

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

**FISCAL YEAR 2014**

**Illinois Community College Board  
401 East Capitol Avenue  
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**March 2015**

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**TABLE OF CONTENTS**

|   |    |
|---|----|
| <b>Introduction</b> .....   | iv |
| <b>Highlights of Fiscal Year 2014 Annual Report</b> .....                   | vi |
| <b>Overall Fiscal Year 2014 Student Enrollments</b> .....                   | 1  |
| <b>Fiscal Year 2014 Student Credit Enrollments</b> .....                    | 2  |
| Student Credit Enrollment by Community College.....                         | 2  |
| Male/Female Distribution .....  | 2  |
| Ethnic Origin.....  | 2  |
| Student Age.....  | 3  |
| Summary of Enrollments by Instructional Program Area .....                  | 3  |
| Enrollment Hours by Term and Type of Attendance.....                        | 6  |
| Highest Degree Earned by Students Prior to Attending Community College..... | 7  |
| Attempted vs. Earned Credit Hours .....                                     | 7  |
| Accumulated College-Level Credit Hours.....                                 | 7  |
| Grade Point Averages .....  | 7  |
| High School Graduation Percentile Rank.....                                 | 7  |
| ACT Scores of Community College Students .....                              | 7  |
| Developmental Enrollment .....  | 8  |
| <b>Fiscal Year 2014 Student Noncredit Course Enrollments</b> .....          | 9  |
| Student Noncredit Course Enrollment by Community College .....              | 9  |
| Characteristics of Noncredit Students.....                                  | 10 |
| Noncredit Category of Activity (Duplicated) .....                           | 11 |
| Largest Noncredit Offerings (Duplicated) .....                              | 11 |
| Noncredit Term of Attendance (Duplicated) .....                             | 12 |
| Noncredit Enrollment Distribution by Site/Location (Duplicated) .....       | 12 |

Student Enrollments & Completions

Fiscal Year 2014

|   |    |
|---|----|
| <b>Fiscal Year 2014 Completions</b> .....                   | 13 |
| Degrees and Certificates Awarded by Community College ..... | 13 |
| Degrees and Certificates Awarded by Program Categories..... | 13 |
| Summary of Graduates by Degree Categories.....              | 14 |
| <br>  |    |
| <b>Closing Comments</b> .....                               | 15 |
| <br>  |    |
| <b>Bibliography</b> .....                                   | 16 |
| <br>  |    |
| <b>Appendix A: Credit Enrollment Data Tables</b> .....      | 17 |
| <b>Appendix B: Noncredit Enrollment Data Tables</b> .....   | 43 |
| <b>Appendix C: Completion Data Tables</b> .....             | 59 |

## 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. The system provides students with smooth transitions into and across higher education and training for in-demand occupations with economic value. To align education and workforce efforts and implement high impact state-level strategies and initiatives, the Illinois Community College Board (ICCB) continues to partner with the Illinois Governor’s Office, Illinois P-20 Council, Illinois Department of Commerce and Economic Opportunity (DCEO), Illinois Department of Employment Security (IDES), Illinois State Board of Education (ISBE), Illinois Student Assistance Commission (ISAC), and Illinois Board of Higher Education (IBHE). The need for increased certificate and degree credentials is imperative to meet the demands of Illinois’ economy.

As part of the Illinois *60 percent by 2025* completion goal, Illinois public community colleges have set annual postsecondary credential benchmarks through 2025 to ensure the state meets workforce demand for higher education certificates and degrees. As illustrated in Figure 1, the Illinois Community College System is currently exceeding the statewide Illinois community college goal.

| Fiscal Year | Graduate Goal | Actual Graduates | Progress |
|-------------|---------------|------------------|----------|
| 2009        | 53,053        | 53,053           | --       |
| 2010        | 55,253        | 56,884           | +1,631   |
| 2011        | 57,453        | 61,538           | +4,085   |
| 2012        | 59,653        | 64,246           | +4,593   |
| 2013        | 61,853        | 69,036           | +7,183   |
| 2014        | 64,053        | 69,812           | +5,759   |
| 2015        | 66,253        |                  |          |
| 2016        | 68,453        |                  |          |
| 2017        | 70,653        |                  |          |
| 2018        | 72,853        |                  |          |
| 2019        | 75,053        |                  |          |
| 2020        | 77,253        |                  |          |
| 2021        | 79,453        |                  |          |
| 2022        | 81,653        |                  |          |
| 2023        | 83,853        |                  |          |
| 2024        | 86,053        |                  |          |
| 2025        | 88,253        |                  |          |

Source: Annual Enrollment and Completion (A1 & A2)

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

For the Illinois Community College System to continue to advance the *60 percent by 2025* completion goal and increase transparency, ICCB released the [ICCB Graduation Goal and Complete College America Website](#) in April, 2014. The website houses credential attainment progress information and Complete College America (CCA) metric data for the Illinois Community College System and is intended to promote program improvement and monitor the number and rate of college graduates. At the time of publication, 33 states and the District of Columbia were members of the [CCA Alliance of States](#).

Figure 2 provides the historical data on the number of graduates from the Illinois Community College System for fiscal years 1986 through 2014. With 69,812 earned collegiate-level degrees and certificates, fiscal year 2014 again set an all time high in the number of graduates from the Illinois Community College System. The number of graduates increased 1.1 percent from fiscal year 2013 (+ 776 completers). Compared to fiscal year 2010 the total number of fiscal year 2014 completions increased 22.7 percent. Comparing results from 2014 to 1986 shows that the number of annual graduates more than doubled during that timeframe (+ 39,262).

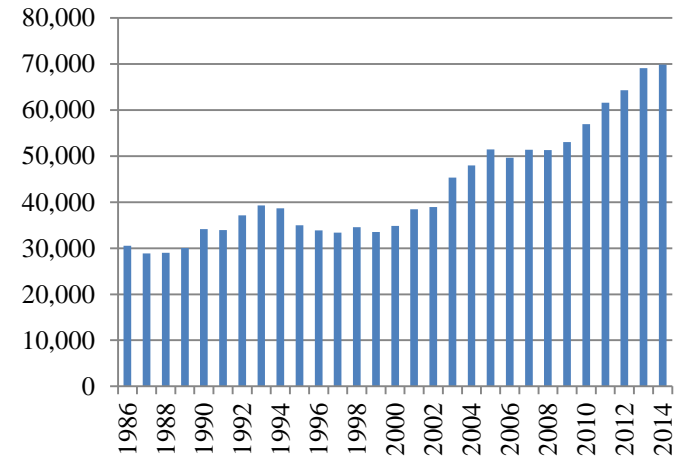
The Annual Enrollment and Completion (A1) submission is a major source of the community college data for the CCA metrics. A1 data are reported for individuals who are officially enrolled at the college in credit coursework at any time during the specified fiscal year. Beginning in fiscal year 2014, the Annual Completions (A2) submission is the source of completions data. This year’s Annual Enrollment and Completion Report is based on fiscal year 2014 enrollments and completions. Comparative information is supplied from four previous fiscal years (2010-2013).

Student Enrollments & Completions  
Fiscal Year 2014

Detailed tables comparing fiscal year 2013 and fiscal year 2014 credit headcount, full-time equivalent (FTE) enrollments, and graduates by college are included. FTE enrollments in this report are based on all credit hours attempted (including non-reimbursable credit hours). Thirty credit hours equal one FTE.

Noncredit courses provide another approach to the delivery of education, training, and public service by community colleges. Therefore, the Annual Enrollment and Completion Report includes information about noncredit offerings for the current year (2014) and the four previous fiscal years (2010-2013). Since fiscal year 1999, the Illinois Community College System has been submitting a Noncredit Enrollment (N1) annual data containing demographic and course information on the wide range of noncredit instruction they provide. The following pages contain additional information about annual credit and noncredit enrollments and credit completions.

