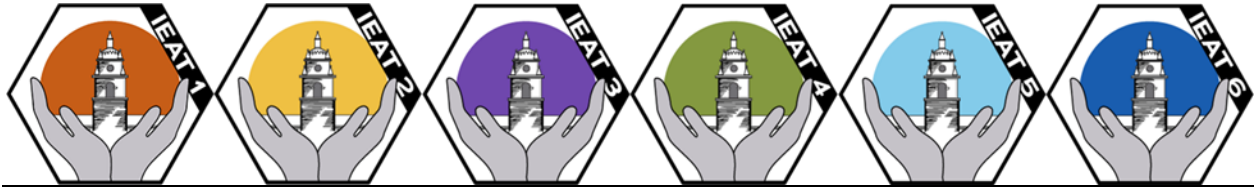


## IEAP Initiative Status Report Fall 2022



**Initiative Title: Block Enrollment / Guided Registration**

**Initiative 6.1**

**Lead: Jessica Lavariega Monforti**

**Date: November 18, 2022**

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### OVERVIEW:

**Purpose:** Per GI 2025, CSUCI is required to implement block scheduling and this initiative is designed to support that implementation.

**Goals:** What are participants trying to achieve? (Feel free to include objectives – i.e., smaller, measurable steps along the way toward achieving larger goals.)

- Develop technology required to integrate guided registration mod into PeopleSoft.
- Expand block scheduling for first-year students from two to four courses.
- Increase total units attempted for FTFT students closer to 15.

**Metrics/Data for Evaluation:** Feel free to connect with [Matt Zivot](#), Director of Institutional Research, for assistance in thinking through how to convert your initiative's goals into measurable outcomes.

- What metrics will you use to evaluate achievement of this initiative's goals?
  - Whether mod was integrated into PeopleSoft
  - How many FTFT students used guided registration for Fall 2022 enrollment
  - How many FTFT students stay in courses they were enrolled in via guided registration
  - Number of units attempted by FTFT students Fall 2022
- What data will be necessary for determining impact?
  - Operations data
  - Enrollment and retention data
  - Units attempted data
- How and when are these data being collected?
  - Data started being collected Spring 2022 via the Registrar's Office and IR.

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### STATUS:

**Progress:** Several gains achieved by the Pilot that have had a positive impact on CSUCI student success:

- Block Scheduling highlighted the importance of the GI 2025 Initiative for the campus community.
- Block Scheduling helped us to identify barriers to student retention, progress, and success.
  - We identified a disconnect between the road maps and scheduling logistics;
  - We are rethinking the way we implement learning communities and living-learning communities.
- We are examining additional barriers within General Education.

- Block Scheduling created an opportunity for examining how to grow a culture of planning for student needs among Enrollment Management, Associate Deans, General Education, and Department Chairs.
- We now better understand the need for an established process for attempting to project course needs and to meet those needs proactively instead of reactively.
- We realized the importance of revisiting the Roadmaps and aligning scheduling to the roadmaps.
- Block scheduling highlighted the importance of implementing the new digital degree planner for Department Chair planning.
- The block scheduling process helped us to address ways to factor in students' choices for courses. Typically, Advisors create schedules for the students that fulfill general education and major requirements and that makes sense from a scheduling perspective. However, the schedules are not based on the interests of our students; they limit student choices and ultimately limit their overall university experience. Introducing guided registration into block scheduling addresses this concern directly.
- Pairing the block scheduling process with an advance survey related to Directed Self Placement (DSP) helped to maintain the culture of DSP for composition courses within the first-year experience.

### **Formative Assessment**

**Initiative-focused prompt:** What questions or problems have been encountered that “critical friends” reading this progress report (i.e., Strategic Resources Planning Committee, Inclusive Excellence Action Team members, President’s Advisory Council for Inclusive Excellence) can help initiative leads/participants to think about?

