

De Anza College Office of Institutional Research and Planning

To: Senior Staff

From: Rosalía C. Zárate, Research Consultant

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Subject: Which De Anza Students are Most Likely to Enroll?

This report assesses the enrollment trends of students who applied for fall 2016 to De Anza College based on students' type of enrollment (concurrent with K-12 enrollment, first time college student, returning student, transferred from another college, and other types of enrollment). The sample consists of all students who applied (N=14,742), those that enrolled (n=7,387; 50% of those that applied) and those that did not enroll (n=7,355). To do so, this analysis compares the characteristics of students who applied for admission and completed the enrollment process to those that applied for admission and did not enroll in courses in fall 2016. A logistic regression analysis was used to control for potentially confounding background characteristics. Logistic regression is used to help explain the relationship between the outcome variable (enrolling in classes in fall 2016) and multiple independent variables (various student characteristics).

As we continue our work around equity, accessibility, and opportunity, it is important to understand which students are and are not enrolling as well as the background characteristics may differ among these groups of students -- such as gender, parental education, military status, and initial interests upon applying to college. This information can help us understand the characteristics of students who apply but do not enroll in order to provide additional assistance to these students and to encourage them to enroll.

Important Highlights

Most Likely to Enroll:

- 21% of applicants who enrolled were returning students, followed by first time college students (16%), and transfer students (11%).
- There is no significant impact of being a first time or returning student on enrollment -- first time students and returning students are just as likely to enroll as to not enroll.
- 20% of non-enrolled applicants were also returning students, followed by transfer (17%) and first time students (11.5%) out of the total (N=14,742).
 - Transfer students are significantly less likely to enroll.
- Applicants that were more likely to enroll include students: 21 or younger (51.3%), whose parents have an associate's degree or higher (35.9% to 43%), are a CA resident for at least 2 years (92.6%), received a H.S. diploma (64.6%), are concurrently enrolled in H.S./college (3.5%) or are a first time student (32.3%), and have several academic

related interests (e.g., interest in academic counseling (50%), career planning (40.1%), scholarship information (41.1%), testing, assessment orientation (24.2%), transfer information (46.8%), tutoring services (31.5%), basic skills (24.1%), and sports (14.6% to 13.4%).(Table 2).

Least Likely to Enroll:

- Applicants that were less likely to enroll include: females (54.9%), older applicants (>21) (64.2%), have less advanced parental education (53.7% to 55.1%), are a transfer student (34.1%), an applicant who earned a diploma/graduate degree at a foreign secondary school (6%), or have only a GED (3.7%), and have an interest in the following: ESL courses (9%), online courses (39.9%), re-entry programs (5.5%), child care (8.8%), receiving TANF/ CalWORKs, SSI or general assistance (7.5%), not have an interest in sports (75.8%), or they have to care for family/dependents¹ (19.7%) (Table 2).
- Considering Parents' education², if a parent has an associate's degree or above it has a significant, positive impact on students' enrollment. A parent having less than an associate's degree has no significant impact on enrollment.
- Applicants that served in the military or are veterans are significantly more likely to enroll. No other military connection had a significant impact on enrollment.
- Students that enrolled were more likely to have attended high school (64.6%) Table 2).
- Students that did not enroll were more likely to have a visa though this difference was not significant. An international student is not more or less likely to enroll.

Implications:

- Students that are reconsidering coming back to community college (transfer students/students interested in re-entry programs) may be less likely to enroll. It may be worthwhile to assess how such students can be better assisted and encouraged to enroll (e.g., are they not feeling welcomed, are they having trouble staying motivated). Returning and first time students should continue to be assisted in the enrollment process.
- Being older in age has the largest, negative significant impact on enrollment (being 22-59), this suggests that De Anza may need to think of resources that older applicants may find useful and ways to encourage older applicants to enroll.
- Students that are interested in online courses may be less likely to enroll. De Anza may be able to help students with such interests by better informing them about the different online opportunities and assistance that is offered for students taking online courses.

¹ Dependent refers to whether the applicant is a minor subject to care and control of guardian per residency law—and if not, whether the applicant is a non-minor or an independent minor.

² This information is based off of Parent 1 level of education, which is included in the logistic model.

- Students that may be struggling with finding housing may be less likely to enroll so it may be beneficial to reach out and ask students how De Anza can assist them with their given housing situation.
- Students that are dependent on their parents, which may include students that live with their parents, may be less likely to enroll, De Anza may be able to assist by better understanding these students needs and challenges (e.g., is family responsibilities deterring them from enrolling, the commute from home, lack of studying space).
- It may be worthwhile to better understand why females are enrolling at a lower rate in comparison to males (e.g., are they more likely to enroll at a 4-year instead).

Enrolled and Non-Enrolled Applicants by Student Enrollment Type

Applicants were divided into four different types of student groups: students enrolled in college while in K-12 (concurrently enrolled), first-time college students (never attended college before), returning students (students who attended De Anza but took at least one term off), and transfer students (students who attended another college). Table 1 shows the majority of applicants were returning students then transfer students and first time college students.

Table 1 - Fall Cohort Applications for 2016

	Applicants	Enrolled	Percent enrolled out of total (14,742)	Percent enrolled based on student type	Did not enroll	Percent did not enroll out of total (14,742)	Percent did not enroll based on student type
Enrolled in college while in K-12	450	260	1.76%	57.80%	190	1.30%	42.20%
First time college student	4,088	2,388	16.20%	58.40%	1,700	11.50%	41.60%
Returning	5,984	3,048	20.68%	50.90%	2,936	19.90%	49.10%
Transfer student from another college	4,180	1,671	11.33%	40.00%	2,509	17.00%	60.00%
Other	40	20	0.14%	50.00%	20	0.10%	50.00%
Total	14742	7,387	50.11%	50.10%	7,355	49.90%	49.90%

- 50% of students who applied enrolled in at least one course in fall 2016.
- 21% of applicants that enrolled were returning students, followed by first-time college students (16%), and transfer students from another college (11%).
- Based on the number of first-time college students and concurrent students that applied, 58% of first-time college students and 58% of concurrent applicants enrolled.
- Returning students (20%) represent the largest group of students who did not enroll after they applied.
- Transfer students from another college (17%) are the second largest group of students that did not enroll.
- Based on the number of transfer students and returning students that applied, 60 percent and 49 percent of these students did not enroll, respectively.

Which Students are Most Likely to Enroll After Applying?

Table 2 in the appendix, examines applicants' demographic and academic differences between applicants that enrolled and did not enroll at in fall of 2016. The table includes descriptive statistics (count and percentage) for students that did not enroll, students that enrolled, and the total number of students. The last two columns include an asterisk if the difference between enrolled and non-enrolled applicants is statistically different from zero (that the difference between the variables can be attributed to something other than random chance) and the standardized difference between the two groups.

Student Demographics and Enrollment Characteristics

Age:

- Applicants that enrolled were more likely to be less than 21 years old (43.6% vs. 35.9%).
- Applicants that did not enroll were more likely to be between 22-29 years old (35.6% vs. 28.8%).
- Applicants that did not enroll were more likely to be between 30-59 years old in comparison to enrolled applicants.

