



**POSSIBLE IMPACT OF DRAFT IDEAL PRIORITY REGISTRATION ON MATH AND ENGLISH
ENROLLMENTS**

Fall 2012

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Introduction

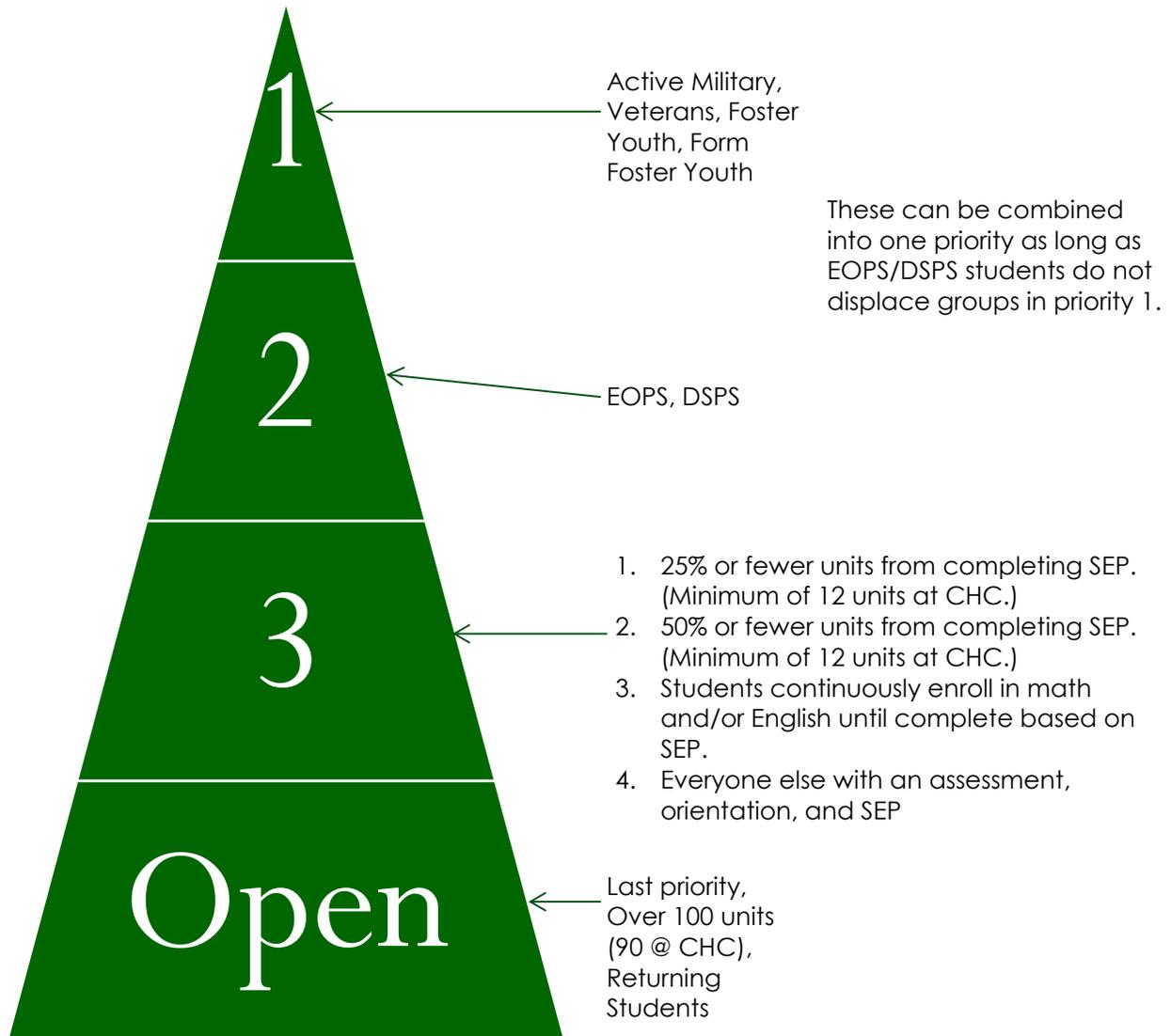
In 2012 – 2013 the Student Success, Engagement, Enrollment and Management (SSEEM) Committee worked on an implementation plan for the Crafton Student Success Initiative and the SSTF Recommendations, including those recommendations in the Student Success Act. One component of the Student Success Act involves changes to the Title 5 Education Code, Section 58108, and specifically deals with enrollment priorities. Crafton is on target to meet the new Title 5 regulation requirements of the new enrollment priorities, which specifically outline a three-level approach to the enrollment priorities. In Level 3, all continuing students are required to complete a Student Education Plan (SEP), and in order to have priority all students must have an SEP.

