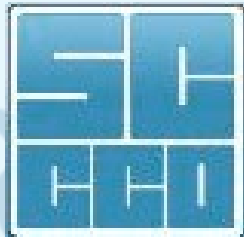


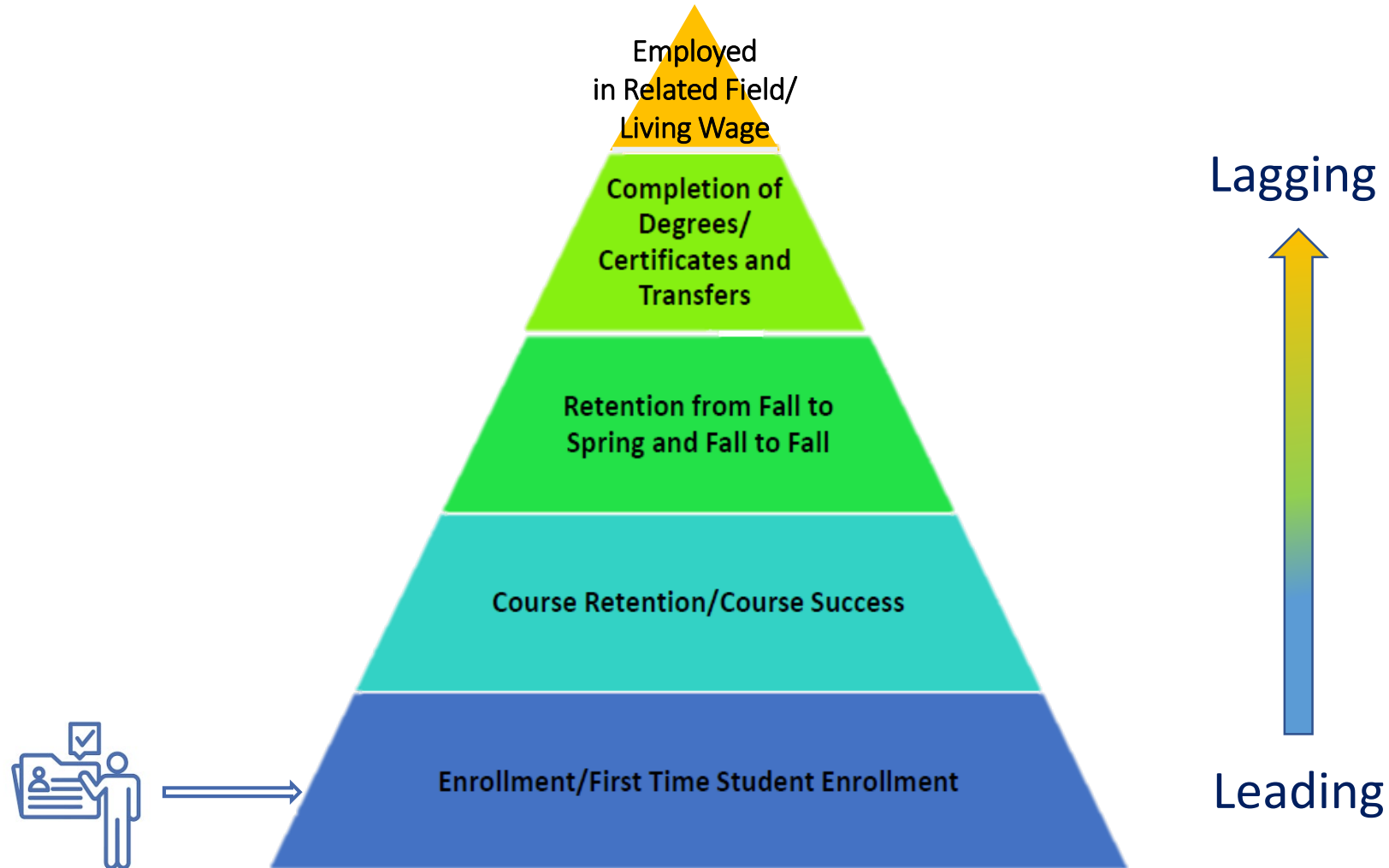
# Enrollment and Progress Towards Recovery



Trustee Fellowship Key Performance Indicator (KPI)  
STATE CENTER COMMUNITY COLLEGE DISTRICT

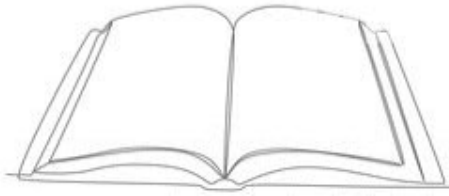


# SCCCD-approved KPIs



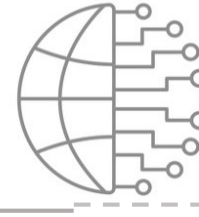
Key Performance Indicator Pyramid

# Enrollment: Definitions & Data Sources



## Definitions

- **Headcount, unduplicated:** The total enrollment count includes all students, regardless of multiple enrollments, covering resident status, funding methods, all course types (credit and non-credit), and programs. This count reflects unique students, not seat occupancy.
- **Enrollment count, duplicated:** Total number of students engagements, where a student enrolled at multiple colleges or in multiple courses increases the count with each enrolled instance.
- **FTES:** Full Time Equivalent student, a state apportionment, funding-related outcome of the calculation summing total hours of enrollments reported to CCCCO MIS over a certain time period, divided by 525.
- **SE Asian:** students who identified at any time as Burmese, Cambodian, Hmong, Indonesian, Laotian, Thai, or Vietnamese (counts may be replicated other categories)



## Data Sources

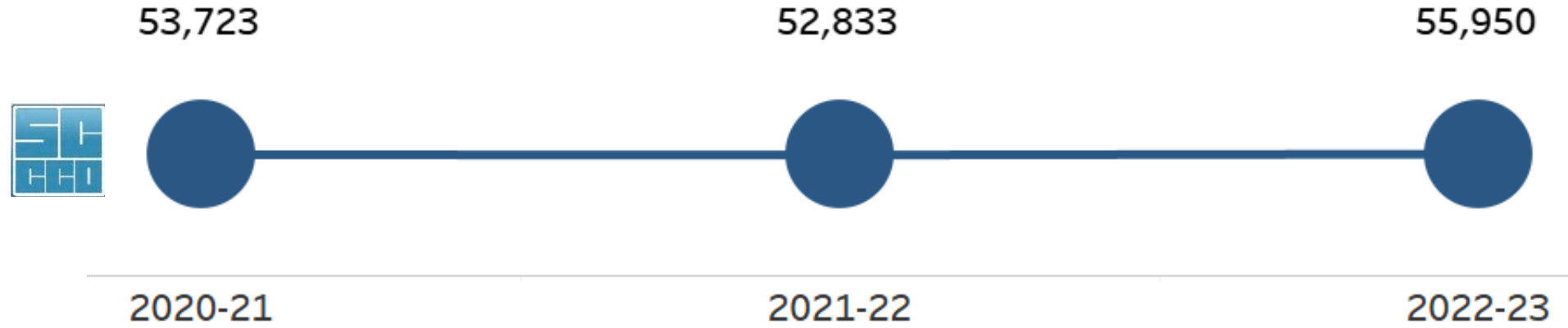
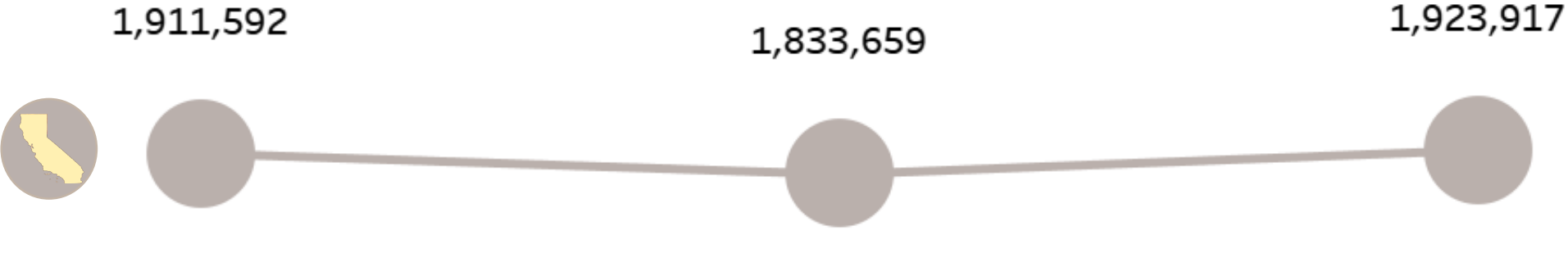
- **Internal Enrollment Management Data Source:** Enrollment Management dashboard, `320_SQL_FTES320`
- **Internal Dual Enrollment Data Source:** Fresno City College Dual CCAP Enrich dashboard
- **CCCO MIS Data Mart:** [datamart.cccco.edu](http://datamart.cccco.edu)



