

END OF YEAR (2009-2010) ANALYSIS OF CHANGES IN CCC SYSTEM: STUDENTS, COURSES, AND FTES

OVERVIEW

- Presenting information on system activity through the end of academic year 2009-2010.
- Academic year: Summer 2009, Fall 2009, Winter 2010, Spring 2010.

STUDENTS AND STUDENT HEADCOUNT

Total Students:

Year	Unduplicated Headcount	Chg.	Pct.
2004-2005	2,481,608		
2005-2006	2,515,943	34,335	1.4%
2006-2007	2,597,618	81,675	3.2%
2007-2008	2,746,461	148,843	5.7%
2008-2009	2,898,126	151,665	5.5%
2009-2010	2,758,081	-140,045	-4.8%

- The CCC system lost ~140,000 students since our all-time peak headcount in 2008-2009; this represents a loss of 4.8% between years.
- The loss of students comes as a result of a loss of ~8% of system budget in 2009-2010 and colleges' subsequent reduction in course section offerings (detailed later in this report).

Student Race/Ethnicity:

Race/Ethnicity	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010*
Asian	12.3%	12.2%	12.2%	12.0%	11.6%	11.1%
Black/African American	7.6%	7.6%	7.5%	7.5%	7.5%	7.0%
Filipino	3.5%	3.5%	3.4%	3.4%	3.3%	2.8%
Hispanic	27.7%	28.4%	28.8%	29.4%	29.6%	29.7%
Native American	0.9%	0.9%	0.9%	0.8%	0.8%	0.6%
Pacific Islander	0.7%	0.7%	0.7%	0.7%	0.8%	0.6%
>1 Race	--	--	--	--	--	1.3%
White	37.2%	36.2%	35.4%	34.4%	33.6%	30.9%
Unknown/Decline to State	10.2%	10.6%	11.1%	11.6%	12.8%	16.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

- *2009-2010 was the first full year of mandatory implementation of new Federal race/ethnicity collection formats
 - 2 questions:
 - Are you Hispanic/Latino? [yes/no]
 - Check one or more:
 - American Indian/Alaska Native
 - Asian
 - Black/African American
 - Native Hawaiian/Pacific Islander
 - White
 - “Decline to State” is not an option, but students can leave fields blank, are not required to identify to enroll
 - The largest gain in student ethnicity is in students that choose not to identify their ethnicity
 - Hispanic and Latino populations are near convergence in the CCC system

Student Gender:

Gender	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Female	55.2%	54.8%	54.8%	54.5%	53.9%	53.5%
Male	43.7%	43.9%	44.1%	44.5%	44.6%	45.1%
Unknown	1.1%	1.2%	1.1%	1.1%	1.5%	1.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

- There is a continuing increase in the percentage of males in attendance in CCC.

Student Age:

Age Group	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<17	6.1%	6.7%	7.1%	7.8%	7.8%	6.4%
18-24	44.3%	44.1%	43.8%	43.6%	44.4%	46.8%
25-34	20.7%	20.4%	20.3%	20.3%	20.5%	20.8%
35 and over	28.5%	28.5%	28.5%	27.7%	26.8%	25.4%
Unknown	0.4%	0.4%	0.3%	0.5%	0.6%	0.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

- As a percentage of all students, the system lost students 35 and over and 17 and younger (older students and K-12 special admits)
- Students in the 18-24 age range now have a greater representation in our system
 - Some of this might be attributable to the loss of evening sections taught by adjunct faculty

Student Self-Declared Goal:

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Degree-Seeking	45.6%	45.1%	45.6%	45.0%	45.5%	48.4%
Non-Degree-Seeking	36.8%	36.4%	35.8%	36.8%	36.6%	34.6%
Undecided	17.6%	18.5%	18.6%	18.2%	17.9%	17.0%
% of Column	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

- There are now a greater percentage of students self-identifying themselves as “degree, certificate or transfer-seeking”.

