## Winter 2022 Enrollment Report

Missy Olson, Assistant Vice President of Enrollment and Student Services
February 2022

## Overall Trends

- Enrollment is slightly up in the FTE and unduplicated headcount categories.
- Dual credit headcount is up by 166 students as high schools return to normal offerings after COVID, and UCC works to expand offerings in the schools.
- The GED program at Woolley has seen an increase in enrollment with the return of in-person classes. The Wolf Creek Job Corps is still working on a plan for when they can onboard new students, so their numbers are lower than last year.
- The Workforce FTE is down mainly due to a change in temporary trades programming developed for Wolf Creek Job Corps during COVID.


## Data Sources:

- FTE data comes from Institutional Research regular enrollment reports
- Enrollment Management tracks Admissions to Enrollment yield and current term enrollment by student declared major. Data is from Banner.


## Enrollment and FTE for All Areas of College

The first chart compares Winter Term 2022, Week 7, with Winter Term 2021, Week 7. It details the differences in Total FTE, Reimbursable FTE, Unduplicated Overall Headcount, Unduplicated Credit Headcount, and Registered Credit Hours.

## Summary

SUMMARY - WINTER 2022
WEEK 7

| Total FTE | 544.01 | up | 10.18 | or | $1.9 \%$ |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Reimb FTE | 493.29 | up | 0.89 | or | $0.2 \%$ |
| Unduplicated Headcount | 3,057 | up | 129 | or | $4.4 \%$ |
| Undup Credit Headcount | 1,817 | down | 114 | or | $5.9 \%$ |
| Registered Credit Hours | 18,045 | down | 111 | or | $0.6 \%$ |

The second chart provides additional detail by each area of the college for both enrollment (headcount) and FTE.

$$
\text { Unduplicated Headcount and FTE by Area, Winter 2022, Week } 7
$$

|  | Enrollment | Percent change <br> from previous <br> winter | FTE | Percent change |
| :--- | :--- | :--- | :--- | :--- |
| Total | 3,057 | $+4.41 \%$ | 544.01 | $+1.91 \%$ |
| Undergraduate | $1,642^{*}$ | $-9 \%$ | 467.33 | $+2.56 \%$ |
| Dual Credit | 493 | $+50.7 \%$ | Part of UG FTE** |  |
| Workforce | $781^{*}$ | $+18.6 \%$ | 35.99 | $-2.41 \%$ |
| Adult Basic Skills | 141 | $+1 \%$ | $-1 \%$ |  |

*In some CTE categories, there are both undergraduate and workforce students, so there may be slight discrepancies.
**Dual credit students are broken out by headcount but are included in the overall undergraduate FTE.

## Winter Credit Enrollment Trends

The following table details three key components of the enrollment funnel:

- Enrollment (student is registered in a course for winter term). This includes new and continuing students.
- Number of winter term admissions applications by program.
- Number of those same admissions applications converted to an actual enrollment for that term. Some students apply one term and end up enrolling in future terms.