Planning and implementing block scheduling for Fall 2022 required a massive commitment of the Registrar’s Office, Student Systems, Academic Advising and New Student Orientation, the Director of Learning Communities, and Department Chairs. The block scheduling implementation group relied heavily on the Registrar and Director of Enrollment Technology, taking time away from their core functions. They were tasked with the following:

- Create block tables in alignment with EOs, CO guidelines, and CI priorities;
- Work with chairs to determine/interpret road map intentions;
- Negotiate with chairs to build capacity in high-demand classes to meet student demand for blocks; and
- Enroll students in blocks, with over 300 students also enrolling in learning communities.

The Registrar and ET Director spent a majority of their working hours on block scheduling-related tasks in Spring and Summer 2022. The tight timeline for implementation and manual/labor intensive nature of the work meant that significantly more tasks and time are required for resolving problems that arise due to schedule changes, student need, and human error. Ultimately, multiple touch points are required to Block Schedule each and every student.

### **Logistical Concerns**

- While enrollment increased in LC/LLCs over last year, not all students were enrolled in LC/LLCs, which made it difficult to create blocks for all students.
- We need to ensure all information about students (e.g., high school transcripts, dual enrollment grades, AP scores) is available at the time of enrollment. If the Advisors were to enroll students earlier in the summer, they would have to revisit each students’ schedule, thus doubling their work.
- It is a burden to confirm AP scores and to ensure registration holds are lifted.

- The University needs to revise the scheduling process to better support block scheduling. The current deficiencies in the schedule process rear their heads both in block scheduling and in learning community parameters. Revising the schedule process to a modern and less distributed system will benefit many aspects of the university.

**Institution-focused prompt:** From what you have experienced thus far, should this initiative be considered for permanent funding, if/when recurring funds become available? Why?

Yes, ongoing support will be required to scale up and maintain this work.

**Evaluation:** What have you learned thus far? How do you know what you have learned? (e.g., data source(s))?

- Preliminary analysis using Fall 2022 Census data demonstrates that, overall, the implementation of guided registration in Fall 2022 is positively correlated with first-time full-time (FTFT) enrollment growth. 602 FTFT students enrolled in Fall 2022, an increase of 11.5% over the 540 FTFT students enrolled in Fall 2021. Similarly, full-time equivalent student (FTES) enrollment increased by 8.1% over this same period, from 529.2 to 572.1 FTES. The growth in FTFT enrollment is notable given that overall undergraduate enrollment declined by 11.9% in terms of headcount and 13.6% in terms of FTES. In Fall 2022, 83.7% of new freshmen were enrolled full-time, an increase of 4.3 points from Fall 2021. FTFT students represented 11.0% of the undergraduate student population in Fall 2022, compared to just 8.7% of the undergraduate population in Fall 2021. The impact on student groups that have been historically underrepresented in higher education was even larger. For example, the number of students from historically underrepresented race and ethnic groups (HUGs)<sup>1</sup> enrolled as FTFT increased by 28.1%. For Black/African American students this growth in FTFT enrollment was 56.3% and was 30.9% for Latinx students. The enrollment of FTFT Pell eligible students grew by 31.8%, while FTFT first generation<sup>2</sup> students' enrollment grew by 18.3%.
- Overall, undergraduate courses (i.e., course numbers below 500) experienced a decline in both headcount (11.7%) and FTES (13.5%) enrollment between Fall 2021 and Fall 2022. FTFT and new freshmen enrollment actually increased in undergraduate level courses during this time period, however, with an 11.5% growth in headcount and 8.11% growth in FTES among FTFT. When disaggregated by course subject, however, it's clear that some academic programs experienced growth in their course enrollments while others experienced a decline between Fall 2021 and Fall 2022. Undergraduate courses offered in Art, Chicano/a Studies, Communication, Computer Science, Environmental Science and Resource Management, History, Math, Performing Arts, Performing Arts Music, Philosophy, and Political Science all experienced a decline greater than 10% in enrolling new freshmen students in Fall 2022.<sup>3</sup> In many cases, the overall decline in course enrollments was actually driven by changes in non-new freshmen enrollment patterns. For example, although the FTES among new freshmen in Communication undergraduate courses declined by 19.8%, it declined by 25.5% among transfers and continuing students, with transfer and continuing students having a bigger impact in overall headcount as well (i.e., a decrease of 39 new freshmen compared to 145 transfers and continuing students). In fact, many undergraduate course subjects experienced an increase in new freshmen enrollment, but a decrease in transfer and continuing student enrollment. For example, new freshmen FTES in Economics undergraduate courses increased by 32.5% but declined by 42.1% among transfers and continuing students. Changes in course enrollment patterns are complicated by a number of confounding factors, including the increase of LC/LLCs, the growth in Area F enrollment, et cetera. A full analysis of the impact of guided registration on course enrollments will be completed at the end of AY 2022-23 so that Spring 2023 enrollment/retention patterns, course

