**Measures of Institutional Effectiveness**

As part of the Accreditation Self-Study, the Office of Institutional Research has compiled data tracking the performance of Napa Valley College students over the past five years. Information about retention, successful course completion, and persistence among NVC students is presented below.

**Retention Rates**

**Definition:** The proportion of students who are retained during one semester. That is, the proportion of students that enroll in a course (at the beginning of the semester) that complete the course (by continuing until the end of the semester). Retention rates are calculated as:

\[
\frac{\text{# students (duplicated) receiving A,B,C,D,F,CR,NC,I}}{\text{# students (duplicated) receiving A,B,C,D,F,CR,NC,I,W}} \times 100
\]

In recent years, retention rates among NVC students have ranged from 79.3% to 83.2%. Retention within the Spring term tends to exceed retention within the Fall term at NVC. As depicted in the graphs on the right, California statewide retention rates tend to exceed NVC retention rates in the Fall semester. While retention across the CA community college system has averaged around 82% in the Fall (over the past five years), Fall retention rates for NVC have averaged around 80% (over the same period).

Retention among NVC students in the Spring semester has exceeded retention in the Fall in recent years. The average NVC Spring retention rate is 82% (vs. the Fall average of 80%). As the graph of Spring retention rates indicates, NVC Spring retention rates reflect CA statewide retention rates more closely than they do for the Fall.

**Successful Course Completion Rates**

**Definition:** The proportion of students that successfully complete a course. That is, the proportion of students that enroll in the course (at the beginning of the semester) that receive a grade of A, B, C, or CR (at the end of the semester).

(continued on page 2)
Successful Course Completion Rates (continued from page 1)
Successful course completion rates are calculated as:

\[
\frac{\text{# students (duplicated) receiving A,B,C,CR}}{\text{# students (duplicated) receiving A,B,C,D,F,CR,NC,I,W}}.
\]

Successful course completion rates among NVC students have ranged from 67.5% to 71.1% each semester over the past five years. Successful course completion rates in the Spring tend to exceed those in the Fall, as shown in the table below. In every semester examined here, NVC success rates exceeded system-wide success rates.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>NVC</th>
<th>CA</th>
<th>NVC</th>
<th>CA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-1998</td>
<td>69.6%</td>
<td>66.2%</td>
<td>69.6%</td>
<td>67.1%</td>
</tr>
<tr>
<td>1998-1999</td>
<td>67.6%</td>
<td>66.6%</td>
<td>69.8%</td>
<td>67.0%</td>
</tr>
<tr>
<td>1999-2000</td>
<td>67.5%</td>
<td>65.8%</td>
<td>70.2%</td>
<td>66.0%</td>
</tr>
<tr>
<td>2000-2001</td>
<td>67.7%</td>
<td>65.9%</td>
<td>71.1%</td>
<td>67.2%</td>
</tr>
<tr>
<td>2001-2002</td>
<td>68.8%</td>
<td>66.6%</td>
<td>69.1%</td>
<td>67.3%</td>
</tr>
</tbody>
</table>

Source: California Community Colleges Chancellor’s Office Data Mart

Persistence Rates
Definition: The proportion of students that persist in their educational pursuits, by enrolling in consecutive academic terms. That is, the proportion of students that enroll in one semester that also enroll in the following semester. Persistence rates are calculated as:

\[
\frac{\text{# students enrolled in one term & the following term}}{\text{# students enrolled in the first term}}.
\]

Over the five-year period examined here, 63.3% of NVC students persisted from Fall to Spring, on average, and 45.8% of NVC students persisted from Spring to the following Fall, on average. As indicated in the graph in the upper right-hand corner of this page, Fall-to-Spring persistence dropped by 5.5% between Fall 1997 and Fall 1998. Since that time, Fall-to-Spring persistence rates have settled into the range of 60% to 63%. Spring-to-Fall persistence rates increased by 7% between Spring 1998 and Spring 1999, before leveling off in the range of 46% to 48%.

Persistence Rates, By Age
Between Fall 2002 and Spring 2003, the population of students less-than-21-years-old decreased, while the size of all other age groups increased. The largest increase (an increase of 189 students) was claimed by the 21-to-29 category. At first glance, this observation seems to lend support to the hypothesis that young students (including those just out of high school) stop out after a semester or two and then return to their educational pursuits in their mid-to-late twenties. To explore this hypothesis in more detail, persistence rates were calculated, by age, among students ages 17-to-34. The results of that analysis are presented in the graph below.