Using the requirements of the Student Success Act, the SSEEM Committee also developed an ideal enrollment priority plan to help dramatically increase the success of students. Figure 1 illustrates the draft ideal enrollment priorities proposed by SSEEM. The main component of this plan is illustrated in priority 3 and requires students to follow their SEP by continuously enrolling in math and English until the math and English required to complete their SEP is completed.

Implementing a priority registration process that requires students to continuously enroll in math and English will be very challenging for Crafton because of the number of additional math and English sections that will need to be available to students. Accordingly, the SSEEM Committee felt that Crafton needed to have some idea of how implementing the draft Ideal Priority Registration Plan would impact section offerings. Therefore, the purpose of this report is to examine the possible impact of implementing the ideal priority registration process at Crafton Hills College on math and English sections.

Currently, Crafton does not require every student to have an SEP. Crafton is making good progress in moving in this direction; however, it is currently not possible to analyze how a requirement for students to complete their math and English based on their SEP would affect math and English section offerings because not enough students have an SEP. Accordingly, to examine the possible impact of such a requirement proxy measures had to be developed. The proxy measures are described in more detail in the Methodology Section. Briefly, research at Crafton has indicated that approximately 60-80% of students have an educational goal to transfer to a four-year institution. In order to get an indication of how such a requirement might impact math and English section offerings, the math and English requirements needed for transfer were examined. An obvious limitation to this assumption is that not all students will be required to complete the math and English required for transfer to a four-year institution, which will most likely result in higher estimates.

Figure 1: Draft Ideal Priority Registration Plan Draft Developed by the SSEEM Committee.



Summary of the Estimated Impact of Implementing the Draft Ideal Priority Registration Process

All Fall 2012 Crafton Students

- It is estimated that 51% (2,723) of Fall 2012 Crafton students would have been in the last two registration priorities and be required to enroll in math and/or English
- 37 additional sections of math and 47 of English would have been needed to implement the Ideal Priority Registration Process

All Fall 2012 First-Time Crafton Students

- It is estimated that 69% (901) of Fall 2012 Crafton students would have been in the last two registration priorities and be required to enroll in math and/or English
- 15 additional sections of math and 23 of English would have been needed to implement the Ideal Priority Registration Process

Methodology

The draft of the Ideal Priority Registration Process developed by the Student Success, Engagement, Enrollment & Management, and Matriculation (SSEEMM) Committee is illustrated in Figure 1. Throughout the 2012-2013 academic year the SSEEMM Committee worked on the development of a priority registration process that met the requirements of the Student Success Act and that would dramatically increase the likelihood that students would complete their SEP. The draft Ideal Priority Registration process was informed by numerous discussions and research provided by the Office of Institutional Effectiveness, Research & Planning (OIERP). Priorities 1 and 2 are specified in the Student Success Act and require that students currently active in the military, veterans, and foster youth have the highest priority and EOPS (Extended Opportunity Programs and Services) and DSPS (Disabled Students Programs and Services) students have the second highest priority.

Priority 1

Students with a Priority 1 registration status include students who are active military, veterans, or foster youth. Students who are currently active in the military were identified using the Military Report in Informer. The following fields in the Person file in Ellucian (i.e. Datatel) were used to identify military status: MILITARY.STATUSES, MILITARY.BRANCHES, MILITARY.GOV.T.BENEFITS, MILITARY.START.DATES, and MILITARY.END.DATES. Students were considered active in the military if the military end date was after the CHC Fall 2012 start date of August 13, 2012. In addition, if a student military status was in the reserves and they did not have a military end date, they were also identified as active in the military.

The XVET report in Ellucian was used to identify Fall 2012 students who were veterans. Students in the XVET report had to have earned a GOR in Fall 2012 and have a start and end date that was from August 13, 2012 to December 31, 2012. Foster youth students were also identified using a report in Informer, Enrolled Foster Youth Students. The three fields from Ellucian were in the Students file.

Priority 2

EOPS and DSPS students were identified by downloading the SE and SD files from the California Community College Chancellor's Office Management Information System (CCCCOMIS). These files are populated from MIS data submissions made by the San Bernardino Community College District (SBCCD) who collaborative build the files with staff from the EOPS and DSPS programs. SD01, primary disability, and SE01, student EOPS eligibility factor, were the two fields used from CCCCCOMIS to identify EOPS and DSPS students.

