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**DISTANCE EDUCATION  
IN THE  
ILLINOIS COMMUNITY COLLEGE SYSTEM**

**FISCAL YEAR 2023**

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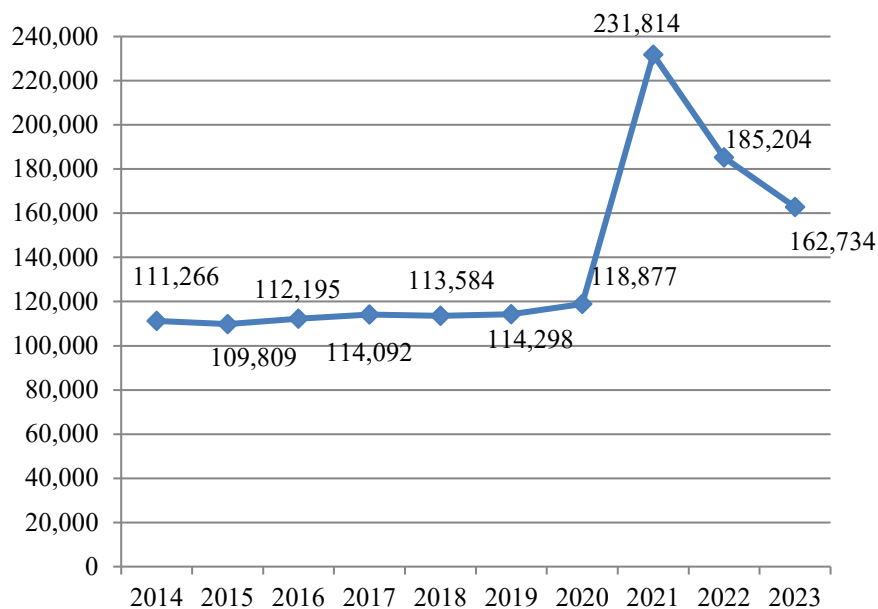
## INTRODUCTION

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Distance education courses include online/Internet-based instructional delivery, interactive instructional TV/distance learning, broadcast television/audio, stored media, correspondence, and hybrid/blended instructional delivery. Online/Internet-based courses are courses in which Internet/World Wide Web serves as the primary (51 percent or more) delivery method for instruction. Interactive instructional TV/distance learning courses include fully interactive video courses provided via two-way video/two-way audio compressed video telecommunication technology and one-way video/two-way audio, which provide for immediate interaction with students. Broadcast television/audio courses are courses broadcasted via one-way audio/video, cable, satellite TV or radio. Stored media courses are courses taught primarily through instructional audiotapes, videotapes, CD-ROM, DVD, or other stored disc/media technology. Correspondence courses are courses provided in print via the mail, fax, etc. Hybrid/blended courses are courses combining traditional and Internet-based delivery of instruction, significantly reducing in-class seat-time.

Even before the COVID-19 pandemic, online/Internet-based courses became an increasingly common method of instructional delivery at community colleges, which offer a convenient and cost-effective way to earn college credits, certificates, and degrees. Due to the pandemic, online/Internet-based courses expanded unprecedentedly in fiscal year 2021. As COVID-19 receded in fiscal year 2022, online enrollment decreased from fiscal year 2021 but was still significantly higher in comparison to the pre-pandemic online enrollment. Illinois community colleges reported a total of 162,734 headcount enrollments in online credit courses during fiscal year 2023. This is a 42.4 percent increase in online enrollments from fiscal year 2019 when there were 114,298 online enrollments and a 46.3 percent increase from fiscal year 2014 when there were 111,266 online enrollments.

