



RESEARCH BRIEF

Student demographics and re-enrollment patterns among students who were dropped due to credit class cancellations

October 15, 2018

OVERVIEW

To better understand the impact of credit class cancellations on overall student enrollment at City College of San Francisco (CCSF), we identified students who were dropped from a credit class due to the class' cancellation in Fall 2016, Fall 2017, and Fall 2018 semesters, and then analyzed those students' subsequent enrollment records in the same semester. In addition, we analyzed the demographic characteristics of students enrolled in canceled class sections for Fall 2018, and compared the results to Fall 2016 results.

Summary of findings from the analysis:

- The college is most likely to retain students from a canceled class when the class is canceled before the start of the semester.
- Students who were dropped due to a class cancellation re-enrolled in a wide variety of classes, creating net enrollment gains in some subject areas.
- Class cancellations appear to have a similar impact across ethnicities and genders.

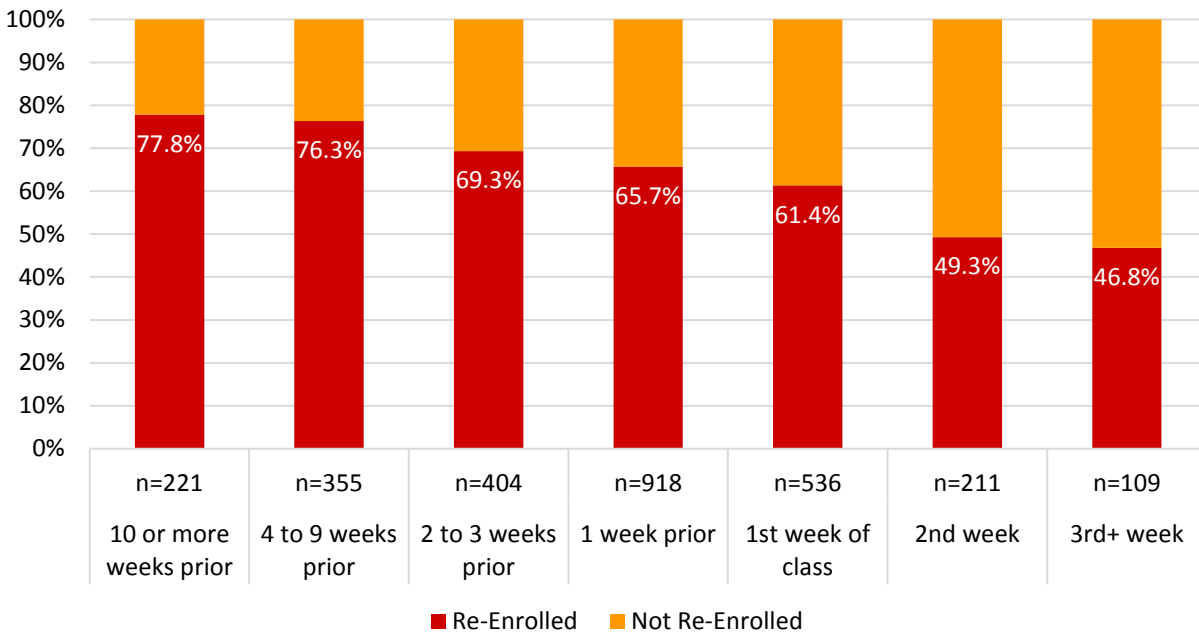
FINDINGS OVER THREE YEARS

Patterns in the data across three Fall credit terms suggest a relationship between re-enrollment rates and the timing of a class section's cancellation. The students who re-enrolled following a drop due to cancellation had an average of 16.8 days before the start of the semester to re-enroll in another class, whereas students who did not re-enroll had less than half that amount of time to re-enroll before the start of a semester (Figure 1). In each of last three Fall terms, a larger proportion of students re-enrolled in another class section when the class was canceled before the beginning of the semester compared to after the start of the semester (Figure 2). When a class section was canceled more than a week prior to the start of the semester, 74% of the students dropped due to the cancellation went on to re-enroll in another class. When a class section was canceled after the start of the semester, 56% of the students dropped from those canceled classes subsequently re-enrolled.

Figure 1. Enrollments and re-enrollments in Fall terms (2016-2018)

Term	Count of enrollments in canceled sections	Count of re-enrolled	Average drop-cancel date (weeks prior to class start date)	Re-enrolled rate
Fall 2016	534	340	0.9	63.7%
Fall 2017	555	388	4.2	69.9%
Fall 2018	1,665	1,082	1.2	65.0%

Figure 2. Re-Enrollment rate by week of class cancellation date in Fall terms (2016-2018) (N = 2,754)



KEY QUESTIONS AND FINDINGS FOR FALL 2018

How many subjects and departments were impacted by class cancellations in Fall 2018?