The graph below indicates that, while the enrollment pattern described above (with young students stopping out and then returning to college a few years later) might apply to some individuals, it is not the typical trend displayed among NVC students. Students of traditional college age (ages 17-to-21) displayed the highest persistence rates between Fall and Spring terms this year. 68% of 17-year-olds enrolled in the Fall continued their educational pursuits this Spring, while 77% of 18-year-olds, 73% of 19-year-olds, and 66% of 20-year-olds did so. A similar pattern emerges for Spring 2002 — Fall 2002 persistence, as 18- and 19-year-olds claimed the highest persistence rates between those terms as well.

Source: Persistence rates calculated by NVC Office of Institutional Research, based on MIS data submissions
Correction to Fall 2002
Credit-Student Demographic Report:
Age Distribution among NVC Students

The Office of Institutional Research and Information Technology recently identified a discrepancy in the ages of students between Fall 2002 and Spring 2003. Between the two terms, students’ ages increased by 2-3 years, when they should have increased by 0-1 year (depending on each student’s date of birth). Upon further investigation, Information Technology determined that the Fall 2002 age data was the source of the discrepancy. To correct the problem, the age variable for Fall 2002 students was regenerated. The following table contains the corrected information for the age distribution of credit students in Fall 2002 (vs. Spring 2003).

<table>
<thead>
<tr>
<th>Age</th>
<th>Fall 2002</th>
<th>Percent of Students</th>
<th>Spring 2003</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 21 years</td>
<td>2,423</td>
<td>32.2%</td>
<td>2,300</td>
<td>29.4%</td>
</tr>
<tr>
<td>21-29 years</td>
<td>1,949</td>
<td>25.9%</td>
<td>2,138</td>
<td>27.4%</td>
</tr>
<tr>
<td>30-39 years</td>
<td>1,241</td>
<td>16.5%</td>
<td>1,302</td>
<td>16.7%</td>
</tr>
<tr>
<td>40-49 years</td>
<td>1,005</td>
<td>13.4%</td>
<td>1,098</td>
<td>14.1%</td>
</tr>
<tr>
<td>&gt;= 50 years</td>
<td>894</td>
<td>11.9%</td>
<td>968</td>
<td>12.4%</td>
</tr>
<tr>
<td>Unknown</td>
<td>5</td>
<td>0.1%</td>
<td>7</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

In the original data for Fall 2002, the ages of most students (98.6% of credit students) were underestimated by two years. As a result, the trends in young student enrollments noted in the Fall 2002 and Spring 2003 Credit-Student Demographic Reports are not as dramatic as suggested in those reports. The proportion of the credit-student population claimed by students under 21 did not reach 40% in Fall 2002 (as previously reported). After reaching a peak of 37.9% in Fall 2001, the student population share claimed by students under 21 returned to typical levels (in the range of 30%-32%) this Fall.

Note: The Credit-Student Demographic Reports have been updated on the NVC website to reflect these corrections.

In-Flow and Out-Flow
of Napa County Students

According to the Fall 2002 Credit-Student Demographic Report, 26% of NVC students reside in Solano County, and an additional 3% reside in Sonoma County. The graphic on the right describes the in-flow of NVC students from neighboring counties and the out-flow of Napa County residents to Santa Rosa Junior College (SRJC) and Solano Community College (SCC) in Fall 2002. To facilitate comparison, this figure contains the number of students entering and exiting Napa County.

Napa and Calistoga account for the majority (75%) of Napa County “exports” to SRJC (as they claim 179 and 148 students, respectively). The majority (97%) of “exports” to SCC hail from Napa and American Canyon (as they claim 115 and 109 students, respectively).

The ratio of imports:exports between Napa and Solano is 1946:231, or 8.4. The ratio between Napa and Sonoma is 217:438, or 0.5. In other words, for every Napa County resident that attends SCC, 8 Solano County residents attend NVC. For every two Napa County residents attending SRJC, one Sonoma County resident attends NVC.

Note: These counts might include some dual enrollments. Some of the students living in American Canyon, for instance, might be enrolled at both NVC and SCC.

Sources: NVC Credit-Student Demographic Report, Fall 2002. External data provided by the Santa Rosa Junior College Office of Institutional Research and the Solano Community College Office of Institutional Research.

Creative Quotations:

A mind once stretched by a new idea never regains its original dimensions.