Priority 3

It is currently not possible to identify the progress students have made on completing their SEP. In order to help inform the planning process student progress on being transfer prepared was used as a proxy measure to help identify the number of math and English sections needed to implement the ideal priority registration process proposed by the SSEEM Committee. The student educational goal of transferring to a four-year institution was used as the student outcome because [research](#) conducted by the CHC OIERP indicates that 60% of students with an uninformed education goal and 80% of students with an informed education goal have a goal to transfer (see the [referenced research](#) study for additional information and definitions of

uninformed and informed). It is likely that the methodology for identifying the number of math and English sections with the proposed registration priorities will lead to an over estimation of the math and English sections that are actually needed.

In order to estimate the number of additional math and English sections needed to implement the SSEEM proposed priority registration process, Priority 3 was divided into five priorities:

1. 25% (45 units) or less units from completing 60 transfer units with a 2.0 GPA or higher and student successfully completed MATH-095 and ENGL-101
2. 50% (30 units) or less units from completing 60 transfer units with a 2.0 GPA or higher and student successfully completed MATH-095 and ENGL-101
3. Successfully completed MATH-095 and ENGL-101
4. Enrolled in Math and English in Fall 2012
5. Student has completed the assessment, orientation, and a Student Education Plan (SEP)

The same methodology used to identify potential CSU transfer students defined by the Transfer Center Coordinator was used to identify student progress on transferring to a four-year institution. Students who earned a grade on record (GOR) in Fall 2012 had to have an overall GPA of 2.0 at CHC and SBVC in every course completed with one of the following transfer statuses: A (transfers to UC/CSU), B (transfers to CSU only), D (transfers to CSU with limited transfer to UC), E (limited transfer to CSU), F (limited transfer to CSU and UC), G (CSU elective credit only), or H (transfer CSU and limited transfer to UC).

Success in relation to completing MATH-095 (Intermediate Algebra) and ENGL-101 (Freshmen Composition) refers to completing both courses with a grade of A, B, C, or P (passing). A student who was enrolled in both math and English in Fall 2012 refers to students who earned a GOR in Fall 2012. A GOR is one of the following grades: A, B, C, D, F, P, NP, I, or W.

Students who assessed were identified by downloading the assessment results directly from Accuplacer and also by downloading the information in the following fields from the Student.Non.Courses file in Ellucian: STNC.NON.COURSE, STNC.SCORE, STNC.START.DATE, and STNC.STATUS.

The OIERP collaborated with the Dean of Counseling and Matriculation to identify a process for identifying students who completed an orientation. SARS Grid data was used to identify students who completed the orientation if the Attend_Flag field was equal to "Y" and the Reason_Desc field was equal to "Orientation" or "Orientation Workshop (Includes Ed Plan)" prior to the start of the Fall 2012 semester, August 13, 2012.

In addition, the OIERP also consulted with the Dean of Counseling and Matriculation and the Interim Director of Administrative Application Systems to develop the following process for identifying students with an informed SEP. All the records in the Ellucian table, STUDENT.ED.PLANS, are created by e-Advising or with Course Planning / Student Planning in Web Advisor. E-Advising and Course Planning are the Ellucian modules being used to track SEPs. Students can create and edit plans by themselves or with a counselor. First, District Computing Services had created a report in Informer, "Student Ed-Plans, which was adapted to "KW – Student Ed-Plans Copy" to access all students that had created an SEP in e-Advising or through Web Advisor. Second, in order to identify Crafton students who had an informed SEP, students with a "C" in the SEP.ACAD.PROGRAM field were selected. Third, the SID of students in the

SEP.STUDENT field had to not be equal to STUDENT.ED.PLAN.S.ADDOPR field to indicate that a counselor had changed the SEP after meeting with the student. Finally, the SEP.CHGDATE date field had to occur prior to the start date (August 13, 2012) of the Fall 2012 term.

Findings

Table 1 and Figure 2 illustrate the number of students in each priority while excluding students in a higher priority. For instance, none of the 634 students in priority 2 were in priority 1. In Fall 2012 only about 13% of Crafton students would have fallen into priorities 1 and 2; however, this number will most likely increase as the number of students identified as veterans has increased dramatically over the last year. It could increase from 13% to 16% of students in both priorities 1 and 2 as a result of the increase in the number of veteran students identified.

The priorities within priority 3 illustrate the progress students have made toward completing the required work to transfer, specific to math and English (see Table 1 and Figure 2). Priorities 3.1 – 3.4 show the number and percent of students in Fall 2012 who completed both their math and English sequence and those who were enrolled in both math and English in Fall 2012.