Student Enrollment Status:

Enrollment Status	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
First-Time/First-Time Transfer-In	34.0%	34.7%	33.4%	32.3%	32.5%	30.6%
Returning	19.6%	21.0%	22.2%	22.2%	22.7%	21.3%
Continuing	41.7%	39.1%	38.9%	39.7%	38.8%	42.9%
K-12 Special Admit	4.6%	5.2%	5.5%	5.9%	6.0%	5.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

- There was a sharp decline in the percentage of first-time students, K-12 special admits, and returning students (were previously enrolled, stopped out, and enrolled again) in the CCC system.
 - These students normally have the lowest enrollment priority for classes and therefore would be greatly affected by rationing of course sections.
- There was a sharp increase in the percentage of continuing students.
- Ultimately, continuing students move onward (graduate, leave), and in order to keep enrollments/FTES generation in growth mode, there needs to be an adequate supply of first-time students to replace them and become continuing students.
 - With much smaller cohorts of first-time students moving through the system, it may be difficult in future years to grow when fiscal constraints are relieved.

Total First Time/Special Admits (Headcount):

Year	Students	Chg.	Pct.
2004-2005	912,360		
2005-2006	918,001	5,641	0.6%
2006-2007	936,226	18,225	2.0%
2007-2008	972,632	36,406	3.9%
2008-2009	1,025,886	53,254	5.5%
2009-2010	892,503	-133,383	-13.0%

- There cohort of first-time students/special admits is ~133,000 less than the prior year.
- The entire system lost 140,000 students.

COURSE OFFERINGS

Number of Course Sections Offered, Enrollments Generated, and Section Size:

Year	Sections Offered	Enrollments	Section Size
2004-2005	379,816	10,617,564	27.95
2005-2006	397,112	10,745,446	27.06
2006-2007	407,509	10,972,832	26.93
2007-2008	421,046	11,631,820	27.63
2008-2009	425,633	12,456,366	29.27
2009-2010	387,372	12,060,915	31.14

- Between 2008-2009 and 2009-2010, course sections were reduced by 9.0% (a loss of 38,261 course sections).
- Course section size is at an all-time high.

Course Section Types:

Section Type	Change: 08-09 to 09-10
Distance Ed Sections	-1.2%
Basic Skills Sections	-6.6%
Day Sections	-6.8%
Credit Sections	-8.1%
Transferrable Sections	-8.3%
Non Voc Ed Sections	-8.7%
All Courses	-9.0%
Non Basic Skills	-9.3%
Voc Ed Sections	-9.6%
Non Distance Ed	-9.7%
Non Transferrable Sections	-10.4%
Evening Sections	-11.9%
Noncredit Sections	-17.1%

- Course types above the “All Courses” were types that were less targeted; those below were targeted more.

FULL TIME EQUIVALENT STUDENTS (FTES, 525 Contact Hours)

FTES: Credit and Noncredit

Year	Credit FTES	Credit FTES-Chg	Noncredit FTES	Noncredit FTES-Chg	Total FTES	Total FTES-Chg	Total Pct
2004-2005	1,011,621		83,874		1,095,495		
2005-2006	1,034,797	23,176	86,612	2,738	1,121,409	25,914	2.4%
2006-2007	1,049,474	14,677	90,215	3,603	1,139,689	18,280	1.6%
2007-2008	1,132,007	82,533	94,405	4,190	1,226,412	86,723	7.6%
2008-2009	1,217,230	85,223	99,262	4,857	1,316,492	90,080	7.3%
2009-2010	1,229,397	12,166	83,323	-15,939	1,312,720	-3,773	-0.3%

- The system continued to grow in credit FTES; our only area of FTES loss was in noncredit (even with a loss of 140k headcount and 9% of sections cut.