**Figure 1. Illinois Community College System Online Enrollments, FY 2014-2023**



Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

## Distance Education in the Illinois Community College System

Nationally, 54.2 percent of students were enrolled in one or more distance education courses (excluding hybrid courses) in Fall 2022 (60.0 percent in Fall 2021). The highest undergraduate distance education enrollment rate was at private, for-profit four-year institutions, where nearly nine out of ten students (89.0 percent) were enrolled in at least one distance education course, with the majority of these students (80.8 percent) enrolled exclusively in distance education courses. Public, two-year institutions enrolled nearly six out of ten students (58.9 percent) in some or all distance education courses with 54.3 percent of these students enrolled exclusively in distance education courses. Out of those students enrolled exclusively in distance education coursework at public, two-year institutions, 94.0 percent of students enrolled in the same state, 4.3 percent of students enrolled in a different state, and 0.5 percent of students enrolled outside of the United States. The location of courses or students was unknown or not reported for the remaining 1.2 percent of students (National Center for Education Statistics, [2023](#) and [2024](#)).

In Illinois, approximately one half of undergraduate students (49.8 percent) enrolled in one or more distance education coursework (excluding hybrid courses) in Fall 2022. Private, for-profit four-year institutions enrolled more than nine out of ten students (94.2 percent) in at least one distance education course, with the majority of students (86.4 percent) enrolled exclusively in distance education courses. Public, two-year institutions enrolled 47.1 percent of undergraduate students in one or more distance education courses in Fall 2022, with 21.0 percent of students enrolled exclusively in distance education coursework. Out of those students enrolled exclusively in distance education coursework through public, two-year institutions, nearly all (97.6 percent) enrolled students were located in the state of Illinois, and only 1.6 percent enrolled students were located inside the U.S. but outside of the state of Illinois. For the remaining 0.8 percent of students, the location of courses or the location of students was outside the U.S., unknown, or not reported ([National Center for Education Statistics, 2024](#)). When comparing the Illinois percentage of students enrolled in one or more distance education courses in the Fall 2022 snapshot (47.1 percent for Public, two-year institutions) deriving from the National Center for Education Statistics with the percentage of students enrolled during the entire fiscal year 2023 (39.6 percent) from the ICCB Centralized Data System in this report, it is important to note fiscal year 2023 represents Summer 2022, Fall 2022, and Spring 2023 terms. There were more in-person classes in the Spring 2023 term, and thus a lower percentage of students enrolled in one or more distance education courses during all three terms in fiscal year 2023 compared to Fall 2022.

Data for this report derive from the Illinois Community College Board's (ICCB) Centralized Data System and, specifically, the Annual Student Enrollment and Completion (A1) submission (Tables A-1 through A-19) and Course Enrollment and Resources (SU/SR) submission (Tables B-1 through B-5). Information from the A1 submission is used in the report to describe the characteristics of students who enrolled in at least one online course and earned credit for at least one online course in fiscal year 2023. A1 data are required for all students who are officially enrolled in a credit course at an Illinois community college any time during the specified fiscal year. The A1 record also includes information about student completions during the year. The file includes a variety of demographic and academic information about community college students in Illinois. A1 enrollments are unduplicated end-of-year counts. SU/SR data are used to determine enrollment (credit hour) based funding and are combined with additional data collection to study facilities utilization. The SU contains the credit hours associated with courses that are paid with 50 percent or more from unrestricted funds. The SR contains the credit hours associated with

courses that are paid with more than 50 percent from restricted funds. The SU data is used to determine allocations of the credit hour formula driven grant. Both the SU and SR data are used to determine allocations of all other grants that have an allocation based on credit hours. SU/SR enrollments are duplicated counts from midterm.

