



Evening Enrollment Analysis

Executive Summary

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October 2017

Highlight of the Findings

EVENING STUDENT PROFILE

- Just over half of all of the students attending classes in the evening are 18-30 years old. About one-third of the evening students are Latino and another one-third are White. The predominately selected education goal is transfer or career advancement/prepare for a new career. Most are employed and attending college part-time. Nearly half of the evening students reside outside of the SDCCD service area, and approximately 45% of these students are from the Southwestern service area, 18% from the Grossmont-Cuyamaca service area, 13% from Palomar service area and 23% from outside of the region.

Implication #1. This demographic profile provides input for target marketing to the evening student population.

- The main differences between evening only and day only students is that evening only students tend to be older, take fewer units and are employed. The main difference between evening only and online only students is that evening only students take fewer units than online only students. Implication #2. In comparing evening with day students, the unit load and indicated education goals in particular imply that evening students are taking classes for one of three reasons: 1) to fill in their course taking load with evening classes in order to complete a program or transfer requirement 2) to take random classes without any clear path or education goal, or 3) to take very specific and few classes in order to maintain or add to skills required for on-going employment or career advancement (e.g., Skills Builders).

- The majority of students that enroll in both day and evening classes are full-time students and take most of their classes during the day (average about 6.6 unit load), and one or two classes in the evening (average 4.3 unit load). These students are likely taking evening classes as a way to supplement or complete their course requirements.

Implication #3. Courses that are offered in the evening should follow the pyramid model for scheduling in which the bulk of the courses offered are general education or core courses that can be used to fulfill requirements for a program or transfer.

- Approximately 1,750 first-time students and 1,500 first-time to SDCCD students enroll each year in an evening class. For these students the array of academic and non-academic support services that a college offers (e.g., tutoring, counseling and financial aid) plays an integral role in retention and success, and thus enrollment optimization.

Implication #4. The level and degree of support that evening first-time students receive compared to other (day and online) first-time students should be examined by each college to determine if there are adequate supports, academic and non-academic, available to evening students.

→
As a core
math/sci
or other

↙ accurate
completion

→ online

Highlight of the Findings

- The California Department of Finance has projected the number of high school graduates for San Diego County to decrease over the next two years from 35,520 in 2017-18 to 34,432 in 2019-20. The SDCCD colleges on average capture approximately 33% (2,500) of the feeder high school graduates within the first year after graduation and another 12% (1,400) of non-feeder high school graduates. These first-time to college students comprise approximately 8% of the FTES each year compared to 83% generated by continuing and returning students.

Implication #5. Retention and success interventions are vital enrollment management strategies during all types of enrollment climates. However, these strategies and practices for retaining students and for moving them through to successful completion become paramount in a climate of sluggish enrollment, and at times when recruitment of new students is less feasible because the pipeline has shrunk Fortifying retention and success strategies is critical at this time. ←

ENROLLMENT AND SECTIONS

- Evening student enrollments generated 16% of the FTES in 2016/17 compared to online classes which generated 18% of the FTES. In Fall 2016, evening classes comprised approximately 18% of the sections offered, equal to the number of online sections offered.

Implication #6. As sections are added or deleted, the colleges cannot lose sight of maintaining a student-centered schedule, and at the same time one that will produce the required FTES in an efficient manner. Use of efficiency metrics (e.g., FTES/FTEF) should be used to determine the viability of schedule changes and help mitigate the risk of overscheduling.

- There is a clear correlation between the number of added and deleted sections and the shifts in enrollment, regardless of the day, evening or online offering. In other words, when sections are reduced, enrollments decline, and when sections are added, enrollments increase. This strong positive correlation and the reciprocal nature of these trends point to one of the key reasons enrollments have dropped in evening classes; enrollment declines in evening sections are partly due to the unremitting reduction of sections and capacity over the past five years.

Productivity

Implication #7. A drop in evening FTES should be expected when sections are reduced, and thereby counterbalanced with day, online or other alternatively scheduled classes to compensate or augment the difference.

- Students will enroll in an online section of the same course offered in the day more often than they will enroll in an evening section alternative to a companion day section. This implies that the online modality may provide a more convenient or desirable alternative for some students, particularly for those who are working full-time, have family and other obligations, or simply prefer a virtual learning experience.

Implication #8. Targeted marketing or outreach of evening students may require more emphasis on completing a program or requirement by taking evening classes, as opposed to taking evening classes because it offers convenience.