**Figure 2. Illinois Community College Graduates 1986 - 2014**



**HIGHLIGHTS OF FISCAL YEAR 2014 ANNUAL REPORT**  
*Student Enrollments*

- The Illinois Community College System served **853,524 students** in credit and noncredit courses during fiscal year 2014. Overall combined enrollments decreased compared to last year (-4.5 percent, N = -40,429).
- **Credit-generating** students accounted for **77.3 percent** of the overall fiscal year 2014 headcount.
- During fiscal year 2014, the 48 public community colleges in Illinois enrolled **659,712** students in instructional credit courses. This is lower than the previous year (691,536). The full-time equivalent (FTE) enrollment was 244,860, a decrease of 4.5 percent since fiscal year 2013.
- Statewide, **21,569 noncredit course sections** were conducted during fiscal year 2014.
- From fiscal year 2013 to fiscal year 2014, the number of individuals receiving instruction through **noncredit course** offerings decreased (4.3 percent) to **193,812 students**.
- Statewide, 24,987 of 853,524 total students enrolled in both credit and noncredit courses during fiscal year 2014 (A1 and N1). While there is some overlap, these data suggest that **credit and noncredit courses are meeting largely different student and community needs**.
- Females comprised 53.2 percent of the fiscal year 2014 student population enrolled in credit-generating programs.
- **Minority (non-white) students accounted for four in ten** (40.7 percent) of the credit students enrolled. African American student representation decreased (7.1 percent) and accounted for 16.5 percent of all credit students. Latino student representation decreased (0.3 percent), accounting for 18.5 percent of all credit students. Asian student representation decreased from the previous year to 4.7 percent, while foreign/ nonresident alien representation increased to 0.3 percent.
- The median age of credit-generating students was **24.5** during fiscal year 2014, a slight decrease from the previous year. The average age also decreased slightly from the previous year to **29.8** years.
- **Baccalaureate/Transfer** remained the largest credit instructional program area **enrolling 43.5 percent** of fiscal year 2014 Illinois Community College System students. Enrollments in Baccalaureate/Transfer programs increased 2.5 percent compared to the previous year.
- Statewide, Career and Technical Education credit program enrollments accounted for **more than one-quarter** of all credit students (26.2 percent). Enrollments in Career and Technical Education programs decreased 8.0 percent from last year.
- Students enrolled in **Adult Education** courses in community colleges comprised **11.5 percent** of the credit-generating students. Enrollments in Adult Education decreased by 11.1 percent versus fiscal year 2013.
- Of the students in Adult Education, approximately **48.8 percent** were enrolled in **English as a Second Language (ESL)** courses.
- Although 43.5 percent of the fiscal year 2014 credit student population was enrolled in the Baccalaureate/Transfer area, only 34.3 percent of all students indicated intent to transfer.
- **Nearly one-half** (45.8 percent) of the fiscal year 2014 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 (67.1 percent) and spring (70.3 percent) semesters in fiscal year 2014.

**HIGHLIGHTS OF FISCAL YEAR 2014 ANNUAL REPORT**  
**(Continued)**  
*Student Enrollments*

- Twenty percent of the credit-generating students are known to already have earned some type of college certificate or degree. This includes **33,493 who earned a bachelor's degree or higher**.
- Illinois community college students were enrolled in **7,345,810 credit hours throughout fiscal year 2014** and earned 78.4 percent of those hours.
- Accumulated credit hours were available for 76.4 percent of the fiscal year 2014 student population. Just over one-third of them (37.7 percent) attained **sophomore**-level status by accumulating 30 or more college-level hours.
- Cumulative grade point average data was reported for 73.0 percent of the fiscal year 2014 students. **Nearly one-half (47.6 percent) held an A-B average**.
- In fiscal year 2014, Illinois community college students earned 66.7 percent of the remedial credits they attempted. This percentage is up from 66.0 percent in fiscal year 2013.
- In fiscal year 2014, **one-fifth** (19.7 percent) of Illinois community college students (not enrolled in ABE/ASE/ESL, Vocational Skills, and General Studies) were enrolled in at least one developmental course – a slight decrease from fiscal year 2013.
- **Noncredit** course enrollment figures for fiscal year 2014 are from the **Noncredit Course Enrollment Data** submission (N1).
- Fiscal year 2014 unduplicated noncredit headcount decreased 4.3 percent over last year. The duplicated headcount or “seatcount” was 4.3 percent lower than the previous year.
- 21,569 noncredit course sections were conducted during fiscal year 2014.
- **Female** students accounted for **55.4 percent** of 2014 noncredit enrollments for which gender data were reported.
- **Minority students accounted for almost one-fourth** (23.2 percent) of the individuals enrolled in noncredit courses who supplied racial/ethnic data.
- The median age of **noncredit** students was **37.8** during fiscal year 2014. The average age was **39.0** years.
- Just under **one-half** (49.7 percent) of the noncredit students were **40 years of age or above** among the individuals who supplied this information.
- Fifty-eight percent of the noncredit offerings (duplicated) were in the Personal and Social Development category of activity. **Over one-quarter** of the noncredit coursework was dedicated to developing **workplace skills**: Professional/vocational (21.2 percent) and Business and Industry Contractual training (6.5 percent).
- Across all categories of activity, twelve broad course areas (two-digit CIP) had over 5,000 noncredit students enrolled. **These twelve areas accounted for more than three-fourths of the students enrolled in noncredit courses** with CIP data (75.2 percent). Approximately four out of ten enrollments in these large CIPs were in work-related courses: Business Management (14.0 percent), Education (9.5 percent), Transportation Workers (8.7 percent), Health Professions (6.2 percent), Computer Information Systems (3.1 percent), and Homeland Security, Law Enforcement, Firefighting and Related Protective Services (2.5 percent).
- Noncredit enrollments by term were 41.0 percent in Spring, 33.7 percent in Fall, and 25.2 percent in Summer in fiscal year 2014.
- **Over one-half of the 2014 noncredit courses were held on main college campuses** (59.6 percent).



**HIGHLIGHTS OF FISCAL YEAR 2014 ANNUAL REPORT**  
**(Continued)**  
*Student Completions*

- A total of **69,812** collegiate-level **degrees and certificates** were awarded to Illinois community college students in fiscal year 2014.
- The number of community college completions in fiscal year 2014 is the **highest count ever reported for the sixth straight year**. Community colleges sustained an elevated level of completions during fiscal year 2014.
- The number of degrees and certificates awarded **increased 1.1 percent from fiscal year 2013** (+ 776 completers). Taking a longer view – compared to fiscal year 2010 – the total number of fiscal year 2014 completions increased 22.7 percent.
- **Career and Technical Education** accounted for the **largest number of graduates** (N = 46,573) in fiscal year 2014. Two-thirds of the earned degrees and certificates were in Career and Technical Education programs during fiscal year 2014 (66.7 percent). Career completions decreased 1.5 percent from last year.
- **Baccalaureate/Transfer degrees** accounted for the **second largest** group of completers in fiscal year 2014 (N = 19,524). Nearly three out of every ten graduates earned Baccalaureate/Transfer degrees (28.0 percent). The number of Transfer degrees increased 2.9 percent (+553) from last year.
- Approximately 24.8 percent of the Career and Technical Education awards in fiscal year 2014 were AAS degrees.
- **Females** accounted for **54.0 percent** of all 2014 completions.
- **Career and Technical Education Certificates of Less Than One Year** accounted for the **largest number** of male (N = 14,975) and female (N = 13,167) completers of a specific degree or certificate.
- Although small in number, the Associate in Engineering Science (N = 217) had the highest proportion of male graduates (88.9 percent, N = 193).
- **Minority students earned 32.7 percent of the collegiate-level degrees and certificates awarded** in the Illinois Community College System during fiscal year 2014. African American students earned 14.1 percent, Latino students earned 12.6 percent, and Asian students earned 5.0 percent of all degrees and certificates.
- Minorities accounted for 28.8 percent of total Transfer degree recipients.
- Nearly three times as many minority graduates completed Career and Technical Education degrees and certificates (N = 15,504) compared to Baccalaureate/Transfer degrees (N = 5,627).
- Among the largest minority groups, African American students completed 1,029 more collegiate-level awards than Latino students.
- Fifteen percent of the students who were awarded degrees and certificates during fiscal year 2014 were less than 21 years of age. **The age groups with the largest percentages of graduates were 21 to 24 (33.1 percent), 25 to 30 (20.2 percent), 31 to 39 years of age (15.5 percent), and 40 to 55 years of age (13.4 percent).**
- Seven out of ten Transfer degree completers in 2014 indicated intent to transfer to a four-year institution.
- Approximately 18.4 percent of fiscal year 2014 Associate in Applied Science degree graduates indicated goals to complete some courses or finish a certificate.

