



**STUDENT ENROLLMENTS AND COMPLETIONS
IN THE
ILLINOIS COMMUNITY COLLEGE SYSTEM**

FISCAL YEAR 2018

January 2019

**Student Enrollments & Completions
Fiscal Year 2018**

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TABLE OF CONTENTS

Introduction.....	5
Highlights of Fiscal Year 2018 Annual Report	7
<i>Student Enrollments.....</i>	<i>7</i>
<i>Student Completions.....</i>	<i>9</i>
Overall Fiscal Year 2018 Student Enrollments.....	11
Fiscal Year 2018 Student Credit Enrollments	13
<i>Student Credit Enrollment by Community College.....</i>	<i>13</i>
<i>Male/Female Distribution.....</i>	<i>13</i>
<i>Ethnic Origin.....</i>	<i>14</i>
<i>Student Age</i>	<i>14</i>
<i>Summary of Enrollments by Instructional Program Area</i>	<i>15</i>
Instructional Program Enrollments by Gender 16	
Instructional Program Enrollments by Racial/Ethnic Origin 16	
Instructional Program Enrollments by Age 17	
Largest Career and Technical Education Programs 17	
Instructional Program Enrollments by Intent 18	
Instructional Program Enrollments by Degree Objective 18	
<i>Enrollment Hours by Term and Type of Attendance.....</i>	<i>19</i>
<i>Highest Degree Earned by Students Prior to Attending Community College</i>	<i>20</i>
<i>Attempted vs. Earned Credit Hours.....</i>	<i>20</i>
<i>Accumulated College-Level Credit Hours.....</i>	<i>20</i>
<i>Grade Point Averages.....</i>	<i>21</i>
<i>Developmental Enrollment</i>	<i>21</i>
Fiscal Year 2018 Student Noncredit Course Enrollment	23
<i>Student Noncredit Course Enrollment by Community College.....</i>	<i>23</i>
<i>Characteristics of Noncredit Students.....</i>	<i>24</i>
Noncredit Student Gender 25	
Noncredit Student Ethnic Origin 25	
Noncredit Student Age 25	
<i>Noncredit Category of Activity (Duplicated)</i>	<i>26</i>
<i>Largest Noncredit Offerings (Duplicated)</i>	<i>27</i>
<i>Noncredit Term of Attendance (Duplicated).....</i>	<i>28</i>

**Student Enrollments & Completions
Fiscal Year 2018**

Noncredit Enrollment Distribution by Site/Location (Duplicated)28

Fiscal Year 2018 Completions 30

Degrees and Certificates Awarded by Community College.....30

Degrees and Certificates Awarded by Program Categories30

Summary of Graduates by Degree Categories.....31

Gender of Graduates by Degree Category 31

Racial Ethnic Origin of Graduates by Degree Category 31

Age of Graduates by Degree Category 32

Intent of Graduates by Degree Category 33

Degree Objective of Graduates by Degree Category 33

Closing Comments 34

Bibliography..... 35

Appendix A: Credit Enrollment Data Tables..... 36

Appendix B: Noncredit Enrollment Data Tables 58

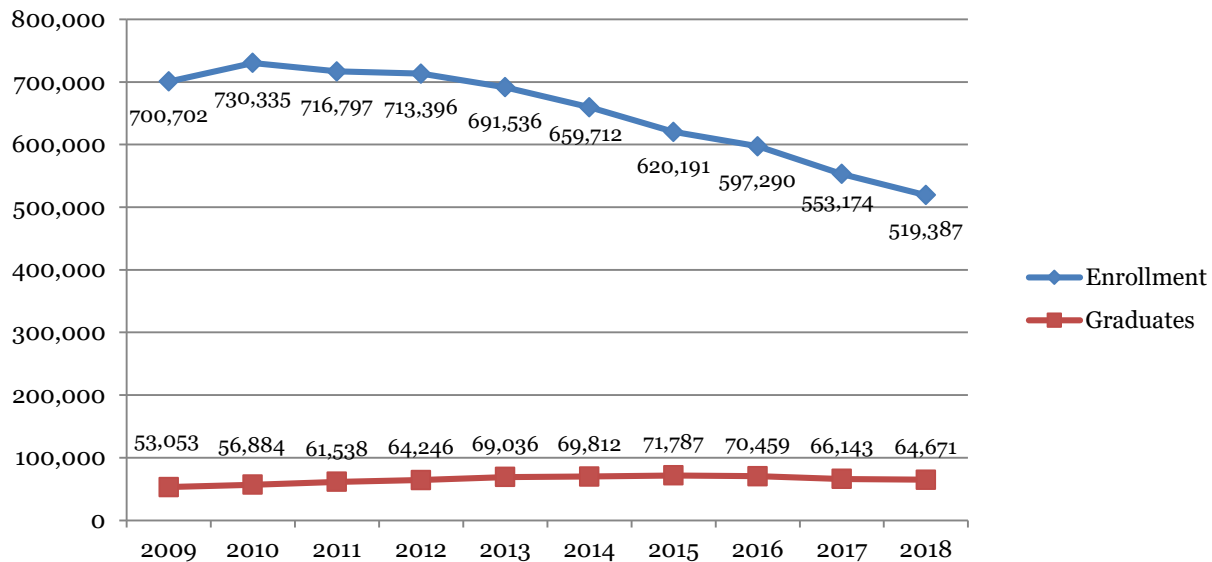
Appendix C: Completions Data Tables 70

INTRODUCTION

The Illinois Community College System meets both local and statewide needs for education and workforce development by providing high-quality, accessible, cost-effective educational opportunities, programs, and services for traditional and non-traditional students. The system provides students with smooth transitions into and across higher education and training for in-demand occupations with economic value. Community colleges contribute to the economic development of Illinois by providing robust workforce training, increasing credential attainment, closing the skills gap through talent pipeline management initiatives, and addressing the future needs of the workforce.

With 64,671 earned collegiate-level degrees and certificates, fiscal year 2018 had the sixth highest annual number of graduates ever recorded for the Illinois Community College System. As illustrated in Figure 1, the annual Illinois Community College System number of program graduates increased substantially at nearly 22 percent from fiscal year 2009 to 2018. During the same timeframe, enrollments decreased by nearly 26 percent statewide.

Figure 1. Illinois Community College System Credit Enrollments and Graduates, FY 2009-2018



Under the authority of the P-20 Longitudinal Education Data System Act (105 ILCS 13/1 et seq.) (the “LDS Act”), ICCB is the State Education Authority responsible for collecting and maintaining enrollment, completion, and student characteristic information on community college students. The data within the Annual Enrollment and Completion Report derive from ICCB’s Centralized Data System. Illinois Community Colleges submit

**Student Enrollments & Completions
Fiscal Year 2018**

Annual Enrollment (A1) microdata for individuals who are officially enrolled at the college in credit coursework at any time during the specified fiscal year. Beginning in fiscal year 2014, the Annual Completions (A2) submission is the microdata source of student completions. This year's Annual Enrollment and Completion Report is based on fiscal year 2018 enrollments and completions. Comparative information is supplied from four previous fiscal years (2014-2017). Detailed tables comparing fiscal year 2017 and fiscal year 2018 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. Thirty credit hours equal one FTE.

Also included in the Annual Enrollment and Completion Report is information about noncredit offerings for the current year (2018) and the four previous fiscal years (2014-2017). Noncredit courses provide another delivery method of education, training, and public service by community colleges to the communities they serve. Since fiscal year 1999, the Illinois community colleges have submitted Noncredit Enrollment (N1) annual microdata for students containing demographic and course information on the wide range of noncredit instruction.