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### KEY FINDINGS

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- As COVID-19 receded in fiscal year 2022, online enrollment at Illinois community colleges decreased to 162,734 in fiscal year 2023 from 231,814 in fiscal year 2021 but was still significantly higher in comparison to the pre-pandemic online enrollment (118,877 in fiscal year 2020).
- Two out of five students (39.6 percent) enrolled in at least one online course in fiscal year 2023.
- Nearly two-thirds (60.9 percent) of the online enrollments were females.
- Minority students were nearly as likely to pursue online courses as white students. Latino students were the largest minority group enrolled in online credit coursework and accounted for 25.7 percent of online enrollments. African American and Asian students accounted for 12.2 percent and 6.6 percent of online enrollments, respectively.
- Forty percent of students in online credit coursework in fiscal year 2023 were first-generation students.
- The average age of Illinois community college students in online credit courses was 25.7 and the median age was 21.9 during fiscal year 2023. Online enrollments were the most popular with students aged 24 or younger enrolled in Transfer programs (78.4 percent).
- Registered Nursing/Registered Nurse was the largest online Career and Technical Education program in fiscal year 2023 with 3,156 online enrollments, and Child Care Provider/Assistant was the second largest program with 2,669 online enrollments (an increase of 32.2 percent from fiscal year 2022).
- Illinois community college students that completed at least one online credit course earned on average 87.2 percent of the online credit hours they attempted.
- Nearly nine out of ten students taking at least one online course had grade point averages of 2.01 or higher, which is a “C” average or above (88.9 percent). More than one-half of the students (55.5 percent) achieved grade point averages in the “B” to “A” range (3.01 to 4.00).
- Nearly one-half of the students (47.1 percent) that completed at least one online credit course in fiscal year 2023 took their courses exclusively online compared to 54.8 percent in fiscal year 2022.

- Distance education courses (including hybrid courses) accounted for 34.3 percent of all courses in fiscal year 2023.
- The five largest Career and Technical Education curricula with over 3,500 duplicated online course section enrollments are Computer Programming/Programmer, General; Child Care Provider/Assistant; Medical Office Assistant/Specialist; Business/Office Automation/Technology/Data Entry; and Computer Systems Networking and Telecommunications.

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### CHARACTERISTICS OF ONLINE STUDENTS

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#### OVERALL HEADCOUNT AND FTE

**OVERALL HEADCOUNT:** The Illinois Community College System recorded a total of 162,734 students enrolled in **one or more** online credit courses during fiscal year 2023. **All Illinois community colleges offer online courses.** Annual online credit enrollments decreased 12.1 percent compared to the previous year (N = 185,204) and increased 42.4 percent compared to five years ago (N = 114,298). Out of all credit enrollments in fiscal year 2023 (N = 411,217), 39.6 percent were online credit enrollments. Table A-1 provides online credit headcount enrollment for fiscal years 2019-2023 for each community college. Among Illinois' 48 colleges, 40 colleges reported more than 1,000 online enrollments in the most recent data. College of DuPage (N = 16,409) reported the most online enrollments, followed by College of Lake County (N = 10,353) and Harper College (N = 9,216). Nearly seven out of ten of all credit enrollments at John Wood Community College (67.3 percent) were online enrollments in fiscal year 2023, followed by Parkland College (64.2 percent), and Harold Washington College (60.3 percent).

One out of four credit students at Illinois community colleges enrolled in at least one online course in fiscal year 2023.

**OVERALL FTE:** Annual online full-time equivalent (FTE) enrollments totaled 88,115, which was 55.3 percent of the fiscal year 2023 total FTE enrollment (N = 159,204). Table A-2 contains online FTE enrollments by college for fiscal years 2019-2023. FTE calculations convert the substantial part-time enrollment into the number of students there would be if everyone attended on a full-time basis (30 credits are equal to 1 FTE). Twenty-seven colleges reported FTE enrollments greater than 1,000 in the most recent data. College of DuPage also reported the highest online FTE enrollments (N = 7,957), followed by College of Lake County (N = 4,982) and Harper College (N = 4,745). Colleges with the highest percentages of online FTE enrollments included John Wood Community College (80.3 percent), Spoon River College (78.7 percent), and Parkland College (77.8 percent).