**OVERALL FISCAL YEAR 2014 STUDENT ENROLLMENTS**

The Illinois Community College System had **853,524 students** in credit and noncredit courses during fiscal year 2014. Overall combined enrollments decreased compared to last year (-4.5 percent, N = -40,429).

Table 1 provides a summary comparison of fiscal year 2010 through fiscal year 2014 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<br>SUMMARY COMPARISON OF ANNUAL ENROLLMENTS IN<br>ILLINOIS PUBLIC COMMUNITY COLLEGES<br>FISCAL YEARS 2010-2014 |         |         |         |         |         |
|--|---------|---------|---------|---------|---------|
| Unduplicated<br>Headcount  | FY10    | FY11    | FY12    | FY13    | FY14    |
| Credit   | 730,335 | 716,797 | 713,396 | 691,536 | 659,712 |
| % Change   | 4.3%    | -1.9%   | -0.5%   | -3.1%   | -4.6%   |
| Noncredit  | 254,675 | 233,022 | 198,622 | 202,417 | 193,812 |
| % Change   | 0.1%    | -8.5%   | -14.8%  | 1.9%    | -4.3%   |
| Total*   | 985,010 | 949,819 | 912,018 | 893,953 | 853,524 |
| % Change   | 3.2%    | -3.6%   | -4.0%   | -2.0%   | -4.5%   |

\*Individuals may be concurrently enrolled in credit and noncredit courses

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

Detailed comparisons of fiscal year 2010 through fiscal year 2014 unduplicated credit and noncredit headcount enrollments for each community college are provided in Appendix tables A-1 and B-1, respectively.

As depicted in Figure 3, credit-generating students account for 77.3 percent of the overall fiscal year 2014 headcount. Enrollments had been growing in recent years through fiscal year 2010, but have decreased each year since then. Both fiscal year 2014 credit-generating enrollments and non-credit enrollments are the lowest of the most recent 5 years.

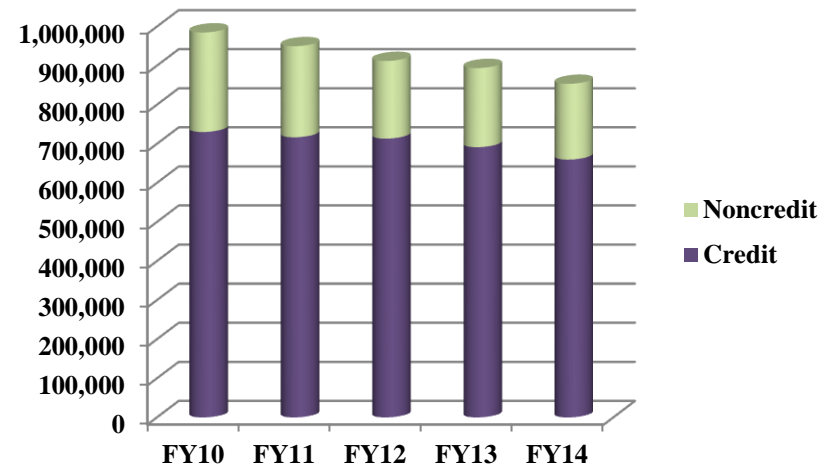


Figure 3. Overall Annual Enrollments, FY 2010-2014

Statewide, 24,987 of 853,524 total enrolled in both credit and noncredit courses during fiscal year 2014 (A1 and N1). While there is some minimal overlap (2.9 percent), credit and noncredit courses are meeting largely different student and community needs.

**FISCAL YEAR 2014 STUDENT CREDIT ENROLLMENTS**

**Student Credit Enrollment by Community College**

Annual credit enrollment for fiscal year 2014 was 659,712, and full-time equivalent (FTE) students totaled 244,860. Table 2 contains comparative enrollment data for the last five years. Fiscal year 2014 saw a decrease of 4.6 percent in credit headcount enrollment from the previous year. Fiscal year 2014 FTE enrollment decreased by about 4.5 percent compared to last year. Compared to five years ago, fiscal year 2014 credit headcount enrollments decreased by 9.7 percent. FTE enrollments have decreased 10.4 percent since 2010. Historically, fiscal year 2014 credit headcount enrollments were at their fifth lowest level, and lowest level since 1998 (N = 659,069).

Table A-1 in the Appendix provides a comparison of fiscal year 2010 through fiscal year 2014 headcount enrollments for each community college. Among Illinois' 48 community colleges, only 3 colleges reported increases in headcount while 38 exhibited decreases compared to fiscal year 2013. Seven colleges experienced little or no change (1.0 percent or less) during fiscal year 2014. Table A-2 contains a comparison of full-time equivalent (FTE) enrollments for fiscal years 2010 through 2014. 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, 3 colleges experienced increases in FTE, 44 reported decreases, and 1 college experienced little or no FTE change versus fiscal year 2013.

| Table 2<br>COMPARISON OF ANNUAL CREDIT ENROLLMENTS IN<br>ILLINOIS PUBLIC COMMUNITY COLLEGES<br>FISCAL YEARS 2010-2014 |             |             |             |             |             |
|---|-------------|-------------|-------------|-------------|-------------|
|   | <u>FY10</u> | <u>FY11</u> | <u>FY12</u> | <u>FY13</u> | <u>FY14</u> |
| Headcount   | 730,335     | 716,797     | 713,396     | 691,536     | 659,712     |
| % Change  | 4.3%        | -1.9%       | -0.5%       | -3.1%       | -4.6%       |
| FTE   | 273,344     | 272,520     | 264,029     | 256,439     | 244,860     |
| % Change  | 9.2%        | -0.3%       | -3.1%       | -2.9%       | -4.5%       |

SOURCE OF DATA: Annual Enrollment (A1) Records

**Male/Female Distribution**

The male/female distribution of credit students typically fluctuates little from year to year with female students consistently constituting a slight majority. Females comprised 53.2 percent of the student population in fiscal year 2014. The percentage of male students has averaged 45.8 percent over the past five years (see Table A-3).

**Ethnic Origin**

In fiscal year 2014, four in ten (40.7 percent) of those participating in credit coursework in community colleges were minority (non-white) students (among those whose ethnicity was known). The number of minority students decreased 3.9 percent from fiscal year 2013 to fiscal year 2014. Similarly, during the past five years, students from minority groups comprised an average of just over one-third (39.1 percent) of the student population. Latino students (now numbering 116,319) became the largest minority group in 2000, but became the second largest minority group in fiscal year 2012 behind African American students (now numbering 103,591). In fiscal years 2013 and 2014, 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 2014, the number of Latino credit students enrolled decreased by 0.3 percent, while the number of African American students enrolled in Illinois community college credit courses decreased by 7.1 percent (see Table A-4).