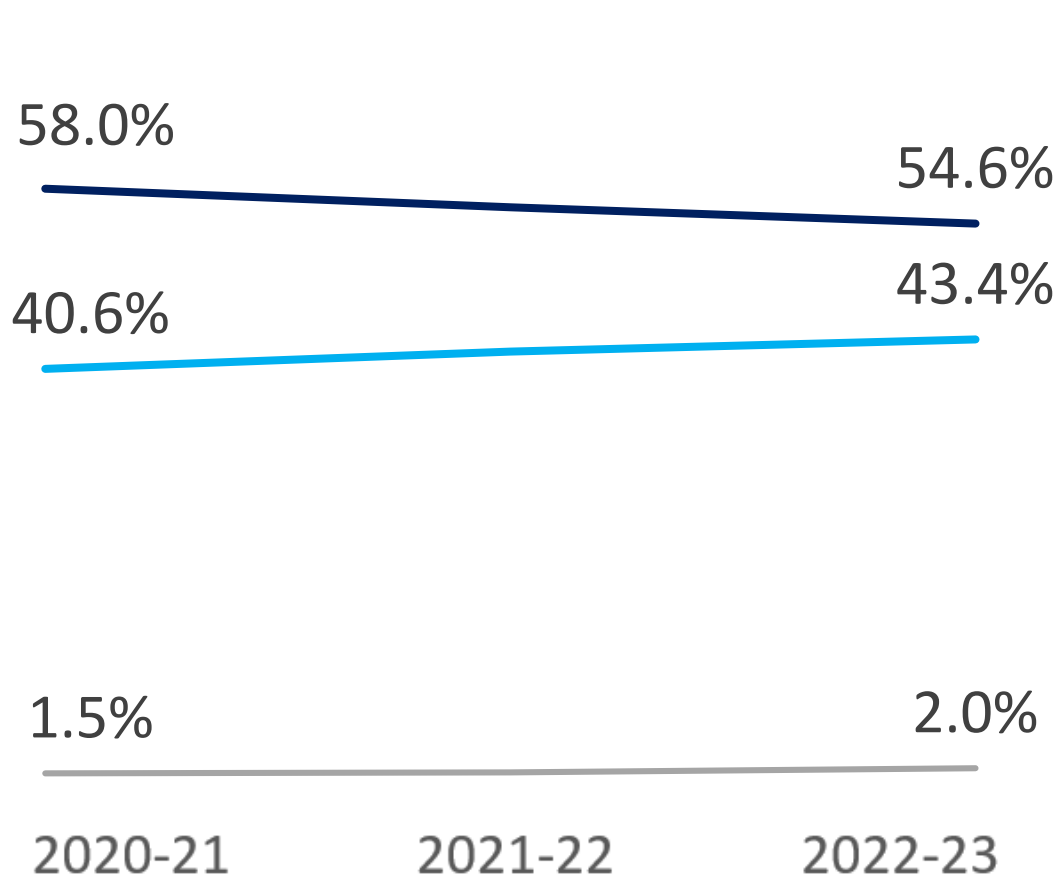


# Enrollment Recovery

# Enrollment recovery outpaces the state



# Narrowing the gender gap



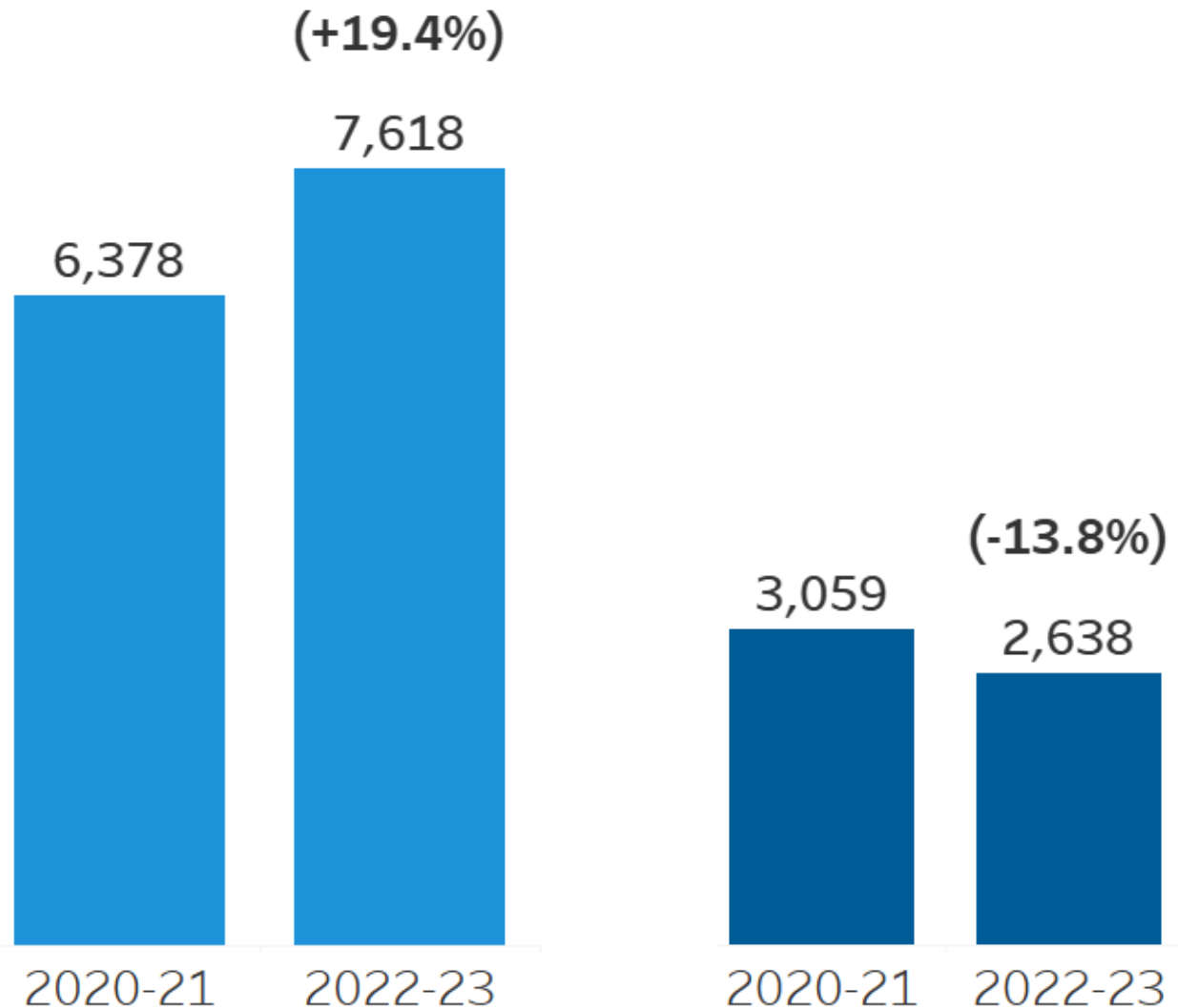
Female  
-3.4 ppt

Male  
+2.8 ppt

Non-binary/  
Unknown +0.5 ppt



# Enrollment in Southeast Asian students increased



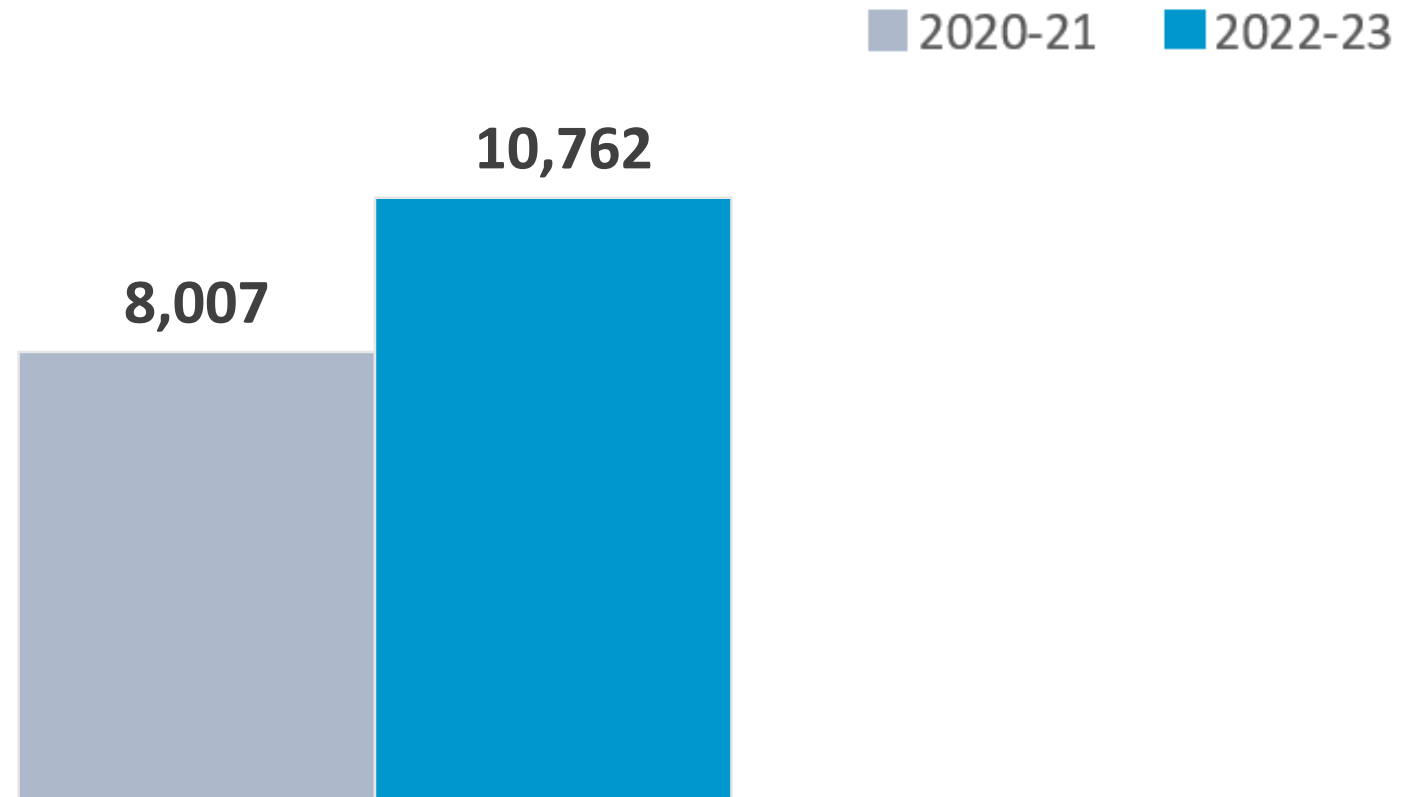
- SE Asian
- Other Asian

*\*SE Asian: students who identified at any time as Burmese, Cambodian, Hmong, Indonesian, Laotian, Thai, or Vietnamese (counts may be replicated other categories)*

*\*\*Other Asian: group is any other student who ever indicated they were any other race/ethnicity within the Asian or Pacific Islander/Native Hawaiian group.*

