



### ACHIEVEMENT

Achieved 41,669 =



### CORE THEME

Access

### OBJECTIVE

A.1: Students access varied learning opportunities

### INDICATOR

A.1.2: Success Indicator 3 – Course Credit and Non-Credit Report

Measured by the average three-year total course enrollments

### Indicator Thresholds

Green: 46,000 or greater    Yellow: Between 41,000 and 45,999    Red: Below 41,000

### Purpose and Meaning

Assesses the trends of courses accessed by degree/program seeking and community education students, shows current needs, and allows for forecasting of future courses/program offerings ensuring that students are able to complete their course of study in a timely and convenient manner. Effectiveness of this indicator is determined at the unit level measuring course offering percentages by method of delivery, by day and time, and by sequence of course offerings to ensure student access to the courses needed to complete a degree/certificate in a convenient and timely manner.

## WHAT WAS ACHIEVED AND WHAT IS PLANNED FOR THE FUTURE

Overall enrollments dropped **3.6%** in 2014-15 (39,841) compared to 2013-14 (41,348). The three-year average of all enrollments at SWOCC in 2014-15 (41669) compared to 2013-14 (44544) declined by 6.5%. Curry Campus exhibited a three-year average decline from 2013-14 to 2014-15 of 1.1%, while online enrollments exhibited a three-year average decline from 2013-14 to 2014-15 of only 0.2%.

When we look at enrollments vs. FTE vs. Billing Credits, we get a very different picture when comparing 2013-14 with 2014-15. Enrollments for online classes, for instance, saw a 1.4% decrease from 2013-14 to 2014-15. While FTE saw a 1.2% drop which is in line with the enrollment drop, Billing Credits exhibited a 2.1% increase for the same period. Enrollments are not as good a financial measure for the college as billing credits, but do tell us how many students are taking our classes and address access based on delivery method and offerings by day and time as well as the sequencing of courses – all designed to ensure access for students to enroll in courses and ultimately complete their degree/certificate or educational goal.

There are several new AS articulation programs and 10 new certificates being offered in 2015-16 which should help bolster enrollments, which then impact other LDC classes that are required for those degrees and certificates. The intent is to continue developing a several new programs each year over the next several years, especially in the Allied Health area as we begin to plan for our new Health and Science Building.

We will also be focusing more on the marketing of programs. With the new logo and marketing program that is being developed, we should be able to make a more concerted effort to actively market the new programs and some of the more established ones as well. This, along with other retention techniques implemented through the new Student Success Committee, should help bolster enrollments. Already, Fall 2015 is showing over a 15% increase in enrollments over Fall 2014, indicating that strategies implemented over the past couple of years are

working.

## **FACTORS AFFECTING RESULTS/PROGRESS**

There were 5.5% fewer online sections in 2014-15 compared to 2013-14, and 3.4% fewer online sections in 2014-15 compared to 2011-12. This would certainly explain the 1.4% decline in online enrollments between those two academic years. We should see all of these numbers increase over the next couple of years as more courses are added to the new LMS and more faculty become familiar with it. We are developing new online courses in 2015-16, including a Chemistry lab course, an Anatomy and Physiology, and a complete Biology course sequence.

The state as a whole has seen rather dramatic decreases in enrollments over the past year. SWOCC is actually experiencing less enrollment drops than many of the community colleges in the state and nation. We have to continue to look at ways to increase initial enrollments with additional sections and new programs, as well as increases in retention to keep students here and working toward a completion.

## **BUDGET IMPACT ASSOCIATED WITH FUTURE PLANNING**

Obviously, college budgets are based largely on enrollments, but more specifically on billing credits. Our budgets for the following year are put together based on projected billing credits. This would be a good indicator to add to compliment this SI. We will be developing a two year budget in 2015-16 and will be projecting enrollments and billing credits. We realize that the spike in Fall 2015 enrollments is probably an anomaly and will not assume this trend will continue.

