IEAP Initiative Status Report
Spring 2023

Initiative Title: Block Enrollment
Initiative: IEAT 6.1
Initiative Leads: Jessica Lavariega Monforti, Colleen Forest, Ernesto Guerrero
Due: 8am May 1, 2023 – email to Kaia Tollefson

A. 2022-23 Findings
1. **Metrics/Data for Evaluation: What metric(s) did you use to evaluate the achievement and/or impact of this initiative's goals?** Preliminary analysis of Fall 2022 census data compared to Fall 2021. Full details are included in Vice Provost Lavariega Monforti's block scheduling report (attached).
2. **Findings & Recommendations:**
   i. **What did you learn?** While the overall headcount of first-time full-time increased between Fall 201 and Fall 2022, the mean unit load for FTFT students decreased slightly from 14.9 to 14.5 units. Preliminary analysis indicates that less than half of FTFT enrolled in a fifth course after being guided into their first four classes. For Fall 2023, our plan is to guide students into five classes.
   ii. **Were the values of diversity, equity, inclusion, and/or accessibility measurably advanced through this initiative in 2022-23? How do you know?** There was some positive indication that enrollment of historically underrepresented race and ethnic groups increased. For example, the number of students from historically underrepresented race and ethnic groups (HUGs) enrolled as first-time full-time increased by 28.1% from Fall 2021 to Fall 2022.
   iii. **Based on what you experienced and learned through this initiative in 2022-23, what are your recommendations specifically relative to the value of, ongoing need for, and/or necessary revisions to this initiative, going forward?** There is an ongoing need to refine the initiative to increase the average unit load of our FTFT students. In Fall 2022, first-year students were guided into four (4) courses. For Fall 2023, we will be guiding them into five (5) courses.

B. Budget
1. Budget Report

IEAP Initiative Number and Title	
Total Budget	
Expense Category #1	
Expense Category #2	
Etc.	
Expenditures to Date as of 2/28/23	
Anticipated Remainder 6/30/2023	$30,000

C. Reflections
   a. **Will you have expended allocated funds for FY23 for this project by 6/30/23?** No.
   b. **When do you anticipate having expended funds allocated for this initiative**? No.
   c. **If funds have not been expended by the end of FY23, what are the roadblocks you have experienced in not being able to complete the initiative by 6/30/23?** At the time the IEAP request was written in December 2021, we were unsure whether we'd be pre-registering new first-year students into classes or using a PeopleSoft modification called "guided registration." The initial plan was to hire a consultant for technical implementation. To allow us to move forward without altering how programs schedule classes for the fall and to avoid inflating enrollment with pre-registration, we chose guided registration where students enroll themselves into pre-selected courses or categories of general education courses. ITS

(Michael Lee) was able to acquire and install the PeopleSoft modification and Student Systems (Ana Rosa Duran) was able to test and implement. In other words, in house resources were used to move the technical pieces of the initiate forward as opposed to a consultant.

d. **Were funds sufficient, too much, or too little for the initiative this year? What do you recommend going forward? Are ongoing efforts/funding needed for this specific initiative?** We like to be able to maintain the funds for additional ways to support the initiative as it evolves. As noted in Vice Provost Lavariega Monforti's report, one of the major challenges was scheduling logistics. How can we utilize technology and data to help program chairs build their schedules, and how can we move towards course scheduling for the academic year as opposed to semester by semester? Also noted in the Vice Provost's report, the funding can be used to support marketing for CI's digital degree planner which would assist chairs with determining course demand and could open the door for guided registration into the sophomore year. Funds may also be used to examine the integration of learning communities into road maps to support both initiatives.