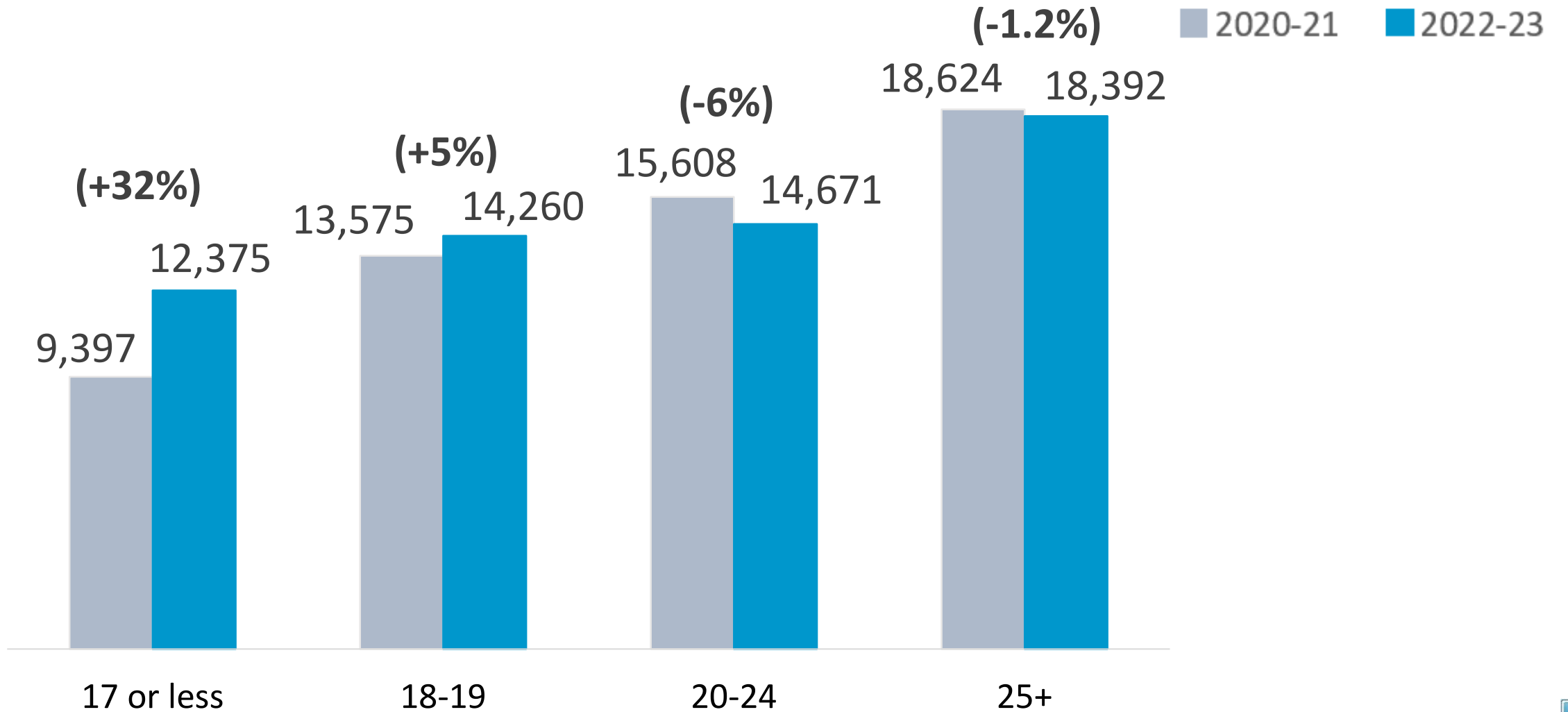


# Dual enrollment increased 34% over the past 3 years

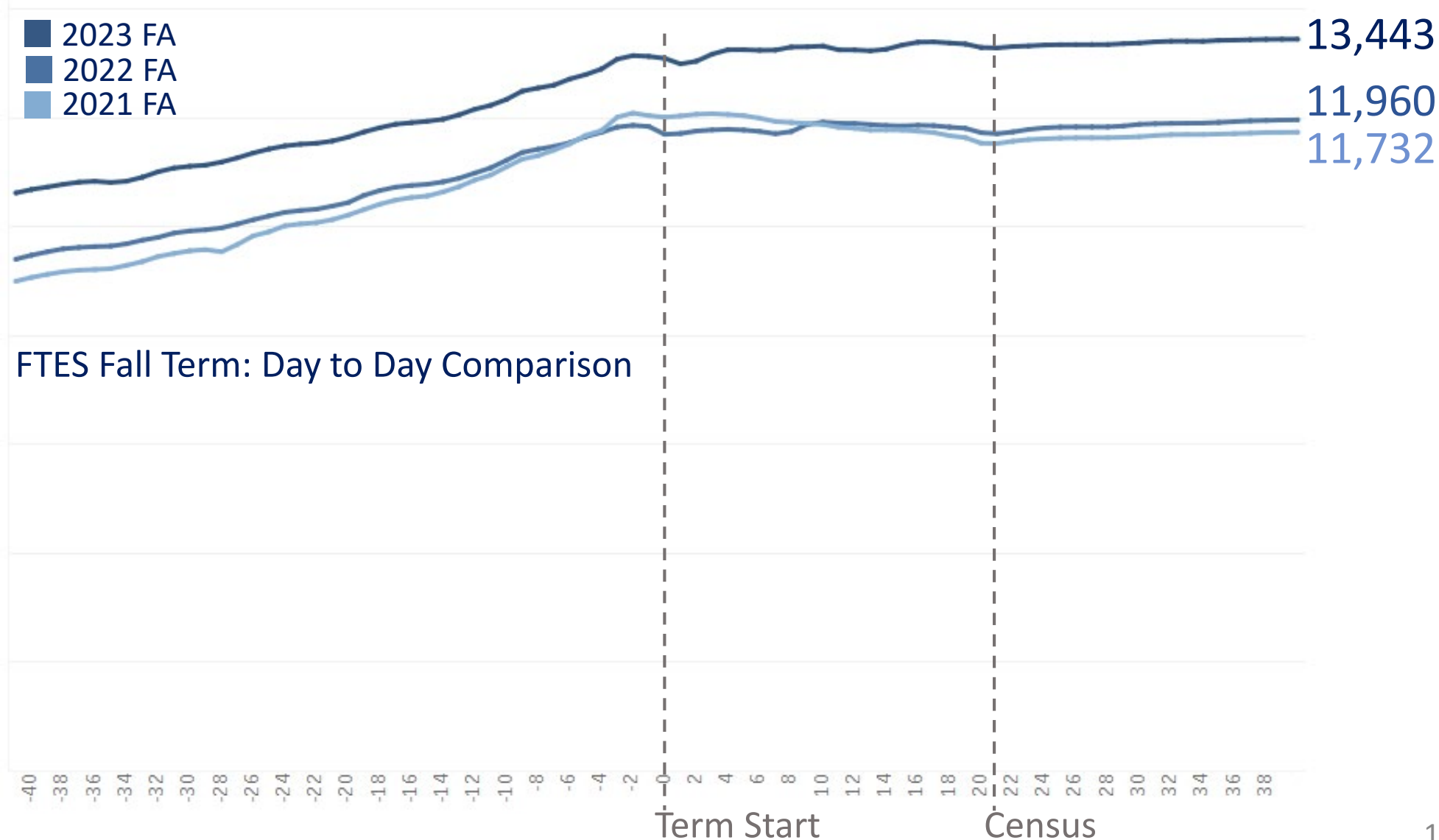




# Enrollment of younger students increased



# FTES counts are up 12.4% compared to last fall



Data source: Internal Enrollment Management Data as of Sept. 26, 2023



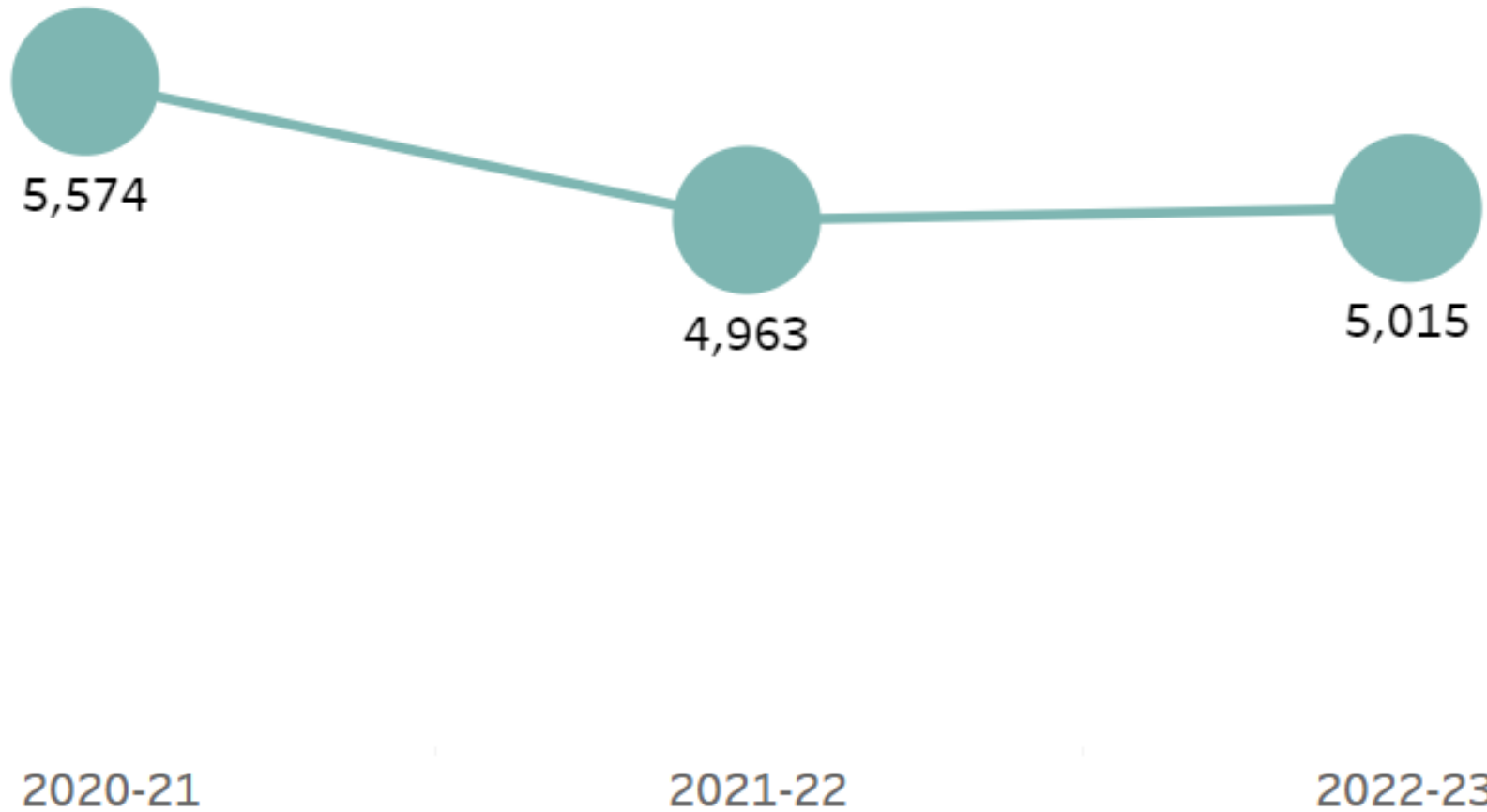
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COMMUNITY  
COLLEGE




