

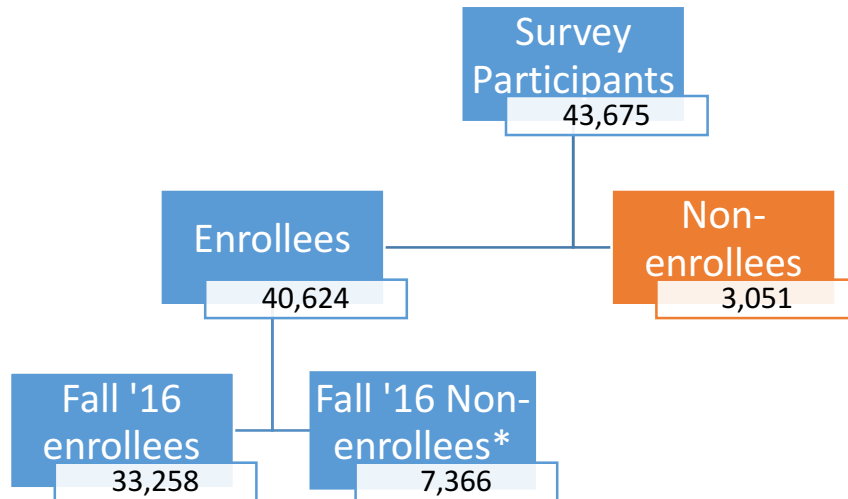
# Report of Fall 2016 Non-Registered Students

## Registered and Non-registered student groups

During the fall 2016 registration period, Foothill-De Anza (FHDA) asked all individuals to answer a three-question Device Usage Survey (DUS) *prior to* registering for any fall semester class. The DUS was administered to students when they first engaged the course registration system, but before they accessed any actual course registration information. Individuals were only asked once to take the survey and had the option to opt out at any point. Once they completed or opted out of the survey, it was not shown to them again.

Over 43,000 individuals participated in the DUS. Of those participants, approximately 40,000 were identified as having been a FHDA student at some point in time (hereafter referred to as “enrollees”) and 3,000 as having never been a FHDA student (“non-enrollees”). Of the participants identified as enrollees, over 33,000 were enrolled in a fall 2016 credit course at census (“fall ‘16 enrollees”), leaving over 7,300 as not enrolled in a credit course at census (“fall ‘16 non-enrollees”). (See Figure 1)

Figure 1 – Participants in the Device Usage Survey



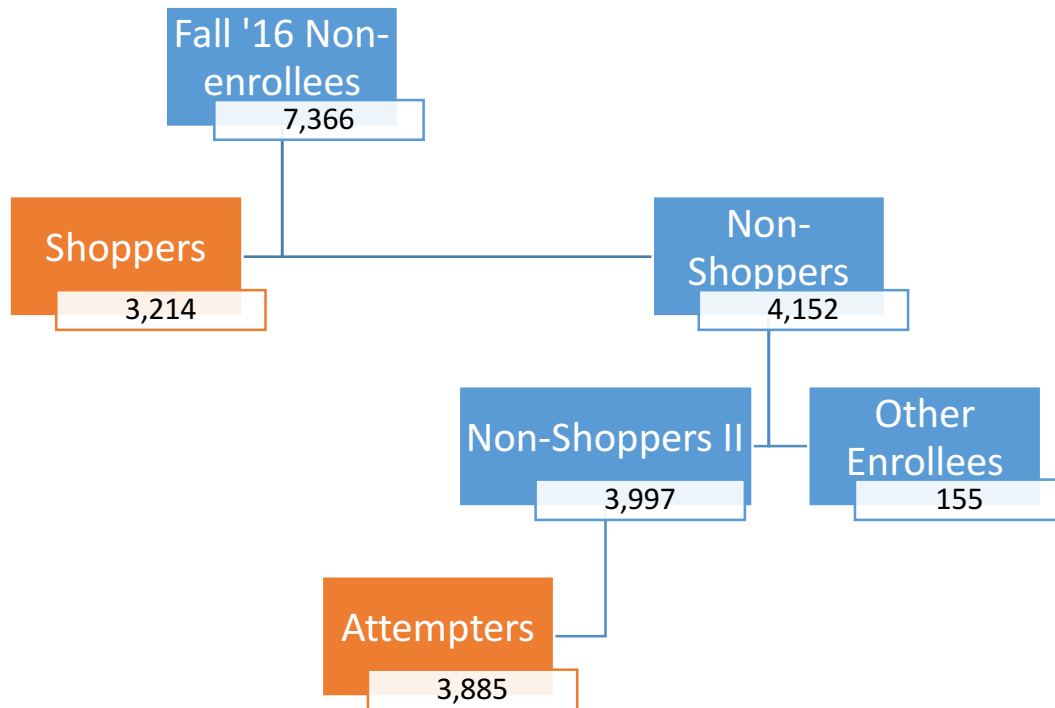
\* *Not enrolled in a credit course in the district at census*