HIGHLIGHTS OF FISCAL YEAR 2018 ANNUAL REPORT

Student Enrollments

- The Illinois Community College System served 689,289 students in credit and noncredit courses during fiscal year 2018. Overall combined enrollments decreased compared to last year (-4.4 percent, N = -31,843).
- Credit-generating students accounted for 75.4 percent of the overall fiscal year 2018 headcount.
- During fiscal year 2018, the 48 public community colleges in Illinois enrolled 519,387 students in instructional credit courses. This is lower than the previous year (553,174). The full-time equivalent (FTE) enrollment was 199,266, a decrease of 4.0 percent since fiscal year 2017.
- Statewide, 19,204 of 689,289 total students enrolled in both credit and noncredit courses during fiscal year 2018 (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 54.0 percent of the fiscal year 2018 student population enrolled in credit-generating programs.
- Minority (non-white) students accounted for four in ten (45.4 percent) of the credit students enrolled. African American student representation decreased (7.0 percent) and accounted for 13.5 percent of all credit students. Latino student representation decreased (1.3 percent) and accounted for 23.4 percent of all credit students. Asian (4.9 percent) and Nonresident Alien (0.8 percent) student representation was unchanged from the previous year, while Two or More Races increased to 2.4 percent.
- The median age of credit-generating students was 23.0 during fiscal year 2018, a slight decrease from the previous year. The average age also decreased from the previous year to 28.2 years in fiscal year 2018.
- Transfer remained the largest credit instructional program area enrolling 51.1 percent of fiscal year 2018 Illinois Community College System students. Enrollments in Transfer programs decreased 1.2 percent compared to the previous year.
- Statewide, Career and Technical Education credit program enrollments accounted for more than one-quarter of all credit students (25.2 percent). Enrollments in Career and Technical Education programs decreased 6.3 percent from last year.

**Student Enrollments & Completions
Fiscal Year 2018**

- Students enrolled in Adult Education courses in community colleges comprised 10.9 percent of the credit-generating students. Enrollments in Adult Education decreased by 6.3 percent versus fiscal year 2017.
- Of the students in Adult Education, approximately 52.5 percent were enrolled in English as a Second Language (ESL) courses.
- Although 51.1 percent of the fiscal year 2018 credit student population was enrolled in the Transfer area, only 37.0 percent of all students indicated intent to transfer.
- One-half (47.2 percent) of the fiscal year 2018 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 (67.9 percent) and spring (71.4 percent) semesters in fiscal year 2018.
- Twenty-one percent of the credit-generating students are known to already have earned some type of college certificate or degree. This includes 26,072 who earned a bachelor's degree or higher.
- Illinois community college students were enrolled in 5,977,978 credit hours throughout fiscal year 2018 and earned 79.2 percent of those hours.
- Accumulated credit hours were available for 79.4 percent of the fiscal year 2018 student population. Just over one-third of them (38.6 percent) attained sophomore-level status by accumulating 30 or more college-level hours.
- Cumulative grade point average data was reported for 76.6 percent of the fiscal year 2018 students. One-half (49.7 percent) held an A-B average.
- In fiscal year 2018, Illinois community college students earned 67.5 percent of the developmental credits they attempted. This percentage is up from 67.1 percent in fiscal year 2017.
- In fiscal year 2018, one in seven (15.1 percent) 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 2017.
- Fiscal year 2018 unduplicated noncredit headcount increased 1.2 percent over last year to 169,902 students. The duplicated headcount or “seatcount” was 1.8 percent higher than the previous year.
- Statewide, 19,222 noncredit course sections were conducted during fiscal year 2018.

Student Enrollments & Completions Fiscal Year 2018

- Female students accounted for 54.2 percent of 2018 noncredit enrollments for which gender data were reported.
- Minority students accounted for more than one-fourth (29.1 percent) of the individuals enrolled in noncredit courses who supplied racial/ethnic data.
- The median age of noncredit students was 37.6 during fiscal year 2018. The average age was 40.4 years.
- Just under one-half (46.7 percent) of the noncredit students was 40 years of age or above among the individuals who supplied this information.
- Sixty-two percent of the noncredit offerings (duplicated) were in the Personal and Social Development category of activity. Nearly one-quarter of the noncredit coursework was dedicated to developing workplace skills: Professional/Vocational (17.4 percent) and Business and Industry Contractual training (4.9 percent).
- Across all categories of activity, eight broad course enrollments (two-digit CIP) had over 5,000 noncredit students enrolled. These eight areas accounted for more than two-thirds of the students enrolled in noncredit courses with CIP data (68.5 percent). Approximately four out of ten enrollments in these large CIPs were in work-related courses: Business Management (10.0 percent), Health Professions and Related Programs (8.7 percent), Education (8.6 percent), Transportation and Materials Moving (8.1 percent), and Security and Protective Services (4.5 percent).
- Noncredit enrollments by term were 40.9 percent in Spring, 32.4 percent in Fall, and 26.7 percent in Summer in fiscal year 2018.
- Over one-half of the 2018 noncredit courses were held on main college campuses (61.4 percent).

Student Completions

- A total of 64,671 collegiate-level degrees and certificates were awarded to Illinois community college students in fiscal year 2018.
- Despite decreasing from last year, the number of community college completions in fiscal year 2018 is the sixth highest count ever reported.
- The number of degrees and certificates awarded decreased 2.2 percent from fiscal year 2017 (-1,472 completers). Taking a longer view—compared to fiscal year 2014—the total number of fiscal year 2018 completions decreased 7.4 percent.

**Student Enrollments & Completions
Fiscal Year 2018**

- Career and Technical Education accounted for the largest number of graduates (N = 40,913) in fiscal year 2018. Nearly two-thirds of the earned degrees and certificates were in Career and Technical Education programs during fiscal year 2018 (63.3 percent). Career completions decreased 0.5 percent from last year.
- Transfer degrees accounted for the second largest group of completers in fiscal year 2018 (N = 20,648). Three out of every ten graduates earned Transfer degrees (31.9 percent). The number of Transfer degrees decreased 2.6 percent (-544) from last year.
- Twenty-six percent of the Career and Technical Education awards in fiscal year 2018 were AAS degrees.
- Females accounted for 53.3 percent of all 2018 completions.
- Career and Technical Education Certificates of Less Than One Year accounted for the largest number of male (N = 12,721) and female (N = 11,245) completers of a specific degree or certificate.
- Although small in number, the Associate in Engineering Science (N = 325) had the highest proportion of male graduates (87.7 percent, N = 285).
- Minority students earned 36.8 percent of the collegiate-level degrees and certificates awarded in the Illinois Community College System during fiscal year 2018. Latino students earned 18.8 percent, African American students earned 11.0 percent, and Asian students earned 3.9 percent of all degrees and certificates.
- Minorities accounted for 39.5 percent of total Transfer degree recipients.
- Nearly twice as many minority graduates completed Career and Technical Education degrees and certificates (N = 14,216) compared to Transfer degrees (N = 8,165).
- Among the largest minority groups, Latino students completed 5,052 more collegiate-level awards than African American students.
- Twenty-one percent of the students who were awarded degrees and certificates during fiscal year 2018 were less than 21 years of age. The other age groups with the largest percentages of graduates were 21 to 24 (34.9 percent), 25 to 30 (18.9 percent), 31 to 39 years of age (13.3 percent), and 40 to 55 years of age (10.3 percent).
- Seven out of ten Transfer degree completers in 2018 indicated intent to transfer to a four-year institution.
- Approximately 16.6 percent of fiscal year 2018 Associate in Applied Science degree graduates indicated goals to complete some courses or finish a certificate.

OVERALL FISCAL YEAR 2018 STUDENT ENROLLMENTS

The Illinois Community College System had 689,289 students in credit and noncredit courses during fiscal year 2018. Overall combined enrollments decreased compared to last year (-4.4 percent, N = -31,843).

Table 1 provides a summary comparison of fiscal year 2014 through fiscal year 2018 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 2014-2018**

Unduplicated Headcount	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Credit	659,712	620,191	597,290	553,174	519,387
<i>% Change</i>	-4.6%	-6.0%	-3.7%	-7.4%	-6.1%
Noncredit	193,812	182,375	178,103	167,958	169,902
<i>% Change</i>	-4.3%	-5.9%	-2.3%	-5.7%	1.2%
Total*	853,524	802,566	775,393	721,132	689,289
<i>% Change</i>	-4.5%	-6.0%	-3.4%	-7.0%	-4.4%