Student Enrollment Status:

- Students that enrolled were more likely to be a returning student (41.3%) vs. first-time student (32.3%), transfer (22.6%) or concurrent student (3.5%).
- Non-enrolled applicants were slightly more likely to be returning students (39.9%) than transfer (34.1%) or first time students (23.1%).
- Both applicants that enrolled (64.6%) and did not enroll (52.5%) were more likely to have a high school diploma from a U.S. high school.

Military Status:

- Applicants that enrolled (97%) and did not enroll (96.8%) were equally likely to not have any type of military connection. A similar and small amount of students also served in the U.S. military that enrolled and did not enroll (1.4% vs. 1.3%).

Parent Education:

- Applicants that enrolled were more likely to have a parent that completed a bachelor's degree (21.8%), followed by a parent who has a H.S. diploma (19%), some college credit (14%), and a graduate degree (13.3%).
- Applicants that did not enroll were more likely to have a parent with a high school degree (20.3%), followed by a parent who has a bachelor's degree (19.6%), some college credit (14.2%), and a graduate degree (12.8%).

Residence Status:

- International applicants were less likely to enroll (8.2% enrolled vs. 9% non-enrolled).
- Applicants that enrolled were more likely to be California residents for two years than non-enrolled students (92.6% vs. 89.1%).

Interests as Identified on the Application:

- Applicants that enrolled were more likely to have an interest in academic counseling than non-enrolled applicants (50.0% vs. 44.1%), basic skills (24.1% vs. 22.4%), career planning (40.1% vs. 35.9%), scholarship information (41.1% vs. 34.5%), testing, assessment, orientation (24.2% vs. 19.8%), transfer information (46.8% vs. 35.1%), tutoring services (31.5% vs. 26.3%), interest in sports intercollegiate sports (14.6% vs. 13.2%), and financial aid (71.4% vs. 67.6%).
- Applicants that did not enroll were more likely to have an interest in child care than non-enrolled students (8.8% vs. 6.8%), interest in ESL (9% vs. 6.6%), online classes (39.9% vs. 36.7%), re-entry program (5.5% vs. 3.9%), receiving TANF/CalWORKs, SSI or General Assistance (7.5% vs. 6.6%), and not interested in sports (75.8% vs. 72%).
- Applicants that did not enroll were more likely to need to care for family (7.2% vs. 5.1%) and be a family dependent (12.5% vs. 11.2%).

Gender:

- Non-enrolled students were more likely to be female than male (54.9% vs. 49.6%).

What Differences Exist Between Enrolled and Non-Enrolled Applicants?

The following graphs represent background differences between students who applied and enrolled and those who applied and did not enroll in fall 2016. Figures 1a and 1b look at a selected group of variables for students that enrolled and did not enroll. Figures 2a and 2b look at the same selected student characteristics that were included in Figures 1a and 1b, but by student type (returning, first time, transfer, or concurrent student).³ The results from this graph may open a discussion about practices or policies to increase student enrollment.⁴

³ Differences were standardized; standardized differences are a measure of the effect size between two groups, in this case enrolled and non-enrolled applicants for each student variable. Standardization refers to the subtraction of the means of two groups and dividing that difference by the total groups standard deviation. In order to compute standardized differences the mean for each student variable was taken, for enrolled and non-enrolled applicants. The means were then subtracted and divided by the square root of the sum of the variances over two (the standard deviations). For example, to compute the standardized difference between enrolled and non-enrolled female applicants, the mean or percentage of females that enrolled was subtracted from the mean of females that did not enroll. This difference was then divided by their standard deviations (the square root of the sum of the variances of these two groups).

⁴ The list of student variables included in *Figure 1a, 1b, 2a* and *2b* can be found in the Appendix. The Appendix also includes *Table 3*, which lists all of the variables and the corresponding standardized differences by student type. *Table 2* also includes the variables and corresponding standardized differences.

- There are meaningful differences between students that enrolled and did not enroll based on students' background characteristics.
 - For example, the first line of *Figure 1b. Standardized Differences Between Enrolled and Non-Enrolled Applicants* (less likely to enroll) represents applicants between the ages of 22-29. This graph suggests that a higher proportion of applicants who are between the ages of 22-29 did not enroll.
 - Applicants that were 30-39 years old were even less likely to enroll (as shown on the second line of this graph).
 - Students 18-21 years of age were much more likely to enroll, as we can see on *Figure 1a* on the second row.

Most Likely to Enroll

- Applicants between 18-21 years of age were more likely to enroll, followed by students that received a high school diploma from a U.S. school, applicants interested in transfer information, and first time students compared to all other student characteristics.
- Some of the smallest differences (near 0 difference) were among students that were homeschooled, characteristics related to parent postsecondary education, students who did not have any connection to the military, students interested in disabled student programs and services, extended opportunity programs and services, and health services. This means that students with these characteristics were similar for students that were less likely to enroll.
- There was slightly more enrollment among students that were less than 18 years old, a California resident for at least two years, students interested in academic counseling, career planning, scholarship information, interest in testing, assessment, orientation, and tutoring services.
- Applicants that were interested in receiving information about money for college (financial aid) were slightly more likely to enroll (by a difference of approximately 0.04).

Least Likely to Enroll

- Based on all of the application characteristics available, students that transfer from another college were the least likely to enroll. Applicants that had earned a BA/BS or higher were also less likely to enroll followed by applicants that were 22-39 years of age.
- Some of the smallest differences (closest to 0.0) include applicants that are currently in foster care, applicants whose parent/guardian/spouse served in the U.S. military, whose parent education is unknown, and applicants who received a certificate of California high school proficiency.
- Students that were slightly less likely to enroll include applicants between the ages of 40-59, females, applicants who earned an AA/AS, applicants who have an interest in ESL, who are not interested in sports participation, applicants that received a foreign high

school diploma or certificate, applicants interested in childcare, and in the De Anza re-entry program.⁵

⁵ The following characteristics were not included in the graphs given that they had the smallest difference between enrolled and non-enrolled applicants, a standardized difference of approximately 0.0: parent 2: associate's degree, parent 2: no parent or guardian raised me, I served in the U.S. military (veteran), parent 2: grade 9 or less, I am a member of the Active Reserve, aged out/emancipated/exited from foster care <18, child aged out, parent 2: unknown education, interest in veterans services, parent: some college credit; no degree, parent: some high school; did not graduate, my parent/guardian/spouse is member of National Guard, not sure at what age exited foster care, seasonal agricultural worker (> 2 months of each of the past two yrs.), I am currently serving on active duty, interest housing, not a graduate of and no longer enrolled in high school, parent/guardian/spouse is member of Active Reserve, Spanish application, under employed, parent 2: some college credit; no degree, interest in CalWorks, was independently homeschooled, interest in extended opportunity programs and services, parent 1: unknown education, associate's degree, graduate degree, interest in disabled student programs and services, was homeschooled, no connections with military, currently in foster care, parent/guardian/spouse served in U.S. military, received a certificate of CA HS proficiency, enrolled in adult school, exited foster care system before 18.