- 205 class sections were canceled after students had enrolled, resulting in 1,665 enrollments being dropped from a class due to cancellation (Figure 3). Of the canceled classes with enrollments:
 - 169 class sections were canceled due to low enrollment;
 - 36 class sections were canceled for other reasons including: no available instructor, a program change that affected the need for the class, or other schedule corrections.
- Students were dropped due to a class cancellation from 65 subjects across the college.
- Students who were dropped due to a class cancellation subsequently re-enrolled in classes across 86 subjects.
- Among the 65 subjects that canceled at least one class section (in that subject), after accounting for students’ re-enrollments, the average net enrollment loss was 9.7 enrollments per subject, and 19 of the subjects experienced no loss or gained students.

Figure 3. Canceled class section enrollments, re-enrollments, and average weeks between cancel date and start date by reason for class section cancellation (Fall 2018)

Reason for class cancellation	Count of enrollments in canceled sections	Count of re-enrolled	Re-enrolled rate	Average drop-cancel date (weeks prior to class start date)
Low enrolled	1,323	838	63.3%	0.2
Other reasons	342	244	71.3%	5.0
Total	1,665	1,082	65.0%	1.2

How many students were impacted in Fall 2018?

- 1,499 individual students, with a total 1,665 enrollments in canceled classes, were dropped due to class cancellations.
 - Among students who were dropped due to a class cancellation prior to the first day of the term, the majority (68%) re-enrolled in another class at CCSF.
 - Among students in a class that was canceled after the start of the term, 58% re-enrolled in another class at CCSF.
- 36% of students enrolled in canceled classes did not re-enroll in another class following the drop due to cancellation. Of students who did not re-enroll:
 - 367 students did not actively replace the canceled class but remained enrolled in other classes at CCSF;
 - 174 students had no other enrollment at the college this semester.
- Of the 1,082 enrollments, among 958 individual students, that were dropped due to class cancellation, 65% subsequently re-enrolled in another class (Figure 4):
 - 28% re-enrolled in another section of the same course,
 - 22% re-enrolled in a class in the same subject or program area, and
 - 16% re-enrolled in a course in a different program area.

Figure 4. Number of students re-enrolling following a drop due to cancellation by similarity between canceled class and re-enrolled class (Fall 2018)

Re-enrollment class similarity	Number of enrolled students	Percent of dropped enrollments
Same course	445	26.7%
Same course different location or session	15	0.9%
Same subject	283	17.0%
Similar program area	76	4.6%
Different course	263	15.8%
Total re-enrolled	1,082	65.0%

Did the cancellation and re-enrollment patterns differ by demographic groups?

The demographic breakdowns of students who were dropped due to a class cancellation and students who re-enrolled following a drop by cancellation, were similar to the overall CCSF population. This finding is consistent with findings from a similar analysis conducted for Fall 2016.¹

- The ethnicity distributions of students who were dropped due to class cancellation, students who re-enrolled, and the overall credit student enrollment populations were highly similar (Figure 5, Figure 6).
- The gender distributions of students who were dropped from a class due to cancellation and those who re-enrolled were similar to the overall CCSF Fall 2018 credit population, with ranges of 49% to 52% female, 46% male, and 3% to 5% decline to state (Figure 7).

¹ http://www.ccsf.edu/content/dam/Organizational_Assets/Department/Research_Planning_Grants/Reports/Brief_StudentsDroppedFromCanceledClasses_20170317.pdf

Figure 5. Ethnicity distribution for students enrolled in canceled classes, students who re-enrolled, and overall CCSF credit population (Fall 2018)

