

Enrollment Update

September 05, 2012

(5 pages including this one)

Enrollment Update

Definitions

- 1 FTES = a student taking 15 credit units.
- FTES for a course = number of students times number of course credit units divided by 15.
- Every 5 students in a 3-unit class = 1 FTES.
- A 3-unit class with 30 students enrolled = 6 FTES.
- Campus FTES Target is the College-Year (CY) or “annualized” FTES.
- CY FTES = average of fall and spring, plus half the summer.

Enrollment Update

Enrollment Planning for CY 2012-13

- The official campus target for CY 2012-13 is the same as it was last year → 7,400 resident FTES.
- We can go 5% over without penalty → 7,770 is the goal for the year.
- No FTES was originally planned for Summer 2012.
- Historically, the enrollments in the spring are about 90% of the fall enrollment levels.
- Resident FTES enrollment goal for Fall 2012 is 8,180.
- Resident FTES enrollment goal for Spring 2013 would need to be 7,360.
- College-level goals were set at the same levels as last year.

Enrollment Update

Current Status/Projections

- As of today, we have enrolled 7,894 undergraduate FTES and 465 graduate FTES, for a total of 8,360 resident FTES.
- Summer was just over 25 resident FTES.
- Keeping to the goal of 7,770 resident FTES for the CY would require delivering approximately 7,167 FTES in spring 2013.
- Projected Census FTES for fall 2012 is approximately 8,400.

Enrollment Update

Additional Planning for 2012-13

- Further over-enrollment of fall classes is not advised.
- Help graduating seniors, particularly if fall graduation is possible.
- Advise and help students to plan the degree progress carefully.
- Discourage students from enrolling in, or being on a waitlist for, courses that they will not need.
- Expect a smaller spring schedule than last year – be strategic about planning courses for spring.

Early Start 2012

Or, How a lot of us spent our Summer...
(A back-to-school report by David Barsky)

Who needed to participate?

- All incoming First-Year students needing remediation in mathematics:
 - All FY students with ELM exam scores below 50
- Some incoming First-Year students needing remediation in English:
 - All FY students with EPT scores below 138

Multi-Step Process (0)

- All CSU campuses entered their Early Start course offering in an on-line directory:

http://earlystart.csusuccess.org/csu_early_start

Multi-Step Process (1)

- Students received messages telling them to go a link in their Student Center and declare how they were planning to fulfill their Early Start requirement:
 - At CSU San Marcos
 - At some other CSU campus
 - Somewhere else (usually a community college)
- Similarly, students intending to enroll at other CSU campuses could declare that they were going to do their Early Start work at San Marcos

Multi-Step Process (2)

- Once students were issued a student ID at the CSU campus where they said they were planning to take Early Start courses, they could proceed with registration.
- Students with an EFC of \$5,000 or less received Early Start grants.
- Otherwise, the cost of taking Early Start courses was \$182/unit (plus \$2).

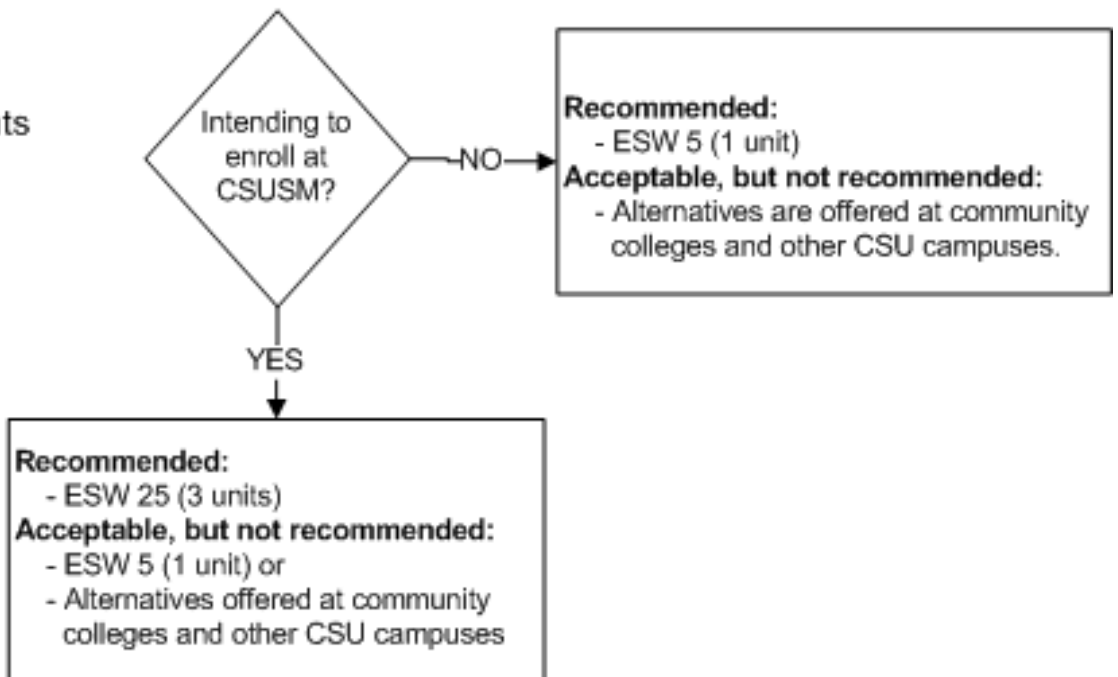
Multi-Step Process (1.5)