*Individuals may be concurrently enrolled in credit and noncredit courses

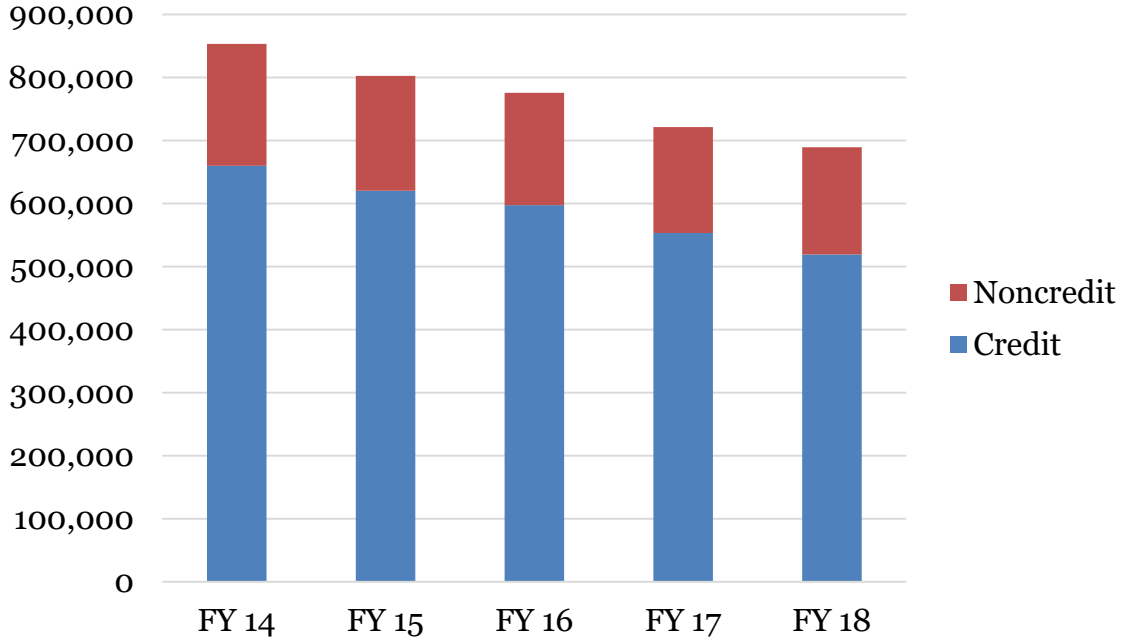
SOURCES OF DATA: ICCB Centralized Data System—Annual Enrollment (A1) Records and Annual Noncredit Course Enrollment (N1) Records

Detailed comparisons of fiscal year 2014 through fiscal year 2018 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 2, credit-generating students account for 75.4 percent of the overall fiscal year 2018 headcount. Enrollments had been growing in recent years through fiscal year 2010, but have decreased each year since then. Fiscal year 2018 credit-generating enrollments and non-credit enrollments are the lowest and the second lowest of the most recent 5 years, respectively.

**Student Enrollments & Completions
Fiscal Year 2018**

Figure 2. Overall Annual Enrollments, FY 2014-2018



Statewide, 19,204 of 689,289 total enrolled in both credit and noncredit courses during fiscal year 2018 (A1 and N1). While there is some minimal overlap (2.8 percent), credit and noncredit courses are meeting largely different student and community needs.

FISCAL YEAR 2018 STUDENT CREDIT ENROLLMENTS

Student Credit Enrollment by Community College

Annual credit enrollment for fiscal year 2018 was 519,387, and full-time equivalent (FTE) students totaled 199,266. Table 2 contains comparative enrollment data for the last five years. Fiscal year 2018 saw a decrease of 6.1 percent in credit headcount enrollment from the previous year. Fiscal year 2018 FTE enrollment decreased by about 4.0 percent compared to last year. Compared to five years ago, fiscal year 2018 credit headcount enrollments decreased by 21.3 percent. FTE enrollments have decreased 18.6 percent since 2014. Historically, for the second straight year credit headcount enrollments in fiscal year 2018 were at the lowest level since annual headcount enrollments were collected beginning in 1979 (N = 562,213).

Table 2
**COMPARISON OF ANNUAL CREDIT ENROLLMENTS
IN ILLINOIS PUBLIC COMMUNITY COLLEGES
FISCAL YEARS 2014-2018**

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Headcount	659,712	620,191	597,290	553,174	519,387
<i>% Change</i>	-4.6%	-6.0%	-3.7%	-7.4%	-6.1%
FTE	244,860	230,964	219,015	207,498	199,266
<i>% Change</i>	-4.5%	-5.7%	-5.2%	-5.3%	-4.0%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment (A1) Records

Table A-1 in the Appendix provides a comparison of fiscal year 2014 through fiscal year 2018 headcount enrollments for each community college. Among Illinois' 48 community colleges, only five colleges reported increases in headcount while 41 exhibited decreases compared to fiscal year 2017. Two colleges experienced little or no change (1.0 percent or less) during fiscal year 2018. Table A-2 contains a comparison of full-time equivalent (FTE) enrollments for fiscal years 2014 through 2018. 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, three colleges experienced increases in FTE, 42 reported decreases, and three colleges experienced little or no FTE change versus fiscal year 2017.

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 54.0

**Student Enrollments & Completions
Fiscal Year 2018**

percent of the student population in fiscal year 2018. The percentage of male students has averaged 46.7 percent over the past five years (see Table A-3).

Ethnic Origin

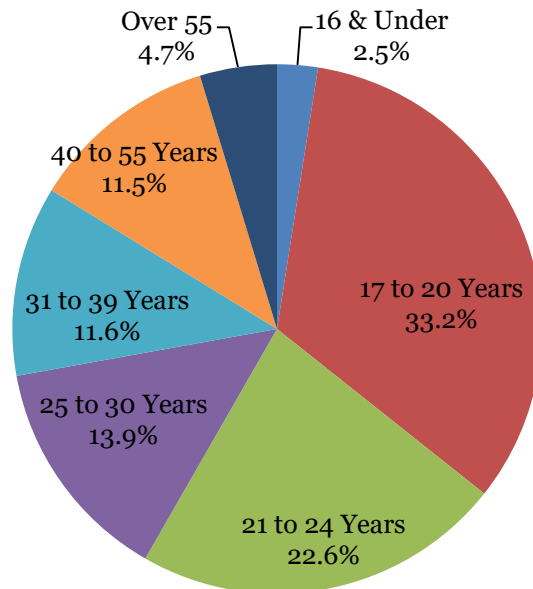
In fiscal year 2018, four in ten (45.4 percent) of those participating in credit coursework in community colleges were minority (non-white) students (among those whose ethnicity was known). Race/ethnicity classifications are aligned with U.S. Department of Education collection and reporting standards. The number of minority students decreased 3.3 percent from fiscal year 2017 to fiscal year 2018. Similarly, during the past five years, students from minority groups comprised an average of four in ten (43.0 percent) of the student population. Latino students (now numbering 116,866) became the largest minority group in 2000, but became the second largest minority group in fiscal year 2012 behind African American students (now numbering 67,101). In fiscal years 2014 through 2018, Latino students were again the largest minority group. Compared to last year, a decrease was noted in credit headcount enrollments among African Americans and among Latinos. In fiscal year 2018, the number of Latino credit students enrolled decreased by 1.3 percent, and the number of African American students enrolled in Illinois community college credit courses decreased by 7.0 percent (see Table A-4).

Student Age

In fiscal year 2018, the average age of Illinois community college students in credit courses was 28.2 years which is a decrease from fiscal year 2017 (28.7 years). The median age was 23.0 years which is also lower than last year (23.4 years). Available age data are depicted in Figure 3. The largest proportion of students—nearly one-third (33.2 percent)—was ages 17 and 20, a decrease of 1.4 percent over fiscal year 2017. The second largest proportion of students—just over one-fifth (22.6 percent)—was ages 21 through 24, a decrease of 4.7 percent over fiscal year 2017. The third largest proportion of students (13.9 percent) was 25 through 30 years of age, a decrease of 8.2 percent over fiscal year 2017. During fiscal year 2018, 11.6 percent of students was age 31 through 39, 11.5 percent was age 40 through 55, and 4.7 percent of students was over 55. Always the smallest in size, the 16 and under age group represented only 2.5 percent of the student population and decreased 2.4 percent in fiscal year 2018. 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).

Student Enrollments & Completions Fiscal Year 2018

Figure 3. Age Distribution of Credit Students, FY 2018



Summary of Enrollments by Instructional Program Area

Short-term, fiscal year 2018 enrollment decreased in all of the instructional program areas except General Studies Certificate, which increased 1.7 percent from fiscal year 2017. Decreases ranged from 1.2 percent in Transfer to 28.7 percent in Vocational Skills. Career and Technical Education (-6.3 percent), Adult Education [Adult Basic Education (ABE) and Adult Secondary Education (ASE)] and English as a Second Language (-6.3 percent), and General Associate (-11.0 percent) all decreased from fiscal year 2017. Longer term, between fiscal years 2014 and 2018, decreases were seen in all of the instructional program areas—General Associate, Vocational Skills, Transfer, Career and Technical Education, General Studies Certificate, and Adult Education including English as a Second Language (ESL).