### Student Age

In fiscal year 2014, the average age of Illinois community college students in credit courses was 29.8 years which is lower than fiscal year 2013 (30.0 years). The median age was 24.5 years which is also lower than last year (24.8 years). The largest proportion of students – over one-quarter (27.7 percent) – was ages 17 and 20, a decrease of 1.9 percent over fiscal year 2013. The second largest proportion of students – just over one-fifth (22.5 percent) – was ages 21 through 24, a decrease of 4.2 percent over fiscal year 2013. The third largest proportion of students (14.9 percent) was 25 through 30 years of age, a decrease of 6.5 percent over fiscal year 2013. During fiscal year 2014, 14.7 percent were age 40 through 55, and 13.4 percent of students were age 31 through 39. Always the smallest in size, the 16 and under age group increased 5.8 percent, representing only 1.4 percent of the student population in fiscal year 2014. Dual credit and dual enrollment arrangements where high achieving high school students are allowed to enroll in college-level courses are contributing to enrollment among the younger student populations (see Table A-5).

### Summary of Enrollments by Instructional Program Area

Short-term, fiscal year 2014 enrollment decreased in all but two of the instructional program areas. Decreases ranged from 8.0 percent in Career and Technical Education to 28.4 percent in General Associate. General Studies Certificate decreased 15.7 percent, and Adult Education and English as a Second Language decreased 11.1 percent from fiscal year 2013. Vocational Skills (9.5 percent) and Baccalaureate/Transfer (2.5 percent) were the only programs to

increase from fiscal year 2013. Longer term, between fiscal years 2010 and 2014, results were also mixed as two of the instructional program areas registered growth – General Associate and Vocational Skills – while the other four reported enrollment declines – Baccalaureate/Transfer, Career and Technical Education, General Studies Certificate, and Adult Education including English as a Second Language (ESL).

**Baccalaureate/Transfer** is the largest instructional program offered in the Illinois Community College System accounting for four out every ten credit students. This program is designed to provide individuals with the equivalent of the initial two years of a bachelor's degree. Statewide, enrollment in this program area has increased over the past year (2.5 percent) and is down 2.6 percent between fiscal years 2010 and 2014.

**Career and Technical Education** programs are the second largest credit program in the Illinois Community College System accounting for over one-quarter of all credit enrollments. Career and Technical Education enrollments have decreased 8.0 percent compared to last year and are down 16.1 percent since 2010. Between fiscal years 2010 and 2014, enrollment in **Vocational Skills** programs increased by 1.5 percent, enrollment in **General Associate Degree** programs increased by 4.1 percent, and enrollment in **General Studies Certificates** decreased by 52.1 percent (see Table A-6a).

Students enrolled in community college **Adult Education** courses comprised 11.5 percent of the credit generating students in fiscal year 2014. Hence, about one out of nine community college students is enrolled in Adult Education skills building coursework. Statewide, there was an 11.1 percent decrease in Adult Education enrollments over the previous year and community college Adult Education enrollments are down 28.2 percent since fiscal year 2010. In fiscal

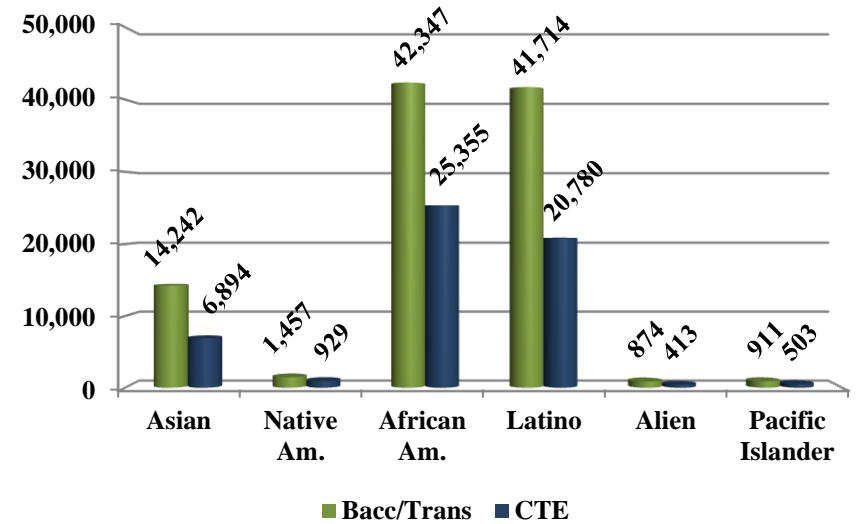
year 2014, 48.8 percent of the students in Adult Education were enrolled in English as a Second Language (ESL) courses.

The City Colleges of Chicago accounted for over one-third (41.8 percent) of statewide community college Adult Education enrollments in fiscal year 2014. Adult Education enrollment at the City Colleges of Chicago decreased 8.2 percent over last year compared to the decrease in overall enrollment of 2.6 percent at the City Colleges of Chicago. Excluding the City Colleges of Chicago, there was a 13.1 percent decrease in Adult Education enrollment in fiscal year 2014 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 (10.1 percent) between 2010 and 2014. Looking back across five years, analysis of instructional program area information and excluding City Colleges of Chicago data shows similar results for the rest of the system. The small General Associate programs recorded a 15.1 percent decline excluding the City Colleges of Chicago. A decrease was exhibited in Baccalaureate/Transfer (-1.8 percent) and Career and Technical Education (-16.6 percent) program enrollments between fiscal years 2010 and 2014. Vocational Skills (+1.4 percent) enrollments were up and General Studies Certificate (-33.2 percent) enrollments were down long-term without the City Colleges. Long-term results in Adult Education were down significantly across the rest of the system (-32.5 percent) (see Table A-6b).*

Instructional Program Enrollments by Gender. During fiscal year 2014, females outnumbered males in nearly all instructional areas; the Career and Technical Education (52.4 percent) and Vocational Skills (50.7 percent) programs contained higher proportions of male students. The highest proportion of female students were enrolled in General Associate degree programs (64.3 percent) followed by English as a Second Language programs (61.5 percent) and General Studies

Certificate programs (61.1 percent). Baccalaureate/Transfer programs consisted of 54.3 percent female students, while 54.8 percent of those enrolled in Adult Education programs were female (see Table A-7).



**Figure 4. FY 2014 Minority Enrollments in Baccalaureate/Transfer and Career and Technical Education Programs**

Instructional Program Enrollments by Racial/Ethnic Origin. Figure 4 illustrates the distribution of minorities in the two largest program areas, Baccalaureate/Transfer and Career and Technical Education. An examination of each racial/ethnic group's representation across program areas in fiscal year 2014 indicates that the largest percentage of students in each racial/ethnic group was enrolled in Baccalaureate/Transfer programs: Nonresident Alien students (53.5 percent), Pacific Islander (50.7 percent), Asian (48.7 percent), Native American (48.0 percent), White (46.4 percent), African American (40.9 percent), and Latino (35.9 percent). Latino students were enrolled in a larger proportion of Baccalaureate/Transfer (35.9 percent) than English as a Second Language (22.2 percent) programs. Overall, minority students

(nonwhite including unknown) were least represented in the Vocational Skills (24.8 percent), General Studies Certificate (33.1 percent), Career and Technical Education (35.8 percent), and Baccalaureate/Transfer (39.8 percent) areas (see Table A-8).

Instructional Program Enrollments by Age. During fiscal year 2014, one-half of community college credit students were under 25 years of age (51.4 percent). More than half of the students under 25 were enrolled in Baccalaureate/Transfer programs (59.8 percent). Nearly three out of every ten (28.1 percent) credit students were between 25 and 39 years of age. Two program areas account for the largest portion of students between 25 and 39 years of age: Career and Technical Education (31.4 percent) and Baccalaureate/Transfer (31.2 percent). Overall, one-fifth of Illinois' community college credit students were at least 40 years of age (19.9 percent). Among students 40 years of age and above, most were primarily enrolled in workforce related courses (58.0 percent) which includes Career and Technical Education (29.0 percent) and short-term intensive Vocational Skills (29.0 percent) courses. About one-fifth of the students 40 and above was pursuing Baccalaureate/transfer programs (19.8 percent) (see Table A-9).

