

Course Counts and Enrollments
(continued)

Illinois Community College Board Top Ten Enrollment in Online Courses by CIP Fiscal Year 2008					
	2004	2005	2006	2007	2008
English Comp 23.0401	5,183	6,208	6,908	8,020	9,093
Sociology 45.1101	2,355	3,301	4,057	4,654	6,330
Psychology, Gen 42.0101	2,893	3,726	4,324	5,330	6,121
Developmental & Child Psych 42.0701	1,237	1,871	2,357	3,465	4,574
Economics, Gen 45.0601	2,264	2,829	2,885	3,522	4,488
History 54.0101	2,647	3,676	4,586	5,530	4,297
Business, Gen 52.0101	2,378	3,101	3,061	3,459	4,190
Computational Skills 32.0104	2,119	2,569	2,279	2,645	3,607
Business/Data Entry 52.0407	2,115	2,429	3,101	3,036	3,416
Music History 50.0902	1,483	1,849	2,278	2,452	3,023

Source of Data: SU/SR Submission

Career Cluster: The career clusters with the most online enrollments during fiscal year 2008 were: Science, Technology, Engineering and Mathematics (N = 24,293); Business, Management and Administration (N = 21,713); Arts, Audio/Visual, Technology and Communication (N = 18,903); Human Services (N = 18,078); and Health Services (N = 16,386).

Hours Attempted and Earned

In fiscal year 2008 Illinois community college students earned 71.6 percent of the online credit hours they attempted (N = 324,288/452,765). The percent of hours earned

increased by 0.9 percent from 2007 and 0.4 percent from 2004.

Faculty

Nearly two-thirds (64.8 percent; N = 6,916) of all online courses were taught by full-time faculty during fiscal year 2008. Another 3,761 part-time faculty taught online courses. Among faculty teaching non online courses, 41.3 percent (N = 67,400) were full time and 58.7 percent (N = 95,903) were part time.



Retention Rates

The latest results (fiscal year 2007) show that full-time students who enrolled in online courses had an adjusted retention rate of 72.4 percent compared to 59.3 percent for non online students. Full-time female students (72.9 percent) performed slightly higher than full-time male students (71.7 percent).



Similarly, rates for full-time female students not enrolled in online courses (61.2 percent) were also higher than for full-time male students (57.5 percent). Overall, full-time minority students enrolled in online courses had an adjusted retention rate of 68.7 percent, lower than the rate for full-time white students (73.0 percent) and the overall rate (72.4 percent). The adjusted retention rate for full-time minority students not enrolled in online courses was 52.7 percent compared to 62.7 percent for full-time white students and 59.3 percent for all full-time students not enrolled in online courses.

See the full report for more information:
<http://www.iccb.org/pdf/reports/onlineinstruction3-2010.pdf>

**Online Instruction in the
Illinois Community
College System**



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ILLINOIS COMMUNITY COLLEGE BOARD

Introduction



The internet has become an increasingly common method of instructional delivery at community colleges. It offers a convenient and cost effective way to earn college credits, certificates, and degrees. Students find online courses attractive since they are not bound to traditional college meeting days and times. Using the internet for distance learning is an important component of expanding higher education access and outreach to a wider cross section of the population.

Student Characteristics

Online credit enrollment at Illinois community colleges in fiscal year 2008 was 65,703, or 9.6 percent of the total enrollment (N = 682,607). The full-time equivalent (FTE) was 35,287, which is 14.7 percent of the FY2008 total (N = 239,881).

Illinois Community College Board Enrollment in Online Courses by Age Fiscal Year 2008		
	Number	Percent
Traditional: 24 and younger	34,689	52.9%
Early to Mid Career: 25 to 29	21,817	33.3%
Established Workers: 40 to 55	8,209	12.5%
Seasoned Workers: Over 55	885	1.3%

Source of Data: Annual Enrollment (A1) Data

On average, students who accumulated online credits were 28.3 years of age while the median age was 24.3. Traditional aged students – 24 or younger -- accounted for over one-half (52.9 percent) of all online

enrollments. Online Transfer coursework was the most popular with traditional aged students enrolled in internet based courses (70.5 percent).

Illinois Community College Board Enrollment in Online Courses by Ethnicity Fiscal Year 2008		
	Number	Percent
Asian	2,762	4.2%
Native American	206	0.3%
African American	6,322	9.7%
Latino	3,968	6.1%
White	51,399	78.9%
Non Resident Alien	504	0.8%

Source of Data: Annual Enrollment (A1) Data



Overall during fiscal year 2008, two thirds (67.8 percent) of the online enrollments were females.

Online Transfer courses were the most popular for both genders. Male students enrolled in online courses were more likely to be taking Transfer courses (62.6 percent) than female students taking online courses (57.7 percent.)



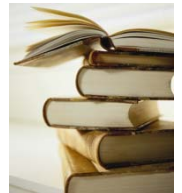
Overall, minority students were less likely to pursue online courses than white students. One in five individuals enrolled in online coursework was a minority student (21.1 percent; N = 13,762). African American students were the largest minority group enrolled in online coursework (N = 6,322; 9.7 percent). Latino students accounted for an additional 6.1 percent of online enrollments (N = 3,968).

Course Counts and Enrollments

Location: Almost nine out of ten (86.8 percent) students enrolled in online courses during fiscal year 2008 were residents of the community college district where they were studying. An additional one-tenth (10.4 percent) of all online enrollments were from those students who resided within Illinois but outside of the community college's district. Very few (2.8 percent) online enrollments at Illinois community colleges were by students from out of state.



Broad Program Area: Transfer was the largest instructional program area for online courses in the Illinois Community College System during fiscal year 2008 accounting for nearly six out of every ten online enrollments (N = 38,941). Career and Technical Education programs accounted for three in ten online enrollments (N = 19,727). Another seven percent of online course enrollments were in General Associate Degree courses (N = 4,530). About one percent of enrollments were in Vocational Skills (N = 924), Adult Education (N = 823), and General Studies Certificates (N = 758) courses.



Specific Courses: Overall, the ten courses with the highest online enrollments made up nearly one-third (32.4 percent) of all online enrollments. In fiscal year 2008, the course with the most online enrollments was English Composition (N = 9,093; CIP 23.0401) an increase of 13.4 percent (N = 1,073) from fiscal year 2007 and 75.4 percent (N = 3,228) from fiscal year 2004.