~ Oliver Wendell Holmes
**Reader Project, by John Liscano**

In my American Politics classes, I require four short papers rather than one large term paper, and I have integrated the Writing Center into the course requirements.

For each paper, the process is as follows:

- Students are assigned a general subject area (such as environmental policy), from which they choose a particular issue (such as the Clean Air Act).
- Following a rather rigid writing template that I provide, students submit a first (complete) draft to the Writing Center.
- Papers are evaluated by Writing Center staff and then returned to the students, along with a writing evaluation sheet.
- Students make the corrections indicated by the Writing Center.
- Students then submit the final draft, along with the original draft and the Writing Center evaluation sheet, to me for a final grade.

Students receive a mark of “no grade” if their papers have not been reviewed by the Writing Center or if their final drafts do not reflect the corrections suggested on the evaluation sheet.

I find these short papers much more valuable than single term papers for several reasons. First, bringing the Writing Center into the process allows students the opportunity to see weaknesses in their writing skills and learn through error correction. Unlike term papers, several short papers allow students to improve their structural and substantive efforts over the semester. In addition, the opportunity for plagiarism seems to be reduced with short, highly structured content pieces (compared to long research-based papers). Finally, this approach has allowed me to focus on the substantive aspects of students’ work. After all, substance is and ought to be the primary basis of their final grades. In an era of sub-standard communication skills and when those skills are so important for career success, I believe writing across the curriculum in this fashion is critical for both student and college success.

Admittedly, this approach is time-consuming, in as much as the sum of the assignments across classes approaches 400-500 pages of written work for me to grade. At the same time, students seem to appreciate this approach, for reasons similar to those cited above. Overall, I think it is a win-win pedagogical situation. Resources permitting, I will continue to use this approach.

~ John Liscano, Social Sciences

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**Research Spotlight**

*Highlighting Upcoming Projects and Identifying the Need for More Research*

**Prerequisite English Skills within the Social Sciences**

Some instructors within the Social Sciences Division would like to explore the possibility of establishing an English prerequisite as a condition of enrollment for a select set of Social Science courses. At the request of those instructors, the Office of Institutional Research will examine the relationship between English skill levels and student performance within some Social Science courses this summer.

English proficiency levels will be measured using assessment test results as well as student records data tracking the satisfactory completion of NVC English courses. This study is intended to determine whether there is sufficient evidence to support the establishment of an English prerequisite within the Social Sciences.

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**Data for the Accreditation Self-Study** are now available on the Accreditation intranet site (http://accreditation). Follow the “NVC Demographics” link.

Topics covered include:
- Enrollment Trends
- Student Demographics
- Measures of Institutional Effectiveness
- Staffing Demographics
- Budget Data

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**CURRENT PROJECTS**:

- Review of NVC Data-Collection Practices
- Consequential Validity Study of English Placement Practices
- Study of the Progression of NVC Students through Matriculation Services
- Analysis of English Skills and Successful Completion Rates within the Social Sciences
- Study of the Progression of Students through English and Mathematics Sequences at NVC
- Review of College Success Factors Index (CSFI): Its Use and Application at NVC
The Office of Institutional Research recently examined the placement of NVC students into Math courses based on their UC/CSU Mathematics Diagnostic Testing Project (MDTP) test scores. The validation study was completed in February, and the resulting report was approved by the Matriculation Steering Committee in March. The changes in NVC placement practices, based on the recommendations emerging from the validation study, are outlined below.

Additional Prerequisite Alternatives

As a result of the February 2003 validation study, on May 1, the Curriculum Committee approved new conditions of enrollment for Math 90 and Math 94. The new conditions on enrollment will allow students to use scores received on the Algebra Readiness and Elementary Algebra tests to demonstrate prerequisite skill levels for these two courses. In addition to noting prerequisite NVC coursework (i.e., Math 55 and Math 90, respectively) "or the equivalent" as valid prerequisite options, the NVC Course Catalog will now list "qualification through the assessment process" as a third option available for students in Math 90 and Math 94. It is anticipated that this policy will reduce the paperwork for students, Admissions and Records, and the Math Department — by minimizing the number of challenges processed each semester.

