

**ANNUAL STUDENT ENROLLMENTS AND COMPLETIONS
IN THE ILLINOIS COMMUNITY COLLEGE SYSTEM
FISCAL YEAR 2013**

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Student Enrollments & Completions

Fiscal Year 2013

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INTRODUCTION

The Illinois Community College System is expanding educational opportunities for students and continues to meet workforce demand in the 21st century. Governor Quinn, in his State of the State 2014 address, when discussing the Illinois workforce, said:

“But many of these jobs require very specific skills. That’s why preparing our workers for high-skill, in-demand jobs is a top priority. To help us fill those jobs, we’ve mobilized our education system behind our “60 by 2025” goal: 60% of our adult workforce with a degree or career certificate by the year 2025.

We’ve been exceeding our targets every year. Since 2008, our community colleges have grown the number of people graduating with degrees and career certificates by more than 30 percent. We’ve also expanded dual enrollment and early college opportunities for qualified students.” <http://www2.illinois.gov/gov/Documents/State%20of%20the%20State/2014%20SOTS%20ADDRESS.pdf>

Illinois public community colleges have set annual postsecondary credential benchmarks through 2025 to ensure the state meets workforce demand for higher education certificates and degrees. As a founding member of Complete College America (CCA), Illinois has created action plans, collaborated with state partners including the Illinois Governor’s Office, Illinois P-20 Council, Illinois Board of Higher Education, and Illinois Student Assistance Commission and evaluated policy to meet the need for increased certificate and degree credentials. At the time of

publication, 33 states and the District of Columbia were members of the CCA Alliance of States. <http://www.completecollege.org/alliance.html>. CCA and the National Governors Association (NGA) are actively partnering 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>.

| Fiscal Year | Graduate Goal | Actual Graduates | Progress |
|-------------|---------------|------------------|----------|
| 2009 | 53,053 | 53,053 | -- |
| 2010 | 55,253 | 56,884 | +1,631 |
| 2011 | 57,453 | 61,538 | +4,085 |
| 2012 | 59,653 | 64,246 | +4,593 |
| 2013 | 61,853 | 69,036 | +7,183 |
| 2014 | 64,053 | | |
| 2015 | 66,253 | | |
| 2016 | 68,453 | | |
| 2017 | 70,653 | | |
| 2018 | 72,853 | | |
| 2019 | 75,053 | | |
| 2020 | 77,253 | | |
| 2021 | 79,453 | | |
| 2022 | 81,653 | | |
| 2023 | 83,853 | | |
| 2024 | 86,053 | | |
| 2025 | 88,253 | | |

Source: Annual Enrollment and Completion (A1)

As part of the Illinois *60 percent by 2025* completion goal, ICCB established a 2010-2025 Graduation Goal by Illinois Community College tool that allows the ICCB and Illinois Community College System to track annual progress by community college in meeting the 2025 completion goal. The ICCB Graduation Goal tool is intended to be a guide for colleges to set local targets for 2025. Many colleges already have well-established locally-developed completion targets that consider short- and long-term strategies to help them meet 2025 goals. The 2010-2025 Graduation Goal by Illinois Community College tool is available to the system through the ICCB developed and maintained Complete College America Web Portal.

As illustrated in Figure 1, the Illinois Community College System is currently exceeding the statewide Complete College America (CCA) Illinois community college goal. At the local level for

Figure 1. Statewide Graduation Goal For Illinois Public Community Colleges Fiscal Years 2009-2025

Student Enrollments & Completions
Fiscal Year 2013

fiscal year 2013, exactly half of the colleges were ahead of their local goals (N = 24) and trailing their local goals (N= 24).

For the Illinois Community College System to advance the 2010-2025 Graduation Goal, ICCB released the ICCB Complete College America Web Portal in January, 2013. The web platform houses trend Complete College America metric data for the Illinois Community College System and is intended to promote program improvement and increase the number and rate of college graduates. The system is encouraged to analyze local, peer, and statewide trends over time. CCA Progress, Outcome, and Context metrics are provided by race/ethnicity, gender, age ranges, Pell recipient status, student status (FT/PT and remedial-if applicable) to allow colleges to identify gaps in performance.

Figure 2 provides the historical data on the number of graduates from the Illinois Community College System for fiscal years 1986 through 2013. With 69,036 earned collegiate-level degrees and certificates, fiscal year 2013 again set an all time high in the number of graduates from the Illinois Community College System. The number of graduates increased 7.5 percent from fiscal year 2012 (+ 4,790 completers). Compared to fiscal year 2009 the total number of fiscal year 2013 completions increased 30.1 percent. Comparing results from 2013 to 1986 shows that the number of annual graduates more than doubled during that timeframe (+ 38,486).

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 2013 enrollments and completions. Comparative information is supplied from four previous fiscal years (2009-2012). Detailed tables comparing fiscal year 2012 and fiscal year 2013 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 includes information about noncredit offerings for the current year (2013) and the four previous fiscal years (2009-2012). 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.

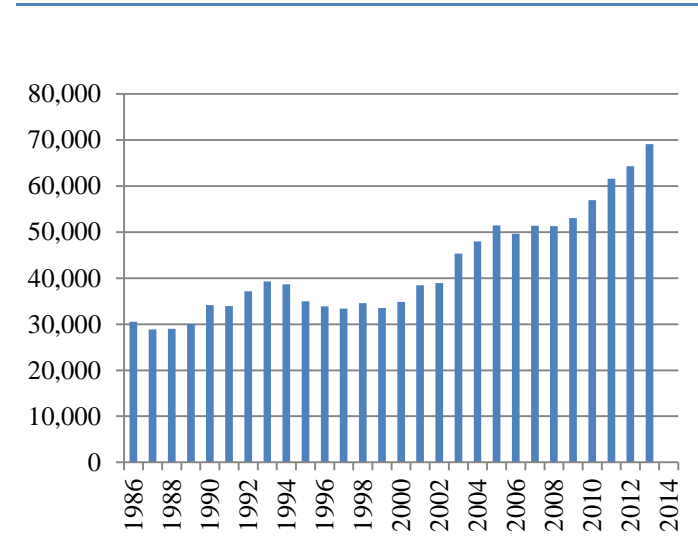


Figure 2. Illinois Community College Graduates 1986 - 2013

HIGHLIGHTS OF FISCAL YEAR 2013 ANNUAL REPORT
Student Enrollments

- The Illinois Community College System served nearly **one million (893,953) students** in credit and noncredit courses during fiscal year 2013. Overall combined enrollments decreased compared to last year (-2.0 percent, N = -18,065).
- **Credit-generating** students accounted for **77.4 percent** of the overall fiscal year 2013 headcount.
- During fiscal year 2013, the 48 public community colleges in Illinois enrolled **691,536** students in instructional credit courses. This is lower than the previous year (713,396). The full-time equivalent (FTE) enrollment was 256,439, a decrease of 2.9 percent since fiscal year 2012.
- Statewide, **21,540 noncredit course sections** were conducted during fiscal year 2013.
- From fiscal year 2012 to fiscal year 2013, the number of individuals receiving instruction through **noncredit course** offerings increased (1.9 percent) to **202,417 students**.
- Statewide, 23,598 of 893,953 total students enrolled in both credit and noncredit courses during fiscal year 2013 (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 53.8 percent of the fiscal year 2013 student population enrolled in credit-generating programs.
- **Minority (non-white) students accounted for four in ten** (40.2 percent) of the credit students enrolled. African American student representation decreased (4.8 percent) and accounted for 16.9 percent of all credit students. Latino student representation increased (3.5 percent) to 17.6 percent of all credit students. Asian student representation decreased from the previous year to 4.6 percent, while foreign/nonresident alien representation decreased to 0.2 percent.
- The median age of credit-generating students was **24.8** during fiscal year 2013, a slight decrease from the previous year. The average age also decreased slightly from the previous year to **30.0** years.
- **Baccalaureate/Transfer** remained the largest credit instructional program area **enrolling 40.5 percent** of fiscal year 2013 Illinois Community College System students. Enrollments in Baccalaureate/Transfer programs decreased 0.7 percent compared to the previous year.
- Statewide, Career and Technical Education credit program enrollments accounted for **more than one-quarter** of all credit students (27.1 percent). Enrollments in Career and Technical Education programs decreased 4.6 percent from last year.
- Students enrolled in **Adult Education** courses in community colleges comprised **12.3 percent** of the credit-generating students. Enrollments in Adult Education decreased by 2.9 percent versus fiscal year 2012.
- Of the students in Adult Education, approximately **48.3 percent** were enrolled in **English as a Second Language (ESL)** courses.
- Although 40.5 percent of the fiscal year 2013 credit student population was enrolled in the Baccalaureate/Transfer area, only 33.7 percent of all students indicated intent to transfer.
- **Nearly one-half** (45.9 percent) of the fiscal year 2013 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.
- **More than two out of three credit students attended on a part-time basis** during both the fall (67.2 percent) and spring (70.2 percent) semesters in fiscal year 2013.

