VALENCIA

Spring 2022 Enrollment Report

Overall, Spring 2022 enrollment fell when compared with Spring 2021 enrollment. Headcount declined by 6.4% while overall Full-Time Equivalent (FTE) enrollment declined by 9.9%. FTE enrollment is a measure of total credit hours taken by all students at Valencia College.

All data in this report use the beginning of term (BOT) student calculations.

Table 1: Spring 2020, 2021 and 2022 Enrollment Comparison

	Spring 2020	Spring 2021	Spring 2022	Prior Year Change	Spring 2020 to 2022 Change
Headcount	45,116	43,232	40,477	- 6.4%	- 10.3%
FTE	13,091	13,078	11,783	- 9.9%	- 10.0%

While First Time in College (FTIC) student enrollment grew slightly from Spring 2021, it is still significantly lower than Spring 2020 FTIC enrollment levels. Returning student enrollment has fallen steadily over the last two years. The number of Dual Enrollment students fell compared to Spring 2021 in part due to changes in criteria for Dual Enrollment eligibility.

Table 2: Spring 2020, 2021 and 2022 Enrollment by Student Program/Status

	Spring 2020	Spring 2021	Spring 2022	Prior Year Change	Spring 2020 to 2022 Change
First-Time in College	2,020	1,751	1,766	0.9%	-12.6%
Returning Student	32,695	30,640	28,840	- 5.9%	- 11.8%
Dual Enrollment	5,610	6,149	5,074	- 17.5%	- 9.6%
Bachelor's	1,810	2,217	2,171	- 2.1%	19.9%

Examining student enrollment by race/ethnicity, there were declines for all student racial/demographic groups. These declines did not significantly change the overall proportion of students by race or ethnicity significantly.

Table 3: Spring 2020, 2021 and 2022 Enrollment by Student Race/Ethnicity

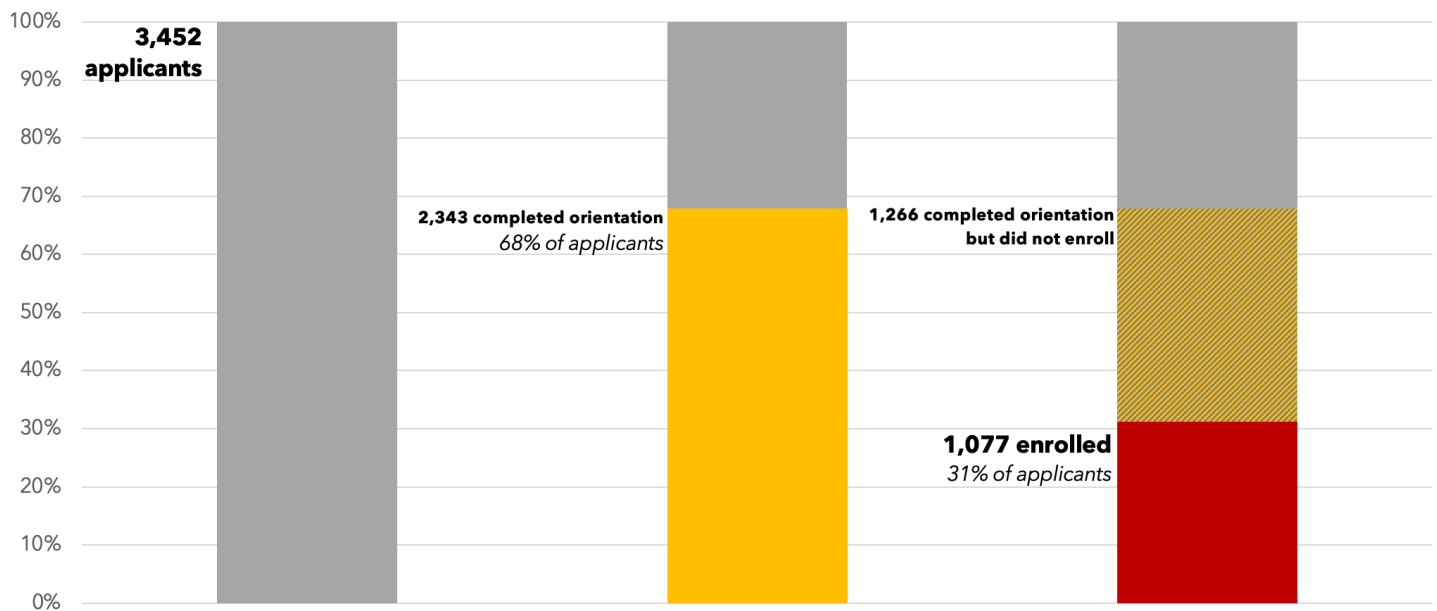|	Spring 2020	Spring 2021	Spring 2022
African American	7,630 (16.9%)	7,189 (16.6%)	6,900 (17.1%)
Asian	2,245 (5.0%)	2,398 (5.6%)	2,355 (5.8%)
Caucasian	11,427 (25.3%)	11,697 (27.1%)	10,731 (26.5%)
Hispanic	18,113 (40.2%)	17,903 (41.4%)	17,298 (42.7%)
Other	5,701 (12.7%)	4,045 (9.4%)	3,193 (7.9%)

