

To: De Anza College Senior Staff Members

From: Mallory Newell, De Anza Researcher

Date: 9/21/2011

Subject: Students Dropped for Non-Payment – Winter 2011, Spring 2011, and Fall 2011

Findings - Dropped Students and Students who Re-enrolled

Enrollment

- 2,402 unduplicated students were dropped in winter 2011, 1,689 were dropped in spring 2011, and 2,960 were dropped in fall 2011. The enrollment (duplicated) lost was 6,335 in winter, 3,852 in spring, and 7,159 in fall. This affected 1,510 sections in winter, 1,316 sections in spring, and 4,377 sections in fall.
- Students who were dropped but re-enrolled in at least one course in the same quarter were tracked. Of the 2,402 unduplicated students that were dropped in winter, 1,739 (72%) re-enrolled. Of the 1,689 students dropped in the spring, 1,284 (76%) re-enrolled.
- The largest number of students (duplicated) were dropped on the first drop date. For winter 2011, 3,703 seats were dropped on the first drop date followed by 1,516 on the second drop date; the following two drop dates were substantially smaller. For spring 2011, 2,452 seats were dropped on the first drop date with 1,400 dropped on the second date. In fall 2011, 3,168 seats were dropped on the first drop date, 1,718 were dropped on the second date and 1,403 were dropped on the third drop date.
- The division that lost the highest percentage of their enrollment due to drops was Social Sciences and Humanities (about 24%), followed by Business/Computer Systems (about 15%), and Language Arts (about 14%) in all quarters.

Ethnicity

- The proportion of students by ethnicity that were dropped was proportional to the percentage of students in each ethnic group that re-enrolled.
- The ethnic distribution of dropped students and students that re-enrolled was largely comprised of students who identify as Asian, making up about 30% of the population. Over 20% of the dropped population were White students, and this same percentage re-enrolled. 16-17% of Latino students were dropped while the same percent re-enrolled.

Enrollment Status

- The majority of dropped students, over 65%, were enrolled in less than 12 units per quarter. About 3% were enrolled full-time (12 or more units).
- A smaller proportion of part-time students chose to re-enroll after being dropped than full-time students. About 70% of part-time students were dropped while only 60% chose to re-enroll after being dropped. Students that chose to re-enroll were largely students taking 12 or more units.

Residency Status

- The majority of students that were dropped were residents (over 85%), though 3% were U.S. residents but not California residents, 4% were AB540 students and 4% were non residents. The same proportion that was dropped re-enrolled.

Education Level

- The education level of students that were dropped and re-enrolled was largely high school graduates with no further education, making up over 50% of the population.
- The proportion of students with all other educational levels was proportional to the number of students that dropped as well as re-enrolled.

Education Goal

- Students with an educational goal of 'Obtain an AA and transfer to a 4-year college' comprised over 40% of the population that were dropped and chose to re-enroll. This was followed by students who declared an education goal of 'Transfer to a 4-year college without an AA' making up 20% of the dropped and re-enrolled population.

Overview of Process

- De Anza College began to drop students for non-payment in fall 2010 using the Banner system. Students who registered for a course (RW, RE) and had an outstanding balance of \$100 or more were automatically dropped from all classes on the designated drop date for fall, winter or spring.
- Prior to being dropped, students received an email saying they will be dropped if they do not pay their fees. Once students were dropped, they were sent an email to inform them that they were dropped from all courses.
- Students who met the following criteria were not automatically dropped:
 - Students who have an account balance less than \$100
 - Students who have an installment plan
 - Students who have made a payment of any amount in the quarter
 - Students who have concurrent enrollment at both colleges must be dropped manually
 - Students with the following attributes: APRN, DAJC, DAPE, DCOL, DCSH, DCWK, DDOR, DDSS, DEDC, DEOP, DHOP, DMIC, DSSP, DSTF, DRES, DV33, FCSH, FDOR, INT1, INT2, ISI1, OTI, POST, VA33, VCFW, VET

When students are dropped, a registration flag message is inserted into their record that states 'Dropped for non-payment on DD/MM/YY (the drop date)'. They are also given a registration code of Drop for Non Payment (DE). Once students are dropped, a report is saved in Banner reports under the title, SZRDROP for each date of the drop period.

- The process for identifying students with a drop code began in winter 2011; therefore students who were dropped in the fall were not identifiable by a DE code. Due to the ambiguity of the data for fall 2010, only students dropped in winter, spring and fall 2011 were tracked in this analysis.
- In winter 2011, students were dropped on December 3, 10, 17, and 20. For spring the drop dates were March 18 and 25. No students were dropped for non-payment in summer 2011.

Foothill did not drop students in fall 2011, the drop dates for De Anza were July 29, August 13, and September 2, and 9.