Largest Career and Technical Programs. The largest Career and Technical Education curricula included Engineering Technologies; Associate Degree in Nursing; Other Business, Management, Marketing and Related Supportive Services; Criminal Justice Technology; Child Care Provider; Nursing Assistant; Business Administration and Management; and Automobile Mechanics Technology in fiscal year 2014. Most of these programs had decreases in enrollment compared to the previous year. Engineering Technologies was the largest program in fiscal year 2014 with 19,135 enrollments, a decrease of 13.9 percent (-3,096 students) from fiscal year 2013. With 15,310 students in fiscal year 2014, Associate Degree Nursing/ Registered Nursing was the second largest program, and

enrollment decreased by 5.2 percent (-837 students) over last year. RN program enrollments represent individuals who are pursuing the program but are not limited to individuals who have been formally admitted to the program. The third largest program (Business, Management, Marketing and Related Supportive Services, Other) saw a 1.6 percent increase over the previous year (+162 students). Criminal Justice decreased (-7.4 percent; -494 students) and was the fourth largest program in 2014. Child Care Provider/Assistant decreased 5.8 percent (-348 students) and was the fifth largest program in 2014. Certified Nursing Assistant (CNA) enrollment decreased 17.6 percent (-1,054 students) in 2014 and was the sixth largest program, while Business Administration and Management decreased 1.0 percent (-48 students) and was the seventh largest program in fiscal year 2014. The eighth largest program in fiscal year 2014 was Automobile Mechanics Technology, which had a 2.8 percent decrease in enrollment (-121 students) from the previous year (see Table A-10).

Instructional Program Enrollments by Intent. Intent data provide the primary goal that the student plans to achieve as a result of his/her studies. Initial intent data are self-reported by the student when he/she first enrolls at the college. College staff is asked to require each student to update goal information each semester and provide a current intent, as well as to retain the student's original entry intent. Nearly three out of ten students reported a workforce goal which includes preparing for a job immediately after community college program completion (16.4 percent) and improving skills for a current position (13.5 percent). Slightly more students report a goal of preparing for transfer to a four-year institution (34.3 percent). GED preparation was the goal for 10.8 percent of the students.

In an examination of student intent by program area, over one-half of the students in Adult Education, Career and Technical Education, Baccalaureate/Transfer and Vocational Skills programs reported the goal that is most often associated with a given major. Three-quarters

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

Instructional Program Enrollments by Degree Objective. Degree objective data are also self-reported and are designed to assist colleges in classifying students by curriculum or course enrollee category. The objective conveys the student's expected outcome from attending the community college. In fiscal year 2014, 45.8 percent of all students indicated that they were enrolling with no intention of pursuing a degree — only to complete one or several courses. Figure 5 contains information on degree objective for the two largest community college programs. Baccalaureate/Transfer students were split between degree seekers (58.1 percent) and course takers (38.8 percent). A small contingent of students in Baccalaureate/Transfer programs indicated an interest in completing a certificate which would entail changing to a career or general studies major. Half (50.0 percent) of the Career and Technical Education students indicated they expected to complete an Associate degree, while 29.2 percent expected to complete one or several courses. One in five plan to complete a certificate. Many Career and Technical students plan to complete an entire program, while others simply want to improve their current skills or obtain new skills to enter a different career. Approximately nine out of ten students in the following program areas planned to only complete one or several courses: ABE/ASE, General Studies Certificate, English as a Second Language, and Vocational Skills (93.1; 90.3; 90.1; and 89.9 percent, respectively) (see Table A-12).

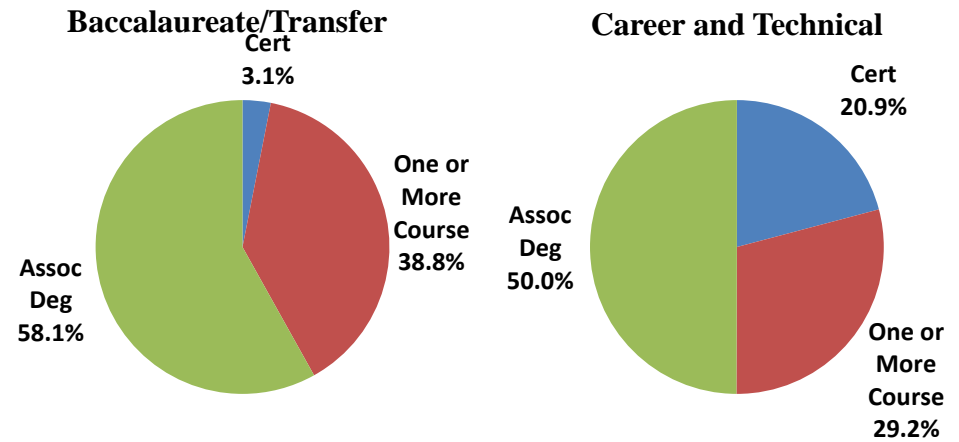


Figure 5. Degree Objective for Baccalaureate/Transfer and Career and Technical Education, FY 2014

### 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 (67.1 percent) of the students attended on a part-time basis (less than 12 credit hours). The part-time proportion was slightly higher (70.3 percent) in the spring. In a pattern not typical among higher education institutions, Illinois community college enrollment during the spring semester is usually slightly higher than in the fall; however, in fiscal year 2014 total enrollment in fall (408,270) was slightly higher than spring (404,797). Enrollment was higher for part-time in spring (284,571) than in fall (274,101), but not for full-time (spring = 120,226 and Fall = 134,169). More than nine out of ten students (92.1 percent) attended on a part-time basis during the summer term of fiscal year 2014 (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 2014 students. Prior degree reporting is similar compared to last year with only two-thirds of the students providing this information (adult education students would typically not possess earned degrees). Six in ten students entered the community college with a high school diploma/GED. Twenty percent earned some type of postsecondary certificate or degree. About 15 percent had already earned degrees at or beyond the community college level. Nineteen percent of the students had previously taken college coursework (see Table A-14).

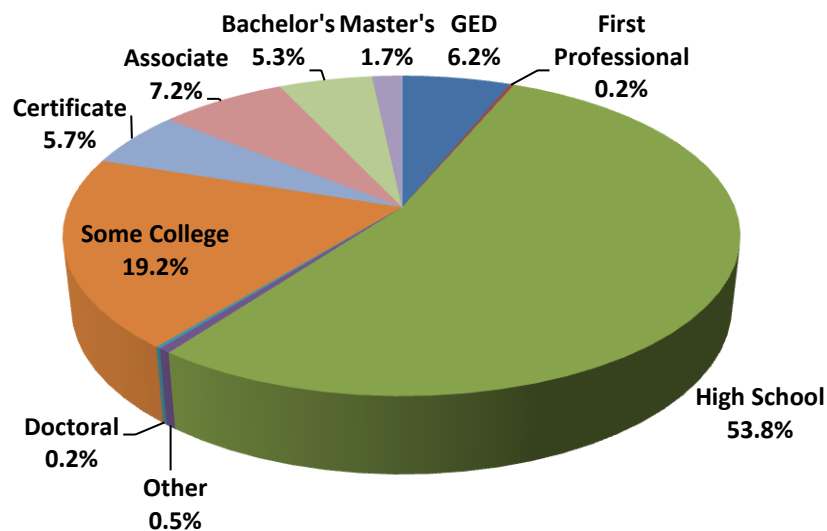


Figure 6. Headcount Enrollment by Prior Highest Degree Earned, FY 2014

### 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 2014, Illinois community college students completed over 5.7 million credit hours, which was 78.4 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 504,287 students (76.4 percent) for whom data were available, nearly two-thirds (62.3 percent) had accumulated less than 30 college-level hours (freshman level). About one-fifth (21.6 percent) had accumulated between 30 and 59 credit hours (sophomore status), and 16.2 percent earned 60 or more credit hours (see Table A-16).

