2014 Fall Semester Census Enrollment Highlights

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 revenue profile for the current term is established.

Data highlights from the Fall 2014 semester enrollment profile are presented here with a historical perspective including five prior years of data so that trends may be observed. Data have been assembled from fall semester census reports created at approximately equivalent points-in-time.

In the Fall 2014 semester, census headcount\(^1\), and census FTES\(^2\) recorded a decline of about 4% compared with the fall semester one year ago. However, when including late start classes and other sources of enrollments such as public safety in-service courses, Fall 2014 final FTES are expected to be close to even with Fall 2013 FTES.

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\(^1\) **Headcount**: Each student is counted once no matter how many classes enrolled.

\(^2\) **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 based on the calculation that one student enrolling in courses for 3 hours a day, 5 days a week for an academic year of 35 weeks results in a total of 525 contact hours, which is defined as one FTES.
The distribution of student ethnicities continues to shift toward a greater proportion of Latino students and relatively fewer White, non-Hispanic students with the percent of students of other ethnicities including but not limited to African Americans, Asians, Filipinos, Native Americans, and Pacific Islanders remaining relatively constant since Fall 2010.

In the Fall 2014 semester, the average unit load increased by half a unit and the percent of full-time students grew by 12% over the prior fall semester.
During the downturn in enrollment over the past five years, full term Online instruction was the one area that saw relative growth or stability during the Fall 2009 to Fall 2012 time frame. The decline in Fall 2013 was due in part to changes in World Languages curriculum. Note this snapshot only shows full term and early start online courses and does not include the late starting CyberSession. The Fall 2014 Distance Education presentation at the October Board Meeting has more detail on online instruction trends³.

Source: Census data are based on a preliminary run of Management Information System (MIS) reports submitted to the Chancellor’s Office.