HIGHLIGHTS OF FISCAL YEAR 2013 ANNUAL REPORT
(Continued)
Student Enrollments

- Nineteen percent of the credit-generating students are known to already have earned some type of college certificate or degree. This includes **33,685 who earned a bachelor's degree or higher.**
- Illinois community college students were enrolled in **7,693,158 credit hours throughout fiscal year 2013** and earned 77.9 percent of those hours.
- Accumulated credit hours were available for 77.1 percent of the fiscal year 2013 student population. Just over one-third of them (37.0 percent) attained **sophomore**-level status by accumulating 30 or more college-level hours.
- Cumulative grade point average data was reported for 72.2 percent of the fiscal year 2013 students. **Nearly one-half (47.8 percent) held an A-B average.**
- In fiscal year 2013, Illinois community college students earned 66.0 percent of the remedial credits they attempted. This percentage is up from 65.1 percent in fiscal year 2012.
- In fiscal year 2013, **one-fifth** (19.9 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 – a decrease from fiscal year 2012.
- **Noncredit** course enrollment figures for fiscal year 2013 are from the **Noncredit Course Enrollment Data** submission (N1).
- Fiscal year 2013 unduplicated noncredit headcount increased 1.9 percent over last year. The duplicated headcount or “seatcount” was 3.4 percent lower than the previous year.
- 21,540 noncredit course sections were conducted during fiscal year 2013.
- **Female** students accounted for **56.2 percent** of 2013 noncredit enrollments for which gender data were reported.
- **Minority students accounted for almost one-fourth** (24.6 percent) of the individuals enrolled in noncredit courses who supplied racial/ethnic data.
- The median age of **noncredit** students was **34.9** during fiscal year 2013. The average age was **36.8** years.
- Just over **one-half** (50.8 percent) of the noncredit students were **40 years of age or above** among the individuals who supplied this information.
- Fifty-eight 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 (21.7 percent) and Business and Industry Contractual training (4.9 percent).
- Across all categories of activity, eleven broad course areas (two-digit CIP) had over 5,000 noncredit students enrolled. **These eleven areas accounted for more than two-thirds of the students enrolled in noncredit courses** with CIP data (72.5 percent). Approximately four out of ten enrollments in these large CIPs were in work-related courses: Business Management (13.0 percent), Transportation Workers (9.3 percent), Education (8.2 percent), Health Professions (5.8 percent), and Computer Information Systems (4.3 percent).
- Noncredit enrollments by term were 40.5 percent in Spring, 33.0 percent in Fall, and 26.5 percent in Summer in fiscal year 2013.
- **Over one-half of the 2013 noncredit courses were held on main college campuses** (58.6 percent).

HIGHLIGHTS OF FISCAL YEAR 2013 ANNUAL REPORT
(Continued)
Student Completions

- A total of **69,036** collegiate-level **degrees and certificates** were awarded to Illinois community college students in fiscal year 2013.
- The number of community college completions in fiscal year 2013 is the **highest count ever reported for the fifth straight year**. Community colleges sustained an elevated level of completions during fiscal year 2013.
- The number of degrees and certificates awarded **increased 7.5 percent from fiscal year 2012** (+ 4,790 completers). Taking a longer view – compared to fiscal year 2009 – the total number of fiscal year 2013 completions increased 30.1 percent.
- **Career and Technical Education** accounted for the **largest number of graduates** (N = 47,276) in fiscal year 2013. Two-thirds of the earned degrees and certificates were in Career and Technical Education programs during fiscal year 2013 (68.5 percent). Career completions increased 7.5 percent from last year.
- **Baccalaureate/Transfer degrees** accounted for the **second largest** group of completers in fiscal year 2013 (N = 18,971). Nearly three out of every ten graduates earned Baccalaureate/Transfer degrees (27.5 percent). The number of Transfer degrees increased 5.0 percent (+906) from last year.
- Approximately 25.2 percent of the Career and Technical Education awards in fiscal year 2013 were AAS degrees.
- **Females** accounted for **55.5 percent** of all 2013 completions.
- **Career and Technical Education Certificates of Less Than One Year** accounted for the **largest number** of male (N = 14,004) and female (N = 14,237) completers of a specific degree or certificate.
- Although small in number, the Associate in Engineering Science (N = 183) had the highest proportion of male graduates (86.3 percent, N = 158).
- **Minority students earned 31.1 percent of the collegiate-level degrees and certificates awarded** in the Illinois Community College System during fiscal year 2013. African American students earned 13.3 percent, Latino students earned 12.0 percent, and Asian students earned 4.9 percent of all degrees and certificates.
- Minorities accounted for 27.4 percent of total Transfer degree recipients.
- Nearly three times as many minority graduates completed Career and Technical Education degrees and certificates (N = 14,994) compared to Baccalaureate/Transfer degrees (N = 5,199).
- Among the largest minority groups, African American students completed 896 more collegiate-level awards than Latino students.
- Fourteen percent of the students who were awarded degrees and certificates during fiscal year 2013 were less than 21 years of age. **The age groups with the largest percentages of graduates were 21 to 24 (32.6 percent), 25 to 30 (20.1 percent), 31 to 39 years of age (15.8 percent), and 40 to 55 years of age (14.5 percent).**
- Seven out of ten Transfer degree completers in 2013 indicated intent to transfer to a four-year institution.
- Approximately 19.8 percent of fiscal year 2013 Associate in Applied Science degree graduates indicated goals to complete some courses or finish a certificate.

OVERALL FISCAL YEAR 2013 STUDENT ENROLLMENTS

The Illinois Community College System recorded a total approaching **one million (893,953) students** in credit and noncredit courses during fiscal year 2013. Overall combined enrollments decreased compared to last year (-2.0 percent, N = -18,065).

Table 1 provides a summary comparison of fiscal year 2009 through fiscal year 2013 credit and noncredit unduplicated enrollments. Total enrollments reflect those students who may be concurrently enrolled in credit-generating and noncredit courses during the fiscal year.

| Table 1 SUMMARY COMPARISON OF ANNUAL ENROLLMENTS IN ILLINOIS PUBLIC COMMUNITY COLLEGES FISCAL YEARS 2009-2013 | | | | | |
|--|---------|---------|---------|---------|---------|
| Unduplicated Headcount | FY09 | FY10 | FY11 | FY12 | FY13 |
| Credit | 700,072 | 730,335 | 716,797 | 713,396 | 691,536 |
| % Change | 2.6% | 4.3% | -1.9% | -0.5% | -3.1% |
| Noncredit | 254,324 | 254,675 | 233,022 | 198,622 | 202,417 |
| % Change | 1.3% | 0.1% | -8.5% | -14.8% | 1.9% |
| Total* | 954,396 | 985,010 | 949,819 | 912,018 | 893,953 |
| % Change | 2.2% | 3.2% | -3.6% | -4.0% | -2.0% |

*Individuals may be concurrently enrolled in credit and noncredit courses

SOURCES OF DATA: Annual Enrollment (A1) Records
Annual Noncredit Course Enrollment (N1) Records

Detailed comparisons of fiscal year 2009 through fiscal year 2013 unduplicated credit and noncredit headcount enrollments for each community college are provided in Appendix tables A-1 and B-1, respectively.

As depicted in Figure 3, credit-generating students account for 77.4 percent of the overall fiscal year 2013 headcount. Enrollments had been growing in recent years through fiscal year 2010, but have decreased each year since then. Fiscal year 2013 credit-generating enrollments are the lowest of the most recent 5 years, while non-credit enrollments are at the second lowest of the most recent 5 years.

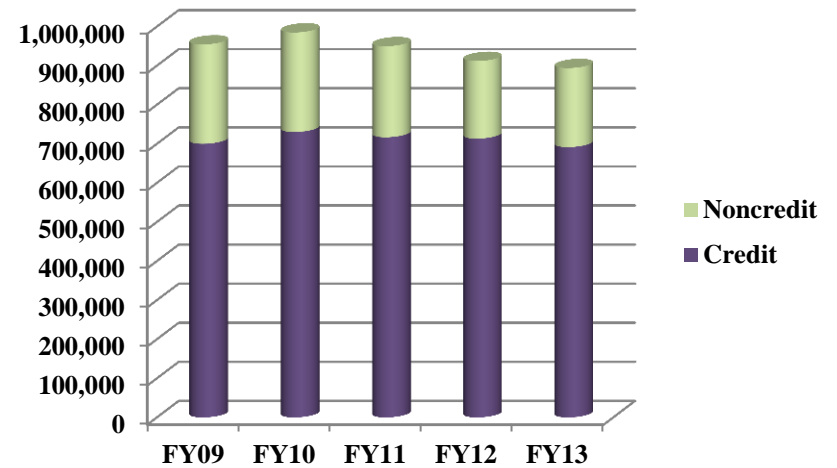


Figure 3. Overall Annual Enrollments, FY 2009-2013

Statewide, 23,598 of 893,953 total enrolled in both credit and noncredit courses during fiscal year 2013 (A1 and N1). While there is some minimal overlap (2.6 percent), credit and noncredit courses are meeting largely different student and community needs.