### Grade Point Averages

Cumulative grade point average (GPA) data were available for 73.0 percent of the students enrolled in fiscal year 2014. Pre-college coursework does not generate GPA information. Over four out of five students had grade point averages of 2.01 or higher, which is a “C” average or above (83.9 percent). Nearly one-half of the students (47.6 percent) achieved grade point averages in the “B” to “A” range (3.01 to 4.00). The remaining one-third (36.3 percent) had achieved grade point averages in the “C” to “B” range (2.01 to 3.00) (see Table A-17).

### High School Graduation Percentile Rank

High school class rank was reported for 16.1 percent of the fiscal year 2014 community college students. Of this population, 6.0 percent were in the top 10 percent of their graduating class, while 51.8 percent graduated in the top half of their class (see Table A-18).

### ACT Scores of Community College Students

ACT score data were available for 21.2 percent of the students enrolled in fiscal year 2014. Sixty-four percent of the students received a 19 or higher on the ACT exam. A minimum of 18 on the ACT exam is frequently required for acceptance into many colleges or



universities. For those fiscal year 2014 students from whom data were gathered, the average ACT score was 20.4. The median score was 20.0 (see Table A-19).

### **Developmental Enrollment**

During fiscal year 2014, nearly one-fifth (19.7 percent) of students enrolled in Illinois community colleges – not enrolled in ABE/ASE/ESL, Vocational Skills or General Studies – took at least one developmental course (100,547). This represents a decrease of 6,350 students since last year when there were 106,897 students enrolled in developmental courses. Over the most recent five-year period (2010-2014), the number of students enrolled in at least one developmental course decreased 13.2 percent (see Table A-21).

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

The appendices provide additional information on the academic area(s) in which students enrolled in developmental course work at Illinois community colleges for fiscal years 2010 through 2014 (see Table A-23). Generally, community college students enrolled in developmental courses required assistance in only one academic area. Most of the time, the area was Mathematics. In fiscal year 2014, nearly 6 out of every 10 students participating in developmental coursework needed assistance in just Math (58.0 percent). Compared to last year, Math Only developmental enrollments decreased 4.2 percent. Since fiscal year 2010, there was a decrease of 11.0 percent among students with the need to take developmental Math exclusively. In fiscal year 2014, English Only comprised 8.0 percent of the population requiring developmental assistance. About 4.4 percent of the developmental

course enrollments were in Reading Only. Reading difficulties are particularly problematic since they impede an individual's ability to acquire new knowledge through written documents which is a foundational skill in every academic course. Additionally, 5.7 percent of the fiscal year 2014 students who enrolled in developmental coursework took both English and Reading courses. Combinations of Math, English, and Reading developmental needs shows that more than four-fifths (82.0 percent) of community college students who enrolled in developmental courses required assistance with their Math skills – alone or in combination with other areas. From fiscal years 2013 to 2014, the proportion of students requiring help in Math – either alone or in combination with other areas – saw a slight increase (81.6 percent last year). Similarly long term, the proportion of students requiring Math skills enhancement – either alone or combined with other areas - saw a slight decrease (82.2 percent in fiscal year 2010).

Ten percent of the students in developmental courses (N = 9,896) needed assistance in all three areas – Math, English, and Reading. Requiring assistance in all three areas is a particularly serious situation since weaknesses exist across the spectrum of skills required to acquire and process new information.

As depicted in Table A-22, overall during fiscal year 2014, Illinois Community College System students earned two-thirds (66.7 percent) of the developmental credits they attempted. This is a slight increase from fiscal year 2013 when students earned 66.0 percent of remedial credits attempted. Over the five-year period of 2010 to 2014, the percent of developmental credits earned has increased nearly each year from 65.3 percent in 2010 to 65.6 percent in 2011, with a slight decrease to 65.1 percent in 2012, and up to 66.0 percent in 2013 to 66.7 percent in the most recent data (see Table A-22).

**FISCAL YEAR 2014 STUDENT NONCREDIT COURSE ENROLLMENTS**

**Student Noncredit Course Enrollment by Community College**

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

During fiscal year 2014, Illinois community colleges conducted 21,569 noncredit course sections, 0.1 percent more than the previous year. From fiscal years 2010 to fiscal year 2014, the total number of course sections offered through the colleges decreased 11.9 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 2010 to fiscal year 2014 with a slight increase in fiscal year 2013. During fiscal year 2014, the unduplicated noncredit headcount (in which students are counted only once, regardless of the number of noncredit courses in which they enroll) decreased 4.3 percent. Over a longer time frame, unduplicated noncredit headcounts have decreased 23.9 percent over the last five fiscal years. The duplicated headcount (also known as “seatcount”) during fiscal year 2014 was 4.3 percent lower than the previous fiscal year and 17.5 percent lower than five years earlier.

| Table 3<br>COMPARISON OF ANNUAL NONCREDIT ENROLLMENTS IN<br>ILLINOIS PUBLIC COMMUNITY COLLEGES<br>FISCAL YEARS 2010-2014 |             |             |             |             |             |
|--|-------------|-------------|-------------|-------------|-------------|
|  | <u>FY10</u> | <u>FY11</u> | <u>FY12</u> | <u>FY13</u> | <u>FY14</u> |
| Unduplicated Headcount   | 254,675     | 233,022     | 198,622     | 202,417     | 193,812     |
| % Change   | 0.1%        | -8.5%       | -14.8%      | 1.9%        | -4.3%       |
| Duplicated Headcount   | 349,821     | 329,712     | 312,355     | 301,741     | 288,756     |
| % Change   | -7.2%       | -5.7%       | -5.3%       | -3.4%       | -4.3%       |
| Course Sections  | 24,479      | 22,586      | 22,580      | 21,540      | 21,569      |
| % Change   | -2.1%       | -7.7%       | -0.0%       | -4.6%       | 0.1%        |

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

Fiscal year 2014 is the sixteenth year that the Illinois Community College System has undertaken data collection through a noncredit course enrollment database (N1). The transition period from the paper survey to the database is complete.

The number of noncredit course offerings and enrollments at the community colleges often varies from year to year, depending on the needs of the surrounding communities. Comparisons of fiscal years 2010 through fiscal year 2014 noncredit headcount enrollments and course sections conducted for each community college are provided in Appendix Tables B-1, B-2, and B-3. Reasons for the recent declines in noncredit activity and participation vary by locality. Local community college budgets continue to be tight and, generally, noncredit courses are only offered if they break even or are profitable. Additionally, there has been some resurgent resistance to reporting individual participant data. Records are not added to the noncredit database unless the category of activity information is supplied – business/industry contract; professional/vocational development; personal/social development; and youth programs.

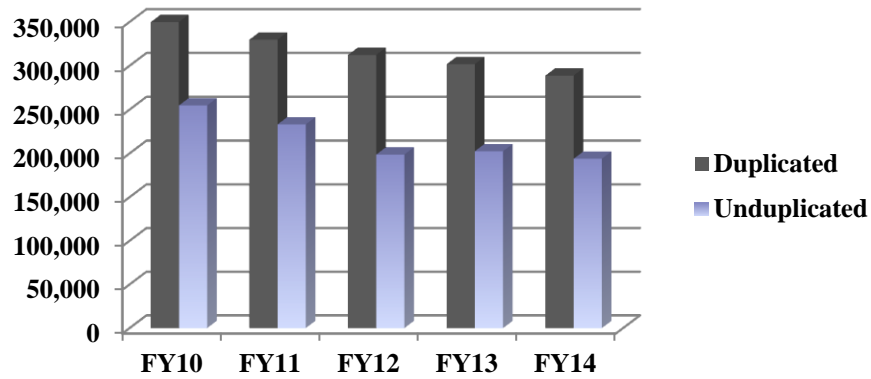


Figure 7. Noncredit Course Enrollments, FY2010-2014

### 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 2014. Still, there tends to be more unknown/unreported information in the noncredit data than in the credit submission. Cited percentages among noncredit enrollments are based on the reported data. Student characteristic information is based on unduplicated counts. Information pertaining to course offerings is based on duplicated counts, since course attributes change and individuals can and do enroll in multiple courses.