Approximately 36% (n = 1,894) of Fall 2012 Crafton students have either completed their math and English or are already enrolled in both math and English. The 2,723 students in priorities 3.5 and 4 are the students who would need to enroll in math and/or English in Fall 2012 and these students will be used to estimate the number of math and English sections needed to implement the Draft Ideal Priority Registration process suggested by SSEEM.

Table 1: Number and Percent of Fall 2012 Crafton Students in Each Proposed Priority.

Priority Level	#	N*	%
Priority 1			
Active Military	1	5,299	0.0
Veterans	43	5,299	0.8
Foster Youth	4	5,299	0.1
Priority 1 Students Unduplicated	48	5,299	0.9
Priority 2			
EOPS	385	5,299	7.3
DSPS	302	5,299	5.7
Priority 2 Students Unduplicated	634	5,299	12.0
Priority 3			
1. 25% or less units from completing 60 transfer units with 2.0 GPA or higher and student successfully completed MATH-095 and ENGL-101	530	5,299	10.0
2. 50% or less units from completing 60 transfer units with 2.0 GPA or higher and student successfully completed MATH-095 and ENGL-101	312	5,299	5.9
3. Successfully completed MATH-095 and ENGL-101	404	5,299	7.6
4. Enrolled in Math and English in Fall 2012	648	5,299	12.2
5. Assessment, Orientation, and SEP			
Assessed	1,596	5,299	30.1
Orientation	1,399	5,299	26.4
SEP	154	5,299	2.9
Total Unduplicated All Three	40	5,299	0.8
Priority 4	2,683	5,299	50.6

*Number of Fall 2012 Crafton students who earned a GOR.

Figure 2: Number and Percent of Fall 2012 Crafton Students in Each Proposed Priority.