outcomes (e.g., grades, GPA, DFWI rates), and related equity gaps can be explored in more detail.

- 31.2% of FTFT made adjustments to their class schedules after orientation. Preliminary analysis indicates that most of these changes involved changes between class sections and/or courses within their major roadmap rather than selecting a class that was not recommended during guided registration and by their major roadmap. Comparatively, 36.7% of non-FTFT students made changes to their schedules during this same time period. Among programs with at least 10 FTFT in Fall 2022, students majoring in Computer Science, Health Science, Biology, Nursing, Psychology, Business, and undeclared were the most likely to make changes to their class schedules after orientation. Undeclared students were the most likely to make changes to their schedules after orientation, with 54.5% making at least one change after orientation. Among the undeclared students who made changes to their schedules, however, just 37.1% moved out of the courses suggested at guided registration based on their responses to the pre-registration survey and the major area they indicated leaning toward. Interestingly, programs with the most FTFT majors experienced the highest rates of deviations from guided registration/roadmaps, while programs with fewer FTFT majors experienced little to no changes after orientation, including Art, Early Childhood Studies, Environmental Science and Resource Management, Liberal Studies, Mechatronics, Performing Arts, and Sociology.

**Other:** Is there anything else about this initiative that you would like to add? (e.g., Have new questions or opportunities come up through your experience in leading this initiative?)

Although FTFT enrollment (headcount and FTES) increased between Fall 2021 and Fall 2022, the mean unit load for FTFT students decreased slightly from 14.9 to 14.5 units, decline of 2.7%. This decrease in mean unit load is larger than the decrease for the overall undergraduate population (1.0%) and new transfers (1.5%). It should be noted, however, that new and returning FTFT are the only undergraduate students to enroll in an average of 14+ units in both the 2021 and 2022 Fall semesters. Among FTFT, HUGs, Pell eligible, and first-generation students experienced a larger decline in mean unit load, with the decrease ranging from 2.7-3.4%. Despite overall growth in FTFT headcount, there was a decline of 6.1% of FTFT students taking 15 or more units from Fall 2021 to Fall 2022, while FTFT students taking 12-14 units grew by 97.0%. In other words, FTFT students were less likely to take 15 or more units in Fall 2022 than they were in Fall 2021, with underrepresented students also being less likely to take 15 or more units than their non-underrepresented peers. In fact, preliminary analysis indicates that less than half (42.8%) of FTFT enrolled in a fifth course (and stayed enrolled through Census) after being guided into their first four classes during orientation. Students who participated in the Summer 2022 Student Success Academy were slightly more likely to enroll in 15 or more units than their peers who did not participate in the academy. Student Success Academy students enrolled in 14.6 units on average, with 50% enrolling in 15 or more units in Fall 2022, compared to 14.5 units on average with 42% enrolling in 15 or more units for students who did not participate in the academy.