Methodology

Students in winter, spring and fall 2011 who had a drop message and a registration code of RE in their record were identified. To better understand who these students were, background information was provided. Background information includes: ethnicity, enrollment status, residency status, education level, and education goal.

The enrollment lost due to drop for non-payment as well as the number of sections and the divisions affected was calculated to explore how the drops may affect enrollments as well as students from varying demographic groups. Students that were dropped were then tracked to determine whether they re-enrolled after being dropped. The enrollment gained when students re-registered in at least one course were calculated for winter and spring 2011. Re-enrollment counts were not calculated for fall 2011 since registration was still open at the time of this analysis.

Course Enrollment of Dropped Students

2011W		2011S		2011F		Total	
Enrollment	Sections	Enrollment	Sections	Enrollment	Sections	Enrollment	Sections
6,335	1,510	3,852	1,316	7,159	1,551	17,346	4,377

Unduplicated Count of Dropped Students

2011W		2011S		2011F		Total	
Students	Sections	Students	Sections	Students	Sections	Students	Sections
2,402	1,510	1,689	1,316	2,960	1,551	7,051	4,377

Enrollment Dropped Each Drop Date

		Enrollment
2011W	NonPay Drop - 03-DEC-2010	3,703
	NonPay Drop - 10-DEC-2010	1,516
	NonPay Drop - 17-DEC-2010	766
	NonPay Drop - 20-DEC-2010	350
	Count	6,335
2011S	NonPay Drop - 18-MAR-2011	2,452
	NonPay Drop - 25-MAR-2011	1,400
	Count	3,852
2011F	NonPay Drop - 29-JUL-2011	3,168
	NonPay Drop - 13-AUG-2011	1,718
	NonPay Drop - 02-SEP-2011	1,403
	NonPay Drop - 09-SEP-2011	870
	Count	7,159
Total		17,346

Students Dropped for Non Payment - 2011W, 2011S, 2011F

By Division	2011W		2011S		2011F		Total	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
Applied Technologies	109	2%	110	3%	169	2%	388	2%
Biological, Health & Envir Sc	424	7%	277	7%	501	7%	1,202	7%
Business/Computer Systems	958	15%	531	14%	1,086	15%	2,575	15%
Creative Arts	568	9%	301	8%	508	7%	1,377	8%
Intercultural/Internation Stu	595	9%	317	8%	624	9%	1,536	9%
Language Arts	859	14%	530	14%	933	13%	2,322	13%
Learning Resources	16	0%	8	0%			24	0%
Library Services	8	0%	5	0%	12	0%	25	0%
Physical Education/Athletics	361	6%	269	7%	523	7%	1,153	7%
Physical Sciences/Math/Engin	836	13%	523	14%	819	11%	2,178	13%
Social Sciences and Humanities	1,465	23%	915	24%	1,755	25%	4,135	24%
Special Education	38	1%	18	0%	66	1%	122	1%
Student Services	98	2%	48	1%	163	2%	309	2%
Total	6,335	100%	3,852	100%	7,159	100%	17,346	100%

Ethnicity

	2011W		2011S		2011F	
	Students	Percent	Students	Percent	Students	Percent
Asian	733	30%	515	29%	819	27%
Black	83	4%	65	4%	153	6%
Filipino	150	7%	102	6%	192	6%
Latino	376	17%	263	16%	559	18%
Multi-Ethnic	279	12%	199	13%	414	15%
Native American	5	0%	6	0%	7	0%
Pacific Islander	21	1%	15	1%	30	1%
White	553	21%	382	23%	631	21%
Unrecorded	202	9%	142	8%	155	5%
Total	2,402	100%	1,689	100%	2,960	100%

Enrollment Status

	2011W		2011S		2011F	
	HC	Percent	HC	Percent	HC	Percent
Full time	486	28%	311	24%	678	35%
Less than full time	1,916	72%	1,378	76%	2,282	65%
Total	2,402	100%	1,689	100%	2,960	100%

Residency Status

	2011W		2011S		2011F	
	Students	Percent	Students	Percent	Students	Percent
Resident	2,138	88%	1,519	90%	2,648	88%
US resident, non-CA resident	58	3%	43	3%	100	4%
AB540-Non-Resid Tuit Exmpt	74	4%	56	3%	84	3%
Non-Resident	97	4%	36	2%	71	2%
Non-Resident, International	34	1%	34	2%	56	2%
Undeclared	1	0%	1	0%	1	0%
Total	2,402	100%	1,689	100%	2,960	100%