FISCAL YEAR 2013 STUDENT CREDIT ENROLLMENTS

Student Credit Enrollment by Community College

Annual credit enrollment for fiscal year 2013 was 691,536, and full-time equivalent (FTE) students totaled 256,439. Table 2 contains comparative enrollment data for the last five years. Fiscal year 2013 saw a decrease of 3.1 percent in credit headcount enrollment from the previous year. Fiscal year 2013 FTE enrollment decreased by about 2.9 percent compared to last year. Compared to five years ago, fiscal year 2013 credit headcount enrollments decreased by 1.2 percent. FTE enrollments have increased 2.4 percent since 2009. Historically, fiscal year 2013 credit headcount enrollments were at their seventeenth highest level.

Table A-1 in the Appendix provides a comparison of fiscal year 2009 through fiscal year 2013 headcount enrollments for each community college. Among Illinois' 48 community colleges, 11 colleges reported increases in headcount while 33 exhibited decreases compared to fiscal year 2012. Four colleges experienced little or no change (1.0 percent or less) during fiscal year 2013. Table A-2 contains a comparison of full-time equivalent (FTE) enrollments for fiscal years 2009 through 2013. FTE calculations convert the substantial part-time enrollment into the number of students there would be if everyone attended on a full-time basis. Over the last year, 7 colleges experienced increases in FTE, 37 reported decreases, and 4 colleges experienced little or no FTE change versus fiscal year 2012.

| Table 2 COMPARISON OF ANNUAL CREDIT ENROLLMENTS IN ILLINOIS PUBLIC COMMUNITY COLLEGES FISCAL YEARS 2009-2013 | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|
| | <u>FY09</u> | <u>FY10</u> | <u>FY11</u> | <u>FY12</u> | <u>FY13</u> |
| Headcount | 700,072 | 730,335 | 716,797 | 713,396 | 691,536 |
| <i>% Change</i> | 2.6% | 4.3% | -1.9% | -0.5% | -3.1% |
| FTE | 250,328 | 273,344 | 272,520 | 264,029 | 256,439 |
| <i>% Change</i> | 4.4% | 9.2% | -0.3% | -3.1% | -2.9% |

SOURCE OF DATA: Annual Enrollment (A1) Records

Male/Female Distribution

The male/female distribution of credit students typically fluctuates little from year to year with female students consistently constituting a slight majority. Females comprised 53.8 percent of the student population in fiscal year 2013. The percentage of male students has averaged 45.5 percent over the past five years (see Table A-3).

Ethnic Origin

In fiscal year 2013, four in ten (40.2 percent) of those participating in credit coursework in community colleges were minority (non-white) students (among those whose ethnicity was known). The number of minority students decreased 0.8 percent from fiscal year 2012 to fiscal year 2013. Similarly, during the past five years, students from minority groups comprised an average of just over one-third (38.2 percent) of the student population. Latino students (now numbering 116,645) became the largest minority group in 2000, but became the second largest minority group in fiscal year 2012 behind African American students (now numbering 111,566). In fiscal year 2013, Latino students were again the largest minority group. Compared to

last year, a decrease was noted in credit headcount enrollments among African Americans and an increase was noted among Latinos. In fiscal year 2013, the number of Latino credit students enrolled increased by 3.5 percent, while the number of African American students enrolled in Illinois community college credit courses decreased by 4.8 percent (see Table A-4).

Student Age

In fiscal year 2013, the average age of Illinois community college students in credit courses was 30.0 years which is lower than fiscal year 2012 (30.3 years). The median age was 24.8 years which is also lower than last year (25.1 years). The largest proportion of students – over one-quarter (27.0 percent) – was ages 17 and 20, a decrease of 0.04 percent over fiscal year 2012. The second largest proportion of students – just over one-fifth (22.4 percent) – was ages 21 through 24, a decrease of 1.7 percent over fiscal year 2012. The third largest proportion of students (15.2 percent) was 25 through 30 years of age, a decrease of 3.2 percent over fiscal year 2012. During fiscal year 2013, 15.2 percent were age 40 through 55, and 13.6 percent of students were age 31 through 39. Always the smallest in size, the 16 and under age group increased 0.01 percent, representing only 1.3 percent of the student population in fiscal year 2013. Dual credit and dual enrollment arrangements where high achieving high school students are allowed to enroll in college-level courses are contributing to enrollment among the younger student populations (see Table A-5).

Summary of Enrollments by Instructional Program Area

Short-term, fiscal year 2013 enrollment decreased in all of the instructional program areas. Decreases ranged from 0.7 percent in Baccalaureate/Transfer to 26.3 percent in General Studies Certificate. General Associate decreased 6.9 percent, Career and Technical Education decreased 4.6 percent, Adult Education and English as a Second Language decreased 2.9 percent, and Vocational Skills decreased 2.6 percent from fiscal year 2012. Longer term, between

fiscal years 2009 and 2013 results were mixed as two of the instructional program areas registered growth – General Associate and Baccalaureate/Transfer – while the other four reported enrollment declines – Career and Technical Education, Vocational Skills, General Studies Certificate, and Adult Education including English as a Second Language (ESL).

Baccalaureate/Transfer is the largest instructional program offered in the Illinois Community College System accounting for four out every ten credit students. This program is designed to provide individuals with the equivalent of the initial two years of a bachelor's degree. Statewide, enrollment in this program area has decreased over the past year (-0.7 percent) and is up 2.0 percent between fiscal years 2009 and 2013.

Career and Technical Education programs are the second largest credit program in the Illinois Community College System accounting for over one-quarter of all credit enrollments. Career and Technical Education enrollments have decreased 4.6 percent compared to last year and are down 0.1 percent since 2009. Between fiscal years 2009 and 2013, enrollment in **Vocational Skills** programs decreased by 12.9 percent, enrollment in **General Associate Degree** programs increased by 72.3 percent, and enrollment in **General Studies Certificates** decreased by 73.3 percent (see Table A-6a).

Students enrolled in community college **Adult Education** courses comprised 12.3 percent of the credit generating students in fiscal year 2013. Hence, about one out of eight community college students is enrolled in Adult Education skills building coursework. Statewide, there was a 2.9 percent decrease in Adult Education enrollments over the previous year and community college Adult Education enrollments are down 22.5 percent since fiscal year 2009. In fiscal year 2013, 48.3 percent of the students in Adult Education were enrolled in English as a Second Language (ESL) courses.

The City Colleges of Chicago accounted for over one-third (40.5 percent) of statewide community college Adult Education enrollments in fiscal year 2013. Adult Education enrollment at the City Colleges of Chicago increased 7.2 percent over last year compared to the slight increase in overall enrollment of 0.2 percent at the City Colleges of Chicago. Excluding the City Colleges of Chicago, there was an 8.8 percent decrease in Adult Education enrollment in fiscal year 2013 compared to last year (see Table A-6a and A-6b).

Longer term, excluding the City Colleges of Chicago, the rest of the system experienced an overall decrease in enrollments (1.8 percent) between 2009 and 2013. Looking back across five years, analysis of instructional program area information and excluding City Colleges of Chicago data shows similar results for the rest of the system. The small General Associate programs recorded 26.9 percent growth excluding the City Colleges of Chicago. An increase was exhibited in Baccalaureate/Transfer (6.9 percent) and Career and Technical Education (1.8 percent) program enrollments between fiscal years 2009 and 2013. Vocational Skills (-13.3 percent) enrollments and General Studies Certificate (-74.9 percent) enrollments were down long-term without the City Colleges. Long-term results in Adult Education were down moderately across the rest of the system (-26.8 percent) (see Table A-6b).

Instructional Program Enrollments by Gender. During fiscal year 2013, females outnumbered males in nearly all instructional areas; the Career and Technical Education (50.8 percent) and Vocational Skills (50.3 percent) programs contained higher proportions of male students. The highest proportion of female students were enrolled in General Associate degree programs (62.4 percent) followed by General Studies Certificate programs (59.7 percent) and English as a Second Language programs (59.7 percent). Baccalaureate/Transfer programs consisted of 54.8 percent female students, while 53.2 percent of those enrolled in Adult Education programs were female (see Table A-7).