#### GENDER, ETHNIC ORIGIN, AND AGE CHARACTERISTICS

**GENDER:** Overall, during fiscal year 2023, nearly two-thirds (60.9 percent) of the online enrollments were females (Table A-3). Online enrollments in Transfer programs were the most popular for both genders (Table A-7). Male students taking online courses were slightly more likely to be enrolled in Transfer programs (67.3 percent) than female students (63.0 percent).

**ETHNIC ORIGIN:** In fiscal year 2023, nearly half (49.7 percent) of those participating in online credit coursework in community colleges were minority (non-white) students (among those whose ethnicity was known). Latino students were the largest minority group enrolled in online credit coursework during fiscal year 2023 (N = 40,624) and accounted for 25.7 percent of online enrollments among students whose ethnicity was known. African American and Asian students accounted for 12.2 percent and 6.6 percent of online enrollments, respectively. (Table A-4a). Minority students were nearly as likely to pursue online courses as white students in fiscal year 2023. Nearly four in ten minority credit students whose ethnicity was known (39.7 percent) at Illinois community colleges enrolled in at least one online course in fiscal year 2023, compared to over four in ten white credit students (40.8 percent). Overall, online minority students (nonwhite including unknown) were least represented in the General Studies Certificate (29.0 percent), Career and Technical Education (48.4 percent), and Transfer (49.6 percent) enrollment areas (Table A-8).

Table 1  
**ONLINE, NON-ONLINE, AND OVERALL CREDIT COURSE ENROLLMENT BY RACE/ETHNICITY FOR FISCAL YEAR 2023**

	Online Student Enrollment	Percent of Online Enrollment*	Non-Online Enrollment	Percent of Non-Online Enrollment*	Overall Enrollment	Percent of Overall Enrollment*
Asian	10,428	6.6%	12,065	5.1%	22,493	5.7%
Native American	371	0.2%	728	0.3%	1,099	0.3%
African American	19,382	12.2%	30,283	12.9%	49,665	12.6%
Latino	40,624	25.7%	67,446	28.7%	108,070	27.5%
White	79,688	50.3%	115,768	49.2%	195,456	49.7%
U.S. Nonresident	2,195	1.4%	1,934	0.8%	4,129	1.0%
Pacific Islander	174	0.1%	413	0.2%	587	0.1%
Two or More Races	5,436	3.4%	6,693	2.8%	12,129	3.1%
All Other/Unknown	4,436	2.8%	13,153	5.6%	17,589	4.5%

\*Percent of Known

Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

Overall, 46,804 students participating in online credit coursework received Pell grants in fiscal year 2023. Pell recipients include students who were awarded a Pell grant and dollars were disbursed. In addition, Pell recipients include recipients in Dual Enrollment and Second Chance Pell experiments at federally approved experimental sites. The number of Pell recipients participating in online credit coursework decreased 9.5 percent from last year but increased 39.9 percent from fiscal year 2019. Six in ten Pell recipients (61.9 percent) were minority (non-white) students (among those whose ethnicity was known). The number of minority online students receiving Pell grants decreased 7.8 percent from fiscal year 2022, and the proportion of minority online students increased slightly from 60.7 percent last year to 61.9 percent in fiscal year 2023. During the past five years, online students from minority groups comprised an average of nearly six in ten (55.6 percent) students who received Pell grants. Latino students were the minority group participating in online credit coursework with the largest number of Pell recipients (31.6 percent), followed by African American students (20.4 percent), Asian students (5.4 percent), and students



of Two or More Races (3.9 percent). Compared to last year, decreases were noted in most race/ethnicity classifications. No change was noted for Pacific Islander students (Table A-4b).

