2015 Fall Semester Credit Enrollment Analysis, Enrollment Projections, and Implications for the College

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Excluding those who registered in Dual Enrollment classes offered at the high schools, the number of credit program students enrolled as of the end of the third week of classes (Census) in the 2015 fall semester was lower by 884 students (-4.7%) and 4.8% units than at the same time in the 2014 fall semester. This decline in the number of students attending the college follows a decrease of 312 students (excluding Dual Enrollment students attending classes at an area high school) in the 2015 spring semester compared to the 2014 spring semester.

Compared to fall 2014, there were 795 fewer California residents attending the college in fall 2015 (-4%). These resident students enrolled in 4.7% fewer units than those in fall 2014.

The decline in the number of non-Dual Enrollment credit students attending the college and in the number of units they were enrolled in fall 2015 compared to fall 2014 represents a projected loss of close to 5% in resident (California) FTES. The institution's future funding will be adversely impacted   unless the college is able to make up this loss of students in the 2016-17 academic year and sustain it   going forward.

Moreover, while the comparison for noncredit enrollments are not available at this time, the managers responsible for noncredit offerings believe that enrollments in their areas of responsibility are lower by 5% or more this fall term compared to last fall, and substantially lower for this past summer than in the prior summer session. Therefore, the college's total FTES this fall is projected to be at least 6% lower than it was in fall 2014.

Purpose of the Study
The analysis conducted for this report is designed to address the following questions:

1. Is the decline in credit enrollments and FTES that took place this fall likely to continue?
2. If the factors that may have adversely affected the 2015 fall semester credit enrollments are likely to persist, what are the implications for the college's budget, program offerings, and other short-term and long-term planning decisions?
3. What steps can the college take to help off-set the loss of credit FTES resulting from the decline in students attending the institution?

Dual Enrollment Classes
Dual Enrollment classes were excluded from this analysis since the Census week comparisons would not be accurate given that a significant percentage of the enrollment data for these types of courses are entered into the college's student information system at various times throughout the term and at different times from semester to semester. The Dual Enrollment Office estimates that the number of students enrolled in Dual Enrollment classes this fall will be slightly higher than last fall.

Noncredit Enrollments
A preliminary analysis of the noncredit 2015 fall term indicates that there is a decline in enrollments of 19% compared to the enrollments in the 2015 fall term. This significant loss in enrollments may be attributed in part to the more complex application students need to complete a result of implementing the Banner Student Information System for noncredit courses in the 2015 summer session.

Estimated Loss of State FTES Funding if the Decline in Resident Credit and Noncredit FTES Experienced in the 2015 Fall Semester Continues in Future Years

The estimated loss in state revenue resulting from the decline in resident FTES is $3,266, 628. Since the college will claim 2015-16 as a year of stability funding, the college will not be penalized for not achieving its base FTES funding level until 2016-17 if it is not able to reach its funded FTES base by the end of the 2016-17 academic year. However, the college will lose revenue (enrollment fees) this year and next year from any decline in non-resident and international students and from funds that are distributed to categorical programs that are based on resident FTES (e.g., SSSP, Student Equity, BSI, Instructional Equipment Block Grants, and other funding categories that receive one-time state allocations).

Applications to Attend the College
An early indicator that there would be fewer students attending the college this fall compared to last fall was the decline in the number of applications submitted for fall 2015 compared to the numbers received in each of the prior fall terms (2014 and 2013). As evidenced in the data reported below, there were 1,373 (9%) fewer applications submitted to enter the college this fall compared to the number of applications received for the 2014 Fall Semester.

Total Applications Received
- **Fall 2013: 15,608**
- **Fall 2014: 15,268**
- **Fall 2015: 13,847**
- **Change in number of applications submitted from Fall 2014 to Fall 2015: -1,373 (-9%)**

Percentage of Students Who Submitted Applications to Attend the College in the Fall Semester Who were Enrolled in One or More Classes as of Census
Of those who submitted an application to attend the college in fall 2015, 44% were enrolled in courses as of Census (yield rate). The yield rate for those who applied to enter the college in fall 2014 was 42% and 38% in fall 2013.

Where did the decline in the 2015 fall semester credit enrollments take place?
As previously noted, the drop of 1,373 (9%) applications received from potential students to enter the college in fall 2015 compared to the number of applications received in fall 2014 provided a lower base of potential students who would complete the required enrollment processes and be enrolled in   classes as of Census (third week of the semester).

The areas which experienced the largest loss in credit enrollments (unduplicated headcount) and in   units taken from fall 2014 to fall 2015 as of the end of the third week of the fall semester (Census) are shown in Tables 1 and Table 2.

Table 1: Comparisons of Unduplicated Enrollments and Units Enrolled in Fall 2014 and in Fall 2015 by Student Residency

Student Population	Unduplicated Enrollments	Units Enrolled
All Students	-884 students (-4.7%)	-4.8%
In-District	-361students (-4.5%)	-4.3%
Out-of-District California Residents	-434 students (-5.5%)	-5%
Total California Resident Students	-795 students (-5%)	-5%
F1 Visa International Students	-110 students (-7%)	-5.5%

| Out-of-State | +21 students (+1.8%) | +2.7% |

Change from fall 2014 to fall 2015: -884 (-4.8%)

With the exception of out-of-state students which increased by a relatively small number, the largest loss in enrollments this fall compared to last fall took place in each of the student residency categories.

