



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

**FISCAL YEAR 2024**

Please access the following link for the full report:

[https://www.iccb.org/wp-content/uploads/2024/12/Annual\\_Enroll\\_Comp\\_2024\\_Final.pdf](https://www.iccb.org/wp-content/uploads/2024/12/Annual_Enroll_Comp_2024_Final.pdf)

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**Student Enrollments & Completions  
Fiscal Year 2024**

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## INTRODUCTION

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The Illinois Community College System plays a vital role in fostering educational and economic growth by offering accessible, affordable, and high-quality programs tailored to the needs of diverse learners. Serving as a bridge to higher education and career success, the system empowers both traditional and nontraditional students with pathways to in-demand careers and valuable credentials. By addressing skills gaps, supporting workforce development, and anticipating future labor market needs, Illinois community colleges are pivotal in cultivating a skilled, adaptable workforce that drives local and statewide economic progress.

According to the [National Center for Education Statistics](#), postsecondary enrollments have been in decline nationally since 2010. Additionally, the impact of the pandemic on enrollment has been well-documented across the postsecondary landscape and every sector has been impacted. Community colleges, as open access institutions, serve a significant number of at-risk students and were significantly impacted. During Fall 2022, the Illinois community college system started to see enrollment reversing those recent declines. This enrollment increase continued in academic year 2024, and Illinois community colleges experienced the second largest annual year-to-year credit enrollment increase (+5.9 percent) recorded for the Illinois Community College System. Only academic year 1981 to academic year 1982 increase of 11.4 percent was higher.

During the pandemic, postsecondary enrollment declined nationwide. Illinois community colleges took proactive steps to mitigate its impact and re-engage students. Initiatives in fiscal year 2024, such as the Early Childhood Access Consortium for Equity (ECACE) and the Pipeline for the Advancement of the Healthcare Workforce (PATH), attracted students to high-demand fields. Programs like the Workforce Equity Initiative (WEI) are expanding training opportunities in critical sectors while increasing access for minority students in at-risk communities.

Illinois community colleges are also strengthening partnerships with high schools, offering expanded dual credit programs that create clear pathways to college or career credentials. The return of in-person instruction to pre-pandemic levels has particularly boosted enrollment in areas like Career and Technical Education, Vocational Training, and Adult Education, where hands-on learning is essential.

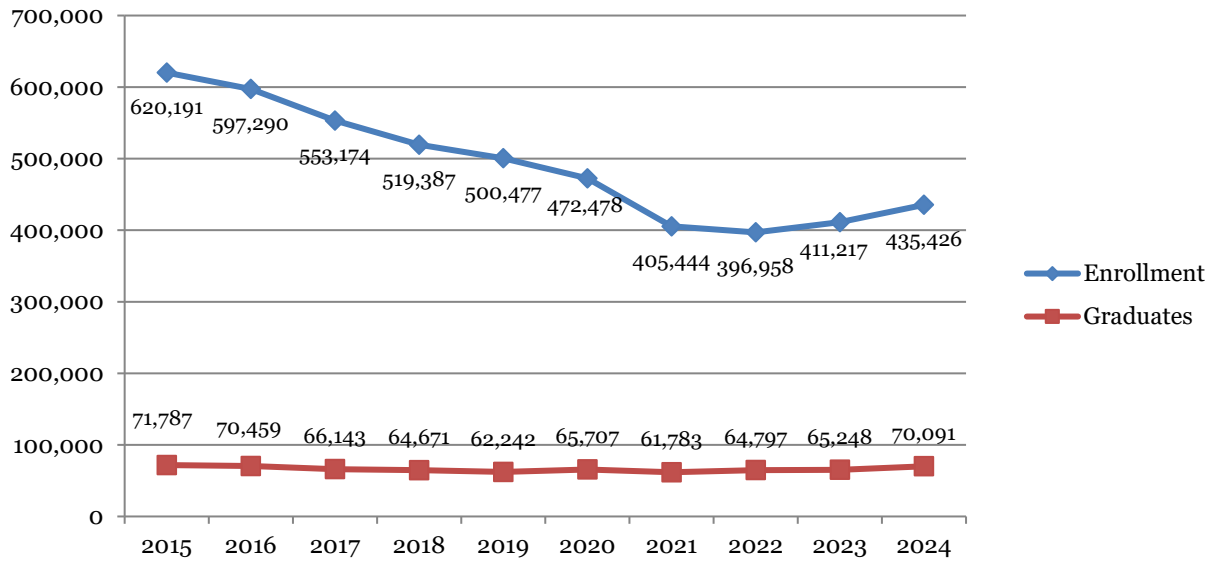
Additionally, Illinois remains a national leader in community college transfer success, thanks to the Illinois Articulation Initiative (IAI), a statewide program that streamlines course transfers between community colleges and four-year institutions.