| House | Area | Winter 2018 |  |  | Winter 2019 |  |  | Winter 2020 |  |  | Winter 2021 |  |  | Winter 2022 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total Enrollment (Student Declared) | Admissions applications for term (Overall Interest) | Converted <br> Admissions <br> (in same term) | Total Enrollment (Student Declared) | Admissions applications for term (Overall Interest) | Converted <br> Admissions <br> (in same term) | Total Enrollment (Student Declared) | Admissions applications for term (Overall Interest) | Converted <br> Admissions (in same term) | Total Enrollment (Student Declared) | Admissions applications for term (Overall Interest) | Converted <br> Admissions <br> (in same term) | Total Enrollment (Student Declared) | Admissions applications for term (Overall Interest) | Converted <br> Admissions <br> (in same term) |
| Other | AAOT/AGS/Non-Degree | 761 | 216 | 94 | 665 | 179 | 89 | 604 | 182 | 68 | 538 | 99 | 37 | 528 | 112 | 53 |
| Humanities | Public Relations | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Arts | Music SOU | 4 | 0 | 0 | 5 | 1 | 0 | 6 | 0 | 0 | 3 | 0 | 0 | 5 | 2 | 0 |
| Science/Math | Natural Resources | 8 | 1 | 0 | 10 | 5 | 2 | 13 | 1 | 0 | 15 | 6 | 3 | 14 | 2 | 1 |
| Social and Behavioral Sciences | Early Childhood Ed | 25 | 6 | 2 | 28 | 18 | 8 | 33 | 13 | 4 | 33 | 8 | 0 | 18 | 8 | 3 |
|  | Human Services | 56 | 36 | 11 | 73 | 36 | 17 | 64 | 28 | 8 | 46 | 17 | 4 | 43 | 18 | 6 |
|  | Paralegal | 34 | 11 | 6 | 44 | 22 | 9 | 52 | 20 | 10 | 54 | 16 | 9 | 44 | 16 | 8 |
|  | Criminal Justice | 58 | 22 | 6 | 73 | 20 | 5 | 46 | 17 | 4 | 33 | 13 | 9 | 15 | 9 | 3 |
| Applied Science and Technology | Automotive | 21 | 15 | 4 | 29 | 14 | 3 | 25 | 10 | 3 | 8 | 1 | 0 | 15 | 8 | 7 |
|  | Computers | 73 | 48 | 22 | 65 | 23 | 9 | 50 | 15 | 7 | 57 | 14 | 7 | 66 | 13 | 3 |
|  | Engineering | 47 | 21 | 10 | 44 | 12 | 5 | 45 | 13 | 7 | 44 | 11 | 4 | 41 | 9 | 4 |
|  | Apprenticeship | 63 | 18 | 9 | 65 | 22 | 16 | 127 | 9 | 6 | 103 | 6 | 4 | 112 | 4 | 3 |
|  | Welding | 31 | 25 | 7 | 35 | 21 | 8 | 29 | 10 | 4 | 29 | 4 | 1 | 39 | 14 | 3 |
|  | Forestry | 22 | 8 | 5 | 25 | 10 | 5 | 20 | 8 | 2 | 23 | 6 | 5 | 22 | 5 | 1 |
|  | Viticulture | 24 | 9 | 2 | 21 | 9 | 4 | 14 | 9 | 2 | 9 | 1 | 0 | 4 | 0 | 0 |
| Business | Business (w/o Retail) | 114 | 76 | 25 | 134 | 56 | 16 | 135 | 37 | 11 | 100 | 23 | 6 | 87 | 32 | 9 |
|  | Retail Mgmt | 444 | 95 | 77 | 434 | 118 | 96 | 421 | 89 | 57 | 464 | 58 | 42 | 382 | 47 | 39 |
| Health | AAOT-pre-Nursing | 278 | 109 | 38 | 272 | 69 | 27 | 172 | 74 | 17 | 162 | 50 | 20 | 147 | 41 | 12 |
|  | Nursing-accepted | 98 | 6 | 3 | 93 | 3 | 1 | 97 | 1 | 1 | 113 | 0 | 0 | 113 | 0 | 0 |
|  | Dental Assistant | 31 | 10 | 3 | 28 | 7 | 1 | 20 | 8 | 3 | 14 | 3 | 2 | 13 | 4 | 3 |
|  | Paramed/Fire Science | 63 | 24 | 9 | 66 | 17 | 5 | 70 | 16 | 10 | 78 | 14 | 8 | 49 | 12 | 3 |
| Dual Credit | Dual Credit | 441 | 70 | 57 | 479 | 85 | 72 | 386 | 20 | 15 | 291 | 110 | 86 | 389 | 184 | 153 |
| Ex. Options | Expanded Options | 150 | 14 | 13 | 108 | 24 | 23 | 132 | 0 | 0 | 134 | 9 | 9 | 110 | 11 | 8 |

## FTE by Area

The following FTE data is based on the courses students are enrolling in, not student major.