Table 2: Categories in Which 200 or More Students Enrolled in Fall 2014 than in Fall 2015

Student Population	Enrollments	Units Enrolled
In-District Students	-361students (-5.6)	-4.3%
California Resident Students (includes in-district)	-795 (-5%)	-5%
Continuing Students	-483 (-4.6%)	-4.6%
First-Time and First-Time Transfer to SBCC	-501 (-8.4%)	-4.7%
First-Time to SBCC Students with a Goal of Certificate, Degree, Transfer, Basic Skills or Undecided	-403 students (-7.6%)	-7.6%
Out-of-District (in-state) Students	-434 (-5.5%)	-5%
20-24 Years of Age	-330 students (-4.4%)	-4.4%
25 years of Age or Higher	-204 students (-2.4%)	-4.4%
Students Enrolled in All Online Classes	-279/-7.3% (plus .52% in units)	
Students with Goal of Degree and/or Transfer	-306 students (-2.2%)	-.76%
Students with a Goal of Career Technical Education	-218 students (-1.6%)	-1.6%

The data presented in Table 2 reveals that the decline in this fall semester enrollments took place in a wide-range of areas.

Two categories of students that remained constant this fall compared to last fall is the number of local high school graduates attending the college (three more students this fall compared with fall 2014) and the number of non-international students enrolled in ESL classes (-35 students).

While not shown in the data displayed in Table 2, it is important to note that there were significant declines from several years ago to the 2015 fall semester in the number of unduplicated non-international ESL students and in the number of students with a CTE goal. More specifically, there were 218 (-31.2%) fewer non-international students enrolled in ESL classes in fall 2015 compared to fall 2013, and 645 (- 57%) fewer non-international students enrolled in ESL classes in the 2015 fall semester than in the 2010 fall semester. Similarly, there were 450 fewer students (-17.4%) pursuing a Career Technical Education (CTE) goal enrolled in the 2015 fall semester compared to the number in the 2013 fall semester.

Is the decline in enrollments the college experienced this fall semester likely to persist?
There are a number of developments that have or are anticipated to take place that may result in a continued decline in the college's enrollments. Fortunately, there are a number of steps the college could take to help off-set a significant amount of the projected loss in enrollments and in FTES. The developments that have and/or are likely to take place that will adversely affect the college's enrollments and FTES include:

1. Having 884 fewer students enrolled in the college in the 2015 fall semester will adversely affect enrollments in subsequent terms for each of the next three years. This is due to the fact that there will be a lower base of students attending the college in the fall semester that could potentially continue their studies at the college in each of the next six semesters and three summer sessions.

2. Over the next decade, the projected number of local area high school graduates in many other areas of the state and nation will decrease and, in some regions of the state and the nation, decrease by significant amounts. Our high school graduation rates for our area school districts are forecasted to remain relatively constant with minor fluctuations from year-to-year. The percentage of area and out-of-area high school graduates attending the college in future years may decrease by 3-5% or higher per year as a result of increases in state funding to CSU and UC to increase the number of freshmen and transfer students they admit.

   Moreover, in an effort to help off-set the decrease in high school graduation rates in schools from which they have traditionally received most of their incoming students, an increasing number of in-state and out-of-state public and private four-year universities are expanding their recruitment efforts to attract California high school seniors. In other words, at a time when area high school graduation rates remain relatively constant, a larger number of those graduates will be accepted to attend a four-year university.

3. An additional factor that is likely to result in fewer area high school graduates attending the college is that at a time of stable or declining numbers of high school seniors, both the CSU and UC systems will be admitting a greater number of freshmen to their campuses beginning in 2016-17. More specifically, CSU campuses have been funded by the state to increase the number of California students who enter their institution as freshmen by 3% in 2016-17. CSU Channel Islands (CSUCI) has been directed by the CSU System Office to expand both its freshmen and transfer enrollments by 8% per year for each of the next eight years. The UC system will be increasing the number of in-state undergraduate students it admits to its campuses in 2016-17 by 10% (5,000 students) and an additional 10% (5,000 students) by the 2018-19 academic year.

   Along with increased competition for students from four-year universities, an increasing number of California community colleges are employing more aggressive and sophisticated recruitment strategies including the use of customer relations management (CRM) application systems to attract a greater number of students in their region.

4. The apartment vacancy rate in Santa Barbara is reported to be less than 1% making it increasingly difficult for potential and current students to locate suitable housing. This low vacancy rate which is expected to continue for the foreseeable future is contributing to substantial increases in rents.

   Since building an adequate number of apartment units to help alleviate the shortage of available affordable housing will likely not occur in the near future (next five years) or at all, the lack of available rental units and the high cost of renting in Santa Barbara will become too costly for a number of students who in the past may have attended the college.