Figure 1a- Differences Between Enrolled and Non-Enrolled Applicants – Most Likely to Enroll

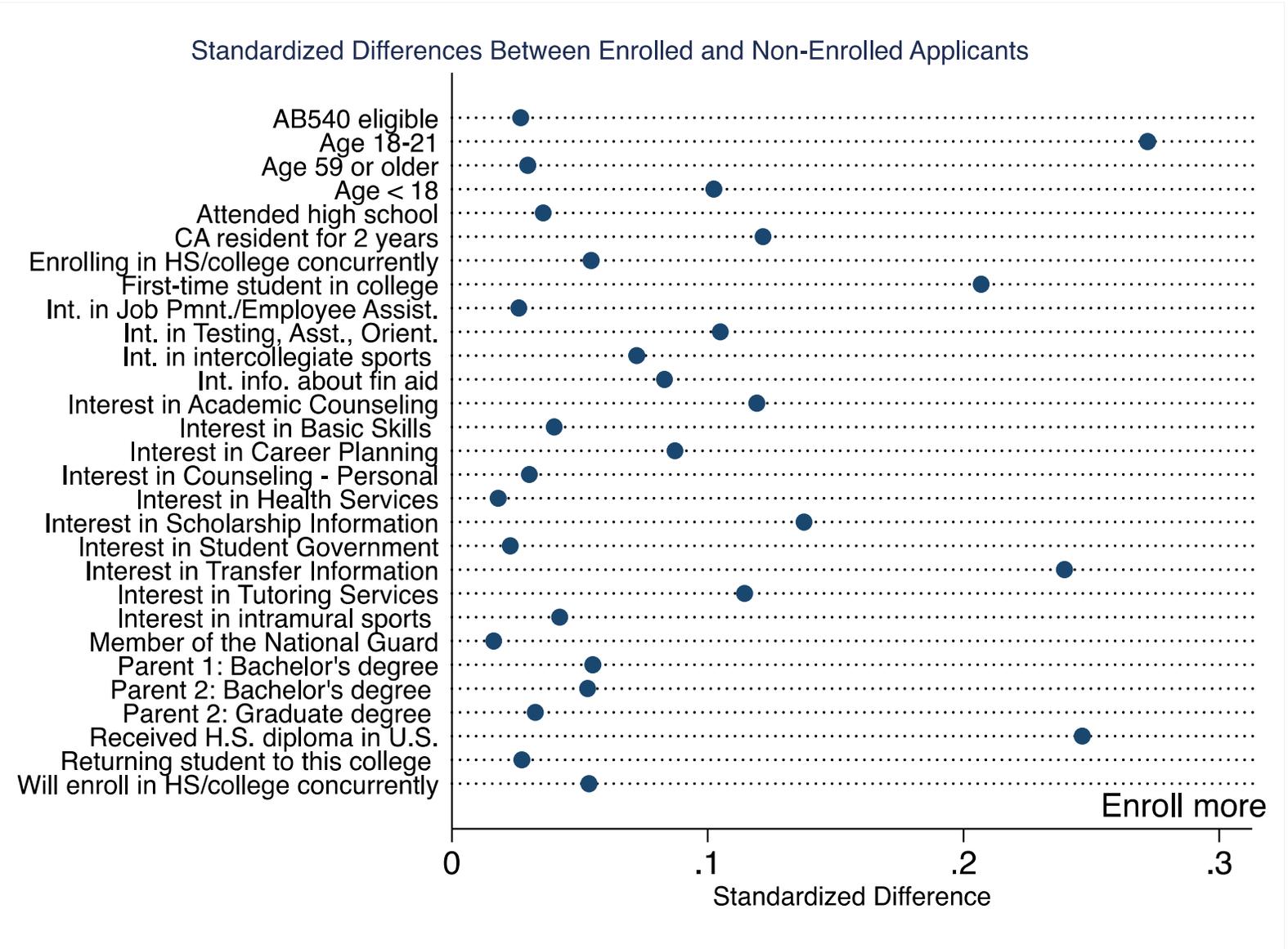
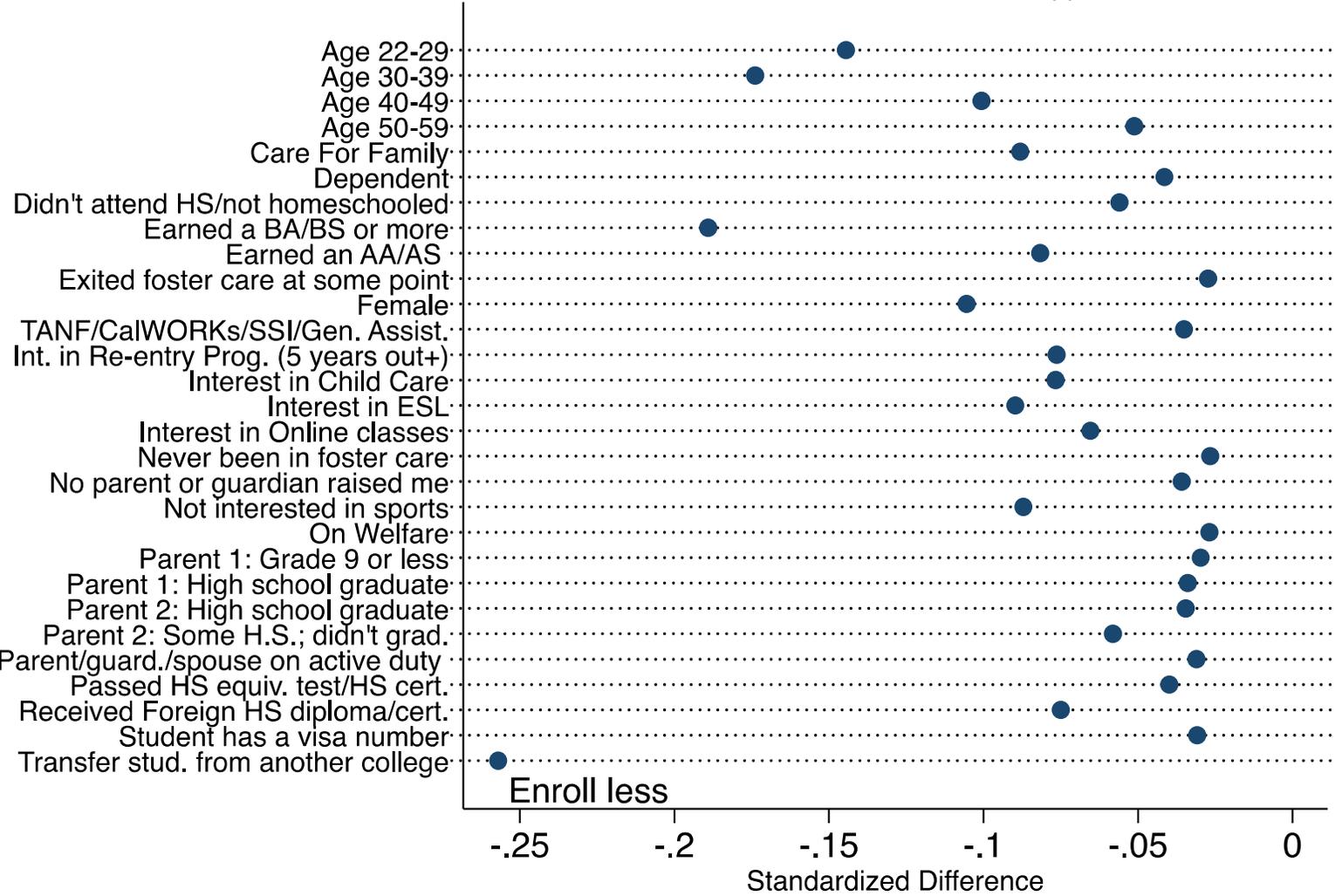


Figure 1b- Differences Between Enrolled and Non-Enrolled Applicants – Least Likely to Enroll

Standardized Differences Between Enrolled and Non-Enrolled Applicants



Differences Between Enrolled and Non-Enrolled Applicants by Student Type

Figures 2a and 2b provide information about where each student group stands in regards to the selected characteristics. These differences may bring insight about the student groups that need more encouragement or assistance in enrolling. The graphs suggest that first time students who are older than 22, have to care for their family, indicated an interest in ESL or basic skills, dependent on parental support, AB540 eligible, interested in job opportunities, counseling, and have not attended high school are least likely to enroll. Thus one group that may need additional assistance in enrolling may be first time students with these characteristics.