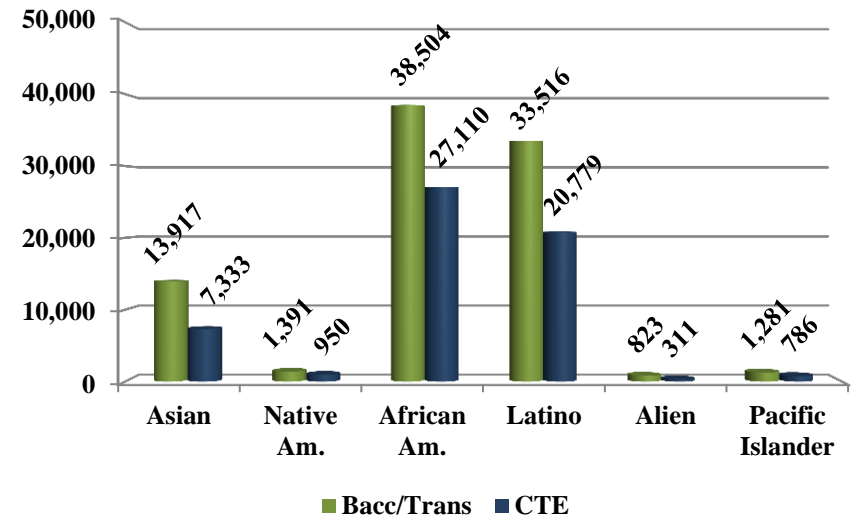


Figure 4. FY 2013 Minority Enrollments in Baccalaureate/Transfer and Career and Technical Education Programs

Instructional Program Enrollments by Racial/Ethnic Origin. Figure 4 illustrates the distribution of minorities in the two largest program areas, Baccalaureate/Transfer and Career and Technical Education. An examination of each racial/ethnic group's representation across program areas in fiscal year 2013 indicates that the largest percentage of students in each racial/ethnic group was enrolled in Baccalaureate/Transfer programs: Nonresident Alien students (59.1 percent), Pacific Islander (50.3 percent), Asian (45.6 percent), White (45.1 percent), Native American (44.2 percent), African American (34.5 percent), and Latino (28.7 percent). Latino students were enrolled in nearly equal proportions of Baccalaureate/Transfer (28.7 percent) and English as a Second Language (24.2 percent) programs. Overall, minority students (nonwhite including unknown) were least represented in the Vocational Skills (22.7 percent), Career and Technical Education (34.7

percent), General Studies Certificate (35.5 percent), and Baccalaureate/Transfer (36.4 percent) areas (see Table A-8).

Instructional Program Enrollments by Age. During fiscal year 2013, one-half of community college credit students were under 25 years of age (50.4 percent). More than half of the students under 25 were enrolled in Baccalaureate/Transfer programs (54.9 percent). Almost three out of every ten (28.7 percent) credit students were between 25 and 39 years of age. Two program areas account for the largest portion of students between 25 and 39 years of age: Career and Technical Education (31.4 percent) and Baccalaureate/Transfer (29.9 percent). Overall, one-fifth of Illinois' community college credit students were at least 40 years of age (20.3 percent). Among students 40 years of age and above, most were primarily enrolled in workforce related courses (56.2 percent) which includes Career and Technical Education (30.6 percent) and short-term intensive Vocational Skills (25.6 percent) courses. About one-fifth of the students 40 and above was pursuing Baccalaureate/transfer programs (20.4 percent) (see Table A-9).

Largest Career and Technical Programs. The largest Career and Technical Education curricula included Engineering Technologies; Associate Degree in Nursing; Other Business, Management, Marketing and Related Supportive Services; Other Health Professions and Related Clinical Sciences; Criminal Justice Technology; Child Care Provider; Nursing Assistant; Business Administration and Management; and Automobile Mechanics Technology in fiscal year 2013. Engineering Technologies was the largest program in fiscal year 2013 with 22,231 enrollments, an increase of 10.6 percent (+2,135 students) from fiscal year 2012. With 16,147 students in fiscal year 2013, Associate Degree Nursing/Registered Nursing was the second largest program, and enrollment decreased by 10.7 percent (-1,925 students) over last year. RN program enrollments represent individuals who are pursuing the program but are not limited to

individuals who have been formally admitted to the program. The third largest program, which was Business, Management, Marketing and Related Supportive Services, Other, saw a 9.8 percent decrease over the previous year (-1,122 students). With a decrease in enrollments of 23.1 percent from last year (-2,173 students), Health Professions and Related Clinical Sciences, Other was the fourth largest program in fiscal year 2013. Criminal Justice decreased (-8.4 percent; -606 students) and was the fifth largest program in 2013. Child Care Provider/Assistant decreased 9.0 percent (-595 students) and was the sixth largest program in 2013. Certified Nursing Assistant (CNA) enrollment increased 17.6 percent (+898 students) in 2013 and was the seventh largest program, while Business Administration and Management increased 6.2 percent (+287 students) and was the eighth largest program in fiscal year 2013. The ninth largest program in fiscal year 2013 was Automobile Mechanics Technology, which had a 0.5 percent increase in enrollment (+21 students) from the previous year (see Table A-10).

Instructional Program Enrollments by Intent. Intent data provide the primary goal that the student plans to achieve as a result of her/his studies. Initial intent data are self-reported by the student when he/she first enrolls at the college. College staff is asked to require each student to update goal information each semester and provide a current intent, as well as to retain the student's original entry intent. Nearly three out of ten students reported a workforce goal which includes preparing for a job immediately after community college program completion (16.7 percent) and improving skills for a current position (12.9 percent). Slightly more students report a goal of preparing for transfer to a four-year institution (33.7 percent). GED preparation was the goal for 11.7 percent of the students.

In an examination of student intent by program area, over one-half of the students in Adult Education, Career and Technical Education, Baccalaureate/Transfer and Vocational Skills programs reported the

goal that is most often associated with a given major. Three-quarters of the ABE/ASE and ESL students listed a desire to remedy basic skills deficiencies or to prepare for the GED test as their reason for enrolling in these programs. Fifty-three percent of students in Career and Technical programs enrolled with the intent of preparing for a job after community college or to improve their job skills for their current position. Fifty-four percent of the students enrolled in Baccalaureate/Transfer programs indicated an intent to transfer to a four-year institution. Sixty-two percent of the Vocational students enrolled with the intent of preparing for a job after community college or to improve job skills for their present position (see Table A-11).

Instructional Program Enrollments by Degree Objective. Degree objective data are also self-reported and are designed to assist colleges in classifying students by curriculum or course enrollee category. The objective conveys the student's expected outcome from attending the community college. In fiscal year 2013, 45.9 percent of all students indicated that they were enrolling with no intention of pursuing a degree — only to complete one or several courses. Figure 5 contains information on degree objective for the two largest community college programs. Baccalaureate/Transfer students were split between degree seekers (57.4 percent) and course takers (39.1 percent). A small contingent of students in Baccalaureate/Transfer programs indicated an interest in completing a certificate which would entail changing to a career or general studies major. Less than half (47.7 percent) of the Career and Technical Education students indicated they expected to complete an Associate degree, while 32.3 percent expected to complete one or several courses. One in five plan to complete a certificate. Many Career and Technical students plan to complete an entire program, while others simply want to improve their current skills or obtain new skills to enter a different career. More than eight out of ten students in the following program areas planned to only complete one or several courses: English as a Second Language,

ABE/ASE, Vocational Skills, and General Studies Certificate (94.4; 93.2; 89.3; and 85.2 percent, respectively) (see Table A-12).

