

EXECUTIVE SUMMARY

ANNUAL STUDENT ENROLLMENTS AND COMPLETIONS IN THE ILLINOIS COMMUNITY COLLEGE SYSTEM FISCAL YEAR 2010



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INTRODUCTION

Community colleges aren't just the key to the future of their students. They're also one of the keys to the future of our country. We are in a global competition to lead in the growth industries of the 21st century. And that leadership depends on a well-educated, highly skilled workforce. We know, for example, that in the coming years, jobs requiring at least an associate degree are going to grow twice as fast as jobs that don't require college. We will not fill those jobs – or keep those jobs on our shores – without community colleges. – Barack Obama, White House Summit on Community Colleges (White House, 2010).

Increasing the number of college graduates has emerged as a national priority. Additional college graduates are sought to stimulate the economy and improve the United States' position in an increasingly competitive world marketplace. Recent Organization for Economic Cooperation and Development (OCED) international comparisons show the United States (US) as 10th in the world in college attainment (OCED, 2010). The US initially dropped from the top position in college attainment in OCED's 2000 report (National Center for Policy Analysis, 2000).

While details of initiatives differ, the Obama Administration, major national foundations, and multiple leading associations have identified a need for higher education institutions to produce more graduates. The Obama Administration set a goal to have the highest proportion of college graduates in the world by the year 2020. The American Graduation Initiative calls for the production of five million additional graduates by 2020. (Brandon, 2009. & National Center for Policy Analysis, 2000). The Lumina Foundation and the Bill & Melinda Gates Foundation have made increasing higher education attainment as measured by the production of additional degrees and certificates a top priority. The Lumina Foundation policy initiative has a goal of increasing the "percentage of Americans with high quality degrees and credentials from 39 percent to 60 percent" by 2025 (Nauffts, 2009). The Gates Foundation seeks to "double the number of young people who earn a postsecondary degree or certificate with value in the marketplace by the time they reach age 26" (Bill & Melinda Gates Foundation, 2009b). The Commission on Access, Admissions and Success in Higher Education's goal is to increase the proportion of 25 to 34 year-olds who hold an Associate degree of higher to 55 percent by the year 2025 to re-establish the United States as the leader in educational attainment in the world (Lee, Jr. & Rawls, 2010). Six major community college organizations pledged to increase college completion rates by 50 percent by 2020. The groups endorsing the "pledge" include the American Association of Community Colleges, Association of Community College Trustees, Center for Community College Student Engagement, League for Innovation in the Community College, National Institute for Staff & Organization Development and Phi Theta Kappa Honor Society (Moltz, 2010).

In keeping with the national call for action, in 2010 under Governor Quinn's leadership, Illinois was in the first group of states to join Complete College America (CCA). Participating CCA states agree to set state and local completion goals, create action plans and implement policy changes to meet them and generate information on the CCA metrics. At the time of publication, 24 states have signed up to make college completion and the production of additional college graduates a top priority <http://www.completecollege.org/>. CCA is partnering with the National Governors Association (NGA) on the initiative to encourage and promote college completion. NGA's parallel initiative is called Complete to Compete (Reyna, 2010) <http://www.subnet.nga.org/ci/1011/resources.htm>. Additional partners in the development of a set of common metrics include the National Center for Higher Education Management Systems (NCHEMS) and the State Higher Education Executive Officers (SHEEO).

Aiming to increase the number and rate of college graduates, the partners developed a series of metrics under three categories: Progress, Outcomes and Context. Progress metrics include: enrollment in remedial education (Math only, English\Reading only; both Math and

English\Reading); success after remedial education; success in first year college courses (gateway courses); credit accumulation; retention rates; and course completion. Outcome metrics include: degree\certificate production; graduation rates; transfer out rates (for community colleges only); credits and time to degree. Context metrics include: annual enrollment; completion ratio; and market penetration. Several different breakouts are requested including: race\ethnicity, gender, age by range, Pell recipient status, and student status (e.g., first-time full-time, first time part-time, transfer at time of entry). Further refinements to the metrics may occur following the initial data collection. Until the metrics have been compiled, the Complete College America website provides summary college completion information by state based on publically available data (http://www.completecollege.org/state_data/ & <http://www.completecollege.org/docs/Illinois.pdf>).

Highlights of recent CCA activities include the following milestones. The initial CCA cross state meeting took place in June 2010. States provided preliminary goals in September 2010. Fall Academy meetings were held by CCA officials for selected states in October 2010 and preliminary state level data on the metrics were provided in December 2010. Illinois Community College Board (ICCB) staff collaborated with the colleges to generate initial information for Illinois community colleges. Illinois Board of Higher Education (IBHE) staff gathered similar data that public universities produced locally and compiled the information before forwarding it to CCA officials. In 2010, overall Illinois community colleges exceeded the preliminary statewide goal. Moving forward, a CCA hosted Spring Academy is scheduled for selected states in March 2011, and a summer 2011 statewide workshop will be held in Illinois to highlight promising practices and promote college completion. The second round of data will be submitted by states in December 2011.