Transfer was the largest instructional program offered in the Illinois Community College System accounting for five 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 (-1.2 percent) and was down 7.5 percent between fiscal years 2014 and 2018.

Career and Technical Education programs were 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 decreased 6.3 percent compared to last year and were down 24.1 percent since 2014. Between fiscal years 2014 and 2018, enrollment in **Vocational Skills** programs decreased by 49.1 percent, enrollment in **General Associate Degree** programs decreased by 43.9 percent, and

**Student Enrollments & Completions
Fiscal Year 2018**

enrollment in **General Studies Certificates** programs decreased by 34.1 percent (see Table A-6a).

Students enrolled in community college **Adult Education** (ABE, ASE, and ESL) courses comprised 10.9 percent of the credit generating students in fiscal year 2018. Hence, about one out of ten community college students was enrolled in Adult Education skills building coursework. Statewide, there was a 6.3 percent decrease in Adult Education enrollments over the previous year, and community college Adult Education enrollments were down 25.4 percent since fiscal year 2014. In fiscal year 2018, 52.5 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 (41.8 percent) of statewide community college Adult Education enrollments in fiscal year 2018. Adult Education enrollment at the City Colleges of Chicago decreased 8.9 percent over last year compared to the decrease in overall enrollment of 4.7 percent at the City Colleges of Chicago. Excluding the City Colleges of Chicago, there was a 4.3 percent decrease in Adult Education enrollment in fiscal year 2018 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 (-20.4 percent) between 2014 and 2018. Looking back across five years, analysis of instructional program area information and excluding City Colleges of Chicago data showed similar declines for the rest of the system. The small General Studies Certificate programs recorded a 30.9 percent decline excluding the City Colleges of Chicago. Decreases were also exhibited in Transfer (-10.6 percent), Career and Technical Education (-21.9 percent), General Associate (-24.0 percent), and Vocational Skills (-48.3 percent) program enrollments between fiscal years 2014 and 2018 without the City Colleges. Long-term results in Adult Education were down significantly across the rest of the system (-25.4 percent) (see Table A-6b).

Instructional Program Enrollments by Gender

During fiscal year 2018, females outnumbered males in nearly all instructional areas; only Career and Technical Education (53.5 percent) programs contained a higher proportion of male students. The highest proportion of female students was enrolled in General Associate degree programs (65.2 percent), followed by General Studies Certificate programs (65.0 percent) and English as a Second Language programs (64.9 percent). Adult Education (ABE and ASE) programs consisted of 57.3 percent female students, while 55.3 percent of those enrolled in Transfer programs were female (see Table A-7).

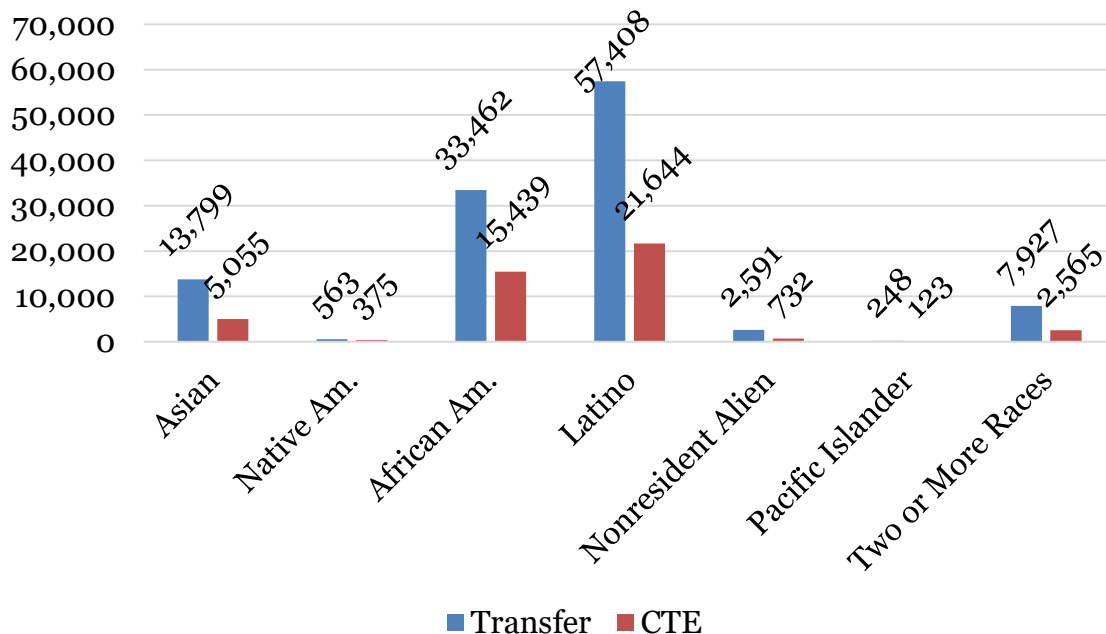
Instructional Program Enrollments by Racial/Ethnic Origin

Figure 4 illustrates the distribution of minorities in the two largest program areas, Transfer and Career and Technical Education. An examination of each racial/ethnic group's representation across program areas in fiscal year 2018 indicated that the largest percentage of students in each racial/ethnic group was enrolled in Transfer programs: Two or More Races (66.8 percent), Nonresident Alien (62.2 percent), Asian (56.1

**Student Enrollments & Completions
Fiscal Year 2018**

percent), White (51.6 percent), African American (49.9 percent), Pacific Islander (49.2 percent), Latino (49.1 percent), and Native American (47.3 percent). Latino students were enrolled in a larger proportion of Transfer (49.1 percent) than English as a Second Language (15.9 percent) programs. Overall, minority students (nonwhite including unknown) were least represented in the General Studies Certificate (22.0 percent), Vocational Skills (25.7 percent), Career and Technical Education (39.3 percent), and Transfer (47.1 percent) areas (see Table A-8).

Figure 4. Minority Enrollments in Transfer and Career and Technical Education Programs, FY 2018



Instructional Program Enrollments by Age

During fiscal year 2018, more than one-half of community college credit students was under 25 years of age (58.2 percent). About two-thirds of the students under 25 was enrolled in Transfer programs (67.1 percent). One out of every four (25.5 percent) credit students was between 25 and 39 years of age. Two program areas account for the largest portion of students between 25 and 39 years of age: Transfer (34.8 percent) and Career and Technical Education (32.0 percent). Overall, one in six Illinois community college credit students was at least 40 years of age (16.2 percent). Among students 40 years of age and above, most were primarily enrolled in workforce related courses (53.2 percent) which includes Career and Technical Education (30.7 percent) and short-term intensive Vocational Skills (22.5 percent) courses. One in five students aged 40 and above was pursuing a transfer program (19.4 percent) (see Table A-9).

Largest Career and Technical Education Programs

The largest Career and Technical Education curricula in fiscal year 2018 included Engineering Technologies; Associate Degree in Nursing; Business, Management,

**Student Enrollments & Completions
Fiscal Year 2018**

Marketing and Related Supportive Services, Other; Business Administration and Management; Child Care Provider/Assistant; and Criminal Justice Technology. All of these programs had decreases in enrollment compared to the previous year. Engineering Technologies was again the largest program in fiscal year 2018, with 15,417 enrollments, a decrease of 7.1 percent (-1,174 students) from fiscal year 2017. With 11,439 students in fiscal year 2018, Associate Degree Nursing/Registered Nursing (ADN/RN) was still the second largest program, and enrollment decreased by 4.6 percent (-549 students) over last year. ADN/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 (Business, Management, Marketing and Related Supportive Services, Other) saw a 6.3 percent decrease over the previous year (-652 students). Business Administration and Management decreased 1.0 percent (-42 students) and was the fourth largest program in fiscal year 2018. Child Care Provider/Assistant decreased 12.6 percent (-518 students) and Criminal Justice decreased (-14.5 percent; -606 students) in fiscal year 2018 (see Table A-10).

Instructional Program Enrollments by Intent

Intent data provide the primary goals that students plan to achieve as a result of their studies. Initial intent data are self-reported by students when they first enroll 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. Three out of ten students reported a workforce goal, which includes preparing for a job immediately after community college program completion (17.9 percent) and improving skills for a current position (12.0 percent). Slightly more students reported a goal of preparing for transfer to a four-year institution (37.0 percent). High school equivalency preparation was the goal for 10.1 percent of the students.