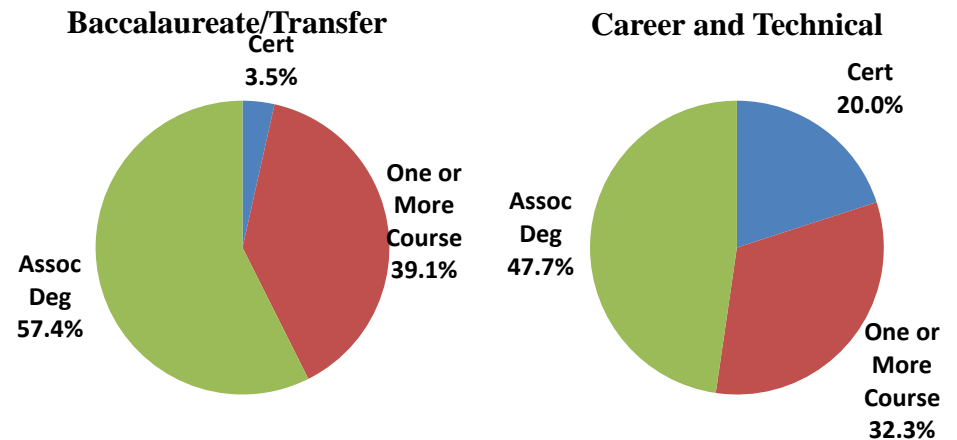


Figure 5. Degree Objective for Baccalaureate/Transfer and Career and Technical Education, FY 2013

Enrollment Hours by Term and Type of Attendance

Part-time attendance is prevalent among community college students who are often simultaneously engaged with college coursework, careers, and family responsibilities. During the fall semester, two-thirds (67.2 percent) of the students attended on a part-time basis (less than 12 credit hours). The part-time proportion was slightly higher (70.2 percent) in the spring. In a pattern not typical among higher education institutions, Illinois community college enrollment during the spring semester (432,667) was actually slightly higher than in the fall (420,346). More than nine out of ten students (91.9 percent) attended on a part-time basis during the summer term of fiscal year 2013 (less than nine credit hours) (see Table A-13).

Highest Degree Earned by Students Prior to Attending Community College

The prior earned degree data reiterate that community colleges serve diverse populations. Figure 6 illustrates the educational background of fiscal year 2013 students. Prior degree reporting is similar compared to last year with only two-thirds of the students providing this information (adult education students would typically not possess earned degrees). Nearly two-thirds of the students entered the community college with a high school diploma/GED. Nineteen percent earned some type of postsecondary certificate or degree. About 14 percent had already earned degrees at or beyond the community college level. Eighteen percent of the students had previously taken college coursework (see Table A-14).

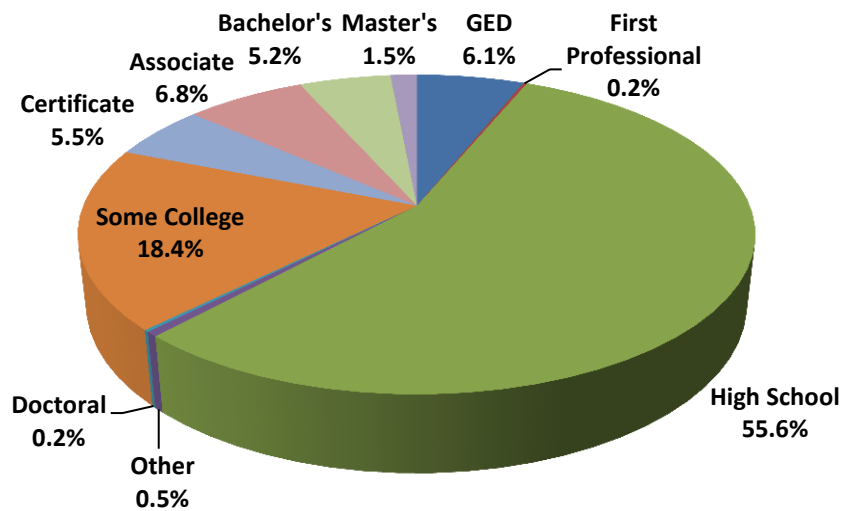


Figure 6. Headcount Enrollment by Prior Highest Degree Earned, FY 2013

Attempted vs. Earned Credit Hours

At all colleges and universities, there are students who, for a variety of reasons, are unable or unwilling to complete the requirements for the

class(es) in which they enroll. In fiscal year 2013, Illinois community college students completed over 5.9 million credit hours, which was 77.9 percent of the hours they attempted. Full-time and part-time students earned a similar percentage of the hours they attempted (see Table A-15).

Accumulated College-Level Credit Hours

Of the 532,959 students (77.1 percent) for whom data were available, nearly two-thirds (63.0 percent) had accumulated less than 30 college-level hours (freshman level). About one-fifth (21.2 percent) had accumulated between 30 and 59 credit hours (sophomore status), and 15.8 percent earned 60 or more credit hours (see Table A-16).

Grade Point Averages

Cumulative grade point average (GPA) data were available for 72.2 percent of the students enrolled in fiscal year 2013. Pre-college coursework does not generate GPA information. Over four out of five students had grade point averages of 2.01 or higher, which is a “C” average or above (84.2 percent). Nearly one-half of the students (47.8 percent) achieved grade point averages in the “B” to “A” range (3.01 to 4.00). The remaining one-third (36.4 percent) had achieved grade point averages in the “C” to “B” range (2.01 to 3.00) (see Table A-17).

High School Graduation Percentile Rank

High school class rank was reported for 15.6 percent of the fiscal year 2013 community college students. Of this population, 5.1 percent were in the top 10 percent of their graduating class, while 51.7 percent graduated in the top half of their class (see Table A-18).

ACT Scores of Community College Students

ACT score data were available for 18.8 percent of the students enrolled in fiscal year 2013. Sixty-four percent of the students received a 19 or higher on the ACT exam. A minimum of 18 on the ACT exam is frequently required for acceptance into many colleges or

universities. For those fiscal year 2013 students from whom data were gathered, the average ACT score was 20.4. The median score was 20.0 (see Table A-19).

Developmental Enrollment

During fiscal year 2013, nearly one-fifth (19.9 percent) of students enrolled in Illinois community colleges – not enrolled in ABE/ASE/ESL, Vocational Skills or General Studies – took at least one developmental course (106,897). This represents a decrease of 6,933 students since last year when there were 113,830 students enrolled in developmental courses. Over the most recent five-year period (2009-2013), the number of students enrolled in at least one developmental course increased 8.6 percent (see Table A-21).

Nationally in Fall 2000, 42 percent of entering freshman at public 2-year degree-granting institutions enrolled in a remedial course (mathematics, reading, or writing). Over one-third were enrolled in remedial mathematics courses (35 percent). About one in five was enrolled in remedial reading (20 percent) and remedial writing (23 percent) courses ([National Center for Education Statistics](#), 2011).

The appendices provide additional information on the academic area(s) in which students enrolled in developmental course work at Illinois community colleges for fiscal years 2009 through 2013 (see Table A-23). Generally, community college students enrolled in developmental courses required assistance in only one academic area. Most of the time, the area was Mathematics. In fiscal year 2012, nearly 6 out of every 10 students participating in developmental coursework needed assistance in just Math (57.0 percent). Compared to last year, Math Only developmental enrollments decreased 3.1 percent. Since fiscal year 2009, there was an increase of 6.7 percent among students with the need to take developmental Math exclusively. In fiscal year 2013, English Only comprised 7.8 percent of the population requiring developmental assistance. About 4.8 percent of the developmental

course enrollments were in Reading Only. Reading difficulties are particularly problematic since they impede an individual's ability to acquire new knowledge through written documents which is a foundational skill in every academic course. Additionally, 5.8 percent of the fiscal year 2013 students who enrolled in developmental coursework took both English and Reading courses. Combinations of Math, English, and Reading developmental needs shows that more than four-fifths (81.6 percent) of community college students who enrolled in developmental courses required assistance with their Math skills – alone or in combination with other areas. From fiscal years 2012 to 2013, the proportion of students requiring help in Math – either alone or in combination with other areas – saw a slight increase (81.1 percent last year). Similarly long term, the proportion of students requiring Math skills enhancement – either alone or combined with other areas - saw a slight decrease (82.6 percent in fiscal year 2009).

More than ten percent of the students in developmental courses (N = 11,184) needed assistance in all three areas – Math, English, and Reading. Requiring assistance in all three areas is a particularly serious situation since weaknesses exist across the spectrum of skills required to acquire and process new information.

As depicted in Table A-22, overall during fiscal year 2013, Illinois Community College System students earned almost two-thirds (66.0 percent) of the developmental credits they attempted. This is a slight increase from fiscal year 2012 when students earned 65.1 percent of remedial credits attempted. Over the five-year period of 2009 to 2013, the percent of developmental credits earned has increased nearly each year from 64.2 percent in 2009 to 65.6 percent in 2011, with a slight decrease to 65.1 percent in 2012, and up to 66.0 percent in the most recent data (see Table A-22).

FISCAL YEAR 2013 STUDENT NONCREDIT COURSE ENROLLMENTS

Student Noncredit Course Enrollment by Community College

Illinois community colleges provide a wide range of noncredit instruction to meet a variety of community needs. Table 3 contains comparative noncredit enrollment data for the last five years. Fiscal year 1994 was the first year in which annual noncredit course enrollment data were collected. Beginning in fiscal year 2002, data are from the Noncredit Course Enrollment database (N1) which includes individual records for each student.