Curricular Area: Top 20 by Size:

Curricular Area	08-09 FTES	09-10 FTES	Chg.	Pct.
Mathematics, General	127,833.5	133,010	5,177	4.0%
English	93,744.8	93,100	-645	-0.7%
Physical Education	47,628.3	48,352	724	1.5%
Psychology, General	39,059.3	40,013	954	2.4%
History	36,825.7	37,543	718	1.9%
Biology, General	36,162.2	34,376	-1,787	-4.9%
English as a Second Language - Integrated	33,547.5	33,957	410	1.2%
Music	31,922.8	31,362	-560	-1.8%
Chemistry, General	29,868.8	30,599	730	2.4%
Speech Communication	26,656.1	26,112	-544	-2.0%
Spanish	23,198.0	22,751	-447	-1.9%
Child Development/Early Care and Education	21,663.9	21,249	-415	-1.9%
Sociology	21,069.1	20,840	-230	-1.1%
Political Science	20,205.0	20,279	74	0.4%
Accounting	19,665.4	19,749	84	0.4%
Anatomy and Physiology	19,357.2	19,385	28	0.1%
Administration of Justice	19,344.1	18,351	-993	-5.1%
Registered Nursing	17,534.9	17,063	-472	-2.7%
Philosophy	16,553.0	16,636	83	0.5%
Health Education	17,277.6	16,616	-661	-3.8%

Top 10 by Percentage Increase/Decrease (minimum 1,000 FTES):

Curricular Area	08-09 FTES	09-10 FTES	Chg.	Pct.
Dental Hygienist	1,208.0	1,489.1	281.1	23.3%
Computer Networking	2,056.2	2,452.2	396.0	19.3%
Fire Academy	4,894.0	5,754.2	860.2	17.6%
Alcohol and Controlled Substances	1,786.9	2,096.9	310.0	17.3%
Engineering, General (requires Calculus) (Transfer)	1,459.9	1,669.8	209.9	14.4%
Mathematics Skills	6,813.0	7,660.5	847.5	12.4%
Dramatic Arts	12,065.8	13,502.0	1,436.2	11.9%
Computer Infrastructure and Support	1,048.1	1,166.0	117.9	11.2%
Human Services	2,074.9	2,298.9	224.0	10.8%
Environmental Control Technology	1,878.0	2,070.6	192.6	10.3%
Physical Fitness and Body Movement	15,978.0	13,360.3	-2,617.7	-16.4%
Supervised Tutoring	8,533.9	6,981.0	-1,552.9	-18.2%
Gerontology	1,376.7	1,119.8	-256.9	-18.7%
Family and Consumer Sciences, General	1,833.6	1,479.0	-354.6	-19.3%
Psychiatric Technician	2,009.3	1,603.7	-405.6	-20.2%
Secondary Education (Grades 9-12) and G.E.D.	9,926.5	7,680.5	-2,246.0	-22.6%
Construction Crafts Technology	2,370.9	1,805.2	-565.7	-23.9%
Learning Skills, Handicapped	2,867.8	1,929.9	-937.9	-32.7%
Police Academy	8,798.0	5,629.0	-3169.0	-36.0%
Manufacturing and Industrial Technology	2,316.3	1,034.2	-1,282.1	-55.4%

SUMMARY/TAKEAWAYS: ENROLLMENT CHARGES FOR 2009-2010

- The CCC system lost 140,000 students between 2008-2009 and 2009-2010.
 - There were 133,000 fewer first-time students.
- The student population took on more traditional characteristics:
 - Greater percentage age 18-24; fewer older and K-12 students
 - Greater percentage of “degree-seeking” students.
 - Higher unit loads carried for those that enrolled.
- Those with enrollment priority were more able to get courses (continuing students); there was a sharp decline in the percentage of first-time students
- The CCC system offered 9% fewer course sections than the prior year (38,000 fewer courses).
- Course size is at an all-time high and for the first time went over 30 students per section (31).
- Even with fewer students and course sections available, the CCC system shed little FTES in 2009-2010 (only noncredit FTES showed decline).
- Distance ed, basic skills, credit and transferrable course sections were targeted the least for cuts; vocational, non-transferrable, evening, and noncredit sections were targeted the most.