### **Success Indicator Changes for 2014-15 supporting NWCCU accreditation standards: 1.B.2; 4.A.1; 4.B.1; 5.B.2**

In Fall 2015, we will make the decision on changes to this measure and threshold. We will look at adding a fiscal measure using billing credits and possibly looking at state or regional data for setting thresholds, based on enrollments/billing credit growth or decline at other colleges.

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### **Planned Projects**

**Strategic Objective - A1:** Students access varied learning opportunities

**Projects - A1.2:** Develop additional learning opportunities to meet needs

**A1.3:** Increase student transition opportunities

**A1.4:** Increase breadth and depth of online courses

**Strategic Objective LA2:** Students complete certificates, degrees, and transfer:

Maintain and develop quality learning opportunities to encourage student success and achievement.

**Project – LA2.1:** Plan for additional dual-enrolled opportunities designed to meet state-wide goals for Achievement Compacts

### **Unit Planning**

A Strategic Enrollment Management Plan (SEMP) was developed in 2013-14 and implemented during spring 2014. It focused on retention and recruiting non-traditional students. Retention from spring to spring and summer to fall both increased. More strategies were developed in 2014-15 and implemented to continue increasing retention which impacts enrollments. We are seeing a large increase in enrollments in Fall 2015 when most other colleges in the state are level or declining, so we feel these strategies for retention, advising, new programs, etc. are working. We have also developed a new Student Success Committee which will be facilitating communication across campus on all retention and completion initiatives, which should help the momentum created in these areas to continue.

## Achievement Analysis

Enrollments need to be examined at a program/discipline level to fully evaluate student access issues. By looking at this data on a program level, the nuances of modalities and scheduling can be evaluated and strategies can be developed to increase student access as identified.

Looking at the location/modality data, the online sections continue to drop in numbers over the past four years. The college needs to continue to work to develop more online sections since the enrollments for those classes tend to be healthy. Even though the number of sections of classes continue to drop, the average enrollment per class went up from 2013-14 to 2014-15. This is showing an increase in efficiency and a cost savings to have more students per class and a higher fill rate. The college will continue to work on maximizing enrollments per section. Also, the fill rate for online classes was 38% in 2014-15, significantly higher than the fill rate for face to face classes in both Curry and Coos Bay campuses which was 26%. The fill rate for online classes has been going up steadily for the past four years. This is just another reason to develop more online classes. The Billing Credits increased for online classes from 2013-14 to 2014-15 even though number of sections went down.

Overall, the college experienced the lowest FTE and Headcount in 2014-15 over the past 10 years. Fall 2015 is showing a large turnaround in both categories that will hopefully continue. The FTE showed a much sharper drop from 2013-14 to 2014-15 than did Headcount. Again, this would indicate we are losing more FT students and having a larger percentage of PT students.

Finally, the number of sections in Fall 2014 were lower than in Winter 2015 and barely higher than Spring 2015. Fall should have the highest number of sections of classes to maintain a strong schedule for the remainder of the year. This trend should be reversed in 2015-16.

### Total Courses Activity Code and Term

Code	Description	Summer	Fall	Winter	Spring
100	Lower Division Collegiate	96	334	365	369
210	CTE Preparatory	46	126	139	138
211	CTE Prep - Not Leading to State Apprv. Cert/Deg		1	5	
220	CTE Supplementary	37	94	95	67
310	English as a Second Lang.	3	3	2	1
320	Adult Basic Education	2	9	10	5
330	Gen. Educational Dev.	7	15	14	7
340	Adult High School	4	4	4	4
350	PSR Reading/Writing -Crs number < 100	5	21	10	12
351	PSR Math-Crs number < 100	14	33	36	28
352	PSR-Elective-Crs number < 100-Not Math Write Read	16	54	35	39
360	Adult Continuing Ed - Unknown	14	23	24	22
361	Adult Continuing Ed - Health & Fitness	31	45	42	44
362	Adult Continuing Ed - Safety	1	6	4	3
363	Adult Continuing Ed - Workforce			8	
510	Non-reimbursable - Unknown	3	9	9	10
511	Non-reimbursable - Hobby & Recreation	9	12	14	17
<b>Totals</b>		<b>288</b>	<b>789</b>	<b>816</b>	<b>766</b>