Forty percent of students in online credit coursework in fiscal year 2023 were first-generation students (40.5 percent). The number of first-generation students participating in online credit coursework decreased 11.3 percent from last year and increased 53.6 percent from fiscal year 2019. Minority (non-white) online students (among those whose ethnicity was known) accounted for more than six in ten (63.5 percent) first-generation students. The number of minority first-generation online students decreased (-9.3 percent) from fiscal year 2022, and the proportion of minority first-generation online students increased from 62.0 percent last year to 63.5 percent in fiscal year 2023. Among the minority groups of first-generation students participating in online credit coursework, Latino students were the largest (40.6 percent) followed by African American students (14.3 percent), Asian students (4.6 percent), and students of Two or More Races (2.6 percent). Compared to last year, a decrease was noted in first-generation online student headcount among most race/ethnicity classifications, but an increase was noted among Pacific Islander students (29.5 percent) (Table A-4c).

**STUDENT AGE:** In fiscal year 2023, the average age of Illinois community college students in online credit courses was 25.7, while the median age was 21.9 (Table A-5). The median has steadily decreased over the last five years. Traditional-aged students—24 or younger—accounted for over two-thirds (68.2 percent) of all online enrollments. Online enrollments were the most popular with students aged 24 or younger enrolled in Transfer programs (78.4 percent) (Table A-9).

Table 2  
**ENROLLMENT IN ONLINE CREDIT COURSES BY AGE**  
**FISCAL YEAR 2023**

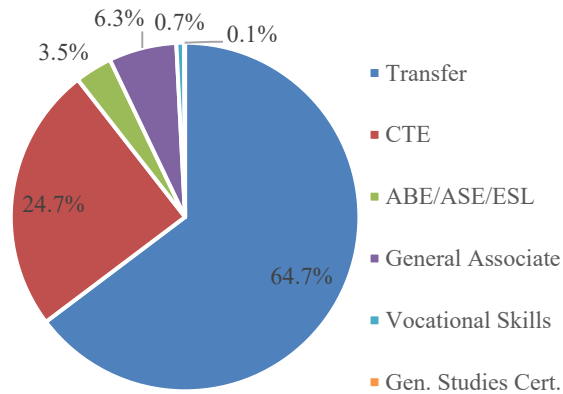
	Number	Percent
Traditional: 24 and younger	111,047	68.2%
Early to Mid-Career: 25 to 39	37,392	23.0%
Established Workers: 40 to 55	11,801	7.3%
Seasoned Workers: Over 55	2,447	1.5%

Source of Data: ICCB Centralized Data System—  
 Annual Enrollment and Completion (A1) Data

**ENROLLMENT BY INSTRUCTIONAL PROGRAM AREA**

Transfer was the largest instructional program area for online enrollments in the Illinois Community College System during fiscal year 2023, accounting for nearly two out of three online enrollments (N = 105,328). Career and Technical Education programs accounted for one in four online enrollments (N = 40,229). Six percent of online enrollments were in General Associate Degree courses (N = 10,229), and four percent were in Adult Education and English as a Second Language (N = 5,636). The remaining one percent of online enrollments was in Vocational Skills (N = 1,167) and General Studies Certificates (N = 145) programs (Table A-6a).

**Figure 2. Online Enrollment by Instructional Program Area  
Fiscal Year 2023**



Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

The largest Career and Technical Education curricula with over 1,000 online enrollments in fiscal year 2023 included Registered Nursing/Registered Nurse; Child Care Provider/Assistant; Business Administration and Management; and Criminal Justice/Police Science. Registered Nursing/Registered Nurse was the largest online Career and Technical Education program in fiscal year 2023 with 3,156 online enrollments, a decrease of 23.2 percent (-956 students) from fiscal year 2022. Child Care Provider/Assistant was the second largest program with 2,669 online enrollments, an increase of 32.2 percent (+650 students) from fiscal year 2022 (Table A-10).