During fiscal year 2013, Illinois community colleges conducted 21,540 noncredit course sections, 4.6 percent fewer than the previous year. From fiscal years 2009 to fiscal year 2013, the total number of course sections offered through the colleges decreased 13.9 percent. Despite a decrease in course offerings over the past five years, noncredit offerings continue to be an important part of college efforts to meet community and employer needs. Figure 7 illustrates that unduplicated student enrollments increased from fiscal year 2009 to fiscal year 2010, but then began decreasing each year with a slight increase in the latest data. During fiscal year 2013, the unduplicated noncredit headcount (in which students are counted only once, regardless of the number of noncredit courses in which they enroll) increased 1.9 percent. Over a longer time frame, unduplicated noncredit headcounts have decreased 20.4 percent over the last five fiscal years. The duplicated headcount (also known as “seatcount”) during fiscal year 2013 was 3.4 percent lower than the previous fiscal year and 20.0 percent lower than five years earlier.

| Table 3 COMPARISON OF ANNUAL NONCREDIT ENROLLMENTS IN ILLINOIS PUBLIC COMMUNITY COLLEGES FISCAL YEARS 2009-2013 | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|
| | <u>FY09</u> | <u>FY10</u> | <u>FY11</u> | <u>FY12</u> | <u>FY13</u> |
| Unduplicated Headcount | 254,324 | 254,675 | 233,022 | 198,622 | 202,417 |
| % Change | 1.3% | 0.1% | -8.5% | -14.8% | 1.9% |
| Duplicated Headcount | 377,147 | 349,821 | 329,712 | 312,355 | 301,741 |
| % Change | 6.5% | -7.2% | -5.7% | -5.3% | -3.4% |
| Course Sections | 25,016 | 24,479 | 22,586 | 22,580 | 21,540 |
| % Change | -0.6% | -2.1% | -7.7% | -0.0% | -4.6% |

SOURCES OF DATA: Noncredit Course Enrollment Data submission (N1)

Fiscal year 2013 is the fifteenth year that the Illinois Community College System has undertaken data collection through a noncredit course enrollment database (N1). The transition period from the paper survey to the database is complete.

The number of noncredit course offerings and enrollments at the community colleges often varies from year to year, depending on the needs of the surrounding communities. Comparisons of fiscal years 2009 through fiscal year 2013 noncredit headcount enrollments and course sections conducted for each community college are provided in Appendix Tables B-1, B-2, and B-3. Reasons for the recent declines in noncredit activity and participation vary by locality. Local community college budgets continue to be tight and, generally, noncredit courses are only offered if they break even or are profitable. Additionally, there has been some resurgent resistance to reporting individual participant data. Records are not added to the noncredit database unless the category of activity information is supplied – business/industry contract; professional/vocational development; personal/social development; and youth programs.

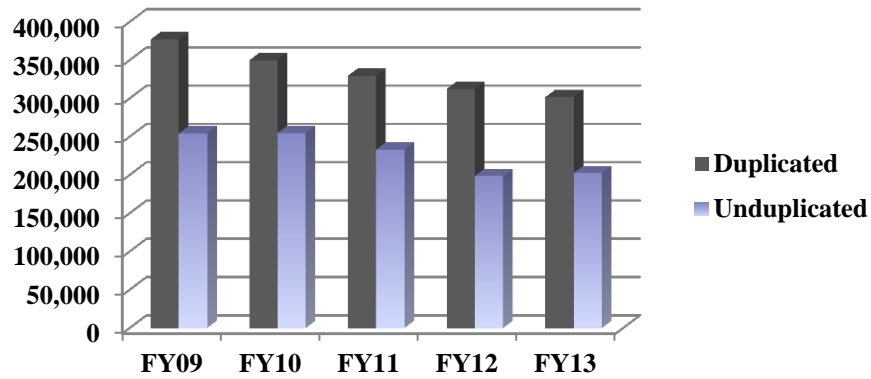


Figure 7. Noncredit Course Enrollments, FY2009-2013

Characteristics of Noncredit Students

Information is available to provide additional detail about the characteristics of the students enrolled in noncredit coursework at community colleges in fiscal year 2013. Still, there tends to be more unknown/unreported information in the noncredit data than in the credit submission. Cited percentages among noncredit enrollments are based on the reported data. Student characteristic information is based on unduplicated counts. Information pertaining to course offerings is based on duplicated counts, since course attributes change and individuals can and do enroll in multiple courses.

Noncredit Student Gender. Similar to the distribution for credit programs, female students accounted for 56.2 percent of 2013 noncredit enrollments for which gender data were reported. Approximately 12.1 percent of students did not provide gender data. Gender data by category of activity show that most missing gender information was among individuals enrolled in personal and social development courses (see Table B-4).

Noncredit Student Ethnic Origin. Racial/ethnic reporting among noncredit students was less complete than among credit students, as more than one-third (39.6 percent) of noncredit records were missing racial/ethnic data. Minority students accounted for nearly one-fourth (24.6 percent) of the individuals enrolled in noncredit programs who supplied racial/ethnic information. In credit programs during the past five years, minorities accounted for an average of about one-third of the student population. Available noncredit data indicated the following racial/ethnic distribution: White (75.4 percent), African American (9.4 percent), Latino (9.3 percent), Asian (4.0 percent), Pacific Islander (1.3 percent), Native American (0.3 percent), and Nonresident Alien (0.2 percent) (see Table B-5).

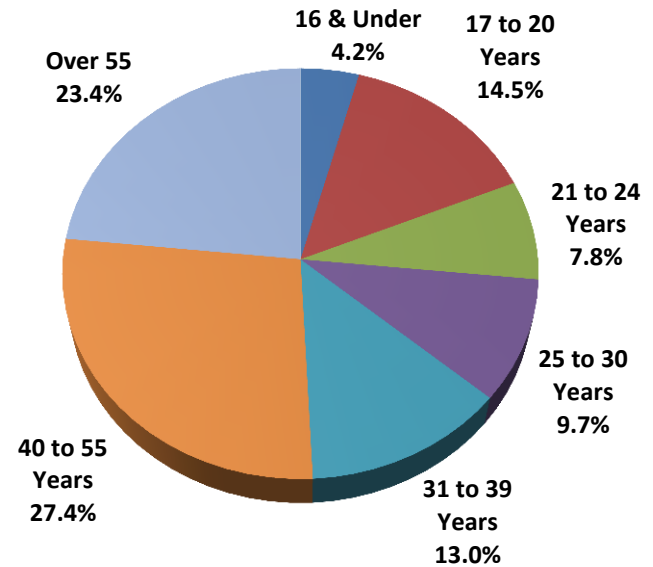


Figure 8. Age Distribution of Noncredit Students, FY 2013

Noncredit Student Age. Based on available data, the average age of students enrolled in noncredit coursework during fiscal year 2013 was 36.8 years and the median age was 34.9 years. Age information was missing for just over one-quarter (25.7 percent) of noncredit students during 2013. Noncredit programming served a more mature clientele than credit courses. Available age data are depicted in Figure 8. One-half (50.8 percent) of noncredit students were 40 years of age or older. About one-fourth (27.4 percent) of noncredit students were ages 40 to 55, and another quarter (22.7 percent) were between 25 and 39 years of age, and another one-fourth (26.6 percent) of noncredit students were under 25 years of age (see Table B-6).

Noncredit Category of Activity (Duplicated)

For state reporting purposes, noncredit coursework is grouped into four broad categories: Business and Industry Contract, Professional/Vocational Development, Personal and Social Development, and Youth Programs. Records were not added to the database unless the category of activity information was supplied. Duplicated noncredit enrollment counts are used in the category of activity information depicted in Figure 9 (also see Table B-12).

Based on a duplicated count, 57.5 percent of the noncredit offerings were in the Personal and Social Development category. Personal and Social Development programming is an important community service provided by the colleges. Typically, these courses are offered as long as demand is sufficient to at least cover the cost of course delivery. They can also serve as a gateway to other credit or workforce-oriented courses offered by the college. Just over one-quarter (26.6 percent) of the noncredit coursework was dedicated to developing workplace skills: Professional/vocational (21.7 percent) and Business and Industry Contractual Training (4.9 percent). These courses meet the needs of area residents who are interested in acquiring specific skills without earning academic credit. Providing customized training is an important economic development activity in which colleges

collaborate with local employers to tailor content and instructional delivery to their specific requirements. Illinois community colleges are extensively relied upon to develop and deliver coursework addressing the unique training requirements of area businesses, industries, and governmental organizations. The remaining 15.9 percent helped serve the needs of youth in the community (i.e., academic enrichment activities, athletic skills building, study skills, etc.).