ER  
UNITY  
GE  
CT



# FTES increased last year

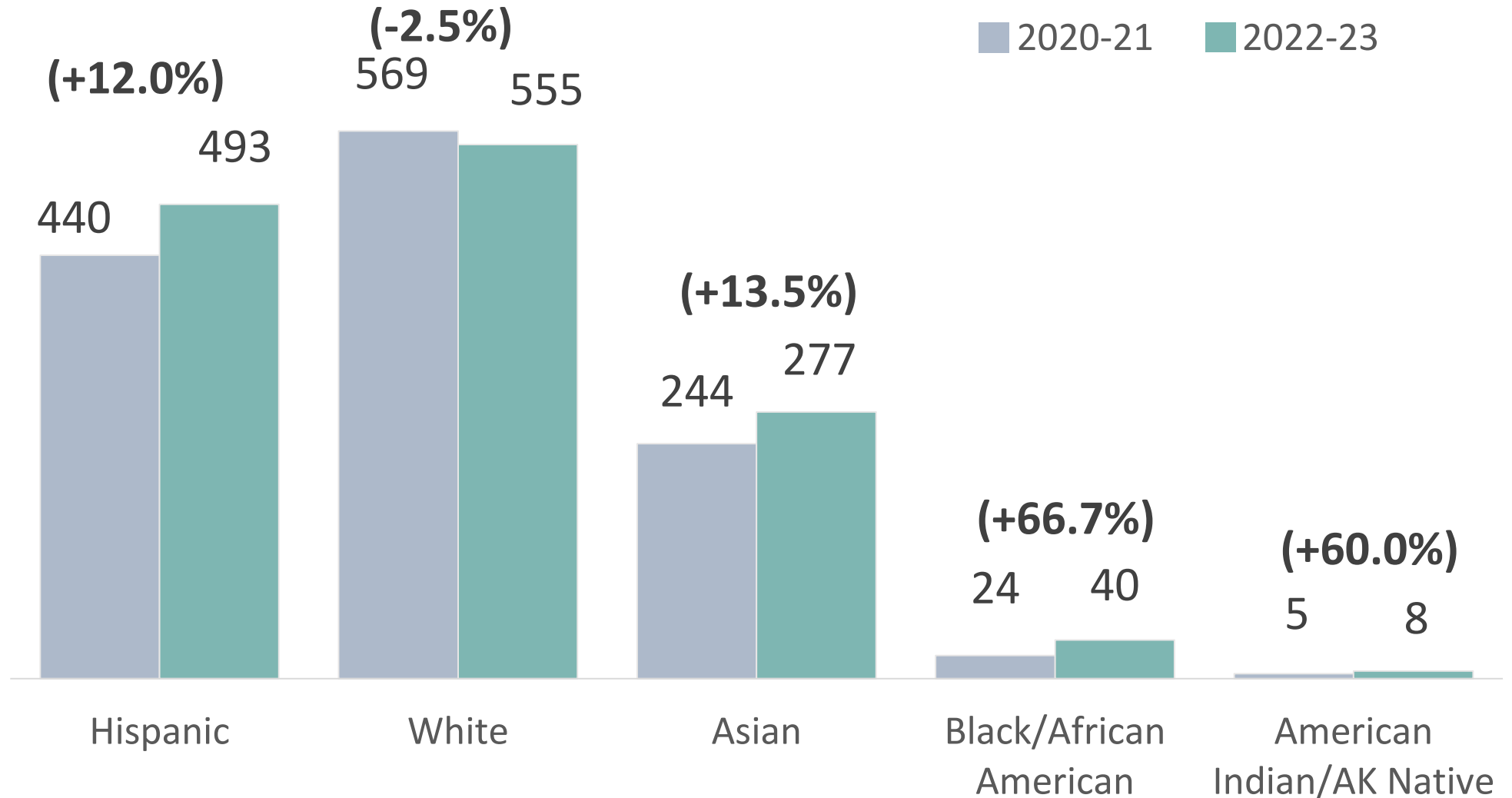


 **+1.0%**  
(1-yr change)

 **-6.4%**  
(3-yr change)

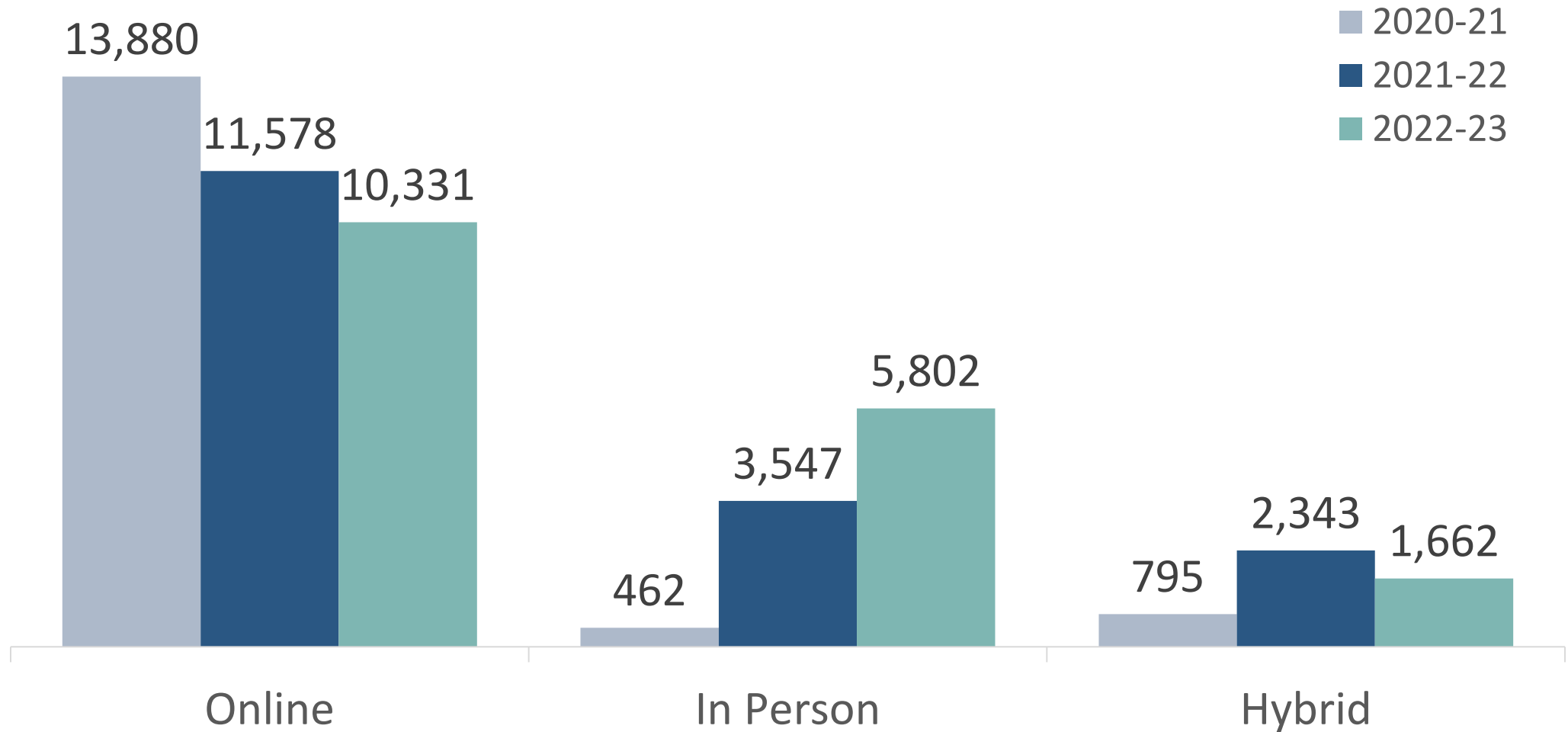


# Dual Enrollment students by racial/ethnic diversity over the past 3 years








# In-person course enrollment increases



# Enrollment

 <b>Summary Finding</b>	 <b>Barriers to Improvements</b>	 <b>Supportive Activities</b>
<p>Improvement in all areas post COVID; however Clovis has not returned to the pre-COVID levels.</p>	<p>Impact of educational and economical needs and perceptions post COVID.</p> <ul style="list-style-type: none"> <li>• Is the educational environment safe.</li> <li>• Is the economy stable?               <ul style="list-style-type: none"> <li>▪ Increase in costs of housing, food, etc.</li> <li>▪ Need to work more to make ends meet</li> </ul> </li> </ul>	<p>Continuing conversations with CUSD to increase Dual Enrollment Offerings.</p>
	<p>CUSD and AP courses vs. Dual Enrollment Courses</p>	<p>Increasing in person/on campus student engagement activities.</p>
	<p>50% law and impact on staffing, outreach, recruitment, and on campus student activities staffing.</p>	<p>Increase basic needs opportunities- Clothing Closet/improving Crush Pantry and Farmers Market.</p>



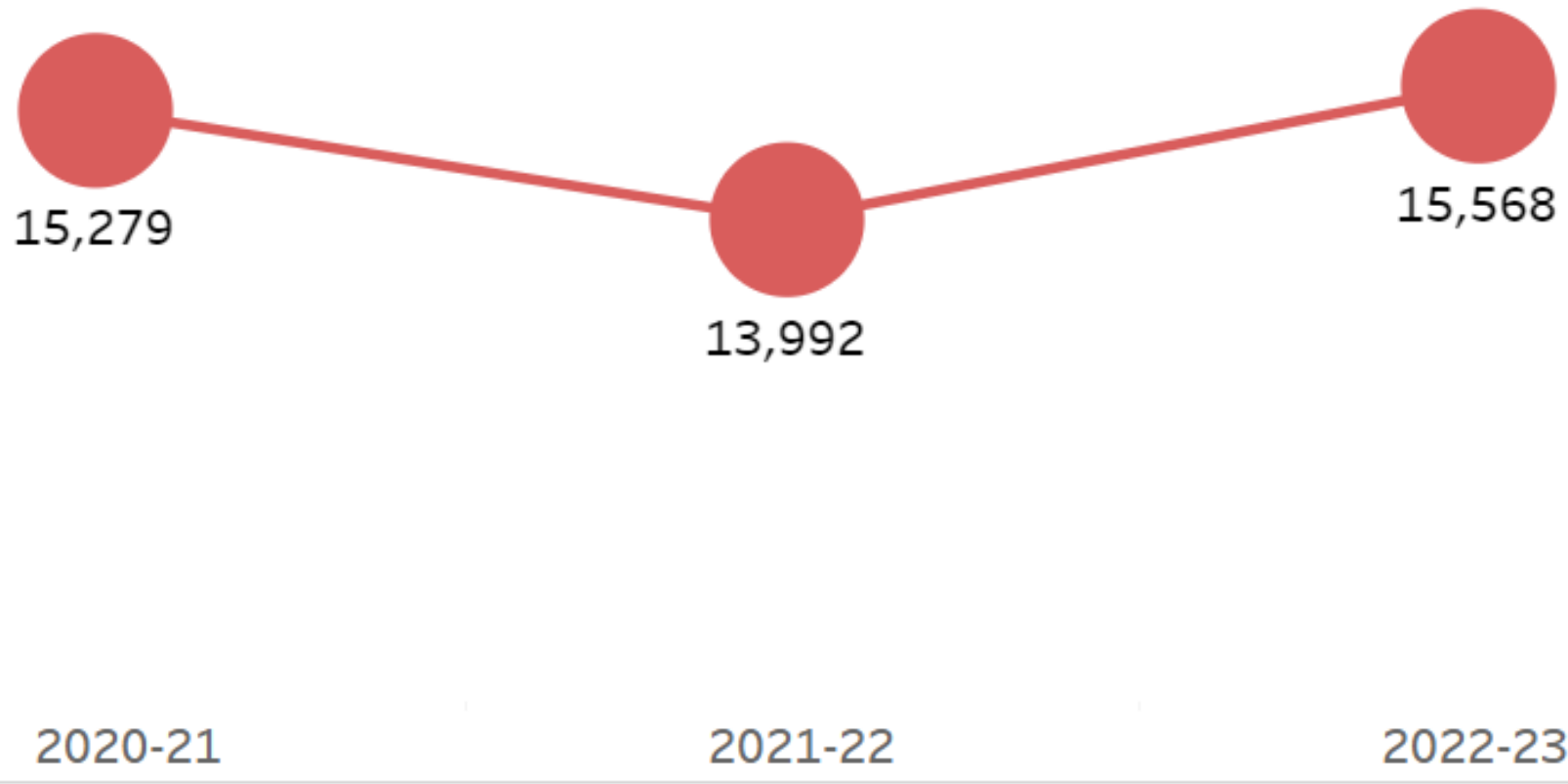
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COLLEGE