In an examination of student intent by program area, over one-half of the students in Adult Education (ABE and ASE), English as a Second Language, Career and Technical Education, Transfer and Vocational Skills programs reported the goal that is most often associated with a given major. At least three-quarters of the ABE/ASE and ESL students listed a desire to remedy basic skills deficiencies or to prepare for the high school equivalency test as their reason for enrolling in these programs. Fifty-eight percent of students in Career and Technical Education programs enrolled with the intent of preparing for a job after community college or improving their job skills for their current position. Fifty-seven percent of the students enrolled in Transfer programs indicated the intent to transfer to a four-year institution. Sixty-eight percent of the Vocational students enrolled with the intent of preparing for a job after community college or improving job skills for their present position (see Table A-11).

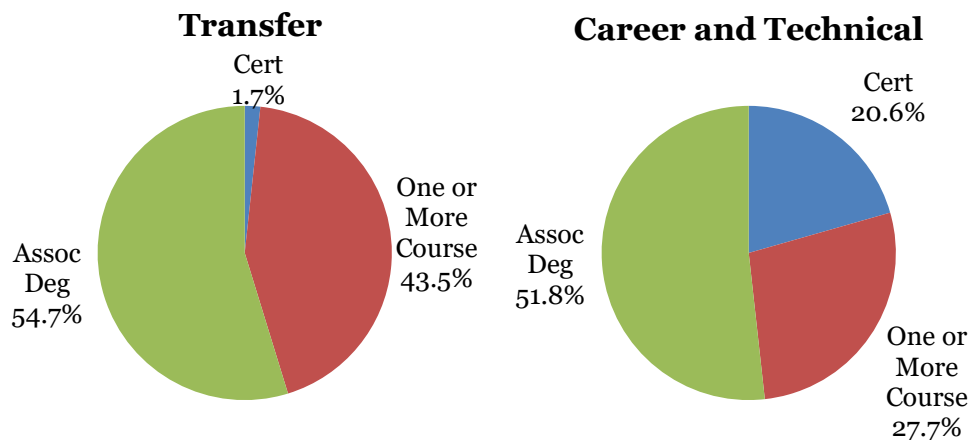
Instructional Program Enrollments by Degree Objective

Degree objective data are also self-reported and are designed to assist colleges in classifying students by curriculum or course enrollee category. The objectives convey the students' expected outcomes from attending the community college. In fiscal year 2018, 47.2 percent of all students indicated that they were enrolling with no intention of

**Student Enrollments & Completions
Fiscal Year 2018**

pursuing a degree—only to complete one or several courses. Figure 5 contains information on degree objective for the two largest community college programs. Transfer students were split between degree-seekers (54.7 percent) and course takers (43.5 percent). A small contingent of students in Transfer programs indicated an interest in completing a certificate which would entail changing to a career or general studies major. Half (51.8 percent) of the Career and Technical Education students indicated they expected to complete an Associate degree, while 27.7 percent expected to complete one or several courses. One in five planned to complete a certificate. Many Career and Technical students planned to complete an entire program, while others simply wanted to improve their current skills or obtain new skills to enter a different career. Approximately nine out of ten students in the following program areas planned to only complete one or several courses: Vocational Skills, English as a Second Language, ABE/ASE, and General Studies Certificate (97.3; 94.8; 94.6; and 92.3 percent, respectively) (see Table A-12).

Figure 5. Degree Objective for Transfer and Career and Technical Education, FY 2018



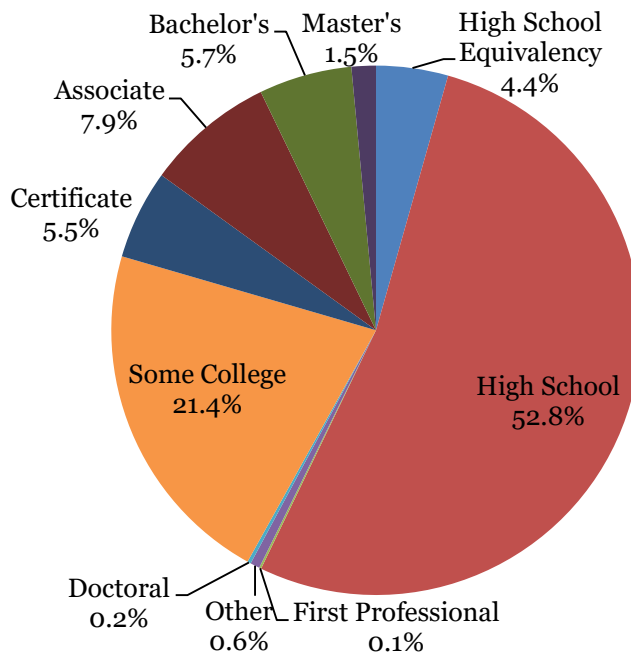
Enrollment Hours by Term and Type of Attendance

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 (67.9 percent) of the students attended on a part-time basis (less than 12 credit hours). The part-time proportion was slightly higher (71.4 percent) in the spring. In a pattern not typical among higher education institutions, Illinois community college enrollment during the spring semester (328,070) is usually slightly higher than in the fall (328,174). Enrollment was higher for part-time in spring (234,267) than in fall (222,817), but not for full-time (spring = 93,803 and fall = 105,357). More than nine out of ten students (91.5 percent) attended on a part-time basis during the summer term of fiscal year 2018 (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 2018 students. Prior degree reporting was similar compared to last year with only about two-thirds of the students providing this information (adult education students would typically not possess earned degrees). Nearly six in ten students entered the community college with a high school diploma/equivalency. Twenty-one percent earned some type of postsecondary certificate or degree. About 15 percent had already earned degrees at or beyond the community college level. Twenty-one percent of the students had previously taken college coursework without completing a certificate or degree (see Table A-14).

Figure 6. Headcount Enrollment by Prior Highest Degree Earned, FY 2018



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 2018, Illinois community college students completed over 4.7 million credit hours, which was 79.2 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 412,331 students (79.4 percent) for whom data were available, nearly two-thirds (61.4 percent) accumulated less than 30 college-level hours (freshman level). About one-

**Student Enrollments & Completions
Fiscal Year 2018**

fifth (22.1 percent) accumulated between 30 and 59 credit hours (sophomore status), and 16.5 percent earned 60 or more credit hours (see Table A-16).

Grade Point Averages

Cumulative grade point average (GPA) data were available for 76.6 percent of the students enrolled in fiscal year 2018. Pre-college coursework does not generate GPA information. More than four out of five students had grade point averages of 2.01 or higher, which is a “C” average or above (85.1 percent). One-half of the students (49.7 percent) achieved grade point averages in the “B” to “A” range (3.01 to 4.00). One-third (35.5 percent) achieved grade point averages in the “C” to “B” range (2.01 to 3.00) (see Table A-17).

Developmental Enrollment

During fiscal year 2018, one in seven (15.1 percent) students enrolled in Illinois community colleges—not enrolled in ABE/ASE/ESL, Vocational Skills or General Studies—took at least one developmental course (64,153). This represented a decrease of 8.3 percent (-5,798) students since last year when there were 69,951 students enrolled in developmental courses. Over the most recent five-year period (2014-2018), the number of students enrolled in at least one developmental course decreased 36.2 percent (see Table A-19).

Nationally in 2015-16, 52.5 percent of first-year students at public 2-year institutions had ever enrolled in a remedial course, and 25.3 percent of these students were enrolled in remedial course(s) in fiscal year 2016. Nearly one in five were enrolled in remedial mathematics courses (18.6 percent). About one in ten was enrolled in remedial reading or writing (10.8 percent) courses ([National Center for Education Statistics](#), 2017).

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 2014 through 2018 (see Table A-21). 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 2018, nearly six out of every ten students participating in developmental coursework needed assistance in just Math (58.7 percent). Compared to last year, Math Only developmental enrollments decreased 7.8 percent. Since fiscal year 2014, there was a decrease of 35.4 percent among students with the need to take developmental Math exclusively. In fiscal year 2018, English Only comprised 11.2 percent of the population requiring developmental assistance. About 3.7 percent of the developmental course enrollments was 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 2018 students who enrolled in developmental coursework took both English and Reading courses. Combinations of Math, English, and Reading developmental needs showed that nearly four in five (79.3 percent) community college students who enrolled in developmental courses required assistance with their Math skills—alone or in combination with other areas. From fiscal

**Student Enrollments & Completions
Fiscal Year 2018**

years 2017 to 2018, the proportion of students requiring help in Math—either alone or in combination with other areas—saw a slight decrease (79.7 percent last year). Long term, the proportion of students requiring Math skills enhancement—either alone or combined with other areas—also saw a slight decrease (82.0 percent in fiscal year 2014). Seven percent of the students in developmental courses (N = 4,793) 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.

