



Research Brief #172

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Fill Rate and Enrollment Patterns: Short-Term Classes (Spring 2017)

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At the request of the Enrollment Management Team, the Office of Institutional Research, Planning and Institutional Effectiveness conducted an analysis to determine the add/drop activity and change in fill-rates for short-term classes (on-ground versus online) in Spring 2017. This analysis was prompted by an observation in Fall 2017 when a net loss of 47 FTES occurred between 10.13.17 and 10.27.17 for short-term classes. Online classes represented 92 percent of the drop in FTES over that two-week period (-43.32 FTES). This research brief is a follow-up to Research Brief #166 which focused on the add/drop activity and change in fill-rates for semester-length classes (spring) the Friday before classes start and two weeks after the term started.

This study aimed to answer the following questions:

1. What was the change in *enrollments* for short-term classes (on-ground versus online) the Friday before the start of classes in Spring 2017 with start dates of 2.6.17 and 4.10.17 to the Friday during the second week of classes following each of these start dates?
2. What was the change in *fill rates* for short-term classes (on-ground versus online) the Friday before the start of classes in Spring 2017 with start dates of 2.6.17 and 4.10.17 to the Friday during the second week of classes following each of these start dates?

These results are intended to assist the College in enrollment planning, including development of targeted marketing plans and class schedules.

Methodology

There were 28 short-term start dates for the Spring 2017 sections. The section count among those dates ranged from 1 to 86. The two short-term start dates with the most sections were 2.6.17 and 4.10.17 with 83 and 86 sections, respectively. The short-term start dates selected (2.6.17 and 4.10.17) represent 72 percent of short-term sections offered in Spring 2017. Sections coded as “Hybrid” are coded to the campus location where they have at least one face-to-face meeting (Canyon Country or Valencia). The analysis was conducted using SPSS. Files used in the analysis included MIS 320-Spring 2017 pulled 2.3.17, 2.17.17, 4.10.17 and 4.21.17. Instructional Service Agreement sections were excluded from the analysis.

Results

Question 1: *What was the change in **enrollments** for short-term classes (on-ground versus online) the Friday before the start of classes in Spring 2017 with start dates of 2.6.17 and 4.10.17 to the Friday during the second week of classes following each of these start dates?*

On-ground, short-term, classes in Spring 2017 that started on 2.6.17 and 4.10.17 at the Valencia and Canyon Country campuses saw increases of 25 and 21 enrollments, respectively (or 3 percent increase, each) from the Friday before the start of classes to the end of the second week of classes following each start date. A similar increase was observed for semester-length on-ground classes at Canyon Country and Valencia (4%) (RB #166).

Short-term classes held at off-site locations also saw a slight increase in enrollments from the Friday before the start of classes to the end of the second week of classes for sections starting on 2.6.17 (4 enrollments or 6% increase). Very little change in enrollments were observed for short-term sections at off-site locations that started on 4.10.17 (decrease of one enrollment). On the other hand, on-ground, semester-length classes held at off-site locations saw an increase of 50 enrollments (or 16% increase).

In contrast, the enrollment in short-term online classes starting on 2.6.17 decreased by 78 enrollments (or 6 percent decrease) from the Friday before classes started to the end of the second week. Similar decreases were observed in short-term online classes starting on 4.10.17 (7%) and semester-length online classes in the Spring 2017 term from the Friday before classes started to the end of the second week following the class start date (7%) (RB #166).

Question 2: *What was the change in **fill rates** for short-term classes (on-ground versus online) the Friday before the start of classes in Spring 2017 with start dates of 2.6.17 and 4.10.17 to the Friday during the second week of classes following each of these start dates?*

Similar to on-ground, semester-length, classes at the Valencia and Canyon Country campuses, which saw increases in fill rates two weeks after classes started (RB #166), short-term, on-ground classes saw an increase of 4 and 2 percent, respectively, for classes starting on 2.6.17 and 4.10.17.

On the other hand, on-ground semester-length classes saw an increase in fill rates (9 percentage points) but a 5 and 6 percentage point decrease for short-term classes starting on 2.6.17 and 4.10.17.

Tables 1 and 2 provide details on the fill rate and enrollment patterns discussed in questions 1 and 2 for short-term classes starting on 2.3.17 and 4.10.17, respectively.

Table 1 for short-term classes starting on 2.3.17 and 4.10.17, respectively.

Friday before classes started-Spring 2017 (2.3.17)				Two weeks after classes started (2.17.17)					
Location	Enrolled	Capacity	Fill Rate	Enrolled	Capacity	Fill Rate	Change in Fill Rate (% Point)	Change in Capacity (N and %)	Change in Enrollment (N and %)
VLC/CCC	919	1,207	76%	944	1,179	80%	4	28 (2%)	25 (2.7%)
OLC	1,261	1,410	89%	1,183	1,410	84%	-5	0 (0%)	-78 (-6.2%)
Off Site	71	110	65%	75	110	68%	3	0 (0%)	4 (5.6%)

Note: VLC=Valencia Campus, CCC=Canyon Country Campus, and OLC=100% Online.

Table 2 Fill Rate and Enrollment Patterns: Short-Term Classes Starting on 4.10.17 (Spring 2017)

Friday before classes started-Spring 2017 (4.7.17)				Two weeks after classes started (4.21.17)					
Location	Enrolled	Capacity	Fill Rate	Enrolled	Capacity	Fill Rate	Change in Fill Rate (% Point)	Change in Capacity (N and %)	Change in Enrollment (N and %)
VLC/CCC	672	1,029	65%	693	1,029	67%	2	0 (0%)	21 (3.1%)
OLC	1,206	1,475	82%	1,128	1,475	76%	-6	0 (0%)	-78 (-6.5%)
Off Site	85	110	77%	84	110	76%	-1	0 (0%)	-1 (-1.2%)

Note: VLC=Valencia Campus, CCC=Canyon Country Campus, and OLC=100% Online.

Recommendations

Upon review of the results, the following recommendations should be taken into consideration:

- Explore the implications of these results for Enrollment Management planning, especially when building short-term, online classes.
- Conduct follow-up analyses for short-term classes (winter and fall) the Friday before classes start (the actual start date for the short term classes) and after census.
- Conduct additional analyses to examine the reasons for the higher drop rate for online classes, including examining reason codes and a survey of students who did not re-enroll.

References

Meuschke, D.M. and Gibbons, B.C. (2018, February). Research Brief #166. Fill Rate and Enrollment Patterns: Semester-Length Classes (Spring 2017).

For more detailed information on this research brief, stop by the Institutional Research, Planning, and Institutional Effectiveness office located in BONH-223 or Daylene Meuschke, Dean of Institutional Research, Planning and Institutional Effectiveness at 661.362.5329.