# FTES is recovering

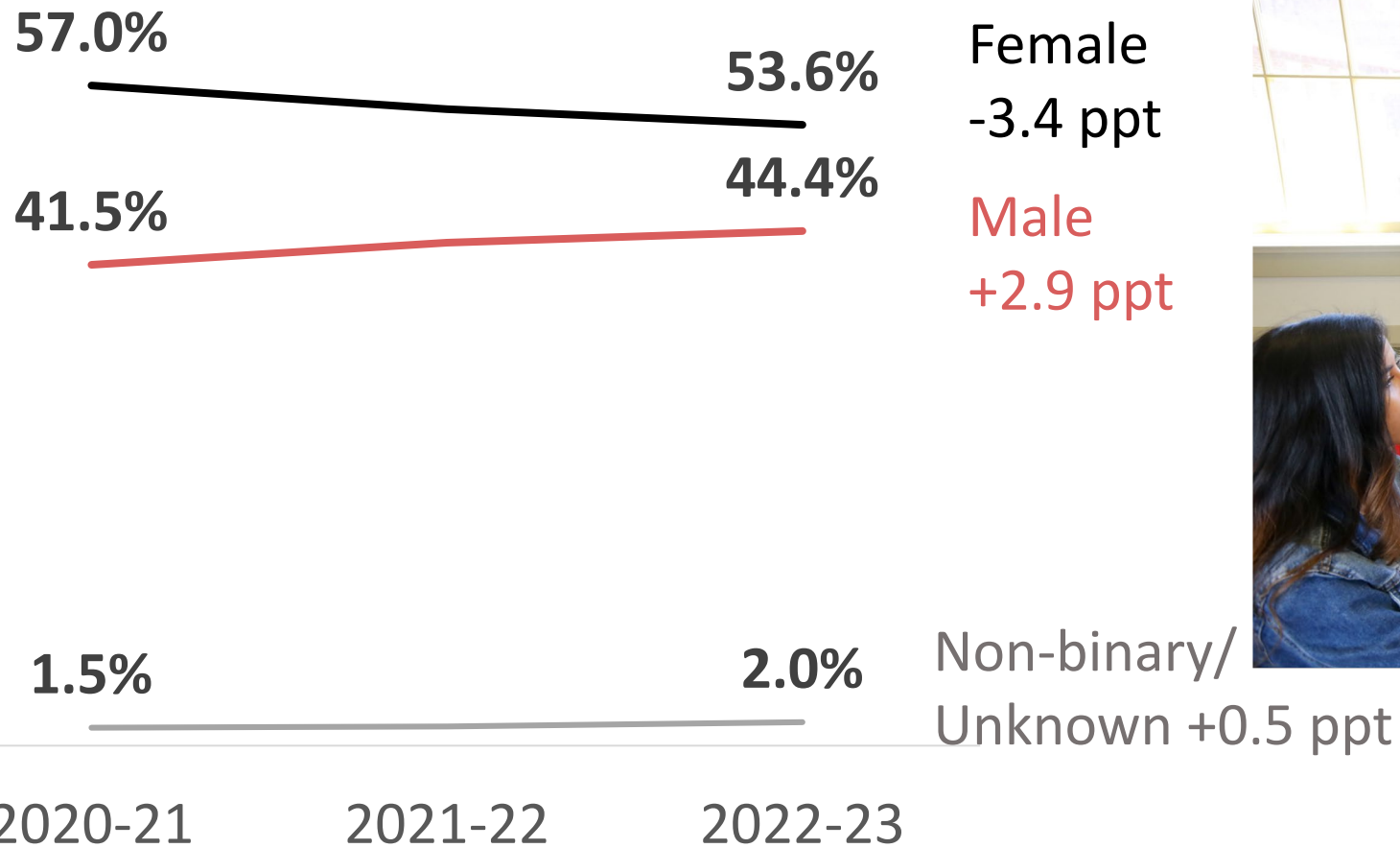


**+11.3%**  
(1-yr change)

**+1.9%**  
(3-yr change)

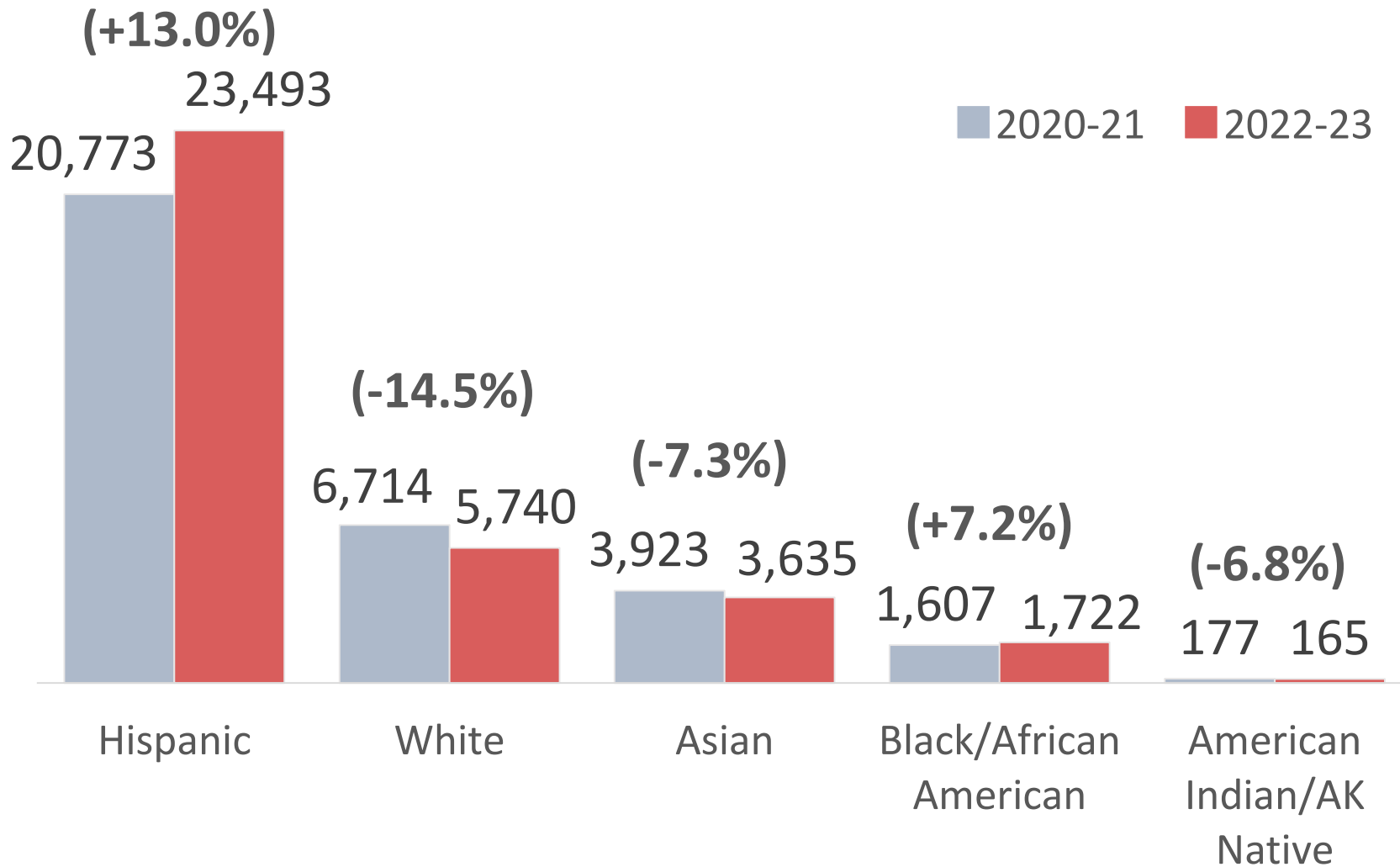


# Progress narrowing the gender gap



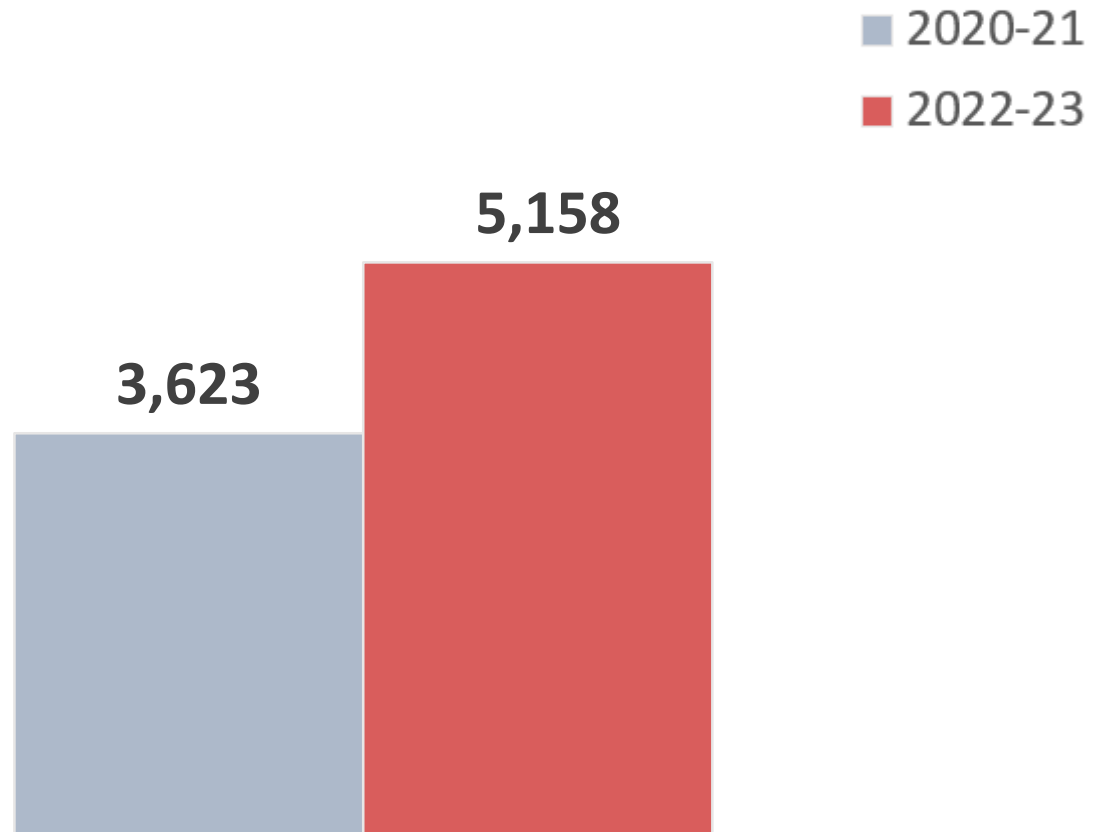


# Hispanic and Black/African American students return



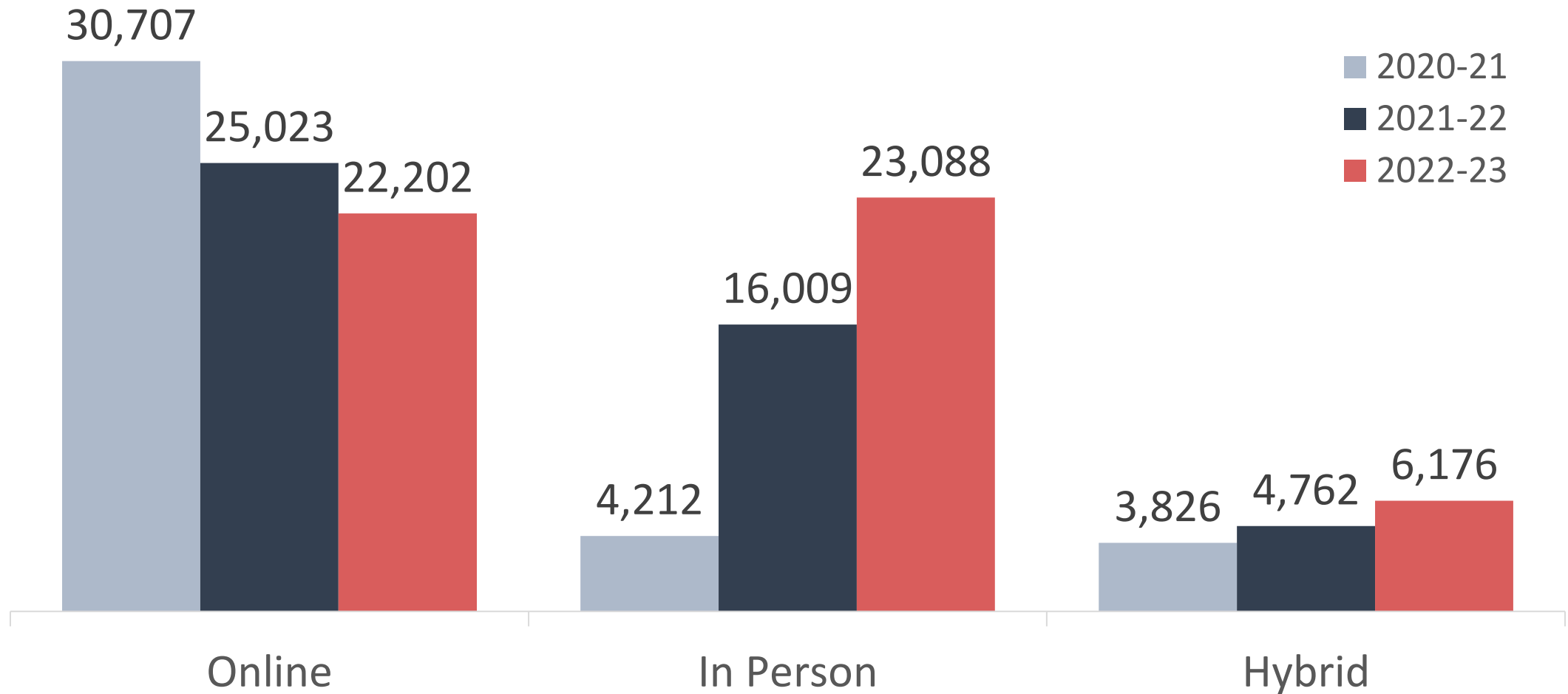


## Dual enrollment grew 42% in 3 years





# Online course enrollment decreases, in-person increases



# Enrollment



## Summary Finding

FCC's focus on enrollment recovery is starting to produce results. We are up 11.2% from last year.



