

Foothill College Early Summer 2016 and Second Spring 2017 Census Enrollment Comparisons Report

This census report compares Second Spring 2017 to Early Summer 2016. Since this is the first Second Spring term, Foothill set a goal to achieve at least 195 FTES. By census day, the goal had been exceeded at 227 FTES. Compared to Early Summer, there is 1,397 fewer students (-46%) and 152 fewer FTES (-40%). There are 16 fewer sections offered as well, 84 vs. 100. Detailed enrollment information by specific student groups is provided below. Unless denoted, data compares census dates June 14, 2016 and May 30, 2017, includes positive attendance estimates and omits Apprenticeship, JRYM, LINC, PA and PC. The data source is from FHDA IR&P.

Resident and Non-Resident Enrollment

- The decline in headcount and FTES is found among the resident category, which saw a decrease of -1,309 (-48%) in headcount and -142 (-41%) in FTES. In comparison, non-resident category headcount decreased by -88 (-32%) and FTES decreased by -10 (-32%).
- The decline in non-resident FTES is attributed to the decrease in out-of-state students. In Early Summer 2016, there were 141 out-of-state students compared to 88 in Second Spring 2017, a difference of 53. Out-of-state FTES also declined by -6, from 16 to 10.

Table 1. Census Enrollment Comparisons, Early Summer 2016 and Second Spring 2017

	2016			2017			Change			% Change		
	HC	Enrollment	FTES Est	HC	Enrollment	FTES Est	HC	Enrollment	FTES Est	HC	Enrollment	FTES Est
Resident	2,748	3,279	346	1,439	1,950	204	-1,309	-1,329	-142	-48%	-41%	-41%
Non-Resident	275	306	33	187	210	22	-88	-96	-10	-32%	-31%	-32%
Total	3,023	3,585	379	1,626	2,160	227	-1,397	-1,425	-152	-46%	-40%	-40%

First day of Instruction to Census Day: FTES Comparison by Division¹

FTES was down -38% the first day of Second Spring, and by census day it declined to -40%. Data comparing the first day of instruction to census day reveals the following:

- Total FTES
 - Early Summer 2016: From the first day of instruction to census day, FTES declined by -22 or -5%. The decline is driven by online (-22 FTES) as face-to-face remained unchanged.
 - First day of instruction FTES (face-to-face, online): 9 and 392
 - Census day FTES (face-to-face, online): 9 and 370
 - Second Spring 2017: FTES declined by -22 or -9%, and the decline is driven by online (-22) as there was no change for face-to-face sections. While overall FTES declined by the same amount in Second Spring as it did last Early Summer, the rate of decrease is greater for Second Spring since its FTES on the first day of instruction is a lot lower than compared to Early Summer (249 vs. 401).
 - First day of instruction FTES (face-to-face, online): 13 and 236
 - Census day FTES (face-to-face, online): 13 and 214

¹ For FTES comparison by department, refer to Appendix.