### **INTENT AND DEGREE OBJECTIVE**

Intent data provide the primary goal that students plan to achieve as a result of their studies. Initial intent data are self-reported by students when they first enroll at Illinois public community colleges. College staff is asked to require each student to update goal information each semester and provide a current intent, as well as to retain students' original entry intent. Every other student that completed at least one online credit course in fiscal year 2023 reported a goal of preparing for transfer to a four-year institution (51.0 percent). One-fourth of the students reported a workforce goal, which includes preparing for a job immediately after community college program completion (20.4 percent) and improving skills for a current position (5.4 percent). Nine percent of students indicated a goal of personal interest/self-development. Four percent of students reported a goal of High School Equivalency preparation (Table A-11).

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. Nearly one-third of students that completed at least one online credit course in fiscal year 2023 indicated that they were enrolling with no intention of pursuing a degree—only to complete one or several courses (30.4 percent). Six out of ten students planned to complete an associate degree (62.9 percent), and 6.7 percent of students planned to complete a certificate (Table A-12).

### **ENROLLMENT BY TERM AND TYPE OF ATTENDANCE**

Students taking online courses during the fall and spring semesters were more likely to attend on a part-time basis (54.7 and 57.0 percent, respectively) than full-time (45.3 and 43.0 percent, respectively). Students enrolled for less than 12 credit hours are considered part-time during the fall and spring semesters. Approximately nine out of ten online students (89.1 percent) attended on a part-time basis during the summer term of fiscal year 2023 (less than nine credit hours) (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. About three-fourths of the students that completed at least one online credit course in fiscal year 2023 provided this information (78.2 percent). Approximately six out of ten online students (59.2 percent) entered the community college with a high school diploma/equivalency. One-fifth of online students earned some type of postsecondary certificate or degree (20.3 percent). About fifteen percent had already earned degrees at or beyond the community college level. Twenty percent of online students had previously taken college coursework without completing a certificate or degree (Table A-14).

### **ACCUMULATED COLLEGE-LEVEL CREDIT HOURS**

Of the 155,735 online students for whom data were available in fiscal year 2023 (95.7 percent), 48.4 percent accumulated less than 30 college-level hours (freshman level). Three out of ten (30.2 percent) accumulated between 30 and 59 credit hours (sophomore status), and approximately one-fifth (21.3 percent) earned 60 or more credit hours (Table A-16).

### **GRADE POINT AVERAGE**

Cumulative grade point average (GPA) data were available for 95.6 percent of the online students enrolled in fiscal year 2023. Pre-college coursework does not generate GPA information. Nearly nine out of ten students had grade point averages of 2.01 or higher, which is a “C” average or above (88.9 percent). More than one-half of the students (55.5 percent) achieved grade point averages in the “B” to “A” range (3.01 to 4.00). One-third (33.4 percent) achieved grade point averages in the “C” to “B” range (2.01 to 3.00) (Table A-17).

### **HOURS ATTEMPTED AND EARNED**

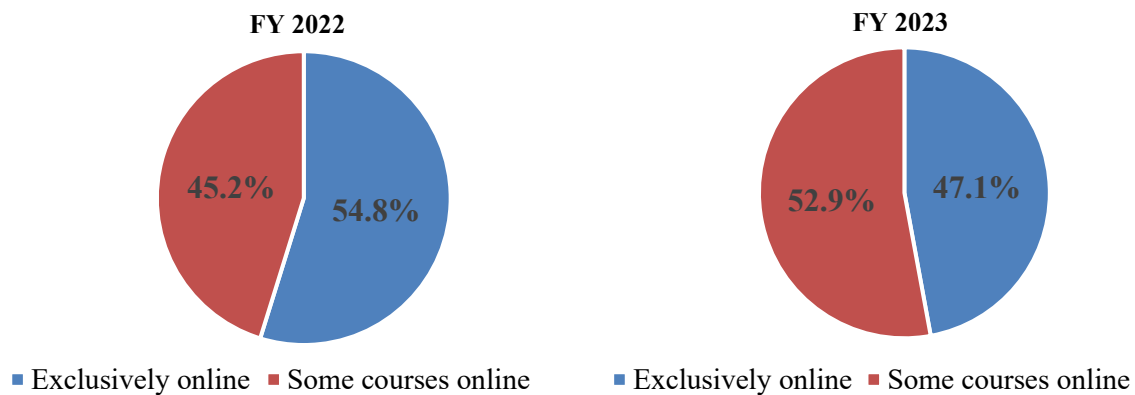
In fiscal year 2023, Illinois community college students that completed at least one online credit course earned on average 87.2 percent of the online credit hours they attempted (N = 2,304,262/2,643,437). Full-time (86.9 percent) and part-time (87.5 percent) students earned a similar percentage of the hours they attempted (Table A-15).