## Barriers to Improvements

Barriers:

- Continued recruitment of males need to continue so we can continue to grow
- We need to continue to recruit in all populations as we have decreased in most populations




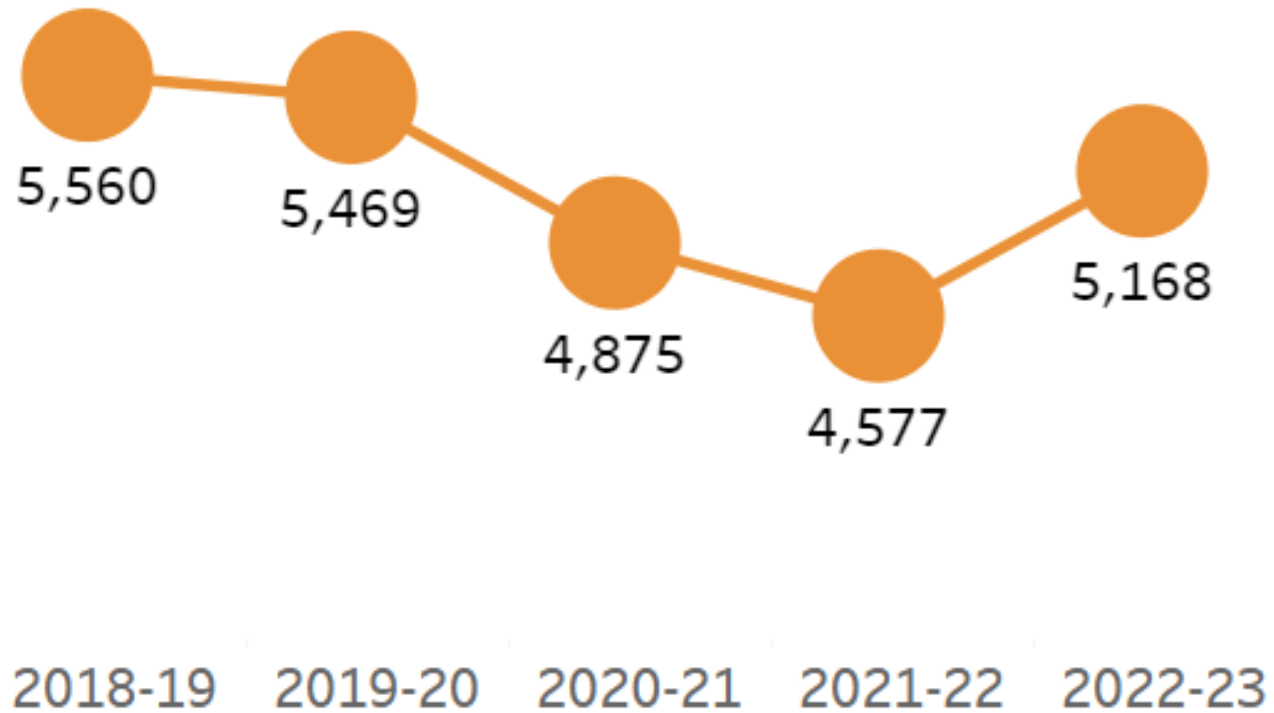
## Supportive Activities

- Men of color summit
- Recruitment of LGBTQ Population through special programs
- Title V Project for First Year Experience
- Continue recruitment at community events
- Continued growth of dual enrollment programs