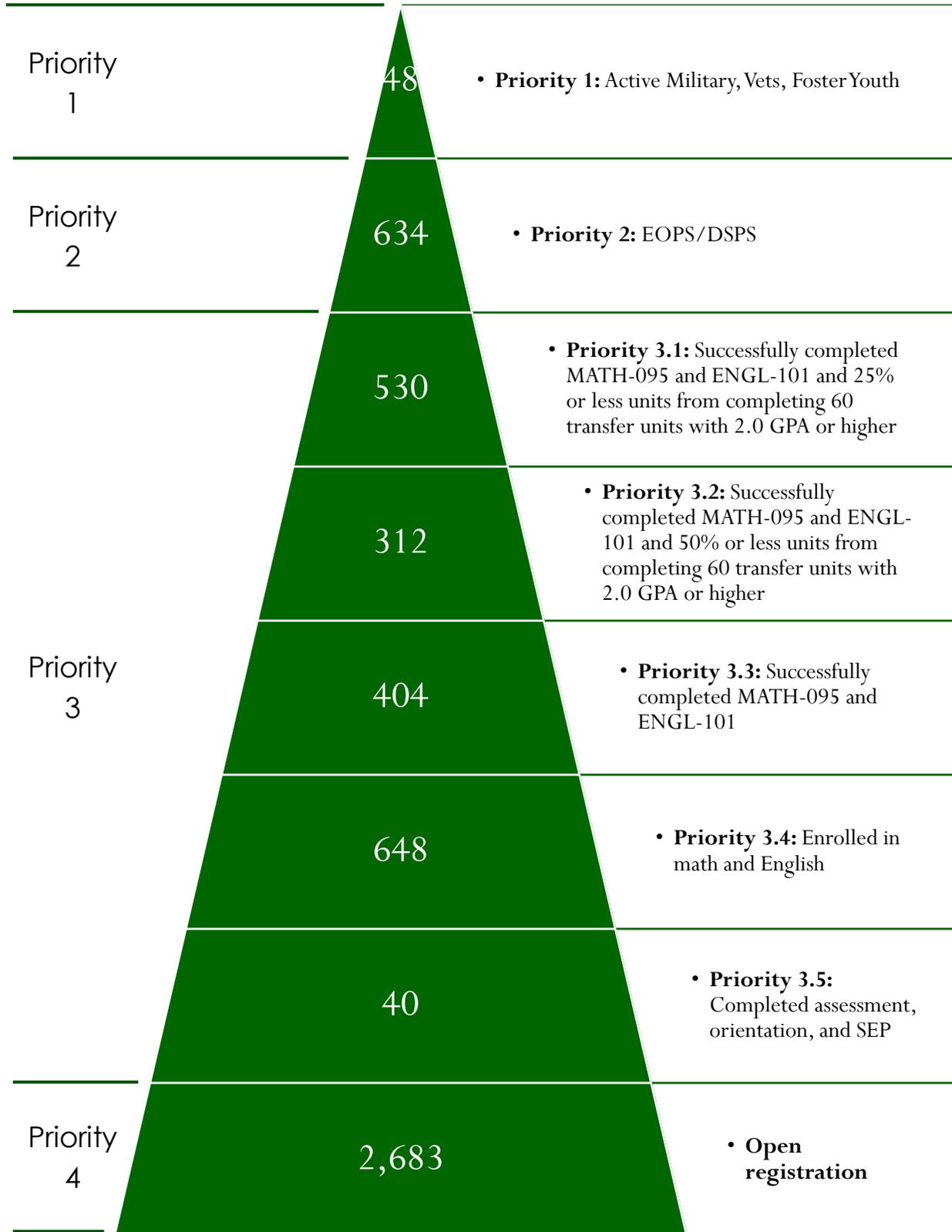


Table 1A illustrates the estimated number of math sections needed by course to implement the Draft Ideal Priority Registration Process. First, the number of students with priorities 3.5 and 4 enrolled in math are shown in the second column, "Fall 2012 Enrollment," and are excluded from the math section estimations because these students were already enrolled in math.

Next, students who were successful in the prior course are illustrated in the third column, "Success in Prior Course," to identify which course these students would need to enroll in, in Fall 2012. For instance, the highest level math course successfully completed by 147 students prior to Fall 2012 was MATH-090, and these students would have needed to enroll in MATH-095 in Fall 2012. The fourth column, "Math Placement," shows where students placed for students who had not successfully completed a prior math course or were not already enrolled in a Fall 2012 math class.

The fifth column, "Total Math Needed," is the total students who were successful in the prior math course and who placed into the specified math course; indicating the number of students who need to enroll in each math course. As an illustration, 147 Fall 2012 students successfully completed MATH-090 prior to Fall 2012 and 336 students who did not successfully complete a math course or were not enrolled in a math course in Fall 2012 placed into MATH-095 for a total of 483 students who needed MATH-095 in Fall 2012. That number was divided by the cap (i.e. enrollment capacity limit) to arrive at an estimated number of sections needed to implement the Draft Ideal Priority Registration Process. Accordingly, 14 sections of MATH-095 would have been needed to implement the Draft Ideal Priority Registration Process in Fall 2012. In total, 37 math sections would have needed to be added in Fall 2012 if the Draft Ideal Priority Registration process had been implemented in Fall 2012.

Table 1A: Fall 2012 Estimate of Math Sections Needed for Priority 3.5 and 4 Students Only.

Course	Fall 2012 Enrollment	Success in Prior Course		Math Placement		Total Math Needed		CAP		Math Sections Needed
MATH-943	38		+	63	=	63	÷	30	=	2
MATH-952/953	105	37	+	226	=	263	÷	35	=	8
MATH-090	103	76	+	163	=	239	÷	35	=	7
MATH-095	240	147	+	336	=	483	÷	35	=	14
MATH-102 or higher	143	175(146*)	+	40	=	215	÷	35	=	6
Total	629	581		828		1,263				37
Unknown	2,094	1,513		1,266		56**				

*146 is the number of students successful in MATH-102 or higher, not in MATH-102. They are included here for the total and unknown number calculations. The 175 number is the number used to calculate the number of sections needed in MATH-102 only.

**The 146 students enrolled in math higher than MATH-102 and the 629 students currently enrolled in math were subtracted from the unknown total of 831 to get a total unknown of 56.

Table 1B illustrates the estimated number of English sections needed by course to implement the Draft Ideal Priority Registration Process. First, the number of students with priorities 3.5 and 4 enrolled in English are shown in the second column, "Fall 2012 Enrollment," and are excluded from the English section estimations because these students were already enrolled in English.

Next, students who were successful in the prior course are illustrated in the third column, "Success in Prior Course," to identify which course these students would need to enroll in, in Fall 2012. For instance, the highest level English course successfully completed by 171 students prior to Fall 2012 was ENGL-015, and these students would have needed to enroll in ENGL-101 in Fall 2012. The fourth column, "English Placement," shows where students placed for students who had not successfully completed a prior English course or were not already enrolled in a Fall 2012 English class.

