

Spring 2021 Enrollment Report

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May 25, 2021

Overall Trends

- The COVID impact started in spring 2020. When comparing spring 2021, we are down by 2.43% reimbursable FTE but up by 2.79% in credit headcount. The difference in these categories is in large part due to a change in programming offered at WCJC last spring, as well as being able to offer our CTE programs this spring when we were unable to last year.
- Enrollment in courses and programs around transfer courses continues to decline.
- Credit Student Admissions:
 - For 2021-2022, overall UG admissions applications are down by 15.7%, but the conversion rate of applications to enrollment is up by 1.04%.

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 Spring Term 2021, Week 10, with Spring Term 2020, Week 10. It details the differences in Total FTE, Reimbursable FTE, Unduplicated Overall Headcount, Unduplicated Credit Headcount, and Registered Credit Hours.

SUMMARY - SPRING 2021
WEEK 10

Total FTE	572.50	down	7.26	or	1.25%
Reimb FTE	531.26	down	13.37	or	2.45%
Unduplicated Headcount	3,259	up	665	or	25.64%
Undup Credit Headcount	1,841	up	64	or	3.60%
Registered Credit Hours	17,310	up	250.00	or	1.47%

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

Unduplicated Headcount and FTE by Area, Spring 2021, Week 10

	Enrollment	Percent change	FTE	Percent change
Total	3,259	+25.64%	572.50	-1.25%
Undergraduate	1,667*	-.03%	463.54	+3.79%
Dual Credit	412	+13.49%	**	
Workforce	1,001*	+244.14%	55.15	+217.46%
Adult Basic Skills	179	+67.28%	53.81	-38.88%

*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.

Spring Credit Enrollment Trends

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

- Enrollment (student is registered in a course for spring term). This includes new and continuing students.
- Number of spring 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	Spring 2018			Spring 2019			Spring 2020			Spring 2021		
		Total Enrollment (Student Declared)	Admissions applications for term (Overall Interest)	Converted Admissions (in same term)	Total Enrollment (Student Declared)	Admissions applications for term (Overall Interest)	Converted Admissions (in same term)	Total Enrollment (Student Declared)	Admissions applications for term (Overall Interest)	Converted Admissions (in same term)	Total Enrollment (Student Declared)	Admissions applications for term (Overall Interest)	Converted Admissions (in same term)
Other	AAOT/AGS/ND	764	174	80	658	144	48	523	132	44	455	112	38
Humanities	Public Relations	2	0	0	0	0	0	0	0	0	0	0	0
Arts	Music SOU	4	1	0	4	2	0	6	1	0	3	1	0
Science/Math	Natural Resources	8	0	0	8	3	3	11	1	0	14	0	0
Social and Behavioral Sciences	Early Childhood Ed	27	11	6	38	13	6	37	17	6	29	14	5
	Human Services	60	22	7	66	22	8	59	25	7	48	17	7
	Paralegal	41	12	6	50	22	5	49	19	4	49	15	6
Applied Science and Technology	Automotive	29	11	1	23	9	1	15	4	0	4	0	0
	Computers	76	18	1	68	15	5	54	17	4	53	9	6
	Engineering	51	13	5	31	6	3	40	13	7	47	14	8
	Apprenticeship	110	8	6	124	21	14	16	11	0	119	19	11
	Welding	33	14	6	38	15	8	17	25	3	22	6	2
	Forestry	23	5	1	21	2	1	15	5	2	19	6	4
	Viticulture	25	7	2	20	2	1	11	5	3	8	0	0
Business	Business (w/o Retail)	116	43	7	118	63	17	122	47	14	105	40	19
	Retail Mgmt	470	80	52	447	134	94	410	96	63	462	104	72
Health	AAOT-pre-Nursing	246	117	37	204	55	11	150	75	15	172	67	31
	Nursing-accepted	88	47	16	86	0	0	88	0	0	106	0	0
	Dental Assistant	32	9	2	34	13	6	19	5	0	20	6	2
Public Safety	Criminal Justice	48	13	3	41	16	6	53	16	1	50	9	1
	Paramed/Fire Science	74	17	7	69	22	5	54	17	9	79	18	11
Dual Credit	Dual Credit	460	49	44	497	77	60	368	131	77	301	80	63
Ex. Options	Expanded Options	148	3	2	117	11	10	112	11	10	126	11	5