Changes in Cut Scores

Based on the validation study, the Office of Institutional Research recommended that the cut scores indicating readiness for two Math courses (Math 94 and Math 106) be increased. Beginning with the Fall 2003 testing period, eligibility for Math 94 will require a score of 29 or higher on the Elementary Algebra Test. (The prior cut score was 23.) As indicated above, students will be able to use qualifying scores to place into Math 94 via the equivalency process. In order to be recommended for Math 106, students must score at least 22 points on the Intermediate Algebra Test. (The prior cut score was 20.) Students who exceed the 22-point threshold will be recommended for Math 106. Those students will then need to complete the challenge process in order to enroll in Math 106. The higher cut scores in Math 94 and Math 106 will decrease the proportion of students that are recommended for the course (based on their performance on the assessment test) that do not successfully complete the course.

Changes in Placement Practices

Following a review of the placement practices at other community colleges, NVC has integrated two new practices into the local assessment process. These new practices center around the introduction of two referral zones for students — one for students who score so high on one MDTP test that they might qualify for a more advanced Math course (if they took a higher level MDTP test), the other for students who have already secured entry into one Math course, but who are bordering on qualifying for the next course in the Math sequence (based on the same MDTP test). Students falling into these ranges will be given the opportunity to qualify for the next course in the Math sequence (by taking another, higher level MDTP test, in the former case, or by retesting using the same MDTP assessment instrument, in the latter).

Announcing the Development of a New Data-Sharing Consortium: Cal-PASS

Since 1998, the Grossmont-Cuyamaca Community College District in San Diego has been developing an initiative to create regional data-sharing partnerships between K-12 schools, community colleges, and four-year institutions. The initiative is called the California Partnership for Achieving Student Success, or Cal-PASS. Statewide implementation of Cal-PASS has been secured through grant support. Data gathered through the Cal-PASS project are encrypted to ensure anonymity, in compliance with Family Education Rights and Privacy Act (FERPA) guidelines.

The Cal-PASS initiative allows educators to track student performance across educational levels. The data emerging from the Cal-PASS project will allow us to answer questions such as:

- How do NVC students perform after they transfer?
- Does NVC sufficiently prepare students for four-year institutions and facilitate the transition to those institutions?
- How many NVC students go on to complete Bachelor’s degree programs? In what disciplines?

The goals of Cal-PASS include:

- understanding student performance,
- improving instruction, and
- increasing student success.

Number of NVC Transfers over the Last Five Years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sonoma State</td>
<td>361</td>
</tr>
<tr>
<td>CSU Chico</td>
<td>66</td>
</tr>
<tr>
<td>CSU Sacramento</td>
<td>307</td>
</tr>
<tr>
<td>CSU Hayward</td>
<td>56</td>
</tr>
<tr>
<td>UC Davis</td>
<td>136</td>
</tr>
<tr>
<td>UC Berkeley</td>
<td>49</td>
</tr>
<tr>
<td>San Francisco State</td>
<td>118</td>
</tr>
<tr>
<td>San Diego State</td>
<td>42</td>
</tr>
</tbody>
</table>

Source: California Postsecondary Education Commission. Number of NVC transfers, 1997-2002. Institutions with at least 40 NVC transfers are listed here.
Student Support Services (SSS) Study: Results At a Glance

As part of the on-going assessment requirements for the SSS/TRIO grant, the Office of Institutional Research evaluated the success of the SSS program by comparing the academic performance of SSS participants with non-participating credit students, 2001-2002. In compliance with Department of Education guidelines, NVC students were evaluated according to three indicators:

- Good academic standing, measured by cumulative GPA at the end of Spring 2002;
- Persistence toward an educational goal, defined as persisting from one semester to the next or graduating; and
- Transfer to four-year institutions within the California State University (CSU) or University of California (UC) system.

The results of the comparison are summarized in the table below.

<table>
<thead>
<tr>
<th>Academic Measure</th>
<th>SSS Participants</th>
<th>Non-SSS Credit Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average GPA</td>
<td>3.1</td>
<td>2.9</td>
</tr>
<tr>
<td>Fall 2001 – Spring 2002</td>
<td>98.3%</td>
<td>63.7%</td>
</tr>
<tr>
<td>Persistence</td>
<td>89.1%</td>
<td>50.4%</td>
</tr>
<tr>
<td>Spring 2002 – Fall 2002</td>
<td>28.6%</td>
<td>72.4%</td>
</tr>
<tr>
<td>Proportion of UC Transfers</td>
<td>6.8%</td>
<td>93.2%</td>
</tr>
<tr>
<td>Proportion of CSU Transfers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proportion of NVC Credit-Student Population</td>
<td>1.9%</td>
<td>98.1%</td>
</tr>
</tbody>
</table>

These results illustrate the success of the SSS program at NVC. SSS students tend to perform at a higher level than the rest of the NVC credit-student population. They also persist at a higher rate and claim a disproportionately high number of NVC transfers, given their share of the credit-student population. For instance, while SSS participants account for less than 2% of the NVC credit-student population, they claim roughly 7% of transfers to CSU institutions and almost 29% of transfers to UC institutions. All of the differences noted here are highly significant (see z-scores below).