The fifth column, "Total English Needed," is the total students who were successful in the prior English course and who placed into the specified English course; indicating the number of students who need to enroll in each English course. As an illustration, 171 Fall 2012 students successfully completed ENGL-015 prior to Fall 2012 and 203 students who did not successfully complete an English course or were not enrolled in an English course in Fall 2012 placed into ENGL-101 for a total of 374 students who needed ENGL-101 in Fall 2012. That number was divided by the cap (i.e. enrollment capacity limit) to arrive at an estimated number of sections needed to implement the Draft Ideal Priority Registration Process. Accordingly, 15 sections of ENGL-101 would have been needed to implement the Draft Ideal Priority Registration Process in Fall 2012. In total, 47 English sections would have needed to be added in Fall 2012 if the Draft Ideal Priority Registration process had been implemented in Fall 2012.

Table 1B: Fall 2012 Estimate of English Sections Needed for Priority 3.5 and 4 Students Only.

Course	Fall 2012 Enrollment	Success in Prior Course		English Placement		Total English Needed		CAP		English Sections Needed
ENGL-914 (976)	47		+	305**	=	305	÷	25	=	21****
ENGL-015 (010)	135	56	+	208	=	264	÷	25	=	11
ENGL-101	233	171	+	203	=	374	÷	25	=	15
ENGL-102 or higher	85	315(144*)								
Total	500	686		716		943				47
Unknown	2,223	1,537		1,507		321***				

*144 is the number of students successful in ENGL-102 or higher, not in ENGL-101. They are included here for the total and unknown number calculations. 315 would be the number needed to calculate the number of sections needed in ENGL-102 or higher.

**Includes students who placed into READ-925 and ENGL-914.

***The success in ENGL-102 or higher numbers of 315+144 = 459 and the 500 students currently enrolled in English was subtracted from the unknown total of 1,280 to get a total unknown of 321.

****ENGL-976 has a co-requisite of READ-980 which has a CAP of 33. Accordingly, ENGL-976 would require 12 additional sections and READ-980 would require an additional 9 sections for a total of 21.

Adding an additional 75 math and English sections to implement the Draft Ideal Priority Registration Process for every Crafton student would be extremely difficult and include an additional 13% of the Fall 2013 sections. A more gradual transition might involve only requiring first-time college Crafton students to continuously enroll in math and English. Accordingly, Table 2 and Figure 3 illustrate the number of first-time Crafton students in each priority while excluding first-time Crafton students in a higher priority to estimate the number of sections needed to implement the Draft Ideal Priority Registration Process for first-time Crafton students only.

In Fall 2012 only approximately 14% of first-time Crafton students would have fallen into priorities 1 and 2. The priorities within priority 3 illustrate the progress first-time Crafton students have made toward completing the required work to transfer, specific to math and English (see Table 2 and Figure 3). Priorities 3.1 – 3.4 show the number and percent of first-time Crafton students in Fall 2012 who completed both their math and English sequence and those who were enrolled in both math and English in Fall 2012. Approximately 17% (n = 227) of Fall 2012 first-time Crafton students have either completed their math and English or are already enrolled in both math and English. The 901 students in priorities 3.5 and 4 are the first-time Crafton students who would need to enroll in math and/or English in Fall 2012 and these students will be used to estimate the number of math and English sections needed to implement the Draft Ideal Priority Registration process suggested by SSEEM for first-time Crafton students.

Table 2: Number and Percent of Fall 2012 First-Time Crafton Students in Each Proposed Priority.

Priority Level	#	N*	%
Priority 1			
Active Military	0	1,311	0.0
Veterans	9	1,311	0.7
Foster Youth	2	1,311	0.2
Priority 1 Students Unduplicated	11	1,311	0.8
Priority 2			
EOPS	111	1,311	8.5
DSPS	79	1,311	6.0
Priority 2 Students Unduplicated	172	1,311	13.1
Priority 3			
1. 25% or less units from completing 60 transfer units with 2.0 GPA or higher and student successfully completed MATH-095 and ENGL-101	10**	1,311	0.8
2. 50% or less units from completing 60 transfer units with 2.0 GPA or higher and student successfully completed MATH-095 and ENGL-101	3**	1,311	0.2
3. Successfully completed MATH-095 and ENGL-101	3**	1,311	0.2
4. Enrolled in Math and English in Fall 2012	211	1,311	16.1
5. Assessment, Orientation, and SEP			
Assessed	587	1,311	44.8
Orientation	243	1,311	18.5
SEP	4	1,311	0.3
Total Unduplicated All Three	1	1,311	0.1
Priority 4	900	1,311	68.6

*Number of Fall 2012 First-Time Crafton students who earned a GOR.

**These students completed their work at San Bernardino Valley College.

Figure 3: Number and Percent of Fall 2012 First-Time Crafton Students in Each Proposed Priority.