#### 2014 Data - State Reported Breakdown

Reminder state report includes the CPL courses that are not included in the course enrollment data reports from Jenzabar



## Course Enrollments

					2014							
					Total							
Location	City	Subject	Course Number	Section	Section Count	FTE	Billing Credits	Enrollment	Capacity	Available	Fill Rate	Average Enrollment
CC	Brookings			Total	43	31.63	0.00	547	1230	683	44%	12.72
	Curry Campus			Total	218	80.79	1925.00	1427	7315	5888	20%	6.55
	Gold Beach			Total	80	29.93	105.00	737	2467	1730	30%	9.21
	Langlois			Total	13	7.89	0.00	133	258	125	52%	10.23
	Port Orford			Total	14	4.92	0.00	151	290	139	52%	10.79
	Total			Total	368	155.16	2030.00	2995	11560	8565	26%	8.14
NC	Bandon			Total	9	5.40	0.00	104	280	176	37%	11.56
	Coos Bay			Total	162	92.30	58.00	3029	11345	8316	27%	18.70
	Coquille			Total	28	16.16	18.00	449	1082	633	41%	16.04
	Dora			Total	4	2.01	0.00	50	200	150	25%	12.50
	Fairview			Total	4	1.60	0.00	40	200	160	20%	10.00
	Myrtle Point			Total	7	6.03	0.00	120	280	160	43%	17.14
	No city designated			Total	1	0.58	9.00	9	20	11	45%	9.00
	North Bend			Total	123	164.92	3.00	2178	5542	3364	39%	17.71
	North Campus			Total	1,609	2078.57	33964.25	23548	94672	71124	25%	14.64
	Online			Total	1	2.54	108.00	27	30	3	90%	27.00
	Reedsport			Total	8	7.82	0.00	142	280	138	51%	17.75
	Total			Total	1,956	2377.93	34160.25	29696	113931	84235	26%	15.18
ON	Online			Total	290	406.66	14831.00	7150	18809	11659	38%	24.66
	Total			Total	290	406.66	14831.00	7150	18809	11659	38%	24.66
<b>Total</b>	<b>Total</b>			<b>Total</b>	<b>2,614</b>	<b>2939.75</b>	<b>51021.25</b>	<b>39841</b>	<b>144300</b>	<b>104459</b>	<b>28%</b>	<b>15.24</b>

2013 Data:



## Course Enrollments

					2013							
					Total							
Location	City	Subject	Course Number	Section	Section Count	FTE	Billing Credits	Enrollment	Capacity	Available	Fill Rate	Average Enrollment
CC	Brookings			Total	58	47.36	31.00	746	1893	1147	39%	12.86
	Curry Campus			Total	256	112.97	2266.00	1678	9907	8229	17%	6.55
	Gold Beach			Total	73	29.29	83.00	637	2170	1533	29%	8.73
	Langlois			Total	15	8.04	0.00	148	294	146	50%	9.87
	Port Orford			Total	19	7.19	0.00	160	439	279	36%	8.42
	Total			Total	421	204.86	2380.00	3369	14703			
NC	Bandon			Total	6	7.80	0.00	100	180	80	56%	16.67
	Brookings			Total	1	0.07	1.00	1	10	9	10%	1.00
	Coos Bay			Total	173	109.53	65.00	2538	11688	9150	22%	14.67
	Coquille			Total	25	17.37	18.00	302	1608	1306	19%	12.08
	Dora			Total	2	1.06	0.00	27	100	73	27%	13.50
	Fairview			Total	2	0.94	0.00	24	100	76	24%	12.00
	Myrtle Point			Total	9	10.25	0.00	139	450	311	31%	15.44
	No city designated			Total	1	0.52	8.00	8	25	17	32%	8.00
	North Bend			Total	138	136.18	28.00	2052	5733	3681	36%	14.87
	North Campus			Total	1,685	2249.94	35085.75	25419	111587	86168	23%	15.09
	Reedsport			Total	14	6.66	60.00	116	414	298	28%	8.29
	Total			Total	2,056	2540.31	35265.75	30726	131895	101169	23%	14.94
ON	Online			Total	307	401.72	14251.50	7253	22974	15721	32%	23.63
	Total			Total	307	401.72	14251.50	7253	22974	15721	32%	23.63
<b>Total</b>	<b>Total</b>			<b>Total</b>	<b>2,784</b>	<b>3146.89</b>	<b>51897.25</b>	<b>41348</b>	<b>169572</b>	<b>128224</b>	<b>24%</b>	<b>14.85</b>

