BACKGROUND:
Census data represent an early snapshot of a semester's enrollments. Typically occurring in the third week of the semester, the census day is the point at which most student enrollments are considered actual and are eligible for apportionment. At this point, except for short/late-term and open-enrollment classes, the college’s enrollment profile (and thus the revenue profile) for the current term is established.

Data highlights from the Spring 2014 semester enrollment profile are presented here with a historical perspective, looking back five years, such that trends may be observed. Data have been assembled from spring semester Census reports, and are a rough point-in-time match.

In the Spring 2014 semester, Census headcount and FTES\(^1\) recorded a decline of about 3% compared with the spring semester one year ago. The slope of this downward trend is decreasing, suggesting a possible leveling off in the near future.

\(^1\) Headcount: each student is counted once, no matter how many classes enrolled. FTES: Full-Time Equivalent Students, a workload measure, is based on 525 hours of student instruction (per each FTES) in one year (two semesters). FTES is derived by considering that one student could be enrolled in courses for 3 hours a day, 5 days a week, for an academic year of 35 weeks, for a total of 525 contact hours per one FTES.
The ethnicity balance of the college continues to shift toward a greater number of Latino students and fewer White students.

In the Spring 2014 semester, while the average student unit load still hovers around eight units, close examination shows that yearly increases in full-time attendance have leveled off.

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During the downturn in enrollment over the past five years, Online instruction\(^2\) was the one area that saw some growth.

Source: Census data is based on a preliminary run of the MIS reports.

\(^2\) The rather large decrease in Online enrollment observed between 2013SP and 2014SP is due to a curriculum change in World Languages, rather than any actual change in Online course offerings. Until the 2013 Fall semester, every student enrolling in a World Languages course was required to enroll in a co-requisite language-lab section, which were set up as separate online sections. The units and FTES associated with those classes have migrated to the physical location where the language course is offered.