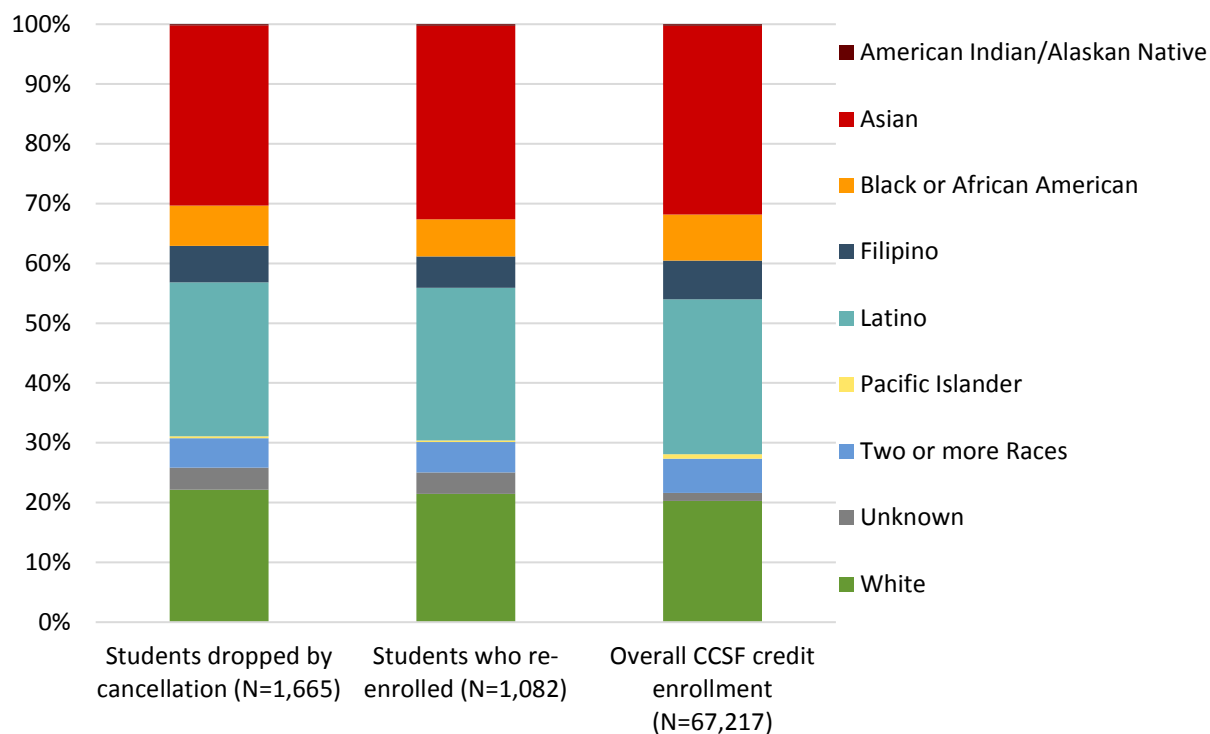


Figure 6. Ethnicity distribution for students enrolled in canceled classes, students who re-enrolled, and overall CCSF population (Fall 2018)

Student Ethnicity	Students dropped by cancellation (N=1,665)	Students who re-enrolled (N=1,082)	Overall CCSF credit enrollment (N=67,217)
American Indian/Alaskan Native	0.2%	0.3%	0.3%
Asian	30.2%	32.3%	31.6%
Black or African American	6.7%	6.2%	7.7%
Filipino	6.1%	5.3%	6.4%
Latino	25.7%	25.5%	25.9%
Pacific Islander	0.4%	0.3%	0.7%
Two or more Races	4.9%	5.1%	5.7%
Unknown	3.7%	3.6%	1.3%
White	22.2%	21.4%	20.3%
Total	100.0%	100.0%	100.0%

Figure 7. Gender distribution of overall CCSF student population and of students dropped due to a class cancellation (Fall 2018)

Student Gender	Students dropped by cancellation (N=1,665)	Students who re-enrolled (N=1,082)	Overall CCSF credit enrollment (N=67,217)
Female	49.5%	49.0%	51.6%
Male	45.9%	46.0%	46.0%
Neither or Unknown	4.6%	5.0%	2.4%

- The re-enrollment rate of Asian students was the highest (70%) when compared to other ethnicity groups, followed by students of two or more races (67%) and Latino students (65%) (Figure 8).
- Filipino students have the lowest re-enrollment rate (56%), but their courses were canceled closer to the first day of the semester when compared to most other groups (Figure 9).

Figure 8. Student re-enrollment rates following class cancellation by ethnicity² (Fall 2018)

Student Ethnicity	Students dropped by cancellation	Re-enrolled rate	Average re-enrollment similarity score	Average drop-cancel date (weeks prior to class start date)
Asian	502	69.7%	4.4	1.5
Black or African American	112	59.8%	4.0	1.5
Filipino	102	55.9%	4.0	1.1
Latino	428	64.5%	4.1	1.7
Two or more Races	82	67.1%	4.0	1.4
Unknown	61	63.9%	4.0	0.2
White	369	62.9%	4.1	1.4
Total	1,665	65.0%	4.2	1.5

Were students able to re-enroll in classes that were similar to their canceled class?