5. Compounding the shortage of available housing for the college's students is the loss of 650-700 beds that have been set aside for SBCC students in the Tropicana residence facilities in Isla Vista. The anticipated loss of these beds for our students in the next year or two is due to the recent purchase of these properties by the University of California's Regents for UCSB to use to house its students. It is anticipated that UCSB will displace the college's students who have lived in these residence facilities with its own beginning in fall 2016 or in fall 2017. Given the desire and appeal for many students to live in a supervised student residence facility and one that is in a college town close to UCSB, the loss of these beds, coupled with the lack of alternative affordable and suitable housing in our service area, is likely to result in a decline in out-of-area and out-of-state students attending the college.

6. Beginning with the start of the 2016-17 academic year, students receiving BOG enrollment fee

waivers will be subject to the same minimum satisfactory progress requirements as those that receive federal financial aid. Up until this time, there were no limitations on the awarding of these enrollment waiver grants for eligible students. Given the relatively high number of BOG recipients who do not make satisfactory progress toward achieving their educational goal, this change in state policy is likely to result in a loss of students who attend the college beginning in the 2016-17 academic year.

7. In 2016-17 the Chancellor's Office for California Community Colleges will launch its state- wide web site listing the distance education courses that are part of a certificate or degree program for all of the state's community colleges. This will make it much easier for students, wherever they reside, to locate courses they want to take. Moreover, this web-site is designed to make it easy for students to register in distance education courses regardless of the college in which they are offered and to receive needed support services. The availability of this web site could affect the college's distance education course enrollments in a positive or negative manner. There were 3,529 students this fall semester whose enrollment was entirely in online classes.

8. As previously noted in this report, while there was not a significant change from last fall to this fall in the number of non-international students who enrolled in ESL classes, there has been a steady and substantial drop in ESL students from fall 2010 to fall 2014. To illustrate, the number of unduplicated non-international students enrolled in ESL credit classes in fall 2015 was lower by 218 (11.2%) than in fall 2013 and 645 students (57%) lower in fall 2015 than in fall 2010.

   Some of the factors that may be contributing to this decline are anticipated to persist. These include: (1) the decline in the number of non-native speakers living in Santa Barbara as a consequence of the increased enforcement of laws that restrict undocumented immigrants from entering and living in the United States; (2) possibly fewer Spanish only speaking individuals and families living in Santa Barbara due to the high cost of housing; (3) due to high rents and mortgagees, a greater number of limited English speaking adults are needing to work multiple jobs which limits the amount of time they have to attend the college to learn English and to pursue a certificate, degree and/or transfer objective; and (4) increase in the number of local K-12 non- English proficient students who become proficient in English prior to their graduating from high school. These same factors are and will continue to contribute to the substantial drop in noncredit ESL enrollments which has continued to take place through this fall term.

9. Two years ago, the college made the decision to no longer actively recruit students outside its service area. Since a large number of the college's traditional aged students attended high school outside of its service area, it is likely that in future years fewer of these students will attend the college due to the lack of affordable housing, and the increase in the number of community colleges and universities that are stepping up their efforts to attract students within and outside of their service areas in order to off-set the drop in high school graduates in the areas from which they have traditionally drawn their students. The decline in out-of-area students the college experienced this fall semester is likely to become more pronounced in the next few years.

10. With the implementation of the state-funded Student Success and Support Plan (SSSP) in the 2014-15 academic year, students entering the college with a goal of earning a certificate, degree, transfer or developing their English language and/or basic skills are now required to complete each of the following steps before they can register for classes: orientation, assessment, and development of a preliminary and subsequent comprehensive plan. For a number of potential students, these required pre-enrollment requirements resulted in their decision to not enroll in the college. A survey of students who applied to the college for the fall semester but did not complete one or more of the pre-

enrollment processes identified the following reasons for their not doing so: not wanting to take the assessment tests; not having the time to take the assessment tests and/or attend the orientation and advising sessions when they were offered; and difficulties in completing one's preliminary education plans online. Since these pre-enrollment processes will continue to be required, they are likely to result in a loss of some potential students who, for whatever reason, are not able or willing to complete them.

11. The decline in the number of F1 Visa International Students attending the college this fall is likely to continue. This is a result of the college's decision to reduce the number of international students admitted to the institution. The number of international students allowed to be admitted to the college may need to be reduced in future years if the number of these students needs to be lowered to reach the college's 8% cap on international students due to the projected decline in the college's credit enrollments.

12. The strong local labor market with an unemployment rate of 3.6% in Santa Barbara and 2.8% in Goleta, coupled with the escalating costs of rent, health insurance, and relatively low wages for many of the available jobs, is likely resulting in the decision of an increasing number of potential students deciding to work one or two jobs to pay for their rising cost of living than attend college. The escalating cost of rents and health insurance that is taking place in recent years is likely having an adverse effect on enrollments, especially among those who are self-supporting. This may help explain the large decline in the number of 20 years of age or older students attending the college this fall semester.

Factors Taking Place That Have the Potential to Increase FTES

There are a few developments that have taken place that have the potential to contribute to the college's FTES. These include:

1. The large infusion of state funds to support the development and implementation of the institution's Student Equity Plan and its Student Support Services Plan (SSSP) has the potential to increase FTES by a significant amount by increasing the percentage of students who successfully complete their classes, enroll or remain enrolled full-time, persist from semester-to-semester, remain in academic good standing, and complete their educational and career objectives.