# *Reedley College*



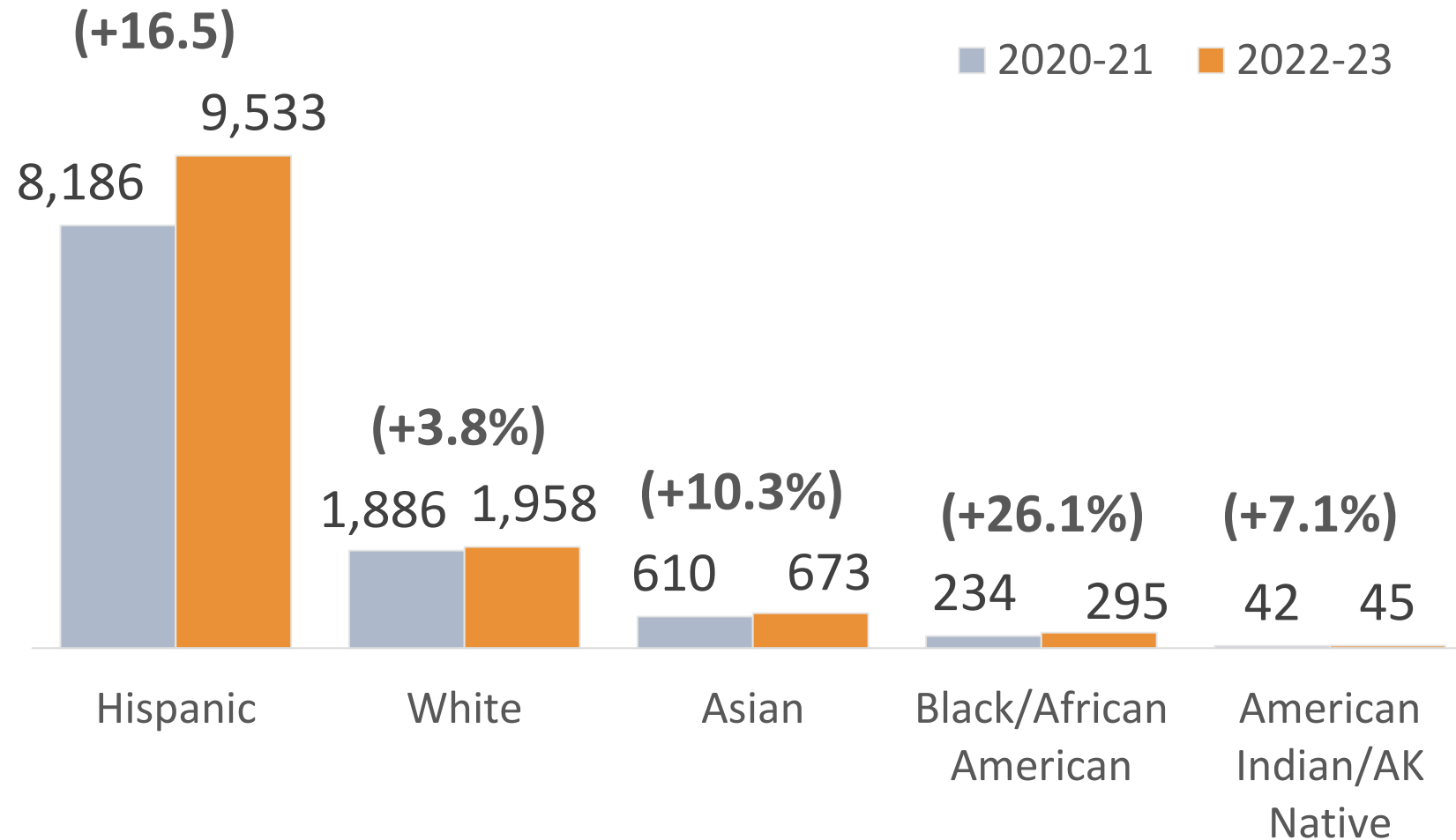
# FTES began increasing last year



**+12.9%**  
(1-yr change)

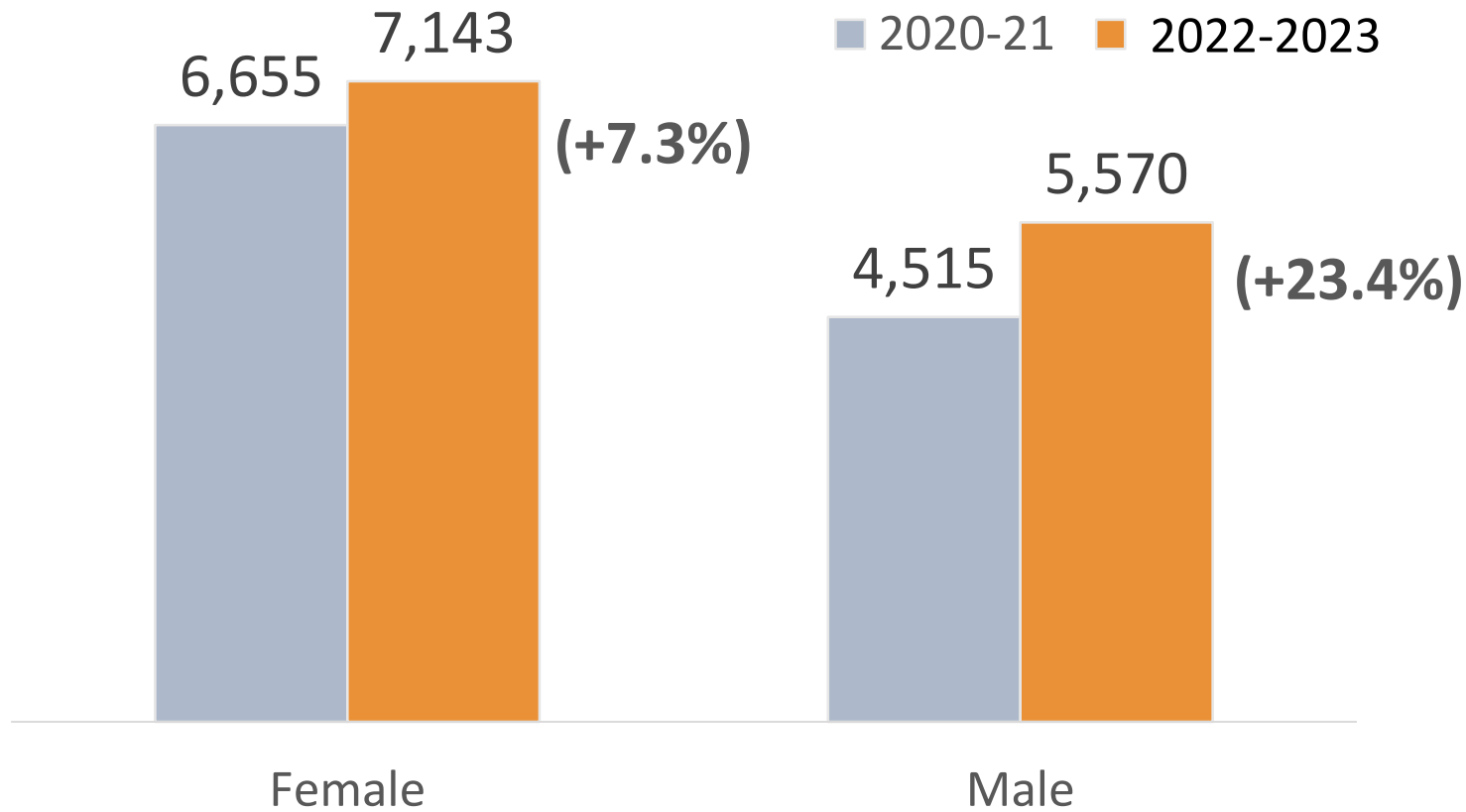


# Enrollments increased in all racial/ethnic groups



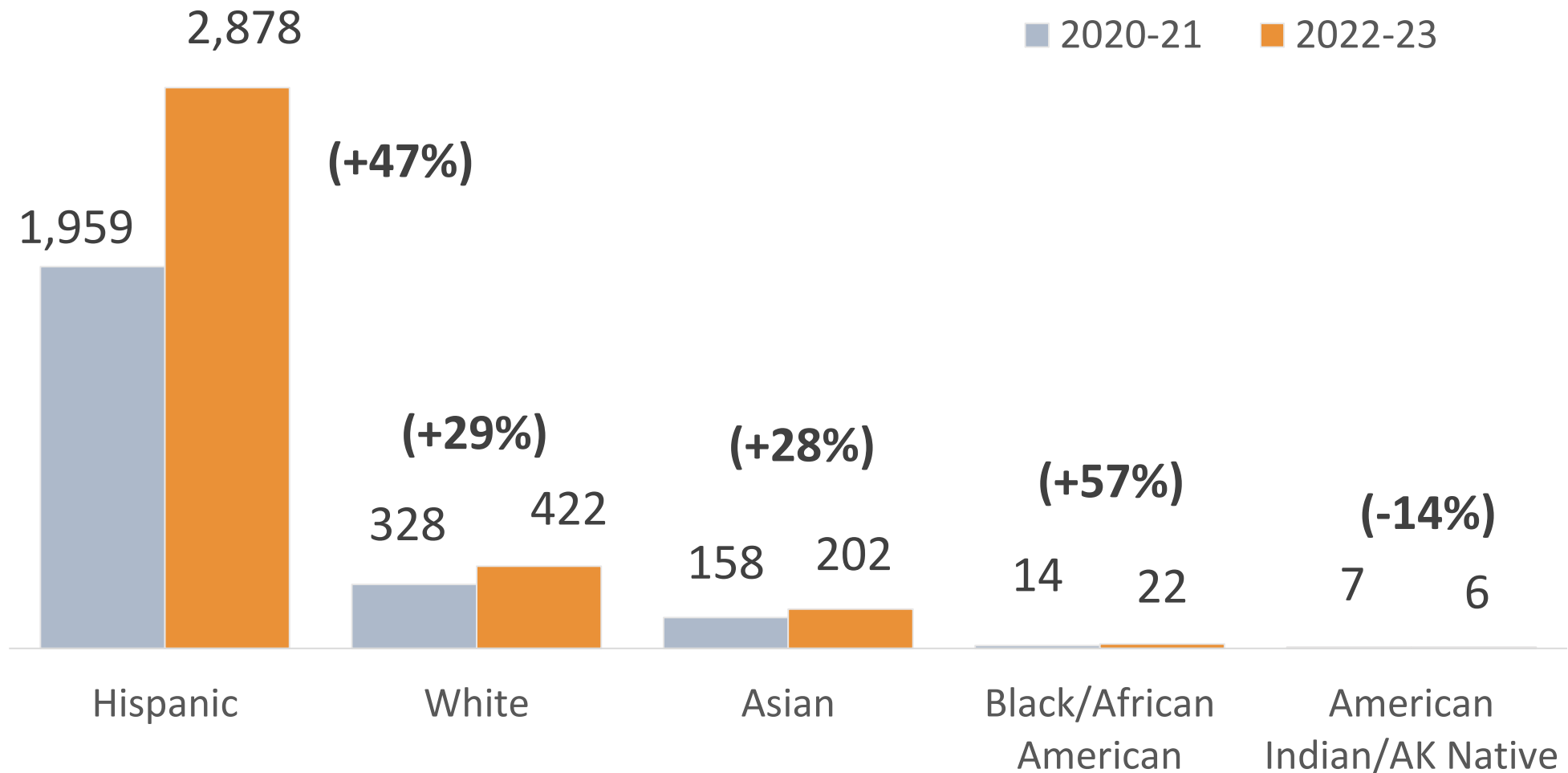


# Male student enrollment has experienced growth alongside female enrollment trends





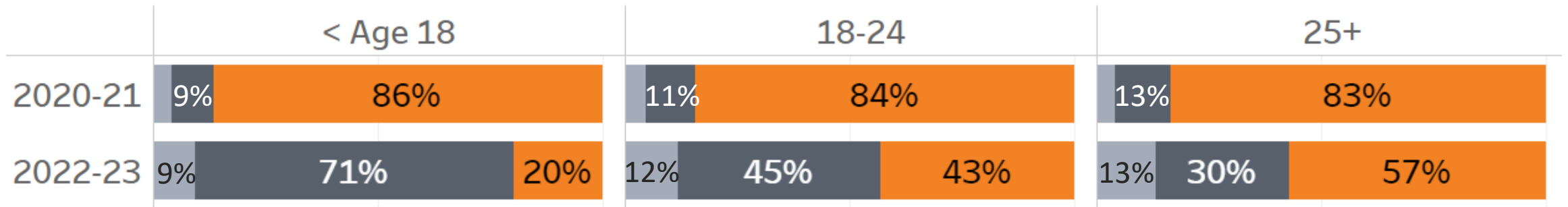
# Changes in Dual Enrolled student headcounts by racial/ethnic diversity over the past 3 years








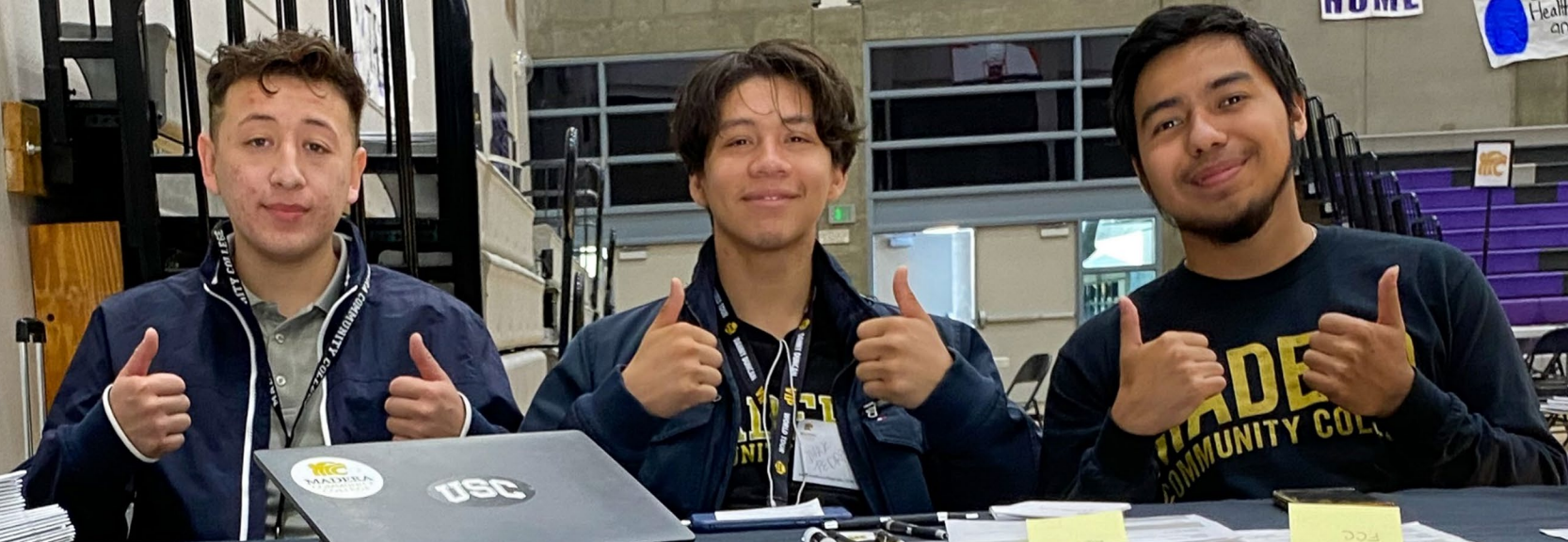
# Student course-taking behavior has changed since 2020-21

- Hybrid
- In Person
- WEB



# Enrollment

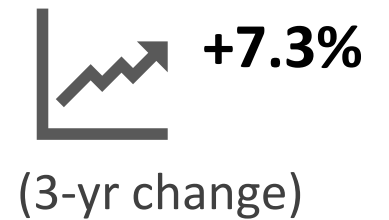
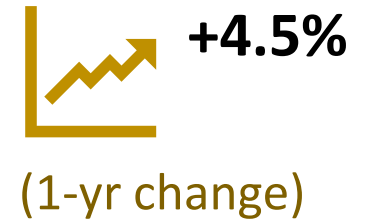
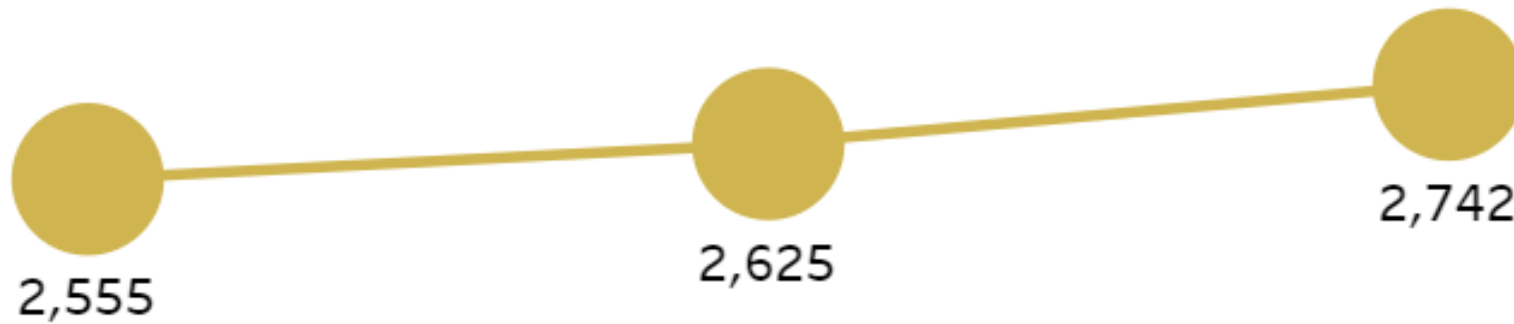
 Summary Finding	 Barriers to Improvements	 Supportive Activities
<p>Enrollments were up overall last year by 13%, but traditional age students (18-24 years) were still down.</p>	<p>The primary barrier for traditional age college students attending RC is a lack of adequate transportation.</p>	<p>Reedley College has created options for students:</p> <ol style="list-style-type: none"><li>1. High quality on-line courses</li><li>2. Flexible schedules for in-person classes (days and times)</li><li>3. Compressed and accelerated course sequences</li><li>4. Non-credit and credit classes are now available at partner education centers in Cutler-Orosi, Dinuba, Selma and Sanger</li></ol>
	<p>Student engagement and career exploration across all ethnicities and age groups.</p>	<p>We offer dual enrollment pathways leading from high school to our college programs:</p> <ol style="list-style-type: none"><li>1. The Wonderful Ag program</li><li>2. Our K-16 Collaborative transfer pathways</li><li>3. Career and Technical Education certificate pathways</li><li>4. Participation in a concurrent enrollment general education certificate</li></ol>
	<p>The 50% Law prevents hiring adequate numbers of staff to support Guided Pathways.</p>	<p>Outreach activities illustrate a caring environment for students:</p> <ol style="list-style-type: none"><li>1. Cohort-style pathway discipline areas</li><li>2. Pathway counselors that follow each student</li><li>3. Early alert addressing each student's individual needs</li><li>4. Basic Needs services that support students</li></ol>