When looking at only the fall ‘16 non-enrollees group, we found they fell into multiple groups. Over 3,200 of these individuals never registered for any fall 2016 course. We refer to them as “shoppers” because one possibility is that they entered the registration system, did not see what they wanted/needed and thus exited. Of the remaining individuals, 155 of them did register for at least one course they did not subsequently drop—and thus *were* enrolled in the fall 2016 term (“other enrollees”). Some possible reasons they are not included in the “enrollees” group is because they only enrolled in non-credit courses and/or they only enrolled in courses that began

after the fall 2016 census date. Because this number of students is small and they represent an outlier group of students (for this analysis), they were not included in the subsequent analyses.

Removing these students from our non-shoppers group leaves nearly 4,000 individuals who did register for at least one fall 2016 course. These students may have left a course for reasons other than a drop (e.g. class was cancelled, they did not complete the prerequisites). To focus on students who specifically dropped or were dropped from a course, we included only records indicating a status of ‘drop for nonpayment’, ‘web dropped’, and ‘drop with refund’. This group consists of nearly 3,900 individuals who are hereafter referred to as “attempters.” (See Figure 2).

Figure 2 – Non-enrollees breakdown



Implications

Findings suggest there are over 10,000 individuals (Non-enrollees + Shoppers + Attempters = 10,150) who demonstrated an intent to register for the fall 2016 quarter (by participating in the DUS) but were not enrolled in a credit course at census. Approximately one-third of these students have never been FHDA students (non-enrollees), one-third were former FHDA students that did not register for a course (shoppers), and another third were former FHDA students who *did* register for a fall 2016 course but dropped those courses and never returned (attempters).

Table 1 describes the possible revenue implications for the group of shoppers and Table 2 describes that for attempters. Using a rough revenue estimate of \$5,000 per FTES, calculations were made if students had enrolled in 3 units (.25 FTES), 6 units (.5 FTES), and 12 units (1 FTES) for the fall 2016 term.

Table 1 – Revenue implications for shoppers (N = 3,214).

	FTEs	Dollar Amounts (\$)
3 Units	803.5	\$4,017,500
6 Units	1,607	\$8,035,000
12 Units	3,214	\$16,070,000

Table 2 – Revenue implications for attempters (N = 3,885).

	FTEs	Dollar Amounts (\$)
3 Units	971.25	\$4,856,250
6 Units	1,942.5	\$9,712,500
12 Units	3,885	\$19,425,000

Finally, Table 3 describes the revenue implications if the district retained ten percent of all individuals who participated in the survey but were not enrolled in a credit course at census (10% of 10,150 = 1,015).