Highlight of the Findings

- The evening classes have not been filling at an optimal rate in spite of the reduction of evening sections and capacity. Moreover, evening classes are not filling at the same rate as online or day classes. The lower fill rates in evening classes may not be a consequence of less interest in taking classes in the evening so much as a result of not scheduling the right classes to fill the demand (e.g., required classes for completing a program). This conclusion was brought to light in an earlier report by SDCCD District Student Services, *A Focus on Completion* (2016) which examined the path to completion in relation to the class scheduling patterns at each college.
Implication #9. Scheduling effectiveness and efficiency should be reviewed and examined program by program by each college to ensure that the classes offered in the evenings are meeting the demand for program completion and other desired student outcomes, as well as generating an adequate FTES/FTEF ratio to operate efficiently.
- Overall, across the credit colleges evening class enrollments declined at a greater rate than would be expected based on the number of sections reduced between Fall 2016 opening day and Fall 2017 opening day. Online classes continue to fill at a higher rate than evening classes, and there is no evidence that points to the addition of online classes and deletion of evening classes having an adverse or zero sum effect.
Implication #10. The demand for online classes is compelling, while the demand for evening classes remains ambiguous until the colleges evaluate their schedules to determine if the existing mix of classes is meeting the demand.

Profile of Evening Students

Overall

- The majority of students attending in the evening are between the ages of 18-30. About one-third are Latino and another one-third are White. The predominate education goal is either transfer or prepare for a new career. Most are employed and attending college part-time. Nearly half of the evening students reside outside of the SDCCD service area, and approximately 45% of these students are from the Southwestern service area, 18% from the Grossmont-Cuyamaca service area, 13% from Palomar service area and 23% from outside of the region.

By College

City College

- At City College the majority of students attending in the evening are between the ages of 18-30. Nearly half of the evening only students are Latino. The predominately selected education goal is either transfer or prepare for a new career. Most are employed and attending college part-time. Of the nearly half who reside outside the San Diego Community College District service area, these students live in the Southwestern service area (62%) or outside of the region (14%).

Mesa College

- At Mesa College the majority of students attending in the evening are between the ages of 18-30. About one third are Latino and another one-third are White. The predominately selected education goal is either transfer or prepare for a new career. Most are employed and attending college part-time. Of the nearly half who reside outside the San Diego Community College District service area, these students live in the Southwestern service area (34%) or outside of the region (34%).

Miramar College

- At Miramar College the majority of students attending in the evening are between the ages of 18-30. About one third are Latino and another one-third are White. The predominately selected education goal is either transfer or prepare for a new career. Most are employed and attending college part-time. Of the nearly half who reside outside the San Diego Community College District service area, these students live in the Palomar service area (43%) or outside of the region (24%).

Headcount

- As evening sections declined over the past five years, so too have enrollments and headcount. The number of students who take some combination of evening, day and online classes has dropped between 2012/13 and 2016/17: evening only dropped 33%, compared to students who take day and evening classes (22% decline) and evening and online classes (30% decline).

Course Taking Patterns of Day/Evening Students in the 18-24 Age Group

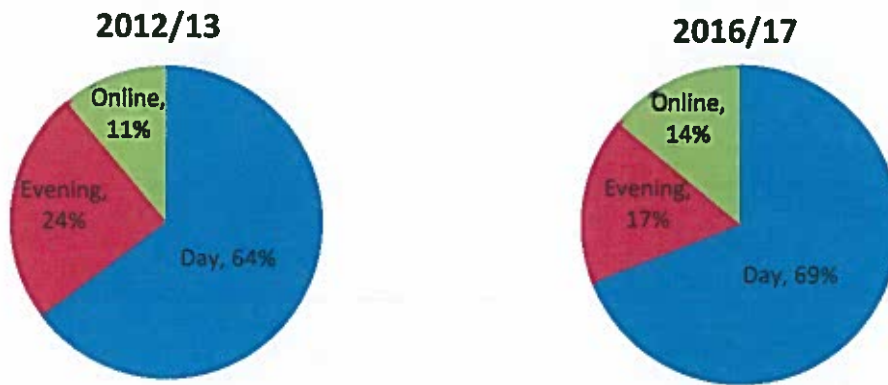
- A large percentage (63%) of students between the ages of 18 and 24 years old enroll in both day and evening sections. — *There is a need to offer "right" evening classes*
- In Fall 2016, the majority (72%) of these students were enrolled in afternoon (end time between 12:00 to 5:00) and night (ending after 4:59) sections. — *leading to completion*
- Of the students enrolled in an afternoon-night combination, most (62%) enrolled in an early afternoon course (ending between 12:00 to 3:00) and a night course compared with enrolling in a late afternoon (ending between 3:00 to 5:00) night combination (29%).