Students Dropped for Non Payment - 2011W, 2011S, 2011F

Education Level

	2011W		2011S		2011F	
	HC	Percent	HC	Percent	HC	Percent
High School Graduate	1,088	49%	794	49%	1,615	58%
GED/Proficiency	117	5%	85	6%	165	5%
High School Equivalency	40	1%	32	2%	40	1%
Foreign Degree	96	4%	74	4%	112	4%
Associate's Degree	88	3%	60	3%	134	4%
Bachelor's Degree	368	12%	250	11%	441	12%
Unrecorded	605	26%	394	24%	453	15%
Total	2,402	100%	1,689	100%	2,960	100%

Education Goal

	2011W		2011S		2011F	
	HC	Percent	HC	Percent	HC	Percent
Obtain AA, transfer to 4 yr	984	45%	669	43%	1,198	43%
Obtain a 2 year AA/AS w/o tran	144	6%	91	6%	186	6%
Obtain a 2 year vocational deg	14	0%	11	1%	22	1%
Transfer to a 4 year w/o AA	418	19%	335	21%	539	19%
Earn a vocational certificate	34	1%	31	2%	62	2%
4 yr student taking 4 yr reqs	106	4%	80	4%	156	5%
Advance in current job/career	70	2%	46	2%	90	2%
Complete high school credits	11	0%	7	0%	11	0%
Educational development	81	2%	50	2%	97	2%
Formulate career plans, goals	63	2%	35	2%	58	2%
Improve Basic Skills	56	1%	39	2%	63	2%
Maintain certificate/license	20	1%	18	1%	43	2%
Prepare for a new career	100	3%	75	4%	140	4%
Undecided on goal	292	11%	200	10%	282	9%
Unrecorded	9	0%	2	0%	13	0%
Total	2,402	100%	1,689	100%	2,960	100%

Course Enrollment of Students who Re-enrolled

2011W		2011S		Total	
Enrollment	Sections	Enrollment	Sections	Enrollment	Sections
4,302	1,431	3,071	1,260	7,373	2,691

Unduplicated Enrollment of Students who Re-enrolled

2011W		2011S		Total	
Students	Sections	Students	Sections	Students	Sections
1,739	1431	1,284	1260	3,023	2691

Students Who Were Dropped for Non Payment and Re-Enrolled in the Same Quarter
2011W-2011S

DA IR&P
09/15/11

Ethnicity (re-enrolled)

	2011W		2011S	
	HC	Percent	HC	Percent
Asian	517	30%	392	29%
Black	54	3%	44	4%
Filipino	111	7%	73	5%
Latino	281	16%	196	16%
Multi-Ethnic	190	11%	148	12%
Native American	3	0%	6	0%
Pacific Islander	14	1%	9	1%
White	407	23%	297	23%
Unrecorded	162	9%	119	9%
Total	1,739	100%	1,284	100%

Enrollment Status (re-enrolled)

	2011W		2011S	
	Students	Percent	Students	Percent
Full time	486	42%	311	37%
Less than full time	1,253	58%	973	63%
Total	1,739	100%	1,284	100%

Residency Status (re-enrolled)

	2011W		2011S	
	Students	Percent	Students	Percent
Resident	1,551	89%	1,166	90%
US resident, non-CA resident	45	3%	27	3%
AB540-Non-Resid Tuit Exmpt	66	4%	48	4%
Non-Resident	49	2%	21	2%
Non-Resident, International	27	1%	22	2%
Undeclared	1	0%		
Total	1,739	100%	1,284	100%

Students Who Were Dropped for Non Payment and Re-Enrolled in the Same Quarter
2011W-2011S

Education Level (re-enrolled)				
	2011W		2011S	
	Students	Percent	Students	Percent
High School Graduate	810	51%	617	50%
GED/Proficiency	67	4%	58	4%
High School Equivalency	32	2%	24	2%
Foreign Degree	62	4%	50	4%
Associate's Degree	51	2%	36	2%
Bachelor's Degree	213	9%	149	8%
Unrecorded	504	29%	350	28%
Total	1,739	100%	1,284	100%

Education Goal (re-enrolled)				
	2011W		2011S	
	Students	Percent	Students	Percent
Obtain AA, transfer to 4 yr	767	47%	540	46%
Obtain a 2 year AA/AS w/o tran	101	5%	65	5%
Obtain a 2 year vocational deg	9	0%	8	1%
Transfer to a 4 year w/o AA	322	20%	272	23%
Earn a vocational certificate	22	1%	21	2%
4 yr student taking 4 yr reqs	64	4%	53	3%
Advance in current job/career	39	2%	27	2%
Complete high school credits	9	0%	3	0%
Educational development	46	2%	31	2%
Formulate career plans, goals	38	2%	22	1%
Improve Basic Skills	30	1%	24	1%
Maintain certificate/license	15	1%	13	1%
Move from NC to Credit course	1	0%		
Prepare for a new career	64	3%	54	3%
Undecided on goal	205	11%	150	11%
Unrecorded	7	0%	1	0%
Total	1,739	100%	1,284	100%