   For example, the college could increase it FTES by well over 120 per year if it were able to reduce by 10% each term the number of students placed on academic disqualification and/or progress disqualification. Similarly, if the college were able to increase the fall-to-fall persistence rates of new students with a goal of basic skills, certificate, degree and/or transfer from 61% to 70%, it would result in an estimated increase of over 100 FTES. Additional FTES could be realized by having a greater number of students who enroll in 12 or more units in their first semester and continue to do so in subsequent semesters.

2. Making appropriate adjustments in offering the intersession has the potential of nearly doubling the FTES that was produced from the two summer sessions offered in 2015. Several suggestions for increasing the number of students who take part in the intersession are described later in this report.

3. The college will receive a substantial amount of state funds to implement its AB86 Plan which is designed to increase the participation rates of the community's adult population in general, and to those that have been underserved who could benefit from enrolling in noncredit career

development and college preparation (CDCP) classes. The goals of this plan call for substantially

increasing enrollments in noncredit classes and programs for members of the community in one or more of the following population groups: adults with developmental disabilities; second language learners; adults in need of basic literacy skills and those lacking a high school diploma (GED); and individuals needing to acquire or upgrade skills needed to enter or advance in the workforce. One of the objectives of the AB86 funds is to increase the number of students who transition from noncredit to credit programs.

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Enrollment Forecast

Based on the factors noted above, unless the college is able to identify and implement effective strategies for attracting and retaining a greater number of students, its state-funded and non-resident FTES in future years may be lower by 6% or more than in the 2014-15 academic year. The year after the UC Regents decide to discontinue allowing 650-700 SBCC students to reside in the Tropicana Residence facilities, the college's FTES may decrease by another 1 to 1.5%. The loss of the beds for SBCC students at the Tropicana residence facilities is likely to take place in fall 2016 or in fall 2017.

Analysis of Enrollment Data and Suggested Steps the College Could Take to Mitigate Future Losses in Enrollments

Dual Enrollment
Enrollments in Dual Enrollment (DE) classes are estimated to be slightly higher this fall semester compared to last fall. Since the number of local area high school seniors are not projected to fluctuate by more than 20 to 30 students during the next eight years, if the college does not make any changes in how this program operates, enrollments in Dual Enrollment classes are not likely to change for the foreseeable future.

Suggested Steps That Can be taken to Increase Enrollments in Dual Enrollment Classes

Recommendation 1: The Dual Enrollment staff believes that if they are able to streamline the procedures for processing high school Dual Enrollment class rosters and student registration, they would be able to increase the percentage of eligible students who register in these classes by 50 to 60%.

Increase the Percentage of New to SBCC Students Who Complete the Enrollment Processes (Application, Orientation, Assessment, Advisement, Registration in Classes and are Enrolled in Classes as of Census)
Of the 6,860 first- time to college students with a goal of basic skills, undecided, certificate, degree and/or transfer who applied to attend the college in the 2015 Fall Semester, 3,038 or 44% were enrolled in classes as of Census. The remaining 3,822 (56%) of those who submitted their applications to attend the college were not enrolled in any classes as of Census.

The data reported below shows where the loss of potential students took place. While students are not required to follow the enrollment sequence of orientation, assessment, advising and registration, nearly all of them do so.
- Application to orientation: Loss of 2,955 (43%) of the potential students who completed an application to attend the college
- Orientation to assessment: Loss of 674 (17%) of the potential students
- Orientation to registering in classes: Loss of 793 (20%) of the potential students

- Advising to registration in classes: Loss of 326 (10%) of the potential students
- Advising to being enrolled in classes as of census: Loss of 434 (12.7%) of the potential students
- Registration in classes and remained enrolled in one or more of these courses as of Census: Loss of 108 (13%) of the potential students

The largest loss of potential students occurred between the time they submitted their application to attend the college and completion of orientation (-2,955 or 43% of the applicants). The loss of potential students also occurred between orientation and assessment (loss of 674/17% of the potential students); advising to registration in classes (loss of 326 or 10% of potential students); and the loss of 434 or 12.7% of the potential students who completed the advisement process but were not enrolled in classes as of Census. It is instructive to note that of the students who registered for classes, 108 or 13% withdrew from all their courses prior to Census.

Insights on Reasons Potential Students Who Applied to the College Did Not Attend the College this Fall Semester
Prior to the start of classes this fall semester, a survey was sent to all first-time to college students who completed the application to attend SBCC but had not registered for classes as of the first day of the term. Due to the delay in sending the survey to these applicants, the response rate was not high or representative of the entire population of new college applicants. While we plan to replicate this study in a timelier manner that should result in a higher response rate for the coming spring, summer and fall terms, the written responses received to the survey yielded valuable information regarding the reasons some of the applicants gave for not enrolling.

