48	15,912	85%	*Day 48	16,563	90%

Foothill - Spring 2014			Foothill - Spring 2015		
Reg. Day	Total #	Total %	Reg. Day	Total #	Total %
Day 7	2,590	15%	Day 7	6,169	37%
Day 14	9,123	55%	Day 14	9,818	59%
Day 21	10,785	65%	Day 21	11,360	68%
Day 28	12,464	75%	Day 28	12,677	76%
Day 33	14,353	86%	*Day 33	15,790	94%
*Day 34	15,447	92%	Day 34	15,954	95%

\* First day of quarter

## Foothill College - Math 105

		Fall			Winter			Spring		
		2013 (N = 415)	2014 (N = 396)	Change (% points)	2014 (N = 339)	2015 (N = 365)	Change (% points)	2014 (N = 293)	2015 (N = 298)	Change (% points)
<b>Non-Target Group</b>	Asian	13%	21%	8%	17%	8%	-9%	15%	13%	-2%
	Decline to State	4%	6%	2%	5%	5%	0%	6%	6%	0%
	Native American	1%	0%	-1%	1%	1%	0%	2%	2%	0%
	Pacific Islander	2%	2%	0%	2%	0%	-2%	2%	1%	-1%
	White	36%	24%	-12%	32%	28%	-4%	28%	24%	-4%
<b>Target Group</b>	African American	7%	7%	0%	7%	6%	-1%	5%	5%	0%
	Filipino	8%	7%	-1%	6%	10%	4%	7%	7%	0%
	Latino/a	29%	32%	3%	30%	41%	11%	34%	43%	9%
<b>Self-reported incomes status</b>	Not Low-Income	83%	77%	-6%	83%	79%	-4%	79%	75%	-4%
	Low-Income	17%	23%	6%	17%	21%	4%	15%	25%	10%
<b>Previous term status</b>	Full-time	11%	13%	2%	38%	30%	-8%	31%	27%	-4%
	Part-time	29%	27%	-2%	49%	54%	5%	52%	53%	1%
	N/A	60%	60%	0%	13%	15%	2%	17%	20%	3%

\* Numbers are column percentages

\*\* Data represent end of term enrollment

## Foothill College - English 1A

		Fall			Winter			Spring		
		2013 (N = 806)	2014 (N = 803)	Change (% points)	2014 (N = 584)	2015 (N = 650)	Change (% points)	2014 (N = 573)	2015 (N = 547)	Change (% points)
<b>Non-Target Group</b>	Asian	23%	25%	2%	25%	27%	2%	23%	25%	2%
	Decline to State	6%	14%	8%	11%	15%	4%	23%	21%	-2%
	Native American	1%	0%	-1%	1%	0%	-1%	0%	1%	1%
	Pacific Islander	2%	1%	-1%	2%	1%	-1%	1%	1%	0%
	White	30%	24%	-6%	28%	26%	-2%	19%	20%	1%
<b>Target Group</b>	African American	7%	6%	-1%	5%	3%	-2%	4%	4%	0%
	Filipino	5%	6%	1%	7%	5%	-2%	6%	5%	-1%
	Latino/a	27%	24%	-3%	21%	23%	2%	23%	22%	-1%
<b>Self-reported incomes status</b>	Not Low-Income	90%	86%	-4%	85%	86%	1%	86%	82%	-4%
	Low-Income	10%	14%	4%	15%	14%	-1%	14%	18%	4%
<b>Previous term status</b>	Full-time	18%	21%	3%	40%	44%	4%	46%	45%	-1%
	Part-time	21%	23%	2%	42%	40%	-2%	41%	38%	-3%
	N/A	61%	56%	-5%	18%	16%	-2%	13%	18%	5%

\* Numbers are column percentages

\*\* Data represent end of term enrollment

## **Enrollment Priority Analysis Questions**

Overall question: How is the new enrollment priority (EP) structure impacting students' access to classes?

1. Did students take advantage of the enrollment priority they were given? I.e. did students register as soon as they can?

Findings suggest they do not. Higher EP categories (EP 10 and EP 30) are more likely than others to enroll during their EP category window. As you increase in category, the more likely the student is to enroll *after* their window has passed. (Handout P.2)

Looking at the four “big” EP groups (EP 10: Special Populations, EP 30: Continuing FT students, EP 50: Continuing PT students, and EP 65: Non-Matriculated First Time students—Handout P.3):

- a. At least 45 percent of continuing PT access the registration system for the first time during the open enrollment period.
- b. At least 66 percent of non-matriculated first time students access the registration system for the first time during the open enrollment period.
- c. The percentages in a and b are greater for African-American, Filipino, or Latino students.

2. Did students access the registration system differently (in terms of timing) under the new EP structure compared to the previous structure?

They did. A greater number of students accessed the system earlier in the registration period than previously. Findings show this is particularly true during the first week of registration and at greater rates during the Winter and Spring quarters (Handout – P.4). This “front-load” affect suggests that more students are accessing the students earlier but competing against more students.

Year-to-year analyses for individual student groups suggest that this is also true for PT students as well as African-American, Filipino, and Latino students. These student groups are registering earlier—overall—and competing against a greater number of students.

Because competition is greater earlier in the process, it is important that students take advantage of their EP window and register as soon as they can. Something that #1 suggests is not happening.

3. Are PT students able to enroll in courses at a comparable rate in the new EP structure compared to the previous structure?

Preliminary findings suggest they are. Looking at end of term enrollment in Math 105 and English 1A (Handout P.5 and P.6), there is at most a three percentage point decrease in PT enrollment in either course. In fact, for Math 105, there is an increase in PT enrollment in Math 105 for the Winter and Spring quarters.