- Lots of communication with students:
 - Initially messages broadcast to groups of students through PeopleSoft
 - Lots of face-to-face, over email and over the telephone follow-up work done by staff in Proficiency Services.
 - Web pages created specifically for Early Start
<http://www.csusm.edu/fystudents/earlystart.html>

For students needing only

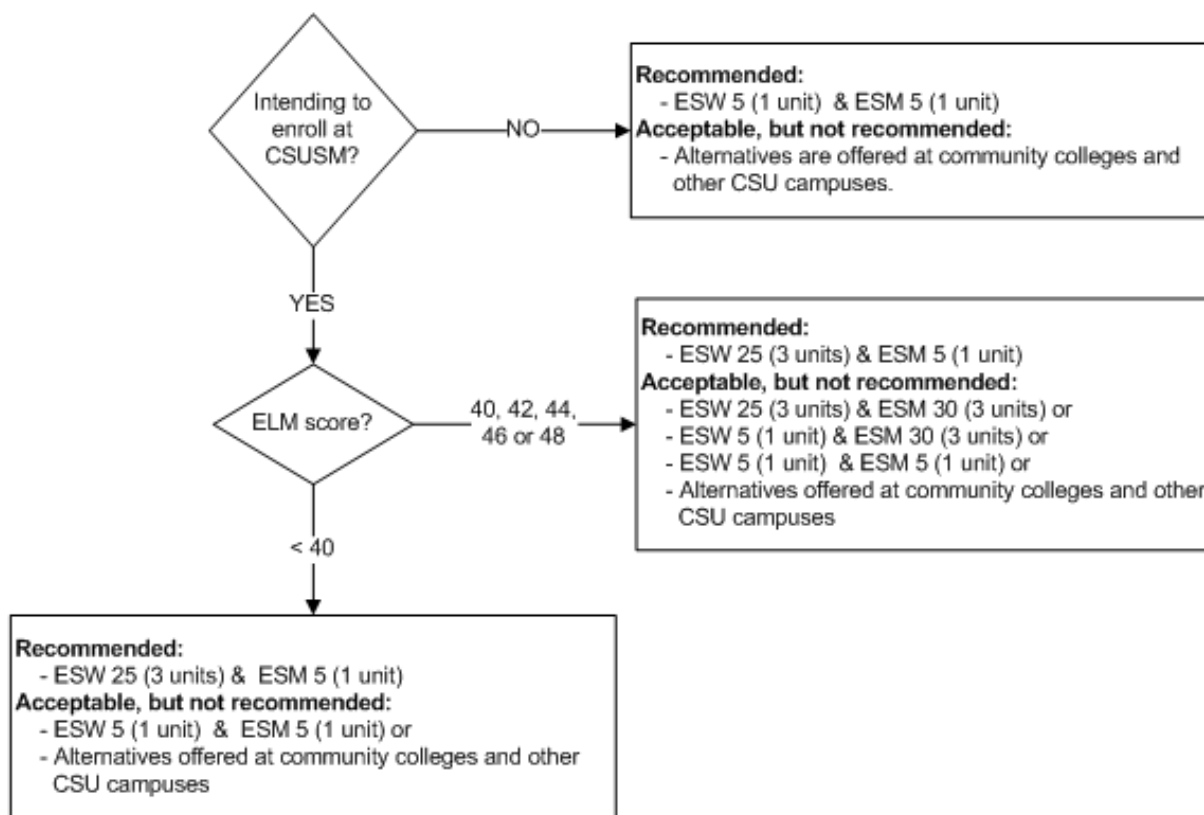
English Remediation

Excludes EOP SB, CAMP and ACE students



For students needing both
English & Mathematics Remediation

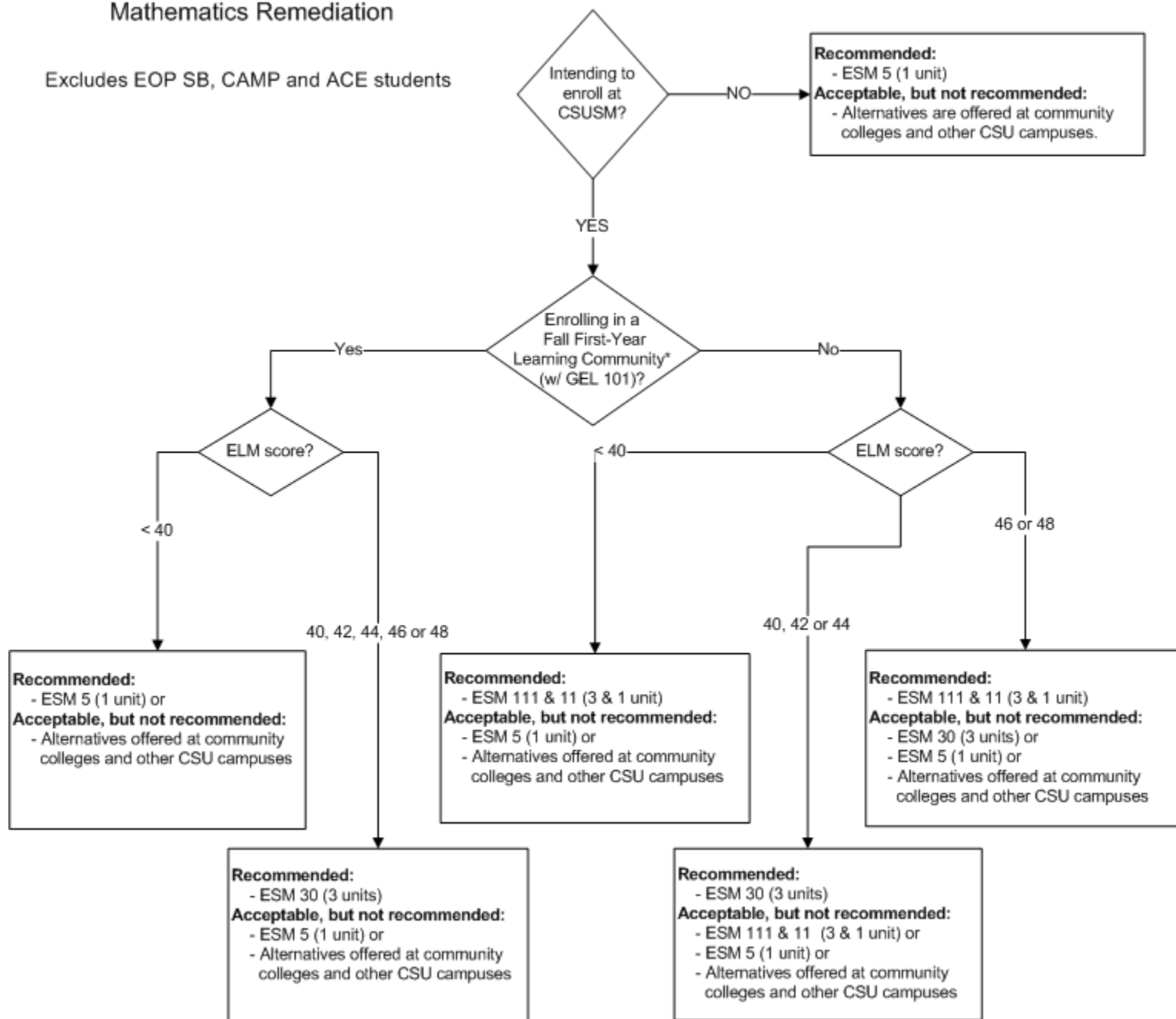
Excludes EOP SB, CAMP and ACE students



For students needing only

Mathematics Remediation

Excludes EOP SB, CAMP and ACE students



With apologies to Stephen Sondheim...