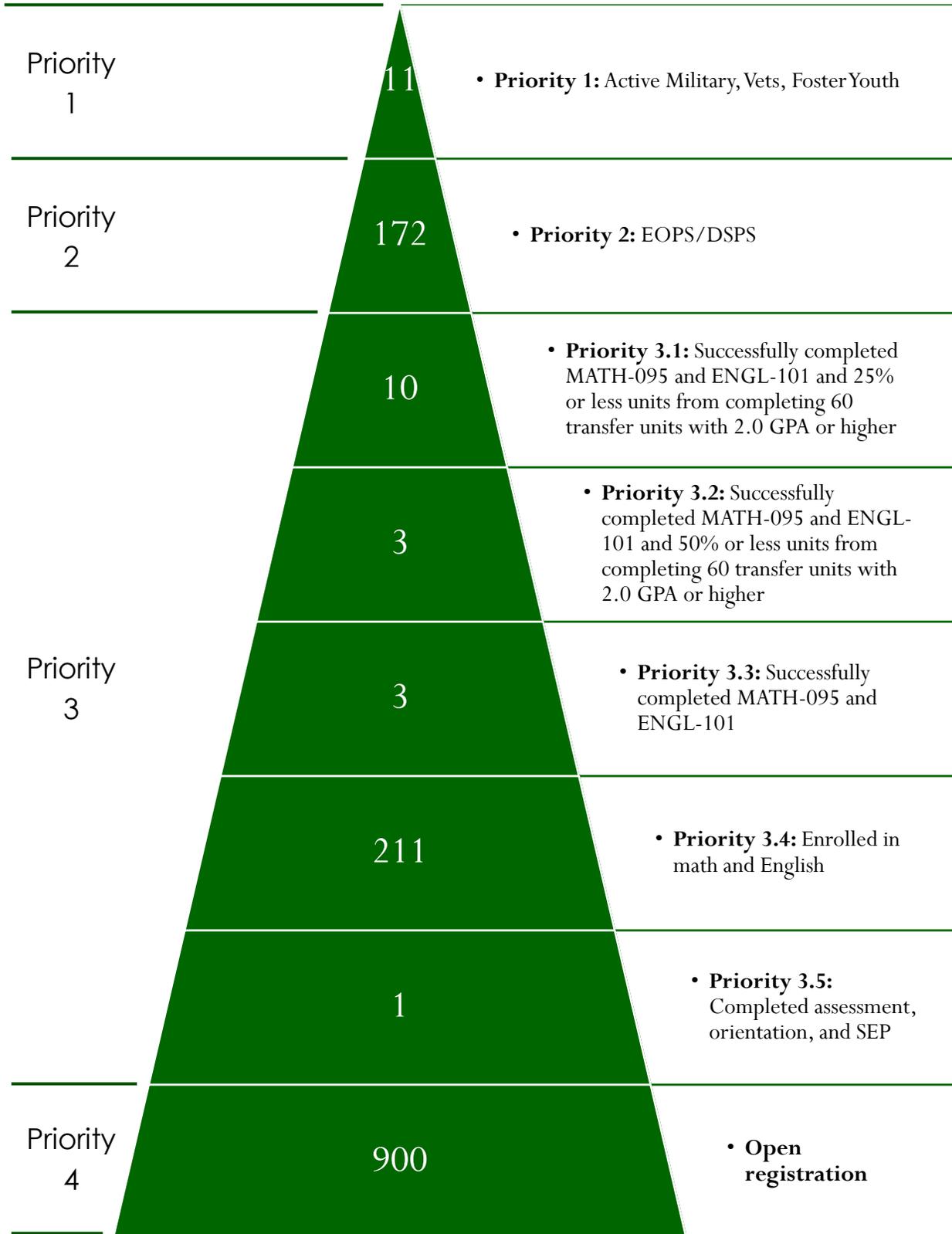


Table 2A illustrates the estimated number of math sections needed by course to implement the Draft Ideal Priority Registration Process for first-time Crafton students only. First, the number of students with priorities 3.5 and 4 enrolled in math are shown in the second column, "Fall 2012 Enrollment," and are excluded from the math section estimations because these students were already enrolled in math.

Next, first-time Crafton students who were successful in the prior course are illustrated in the third column, "Success in Prior Course," to identify which course these students would need to enroll in, in Fall 2012. The fourth column, "Math Placement," shows where first-time Crafton students placed for students who had not successfully completed a prior math course or were not already enrolled in a Fall 2012 math class.