FTE by Area

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

<u>Date of Report:</u>	<u>6/4/18</u>	<u>5/20/19</u>	<u>5/25/20</u>	<u>5/24/21</u>
ABS	109.2	86.43	109.22	53.77
CWT	25.81	15.1	4.83	20.87
Transfer				
Arts	12.93	13.25	10.03	10.44
Communications Studies	18.57	14.15	14.88	16.07
Early Childhood Education	9.02	5.26	8.52	3.30
Foreign languages	6.13	6.56	4.75	3.71
Health Human Performance	20.04	15.83	8.37	12.49
Human Services	7.52	6.97	6.02	5.76
Humanities	53.42	42.23	36.26	34.16
Learning Skills	3.52	3.75	5.13	3.30
Mathematics	63.33	54.53	37.98	41.37
Music	12.76	10.94	9.06	7.14
Physical Education	11.99	14.49	.52	7.96
Science	73.62	64.65	71.46	63.8
Social Sciences	56.42	55.57	48.66	39.79
Theater Arts	2.65	0	.93	.69
	351.92	308.18	262.57	249.98
CTE				
Apprenticeship	10.81	11.80	0.00	12.73
Auto	11.5	9.25	6.63	1.55
Business	67.12	80.53	68.74	70.85
Computer Science	19.28	13.01	13.8	13.22
Criminal Justice	9.85	10.4	8.09	5.46
Dental Assisting	15.57	17.21	2.37	7.57
Emergency Medical Services	7.47	10.81	7.49	7.65
Engineering	10.66	10.42	9.96	9.79
Fire Science	6.06	3.13	3.21	4.10
NA/Nursing	48.3	33.11	50.83	63.48
Paralegal	5.56	6.66	8.35	7.18
Viticulture	6.00	6.41	2.67	3.62
Welding	15.48	18.05	.32	11.59
	233.66	230.79	182.46	218.79
Other	15.1	17.26	18.79	29.01
Spring Totals	735.69	657.76	577.87	572.42

How Enrollment and Student Services (ESS) Uses the Data

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

- Due to the decline in admissions and FAFSA applications for high school students, UCC implemented College Kick-Start for current HS juniors and seniors to take “tuition-free” class up to four credits for summer and fall.
- This summer, we are working with department coordinators to develop depart-specific recruiting plans and summer events.
- Retention is critical in times of lower enrollment and for the overall success of our students. To help students form strong cohorts with students with similar interests, ESS is developing new orientations by Guided Pathways Areas of Study, or houses, to build cohorts.
- ESS developed student engagement workshops this year and will be expanding them to both virtual and in-person offerings.
- The high schools restricted access to their buildings this year due to COVID. We are working to continue to build relationships with each high school to go into the schools monthly and offer personalized college assistance throughout the year.
- In order to provide students clear access to a variety of resources to help them success, ESS collaborated on a new Student Resource website which should go live in July.
- Last August, we purchased a texting platform for reminders on enrolling, drop dates, registration, graduation, and other relevant topics. This has proven a critical service, especially for the traditional age population.
- The admissions staff now personally calls all students who have applied for admission to verify degree and answer questions on next steps. This outreach allows students to engage with a friendly staff member at the beginning of the college onboarding steps.
- ESS continues to expand on the training for faculty advising.
- To assist with our retention and success rates for full-time, first time students, Advising is developing procedures to encourage more students to take writing and math in the first two terms, as well as take 12-15 credits per term.
- ESS increased services for transfer students, including updated website, application workshops, and developing tracking system.
- UCC’s Life Coach has seen an increase in life coaching sessions, so to assist her, we utilized CRRSSA funds to purchase a supplemental system to refer additional students for counseling and other types of resources.