Community colleges are committed to helping individuals attain credentials. In addition to serving individuals with the goal of graduating, community colleges also help individuals who need to: strengthen their foundational skills (adult education, English as a Second Language and developmental education), acquire specific career and technical skills for entry or advancement in the workforce and transfer to four-year colleges or universities.

The Annual Enrollment and Completion (A1) submission is a major source of the community college data for the CCA metrics. A1 data are reported for individuals who are officially enrolled at the college in credit coursework at any time during the specified fiscal year. This year's Annual Enrollment and Completion Report is based on fiscal year 2010 enrollments and completions. Comparative information is supplied from four previous fiscal years (2006-2009). Detailed tables comparing fiscal year 2009 and fiscal year 2010 credit headcount, full-time equivalent (FTE) enrollments, and graduates by college are included. FTE enrollments in this report are based on all credit hours attempted (including non-reimbursable credit hours). Thirty credit hours equal one FTE. Additionally, noncredit courses provide another approach to the delivery of education, training, and public service by community colleges. Therefore, the Annual Enrollment and Completion Report include information about noncredit offerings for the current year (2010) and the four previous fiscal years (2006-2009). Since fiscal year 1999, the Illinois Community College System has been submitting a Noncredit Enrollment (N1) annual data containing demographic and course information on the wide range of noncredit instruction they provide. The following pages contain additional information about annual credit and noncredit enrollments and credit completions.

HIGHLIGHTS OF FISCAL YEAR 2010 ANNUAL REPORT
Student Enrollments

- The Illinois Community College System served nearly **one million (985,010) students** in credit and noncredit courses during fiscal year 2010. Overall combined enrollments increased compared to last year (+3.2 percent, N = +30,614).
- **Credit-generating** students accounted for **74.1 percent** of the overall fiscal year 2010 headcount.
- During fiscal year 2010, the 48 public community colleges in Illinois enrolled **730,335** students in instructional credit courses. This is higher than the previous year (700,072). The full-time equivalent (FTE) enrollment was 273,344, an increase of 9.2 percent since fiscal year 2009.
- Statewide, **24,479 noncredit course sections** were conducted during fiscal year 2010.
- From fiscal year 2009 to fiscal year 2010, the number of individuals receiving instruction through **noncredit course** offerings increased slightly (0.1 percent) to **254,675 students**.
- Statewide, 33,428 of 985,010 total students enrolled in both credit and noncredit courses during fiscal year 2010 (A1 and N1). While there is some overlap, these data suggest that **credit and noncredit courses are meeting largely different student and community needs**.
- Females comprised 54.7 percent of the fiscal year 2010 student population enrolled in credit-generating programs.
- **Minority (non-white) students accounted for over one-third** (37.0 percent) of the credit students enrolled. African American student representation increased (11.1 percent) and accounted for 15.6 percent of all credit students. Latino student representation decreased to 16.1 percent. Asian student representation increased slightly from the previous year to 4.5 percent, while foreign/nonresident alien representation decreased to 0.4 percent.
- The median age of credit-generating students was **25.4** during fiscal year 2010, a slight decrease from the previous year. The average age decreased to **30.5** years.
- **Baccalaureate/transfer** remained the largest credit instructional program area **enrolling 40.4 percent** of fiscal year 2010 Illinois Community College System students. Enrollments in baccalaureate/transfer programs increased 7.3 percent compared to the previous year.
- Statewide, career and technical education credit program enrollments accounted for **more than one-quarter** of all credit students (28.2 percent). Enrollments in career and technical programs increased 9.6 percent from last year.
- Although 40.4 percent of the fiscal year 2010 credit student population was enrolled in the baccalaureate/transfer area, only 34.0 percent of all students indicated intent to transfer.
- Students enrolled in **adult education** courses in community colleges comprised **14.5 percent** of the credit-generating students. Enrollment in adult education decreased by 4.0 percent versus fiscal year 2009.
- Of the students in adult education, approximately **53.9 percent** were enrolled in **English as a Second Language (ESL)** courses.
- **Nearly one-half** (47.7 percent) of the fiscal year 2010 credit students enrolled in the colleges indicated that they were not pursuing a degree, but **attending to complete one or several courses**. Participation in college to take courses instead of pursuing a degree or certificate remained similar compared to the previous year.
- **About two out of three credit students attended on a part-time basis** during both the fall (64.7 percent) and spring (67.2 percent) semesters in fiscal year 2010.

