

## **EXECUTIVE SUMMARY**

# **ANNUAL STUDENT ENROLLMENTS AND COMPLETIONS IN THE ILLINOIS COMMUNITY COLLEGE SYSTEM FISCAL YEAR 2011**



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Please visit the following link for the full report <http://www.iccb.org/pdf/reports/11enrollmentrpt.pdf>

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## EXECUTIVE SUMMARY

In an increasingly competitive world economy, America’s economic strength depends upon the education and skills of its workers. In the coming years, jobs requiring at least an associate degree are projected to grow twice as fast as those requiring no college experience. To meet this need, President Obama set two national goals: by 2020, America will once again have the highest proportion of college graduates in the world, and community colleges will produce an additional 5 million graduates.

“Community colleges have an impact on anyone who chooses to attend one. I continue to believe, that community colleges have this ability to transform young people’s lives, adults’ lives, older people’s lives in very profound ways.” – Arne Duncan. White House. (March 3, 2012). [Issues Brief: Building American Skills Through Community Colleges](#). Washington, DC: White House Office of the Press Secretary. Foley, Aaron. (November 1, 2012). [Education Secretary Arne Duncan on Community Colleges: They Can Transform Lives](#). Detroit, MI: MLive.

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		
2013	61,853		
2014	64,053		
2015	66,253		
2016	68,453		
2017	70,653		
2018	72,853		
2019	75,053		
2020	77,253		
2021	79,453		
2022	81,653		
2023	83,853		
2024	86,053		
2025	88,253		

Source: Annual Enrollment and Completion (A1)

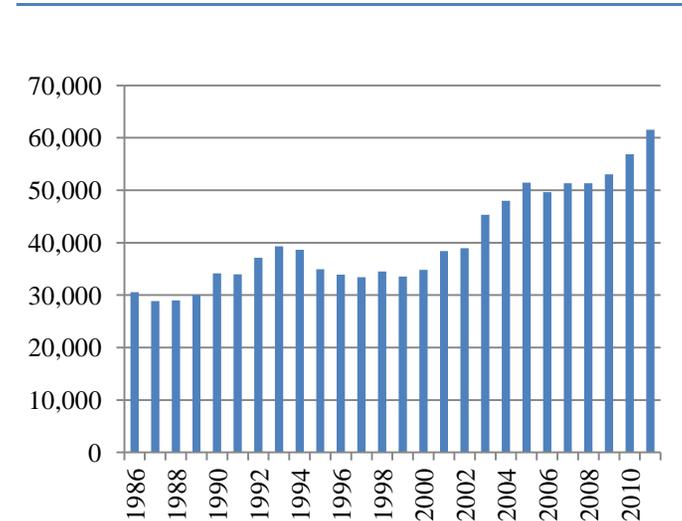
**Figure 1. Statewide Graduation Goal For Illinois Public Community Colleges Fiscal Years 2009-2025**

At the national, state, and local levels community colleges are being relied upon to play an important role in helping additional individuals develop the skills and abilities to be more productive citizens. An educated and trained workforce is a key component to strengthening the Illinois and U.S. economies and elevating the individual’s standard of living. Under the leadership of Governor Quinn, Illinois public community colleges and universities have made a commitment to rise to the challenge of producing additional graduates as founding members of Complete College America (CCA). Participating CCA states agree to set state and local completion goals, create action plans and modify policy to meet them and generate information on the CCA metrics. At the time of publication, 30 states have signed up to make the production of additional college graduates a top priority [http://www.completecollege.org/alliance\\_of\\_states/](http://www.completecollege.org/alliance_of_states/). CCA and the National Governors Association (NGA) are actively partnering to encourage and promote college completion. NGA’s parallel initiative is called Complete to Compete (Reyna, 2010) <http://www.subnet.nga.org/ci/1011/resources.htm>. Additional national collaborators in the development of a set of common metrics include the National Center for Higher Education Management Systems (NCHEMS) and the State Higher Education Executive Officers (SHEEO). Data are collected on a series of Progress, Outcome and Context metrics. SHEEO was called upon to organize the year two CCA data collection process. With support from the colleges, the Illinois Community College Board (ICCB) remains among a select group of leading state agencies with centralized longitudinal data systems in place to generate the array of CCA metrics. Illinois Board of Higher Education (IBHE) staff gathered similar data that public universities produced locally and compiled the information before forwarding it to CCA officials.