MADERA  
COMMUNITY  
COLLEGE



## FTES continues to recover



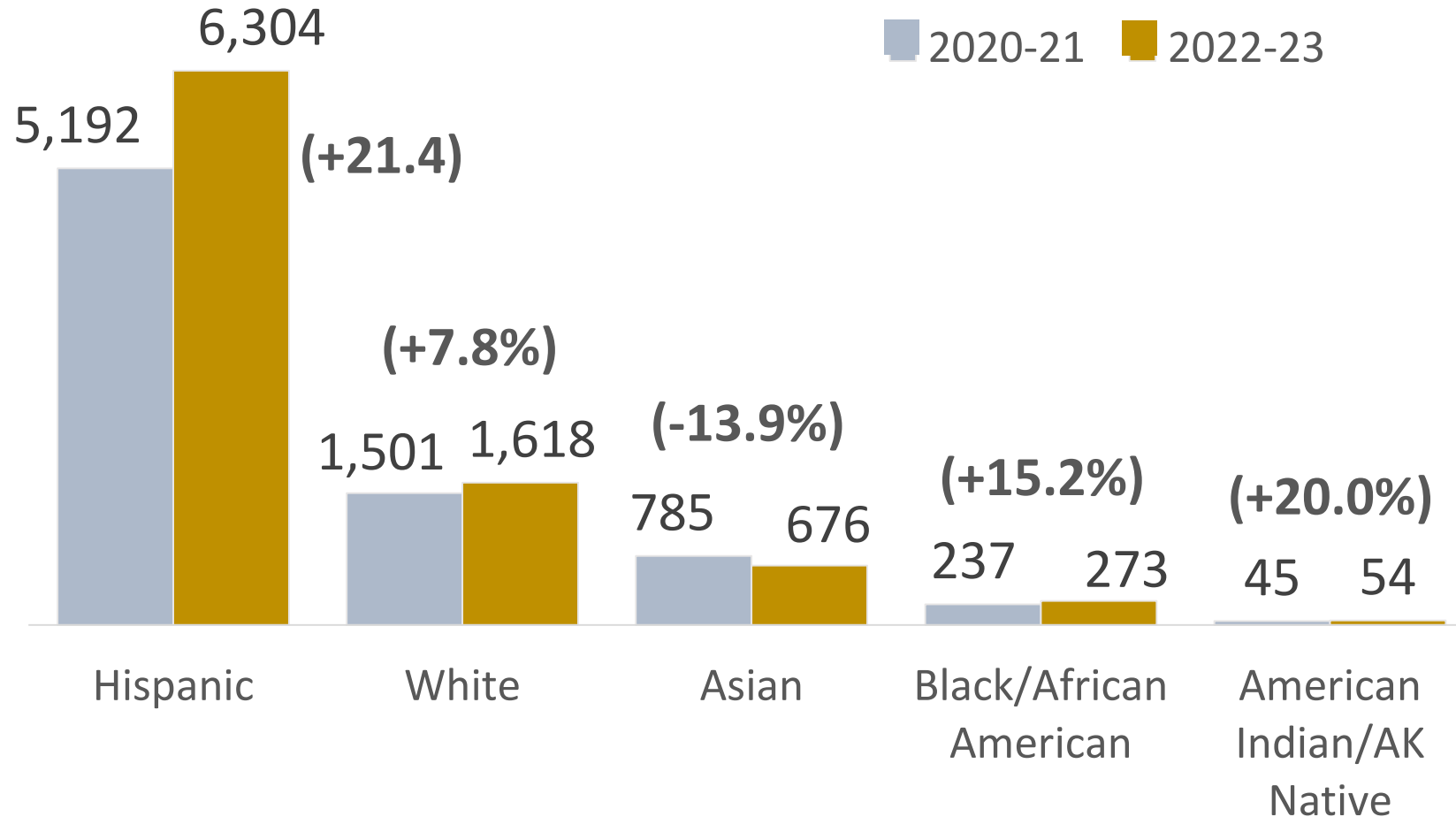
2020-21

2021-22

2022-23



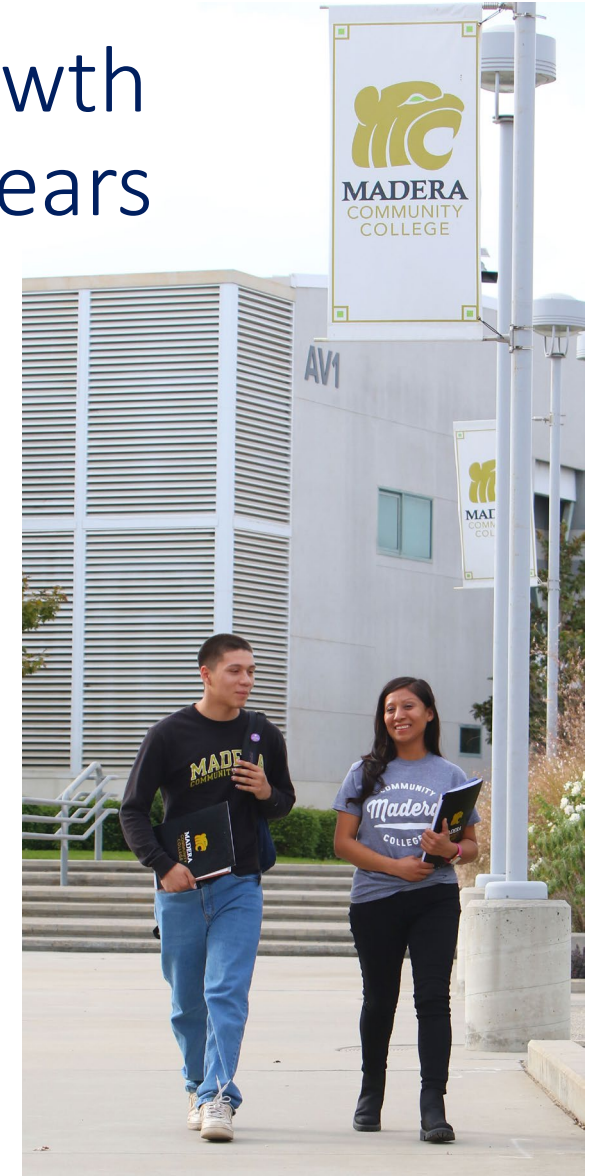
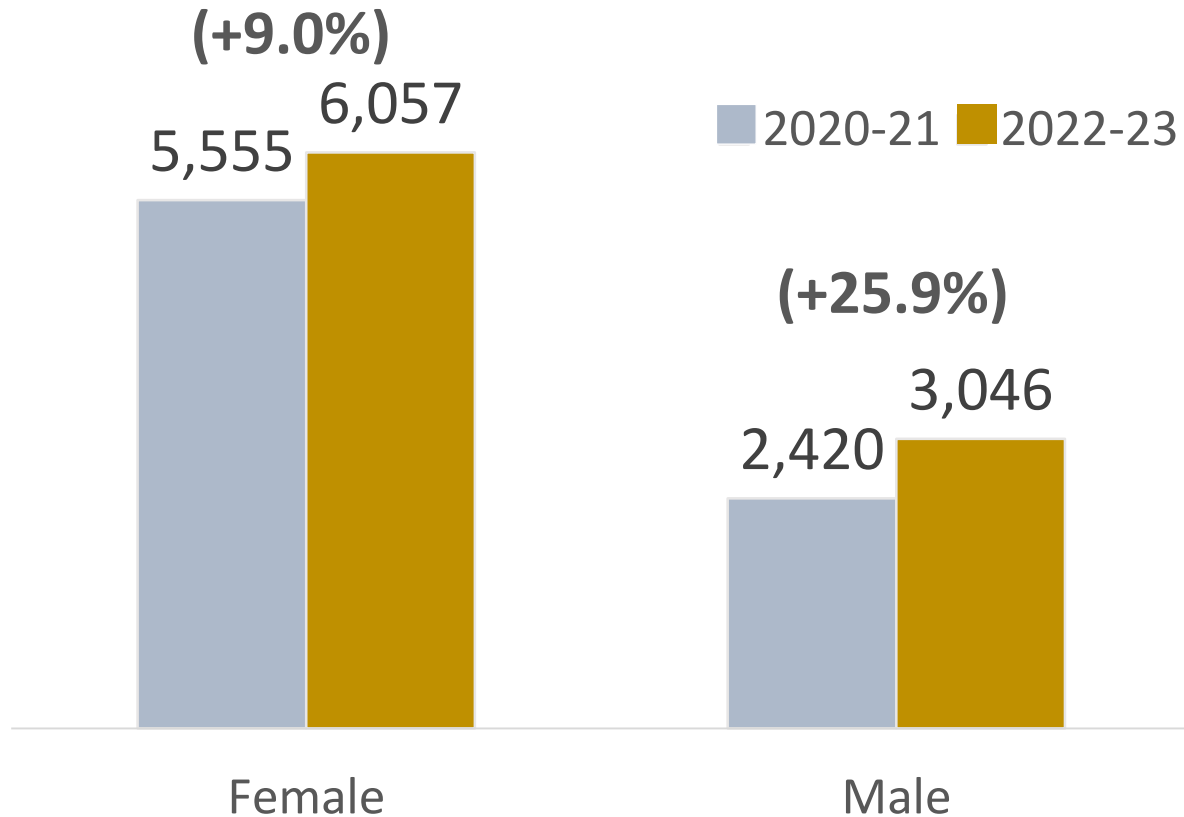
# Enrollment in recovery for nearly all racial/ethnic groups over 3 years





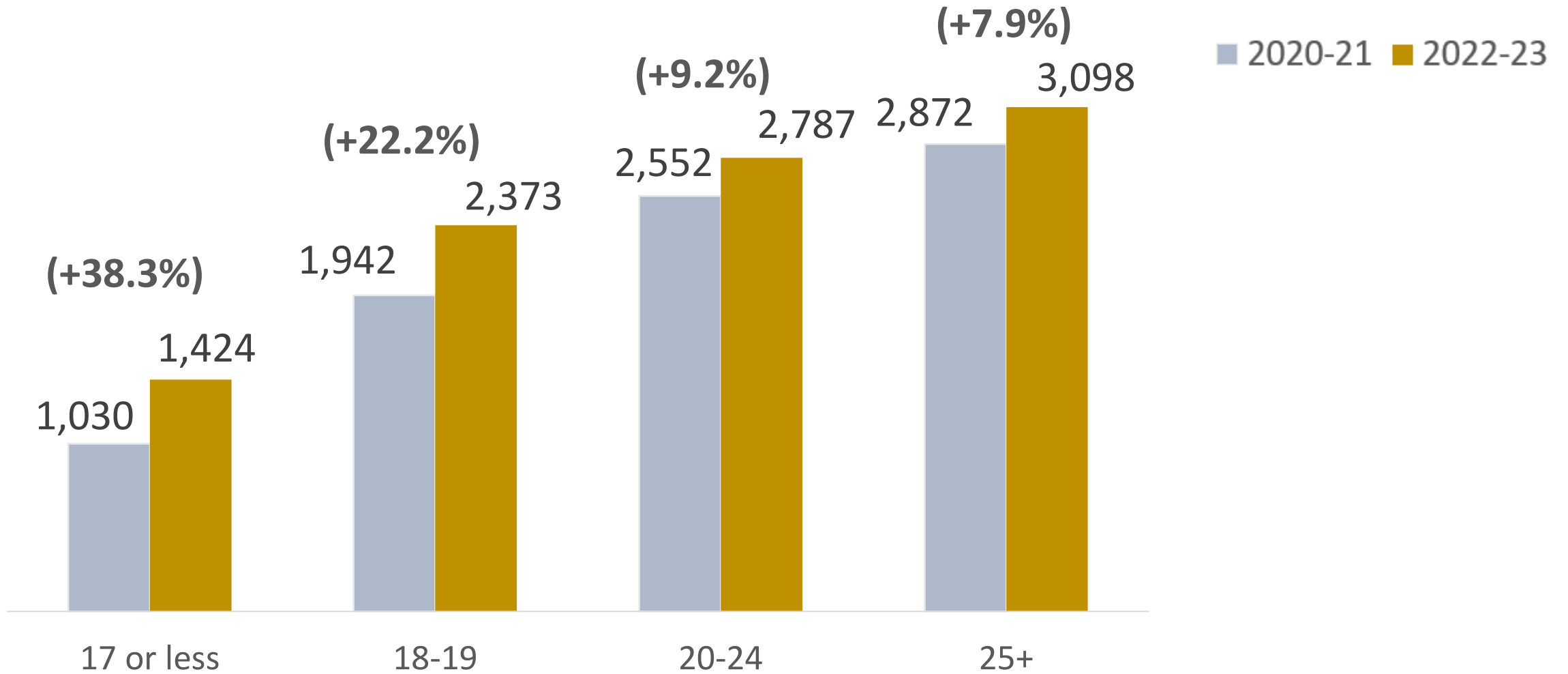


# Enrollment recovery shows greater growth in males compared to females over 3 years





# Enrollment growth across all age groups



# Enrollment



## Summary Finding



## Barriers to Improvements



## Needed/Ongoing Supportive Activities

Enrollment continues to increase as demonstrated by the 10.3% increase. Including key areas such as dual enrollment and demographics reflecting our communities.

- Course offerings and availability
- Moving students from part-time into full-time

Support efforts for gate-way course offerings at various community locations and times to meet community needs.

Online courses will continue to be made available as facets of the community prefer the modality (ages 25+)

Support for students choosing online courses; technology, academic, counseling, and tutorial support

Champion technology infrastructure and learning support services and products for students

Continuing gap in male/men of color enrollment

College going culture for males/men of color

Support Men of Color Summit, Peer mentoring programs and earn and learn on our campuses.



Questions?