HIGHLIGHTS OF FISCAL YEAR 2010 ANNUAL REPORT
(Continued)
Student Enrollments

- Nearly 19 percent of the credit-generating students are known to already have earned some type of college certificate or degree. This includes **36,008 who earned a bachelors degree or higher**.
- Illinois community college students were enrolled in **8,200,327 credit hours throughout fiscal year 2010** and earned 77.4 percent of those hours.
- Accumulated credit hours were available for 74.6 percent of the fiscal year 2010 student population. Just over one third of them (34.8 percent) attained **sophomore**-level status by accumulating 30 or more college-level hours.
- Cumulative grade point average data was reported for 70.2 percent of the fiscal year 2010 students. **Nearly one-half (46.9 percent) held an A-B average**.
- In fiscal year 2010, Illinois community college students earned 65.3 percent of the remedial credits they attempted. This percentage is up from 64.2 percent in fiscal year 2009.
- In fiscal year 2010, more than **one-fifth** (21.1 percent) of Illinois community college students (not enrolled in ABE/ASE/ESL, Vocational Skills, and General Studies) were enrolled in at least one developmental course – an increase from fiscal year 2009.
- **Noncredit** course enrollment figures for fiscal year 2010 are from the **Noncredit Course Enrollment Data** submission (N1).
- **Over one-half of the 2010 noncredit courses were held on main college campuses** (57.3 percent).
- Fiscal year 2010 unduplicated noncredit headcount increased 0.1 percent over last year. The duplicated headcount or “seatcount” was 7.2 percent lower than the previous year.
- 24,479 noncredit course sections were conducted during fiscal year 2010.
- **Female** students accounted for **55.3 percent** of 2010 noncredit enrollments for which gender data were reported.
- **Minority students accounted for almost one-third** (31.2 percent) of the individuals enrolled in noncredit courses who supplied racial/ethnic data.
- The median age of **noncredit** students was **37.9** during fiscal year 2010. The average age was **40.8** years.
- Nearly **one-half** of the noncredit students were **40 years of age or above** among the individuals who supplied this information.
- Nearly 60 percent of the noncredit offerings (duplicated) were in the Personal and Social Development category of activity. **Over one-quarter** of the noncredit coursework was dedicated to developing **workplace skills**: Professional/vocational (20.7 percent) and Business and Industry Contractual training (5.4 percent).
- Across all categories of activity, ten broad course areas (two-digit CIP) had over 6,000 noncredit students enrolled. **These ten areas accounted for more than two-thirds of the students enrolled in noncredit courses** with CIP data (73.7 percent). Approximately four out of ten enrollments in these large CIPs were in work-related courses: Transportation Workers (15.0 percent), Business Management (13.5 percent), Health Professions (6.8 percent), Education (5.8 percent), and Computer Information Systems (2.8 percent).

HIGHLIGHTS OF FISCAL YEAR 2010 ANNUAL REPORT
(Continued)

Student Completions

- A total of **56,884** collegiate-level **degrees and certificates** were awarded to Illinois community college students in fiscal year 2010.
- The number of community college completions in fiscal year 2010 is the **highest count ever reported**. Community colleges sustained an elevated level of completions during fiscal year 2010.
- The number of degrees and certificates awarded **increased 7.2 percent from fiscal year 2009** (+ 3,831 completers). Taking a longer view – compared to fiscal year 2006 – the total number of fiscal year 2010 completions increased 14.6 percent
- **Career and Technical Education** accounted for the **largest number of graduates** (N = 39,581) in fiscal year 2010. Two-thirds of the earned degrees and certificates were in Career and Technical Education programs during fiscal year 2010 (69.6 percent). Career completions increased 7.6 percent from last year.
- **Baccalaureate/transfer degrees** accounted for the **second largest** group of completers in fiscal year 2010 (N = 15,994). Nearly three out of every ten graduates earned Baccalaureate/Transfer degrees (28.1 percent). The number of Transfer degrees increased 7.3 percent (+1,086) from last year.
- Approximately 26.7 percent of the career and technical education awards in fiscal year 2010 were AAS degrees.
- **Females** accounted for **56.7 percent** of all 2010 completions.
- **Career and Technical Education Certificates of Less Than One Year** accounted for the **largest number** of male (N = 11,570) and female (N = 11,679) completers of a specific degree or certificate.
- Although small in number, the Associate in Engineering Science (N = 104) had the highest proportion of male graduates (86.5 percent, N = 90).
- **Minority students earned about 30 percent of the collegiate-level degrees and certificates awarded** in the Illinois Community College System during fiscal year 2010. African American students earned 14.8 percent, Latino students earned 9.9 percent, and Asian students earned 5.2 percent of all degrees and certificates.
- Minorities accounted for about 23.2 percent of total Transfer degree recipients.
- Nearly four times as many minority graduates completed Career and Technical Education degrees and certificates (N = 13,192) were awarded compared to baccalaureate/transfer degrees (N = 3,717).
- Among the largest minority groups, African American students completed 2,794 more collegiate-level awards than Latino students.
- Fourteen percent of the students who were awarded degrees and certificates during fiscal year 2010 were less than 21 years of age. **The age groups with the largest percentages of graduates were 21 to 24 (30.9 percent), 25 to 30 (17.8 percent), and 40 to 55 years of age (16.1 percent).**
- Almost three-quarters of the Transfer degree completers in 2010 indicated intent to transfer to a four-year institution. Approximately 18.8 percent of fiscal year 2010 Associate in Applied Science degree graduates indicated goals to complete some courses or finish a certificate.

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