Valencia College is offering substantially more in-person classes in Spring 2022 as compared with Spring 2021. With the support of HEERF funding, in-person classes are being offered with reduced class sizes, allowing for physical distancing. This has resulted in an increase in the percentage of students taking courses onsite compared to last year. Overall, 40.8% of students in Spring 2022 are taking at least one course onsite compared to 13.6% of students in Spring 2021.

Table 4: Spring 2020, 2021, 2022 Student Modality Comparison

	Spring 2020	Spring 2021	Spring 2022
Onsite or Partially Onsite	35,782 (79.3%)	5,864 (13.6%)	16,497 (40.8%)
Online Only	9,334 (20.7%)	37,368 (86.4%)	23,980 (59.2%)

The chart below shows the number of first-time-in-college (FTIC) applicants to Valencia in Spring, 2022 who completed new student orientation and the percentage of those students who enrolled in classes.

Valencia College First-Time-in-College Applicants, Spring 2022

- **3,452 applicants**
- **2,343 completed orientation** *68% of applicants*
- **1,266 completed orientation but did not enroll**
- **1,077 enrolled** *31% of applicants*

Strategies to Support Fall 2022 Enrollment

As Valencia emerges from the pandemic, we have identified substantial opportunities to improve our students' experience through the enrollment and registration process. CampusWorks has been hired to conduct a business process review and redesign, the process for which is underway. In addition, a number of operational and organizational changes have been implemented to address long-standing challenges. All of these efforts are expected to yield long-term and sustained improvement in our ability to serve the community and our students but will not be fully realized for several months.

In the short-term, the Student Affairs leadership team has developed a set of high-intensity, intentional, and well-executed measures to ensure that students have an improved experience in enrolling and registering for the Fall 2022 semester. In reviewing feedback from front-line student affairs staff and in considering the data on how students move from application to registration, it is clear that interim measures are necessary to alleviate barriers, explore potential long-term solutions, and ensure access for students.

Strategy 1: Review the application process to remove any unnecessary barriers and pilot test options for establishing residency.
- Increase the number of prospective students who complete the application from 24,070 to 26,953.
- Increase the number of applicants who complete Florida residency from 61% to 73%.
- Increase student (recent high school graduates) and staff (Answer Center, Atlas, and Enrollment Services/Call Center) awareness of Florida residency waiver and exemption options.
- Explore virtual placement test proctoring options to provide 24/7 access for students.

Strategy 2: Improve access to critical student enrollment information.
- Fully augment external call center within existing infrastructure.
- Increase number of spring 2022 first time in college (FTIC) students who applied but never enrolled by 50% for fall 2022.
- Ensure at least 50% of fall 2022 applicants enroll in at least one course in fall 2022.
- Increase face-to-face walk-in service availability to provide an additional service option for students while ensuring that virtual services are available and meeting student demand.
- Consolidate generic email boxes to provide a central point of access and response for students.

Strategy 3: Enable proactive student outreach to expedite and scale financial aid processing.
- Augment existing staff with contracted processing support expanding availability to evenings and weekends.
- Develop a proactive outreach strategy to engage students who need support in completing the Free Application for Federal Student Aid (FAFSA) process.
- Increase awareness and completion of the FAFSA for incoming students to increase fall enrollment and retention.
- Remove barriers that students may encounter when submitting additional documents as it relates to dependency status.

Strategy 4: Review and revise New Student Orientation strategy.
- Establish clear priorities for how we prepare students for attending and completing orientation and registering for classes.
- Provide a personal advising session that results in completed registration. Develop strategy for proactive outreach to engage students who complete advising but do not register. Provide resources for students who wish to register without completing a personal advising session.

Strategy 5: Develop and implement training for Student Affairs staff
- Establish a base level of information that every employee should know and every member of student affairs should master and, in partnership with Employee Development, create and deploy training to support dissemination of the information.