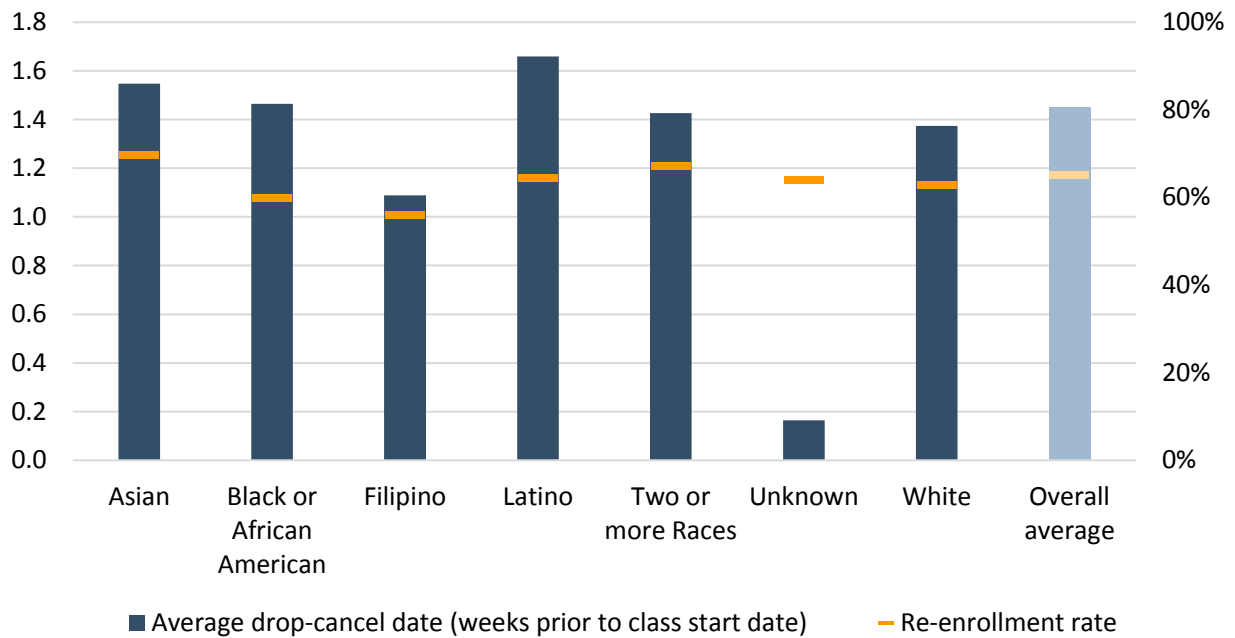
In order to measure the similarity between the canceled class from which a student is dropped and the class into which a student re-enrolls, we created a scale that scores the similarity of class sections using³: subject, course number, location, session, credit hours, and program TOP code.

- The likelihood of students re-enrolling in a class similar to their canceled class is fairly consistent across ethnicity groups (Figure 8), with an overall average of four points of similarity.
- Asian and Latino students who were dropped due to a class cancellation and subsequently re-enrolled were slightly more likely than other groups to re-enroll in a similar class (Figure 8).

² Ethnicity groups with fewer than 10 students, American Indian/Alaska Native and Pacific Islander, are not displayed in order to protect student privacy. Students in these groups are included in the totals.

³ See Methodology section for detailed scoring criteria.

Figure 9. Student re-enrollment rates and class cancellation timing by ethnicity (Fall 2018)



CONCLUSION

When considering the impact of class cancellations on students, data from the last three years suggest that the timing of class cancellations is critical to the retention of students. Students in classes that are canceled earlier have a greater probability of re-enrolling. Data also indicate that class cancellations seem to similarly impact students across demographic groups. In terms of impact on departments, the overall result of class cancellations is a wider distribution of enrollments across subjects, and a college-wide net enrollment loss of less than one percent of overall credit enrollment in Fall 2018.

METHODOLOGY

Students who had been dropped from a class due to cancellation were identified by the registration status code 'DC'.

Re-enrollment was defined as an enrollment with registration status code 'RE' or 'DG' with an activity date after the date of the 'DC'.

Re-enrollment similarity score was determined on a scale of six (same course) to zero (different course) using the variables: subject, course number, location, session, credit hours, and two-digit TOP code.

SOURCE

Prepared by: Elizabeth Leiserson, Sr. Research Analyst

Database: Ellucian Banner

Instance: PROD

Baseline tables: SFRSTCA, SFRSTCR, SSBSECT

Custom tables: SWBRCRS, SWBRBKG

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