| FTE |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Date of Report: | 2/5/18 | 2/11/19 | 2/10/20 | 2/22/21 | 2/18/22 |
| ABS | 94.58 | 89.03 | 120.89 | 47.79 | 29.53 |
| CWT | 6.87 | 22.36 | 15.92 | 9.49 | 20.93 |
| Transfer | 364.39 | 353.08 | 322.04 | 268.66 | 272.59 |
| Arts | 13.26 | 15.49 | 14.31 | 11.56 | 11.35 |
| Communications Studies | 16.04 | 9.27 | 15.16 | 14.19 | 16.33 |
| Early Childhood Education | 1.53 | 3.11 | 3.58 | 2.70 | 1.53 |
| Foreign languages | 8.89 | 9.32 | 7.33 | 6.13 | 4.75 |
| Health Human Performance | 25.21 | 23.08 | 14.32 | 11.02 | 11.93 |
| Human Services | 8.99 | 11.58 | 9.32 | 10.09 | 7.25 |
| Humanities | 59.14 | 54.03 | 49.22 | 48.96 | 41.26 |
| Learning Skills | 5.29 | 8.85 | 5.93 | 4.97 | 5.28 |
| Mathematics | 79.67 | 67.88 | 62.2 | 42.77 | 52.71 |
| Music | 9.9 | 14.62 | 11.44 | 7.42 | 6.38 |
| Physical Education | 6.87 | 12.54 | 11.17 | 8.74 | 12.51 |
| Science | 71.46 | 68.89 | 67.16 | 56.31 | 57.03 |
| Social Sciences | 55.19 | 54.42 | 49.93 | 43.33 | 43.22 |
| Theater Arts | 2.95 | 0 | . 97 | . 47 | 1.06 |
|  |  |  |  |  |  |
| CTE | 201.29 | 240.79 | 208.45 | 197.83 | 203.83 |
| Apprenticeship | 12.96 | 12.9 | 13.14 | 10.29 | 11.43 |
| Auto | 7.66 | 10.95 | 8.92 | 3.69 | 9.61 |
| Business | 70.56 | 86.98 | 75.33 | 65.17 | 60.24 |
| Computer Science | 22.56 | 16.85 | 14.99 | 14.28 | 15.29 |
| Criminal Justice | 7.76 | 7.83 | 6.88 | 4.34 | 5.18 |
| Dental Assisting | 9.55 | 11.32 | 5.41 | 4.59 | 3.77 |
| Emergency Medical Services | 8.58 | 14.48 | 8.74 | 9.49 | 10.07 |
| Engineering | 11.36 | 10.57 | 8.21 | 9.73 | 8.15 |
| Fire Science | 4.42 | 4.11 | 5.42 | 6.47 | 3.80 |
| NA/Nursing | 18.31 | 35.56 | 36.91 | 44.93 | 53.30 |
| Paralegal | 6.86 | 8.86 | 10.48 | 9.92 | 7.87 |
| Viticulture | 6.02 | 5.00 | 3.41 | 1.75 | 1.42 |
| Welding | 14.69 | 15.38 | 10.61 | 13.18 | 13.7 |
|  |  |  |  |  |  |
| Other | 18.93 | 4.98 | 12.25 | 12.23 | 17.4 |
| Winter Totals | 686.06 | 710.24 | 679.55 | 536 | 544.01 |

## How Enrollment and Student Services (ESS) Uses the Data

Enrollment and Student Services reviews the term data, as well as the yearly numbers, to help guide new practices in recruitment and retention. Some of these strategies include:

Recruitment/Onboarding:

- The admissions office continues to change practices to increase the admissions conversion rate. In the last few months, along with the personal phone call to new admits, admission staff now utilize the texting platform, which generates a lot of response. The 2021-2022 admissions conversion rate is currently 57\%, while 2020-2021 sits at $54 \%$.
- Using a portion of the ARP institutional funding, ESS, Marketing, and Student Accounts have worked together on an Unpaid Balance Campaign by contacting who stopped attending UCC since March 2020, UCC is helping clear unpaid balances if the student re-enrolls in classes.
- ESS and Marketing have also partnered with Motimatic, a company specializing in digital marketing campaigns designed to convince students who have not completed their degree to return to school.
- ESS staff are resuming visits to high schools for financial aid nights, dual credit registration, and recruitment events. Schools are also booking on-campus tours and events for their students. Many also plan to have UCC return for spring registration for seniors.


## Retention:

- Advisors follow up on faculty early alerts by phone, email, and letter.
- The recruitment and advising coordinator developed specialized cohort presentations and registration events each term for welding, auto and engineering students.
- Advisors and faculty reach out to students to remind them of term registration dates.
- The texting platform is regularly used to guide students through key academic dates.
- Using a portion of the American Rescue Plan (ARP) institutional funding to incentivize attendance, ESS developed the Take Flight Workshops around retention topics. These were offered virtually and in-person during fall and winter. For fall term, 177 students participated in at least three workshops, earning them $\$ 250$ each. For winter term, 217 students have participated in at least one workshop to date.
- The Office of Student Engagement has a regular schedule of student events designed to encourage students to visit the Laverne Murphy Student Center and engage with staff, ASUCC officers, and peer mentors.
- The Student Resource website went live in July. This provides a central location for all resources, both on campus and in the community, to help a student's overall success.