Overall during fiscal year 2018, Illinois Community College System students earned two-thirds (67.5 percent) of the developmental credits they attempted. This was a slight increase from fiscal year 2017 when students earned 67.1 percent of the developmental credits attempted. Looking at the five-year period of 2014 to 2018, after a slight decrease to 65.0 percent in 2015, the percentage of developmental credits earned has increased slightly each year since (see Table A-20).

FISCAL YEAR 2018 STUDENT NONCREDIT COURSE ENROLLMENT

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. Fiscal year 2018 is the twentieth year that the Illinois Community College System has undertaken data collection through a noncredit course enrollment database (N1).

Table 3
**COMPARISON OF ANNUAL NONCREDIT ENROLLMENTS
IN ILLINOIS PUBLIC COMMUNITY COLLEGES
FISCAL YEARS 2014-2018**

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Unduplicated Headcount	193,812	182,375	178,103	167,958	169,902
<i>% Change</i>	-4.3%	-5.9%	-2.3%	-5.7%	1.2%
Duplicated Headcount	288,756	270,056	268,432	258,865	263,583
<i>% Change</i>	-4.3%	-6.5%	-0.6%	-3.6%	1.8%
Course Sections	21,569	21,028	19,853	19,499	19,222
<i>% Change</i>	0.1%	-2.5%	-5.6%	-1.8%	-1.4%

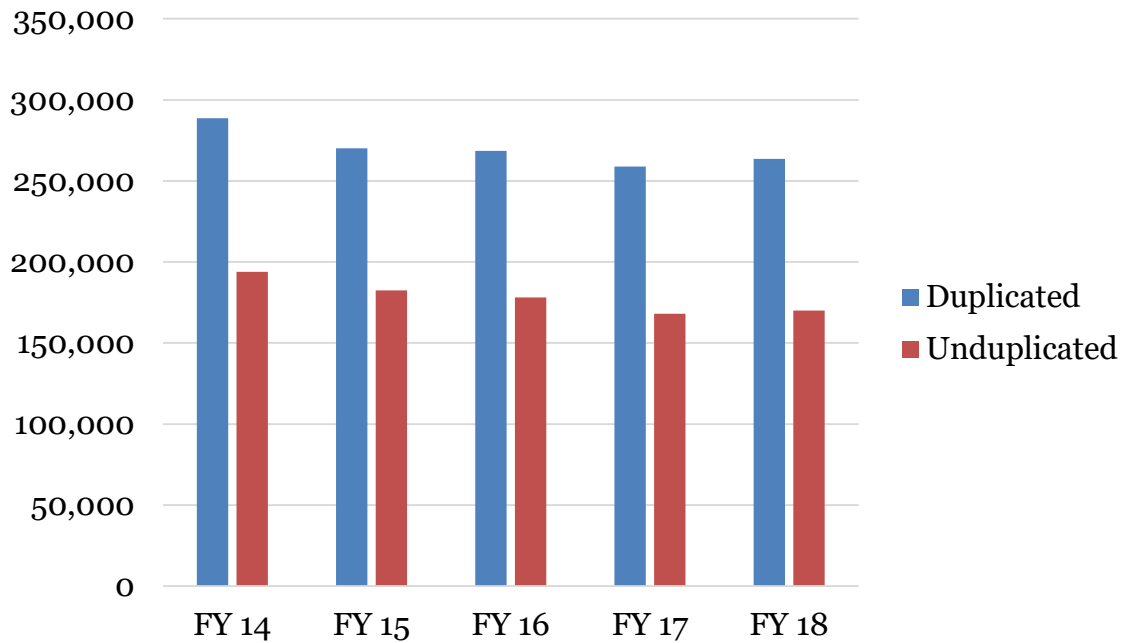
SOURCE OF DATA: ICCB Centralized Data System—Noncredit Course Enrollment (N1)

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 2014 through fiscal year 2018 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.

**Student Enrollments & Completions
Fiscal Year 2018**

During fiscal year 2018, Illinois community colleges conducted 19,222 noncredit course sections, 1.4 percent fewer than the previous year. From fiscal years 2014 to fiscal year 2018, the total number of course sections offered through the colleges decreased 10.9 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 decreased from fiscal year 2014 to fiscal year 2018. During fiscal year 2018, the unduplicated noncredit headcount (in which students are counted only once, regardless of the number of noncredit courses in which they enroll) increased 1.2 percent from the previous year. Over a longer time frame, unduplicated noncredit headcounts have decreased 12.3 percent over the last five fiscal years. The duplicated headcount (also known as “seatcount”) during fiscal year 2018 was 1.8 percent higher than the previous fiscal year and 8.7 percent lower than five years earlier.

Figure 7. Noncredit Course Enrollments, FY 2014-2018



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 2018. 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.

**Student Enrollments & Completions
Fiscal Year 2018**

Noncredit Student Gender

Similar to the distribution for credit programs, female students accounted for 54.2 percent of 2018 noncredit enrollments for which gender data were reported. Approximately 14.2 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

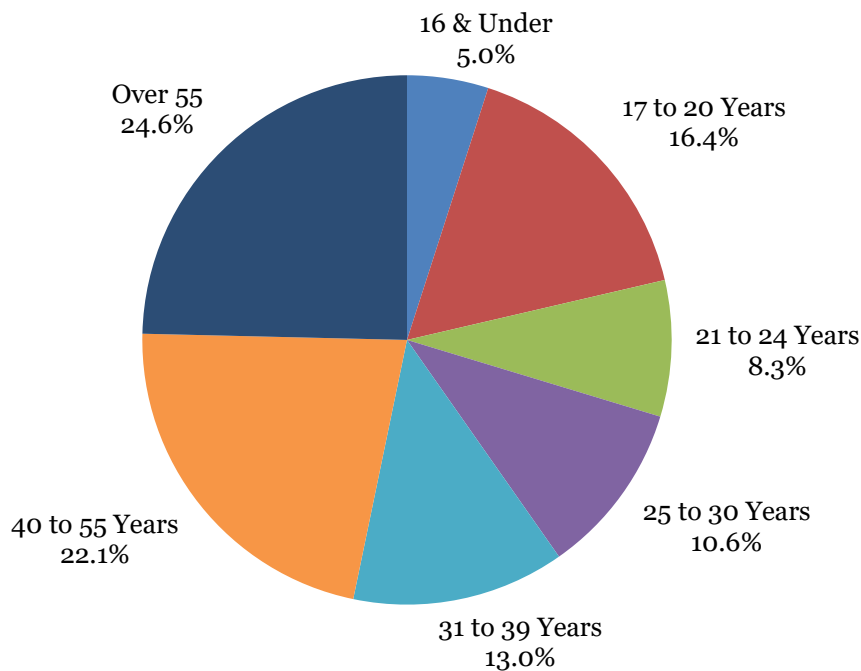
Racial/ethnic reporting among noncredit students was less complete than among credit students, as more than one-third (35.4 percent) of noncredit records were missing racial/ethnic data. Minority students accounted for more than one-fourth (29.1 percent) of the individuals enrolled in noncredit programs who supplied racial/ethnic information. In credit programs during the past five years, minorities accounted for an average of 43.0 percent of the student population. Available noncredit data indicated the following racial/ethnic distribution: White (70.9 percent), African American (10.6 percent), Latino (9.9 percent), Asian (3.4 percent), Nonresident Alien (3.2 percent), Two or More Races (1.5 percent), Native American (0.3 percent), and Pacific Islander (0.2 percent) (see Table B-5).

Noncredit Student Age

Based on available data, the average age of students enrolled in noncredit coursework during fiscal year 2018 was 40.4 years and the median age was 37.6 years. Age information was missing for nearly one-quarter (24.3 percent) of noncredit students during 2018. Noncredit programming served a more mature clientele than credit courses. Available age data are depicted in Figure 8. Nearly one-half (46.7 percent) of noncredit students was 40 years of age or older. Nearly one-fourth (22.1 percent) of noncredit students was ages 40 to 55, and another quarter (23.6 percent) was between 25 and 39 years of age. Nearly one-third (29.7 percent) of noncredit students was under 25 years of age (see Table B-6).