Show / Hide Parameters

2012 Data:

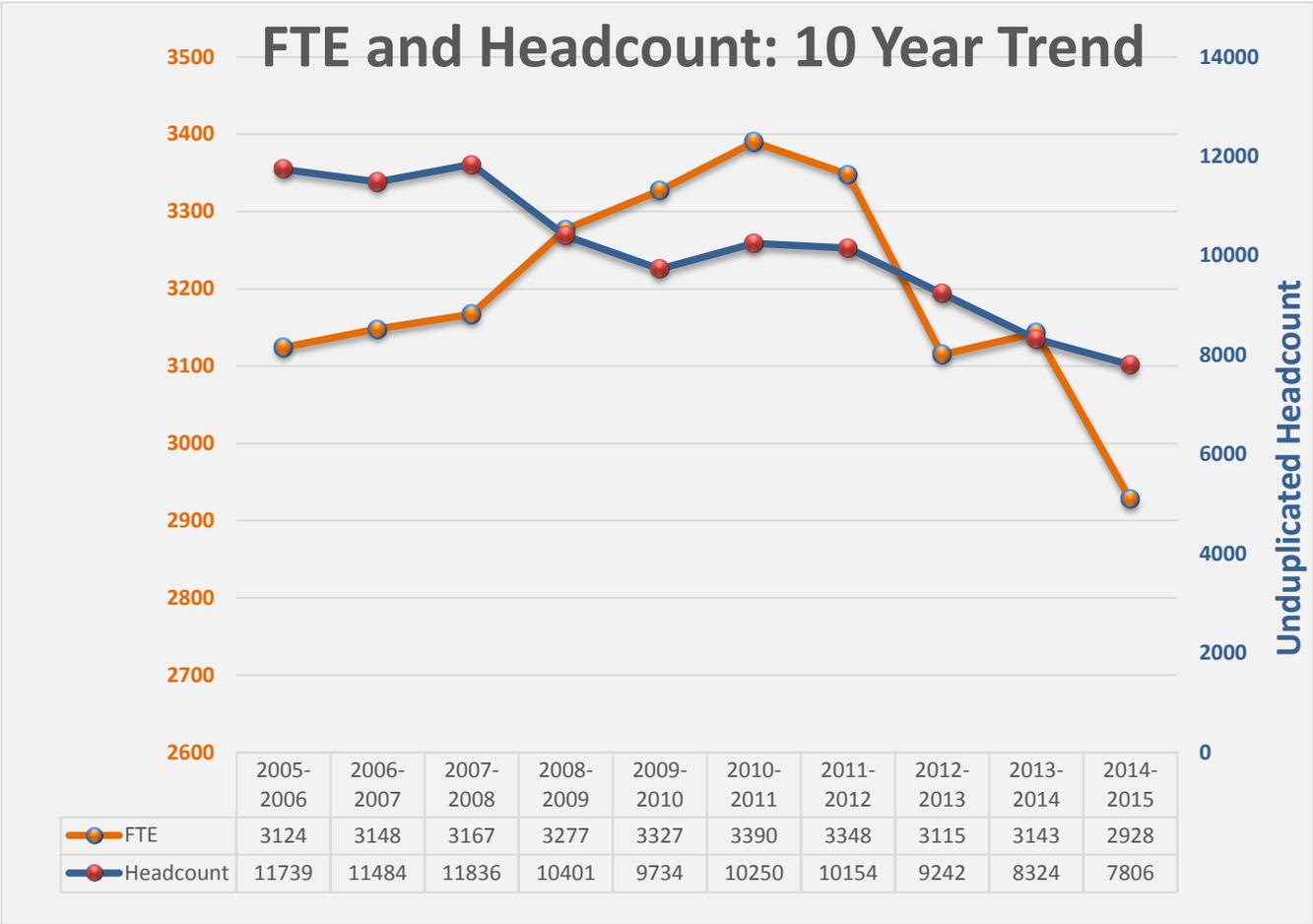


## Course Enrollments

2012												
Total												
Location	City	Subject	Course Number	Section	Section Count	FTE	Billing Credits	Enrollment	Capacity	Available	Fill Rate	Average Enrollment
CC	Brookings			Total	59	52.36	29.00	834	2170	1336	38%	14.14
	Curry Campus			Total	228	89.62	2468.00	1454	10236	8782	14%	6.38
	Gold Beach			Total	100	30.01	133.00	619	2481	1862	25%	6.19
	Langlois			Total	13	6.53	0.00	119	269	150	44%	9.15
	No city designated			Total	1	0.24	0.00	4	15	11	27%	4.00
	Port Orford			Total	30	10.85	0.00	262	660	398	40%	8.73
	Total			Total	431	189.62	2630.00	3292	15831	12539	21%	7.64
NC	Bandon			Total	3	2.07	0.00	24	90	66	27%	8.00
	Coos Bay			Total	262	198.25	323.50	4067	15083	11016	27%	15.52
	Coquille			Total	33	24.08	108.00	266	1648	1382	16%	8.06
	Dora			Total	2	0.94	0.00	24	100	76	24%	12.00
	Fairview			Total	1	0.31	0.00	8	50	42	16%	8.00
	Myrtle Point			Total	10	16.72	0.00	190	630	440	30%	19.00
	No city designated			Total	24	8.92	72.50	174	1037	863	17%	7.25
	North Bend			Total	141	118.96	13.00	1913	5673	3760	34%	13.57
	North Campus			Total	1,751	2103.85	36409.25	26932	116320	89388	23%	15.38
	Online			Total	2	0.99	24.00	19	55	36	35%	9.50
	Reedsport			Total	18	5.75	144.00	107	494	387	22%	5.94
Total			Total	2,247	2480.84	37094.25	33724	141180	107456	24%	15.01	
ON	Online			Total	358	439.34	15088.00	6801	23497	16696	29%	19.00
	Total			Total	358	439.34	15088.00	6801	23497	16696	29%	19.00
<b>Total</b>	<b>Total</b>			<b>Total</b>	<b>3,036</b>	<b>3109.79</b>	<b>54812.25</b>	<b>43817</b>	<b>180508</b>	<b>136691</b>	<b>24%</b>	<b>14.43</b>

2011 Data:

					Total							