Noncredit Student Gender. Similar to the distribution for credit programs, female students accounted for 55.4 percent of 2014 noncredit enrollments for which gender data were reported. Approximately 11.1 percent of students did not provide gender data. Gender data by category of activity show that most missing gender information was among individuals enrolled in personal and social development courses (see Table B-4).

Noncredit Student Ethnic Origin. Racial/ethnic reporting among noncredit students was less complete than among credit students, as more than one-third (36.8 percent) of noncredit records were missing racial/ethnic data. Minority students accounted for nearly one-fourth (23.2 percent) of the individuals enrolled in noncredit programs who supplied racial/ethnic information. In credit programs during the past five years, minorities accounted for an average of about one-third of the student population. Available noncredit data indicated the following racial/ethnic distribution: White (76.8 percent), Latino (8.9 percent), African American (8.5 percent), Asian (4.2 percent), Pacific Islander (1.0 percent), Native American (0.4 percent), and Nonresident Alien (0.2 percent) (see Table B-5).

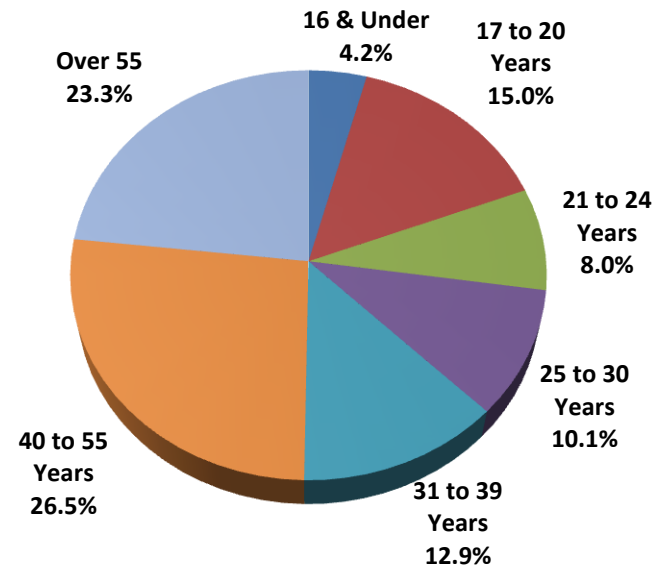


Figure 8. Age Distribution of Noncredit Students, FY 2014

Noncredit Student Age. Based on available data, the average age of students enrolled in noncredit coursework during fiscal year 2014 was

39.0 years and the median age was 37.8 years. Age information was missing for just under one-quarter (24.7 percent) of noncredit students during 2014. Noncredit programming served a more mature clientele than credit courses. Available age data are depicted in Figure 8. Nearly one-half (49.7 percent) of noncredit students were 40 years of age or older. About one-fourth (26.5 percent) of noncredit students were ages 40 to 55, and another quarter (23.0 percent) were between 25 and 39 years of age, and another one-fourth (27.2 percent) of noncredit students were under 25 years of age (see Table B-6).

### Noncredit Category of Activity (Duplicated)

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

Based on a duplicated count, 57.6 percent of the noncredit offerings were in the Personal and Social Development category. Personal and Social Development programming is an important community service provided by the colleges. Typically, these courses are offered as long as demand is sufficient to at least cover the cost of course delivery. They can also serve as a gateway to other credit or workforce-oriented courses offered by the college. Just over one-quarter (27.7 percent) of the noncredit coursework was dedicated to developing workplace skills: Professional/vocational (21.2 percent) and Business and Industry Contractual Training (6.5 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 14.6 percent helped serve the needs of youth in the community (i.e., academic enrichment activities, athletic skills building, study skills, etc.).

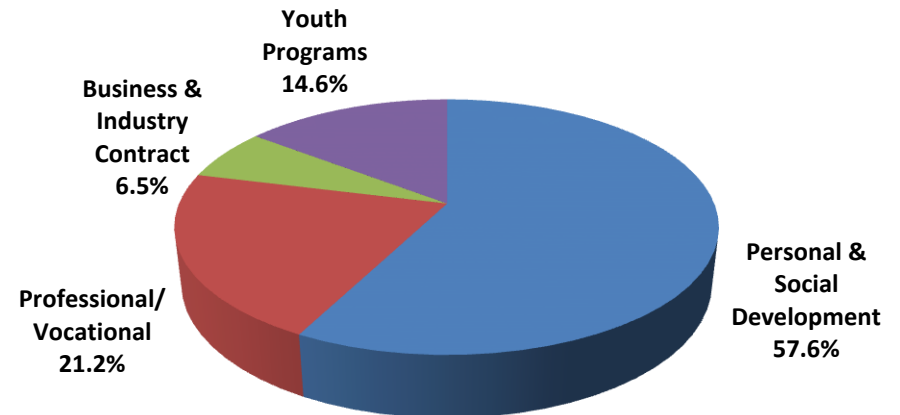


Figure 9. Category of Activity, Noncredit Course Enrollments (Dup), FY 2014

### 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, twelve programs (two-digit CIP) had over 5,000 noncredit students enrolled. These twelve program areas accounted for more than three-fourth (75.2 percent) of the students enrolled in noncredit courses where CIP data were reported. Four out of ten enrollments in these twelve programs accounted for in Figure 10 are in work-related programs: Business Management (14.0 percent), Education (9.5 percent), Transportation Workers (8.7 percent), Health Professions (6.2 percent), Computer Information Systems (3.1 percent), and Homeland Security, Law Enforcement, Firefighting and



**FISCAL YEAR 2014 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 2014 totaled 69,812. The number of community college completions in fiscal year 2014 is the highest level ever reported for the sixth straight year. Table 4 contains comparative completion data for the last five years. The number of degrees and certificates awarded increased 1.1 percent from the previous year. Compared to fiscal year 2010, the total number of fiscal year 2014 completions increased 22.7 percent.

Table C-1 in the appendix provides a comparison of fiscal year 2010 through fiscal year 2014 duplicated completions for each community college. Compared to last year among the 48 colleges, 26 experienced increases in degree and certificate awards, while 19 exhibited decreases in the past year. Three colleges experienced little or no change. Beginning in fiscal year 2014, the Annual Completions (A2) submission is the source of completions data.

**Degrees and Certificates Awarded by Program Categories**

Two-thirds of the 69,812 completers during fiscal year 2014 received Career and Technical Education degrees or certificates (66.7 percent). Baccalaureate/Transfer degrees were the second most frequently awarded and accounted for 28.0 percent of all the collegiate-level completions (see Table C-2).

Looking at the trends over time, overall **Career and Technical Education** completions decreased (-1.5 percent) compared to last year. Historically, the fiscal year 2014 career completion counts are the second highest level that has been recorded. Accordingly, a comparison of overall fiscal year 2014 Career and Technical Education completions to those granted five years earlier reveals that the total number of awards grew by 17.7 percent. Career and Technical awards recorded nearly across the board long-term increases. Since 2010, there has been an increase in short-term career certificates (+4,893 graduates, or 21.0 percent). The number of longer-term career certificates awarded also grew (+1,133 graduates or 19.7 percent). Likewise, between fiscal years 2010 and 2014, there was an overall increase in Associate in Applied Science degrees (+982 graduates or 9.3 percent). Vocational Skills was the exception as 16 fewer certificates were awarded in fiscal year 2014 compared to 2010 (-100.0 percent).