The six most frequent responses to the questions on why the applicants chose not to enroll at the college this semester are as follows (from highest to lowest frequency):
- Decided to attend another college.
- Decided to attend another college (in nearly all instances another community college) due to the lack of affordable housing.
- Needed additional financial aid to afford attending the college.
- The classes they wanted to take were full.
- Challenges with completing the assessment exams, not wanting to take the assessment exams, or not being able to travel to the college to take the assessment exams at the times they were given.
- Needed assistance with the enrollment processes.

Steps That Could be taken to Increase the Percentage of Prospective New to College Students Who Complete the Required Enrollment Processes and who are Enrolled in Classes as of Census

Recommendation 2: The College should consider creating several enrollment coach positions that would be responsible for using a caseload management approach to work with potential students to help them navigate the enrollment processes from completion of the college application through the start of Census week. One approach to staffing these positions is to redeploy the time of the two CTE outreach special programs advisors (SPAs) and possibly the SPAs in EOPS (for potential EOPS students) and DSPS (for potential DSPS students) to provide pre-enrollment support for potential students.

Under the supervision of the Director of Enrollment Services, the enrollment coaches would be assigned to cohorts of potential students Who either expressed interest in attending the college or submitted an application to attend the institution.

The enrollment coaches' responsibilities could include: contacting the potential students to inform them

about the assistance they can provide in navigating the enrollment process; monitoring the potential student's progress in completing each of the enrollment processes; contact prospective students to find out why they have not completed a component of the enrollment process in a timely manner and offer assistance to facilitate the process; and, serve as the liaison and ombudsman in helping the applicant address challenges that are serving as barriers to their attending the college such as applying for financial aid and locating housing. The enrollment coaches would provide enrollment support assistance to the applicants up until Census. After this time, the counselor assigned to the student (counselor case management model) would be responsible for working with the student.

If the college acquired a customer relations management (CRM) system described in Recommendation 7, a number of the tasks assigned to the enrollment coaches could be automated. This would reduce their workload and increase the efficiency in which they deliver their services.

Recommendation 3: The College should consider conducting business process analyses (BPAs) for the processes students need to complete to enroll in credit classes and to access core services such as financial aid. The purpose of the BPAs is to identify barriers students are encountering in completing each of the processes required to register in classes, including applying for financial aid, and to being present in those classes through Census week.

Housing
The challenges prospective and current students are encountering in finding affordable and suitable housing is likely influencing their decision to not attend or continue attending the college. While not having quantifiable data about this factor other than antidotal information, it is likely that a growing number of prospective and current students will discontinue attending the college due to not being able to locate affordable and suitable housing.

The loss of prospective and current students due to not finding suitable affordable housing will be compounded by the loss of 650-700 beds for SBCC students in the Tropicana Residence facilities in either fall 2015 or fall 2016 as a result of the facilities being purchased by the UC Regents to accommodate the planned growth in the number of UCSB students. Given the very limited number of rental units being constructed in the college's service area, and the attractiveness to students and their parents of living in a supervised dorm close to UCSB, it is likely that a significant number of the 650-700 SBCC students who resided in one of the Tropicana Residence facilities will decide to go elsewhere to attend college.

The limited supply of suitable affordable housing in the college's service area will have increasing consequences on the college's enrollments and on its student success rates. In an environment in which the rental unit vacancy rate is less than 1%, the college needs to decide what, if anything, it wants to do to assist students in locating housing beyond what it is currently doing which is to list rentals on the Office of Student Housing web page.

Recommendation 4: Explore options for student housing.

Recommendation 5: Continue to work with rental property owners and managers to develop agreements with SBCC students that require them to adhere to standards of appropriate conduct and to allow the property managers to report violations to the college.

Recommendation 6: List on the college's Housing web page the names of agencies that assist students in locating housing and, possibly for a fee, serve as advocate/ombudsman for those needing help in mediating disagreements between the property owner and the student, and between students renting the

same apartments.

Increasing the Number of Prospective Students Who Attend the College
As a result of increased competition among colleges and universities for students, the college will need to use more sophisticated enrollment strategies to maintain its enrollments.

Recommendation 7: Acquire a Customer Relations Management (CRM) program that integrates with Banner to enhance the institution's capacity to attract potential students to attend the college, monitor their completion of each component of the enrollment processes from application to class registration, to staying enrolled in classes through the start of Census week; and communicating with the students while and after they attend the college. A CRM program would enable the college to automatically send targeted information that is aligned with the needs and interests of prospective, enrolled, and former students in a timely and cost effective manner.

In an era of increased competition among most colleges and universities for students, a growing number of four-year public and private universities and community colleges are deploying CRM programs to recruit and retain students to meet their enrollment objectives. Being able to capitalize on the capabilities of a CRM program will help the college achieve its enrollment objectives in an increasingly competitive environment.

Recommendation 8: Evaluate the information students are required to provide on the enrollment application to determine if and how the application questions can be used to provide prospective and enrolled students with descriptions and names of faculty and staff they can contact to learn more about the programs and services that are aligned with students' interests. Where appropriate, add, modify, or delete questions on the application that are not likely to be used by the college in helping to meet the interests and needs of prospective and enrolled students.