- A funny thing happened on the way to ~~the~~ ~~forum~~ registration for Early Start
- While we had worried that most/all of our students would opt out of the more intense experiences that we were recommending and take the one-unit short courses, many students actually followed our recommendations(!!!) and took the longer courses that offered them better preparation.

{Early Start} \cap {CSUSM}

		Our Students	Other CSU Students
English	@ San Marcos	58	7
Mathematics	@ San Marcos	279	40
Both	@ San Marcos	134	9
English	somewhere else	37	
Mathematics	somewhere else	237	
Both	somewhere else	72	

The CSUSM Early Start Course Line-Up

- English
 - ESW 05 (1 unit) New course
 - 97 students (CSUSM & CSU)
 - ESW 25 (3 units) New course
 - 57 students (all CSUSM)
 - GEL/ESW 120 (4 units) Existing course
 - 95 students* (CSUSM EOPSB, CAMP & ACE Scholars)

* Not all of these had EPT scores below 138.

The CSUSM Early Start Course Line-Up

- Mathematics

- ESM 05 (1 unit) New course
 - 261 students (CSUSM & CSU)
- ESM/MATH 30 (3 units) Existing course
 - 77 students (all CSUSM)
- ESM 11 (1 unit; paired with ESM 111 [3 units]) Existing course (MAPS)
 - 41 students (all CSUSM)
- GEL 10A/ESM 11 (1 unit) Existing course (MAPS)
 - 71 students (all CSUSM EOPSB, CAMP & ACE Scholars)

Results on the Mathematics Side

ESM 2012 Total

Post-ESM Placement

		NA	MATH 10	MATH 20	MATH 30	MATH 100+	
	NA	121	0	2	5	3	131
Pre-ESM	MATH 10	1	12	21	16	1	51
Placement	MATH 20	0	0	29	30	28	87
	MATH 30	0	0	0	33	98	131
	MATH 100+	0					0
		122	12	52	84	130	400

of students retaking ELM exam or taking ESM 30: 268

of students advancing at least 1 level: 194

Total Remedial Courses Avoided: 240

Gain/student: 0.90

Mathematics Side Details (1)

ESM 30

		Post-ESM Placement				
		NA	MATH 10	MATH 20	MATH 30	MATH 100+
Pre-ESM Placement	NA	0	0	0	0	0
	MATH 10	0	0	0	0	0
	MATH 20	0	0	0	0	0
	MATH 30	0	0	0	10	70
	MATH 100+	0				
		0	0	0	10	70

0

0

0

80

0

80

of students taking ESM 30: 80

of students advancing exactly 1 level (i.e., passing): 70

Total Remedial Courses Avoided: 70

Gain/student: 0.88

Mathematics Side Details (2)

ESM 11 (w ESM 111)

Post-ESM Placement

		NA	MATH 10	MATH 20	MATH 30	MATH 100+	
	NA	1	0	0	0	0	1
Pre-ESM	MATH 10	1	1	4	5	1	12
Placement	MATH 20	0	1	3	9	14	27
	MATH 30	0	0	0	0	1	1
	MATH 100+	0					0
		2	2	7	14	16	41

of students retaking ELM exam: 39

of students advancing at least 1 level: 34

Total Remedial Courses Avoided: 55

Gain/student: 1.41

Mathematics Side Details (3)

ESM 11 (w/o ESM 111)

Post-ESM Placement

		NA	MATH 10	MATH 20	MATH 30	MATH 100+	
	NA	0	0	1	2	1	4
Pre-ESM	MATH 10	0	5	8	6	0	19
Placement	MATH 20	0	2	7	6	5	20
	MATH 30	0	1	5	5	11	22
	MATH 100+	0					0
		0	8	21	19	17	65

of students retaking ELM exam: 61

of students advancing at least 1 level: 36

Total Remedial Courses Avoided: 47

Gain/student: 0.77

Mathematics Side Details (4)

ESM 05

ESM 05		Post-ESM Placement					
		NA	MATH 10	MATH 20	MATH 30	MATH 100+	
Pre-ESM Placement	NA	120	0	1	3	2	126
	MATH 10	0	6	9	5	0	20
	MATH 20	0	2	14	15	9	40
	MATH 30	0	0	7	5	16	28
	MATH 100+	0					0
		120	8	31	28	27	214

of students retaking ELM exam: 88

of students advancing at least 1 level: 54

Total Remedial Courses Avoided: 68

Gain/student: 0.77