**Student Enrollments & Completions
Fiscal Year 2018**

Figure 8. Age Distribution of Noncredit Students, FY 2018



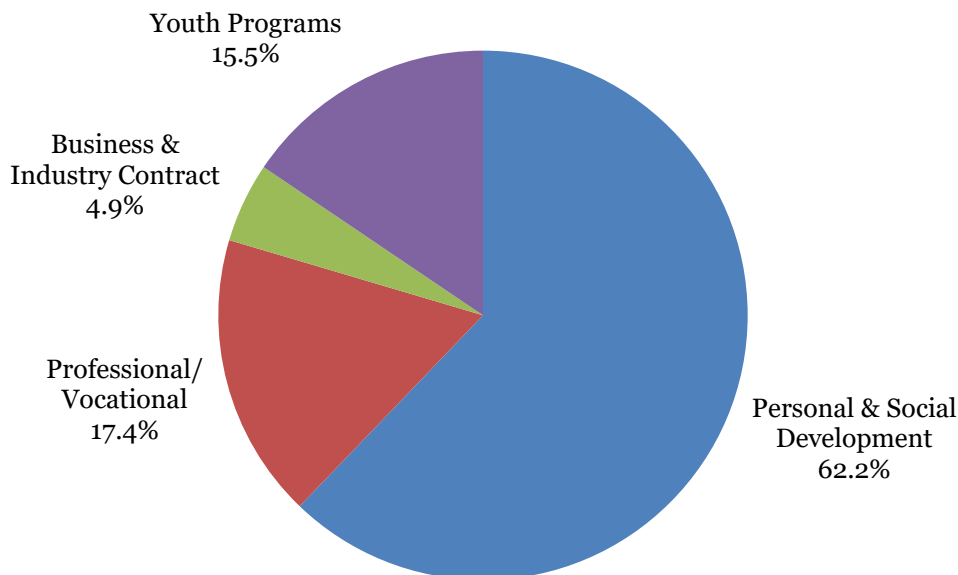
Noncredit Category of Activity (Duplicated)

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-11).

Based on a duplicated count, 62.2 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. Nearly one-quarter (22.3 percent) of the noncredit coursework was dedicated to developing workplace skills: Professional/Vocational (17.4 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 15.5 percent helped serve the needs of youth in the community (i.e., academic enrichment activities, athletic skills building, study skills, etc.).

**Student Enrollments & Completions
Fiscal Year 2018**

Figure 9. Category of Activity, Noncredit Course Enrollments (Duplicated), FY 2018



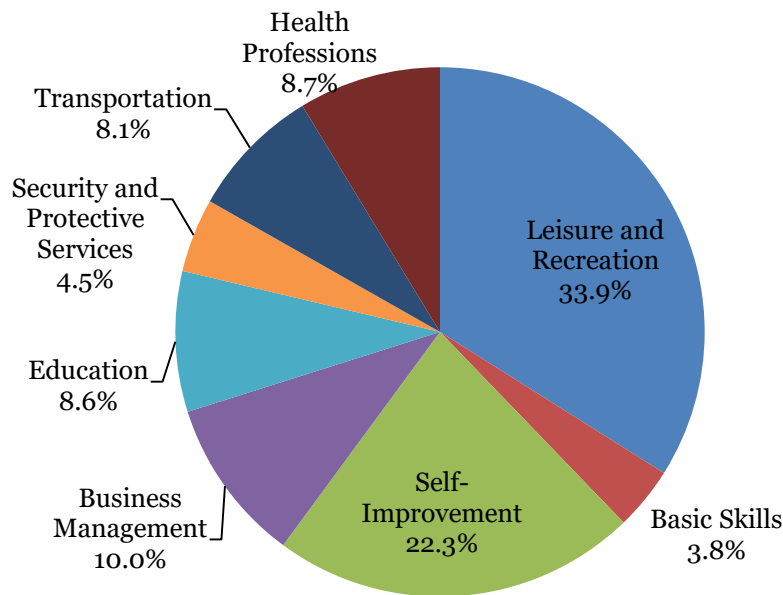
Largest Noncredit Offerings (Duplicated)

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, eight programs (two-digit CIP) had over 5,000 noncredit course enrollments. These eight program areas accounted for more than two-thirds (68.5 percent) of enrollments in noncredit courses where CIP data were reported. Four out of ten enrollments in these eight programs accounted for in Figure 10 were in work-related programs: Business, Management, Marketing, and Related Supportive Services (10.0 percent), Health Professions and Related Programs (8.7 percent), Education (8.6 percent), Transportation and Materials Moving (8.1 percent), and Homeland Security, Law Enforcement, Firefighting, and Related Protective Services (4.5 percent). The two largest programs were in the following areas: Leisure and Recreational Activities (N = 61,300; 33.9 percent) and Personal Awareness and Self-Improvement (N = 40,274; 22.3 percent). Basic Skills and Developmental/Remedial Education accounted for 3.8 percent enrollments in these eight programs (see Table B-7).

Student Enrollments & Completions Fiscal Year 2018

Figure 10. Largest Noncredit Offerings (Duplicated), FY 2018



Noncredit Term of Attendance (Duplicated)

Term of enrollment was provided for all noncredit coursework for fiscal year 2018 (see Table B-9). The distribution of enrollments by term was as follows: Spring (40.9 percent), Fall (32.4 percent), and Summer (26.7 percent). Overall, the distribution is similar to fiscal year 2017 credit offerings with somewhat higher summer and fall noncredit activity and slightly fewer spring noncredit enrollments. There were no noncredit winter offerings in fiscal year 2018.

Noncredit Enrollment Distribution by Site/Location (Duplicated)

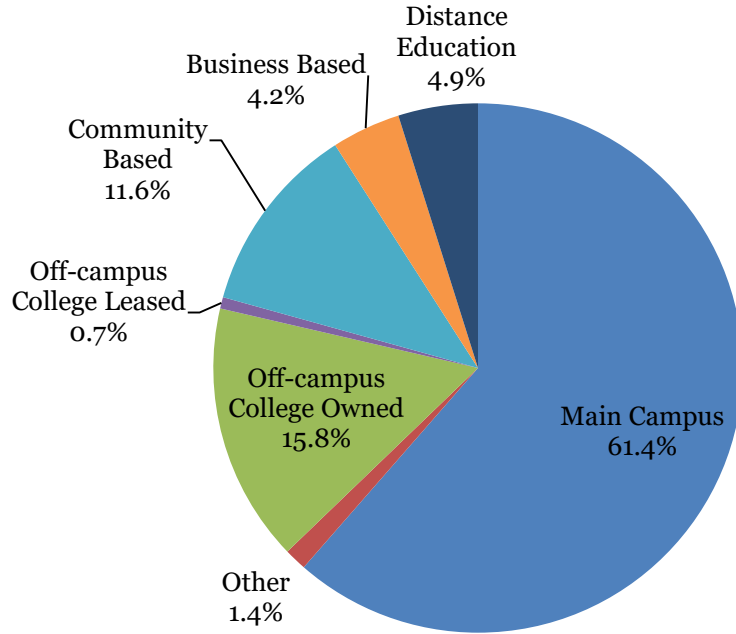
For state reporting purposes, six instructional site locations have been identified: Main Campus, Off-campus College Owned, Off-campus College Leased, Community Based, Business Based, and Distance Education. Acquiring more complete information about community college facility utilization and needs was 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

**Student Enrollments & Completions
Fiscal Year 2018**

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 2018



FISCAL YEAR 2018 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 2018 totaled 64,671. The number of community college completions in fiscal year 2018 is the sixth highest level ever reported. Table 4 contains comparative completion data for the last five years. The number of degrees and certificates awarded decreased 2.2 percent from the previous year. Compared to fiscal year 2014, the total number of fiscal year 2018 completions decreased 7.4 percent.

Table C-1 in the appendix provides a comparison of fiscal year 2014 through fiscal year 2018 duplicated completions for each community college. Compared to last year among the 48 colleges, 16 experienced increases in degree and certificate awards, while 28 exhibited decreases in the past year. Four colleges experienced little or no change. Beginning in fiscal year 2014, the Annual Completions (A2) submission is the source of completions data.