Table A-18 demonstrates how many Internet hours students earned during fiscal year 2023. Out of 162,734 students that completed at least one online credit course in fiscal year 2023, 31.1

percent of students earned less than four credit hours, 40.9 percent of students earned between four and less than ten credit hours, 15.9 percent of students earned between ten and less than 16 credit hours, 11.4 percent of students earned between 16 and less than 31 credit hours, and 0.7 percent of students earned 31 or more credit hours.

Table A-19 provides the rate of Internet hours compared to overall credit hours. Nearly one-half of the students (47.1 percent) that completed at least one online credit course in fiscal year 2023 took their courses exclusively online compared to 54.8 percent of students in fiscal year 2022. More than two in three students (68.8 percent) earned 50 percent or more of credit hours through Internet-based courses (including students that took their courses exclusively online), fourteen percent of students earned up to 25 percent of credit hours through Internet-based courses, and eighteen percent of students earned between 25 percent and 50 percent of credit hours through Internet-based courses.

**Figure 3. Online Students Enrolled Exclusively or Partially in Internet-Based Coursework  
Fiscal Year 2022 and 2023**



Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

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## DISTANCE EDUCATION COURSE COUNT AND COURSE SECTION ENROLLMENT

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### COURSE COUNT BY INSTRUCTIONAL DELIVERY

In fiscal year 2023 Illinois community colleges offered a total of 38,951 distance education courses (including hybrid courses), which accounted for 34.3 percent of all courses. Online/internet-based courses, the most common instructional delivery in distance education, accounted for 76.8 of all distance education courses in fiscal year 2023, with hybrid/blended courses accounting for another 22.3 percent, for a total of 99.1 percent of all distance education courses (Table B-1). Distance education courses represented the highest proportion of courses at Carl Sandburg College (63.7 percent), Harold Washington College (59.3 percent), and Harper College (56.5 percent).

In fiscal year 2023, distance education courses accounted for 34.3 percent of all courses.

### **COURSE SECTION ENROLLMENT BY INSTRUCTIONAL DELIVERY**

All distance education course enrollments (including enrollment in hybrid coursework) totaled 586,919 in fiscal year 2023 and accounted for 40.6 percent of all course enrollments. Online/internet-based course enrollments accounted for 81.4 percent of all distance education enrollments in fiscal year 2023, with hybrid/blended enrollments accounting for another 18.3 percent. Combined, online/internet-based and hybrid/blended enrollments represented 99.6 percent of all distance education course enrollments (Table B-2). Harold Washington College had the highest ratio of distance education enrollment to all course enrollments (64.0 percent), followed by Parkland College (63.2 percent), and Harper College (57.1 percent).

Distance education course enrollments decreased 21.0 percent compared to fiscal year 2022, as the COVID-19 pandemic receded. In fiscal year 2023 distance education course enrollments no longer included hybrid courses and distance education courses impacted by campus closures due to COVID-19. Compared to last year, a decrease in enrollment was noted for Internet-based courses (-22.5 percent) and hybrid courses (-11.2 percent). A large increase in enrollment was also noted for the sum of fiscal year 2023 interactive instructional TV/distance learning courses, broadcast TV/audio, courses via stored media, and correspondence when compared to the fiscal year 2022 sum of the same instructional delivery types (-61.7 percent) (Table B-3).