As illustrated in Figure 1, Illinois community colleges are currently exceeding the statewide Complete College America (CCA) goal. At the local level for FY2011, twice as many colleges were ahead of their local goals (N = 32) than trailing their local goals (N= 16). Continued innovation by the colleges will be necessary to meet the elevated graduation expectations that ratchet up as the years progress.

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For example, in step with emerging practice in other states, a recent report by Lieutenant Governor Simon (2012) encourages the creation of a General Education Core Curriculum (GECC) transfer credential that recognizes the achievement of foundational academic skills. Relatedly, the Reverse Transfer of University Credits is another suggestion which encourages higher education institutions to work more closely to recognize and certify associate degree skill attainment. Reverse Transfer of University Credit initiatives help community college students who transfer prior to earning their associate degree. Subsequent credits earned at a partner university (ies) are combined with credits earned at the sending community college. A degree audit is conducted by community college officials to determine if the student's combined academic work at multiple institutions fulfills that community college's associate degree requirements. Simon's (2012) report contains several other suggestions for helping to elevate community college completions. Local college officials are also examining an array of innovative approaches to increasing the production of degrees and certificates.



**Figure 2. Illinois Community College Graduates 1986 - 2011**

Figure 2 provides the historical data on the number of graduates from the Illinois Community College System for fiscal years 1986 through 2011. With 61,538 earned collegiate-level degrees and certificates, fiscal year 2011 set an all time high in the number of graduates from the Illinois Community College System. The number of graduates increased 8.2 percent from fiscal year 2010 (+ 4,654 completers). Compared to fiscal year 2007 the total number of fiscal year 2011 completions increased 19.9 percent. Comparing results from 2011 to 1986 shows that the number of annual graduates doubled during that timeframe (+ 30,988).

The Annual Enrollment and Completion (A1) submission is a major source of the community college data for the CCA metrics. A1 data are reported for individuals who are officially enrolled at the college in credit coursework at any time during the specified fiscal year. This year's Annual Enrollment and Completion Report is based on fiscal year 2011 enrollments and completions. Comparative information is supplied from four previous fiscal years (2007-2010). Detailed tables comparing fiscal year 2010 and fiscal year 2011 credit headcount, full-time equivalent (FTE) enrollments, and graduates by college are included. FTE enrollments in this report are based on all credit hours attempted (including non-reimbursable credit hours). Thirty credit hours equal one FTE. Additionally, noncredit courses provide another approach to the delivery of education, training, and public service by community colleges. Therefore, the Annual Enrollment and Completion Report include information about noncredit offerings for the current year (2011) and the four previous fiscal years (2007-2010). 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.