With 70,091 earned collegiate-level degrees and certificates, fiscal year 2024 had the third 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

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of program graduates decreased two percent from fiscal year 2015 to 2024. During the same timeframe, enrollments decreased by thirty percent statewide.

**Figure 1. Illinois Community College System Credit Enrollments and Graduates, FY 2015-2024**



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 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 2024 enrollments and completions. Comparative information is supplied from four previous fiscal years (2020-2023). Detailed tables comparing fiscal year 2023 and fiscal year 2024 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 (2024) and the four previous fiscal years (2020-2023). 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.

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## HIGHLIGHTS OF FISCAL YEAR 2024 ANNUAL REPORT

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### Student Enrollments

- The Illinois Community College System served 552,820 students in credit and noncredit courses during fiscal year 2024. Overall combined enrollments increased compared to last year (4.7 percent, N = 25,059).
- Credit-generating students accounted for 78.8 percent of the overall fiscal year 2024 headcount.
- During fiscal year 2024, the 48 public community colleges in Illinois enrolled 435,426 students in instructional credit courses. This is a 5.9 percent increase over the previous year (411,217). The full-time equivalent (FTE) enrollment was 169,729, an increase of 6.6 percent since fiscal year 2023.
- Statewide, 11,750 of 552,820 total students enrolled in both credit and noncredit courses during fiscal year 2024 (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 54.1 percent of the fiscal year 2024 student population enrolled in credit-generating programs.
- Minority (non-white) students accounted for just over half (53.3 percent) of the credit students enrolled. African American student representation increased (9.8 percent) and accounted for 13.0 percent of all credit students. Latino student representation increased (13.7 percent) and accounted for 29.4 percent of all credit students. Asian (5.8 percent), Two or More Races (3.3 percent), and U.S. Nonresident (1.1 percent) student representation increased from the previous year.
- Nearly two in three Pell recipients were minority (non-white) students in fiscal year 2024 (65.9 percent).
- Thirty-seven percent of students in fiscal year 2024 were first-generation students (36.8 percent).
- The median age of credit-generating students was 21.6 during fiscal year 2024, unchanged from the previous year. The average age was also unchanged from the previous year at 26.3 years in fiscal year 2024.
- Transfer remained the largest credit instructional program area enrolling 53.3 percent of fiscal year 2024 Illinois Community College System students. Enrollments in Transfer programs increased 4.6 percent compared to the previous year.

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- Statewide, Career and Technical Education credit program enrollments accounted for one-quarter of all credit students (25.3 percent). Enrollments in Career and Technical Education programs increased 6.1 percent from last year.
- Students enrolled in Adult Education courses in community colleges comprised 12.4 percent of the credit-generating students. Enrollments in Adult Education increased by 18.6 percent versus fiscal year 2023.
- Of the students in Adult Education, 64.2 percent were enrolled in English as a Second Language (ESL) courses.
- Although 53.3 percent of the fiscal year 2024 credit student population was enrolled in the Transfer area, only 36.8 percent of all students indicated intent to transfer.
- One-half (50.1 percent) of the fiscal year 2024 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 (69.8 percent) and spring (74.2 percent) semesters in fiscal year 2024.
- Twenty-one percent of the credit-generating students are known to already have earned some type of college certificate or degree. This includes 17,178 who earned a bachelor's degree or higher.
- Illinois community college students enrolled in 5,091,865 credit hours throughout fiscal year 2024 and earned 79.5 percent of those hours.
- Accumulated credit hours were available for 80.7 percent of the fiscal year 2024 student population. More than one-third of them (34.3 percent) attained sophomore-level status by accumulating 30 or more college-level hours.
- Cumulative grade point average data was reported for 79.1 percent of the fiscal year 2024 students. One-half (54.2 percent) held an A-B average.
- In fiscal year 2024, one in ten (9.6 percent) Illinois community college students (not enrolled in ABE/ASE/ESL, Vocational Skills, or General Studies) were enrolled in at least one developmental course—a decrease from fiscal year 2023.
- In fiscal year 2024, Illinois community college students earned 64.6 percent of the developmental credits they attempted. This percentage is up slightly from 64.1 percent in fiscal year 2023.