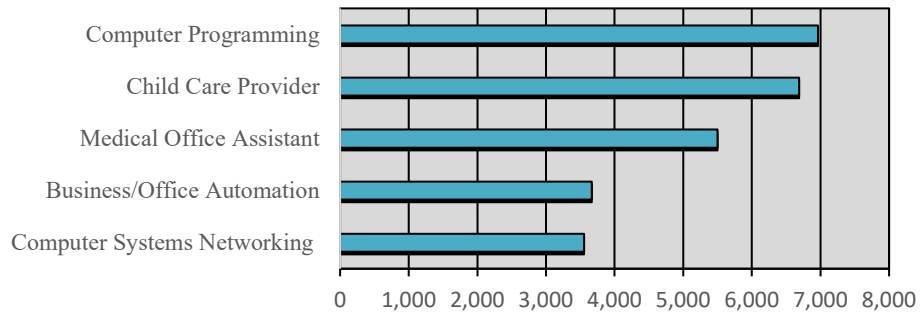
### **AVERAGE CLASS SIZE IN INTERNET-BASED AND HYBRID COURSES**

The average class size in online and hybrid courses in fiscal year 2023 was 15.2 students per course. Waubonsee Community College had the largest average online and hybrid enrollments per course in fiscal year 2022 at 20.5, while Frontier Community College had the smallest average online and hybrid enrollments per course at 8.3 (Table B-4).

### **COURSE SECTION ENROLLMENT IN CAREER AND TECHNICAL EDUCATION**

Table B-5 provides duplicated online course section enrollment in Career and Technical Education by program in fiscal year 2023. Computer Programming/Programmer, General (CIP 110201, N = 6,966); Child Care Provider/Assistant (CIP 190709, N = 6,688); Medical Office Assistant/Specialist (CIP 510710, N = 5,500); Business/Office Automation/Technology/Data Entry (CIP 520407, N = 3,666); and Computer Systems Networking and Telecommunications (CIP 110901, N = 3,557) are the five largest Career and Technical Education curricula with over 3,500 duplicated online course section enrollments.

**Figure 4. Top Five Online Course Section Enrollments in Career and Technical Education  
Fiscal Year 2023**



**Source of Data: ICCB Centralized Data System— Course Enrollment and Resources (SU/SR) Data**

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- National Center for Education Statistics. (2024). Table 311.15. Number and percentage of students enrolled in degree-granting postsecondary institutions, by distance education participation, location of student, level of enrollment, and control and level of institution: Fall 2021 and fall 2022. *Digest of Education Statistics*. Washington, DC: U.S. Department of Education. [https://nces.ed.gov/programs/digest/d23/tables/dt23\\_311.15.asp](https://nces.ed.gov/programs/digest/d23/tables/dt23_311.15.asp)

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APPENDIX A

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*Unduplicated Enrollment*

- A-1 Summary Comparison of Annual Credit Online Headcount Enrollments by College, Fiscal Years 2019-2023
- A-2 Summary Comparison of Annual Online FTE Enrollments by College, Fiscal Years 2019-2023
- A-3 Comparison of Male and Female Annual Online Headcount Enrollments, Fiscal Years 2019-2023
- A-4a Comparison of Annual Online Headcount Enrollments by Ethnic Origin, Fiscal Years 2019-2023
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## APPENDIX B

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*Duplicated Course Count and Course Section Enrollment*

B-1 Instructional Delivery Course Count by College, Fiscal Year 2023

B-2 Instructional Delivery in Course Section Enrollment by College, Fiscal Year 2023

B-3 Comparison of Course Section Enrollment by Instructional Delivery, Fiscal Years 2022 and 2023

B-4 Average Class Size in Internet-Based and Hybrid Courses by College, Fiscal Year 2023

B-5 Annual Duplicated Online Course Section Enrollment in Career and Technical Education by Instructional Program by College, Fiscal Year 2023