Enrollment Management Plan
Given the increased competition from colleges and universities for high school graduates and prospective non-traditional students, colleges and universities are using sophisticated marketing and recruitment techniques to attract students to their institution. In addition to using the capabilities of a customer relations management (CRM) program and data analytics, a growing number of colleges and universities are sharpening their messages to prospective students highlighting the unique features and opportunities they offer that are aligned with students' interests, and that help students achieve their educational and career objectives.

Recommendation 9: The college needs to update its Enrollment Management Plan. The plan should include such topics as identifying branding or messaging as to why SBCC is a smart and cost effective choice, and it should customize the message for different segments of potential students (e.g., high school juniors and seniors, working adults, former college students who did not complete their educational objectives).

The comprehensive plan would include print and web-based materials, applications of a customer relations management program, and methods designed to increase the likelihood that prospective students will attend our institution.

The enrollment management plan could include describing some of the college's unique programs and services that would motivate prospective traditional college-age and non-traditional students to attend SBCC instead of another institution. For example, the messages could highlight the college's wraparound student support programs such as the counselor case management and EOPS programs, and its programs

designed to prepare students to transfer to four-year universities such as its Honors Program, articulation agreements, and transfer achievement programs (TAP, iPath Transfer Success Program, and STEM Transfer Program). Outreach materials could also offer additional information to prospective students and their parents regarding low enrollment fees, small class sizes for many of its courses, and the institution's excellent faculty.

Recommendation 10: In an effort to help distinguish why attending SBCC is a smart and cost effective choice compared to enrolling at another community college, private vocational school (e.g., IT Tech, Santa Barbara Business College, Paul Mitchell Cosmetology School), or university, consideration should be given to describing the SBCC experience. The description could be framed using the six student success factors along with examples of programs and services the college provides to reinforce them from the time a student applies to the college to the student's transfer to another institution or to employment.

Steps That Could be taken to Increase the Number of First-Time College Students Attending the College
There are 180 or 4.9% fewer first-time to college students 19 years or younger (not including Dual Enrollment students that are in high school) attending the college this fall compared to last fall. Since the vast majority of recent high school graduates who enter the college are full-time students, the decline in the number of these students attending the college represents a significant loss in FTES.

Recommendation 11: While successful in attracting a high percentage of local high school graduates to attend the college, due to increased competition from UCs, CSUs and other universities and trade schools, it will become increasingly difficult to maintain the share of area and out-of-district high school graduate students who enter the college. In order to maintain its share of local high school graduates who attend the college as well as those from other areas of the state, the institution will need to sharpen its outreach efforts to include providing customized communications and support services that are aligned with the interests and needs of different groups of potential students. Having a CRM program would help enable the college to customize its messages, and track the effectiveness of the information and services provided to potential students. With respect to local area high schools, the college could identify strategies to inform and engage students enrolled in Dual Enrollment classes about programs it offers that are aligned with their educational, career and co-curricular interests.

If the college acquires a CRM program, the information students provide on the college application as well as appropriate supplemental questions could be used to craft and send customized information that are aligned with high school students' interests and needs.

Steps That Could be taken to Reduce the Number of Students Who Discontinue Attending the College Prior to Achieving Their Educational Objectives
There were 484 fewer continuing students attending the college this fall compared to last fall. While one could speculate on the factors that may have contributed to the decline in the number of continuing students in attendance this fall, it would be valuable to contact a sample of these former students to identify the reasons they had for not returning.

Recommendation 12: Conduct focus groups of students who were pursuing a goal of certificate, degree and/or transfer who discontinued their studies at the college prior to achieving their stated educational objectives. The purpose of these focus groups would be to identify why these former students stopped attending the college and strategies that could be taken to attract them to resume their studies at the college. The focus group and follow-up studies should be designed to identify the services, programs, and scheduling of courses that would make returning to the college feasible for these former students.

Steps That Could be taken to Increase the Number of ESL Students Who Enroll and Persist at the College

While the number of non-international education students enrolled in ESL classes this fall was about the same as it was last fall, there are 218 fewer ESL students attending the college this fall than in fall 2013, and 645 fewer students than in the 2010 fall semester. This precipitous decline in non-international ESL student enrollments has also taken place in the college's noncredit ESL classes.

There are a number of factors taking place in the external environment that are beyond the college's control that have and are likely to continue to contribute to the decline in the number of credit and noncredit ESL students attending the college.

However, there are steps the college can take to help reverse this decline is to re-examine the ESL credit and noncredit curricula to increase the percentage of their students who complete the ESL course sequences and, depending on their objectives, English 100 and/or English 110 in a timely manner.

Recommendation 13: According to the Chancellor's Office Scorecard Measures, 16.7% of the college's California resident students who enrolled in a credit ESL course in their first semester completed English 100 or English 110 within six-years after entering the institution. The college needs to continue to work with members of the ESL department to re-conceptualize the design of its curriculum. This would include examining the pathways from the noncredit to credit curriculum and from credit ESL courses to English 110, and contacting other colleges with higher outcomes on the Chancellor's Office Scorecard Measure for progression from ES to English 100 or higher.