Table 3 – Revenue implications for 10% of all DUS participants not enrolled in a fall 2016 credit course at census (N = 1,015)

	FTEs	Dollar Amounts (\$)
3 Units	253.75	\$1,268,750
6 Units	507.5	\$2,537,500
12 Units	1,015	\$5,075,000

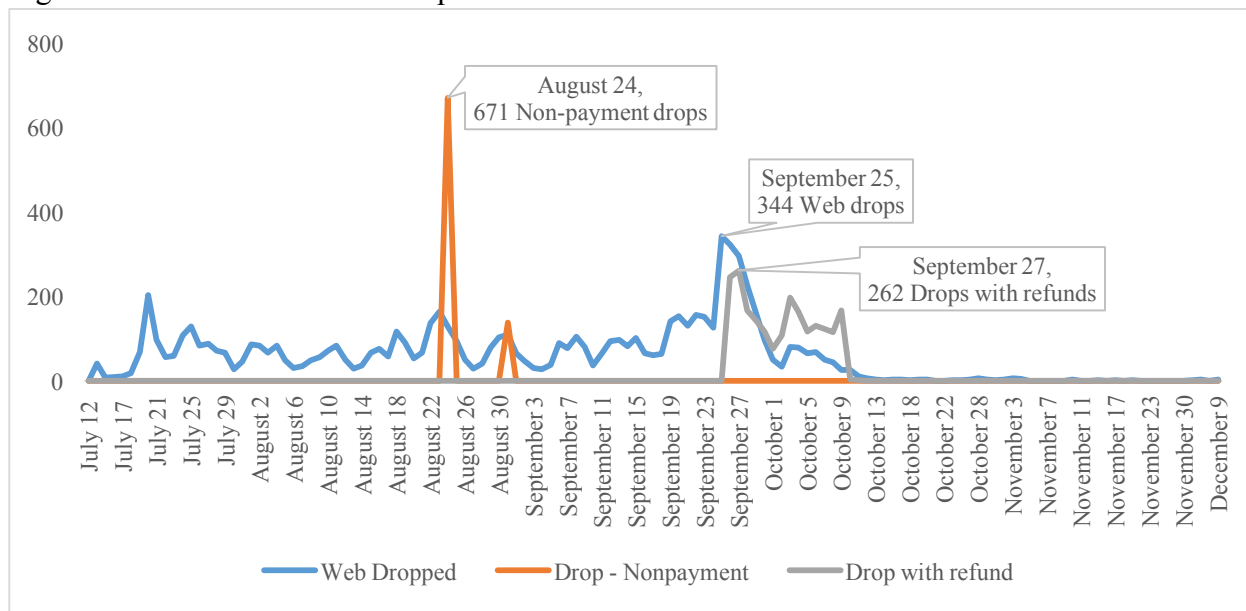
### **Trends of Attempters (N = 3,885)**

Recall that the attempters group represents a group of students who did register for a fall 2016 course, dropped or were dropped from the course, and did not return to the district. This group provided an opportunity to get a sense of when individuals drop courses as well as what courses they drop.

#### **When did attempters drop?**

Figure 3 shows when all of the most recent *course* drops occurred. If a student enrolled in and dropped more than one course, the student will be counted more than once. If a student enrolled in and dropped the same course more than once, only the most recent drop for that course is included. Drop activity is also separated into the three drop categories included for the attempters group—web dropped, drop for nonpayment, and drop with refund.