These results represent conservative estimates of the impact of the SSS program. Although the credit-student population served as the comparison group in this study, the demographic composition of the credit-student population differs from the demographic composition of SSS participants. SSS participants have been identified as “high-risk” students (in that they come from low-income families, represent the first generation in their families to attend college, or/and are disabled). Had we been able to identify a similarly at-risk population among credit students, the differences would most likely have been even more pronounced.

[Z-scores for each comparison: GPA (z = 4.6), Fall-Spring Persistence (z = 30.4), Spring-Fall Persistence (z = 16.0), Proportion of CSU Transfers (vs. NVC Credit-Student Population Share) (z = 3.0), and Proportion of UC Transfers (vs. NVC Credit-Student Population Share) (z = 9.0)]

Launch of Institutional Research Website

The Research, Planning, and Development link was added to the NVC web page in early May. To access the Institutional Research website:

- go to the NVC homepage;
- click on the “Departmental Information” link on the left of the page;
- click on the “Research, Planning, and Development” link on the left of the Departmental Information page;
- click on the “Institutional Research” link on the left of the Research, Planning, and Development page.

Currently, the Institutional Research website contains two links — one for reports, the other for external data links. The “Reports” page contains recent Credit-Student Demographic Reports (in PDF format) as well as recent issues of the Institutional Research Update. The “Data Links” page describes sources for data on NVC and other community colleges within California. These sources include the California Community Colleges Chancellor’s Office (CCCCO) Data Mart and the Partnership for Excellence report (within the CCCCO site).

The following features will soon be added to the Institutional Research website:

- **Research Request Form**: This form will be available for NVC staff, departments, and committees to submit research project ideas to the Office of Institutional Research.
- **Data of the Month**: This section will present the results of short research projects (approximately 1-3 pages in length). The Office of Institutional Research has already gathered some ideas for upcoming “data of the month” features. These ideas have emerged from recent meetings around campus, including a Faculty Hour discussion, a meeting of the Academic Standards and Practices Subcommittee, and a focus group reviewing MIS (Management Information Systems) data in connection with the Matriculation Steering Committee.
Between October 2002 and March 2003, ten Student Learning Outcomes (SLOs) Workshops were held throughout California. Eight workshops were offered at the beginning of the academic year. However, due to overwhelming demand and interest in the sessions on SLOs, an additional two workshops were scheduled and announced early this year. One of those workshops was closed to further participants within 24 hours of that announcement.

The SLO Workshops were co-sponsored by the Research and Planning (RP) Group, the Association of Instructional Administrators (AIA), Chief Executive Officers of the California Community Colleges (CEOCCC), Chief Instructional Officers of the California Community Colleges (CIOCCC), California Community College Student Services Officers (CSSO), and the Community College League of California (CCLC). The sessions were conducted by faculty members and assessment coordinators with experience defining and applying SLOs and assessment models.

According to the workshop coordinators, over 1,000 people attended the SLO Workshops this year. Instructors and administrators accounted for the majority of workshop participants. Although some participants did not indicate their positions within the community college system, there was generally a balance between faculty and administrators, as these two groups claimed 433 and 492 participants, respectively. NVC sent seven participants to SLO Workshops this year: Glen Bell, Cathy Gillis, Sue Nelson, Rebecca Scott, Jerry Somerville, Judie Walter-Burke, and Robyn Wornall. More SLO Workshops are planned for next year, to support community college staff as they address the new accreditation standards and apply SLOs.


More information about student learning outcomes and the debates surrounding them will be included in the “Measures of Student Performance” feature in future issues of the Institutional Research Update.

The Institutional Research Update is produced by the Office of Institutional Research, within the NVC Office of Research, Planning, and Development. If you have any comments or suggestions for future issues, please contact Robyn Wornall or Judie Walter-Burke.