Female students, particularly female transfer students, are less likely to enroll than other student groups. Transfer students that were AB540 eligible were more likely to enroll than returning and first-time students. These differences suggest that female transfer students and returning and first-time students that are eligible for AB540 may need to be looked over to see if they need additional assistance enrolling.

Highlights:

- Concurrent students that are dependents, interested in the re-entry program, and that have never been in foster care are more likely to enroll than transfer, returning and first time students within these characteristics.
- First time students that are between 22-49 years old are less likely to enroll than transfer and returning students.
- First time students that need to care for family, are dependents, and did not attend high school/were not homeschooled, have an interest in ESL, have never been in foster care, have a visa, received a foreign HS diploma/certificate and passed high school equivalency test/high school certificate are less likely to enroll in comparison to concurrent, transfer and returning applicants.
- First-time AB540 eligible applicants, applicants interested in job placement/employee assistance, counseling, basic skills, and student government were less likely to enroll than returning, concurrent and transfer applicants.
- First-time Applicants that received a high school diploma in the U.S. were the group that was the most likely to enroll.
- Female transfer students are less likely to enroll followed by returning, first time and concurrent students.
- Transfer, concurrent and returning students on welfare are similarly likely to enroll less than first-time students.
- Concurrent students age 18-21, with a parent who has an associate's degree, that attended high school, interested in extended opportunity programs and services, interest in intercollegiate sports, financial aid, and health services were less likely to enroll than returning, transfer and first-time students.

- Transfer students that were AB540 eligible were more likely to enroll than returning and first-time students.
- Concurrent students who had a parent with a graduate degree, were interested in intramural sports, academic counseling, student government, and tutoring services were more likely to enroll.

Figure 2a - Differences Between Enrolled and Non-Enrolled Applicants by Student Type

Standardized Diff. Between Enrolled and Non-Enrolled Applicants by Stud. Type

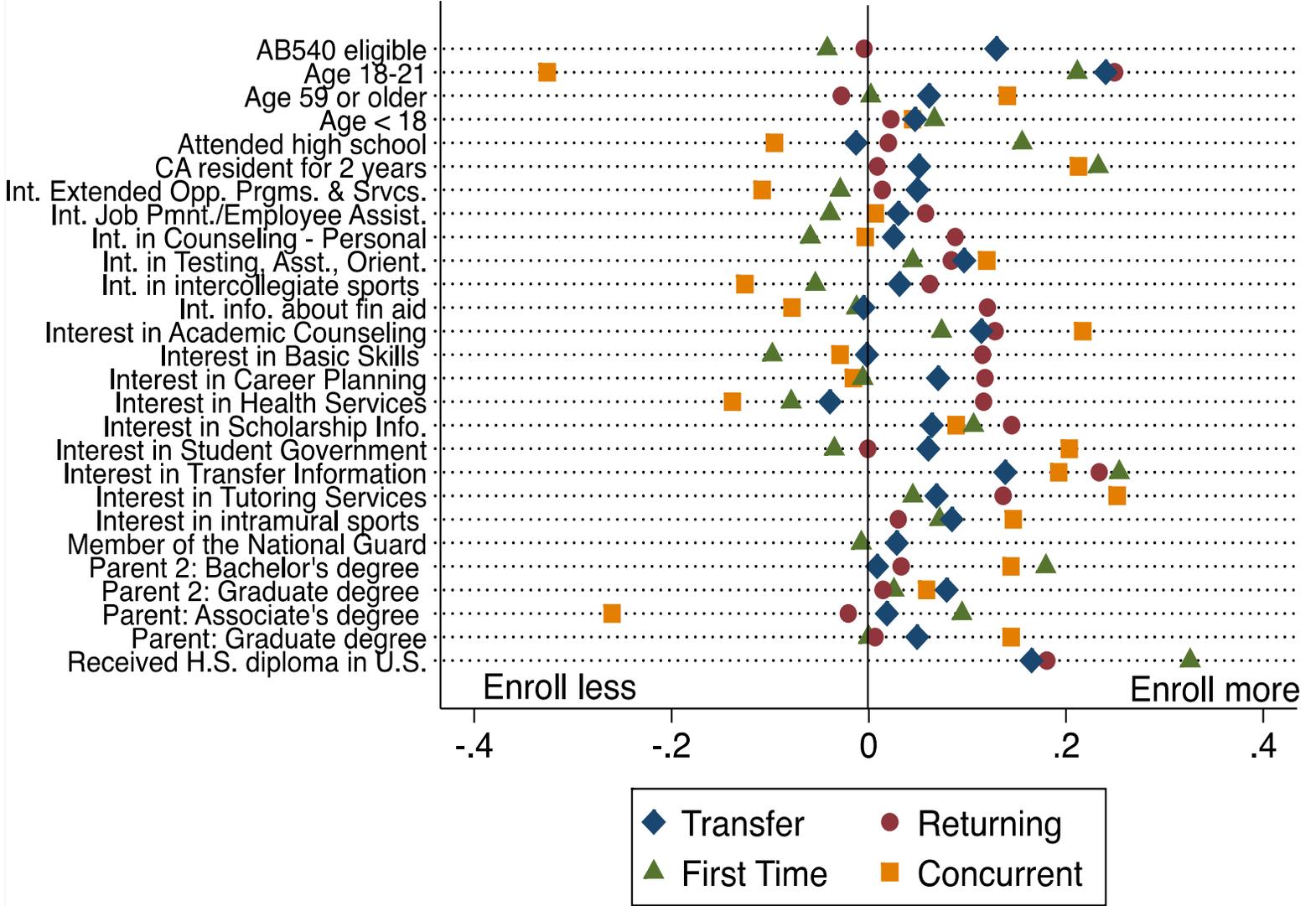
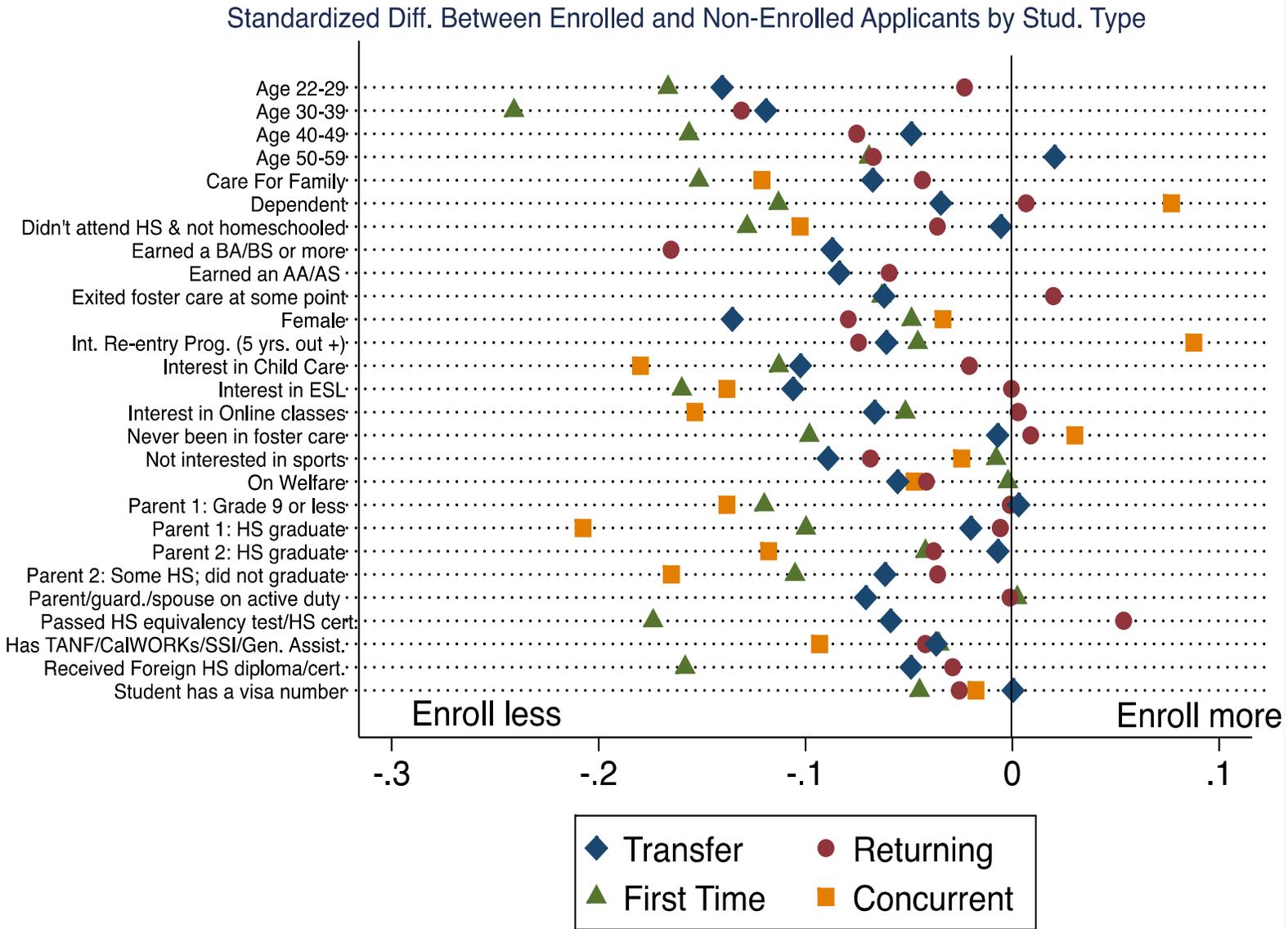