For example, Cypress College restructured and streamlined its ESL curriculum to four levels with one five unit course at each level that integrates reading, writing and grammar. The ESL faculty worked with their English department to backward design the ESL curriculum so that it would prepare students to enter and succeed in English 110 upon completion of the ESL course sequence. The data in the Chancellor's Office Scorecard Measures shows that 62% of the students who were enrolled in an ESL course upon entering Cypress College in 2008 went on to successfully complete the equivalent of our English 110 course and 63% for those who entered the college in the prior year (2007).   `

Recommendation 14: Consideration should be given to conducting focus groups of current and former ESL credit and noncredit students to identify the reasons they stopped attending the college, as well as the structure of the ESL curriculum and support services the college could offer that would enable them to resume their studies.

Reduce the Number of Students That are on Some Form of Probation or Disqualification

As noted in the data reported below, a large number of students are on some form of academic progress or academic disqualification each semester. To illustrate, there were 2,177 students (10.9% of all students) on probation or disqualification at the end of the 2014 Fall Semester and 2,525 students (13% of all students) on probation or disqualification at the end of the 2015 Spring Semester.

Number of Students on Probation or Disqualification
- Fall 2014: 2,177 (10.9%)
- Spring 2015: 2,525 (13%)

Recommendation 15: Identify the factors that are associated with students being placed on probation and then disqualification. This information could be used to identify timely interventions that can be made by faculty, counselors and special program advisors. For example, research conducted at a national sample of colleges and universities shows students who withdrew from one of the first five courses in which they

enrolled reduced their chances of graduating by 50%. Those who failed or withdrew from two classes were 75% less likely than a comparable population of students to graduate.

Recommendation 16: Evaluate the capabilities and applications available in predictive and learning analytic programs such as those developed by Starfish, Civitas Learning, and Blackboard (Ellucian). For example, Civitas Learning's program " vacuums up as much data as possible on things such as student participation online in assignments and discussion boards, how often and how long a student logs in to the school's learning platform, and data on a student's academic background. It's refreshed four times a day to create a student *"engagement score"* among other data points." Students at risk of not succeeding in their classes are flagged in class rosters and the faculty member is provided with an online template for sending a customized email to these students with notifications sent to the designated counselor. Civitas Learning reports that preliminary results from the 12 schools using this program show that there has been a 3-7% increase in both course completion rates and in college persistence rates of the targeted students. This type of predictive analytic software can identify students in need of assistance in a much more timely and precise way than traditional early warning methods.

Recommendation 17: Continue to experiment and field test methods for helping students placed on academic progress disqualification or disqualification to be successful when they are allowed to re-enter the college. The same should be done to help students on academic progress probation return to satisfactory academic standing in the most effective and expedient manner possible. An option available for students in each of these academic performance categories is to encourage or require them to enroll in appropriate noncredit courses designed to help them acquire the academic and motivational skills needed to succeed in credit classes.

Steps That Could be Taken to Increase the Number of Students Attending the College with a Career Technical Education Goal
Much of the loss of students this fall compared to last fall took place among 20-24 years of age students (-330 students) and those 25 years of age or older (-204 students). Taken together, there were 534 fewer students 20 years of age or older attending the college this fall compared to last fall.

One possible explanation for this relatively large decline of students in these age ranges is the improving economy and availability of jobs. Another possible reason is that due to the combination of relatively low wages at a time when rents have increased by substantial amounts, people in these age ranges need to devote more hours to paid work. Since the high rate of employment and sky rocketing cost of rents in Santa Barbara are likely to continue, the college needs to design its programs and services to make it feasible and more attractive for individuals in these age ranges to attend the college to pursue their educational and career goals.

Recommendation 18: Consideration should be given to contacting former CTE students and former students who left the college and are now 20 years of age or older in order to gain insights on why they stopped attending the college prior to completing their goal of earning a certificate, and what the institution could do to adjust the delivery of its curriculum and support services to make it more feasible for them to return to the college. This data could be collected from a the CTE student leaver study augmented by including non-CTE degree and transfer students, focus groups of these former students, and discussions with current students, especially those attending classes on a part-time basis.

Academic Calendar and Course Scheduling
While not included in this analysis of the fall enrollment data, options the college pursues with respect to the academic calendar and scheduling classes have the potential to generate significant increases in FTES helping to off-set the loss of students from those factors identified in this report.

Academic Calendar-Intersession
Of the intersession options being considered, the six week winter intersession has the potential of doubling, if not quadrupling, the number of FTES and non-resident and international student fees. This is because students are used to going to school in January and February and they are paying rent during the time the winter intersession would take place. In addition, unlike summer sessions, students are eligible to receive financial aid for taking classes in a winter intersession if it is attached to the spring semester term.

Recommendation 19: Evaluate the feasibility of offering a six-week winter intersession instead of adding a second summer session (first summer session). While there are challenges in implementing a six-week winter intersession, it has the potential of generating the greatest increase in FTES and non-resident and international student fees than most of the recommended strategies for generating FTES noted in this report.

Academic Calendar: Eight Week Terms within Each Primary Semester
A few community colleges such as College of the Canyons and Santa Monica College offer two, eight-week sessions within each of their 16 week fall and spring semesters. Providing these scheduling options has the potential of increasing student course completion and college persistence rates, and generating additional FTES.