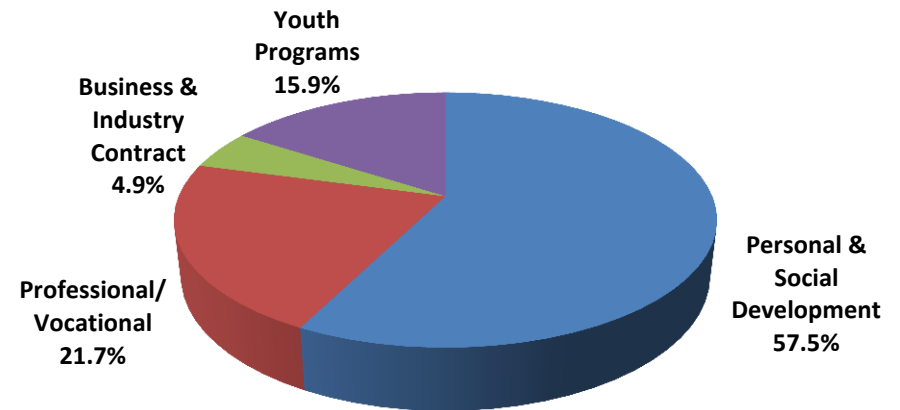


Figure 9. Category of Activity, Noncredit Course Enrollments (Dup), FY 2013

Largest Noncredit Offerings (Duplicated)

Two-digit classifications of instructional program (CIP) codes provide additional information about the areas where noncredit instruction was provided. Percentages cited are based on known CIP codes.

Across all categories of activity, eleven programs (two-digit CIP) had over 5,000 noncredit students enrolled. These eleven program areas accounted for over two-thirds (72.5 percent) of the students enrolled in noncredit courses where CIP data were reported. Four out of ten enrollments in these eleven programs accounted for in Figure 10 are in work-related programs: Business Management (13.0 percent), Transportation Workers (9.3 percent), Education (8.2 percent), Health

Professions (5.8 percent), and Computer Information Systems (4.3 percent). The two largest programs, each enrolling more than 49,000 students, were in the following areas: Leisure and Recreation (24.6 percent) and Self Improvement (22.6 percent). Liberal Arts and Sciences, General Studies, and Humanities accounted for 4.2 percent; Visual and Performing Arts accounted for 3.0 percent; Parks, Recreation, Leisure and Fitness Studies accounted for 2.6 percent; and Basic Skills and Remedial Education accounted for 2.4 percent of those enrolled in these eleven programs (see Table B-7).

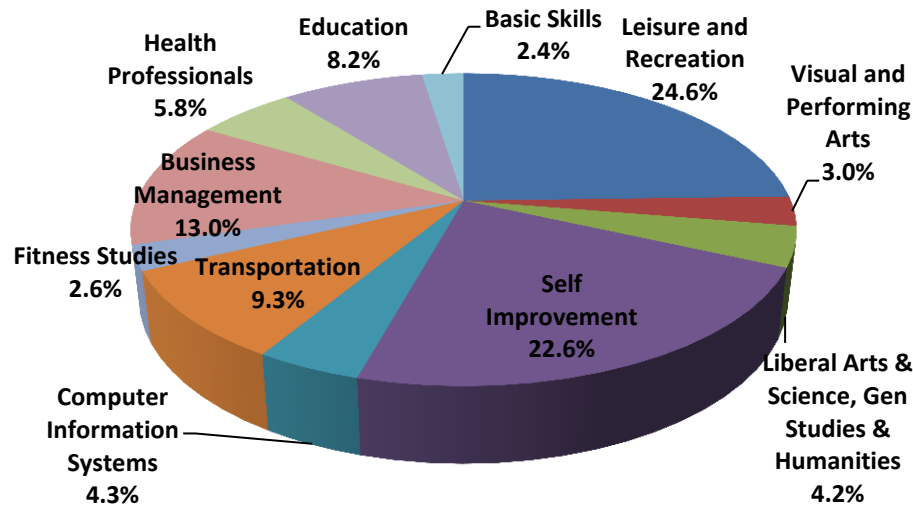


Figure 10. Largest Noncredit Offerings (Dup), FY 2013

Noncredit Term of Attendance (Duplicated)

Term of enrollment was provided for all noncredit coursework for fiscal year 2013 (see Table B-9). The distribution of enrollments by term was as follows: Spring (40.5 percent), Fall (33.0 percent), and Summer (26.5 percent). Overall, the distribution is similar to fiscal year 2013 credit offerings with somewhat higher summer noncredit activity and fewer fall and spring noncredit enrollments. There were no noncredit winter offerings in fiscal year 2013.

Noncredit Enrollment Distribution by Site/Location (Duplicated)

For state reporting purposes, six instructional site locations have been identified: Main Campus, Off-campus College Owned, Off-campus College Leased, Community Based, Business Based, and Distance Education. Acquiring more complete information about community college facility utilization and needs was one of the underlying reasons for collecting more detailed noncredit data. Complete data were available on the instructional site and Figure 11 shows that over half of the enrollment occurred on main college campuses (See Table B-8).

Further information about the differences between the categories follows. Community-based sites are rented or leased, with site maintenance and upkeep the responsibility of the organization furnishing the space. Off-campus college-leased sites are controlled by the college with site maintenance and upkeep the responsibility of the college. Off-campus college-owned facilities are college-controlled branch or extension center sites located away from the main campus. Business-based sites are provided by businesses that contract for training services. Distance Education includes internet-based courses.

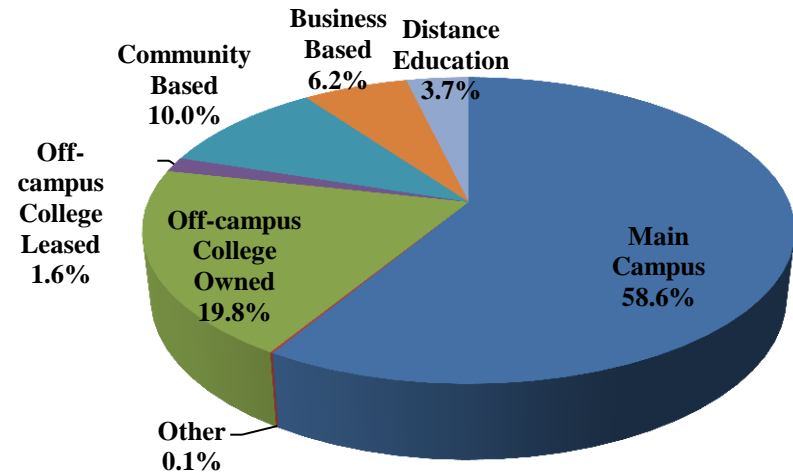


Figure 11. Noncredit Distribution by Site/Location, FY 2013

FISCAL YEAR 2013 COMPLETIONS

Degrees and Certificates Awarded by Community College

The number of collegiate-level degrees and certificates awarded to Illinois community college students in fiscal year 2013 totaled 69,036. The number of community college completions in fiscal year 2013 is the highest level ever reported for the fifth straight year. Table 4 contains comparative completion data for the last five years. The number of degrees and certificates awarded increased 7.5 percent from the previous year. Compared to fiscal year 2009, the total number of fiscal year 2013 completions increased 30.1 percent.

Table C-1 in the appendix provides a comparison of fiscal year 2009 through fiscal year 2013 duplicated completions for each community college. Compared to last year among the 48 colleges, 25 experienced increases in degree and certificate awards, while 21 exhibited decreases in the past year. Two colleges experienced little or no change.

| Table 4 SUMMARY COMPARISON OF ANNUAL COMPLETIONS IN ILLINOIS PUBLIC COMMUNITY COLLEGES FISCAL YEARS 2009-2013 | | | | | |
|--|--------|--------|--------|--------|--------|
| | FY 09 | FY 10 | FY 11 | FY 12 | FY 13 |
| Trans/Gen Assoc/ Gen Studies | 16,268 | 17,303 | 18,490 | 20,264 | 21,760 |
| <i>% Change</i> | 3.3% | 6.4% | 6.9% | 9.6% | 7.4% |
| Career and Tech | 36,785 | 39,581 | 43,048 | 43,982 | 47,276 |
| <i>% Change</i> | 3.4% | 7.6% | 8.8% | 2.2% | 7.5% |
| TOTALS | 53,053 | 56,884 | 61,538 | 64,246 | 69,036 |
| <i>% Change</i> | 3.4% | 7.2% | 8.2% | 4.4% | 7.5% |

SOURCE OF DATA: Annual Enrollment and Completion (A1) Records

Degrees and Certificates Awarded by Program Categories

Over two-thirds of the 69,036 completers during fiscal year 2013 received Career and Technical Education degrees or certificates (68.5 percent). Baccalaureate/Transfer degrees were the second most frequently awarded and accounted for 27.5 percent of all the collegiate-level completions (see Table C-2).