Figure 2b - Differences Between Enrolled and Non-Enrolled Applicants by Student Type



Logistic Regression Outcomes

Table 4 shows the logistic regression results, the impact of students' characteristics on student enrollment at in fall of 2016, where enrollment is the outcome.

Positive Impact on Enrollment:

- Based on the selected applicant characteristics a student's parent education, being a California resident and a U.S. veteran positively impact their likelihood of enrolling.
- Applicants that served in the U.S. military have the largest, positive significant impact on enrollment meaning that, while taking into account all other characteristics in the model, being a U.S. veteran increases the likelihood of enrollment - more so than any other characteristics. Being a veteran is the only military related characteristic that has a significant impact on enrollment.
- Students who are interested in transferring to a four-year institution (interest in transfer information) and two year California residents have a greater likelihood of enrolling at De Anza when taking into account all other characteristics in the model.
- Parents' education, particularly if they have an associate's degree or beyond has a significant, positive impact on students' enrollment. A parent having less than an associate's degree has no significant impact on enrollment. This suggests that students are more likely to enroll if their parents have a higher education.
- Acquiring a high school diploma also has a significant positive impact on enrollment as well as having an interest in academic counseling and scholarship information. This suggests that students who have an interest in academic assistance may be more likely to enroll.
- The results also show that having a visa, which serves as a proxy for being an international student, has a positive but non-significant impact on enrollment.

Negative Impact on Enrollment:

- Being older in age has the largest, negative significant impact on enrollment (being 22-59).
- Being a student who transferred from another college or having an interest in the re-entry program also has a negative significant impact, which suggests that students who are reconsidering coming back to community college may be less likely to enroll.
- Having an interest in intercollegiate team sports, online classes, and housing has a significant negative impact on enrollment. This suggests that students who would like to take online courses or would like assistance with housing may be less likely to enroll.
- Students who are dependents are less likely to enroll. This may suggest that students that are not independent of their parents, which may include students that live with their parents, may be negatively impacted - less likely to enroll.

- Being female has a negative, significant impact on enrollment, which means that if a student is a woman she is less likely to enroll – this appears to match previous enrollment counts at De Anza.
- Being in foster care and being employed as a seasonal agricultural worker (for at least two months of the past two years) has a negative but no significant impact on enrollment.

Appendix

Table 2 - Descriptive Statistics

Variable	Did not enroll		Enrolled		Total		Sig. level	Stnd. Diff.
	No.	%	No.	%	No.	%		
Sample Size	7,355		7,387		14,742			
International Student								
Student has a visa number	664	9.0	603	8.2	1,267	8.6	+	-0.031
Parent 1 Education Level								
Grade 9 or less	783	10.6	720	9.7	1,503	10.2	+	-0.030
Some high school; did not graduate	634	8.6	625	8.5	1,259	8.5		-0.006
High school graduate (diploma, GED, or equivalent)	1,495	20.3	1,402	19.0	2,897	19.7	**	-0.034
Some college credit; no degree	1,041	14.2	1,034	14.0	2,075	14.1		-0.004
Associate's degree (for example: AA, AS)	548	7.5	581	7.9	1,129	7.7		0.016
Bachelor's degree (for example: BA, BS)	1,438	19.6	1,609	21.8	3,047	20.7	***	0.055
Graduate degree (Master's, PhD., or professional degree beyond Bachelors')	943	12.8	985	13.3	1,928	13.1		0.015
Unknown	445	6.1	417	5.6	862	5.8		-0.017
No parent or guardian raised me	28	0.4	14	0.2	42	0.3	**	-0.036
Parent 2 Education Level								
Grade 9 or less	806	11.0	818	11.1	1,624	11.0		0.004
Some high school; did not graduate	754	10.3	632	8.6	1,386	9.4	***	-0.058
High school graduate (diploma, GED, or equivalent)	1,499	20.4	1,404	19.0	2,903	19.7	**	-0.035
Some college credit; no degree	982	13.4	953	12.9	1,935	13.1		-0.013
Associate's degree (for example: AA, AS)	525	7.1	549	7.4	1,074	7.3		0.011
Bachelor's degree (for example: BA, BS)	1,229	16.7	1,384	18.7	2,613	17.7	***	0.053
Graduate degree (Master's, PhD., or professional degree beyond Bachelors')	653	8.9	726	9.8	1,379	9.4	**	0.033
Unknown	645	8.8	643	8.7	1,288	8.7		-0.002
No parent or guardian raised me	262	3.6	278	3.8	540	3.7		0.011
Student type								
First-time student in college (after leaving high school)	1,700	23.1	2,388	32.3	4,088	27.7	***	0.207
Transfer student from another college	2,509	34.1	1,671	22.6	4,180	28.4	***	-0.257
Returning student to this college after absent for a main term	2,936	39.9	3,048	41.3	5,984	40.6	+	0.027
Enrolling in high school (or lower grade) and college at the same time	190	2.6	260	3.5	450	3.1	***	0.054
Student Education Level								
Not a graduate of, and no longer enrolled in high school	516	7.0	497	6.7	1,013	6.9		-0.011
Currently enrolled in adult school	67	0.9	51	0.7	118	0.8		-0.025