early afternoon
" 12 noon - 3 PM "

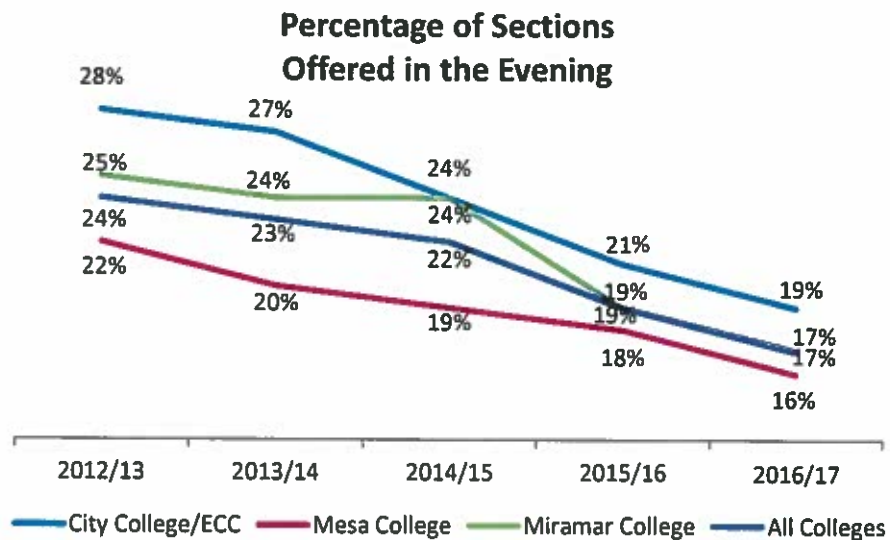
come to classes from work (the work location might be close to the college)

Evening Section Analysis

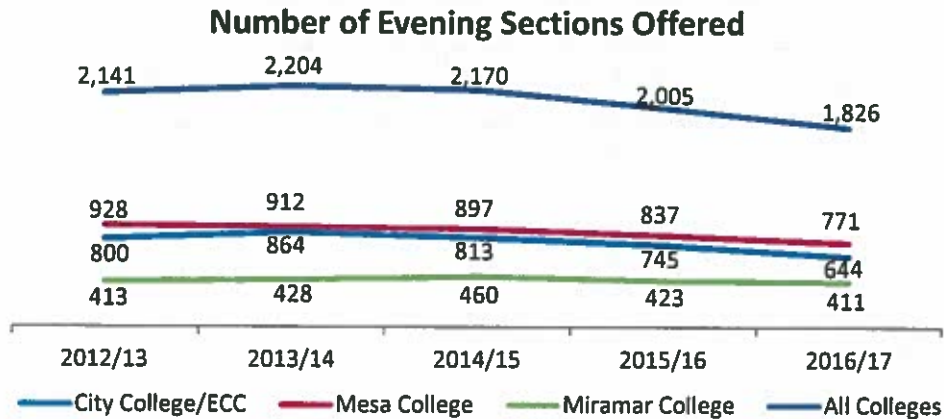
Proportion of Sections Offered in the Evening Overall. Over the last five years, the overall number of sections at the credit colleges has increased by 37% (approximately 3,300 more sections). However, this is due primarily to the increase during the summer and to the addition of day sections (43% increase) and online sections (96% increase). The proportion of evening sections compared to day and online during this same period has declined by 7% (from 24% to 17%).



Percentage of Sections Offered in the Evening By College. Each of the credit colleges have experienced a decline in the proportion of evening sections offered, however City College/ECC had the steepest drop from 28% of the total sections offered in 2012/13 to 19% of the total sections offered in 2016/17.



Number of Evening Sections Offered. The number of evening sections for all colleges has decreased 15% over the last five years with the largest reductions coming from City College/ECC (-156) and Mesa College (-157). Miramar College has remained fairly stable in their evening section offerings (-2).