Potential benefits of offering two-eight-week terms within each 16 week semester include: providing students with the opportunity to take classes they need in a more timely manner; enabling potential students to enter the college sooner than having to wait until the next full semester begins; allowing students who withdrew from a course to try it again or enroll in another class without needing to wait for the next semester to begin; affording part-time students the opportunity to complete their educational objectives in less time by enabling them to enroll in four courses each semester by taking two during each eight-week term; and providing students placed on academic disqualification the opportunity to re-enter the college earlier than if they needed to wait until the start of the next semester.

Recommendation 20: Explore the benefits and feasibility of embedding two-eight-week sessions in both the 16-week fall and spring semesters.

Scheduling Classes
As a result of the Student Success and Support Program legislative requirements, the vast majority of students are now required to complete a preliminary and a comprehensive educational plan. This provides the college with the information needed to project the courses and number of sections students need each term, including the intersessions, to adhere to their educational plan. Using the data in student educational plans would enable the college to more accurately align its schedule with student needs. Enabling students to access the courses they need to complete their educational objectives in an efficient and timely manner would generate additional FTES by increasing college persistence rates and certificate, degree and/or transfer rates.

Recommendation 21: Evaluate the capabilities of DegreeWorks or other applications programs that are now available to use the course information in student educational plans to project the courses and number of seats needed by students each semester and intersession. Doing so would ensure that the core courses needed by students to meet their educational goals in the most efficient and timely manner would be offered and be given classroom scheduling priority.

Schedule Classes to Meet the Maximum Number of Hours the College Can Claim for State

Reimbursement

Recommendation 22: The college is not taking full advantage of the FTES it is to claim by scheduling classes to meet for the maximum number of time allowable per week. Consideration should be given to schedule all classes to meet the maximum contact hours allowed which is 54 hours a term for 3 unit lecture classes. This will enable the college to use 18 weeks as the multiplier instead of the 17 weeks it is currently using. Scheduling classes to meet the maximum number of hours minus flex time will enable the college to gain a substantial increase in FTES.

Noncredit Enrollments
As noted earlier in this report, based on the number of noncredit class cancellations and the number of those with relatively low enrollments this fall term compared to the prior fall term, noncredit enrollments are likely to be 5% or lower this term than they were at this time last year. Factors that are likely contributing to the decline in noncredit student enrollments are: (1) the challenge many are experiencing   in registering for classes in the Banner system which was implemented for noncredit enrollments this past summer; (2) not offering the courses and certificate programs students are interested in taking, especially   those in CTE areas that are designed to help students acquire the knowledge and skills needed to enter and advance in their careers; and (3) not providing potential and current students with information showing clear well- articulated curriculum pathways that lead to employment, career advancement and/or transition into the major fields they are interested in pursuing in the credit program.

Recommendation 23: Conduct business processes analyses of the processes students are required to complete to enroll in noncredit classes and to access appropriate noncredit student support services. One of the desired outcomes of these analyses is to identify and then remove barriers to enrollment and to accessing appropriate support services.

As previously noted in this report, as of the start of the 2015-16 academic year, noncredit courses classified as career development or college preparation (CDCP) are funded at the same rate as credit classes. This opens up a number of possibilities to both better serve students in the credit and noncredit programs and increase FTES. Benefits of having students in need of additional instruction to be successful in their credit classes enroll in noncredit CDCP courses include the fact that these classes are tuition free, can be repeated, and are not counted toward the measures of satisfactory academic progress needed to receive federal financial aid and, starting in fall 20017, BOG grants.

Recommendation 24: The college should consider offering noncredit to credit transition courses in English, ESL, math, college success and targeted career technical education programs in which a large number of noncredit students are interested in pursuing. The noncredit courses could be designed using the reverse engineering model for curriculum development which is to identifying the knowledge and skills students need to successfully complete the credit courses they are designed to prepare students to enter.

Recommendation 25: Develop noncredit courses designed for credit students who are in each of the following situations: (1) needing a reading, writing, math refresher class to prepare to take or re-take the course placement assessment tests; (2) needing supplemental instruction for students who need additional assistance to be successful in the credit math, English Skills, ESL, and English 110 in which they are enrolled; and; (4) students on some form of academic probation or academic disqualification who are ready to re-enter the college but first need to demonstrate their motivation and skills needed to be successful in their studies.

Conclusion

As a result of a number of external factors that are, for the most part, beyond the institution's ability to control, the projected decline in the number of students attending the college this fall semester (-4.7% in credit and over 5% in noncredit) and in the FTES they generate (5-6%) is likely to continue in the foreseeable future. If the college does not take decisive measures to mitigate the loss of students, it will likely have a decline of 5 to 6% or more in FTES based funding in which to operate. The 25 recommendations in this report describe strategies the college could pursue to partially or fully off-set the loss of enrollments it will likely continue to experience for the reasons noted in this analysis. Since the college has a year and a half to recapture its current state funded FTES base before it begins to lose its stability funding status, it will need to take immediate and decisive actions to evaluate the recommendations for increasing enrollments and FTES described in this report, as well as other possibilities, and then implement those selected in the most expedient manner possible.