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- High school students enrolled in dual credit courses (N = 91,017) comprised 20.9 percent of all credit enrollment at Illinois community colleges in fiscal year 2024. This represents a 10.2 percent increase from the previous year and the largest enrollment ever reported for dual credit students.
- Fiscal year 2024 unduplicated noncredit headcount increased 0.7 percent over last year to 117,394 students. The duplicated headcount or “seatcount” was 4.4 percent higher than the previous year.
- Statewide, 15,257 noncredit course sections were conducted during fiscal year 2024.
- Female students accounted for 46.4 percent of 2024 noncredit enrollments.
- Minority students accounted for nearly one-third (30.5 percent) of the individuals enrolled in noncredit courses who supplied racial/ethnic data.
- The median age of noncredit students was 37.7 during fiscal year 2024. The average age was 40.6 years.
- Nearly one-half (46.6 percent) of the noncredit students were 40 years of age or above among the individuals who supplied this information.
- Three-fifths of the noncredit offerings (duplicated) were in the Personal and Social Development category of activity (60.1 percent). One-fourth of the noncredit coursework were dedicated to developing workplace skills: Professional/Vocational (15.0 percent) and Business and Industry Contractual training (10.5 percent).
- Across all categories of activity, ten broad course enrollments (two-digit CIP) had over 5,000 noncredit students enrolled. These ten areas accounted for over two-thirds of the students enrolled in noncredit courses with CIP data (70.5 percent). About one out of two enrollments in these large CIPs were in work-related courses: Business Management (14.0 percent), Education (9.6 percent), Health Professions (7.6 percent), Transportation (6.3 percent), Legal Professions and Studies (4.9 percent), Security and Protective Services (4.7 percent), and Computer and Information Sciences (4.3 percent).
- Noncredit enrollments by term were 39.2 percent in Spring, 33.8 percent in Fall, and 27.0 percent in Summer in fiscal year 2024.
- One-half of the 2024 noncredit courses were held on main college campuses (50.0 percent).

## **Student Completions**

- A total of 70,091 collegiate-level degrees and certificates were awarded to Illinois community college students in fiscal year 2024.
- The number of community college completions in fiscal year 2024 is the third highest count ever reported.
- The number of degrees and certificates awarded increased 7.4 percent from fiscal year 2023 (+4,843 completers). Taking a longer view—compared to fiscal year 2020—the total number of fiscal year 2024 completions increased 6.7 percent.
- Career and Technical Education accounted for the largest number of graduates (N = 41,035) in fiscal year 2024. Just over half of the earned degrees and certificates were in Career and Technical Education programs during fiscal year 2024 (58.5 percent). Career completions increased 9.5 percent from last year.
- Transfer completions accounted for the second largest group of completers in fiscal year 2024 (N = 26,940). Four out of ten graduates earned Transfer completions (38.4 percent). The number of Transfer completions increased 5.7 percent (+1,458) from last year. One in three Transfer graduates earned the General Education Core Curriculum Credential.
- Twenty-two percent of the Career and Technical Education awards in fiscal year 2024 were AAS degrees.
- Females accounted for 53.9 percent of all 2024 completions.
- Career and Technical Education Certificates of Nine to less than Thirty Semester Hours accounted for the largest number of male completers (N = 9,619), and Associate in Arts accounted for the largest number of female completers (N = 7,259) of a specific degree or certificate.
- Although small in number, the Associate in Engineering Science (N = 379) had the highest proportion of male graduates (82.3 percent, N = 312).
- Minority students earned 44.3 percent of the collegiate-level degrees and certificates awarded in the Illinois Community College System during fiscal year 2024. Latino students earned 23.6 percent, African American students earned 11.6 percent, and Asian students earned 4.4 percent of all degrees and certificates.
- Minorities accounted for 42.9 percent of total Transfer degree and certificate recipients.



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- More minority graduates completed Career and Technical Education degrees and certificates (N = 18,441) than Transfer degrees and certificates (N = 11,552).
- Among the largest minority groups, Latino (N = 16,562) students completed more than twice as many collegiate-level awards than African American students (N = 8,124).
- Twenty-nine percent of the students who were awarded degrees and certificates during fiscal year 2024 were less than 21 years of age. The other age groups with the largest percentages of graduates were 21 to 24 (34.1 percent), 25 to 30 (15.1 percent), 31 to 39 years of age (11.7 percent), and 40 to 55 years of age (8.5 percent).
- Seven out of ten Transfer degree and certificate completers in 2024 indicated intent to transfer to a four-year institution.
- Approximately 18.1 percent of fiscal year 2024 Associate in Applied Science degree graduates indicated goals to complete some courses or finish a certificate.

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## **CLOSING COMMENTS**

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Demand for the programs and services delivered by Illinois community colleges remain strong. During fiscal year 2024, the Illinois Community College System provided education and training to 552,820 students in credit and noncredit courses. More than three-fourths of these students were in credit courses. The 70,091 degrees and certificates awarded in fiscal year 2024 were the third highest number ever reported for Illinois Community College System graduates. This is an increase of 7.4 percent over last year and 6.7 percent from 2020.

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