Subjects Offered in the Evening. The top ten subjects offered in the evening have remained fairly consistent from 2012/13 to 2016/17, with math, English, and exercise science (formerly physical education) comprising one quarter of the total evening section offerings. Seven out of ten of these subjects are top enrollment generators for the credit colleges (e.g. subjects that generate 50% of the enrollments). Subject areas that have dropped out of the top ten include music, history, and child development, having now been replaced with communications, dance, and English for speakers of other languages. Subject areas with the greatest reduction in sections include music (-42), business (-33), and English (-30), while subjects such as dance and physics have added sections (+15 and +11, respectively).

2012/13 All Colleges		
Subject	Top Enrollment Generator	Evening Sections
ENGL	✓	196
MATH	✓	179
PHYE	✓	111
BIOL	✓	105
CHEM	✓	92
ARTF		87
PSYC	✓	74
MUSI		69
HIST	✓	64
CHIL		53

2016/17 All Colleges		
Subject	Top Enrollment Generator	Evening Sections
MATH	✓	169
ENGL	✓	166
EXSC	✓	125
BIOL	✓	99
ARTF		94
CHEM	✓	83
PSYC	✓	67
DANC		60
COMS	✓	49
ESOL		49

offer classes based on "program" leading to completion

College specific data

Enrollment & Capacity

- **Proportionality.** In Fall 2016, day classes comprised approximately 64% of the enrollment capacity overall, and evening and online classes comprised the remaining 36% (18% each).
- **Evening Demand.** There is evidence that the demand for evening classes is not as great as for online classes or day classes. Although fill rates have dropped for all modalities, the fill rates for day classes have dropped the most when compared to evening and online. However, day classes have also increased the enrollment capacity the most, so one might expect lower fill rates, particularly in times when enrollment is sluggish.
- **Evening vs. Online.** When comparing evening to online classes, clearly there is a greater demand for online classes than evening classes. Both have increased capacity over the past few years and are at about the same level of capacity in Fall 2016. However, online held relatively steady in increasing enrollments at a stronger rate than evening classes.
- **Day Classes.** Overall enrollment capacity for day classes increased by about 11% between Fall 2014 and Fall 2016 as colleges began adding day sections back to the schedule. However, enrollments only increased by 5%, which resulted in a 5% difference in fill rates (from 89% in Fall 2014 to 84% in Fall 2016).
- **Evening Classes.** Overall enrollment capacity for evening classes decreased by about 17% between Fall 2014 and Fall 2016 as colleges began reducing evening sections from the schedule. As a would be expected, enrollments decreased by 20%, which resulted in a 3% difference in fill rates (from 82% in Fall 2014 to 79% in Fall 2016).
- **Online Classes.** Overall enrollment capacity for online classes increased by about 27% between Fall 2014 and Fall 2016 as colleges began adding online sections to the schedule. Consequently, enrollments increased by 26%, and resulted in a relatively small difference in fill rates (from 82% in Fall 2014 to 81% in Fall 2016).

Enrollment Patterns – Fall 2016

All Colleges

- 63% of the students enrolled in evening classes are also enrolled in an average of two classes during the day.
- Of those students enrolled in both day and evening classes, the average unit load during the day is 6.6 and the average unit load during the evening is 4.1.
- Of those students enrolled in both online and evening classes, the average unit load of online classes is 4.3 and the average unit load during the evening is 4.0.
- 43% of students enrolled in both day and evening classes are taking their classes between 1pm-4pm, and 83% take their classes between 5pm-10pm.
- Over half of the students taking both day and evening classes at the credit colleges are full-time.

City

- 50% of the students enrolled in evening classes are also enrolled in an average of two classes during the day.
- Of those students enrolled in both day and evening classes, the average unit load during the day is 6.0 and the average unit load during the evening is 4.1.
- Of those students enrolled in both online and evening classes, the average unit load of online and evening classes is the same at 3.9.
- 41% of students enrolled in both day and evening classes are taking their classes between 1pm-4pm, and 68% take their classes between 5pm-10pm.
- Just under half of all students taking both day and evening classes at City College are enrolled full-time.

Mesa

- 57% of the students enrolled in evening classes are also enrolled in an average of two classes during the day.
- Of those students enrolled in both day and evening classes, the average unit load during the day is 6.5 and the average unit load during the evening is 3.9.
- Of those students enrolled in both online and evening classes, the average unit load of online classes is 3.8 and the average unit load during the evening is 4.0.
- 49% of students enrolled in both day and evening classes are taking classes between 1pm-4pm, and 91% are taking classes between 5pm-10pm.
- Half of the students taking both day and evening classes at Mesa College are full-time.