Received a diploma/certificate of graduate from a Foreign secondary school	444	6.0	323	4.4	767	5.2	***	-0.075
Earned an AA/AS	398	5.4	274	3.7	672	4.6	***	-0.082
Earned a BA/BS or more	1,705	23.2	1,162	15.7	2,867	19.4	***	-0.189
Will be enrolled in HS or lower grade and college at the same time (concurrent)	191	2.6	260	3.5	451	3.1	***	0.054
Received high school diploma from U.S. school	3,863	52.5	4,770	64.6	8,633	58.6	***	0.246
Passed a high school equivalency test and received a certificate of high school equivalency	275	3.7	223	3.0	498	3.4	*	-0.040
Received a certificate of California high school proficiency	154	2.1	138	1.9	292	2.0		-0.016
High School Attendance								
Attended high school	7,217	98.1	7,282	98.6	14,499	98.4	*	0.036
Was homeschooled in a registered homeschool organization	35	0.5	43	0.6	78	0.5		0.015
Was independently homeschooled	35	0.5	28	0.4	63	0.4		-0.015
Did not attend high school and was not homeschooled	68	0.9	34	0.5	102	0.7	***	-0.056
Military Status								
None apply to me (no military ties)	7,116	96.8	7,165	97.0	14,281	96.9		0.014
I am currently serving on active duty	14	0.2	11	0.1	25	0.2		-0.010
My parent/guardian/spouse is currently serving on active duty	16	0.2	7	0.1	23	0.2	+	-0.031
I served in the U.S. military (veteran)	99	1.3	103	1.4	202	1.4		0.004
My parent/guardian/spouse served in the U.S. military (veteran)	77	1.0	66	0.9	143	1.0		-0.016
I am a member of the Active Reserve	19	0.3	20	0.3	39	0.3		0.002
My parent/guardian/spouse is a member of the Active Reserve	5	0.1	3	0.0	8	0.1		-0.012
I am a member of the National Guard	6	0.1	10	0.1	16	0.1		0.016
My parent/guardian/spouse is a member of the National Guard	3	0.0	2	0.0	5	0.0		-0.007
California Residence								
California resident for two years	6,554	89.1	6,841	92.6	13,395	90.9	***	0.122
Interests								
Interest in Child Care	650	8.8	501	6.8	1,151	7.8	***	-0.077
Interest Housing	883	12.0	861	11.7	1,744	11.8		-0.011
Interest in Extended Opportunity Programs and Services	806	11.0	847	11.5	1,653	11.2		0.016
Interest in Academic Counseling	3,241	44.1	3,694	50.0	6,935	47.0	***	0.119
Interest in Basic Skills	1,648	22.4	1,780	24.1	3,428	23.3	*	0.040
Interest in CalWorks	533	7.3	508	6.9	1,041	7.1		-0.014
Interest in Career Planning	2,641	35.9	2,965	40.1	5,606	38.0	***	0.087
Interest in Counseling - Personal	1,332	18.1	1,425	19.3	2,757	18.7	+	0.030
Interest in Disabled Student Programs and Services	255	3.5	277	3.8	532	3.6		0.015

Interest in ESL	665	9.0	490	6.6	1,155	7.8	***	-0.090
Interest in Health Services	1,198	16.3	1,253	17.0	2,451	16.6		0.018
Interest in Job Placement / Employee Assistance	1,369	18.6	1,451	19.6	2,820	19.1		0.026
Interest in Re-entry Program (after 5 years out)	2,936	39.9	2,714	36.7	5,650	38.3	***	-0.065
Interest in Scholarship Information	402	5.5	285	3.9	687	4.7	***	-0.076
Interest in Student Government	2,534	34.5	3,037	41.1	5,571	37.8	***	0.138
Interest in Testing, Assessment, Orientation	467	6.4	511	6.9	978	6.6		0.023
Interest in Transfer Information	1,457	19.8	1,784	24.2	3,241	22.0	***	0.105
Interest in Tutoring Services	2,581	35.1	3,456	46.8	6,037	41.0	***	0.239
Interest in Veterans Services	1,935	26.3	2,326	31.5	4,261	28.9	***	0.114
Interest in intercollegiate team sports participation	170	2.3	167	2.3	337	2.3		-0.003
Interest in intramural sports participation	970	13.2	1,082	14.6	2,052	13.9	**	0.072
Not interested in sports participation	809	11.0	987	13.4	1,796	12.2	***	0.042
Currently receiving TANF/CalWORKs, SSI, or General Assistance	5,576	75.8	5,318	72.0	10,894	73.9	***	-0.087
Interested in receiving information about money for college	552	7.5	488	6.6	1,040	7.1	**	-0.035
Spanish Application	4,974	67.6	5,278	71.4	10,252	69.5	***	0.083
	27	0.4	22	0.3	49	0.3		-0.012
Foster Care Information								
Never been in Court Ordered Foster Care	99	1.3	78	1.1	177	1.2		-0.027
Currently in foster care (including extended foster care after age 18)	18	0.2	13	0.2	31	0.2		-0.015
Aged out/emancipated from foster care or exited voluntarily on or after 18th birthday	25	0.3	25	0.3	50	0.3		0.000
Exited the foster care system before 18th birthday	46	0.6	32	0.4	78	0.5		-0.026
Not sure at what age exited foster care	10	0.1	8	0.1	18	0.1		-0.008
Exited foster care at some point	56	0.8	40	0.5	96	0.7		-0.027
Gender								
Female	4,036	54.9	3,665	49.6	7,701	52.2	***	-0.105
Age by Sept 30, 2016								
Less than 18	303	4.1	473	6.4	776	5.3	***	0.102
18-21	2,336	31.8	3,314	44.9	5,650	38.3	***	0.272
22-29	2,616	35.6	2,130	28.8	4,746	32.2	***	-0.144
30-39	1,169	15.9	744	10.1	1,913	13.0	***	-0.174
40-49	541	7.4	365	4.9	906	6.1	***	-0.101
50-59	242	3.3	180	2.4	422	2.9	***	-0.051
59 or older	148	2.0	181	2.5	329	2.2		0.030
Under Employed	1,859	25.3	1,828	24.7	3,687	25.0		-0.012
Care For Family	531	7.2	377	5.1	908	6.2	***	-0.088
Dependent	922	12.5	827	11.2	1,749	11.9	**	-0.041
On Welfare	148	2.0	122	1.7	270	1.8		-0.027
Child Aged Out	41	0.6	41	0.6	82	0.6		0.000