**HIGHLIGHTS OF FISCAL YEAR 2011 ANNUAL REPORT**  
*Student Enrollments*

- The Illinois Community College System served nearly **one million (949,819) students** in credit and noncredit courses during fiscal year 2011. Overall combined enrollments decreased compared to last year (-3.6 percent, N = -35,191).
- **Credit-generating** students accounted for **75.5 percent** of the overall fiscal year 2011 headcount.
- During fiscal year 2011, the 48 public community colleges in Illinois enrolled **716,797** students in instructional credit courses. This is lower than the previous year (730,335). The full-time equivalent (FTE) enrollment was 272,520, a decrease of 0.3 percent since fiscal year 2010.
- Statewide, **22,586 noncredit course sections** were conducted during fiscal year 2011.
- From fiscal year 2010 to fiscal year 2011, the number of individuals receiving instruction through **noncredit course** offerings decreased (-8.5 percent) to **233,022 students**.
- Statewide, 31,213 of 949,819 total students enrolled in both credit and noncredit courses during fiscal year 2011 (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 55.0 percent of the fiscal year 2011 student population enrolled in credit-generating programs.
- **Minority (non-white) students accounted for over one-third** (38.4 percent) of the credit students enrolled. African American student representation increased (1.5 percent) and accounted for 16.3 percent of all credit students. Latino student representation decreased (-1.6 percent) to 16.4 percent of all credit students. Asian student representation decreased slightly from the previous year to 4.4 percent, while foreign/nonresident alien representation decreased to 0.3 percent.
- The median age of credit-generating students was **25.2** during fiscal year 2011, a slight decrease from the previous year. The average age decreased to **30.3** years.
- **Baccalaureate/transfer** remained the largest credit instructional program area **enrolling 39.7 percent** of fiscal year 2011 Illinois Community College System students. Enrollments in baccalaureate/transfer programs decreased 3.4 percent compared to the previous year.
- Statewide, career and technical education credit program enrollments accounted for **more than one-quarter** of all credit students (27.8 percent). Enrollments in career and technical programs decreased 3.2 percent from last year.
- Students enrolled in **adult education** courses in community colleges comprised **13.0 percent** of the credit-generating students. Enrollment in adult education decreased by 11.4 percent versus fiscal year 2010.
- Of the students in adult education, approximately **53.4 percent** were enrolled in **English as a Second Language (ESL)** courses.
- Although 39.7 percent of the fiscal year 2011 credit student population was enrolled in the baccalaureate/transfer area, only 33.3 percent of all students indicated intent to transfer.
- **Nearly one-half** (46.0 percent) of the fiscal year 2011 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.
- **About two out of three credit students attended on a part-time basis** during both the fall (64.8 percent) and spring (68.7 percent) semesters in fiscal year 2011.

**HIGHLIGHTS OF FISCAL YEAR 2011 ANNUAL REPORT**  
**(Continued)**  
*Student Enrollments*

- Nineteen percent of the credit-generating students are known to already have earned some type of college certificate or degree. This includes **34,570 who earned a bachelor's degree or higher**.
- Illinois community college students were enrolled in **8,175,613 credit hours throughout fiscal year 2011** and earned 76.7 percent of those hours.
- Accumulated credit hours were available for 77.0 percent of the fiscal year 2011 student population. Just over one-third of them (35.9 percent) attained **sophomore**-level status by accumulating 30 or more college-level hours.
- Cumulative grade point average data was reported for 71.6 percent of the fiscal year 2011 students. **Nearly one-half (46.8 percent) held an A-B average**.
- In fiscal year 2011, Illinois community college students earned 65.6 percent of the remedial credits they attempted. This percentage is up from 65.3 percent in fiscal year 2010.
- In fiscal year 2011, more than **one-fifth** (21.2 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 – an increase from fiscal year 2010.
- **Noncredit** course enrollment figures for fiscal year 2011 are from the **Noncredit Course Enrollment Data** submission (N1).
- **Over one-half of the 2011 noncredit courses were held on main college campuses** (57.8 percent).
- Fiscal year 2011 unduplicated noncredit headcount decreased 8.5 percent over last year. The duplicated headcount or “seatcount” was 5.7 percent lower than the previous year.
- 22,586 noncredit course sections were conducted during fiscal year 2011.
- **Female** students accounted for **55.2 percent** of 2011 noncredit enrollments for which gender data were reported.
- **Minority students accounted for almost one-third** (30.2 percent) of the individuals enrolled in noncredit courses who supplied racial/ethnic data.
- The median age of **noncredit** students was **35.0** during fiscal year 2011. The average age was **36.8** years.
- Nearly **one-half** of the noncredit students were **40 years of age or above** among the individuals who supplied this information.
- Nearly 60 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 (20.4 percent) and Business and Industry Contractual training (6.2 percent).
- Across all categories of activity, ten broad course areas (two-digit CIP) had over 5,000 noncredit students enrolled. **These ten areas accounted for more than two-thirds of the students enrolled in noncredit courses** with CIP data (72.8 percent). Approximately four out of ten enrollments in these large CIPs were in work-related courses: Transportation Workers (15.1 percent), Business Management (13.2 percent), Health Professions (7.3 percent), Education (5.3 percent), and Computer Information Systems (3.4 percent).