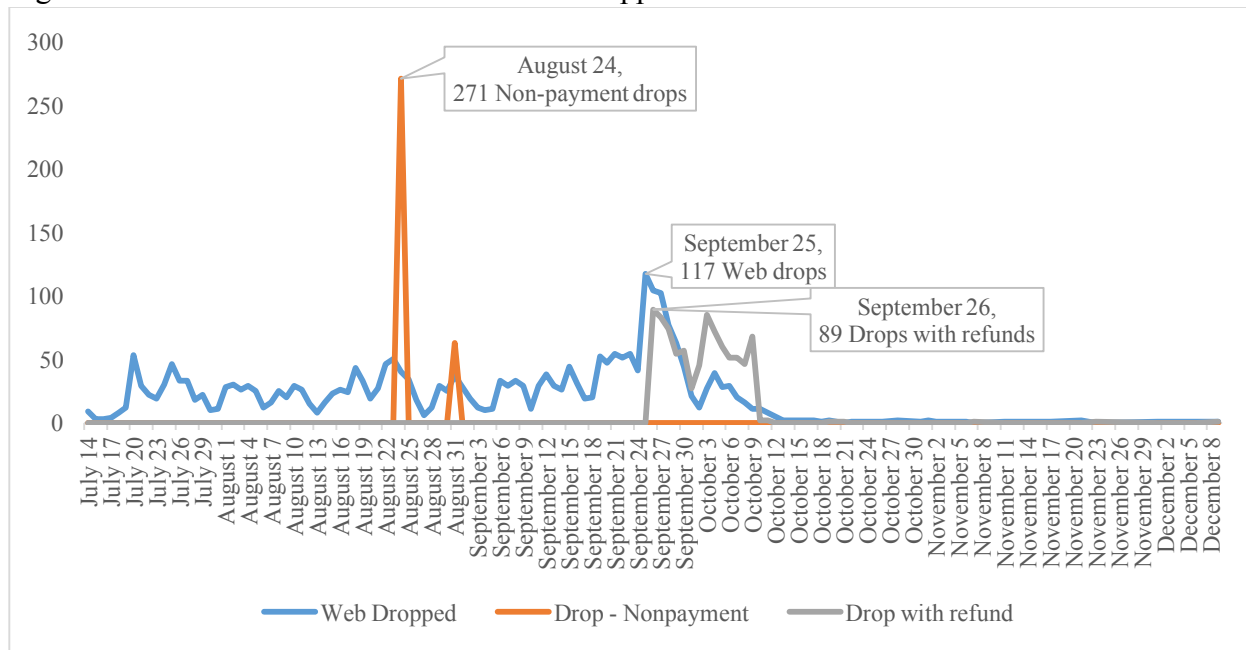
Figure 3 – When did students drop courses?



Note: The first day of classes was 9/26/16 and census was 10/10/16

Figure 4 shows individual drop activity. Only the most recent drop—of any course—is included, per student. This figure describes when we last “saw” the student.

Figure 4 – When was the last time a student dropped a course?



Note: The first day of classes was 9/26/16 and census was 10/10/16

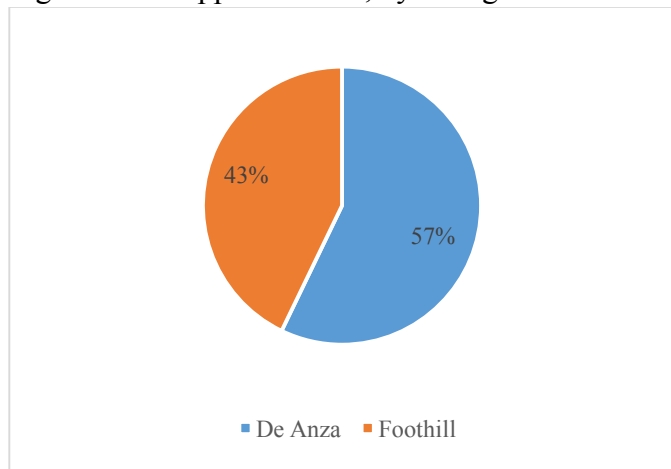
Comparing the two charts, we see that the trends are nearly identical with slight differences in mid-July and early October. The peak of drops (both in terms of courses dropped and students

dropped) came on August 24, 2016 and were drop for nonpayment. These 271 student combined with the 63 that were dropped for nonpayment on August 31 represent approximately nine percent of attempters. The other peak time occurred immediately prior to the start of the quarter through census. During this time, over 1,800 students dropped their courses and never returned, which represents approximately 48 percent of attempters.