Location	City	Subject	Course Number	Section	Section Count	FTE	Billing Credits	Enrollment	Capacity	Available	Fill Rate	Average Enrollment
	Total			Total	3	1.94	0.00	28	95	67	29%	9.33
CC	Brookings			Total	161	100.07	929.00	1804	5756	3952	31%	11.20
	Curry Campus			Total	155	72.14	1575.00	1344	4058	2714	33%	8.67
	Gold Beach			Total	98	38.58	141.00	731	2543	1812	29%	7.46
	Langlois			Total	9	5.18	0.00	89	200	111	45%	9.89
	No city designated			Total	1	0.13	0.00	2	50	48	4%	2.00
	Port Orford			Total	37	9.19	0.00	260	717	457	36%	7.03
	Total			Total	461	225.29	2645.00	4230	13324	9094	32%	9.18
NC	Bandon			Total	10	7.41	11.00	163	403	240	40%	16.30
	Brookings			Total	0						0%	
	Coos Bay			Total	414	337.94	1070.75	6279	24719	18440	25%	15.17
	Coquille			Total	29	23.72	88.00	263	1554	1291	17%	9.07
	Dora			Total	2	0.94	0.00	24	100	76	24%	12.00
	Fairview			Total	2	1.65	0.00	42	100	58	42%	21.00
	Myrtle Point			Total	8	6.65	0.00	90	465	375	19%	11.25
	No city designated			Total	55	27.79	394.00	416	1808	1392	23%	7.56
	North Bend			Total	151	131.69	13.00	2393	6196	3803	39%	15.85
	North Campus			Total	1,552	2145.96	38235.00	27200	82593	55393	33%	17.53
	Online			Total	2	0.65	30.00	10	37	27	27%	5.00
	Reedsport			Total	16	7.84	212.00	132	495	363	27%	8.25
	Total			Total	2,241	2692.24	40053.75	37012	118470	81458	31%	16.52
ON	Coos Bay			Total	1	0.13	0.00	66	100	34	66%	66.00
	North Campus			Total	1	0.08	0.00	9	35	26	26%	9.00
	Online			Total	436	453.00	14982.00	7122	23951	16829	30%	16.33
	Total			Total	438	453.21	14982.00	7197	24086	16889	30%	16.43
<b>Total</b>	<b>Total</b>			<b>Total</b>	<b>3,143</b>	<b>3372.68</b>	<b>57680.75</b>	<b>48467</b>	<b>155975</b>	<b>107508</b>	<b>31%</b>	<b>15.42</b>