Employed as a seasonal agricultural worker for at least a total of 2 months of each of the past 2 years.	25	0.3	21	0.3	46	0.3		-0.010
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AB540

AB540 eligible	302	4.1	344	4.7	646	4.4	+	0.027
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Significance level: (+ .10 * .05 ** .01 *** .001)

Table 3 - Standardized Differences by Student Type for All Variables

Variable	Transfer	Returning	First Time	Concurrent
High School Attendance				
Was homeschooled in a registered homeschool org.	0.0237	0.0157	-0.0650	0.1724
Was independently homeschooled	0.0069	-0.0080	-0.0586	-0.0474
Did not attend HS and was not homeschooled	-0.0056	-0.0362	-0.1282	-0.1026
Received high school diploma from U.S. school	0.1650	0.1805	0.3259	-
Passed a HS equivalency test and received HS certificate	-0.0588	0.0538	-0.1737	-
Received a certificate of CA HS proficiency	-0.0080	-0.0296	-0.0115	-
Military Status				
No connections with military	-0.0241	0.0105	0.0102	0.1083
I am currently serving on active duty	-0.0596	-0.0222	0.0457	-
My parent/guardian/spouse is serving on active duty	-0.0709	-0.0012	0.0023	-
I served in the U.S. military (veteran)	0.0496	-0.0045	0.0176	-
My parent/guardian/spouse served in U.S. military	0.0114	-0.0147	-0.0294	-
I am a member of the Active Reserve	0.0086	0.0088	-0.0151	-
My parent/guardian/spouse is member of Active Reserve	0.0089	-0.0452	0.0093	-
I am a member of the National Guard	0.0283	0.0282	-0.0075	-
My parent/guardian/spouse is member of National Guard	0.0346	0.0256	-0.0594	-0.1083
International Student				
Student has a visa number	0.0004	-0.0257	-0.0449	-0.0176
Parent 1 Education Level				
Parent: Grade 9 or less	0.0031	-0.0010	-0.1200	-0.1380
Parent: Some high school; did not graduate	-0.0005	0.0045	-0.0487	-0.2319
Parent: High school graduate	-0.0201	-0.0058	-0.0998	-0.2075
Parent: Some college credit; no degree	-0.0067	-0.0363	0.0454	-0.0035
Parent: Associate's degree	0.0183	-0.0208	0.0945	-0.2603
Parent: Bachelor's degree	0.0127	0.0356	0.1898	0.1514
Parent: Graduate degree	0.0490	0.0064	-0.0003	0.1444
Parent: Unknown education	-0.0823	0.0161	-0.0439	0.0877
No parent or guardian raised me (1)	-0.0230	-0.0018	-0.0976	-
Parent 2 Education Level				
Parent 2: Grade 9 or less	0.0267	0.0456	-0.0861	-0.0750
Parent 2: Some high school; did not graduate	-0.0615	-0.0361	-0.1050	-0.1648
Parent 2: High school graduate	-0.0070	-0.0380	-0.0421	-0.1178
Parent 2: Some college credit; no degree	0.0175	-0.0448	0.0318	-0.0900
Parent 2: Associate's degree	-0.0037	0.0035	0.0370	0.0877
Parent 2: Bachelor's degree	0.0084	0.0328	0.1795	0.1443
Parent 2: Graduate degree	0.0789	0.0145	0.0256	0.0587
Parent 2: Unknown education	-0.0820	0.0414	-0.0312	-0.0298
No parent or guardian raised me (2)	-0.0022	-0.0103	0.0016	-0.0855
Student Education Level				
Not a graduate of, and no longer enrolled in high school	-0.0011	-0.0163	-0.2086	-

Currently enrolled in adult school	0.0249	-0.0121	-0.0859	-
Received Foreign HS diploma/certificate	-0.0490	-0.0289	-0.1581	-
Earned an AA/AS	-0.0838	-0.0595	-	-
Earned a BA/BS or more	-0.0871	-0.1650	-	-
Gender				
Female	-0.1354	-0.0793	-0.0487	-0.0335
Foster Care Information				
Never been in foster care	-0.0071	0.0089	-0.0981	0.0302
Currently in foster care	0.0283	0.0200	-0.0902	0.0302
Aged out/emancipated/exited from foster care <18	0.0414	-0.0175	0.0023	-
Exited the foster care system before 18th birthday	-0.0805	0.0258	-0.0576	-
Not sure at what age exited foster care	0.0155	-0.0157	-0.0264	-
Exited foster care at some point	-0.0620	0.0198	-0.0632	-
Age				
Age < 18	0.0469	0.0224	0.0666	0.0444
Age 18-21	0.2402	0.2493	0.2113	-0.3261
Age 22-29	-0.1403	-0.0231	-0.1665	-
Age 30-39	-0.1191	-0.1310	-0.2409	-
Age 40-49	-0.0489	-0.0753	-0.1563	-
Age 50-59	0.0204	-0.0672	-0.0693	-
Age 59 or older	0.0611	-0.0277	0.0020	0.1406
Under Employed	0.0178	0.0041	-0.0586	-0.2081
Care For Family	-0.0675	-0.0435	-0.1515	-0.1211
Dependent	-0.0345	0.0067	-0.1130	0.0769
On Welfare	-0.0554	-0.0415	-0.0021	-0.0474
Child Aged Out	0.0314	-0.0304	-0.0137	-
Seasonal ag. worker (> 2 mnths. of each of the past two yrs.)	0.0086	-0.0352	0.0046	-
California Residence				
California resident for two years	0.0510	0.0087	0.2325	0.2126
Interests				
Interest in Child Care	-0.1025	-0.0208	-0.1129	-0.1797
Interest Housing	0.0004	0.0367	-0.1221	0.0010
Interest in Extended Opportunity Programs and Services	0.0493	0.0137	-0.0290	-0.1080
Interest in Academic Counseling	0.1142	0.1280	0.0738	0.2170
Interest in Basic Skills	-0.0020	0.1153	-0.0978	-0.0290
Interest in CalWorks	-0.0149	-0.0259	-0.0045	0.0769
Interest in Career Planning	0.0703	0.1179	-0.0060	-0.0156
Interest in Counseling - Personal	0.0253	0.0877	-0.0593	-0.0035
Interest in Disabled Student Programs and Services	0.0501	-0.0093	0.0280	0.0137
Interest in ESL	-0.1060	-0.0005	-0.1598	-0.1380
Interest in Health Services	-0.0394	0.1165	-0.0787	-0.1381
Interest in Job Placement / Employee Assistance	0.0300	0.0576	-0.0391	0.0067