Which courses were dropped?

Across all campuses, the drops by attempters represented 2,459 unique course sections, 1,124 unique courses, 127 subjects, and 20 unique divisions. Overall, 57 percent of all dropped courses were De Anza College courses, with 43 percent from Foothill College (Figure 5).

Figure 5 – Dropped courses, by college



The dropped courses from De Anza College were from 76 different subjects. The three subject areas with the greatest number of dropped courses were in Computer Information Systems (CIS), English Writing, and Mathematics (Table 4).

Table 4 – Top three subjects of dropped courses—De Anza College

Subject	Number of Drops	%
Mathematics	661	11%
Computer Information Systems	472	8%
English Writing	445	7%

In terms of the courses themselves, Math 10 – Elementary Statistics was the most frequently dropped math course followed by Math 114 – Intermediate Algebra, and Math 212 – Elementary Algebra. The most frequently dropped CIS courses were beginning and intermediate programming in C++ and Data Abstraction and Structures; and the most frequently dropped English Writing courses were Composition and Reading, Reading, Writing, and Research, and Preparatory Reading and Writing Skills (Table 5).

Table 5 – Most frequently dropped courses—De Anza College

De Anza Main Campus		
Subject	Course	# of Individuals that dropped
Mathematics	Math 10 – Elementary Statistics	128
Mathematics	Math 114 – Intermediate Algebra	100
Mathematics	Math 212 – Elementary Algebra	89
Computer Information Systems (CIS)	CIS 22A - Beginning Programming Methodologies in C++	57
Computer Information Systems (CIS)	CIS 22B - Intermediate Programming Methodologies in C++	30
Computer Information Systems (CIS)	CIS 22C – Data Abstraction and Structures	28
English Writing	EWRT 1A – Composition and Reading	150
English Writing	EWRT 211 – Preparatory Reading and Writing Skills	97
English Writing	EWRT 1B – Reading, Writing, and Research	87

The dropped courses from Foothill College were from 56 different subjects. Like De Anza College, the three subject areas with the greatest number of dropped courses were Mathematics, Computer Science (CS), and English (Table 6).

Table 6 – Top three subjects of dropped courses—Foothill College

Subject	Number of Drops	%
Mathematics	360	10%
Computer Science	307	9%
English	263	8%

In terms of Foothill College courses, Math 10 – Elementary Statistics, Math 1A – Calculus, and Math 105 – Intermediate Algebra were the most frequently dropped courses. The most frequently dropped CS courses were CS 1A – Object-Oriented Programming Methodologies in Java, CS 1B – Intermediate Software Design in Java, and CS 2A - Object-Oriented Programming Methodologies in C++. English 1A – Composition and Reading, Engl 1B – Composition, Critical Reading & Thinking Through Literature, and Engl 209 – Introduction to College Reading were the most frequently dropped English courses (Table 7).

Table 7 – Most frequently dropped courses—Foothill College

Foothill Main Campus		
Subject	Course	# of Individuals that dropped
Mathematics	Math 10 – Elementary Statistics	81
Mathematics	Math 105 – Intermediate Algebra	52
Mathematics	Math 1A – Calculus	51
Computer Science	CS 1A - Object-Oriented Programming Methodologies in Java	52
Computer Science	CS 1B - Intermediate Software Design in Java	37
Computer Science	CS 2A – Object-Oriented Programming Methodologies in C++	36
English	ENGL 1A - Composition and Reading	88
English	ENGL 1B - Composition, Critical Reading & Thinking Through Literature	66
English	ENGL 209 – Introduction to College Reading	35

Of all the FHDA course drops, 42 percent were from online courses (4,438 out of 10,627) with 61 percent of all individuals in the attempters group having dropped an online course (2,387 out of 3,885). Table 8 shows the number of online and non-online courses dropped per campus and Table 9 has the respective percentage breakdown.