A closer examination of the categories of formal awards issued within Career and Technical Education in fiscal year 2014 shows that more than one-half (60.4 percent) of the completions were Career Certificates of Less than One Year. Nearly one-fourth was Associate in Applied Science degrees (24.8 percent). Longer-term Career Certificates accounted for 14.8 percent of the career program completions. No Vocational Skills Certificates were awarded in fiscal year 2014 (see Table C-2).

| Table 4<br>SUMMARY COMPARISON OF ANNUAL COMPLETIONS IN<br>ILLINOIS PUBLIC COMMUNITY COLLEGES<br>FISCAL YEARS 2010-2014 |        |        |        |        |        |
|--|--------|--------|--------|--------|--------|
|  | FY 10  | FY 11  | FY 12  | FY 13  | FY 14  |
| Trans/Gen Assoc/<br>Gen Studies  | 17,303 | 18,490 | 20,264 | 21,760 | 23,239 |
| <i>% Change</i>  | 6.4%   | 6.9%   | 9.6%   | 7.4%   | 6.8%   |
| Career and Tech  | 39,581 | 43,048 | 43,982 | 47,276 | 46,573 |
| <i>% Change</i>  | 7.6%   | 8.8%   | 2.2%   | 7.5%   | -1.5%  |
| TOTALS   | 56,884 | 61,538 | 64,246 | 69,036 | 69,812 |
| <i>% Change</i>  | 7.2%   | 8.2%   | 4.4%   | 7.5%   | 1.1%   |

SOURCE OF DATA: Annual Enrollment and Completion (A1 & A2) Records

The total number of **Baccalaureate/Transfer** degrees awarded increased 2.9 percent compared to the last fiscal year. The overall number of Baccalaureate/Transfer degrees awarded in fiscal year 2014 increased from fiscal year 2010 (22.1 percent, N = 3,530).

Among Baccalaureate/Transfer degrees granted, the Associate in Arts (AA) degree was most commonly awarded (59.3 percent). The proportion of AA degrees granted has been remarkably stable over the past five years with an increase of 2.9 percent from fiscal year 2013 to fiscal year 2014. One-third (35.6 percent) of the Baccalaureate/Transfer degrees earned was Associate in Science degrees (see Table C-2).

### Summary of Graduates by Degree Categories

Gender of Graduates by Degree Category. As indicated in Table C-3, during fiscal year 2014, nearly six out of ten degrees and certificates were earned by females (54.0 percent). The three degrees and certificates attained by the highest proportion of females were the Associate in Teaching (76.9 percent), the General Studies Certificate (66.7 percent), and the Associate in Arts (61.1 percent). Although small in overall number, the Associate in Engineering Science (N = 217) — one of the newest degree programs in the Illinois Community College System — had the highest proportion of male graduates (88.9 percent, N = 193). Short-term Certificates of Less Than One Year were the specific award category with the largest number of male graduates (N = 14,975). The male/female distribution within the Baccalaureate/Transfer degree and Career and Technical Education degree and certificate areas drive the overall gender proportion.

Racial/Ethnic Origin of Graduates by Degree Category. Nearly one-third (32.7 percent) of all degrees and certificates in fiscal year 2014 were awarded to **minority students** (nonwhite). According to Table C-4, nearly three times as many minority graduates completed Career

and Technical Education degrees and certificates (N = 15,504) than Baccalaureate/Transfer degrees (N = 5,627).

More than one out of every four (28.8 percent) fiscal year 2014 Baccalaureate/Transfer degrees was earned by minority students. The majority of the transfer degrees earned by minorities were Associate in Arts degrees (69.2 percent), while 28.5 percent were Associate in Science degrees. The overall proportion of minority Baccalaureate/Transfer completers was similar to last year.

African American students (N = 9,842) completed about one thousand more collegiate-level programs than did Latino students (N = 8,813) in fiscal year 2014. Figure 12 illustrates the distribution of minority students who successfully completed degree and certificate programs in the Illinois Community College System during fiscal year 2014 (see Table C-4).

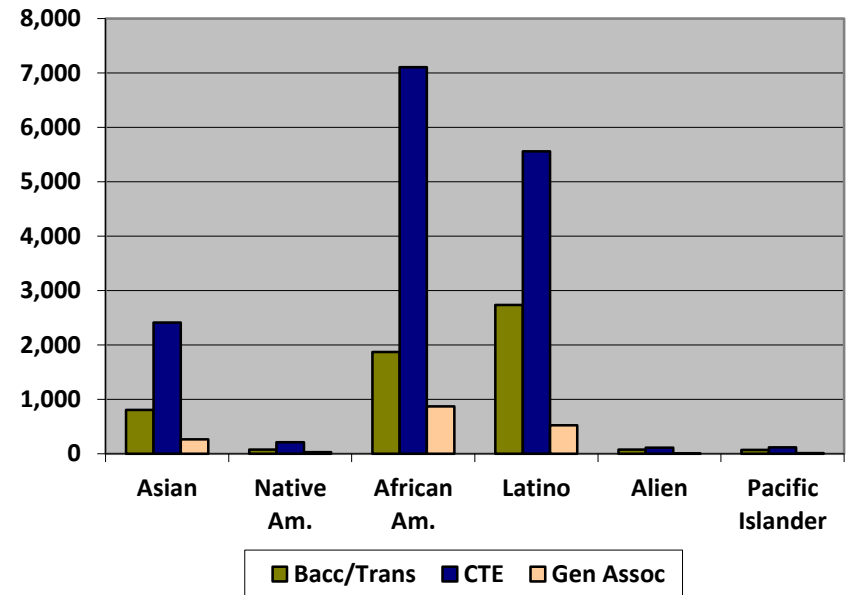


Figure 12. Associate Degrees Earned by Minority Student, Fiscal Year 2014

Age of Graduates by Degree Category. Fifteen percent of all completers were in the under 21 year old age group (14.9 percent). The youngest graduates were in Career and Technical Education (59.4 percent) and Transfer (38.5 percent) programs. The 21-24 age group accounted for nearly one-third (33.1 percent) of all graduates. Graduates between 25 and 30 accounted for one-fifth (20.2 percent) of the total, and the 31-39 age group accounted for 15.5 percent.

Over one-third (35.8 percent) of students 30 and under completed Baccalaureate/Transfer degrees, while only 11.1 percent of graduates over the age of 30 completed Baccalaureate/Transfer programs. Eight out of ten (82.6 percent) graduates over 30 earned Career and Technical Education degrees and certificates. In general, the proportion of Career and Technical Education graduates increased as student age advanced (see Table C-5).

Intent of Graduates by Degree Category. Self-reported intent data disclose the primary goal a student wants to achieve as a result of his/her studies. The community colleges examine current intent versus student intent at the time of initial enrollment at the college. In these analyses, available **current intent** was examined to reflect the changing needs and desires of the community college student. Seven out of every ten students (71.3 percent) who attained a Baccalaureate/Transfer degree in fiscal year 2014 indicated that they intended to prepare for transfer to a four-year institution. Thirteen 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, 53.7 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. Nearly one-fourth (24.4 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 (82.8 percent) students who earned Baccalaureate/transfer degrees in fiscal year 2014 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: 81.4 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. Nearly one-fifth (18.4 percent) of the students who had planned to only complete one or several courses or a certificate ended up surpassing their goal by earning an Associate in Applied Science degree (see Table C-7).

#### CLOSING COMMENTS

Demand for the programs and services delivered by Illinois community colleges remain strong and completions are up. During fiscal year 2014, the Illinois Community College System provided education and training to 853,524 students in credit and noncredit courses. More than three quarters of these students were in credit courses. The 69,812 degrees and certificates awarded in fiscal year 2014 set an all-time high for the number of Illinois Community College System graduates. This is an increase of 1.1 percent over last year and is up 22.7 percent from 2010.



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**APPENDIX A: CREDIT ENROLLMENT DATA TABLES**

**APPENDIX B: NONCREDIT ENROLLMENT DATA TABLES**

**APPENDIX C: COMPLETION DATA TABLES**