



# **RSCCD**

## **Enrollment and Persistence Fact Sheet**

*February 6, 2006*  
*U P D A T E D*

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### **ENROLLMENT TRENDS**

- In spite of upswings and downturns from year to year, **enrollment continues a slow, steady increase at each college.**
  - At both colleges, on-campus enrollment is projected to increase 13% from 2005 to 2010.
  - Between 2000 and 2010, however, SCC, on-campus enrollment is projected to increase 22%, and SAC on-campus enrollment is projected to increase 17%.
- Enrollments at RSCCD are **increasing at greater rates than for the service area population and for enrollment for the total of all California community colleges.**
- The anticipated enrollment increase is largely due to: 1) a large proportion of 17 to 19-year-olds in our service area population, 2) expanding the participation rate of the Orange community, and 3) stabilization of the fee increase and its corresponding "sticker shock".
- A large proportion, close to half, depending upon how we count it, of our enrollments resides outside of the RSCCD service area. This portion of our enrollment is increasing at a greater rate than for that within our service area.
- While the proportion of day-only students has greatly increased in recent years, the number of day-only students is not as high as it has been in some past years.
- **Attention to “participation rates”** (enrollment per 1000 population) of sub-groups (e.g., by ethnicity and age) for each college will help maintain and strengthen enrollments. Each college demonstrates a variety of participation rate patterns. For example, the strong participation rate of 17 to 19-year-olds is important, and the quickly declining participation rate of Asians is of concern.

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## STUDENT PERSISTENCE

- About **70% of all new first-time freshmen** who have a goal of transferring or obtaining an A.A. degree **persist** to a second semester.
- About **21% of all course enrollments result in a “drop” before the third week** of the semester. Generally speaking, for each student that drops a typical three-unit class prior to census week (or for each seat that is permanently vacated), the college loses approximately **\$400** in potential FTES income.
- Another 20%, approximately, of all enrollments results in non-successful course completion, either from a drop or failing grade.

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## OUSD AND SAUSD ENROLLMENT FACTS

- Total enrollments in our unified school feeder districts, OUSD and SAUSD, have indeed slightly declined. However, **enrollment in grades 9 through 12 remains stable**, and we can expect a stable source of high school graduates for the next couple of years.

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## SERVICE AREA FACTS

- Generally, SAC’s service area is unique because of the low average levels of educational attainment and income (57% in census year 2000 had not obtained a high school diploma). Further, 52% were foreign born and 26% of the homes were “linguistically isolated”. These characteristics, as staff well know, present challenges for higher education curriculum planning.
- On the other hand, 42% of the population of the SCC service area over 25 years of age already had obtained an A.A. degree or higher level of education, and 22% of the population enrollment in undergraduate programs were enrolled in private institutions.
- The RSCCD service area population is projected to increase 4% between 2005 and 2010, to 718,264.

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## WHAT DO NON-RETURNING STUDENTS SAY?

During the past six months, the Research Department has surveyed, via mail and telephone, students who did not return after having completed at least 12 transferable units—students we might expect to persist. While busy home and employment lives is always a reported reason for “stopping out”, survey responses also indicated the following trends in responses:

- ✓ Quite a few students transferred to other community colleges.
- ✓ Almost all comments about SAC and SCC were very favorable.
- ✓ Many non-returning students had not been counseled by a counselor, did not make a personal connection at the campus, or were not involved in any campus activities. Some were grateful for the telephone interview.
- ✓ Some students admitted that they suffered from lack of motivation.
- ✓ Increasing tuition and financial issues were often problematic for SAC respondents.
- ✓ Some SCC former students responded that they would like the campus to have a location where students can gather, out of the rain; the cafeteria wasn't adequate for them.
- ✓ Many former students from both colleges indicated that they couldn't get into the class that they wanted, or the class that they wanted wasn't offered.
- ✓ A few respondents from SAC voiced concerns about parking, campus maintenance, and safety.