Interest in Online classes	-0.0666	0.0028	-0.0517	-0.1534
Interest in Re-entry Program (after 5 years out)	-0.0609	-0.0744	-0.0457	0.0877
Interest in Scholarship Information	0.0640	0.1449	0.1062	0.0886
Interest in Student Government	0.0604	-0.0009	-0.0349	0.2034
Interest in Testing, Assessment, Orientation	0.0967	0.0837	0.0445	0.1196
Interest in Transfer Information	0.1384	0.2336	0.2540	0.1927
Interest in Tutoring Services	0.0687	0.1363	0.0447	0.2518
Interest in Veterans Services	0.0197	0.0146	-0.0185	-0.1455
Interest in intramural sports participation	0.0843	0.0299	0.0718	0.1465
Interest in intercollegiate team sports participation	0.0312	0.0619	-0.0541	-0.1256
Not interested in sports participation	-0.0891	-0.0686	-0.0078	-0.0245
Currently receiving TANF/CalWORKs, SSI, or Gen. Assist.	-0.0368	-0.0421	-0.0354	-0.0932
Interested in receiving information about money for college	-0.0053	0.1203	-0.0125	-0.0778
Spanish Application	-0.0230	0.0259	-0.0374	-0.1026
AB540				
AB 540 eligible	0.1294	-0.0048	-0.0421	-
Attended high school	-0.0130	0.0199	0.1555	-0.0955

Blanks indicate that there were no students in this category

Table 4 - Impact of student characteristics on enrollment

Variable	Coeff./ S.E.	Significance Level
California Residence		
California resident for two years	0.298 (0.0637)	***
Interests		
Interest in Academic Counseling	0.105 (0.0385)	**
Interest in Housing	-0.157 (0.0561)	**
Interest in Re-entry Program (after 5 years out)	-0.216 (0.0843)	*
Interest in Scholarship Information	0.0899 (0.0416)	*
Interest in Transfer Information	0.309 (0.0418)	***
Interest in Online classes	-0.160 (0.0371)	***
Interest in intercollegiate team sports participation	-0.176 (0.0671)	**
Not interested in sports participation	-0.101 (0.0547)	
Visa		
Student has a visa	0.123 (0.0636)	
Military Status		
I am currently serving on active duty	-0.168 (0.4130)	
My parent/guardian/spouse is currently serving on active duty	-0.692 (0.4610)	
I served in the U.S. military (veteran)	0.321 (0.1470)	*
My parent/guardian/spouse served in the U.S. military (veteran)	-0.199 (0.1730)	
I am a member of the Active Reserve	-0.0406 (0.3300)	
My parent/guardian/spouse is a member of the Active Reserve	-0.676 (0.7450)	
I am a member of the National Guard	0.512 (0.5330)	
My parent/guardian/spouse is a member of the National Guard	-0.558 (0.9230)	
HS Diploma		
Received high school diploma from U.S. school	0.210 (0.0430)	***
Parent I Education		
Some high school; did not graduate	0.046	

	(0.0716)	
High school graduate (diploma, GED, or equivalent)	0.0529	
	(0.0569)	
Some college credit; no degree	0.0657	
Associate's degree (for example: AA, AS)	0.162	*
	(0.0745)	
Bachelor's degree (for example: BA, BS)	0.268	***
	(0.0570)	
Graduate degree (Master's, PhD., or professional degree beyond Bachelors')	0.204	**
	(0.0646)	
Student Type		
First time student in college (after leaving high school)	-0.0558	
	(0.1190)	
Transfer student from another college	-0.395	**
	(0.1210)	
Returning student to this college after absent for a main term	0.0861	
	(0.1210)	
Dependent	-0.138	**
	(0.0530)	
Employed as a seasonal agricultural worker for at least a total of two months of each of the past two years.	-0.245	
	(0.3050)	
Female	-0.106	**
	(0.0352)	
Currently in Foster care	-0.207	
	(0.1570)	
Age		
Less than 18	0.0345	
	(0.1380)	
18-21	-0.0339	
	(0.1280)	
22-29	-0.44	***
	(0.1270)	
30-39	-0.592	***
	(0.1320)	
40-49	-0.489	***
	(0.1410)	
50-59	-0.41	**
	(0.1580)	
Constant	-0.102	
	(0.1620)	
<hr/> N	14742	<hr/>

List of Variables included in Figure 1a

Age 18-21

Received high school diploma from U.S. school

Interest in Transfer Information

First-time student in college

Interest in Scholarship Information

California resident for 2 years

Interest in Academic Counseling

Interest in Tutoring Services

Interest in Testing, Assessment, Orientation

Age < 18

Interest in Career Planning

Interested in receiving info. about money for college

Interest in intercollegiate team sports participation

Parent: Bachelor's degree

Enrolling in HS/lower grade and college concurrently

Will be enrolled in HS/lower grade and college concurrently

Parent 2: Bachelor's degree

Interest in intramural sports participation

Interest in Basic Skills

Attended high school

Parent 2: Graduate degree

Interest in Counseling - Personal

Age 59 or older

Returning student to this college

AB540 eligible

Interest in Job Placement / Employee Assistance

Interest in Student Government

Interest in Health Services

I am a member of the National Guard

List of Variables Included in Figure 1b

Never been in foster care
On Welfare
Exited foster care at some point
Parent: Grade 9 or less
Student has a visa number
My parent/guardian/spouse is serving on active duty
Parent: High school graduate
Parent 2: High school graduate
Receiving TANF/CalWORKs/SSI/Gen. Assist.
No parent or guardian raised me (Parent 1)
Passed a HS equivalency test, received HS certificate
Dependent
Age 50-59
Did not attend HS and was not homeschooled
Parent 2: Some high school; did not graduate
Interest in Online classes
Received Foreign HS diploma/certificate
Interest in Re-entry Program (after 5 years out)
Interest in Child Care
Earned an AA/AS
Not interested in sports participation
Care For Family
Interest in ESL
Age 40-49
Female
Age 22-29
Age 30-39
Earned a BA/BS or more
Transfer student from another college

List of Variables Included in Figure 2a

Age 18-21

Received H.S. diploma from U.S. school

Interest in transfer information

First-time student in college

Interest in Scholarship Information

California resident for 2 years

Interest in Academic Counseling

Interest in Tutoring Services

Interest in Testing, Assessment, Orientation

Age < 18

Interest in Career Planning

Interested in receiving info. about fin aid

Interest in intercollegiate team sports

Parent: Bachelor's degree

Enrolling in HS/lower grade & college concurrently

Will be enrolled in HS/lower grade & college concurrently

Parent 2: Bachelor's degree

Interest in intramural sports

Interest in Basic Skills

Attended high school

Parent 2: Graduate degree

Interest in Counseling - Personal

Age 59 or older

Returning student to this college

AB540 eligible

Interest in Job Placement/Employee Assist.

Interest in Student Government

Interest in Health Services

I am a member of the National Guard

List of Variables Included in Figure 2b

Never been in foster care
On Welfare
Exited foster care at some point
Parent: Grade 9 or less
Student has a visa number
Parent/guardian/spouse on active duty
Parent: High school graduate
Parent 2: High school graduate
Receiving TANF/CalWORKs/SSI/Gen. Assist.
No parent or guardian raised me
Passed HS equivalency test/received HS cert.
Dependent
Age 50-59
Did not attend HS and was not homeschooled
Parent 2: Some high school; did not graduate
Interest in Online classes
Received Foreign HS diploma/certificate
Interest in Re-entry Program (after 5 years out)
Interest in Child Care
Earned an AA/AS
Not interested in sports participation
Care For Family
Interest in ESL
Age 40-49
Female
Age 22-29
Age 30-39
Earned a BA/BS or more
Transfer student from another college