State course enrollments by subject area -

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Southwestern								
Biological Sciences	687	798	920	839	958	984	937	916
Business	1005	999	1027	952	855	789	880	821
Computer Science and Engineering	1015	1140	1177	1099	491	420	506	535
Foreign Languages	418	376	368	393	445	445	385	471
Health and Fitness	2657	2850	2987	3336	3145	3307	3030	2865
Literature	350	371	290	271	286	216	256	328
Math	658	787	853	833	686	820	816	945
Other	586	801	969	743	878	911	877	799
Physical Sciences	1111	1063	1072	1071	1070	950	919	894
Social Sciences	3222	3332	3556	3721	3507	3478	3292	3202
Speech/Communication	884	851	878	908	914	819	681	798
The Arts	1920	1845	1849	1580	1589	1404	1353	1258
Writing	1847	1926	1832	1961	1846	1753	1750	1821
<b>Grand Total</b>	<b>16360</b>	<b>17139</b>	<b>17778</b>	<b>17707</b>	<b>16670</b>	<b>16296</b>	<b>15682</b>	<b>15653</b>

## DATA DOCUMENTATION

### *Documentation Posted:*

Portal: Resource Center Core Themes – Objectives – Success Indicator Page:

[https://mylakerlink.socc.edu/ICS/icsfs/SI\\_3\\_CourseReport\\_2014\\_2015.pdf?target=435d7b08-0f3d-463f-9495-9cda73fc3e0d](https://mylakerlink.socc.edu/ICS/icsfs/SI_3_CourseReport_2014_2015.pdf?target=435d7b08-0f3d-463f-9495-9cda73fc3e0d)

ACHIEVEMENT DATA FOR 14-15: 41,669 (39841, 41,348, 43817 – enrollment totals for the past three years)

### *Data References:*

SSRS Course Enrollment Report: Year and all terms with no additional parameters selected; D4A Reports by Subject and Reimbursement code

## ABOUT THE DATA

The report and table information was prepared and coordinated by Ross Tomlin, Vice President of Instruction and Student Services and Robin Bunnell, Institutional Researcher.

Contributions to the narrative were supplied by Ross Tomlin, Vice President of Instruction and Student Services.

## DETERMINING MEASUREMENT AND SETTING THRESHOLD LEVELS

How to measure this indicator was determined by looking at the five-year pattern of enrollment. Selection of a three-year average enrollment measurement considers fluctuation of enrollments that traditionally have occurred due to economic conditions and other student enrollment patterns including course offerings and state funding reimbursement. The thresholds represent current enrollment levels consistent with budget revenues. The measurement and thresholds require yearly review to ensure the indicator provides meaningful and applicable data to be used in decision making, specifically for planning and budget development.

### Requirements

NWCCU Accreditation; Academic Master Plan, State Reports.

For more detailed information, contact the Institutional Research office - [ir@socc.edu](mailto:ir@socc.edu)