The fifth column, "Total Math Needed," is the total students who were successful in the prior math course and who placed into the specified math course; indicating the number of students who need to enroll in each math course. As an illustration, 11 Fall 2012 first-time Crafton students successfully completed MATH-090 prior to Fall 2012 and 182 first-time Crafton students who did not successfully complete a math course or were not enrolled in a math course in Fall 2012 placed into MATH-095 for a total of 193 first-time Crafton students who needed MATH-095 in Fall 2012. That number was divided by the cap (i.e. enrollment capacity limit) to arrive at an estimated number of sections needed to implement the Draft Ideal Priority Registration Process for first-time Crafton students. Accordingly, 6 sections of MATH-095 would have been needed to implement the Draft Ideal Priority Registration Process in Fall 2012 for first-time Crafton students. In total, 15 math sections would have needed to be added in Fall 2012 if the Draft Ideal Priority Registration process had been implemented for first-time Crafton students in Fall 2012.

Table 2A: Fall 2012 Estimate of Math Sections Needed for Priority 3.5 and 4 First-Time Crafton Students Only.

Course	Fall 2012 Enrollment	Success in Prior Course		Math Placement		Total Math Needed		CAP		Math Sections Needed
MATH-943	18		+	19	=	19	÷	30	=	1
MATH-952/953	52	3	+	122	=	125	÷	35	=	4
MATH-090	15	2	+	87	=	89	÷	35	=	3
MATH-095	47	11	+	182	=	193	÷	35	=	6
MATH-102 or higher	30	7(7*)	+	25	=	32	÷	35	=	1
Total	162	30		435		458				15
Unknown	739	709		304		112**				

*7 is the number of students successful in MATH-102 or higher, not in MATH-102. They are included here for the total and unknown number calculations. The 7 number is the number used to calculate the number of sections needed in MATH-102 only.

**The 7 students enrolled in math higher than MATH-102 and the 162 students currently enrolled in math were subtracted from the unknown total of 281 to get a total unknown of 112.

Table 2B illustrates the estimated number of English sections needed by course to implement the Draft Ideal Priority Registration Process for first-time Crafton students only. First, the number of students with priorities 3.5 and 4 enrolled in English are shown in the second column, "Fall 2012 Enrollment," and are excluded from the English section estimations because these students were already enrolled in English.

Next, first-time Crafton students who were successful in the prior course are illustrated in the third column, "Success in Prior Course," to identify which course these students would need to enroll in, in Fall 2012. The fourth column, "English Placement," shows where first-time Crafton students placed for students who had not successfully completed a prior English course or were not already enrolled in a Fall 2012 English class.

The fifth column, "Total English Needed," is the total students who were successful in the prior English course and who placed into the specified English course; indicating the number of students who need to enroll in each English course. As an illustration, 4 Fall 2012 first-time Crafton students successfully completed ENGL-914 prior to Fall 2012 and 113 first-time Crafton students who did not successfully complete an English course or were not enrolled in an English course in Fall 2012 placed into ENGL-010 for a total of 117 first-time Crafton students who needed ENGL-010 in Fall 2012. That number was divided by the cap (i.e. enrollment capacity limit) to arrive at an estimated number of sections needed to implement the Draft Ideal Priority Registration Process for first-time Crafton students. Accordingly, 5 sections of ENGL-010 would have been needed to implement the Draft Ideal Priority Registration Process in Fall 2012 for first-time Crafton students. In total, 23 English sections would have needed to be added in Fall 2012 if the Draft Ideal Priority Registration process had been implemented for first-time Crafton students in Fall 2012.

Table 2B: Fall 2012 Estimate of English Sections Needed for Priority 3.5 and 4 First-Time Crafton Students Only.

Course	Fall 2012 Enrollment	Success in Prior Course		English Placement		Total English Needed		CAP		English Sections Needed
ENGL-914 (976)	18		+	177**	=	177	÷	25	=	12
ENGL-015 (010)	43	4	+	113	=	117	÷	25	=	5
ENGL-101	62	6	+	142	=	148	÷	25	=	6
ENGL-102 or higher	22	8(3*)								
Total	145	21		432		442				23
Unknown	756	735		324		158***				

*3 is the number of students successful in ENGL-102 or higher. They are included here for the total and unknown number calculations. 8 would be the number needed to calculate the number of sections needed in ENGL-102 or higher.

**Includes students who placed into READ-925 and ENGL-914.

***The success in ENGL-102 or higher numbers of 8+3 = 11 and the 145 students currently enrolled in English was subtracted from the unknown total of 314 to get a total unknown of 158.

****ENGL-976 has a co-requisite of READ-980 which has a CAP of 33. Accordingly, ENGL-976 would require 7 additional sections and READ-980 would require an additional 5 sections for a total of 12.