**HIGHLIGHTS OF FISCAL YEAR 2011 ANNUAL REPORT**  
**(Continued)**  
*Student Completions*

- A total of **61,538** collegiate-level **degrees and certificates** were awarded to Illinois community college students in fiscal year 2011.
- The number of community college completions in fiscal year 2011 is the **highest count ever reported for the third straight year**. Community colleges sustained an elevated level of completions during fiscal year 2011.
- The number of degrees and certificates awarded **increased 8.2 percent from fiscal year 2010** (+ 4,654 completers). Taking a longer view – compared to fiscal year 2007 – the total number of fiscal year 2011 completions increased 19.9 percent.
- **Career and Technical Education** accounted for the **largest number of graduates** (N = 43,048) in fiscal year 2011. Two-thirds of the earned degrees and certificates were in Career and Technical Education programs during fiscal year 2011 (70.0 percent). Career completions increased 8.8 percent from last year.
- **Baccalaureate/transfer degrees** accounted for the **second largest** group of completers in fiscal year 2011 (N = 16,750). Nearly three out of every ten graduates earned Baccalaureate/Transfer degrees (27.2 percent). The number of Transfer degrees increased 4.7 percent (+756) from last year.
- Approximately 26.3 percent of the career and technical education awards in fiscal year 2011 were AAS degrees.
- **Females** accounted for **56.7 percent** of all 2011 completions.
- **Career and Technical Education Certificates of Less Than One Year** accounted for the **largest number** of male (N = 12,151) and female (N = 13,054) completers of a specific degree or certificate.
- Although small in number, the Associate in Engineering Science (N = 114) had the highest proportion of male graduates (87.7 percent, N = 100).
- **Minority students earned 29 percent of the collegiate-level degrees and certificates awarded** in the Illinois Community College System during fiscal year 2011. African American students earned 13.6 percent, Latino students earned 9.9 percent, and Asian students earned 4.6 percent of all degrees and certificates.
- Minorities accounted for 23.8 percent of total Transfer degree recipients.
- More than three times as many minority graduates completed Career and Technical Education degrees and certificates (N = 13,352) were awarded compared to baccalaureate/transfer degrees (N = 3,987).
- Among the largest minority groups, African American students completed 2,260 more collegiate-level awards than Latino students.
- Fourteen percent of the students who were awarded degrees and certificates during fiscal year 2011 were less than 21 years of age. **The age groups with the largest percentages of graduates were 21 to 24 (31.3 percent), 25 to 30 (19.9 percent), 31 to 39 years of age (16.4 percent), and 40 to 55 years of age (15.9 percent).**
- Almost three-quarters of the Transfer degree completers in 2011 indicated intent to transfer to a four-year institution.
- Approximately 20.0 percent of fiscal year 2011 Associate in Applied Science degree graduates indicated goals to complete some courses or finish a certificate.

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## CLOSING COMMENTS

Demand for the programs and services delivered by Illinois community colleges remain strong and completions are up. During fiscal year 2011, the Illinois Community College System provided education and training to nearly one million (949,819) students in credit and noncredit courses. Three quarters of these students were in credit courses. The 61,538 degrees and certificates awarded in fiscal year 2011 set an all time high for the number of Illinois Community College System graduates. This is an increase of 8.2 percent over last year and is up 19.9 percent from 2007.

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