Looking at the trends over time, overall **Career and Technical Education** completions increased (7.5 percent) compared to last year. Historically, the fiscal year 2013 career completion counts are the highest level that has been recorded. Accordingly, a comparison of overall fiscal year 2013 Career and Technical Education completions to those granted five years earlier reveals that the total number of awards grew by 28.5 percent. Career and Technical awards recorded nearly across the board long-term increases. Since 2009, there has been an increase in short-term career certificates (+7,574 graduates, or 36.6 percent). The number of longer-term career certificates awarded also grew (+1,219 graduates or 20.7 percent). Likewise, between fiscal years 2009 and 2013, there was an overall increase in Associate in Applied Science degrees (+1,708 graduates or 16.7 percent). Vocational Skills was the exception as 10 fewer certificates were awarded in fiscal year 2013 compared to 2009 (-100.0 percent).

A closer examination of the categories of formal awards issued within Career and Technical Education in fiscal year 2013 shows that more than one-half (59.7 percent) of the completions were Career Certificates of Less than One Year. More than one-fourth was Associate in Applied Science degrees (25.2 percent). Longer-term Career Certificates accounted for 15.0 percent of the career program completions. No Vocational Skills Certificates were awarded in fiscal year 2013 (see Table C-2).

The total number of **Baccalaureate/Transfer** degrees awarded increased 5.0 percent compared to the last fiscal year. The overall number of Baccalaureate/Transfer degrees awarded in fiscal year 2013 increased from fiscal year 2009 (27.3 percent, N = 4,063).

Among Baccalaureate/Transfer degrees granted, the Associate in Arts (AA) degree was most commonly awarded (59.3 percent). The proportion of AA degrees granted has been remarkably stable over the past five years with an increase of 5.7 percent from fiscal year 2012 to fiscal year 2013. One-third (34.1 percent) of the Baccalaureate/Transfer degrees earned was Associate in Science degrees (see Table C-2).

Summary of Graduates by Degree Categories

Gender of Graduates by Degree Category. As indicated in Table C-3, during fiscal year 2013, nearly six out of ten degrees and certificates were earned by females (55.5 percent). The three degrees and certificates attained by the highest proportion of females were the General Studies Certificate (92.9 percent), the Associate in Teaching (77.8 percent), and the General Associate (62.2 percent). Although small in overall number, the Associate in Engineering Science (N = 183) — one of the newest degree programs in the Illinois Community College System — had the highest proportion of male graduates (86.3 percent, N = 158). Short-term Certificates of Less Than One Year were the specific award category with the largest number of male graduates (N = 14,004). The male/female distribution within the Baccalaureate/Transfer degree and Career and Technical Education degree and certificate areas drive the overall gender proportion.

Racial/Ethnic Origin of Graduates by Degree Category. Nearly one-third (31.1 percent) of all degrees and certificates in fiscal year 2013 were awarded to **minority students** (nonwhite). According to Table C-4, nearly three times as many minority graduates completed Career

and Technical Education degrees and certificates (N = 14,994) than Baccalaureate/Transfer degrees (N = 5,199).

More than one out of every five (27.4 percent) fiscal year 2013 Baccalaureate/Transfer degrees was earned by minority students. The majority of the transfer degrees earned by minorities were Associate in Arts degrees (69.0 percent), while 27.3 percent were Associate in Science degrees. The overall proportion of minority Baccalaureate/Transfer completers was similar to last year.

African American students (N = 9,156) completed about nine hundred more collegiate-level programs than did Latino students (N = 8,260) in fiscal year 2013. Figure 12 illustrates the distribution of minority students who successfully completed degree and certificate programs in the Illinois Community College System during fiscal year 2013 (see Table C-4).

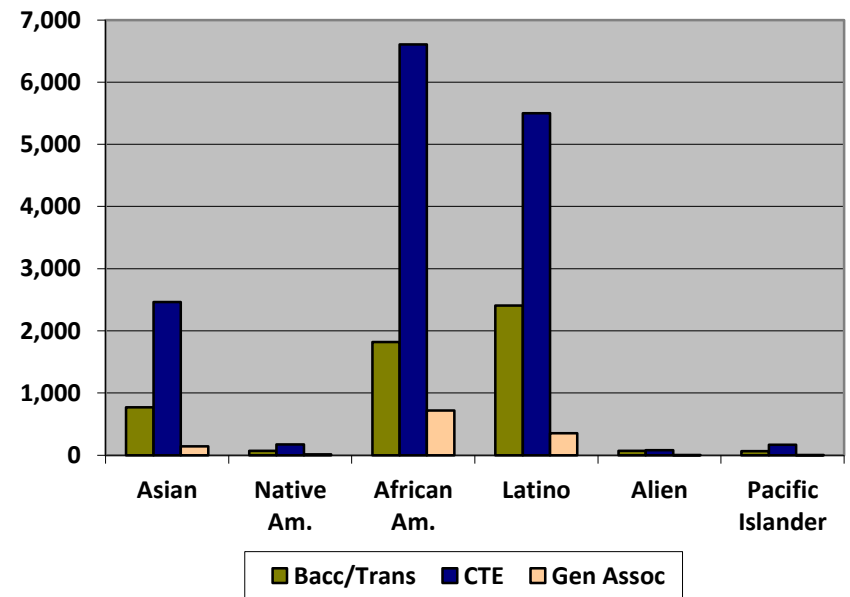


Figure 12. Associate Degrees Earned by Minority Student, Fiscal Year 2013

Age of Graduates by Degree Category. Fourteen percent of all completers were in the under 21 year old age group (14.3 percent). The youngest graduates were in Career and Technical Education (62.1 percent) and Transfer (36.1 percent) programs. The 21-24 age group accounted for nearly one-third (32.6 percent) of all graduates. Graduates between 25 and 30 accounted for one-fifth (20.1 percent) of the total, and the 31-39 age group accounted for 15.8 percent.

Over one-third (35.2 percent) of students 30 and under completed Baccalaureate/Transfer degrees, while only 11.6 percent of graduates over the age of 30 completed Baccalaureate/Transfer programs. Eight out of ten (83.5 percent) graduates over 30 earned Career and Technical Education degrees and certificates. In general, the proportion of Career and Technical Education graduates increased as student age advanced (see Table C-5).

Intent of Graduates by Degree Category. Self-reported intent data disclose the primary goal a student wants to achieve as a result of his/her studies. The community colleges examine current intent versus student intent at the time of initial enrollment at the college. In these analyses, available **current intent** was examined to reflect the changing needs and desires of the community college student. Seven out of every ten students (69.2 percent) who attained a Baccalaureate/Transfer degree in fiscal year 2013 indicated that they intended to prepare for transfer to a four-year institution. Fourteen percent of these successful students indicated a desire to either prepare for a job immediately after community college or to improve present job skills — intent that would most often be associated with seeking a Career and Technical Education degree or certificate.

Similarly, 54.7 percent of those students who attained a Career and Technical Education degree or certificate indicated they were preparing for a job immediately after completing community college or improving present job skills. More than one-fifth (23.9 percent) of

the Career and Technical Education graduates indicated that they were preparing for transfer to a four-year institution. Pursuing a Career and Technical Education degree does not preclude a student from transferring to a four-year institution (see Table C-6).

Degree Objective of Graduates by Degree Category. The self-reported degree objective provides an indication of the student's expected outcome from attending the community college. One might anticipate that they would mirror student completion patterns. Four out of five (81.0 percent) students who earned Baccalaureate/transfer degrees in fiscal year 2013 indicated that they enrolled with a desire to complete an associate degree. However, one in six (15.8 percent) indicated that they wanted to complete only one or several courses and were not pursuing a degree.

A review of Career and Technical Education graduates reveals a similar pattern: 80.2 percent of the Career and Technical Education students who earned an Associate in Applied Science degree had listed completing an associate degree as their objective. Nearly one-fifth (19.8 percent) of the students who had planned to only complete one or several courses or a certificate ended up surpassing their goal by earning an Associate in Applied Science degree (see Table C-7).

CLOSING COMMENTS

Demand for the programs and services delivered by Illinois community colleges remain strong and completions are up. During fiscal year 2013, the Illinois Community College System provided education and training to nearly one million (893,953) students in credit and noncredit courses. Three quarters of these students were in credit courses. The 69,036 degrees and certificates awarded in fiscal year 2013 set an all time high for the number of Illinois Community College System graduates. This is an increase of 7.5 percent over last year and is up 30.1 percent from 2009.

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APPENDIX A: CREDIT ENROLLMENT DATA TABLES

APPENDIX B: NONCREDIT ENROLLMENT DATA TABLES

APPENDIX C: COMPLETION DATA TABLES