Table 4
**SUMMARY COMPARISON OF ANNUAL COMPLETIONS
IN ILLINOIS PUBLIC COMMUNITY COLLEGES
FISCAL YEARS 2014-2018**

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Trans/Gen Assoc/ Gen Studies	23,239	23,769	24,458	25,010	23,758
<i>% Change</i>	6.8%	2.3%	2.9%	2.3%	-5.0%
Career and Tech	46,573	48,018	46,001	41,133	40,913
<i>% Change</i>	-1.5%	3.1%	-4.2%	-10.6	-0.5%
TOTALS	69,812	71,787	70,459	66,143	64,671
<i>% Change</i>	1.1%	2.8%	-1.8%	-6.1%	-2.2%

SOURCES OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2) Records

Degrees and Certificates Awarded by Program Categories

Nearly two-thirds of the 64,671 completers during fiscal year 2018 received **Career and Technical Education** degrees or certificates (63.3 percent). Transfer degrees were the second most frequently awarded and accounted for 31.9 percent of all the collegiate-level completions (see Table C-2).

Student Enrollments & Completions Fiscal Year 2018

Looking at the trends over time, overall Career and Technical Education completions decreased (0.5 percent) compared to last year. Accordingly, a comparison of overall fiscal year 2018 Career and Technical Education completions to those granted five years earlier reveals that the total number of awards decreased by 12.2 percent. Career and Technical Education awards recorded across the board long-term decreases. Since 2014, there has been a decrease in short-term career certificates (-4,176 graduates, or -14.8 percent). The number of longer-term career certificates awarded also decreased (-511 graduates or -7.4 percent). Between fiscal years 2014 and 2018, there was also a decrease in Associate in Applied Science degrees (-973 graduates or -8.4 percent). There were no Vocational Skills certificates awarded in fiscal year 2018 or in 2014.

A closer examination of the categories of formal awards issued within Career and Technical Education in fiscal year 2018 shows that more than one-half (58.6 percent) of the completions was Career Certificates of Less than One Year. About one-fourth was Associate in Applied Science degrees (25.9 percent). Longer-term Career Certificates accounted for 15.6 percent of the career program completions. No Vocational Skills Certificates were awarded in fiscal year 2018 (see Table C-2).

The total number of **Transfer** degrees awarded decreased 2.6 percent compared to last fiscal year. The overall number of Transfer degrees awarded in fiscal year 2018 increased from fiscal year 2014 (5.8 percent, N = 1,124).

Among Transfer degrees granted, the Associate in Arts (A.A.) degree was most commonly awarded (64.7 percent). The proportion of A.A. degrees granted has been relatively stable over the past five years, but the number of A.A. degrees increased 7.5 percent from fiscal year 2017 to fiscal year 2018. One-third (31.3 percent) of the Transfer degrees earned was Associate in Science degrees (see Table C-2).

Summary of Graduates by Degree Categories

Gender of Graduates by Degree Category

During fiscal year 2018, just more than half of the degrees and certificates was earned by females (53.3 percent). The degrees and certificates attained by the highest proportion of females were Associate in Teaching (100 percent), Associate in Arts (60.4 percent), General Associate (59.8 percent), and the Associate in Applied Science (59.4 percent). Although small in overall number, the Associate in Engineering Science (N = 325) had the highest proportion of male graduates (87.7 percent, N = 285). Short-term Certificates of Less Than One Year were the specific award category with the largest number of male graduates (N = 12,721). The male/female distribution within the Transfer degree and Career and Technical Education degree and certificate areas drive the overall gender proportion (see Table C-3).

Racial Ethnic Origin of Graduates by Degree Category

More than one-third (36.8 percent) of all degrees and certificates in fiscal year 2018 was awarded to minority students (nonwhite). In Table C-4, nearly twice as many minority

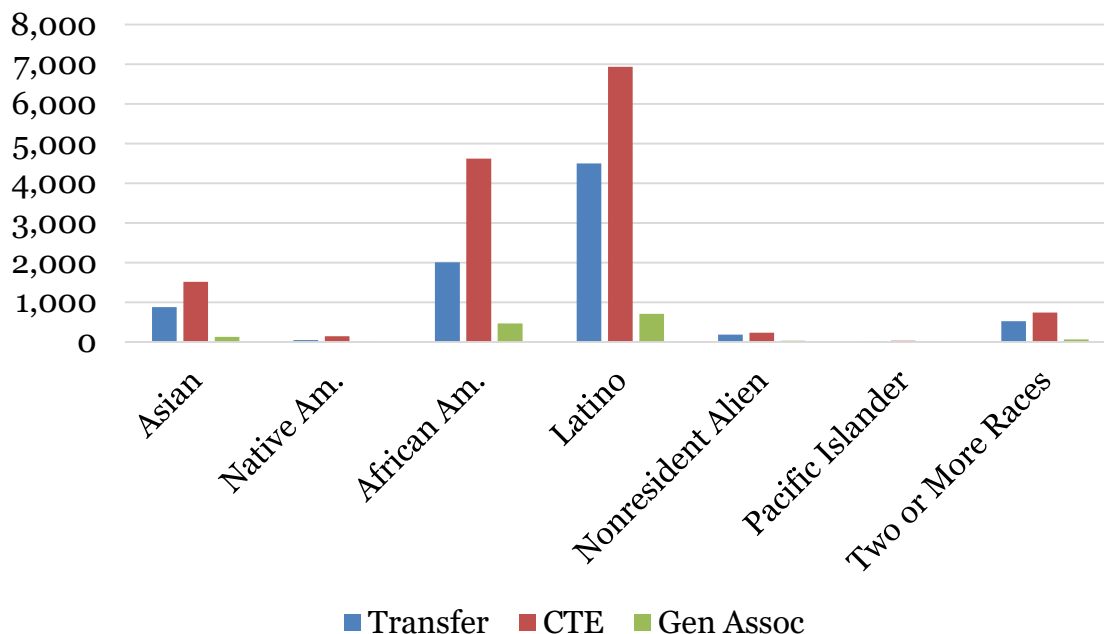
**Student Enrollments & Completions
Fiscal Year 2018**

graduates completed Career and Technical Education degrees and certificates (N = 14,216) than Transfer degrees (N = 8,165).

Nearly four out of every ten (39.5 percent) fiscal year 2018 Transfer degrees were earned by minority students. The majority of the Transfer degrees earned by minorities was Associate in Arts degrees (67.6 percent), while 30.0 percent was Associate in Science degrees. The overall proportion of minority Transfer completers was similar to last year.

Latino students (N = 12,145) completed five thousand more collegiate-level programs than did African American students (N = 7,093) in fiscal year 2018. Figure 12 illustrates the distribution of minority students who successfully completed degree and certificate programs in the Illinois Community College System during fiscal year 2018 (see Table C-4).

Figure 12. Associate Degrees Earned by Minority Students, Fiscal Year 2018



Age of Graduates by Degree Category

Twenty-one percent of all completers were in the under 21 year old age group (20.6 percent). The youngest graduates were in Career and Technical Education (59.4 percent) and Transfer (39.1 percent) programs. The 21-24 age group accounted for one-third (34.9 percent) of all graduates. Graduates between 25 and 30 accounted for one-fifth (18.9 percent) of the total, and the 31-39 age group accounted for 13.3 percent.

Nearly four in ten (38.2 percent) students 30 and under completed Transfer degrees, while only 13.7 percent of graduates over the age of 30 completed Transfer programs. Eight out of ten (80.1 percent) graduates over 30 earned Career and Technical Education

degrees and certificates. Generally, 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 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 (72.5 percent) who attained a Transfer degree in fiscal year 2018 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, 56.7 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. One-fourth (25.3 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 (83.5 percent) students who earned Transfer degrees in fiscal year 2018 indicated that they enrolled with a desire to complete an associate degree. However, one in seven (14.5 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: 83.4 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. One-sixth (16.6 percent) of these students planned to only complete one or several courses or a certificate but 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. During fiscal year 2018, the Illinois Community College System provided education and training to 689,289 students in credit and noncredit courses. More than three quarters of these students were in credit courses. The 64,671 degrees and certificates awarded in fiscal year 2018 were the sixth highest number ever reported for Illinois Community College System graduates. This is a decrease of 2.2 percent over last year and a decrease of 7.4 percent from 2014.

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https://nces.ed.gov/programs/digest/d17/tables/dt17_311.40.asp?current=yes

APPENDIX A: CREDIT ENROLLMENT DATA TABLES

APPENDIX B: NONCREDIT ENROLLMENT DATA TABLES

APPENDIX C: COMPLETIONS DATA TABLES
