

Research in Brief: *Guess Who's Not Coming To Dinner?*

Applicants and Enrollees

Approximately 9,000 students RSVP'd to attend DVC's fall 2008 "dinner," but nearly 4,700 (52%) did not show up for the meal. We had a lot of food for thought on the educational menu and many choices for entrées, including courses, programs, student services, and certainly financial aid to support our appetite.

The relationship between the number of applicants for admission to the college and the number who actually enrolled provides an important measure of effectiveness for enrollment management policies. This relationship may be summarized by the yield rate.

Yield. The yield rate is the rate of the number of enrollees in a given academic term to the number of applicants in that period. The higher the number of enrollees to the number of applicants, the higher the yield. Effective enrollment management policies attempt to maximize this yield rate.

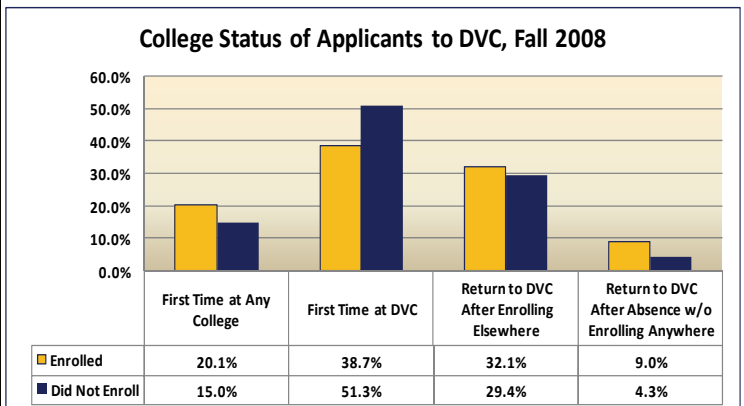
Over the most recent six fall terms (2003-2008), slightly over half (55%) of the students who applied to DVC actually enrolled at the college in the same term. The yield rate for DVC has been declining steadily during the past six fall terms, with the exception of fall 2006. To address the issue of a declining yield rate for the college, the office of admissions, in spring 2008, coordinated a program of contacting the students who applied but did not enroll. These contacts should result in increased enrollment for the college in the future.

Term	Applicants	Enrollees	Yield
Fall 2003	10,889	6,780	62%
Fall 2004	10,093	5,635	56%
Fall 2005	10,036	5,628	56%
Fall 2006	8,308	4,893	59%
Fall 2007	8,889	4,351	49%
Fall 2008	9,063	4,268	47%
Total/Average	57,278	31,555	55%

Source: Datatel

College Status. Fall 2008 student applications reveal details regarding the prior postsecondary experience or the college status of the applicants.

- A total of 9,063 students applied to DVC in fall 2008. Of that number, 4,268 students enrolled at the college in the same term, representing 47% of the total. The remaining 53% or almost 4,800 students did not enroll. It is that latter number that should be the focus of attention for the college's enrollment strategies.
- Of those who enrolled at the college, it is important to know their prior postsecondary educational experience. This information would be helpful in tailoring the enrollment management strategies to different segments of the student population. For the 4,268 students who applied and enrolled at DVC in fall 2008, 3,681 students indicated their prior educational experience. For these 3,681 students, 58 percent were enrolling at DVC for the first time, while 42 percent represented returning students. Each of



Source: CCCCD Datatel

these two groups may require different enrollment strategies.

Enrollment management policies should aim at attracting a sizable number of those who apply but do not enroll (almost 4,800 students in fall 2008). Attracting only one-fifth of this group (nearly 1,000 students) would translate into a healthy overall

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Demographics of No-Shows

Who are the students who applied but did not enroll in fall 2008? The answer to this question could enhance outreach and marketing efforts.

Females, African-Americans, and students age 25 and older are over-represented among students who applied in fall 2008 but did not enroll. The college may want to devise policies to address these issues.

Gender of Non-Enrollees – Fall 2008				
GENDER	No.	%	DVC %	Difference
Male	1,809	37.7%	45.5%	-7.8%
Female	2,764	57.6%	50.5%	7.1%
Unknown	222	4.6%	4.0%	0.6%
Total	4,795	100.0%	100.0%	

Ethnicity of Non-Enrollees – Fall 2008				
ETHNICITY	No.	%	DVC %	Difference
African-American	489	10.2%	5.5%	4.7%
Asian/Pac Islander	891	18.6%	18.4%	0.2%
Hispanic	618	12.9%	13.9%	-1.0%
Native American	44	0.9%	0.7%	0.2%
Other Non-White	135	2.8%	3.3%	-0.5%
White	2,096	43.7%	47.4%	-3.7%
Unknown	522	10.9%	10.8%	0.1%
Total	4,795	100.0%	100.0%	

Age of Non-Enrollees – Fall 2008				
AGE	No.	%	DVC %	Difference
<= 19	639	13.3%	30.8%	-17.5%
20-24	1,363	28.4%	32.2%	-3.8%
25-29	899	18.7%	11.4%	7.3%
30-34	519	10.8%	5.5%	5.3%
35-39	351	7.3%	4.2%	3.1%
40-49	567	11.8%	7.8%	4.0%
50+	457	9.5%	8.0%	1.5%
Unknown		0.0%	0.1%	-0.1%
Total	4,795	100.0%	100.0%	

Source: CCCC Datatel

In summary, we need to find innovative approaches to attract and to retain applicants so that more invitees will RSVP **and** come and stay for dinner.

SLOs in Brief *What's New with SLOs?*

How Are We Using SLO Results?

The Geography Department used its SLO results for one of the outcomes in the GEOG-120 *Introduction to Physical Geography* course to justify the purchase of equipment to improve student learning results — and the incorporation of the new equipment worked!

Ted Wieden explains that one of the SLOs for the course, *Explain the Earth-Sun relation and describe why during summer the length of daylight increases toward the pole*, generally had resulted in below 70% success rates. At the end of the spring 2009 semester, a model of the Earth that is illuminated from inside the globe was purchased. This globe enables students to visually see the relationship between seasons and illumination patterns. After using the new model, 82.2% of students completing the course successfully demonstrated competence. Quite an improvement and an impressive example of how SLO outcomes can be integrated successfully with resource allocation to improve student success.

Course Syllabi Must Include SLOs

The Accrediting Commission is requiring that course syllabi include student learning outcomes.

Instructors have been including course objectives in their syllabi, so this should be a minor change to the documents shared with students. Course student learning outcomes that have been submitted by the department may be accessed at this link: <http://www.dvc.edu/org/info/slos/search-and-list.htm>.

Register for the August 12 SLO Flex workshops to find out what's on the horizon . . .