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Judie Walter-Burke x. 3371 jwburke@napavalley.edu

Several faculty members and administrators have come by the Office of Institutional Research to gather basic statistics about their students and programs — including the number of degrees/awards conferred within certain disciplines and rates of successful course completion or retention at the departmental, program, or institutional levels. Such information is available through the California Community Colleges Chancellor’s Office Data Mart.

The following steps outline the procedure for accessing the reports available through that resource:

1. Go to the website for the California Community Colleges Chancellor’s Office Data Mart: http://www.cccco.edu/divisions/tris/mis/reports.htm
2. Select the topic you are interested in exploring. The choices include: Student Demographics, Student Program Awards, Student Financial Aid, Student Assessment Services, Student Services Programs, Retention/Success Rates, and Staffing Reports.
3. Selecting a topic activates an interactive page, which walks you through a series of criteria to identify the school or program of interest to you.
4. Once you have selected those variables/criteria, click on the “Get Report” button to generate the results.

An example for Liberal Arts and Sciences (General):

1. Under Student Program Awards, select the “Query by College/Statewide” link.
2. Select “Napa” as the college, the year (2000-2001, in this example), and the type of awards of interest (“All Awards,” in this case).
3. Click on the “Continue” button.
4. Determine the level of information needed (i.e., institutional or departmental/program). “Summary Award Count by Award Type Only” generates information at the institutional level (i.e., the number of degrees and certificates conferred by NVC). “Award Count by Award Type and Program Type” generates information at the departmental or program level. You can then select the department or program from the options listed in the interactive window. For Liberal Arts and Sciences, open the “Interdisciplinary Studies” folder, which contains another level of folders for programs within the Liberal Arts and Sciences area (including Biological and Physical Sciences, Humanities, and Liberal Arts and Sciences). Highlight the “Liberal Arts and Sciences, General” option.
5. Click on the “Get Report” button.

Note: Not all departments are listed on the CCCCO Data Mart site.

.. and Answered
The Number of Student Enrollments, by Time of Day

In connection with the bond implementation, a traffic consultant has been observing the flow of students and employees to and from campus. The traffic consultant is charged with the task of projecting the number of parking spaces NVC will need over the next 10 to 30 years. To inform those projections, the consultant asked the Office of Institutional Research to identify the times of day that the most NVC students are on campus. To satisfy this request, Information Technology generated two enrollment reports — one tracking the number of students enrolled in classes at each time of day at the beginning of Spring semester, the other measuring the number of students enrolled in classes at each time of day at the end of this semester (when the consultant was on campus observing the flow of traffic). The figures emerging from those reports are presented in the tables on the right.

These numbers represent the number of students engaged in classroom activities at any point during the one-hour increments listed. For instance, if a class is scheduled for 9:00-9:50 and 25 students are enrolled in the class, those 25 students are included in the 9:00-9:59 counts. If a class of 22 students is enrolled in the class, then students originally enrolled in that section might have transferred to a section of the same course during the day.

The traffic consultant will use these figures to identify the peak traffic hours on campus — traffic in terms of cars and people coming and going to campus, as well as the circulation of people (i.e., foot-traffic) around campus. Enrollments tend to be highest in the morning and early afternoon, spanning the hours of 9:00 a.m. to 2:00 p.m. After 2:00, enrollments drop off considerably. The campus population increases later in the day, beginning with the 6:00 hour.

These figures allow us to quantify the fluctuations in enrollments at different times of the day. At the end of the semester, students occupy an average of 436 seats in the 7:00-9:59 a.m. period, 1,194 seats between 9:00 a.m. and 1:59 p.m., 530 in the 2:00-5:59 p.m. period, and 757 between 6:00 and 9:59 p.m. Under a block schedule, these differences should become less pronounced, as the number of sections offered in the mid-to-late morning hours will decrease and the number of sections offered in the afternoon will increase.

These figures also allow us to measure the differences in enrollments at different points in the semester. Notice the changes in enrollments by time of day between late January and early May. While enrollments in most periods decreased over the course of the semester, enrollments in a few periods (Tuesday/Thursday 7:00-7:59 a.m. and Friday 5:00-9:59 p.m.) increased. Decreases are attributed to withdrawals. Increases likely result from late-start classes (those that began later in the semester) and shifts in course enrollments. For instance, if a section offered at 2:00 was cancelled due to low/insufficient enrollment, then students originally enrolled in that section might have transferred to a section of the same course offered early in the morning.