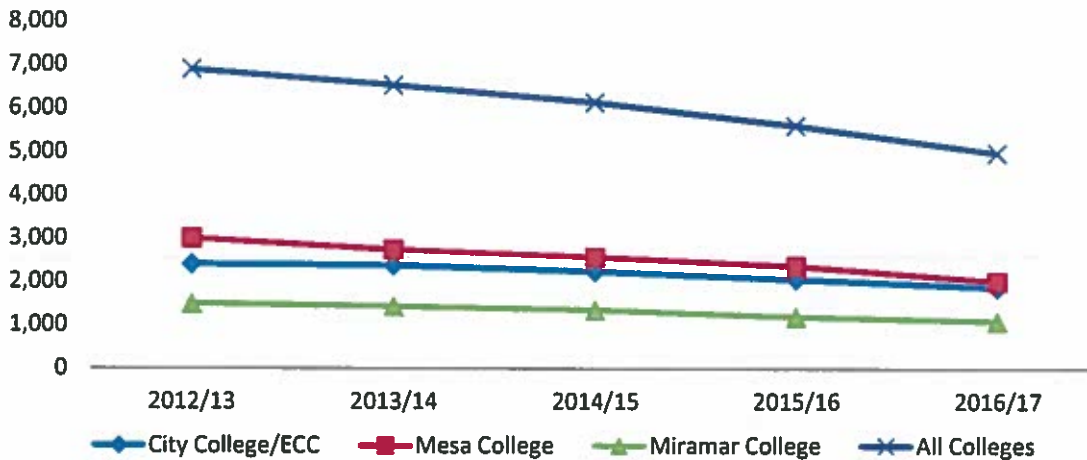
Miramar

- 62% of the students enrolled in evening classes are also enrolled in an average of two classes during the day.
- Of those students enrolled in both day and evening classes, the average unit load during the day is 6.1 and the average unit load during the evening is 3.9.
- Of those students enrolled in both online and evening classes, the average unit load of online classes is 3.9 and the average unit load during the evening is 3.8.
- 33% of students enrolled in both day and evening classes are taking classes between 1pm-4pm, and 87% are taking classes between 5pm-10pm.
- Just under half of all students taking both day and evening classes at Miramar College are full-time.

FTES: Productivity and Efficiency

Evening Enrollment and FTES Trends. The past five years have seen a steady downward trend in the number of evening enrollments and FTES. Evening class enrollments dropped 32% overall between 2012/13 and 2016/17 and at each college: City –27%, Mesa –38% and Miramar –28%. Likewise, FTES dropped 28% overall between 2012/13 and 2016/17 and at each college: City –22%, Mesa –33% and Miramar –27%

Annual FTES for Evening Classes



Source: SDCCD Information System

Note 1: Only Census Week & Census Day Section/FTES/Enrollment data are included

Note 2: Fall and Spring terms are included in annual rates. Summer is excluded.

Enrollment Demand. Table 1 shows the percentage of day sections closed for a course with matching evening or online courses that are open in Fall 2017 as of opening day. The percentage of open sections is lower for matched online classes across all colleges compared to matched evening classes.

Table 1. Day Course Sections Closed Compared to Evening and Online Sections Open

	Day Closed	Evening Open		Day Closed	Online Open
City/ECC	54%	59%		59%	50%
Mesa	62%	53%		65%	43%
Miramar	63%	52%		60%	34%

FTES/Section Yields. Census week and census day yields were calculated by summing the total FTES and dividing by the number of related sections. Table 2 displays the overall trend for yields in evening classes declined by 17% between 2012/13 and 2016/17. This is consistent with the yields for all sections. This trend is most evident at Miramar which, in 2016/17 showed a 25% reduction in yield per evening classes compared to 2012/13. This same declining trend is seen at City College, although less so at a 7% decrease, and at Mesa at a 20% decrease in yield per evening class.

Table 2. Annual FTES Yields for Evening Sections

Campus	2012/13	2013/14	2014/15	2015/16	2016/17	5 Yr. Diff
City College/ECC	3.17	2.90	2.89	2.89	2.95	-.22
Mesa College	3.26	2.98	2.87	2.76	2.61	-.65
Miramar College	3.63	3.24	2.95	2.86	2.74	-.89
All Colleges	3.31	3.01	2.89	2.83	2.76	-.55

Source: SDCCD Information System

Note 1: Only Census Week & Census Day Section/FTES/Enrollment data are included

Note 2: Fall and Spring terms are included in annual rates. Summer is excluded.