Table 8 - # of online courses dropped

College	Non-online	Online	Total
Foothill	2,439	2,114	4,553
De Anza	3,750	2,324	6,074
<b>Total</b>	<b>6,189</b>	<b>4,438</b>	<b>10,627</b>

Table 9 - % of online courses dropped

College	Non-online	Online	Total
Foothill	54%	46%	100%
De Anza	62%	38%	100%
<b>Total</b>	<b>58%</b>	<b>42%</b>	<b>100%</b>

### Implications

Over half of the attempters group dropped or were dropped from courses during two time periods—drop for non payment and the first two weeks of the quarter. In particular, nearly half of the attempters group left the district *after* the beginning of the quarter. The first suggests that the payment deadlines have a noticeable negative impact on students enrolling in the district while the second suggests that students are more likely to leave the district once the quarter has started. And, they are more likely to drop a Math, English, or Computer Science course.

### Characteristics of Shoppers + Attempters (N = 7,099)

All individuals in both the shoppers and attempters groups had previously been FHDA students. This provided an opportunity to identify some characteristics of the students who demonstrated an intent to register, but were not enrolled in a credit course at census. Table 10 shows the percent breakdown for students within each characteristic.

Table 10 – Student characteristics of shoppers and attempters

<b>Student Characteristic</b>	<b>% of students</b>	<b># of students</b>
<b>Race/ethnicity</b>		
African American	6%	438
Asian	34%	2,439
Filipino	6%	447
Latino/a	26%	1,855
Native American	1%	43
Pacific Islander	1%	86
White	24%	1,672
Decline to State	2%	119
<b>Gender</b>		
Male	44%	3,139
Female	55%	3,908
<b>Last Term Enrolled</b>		
Summer 2016	31%	2,179
Spring 2016	26%	1,850
Winter 2016	10%	707
Fall 2015	7%	467
<b>Low income?</b>		
Yes	32%	2,290
<b>Applied for financial aid?</b>		
Yes	48%	3,407
<b>Low income that applied for financial aid?</b>		
Yes	71%	1,632

What these data show is that:

1. Over 80% identify as Asian, Latino/a, or White
2. More identify as female than male
3. Nearly three-quarters of the individuals were enrolled within the previous academic year.
4. Nearly one-third are low-income
5. Almost half applied for financial aid
6. Over 70 percent of those identified as low-income did apply for financial aid



## Implications

The race/ethnicity and gender breakdowns of these students closely mirrors that of the overall population of FHDA students, with a slightly greater representation of females. Therefore, no one particular ethnic group is disproportionately dropping out and leaving the district. Most of the student are not low-income, but almost half have applied for financial aid. This does suggest that the drop for nonpayment time is, indeed, a pivotal time for students to determine whether or not they remain in the district. The fact that nearly three-quarters of this group was last enrolled within the previous academic year suggests that most are not students who are returning from long ago. They are students who were recently enrolled at the district, were looking to enroll again, but were not at the time of census.

## Conclusions

Much more research and analysis can be done to better understand these outcomes. Just some of the additional questions that remain unanswered are:

1. Did any of these students enroll in terms *after* Fall of 2016? So that our loss was only temporary?
2. For those that dropped online courses, did they also enroll in and drop non-online courses? Or were they “online only” students?
3. When a student dropped a course, did somebody take their place? In other words, did the overall FTES stay the same because one person’s loss was another person’s gain?
4. Why did non-enrollees and shoppers not register for *any* course?
5. Why did were attempters not retained?
6. Are these outcomes repeated over time?

While these and many other questions would provide very valuable information, one fact remains the same...a large number of students who demonstrated an intent to register (by engaging the registration system) were not enrolled in a credit course at census. This represents a large group of students whose needs are, potentially, going unmet. Part of the FHDA mission statement says, “We are committed to providing an accessible, quality undergraduate education...” Addressing the needs of these students is, therefore, precisely the mission of our district.