



---

Fall Semester 2007

# Elgin Community College Student Profile Report

*Analysis of fall semester credit enrollments*

Revised November 12, 2007

# Student Profile Report

Fall Semester 2007

## Introduction

Each semester, enrollment data is collected and analyzed. This information informs college planning and is also used to measure the effectiveness of various efforts. The enrollment data reported herein was captured as of the end of the registration period for all college credit classes. The census date used for fall 2007 was Monday, October 22. It should be noted that the Teaching, Learning and Student Development administrative team has specifically designated this end of registration (EOR) period as our official internal census date, rather than the traditionally used 10<sup>th</sup> day marker, as this later date provides data that is a more complete representation of the semester's enrollments.

## All Credit Enrollment Overview

Credit enrollments are comprised of students who declared interest in the following programs:

TABLE 1: ENROLLMENT BY DECLARED PROGRAM OF STUDY

Credit Program Type	Unduplicated Headcount	Percent of Total Headcount
University Transfer (UT)	5,448	56.1%
Career Technical Education (CTE)	2,411	24.8%
Adult Basic Education Center (ABEC)	1,855	19.1%
All Credit Enrollments	9,714	

Source: XXE1 Datatel download (as of 10/22/07)

Since the program of study indicated on a student's record many times differs from their course enrollment behavior, Table 2 provides an alternate perspective of enrollments.

TABLE 2: CREDIT HOURS BY COURSES ENROLLED

Credit Program Type	Seat count (Duplicated Headcount)	Credit Hours	Percent of Total Credit Hours
University Transfer (UT)	15,354	46,075.0	60.5%
Career Technical Education (CTE)	6,812	21,965.5	28.9%
Adult Basic Education Center (ABEC)	2,402	7,897.5	10.4%
Vocational Skills 1.6*	94	193.5	0.2%
All Credit Enrollments	24,662	76,131.5	

Source: XXS3 Datatel download (as of 10/22/07)

\* "Vocational Skills 1.6" includes short-term entry-level workforce training courses in pharmacy technician, medical billing courses, and home inspection as well the Massage Therapy program.

As demonstrated in Tables 1 and 2, enrollments are categorized into four major instructional groups. Enrollments in the Adult Education programs (ESL and ABE/ASE) are limited due to the amount of grant and institutional funding that is available. In contrast, university transfer (UT) and career technical education (CTE) program enrollments are largely influenced by new student recruitment and the

persistence/progression of continuing students. Therefore, the remainder of this report provides a detailed analysis of UT and CTE enrollments as it will be used to guide decision making and enrollment management related planning.

## University Transfer and Career-Technical Enrollment Analysis

The UT-CTE enrollment analysis is divided into two sections. Section I provides characteristics and information for all UT-CTE students, which includes those enrolled in transfer, career-technical and developmental education courses during fall 2007. Section II describes the new ECC student population. “New to ECC” students are defined as students who have no previous credit hours attempted at ECC and are enrolled in their first semester during fall 2007. A separate report, “Student Profile Enrollment Trend Analysis”, provides a comparison to fall 2006 and summarizes contributing factors.

### Section I: All UT-CTE Students

In fall 2007, a total of 7,859 students enrolled at Elgin Community College totaling 68,040.5 credit hours, which equates to 4,536.0 FTE (total credit hours divided by 15). A detailed analysis of students who are new to ECC, which includes new first-time in college and new transfer students is provided in Section II of this report. Students were assigned to UT and CTE categories based on the major area of study listed on their student record as of the end of the registration period for the fall term (or tenth week [10/22/07]). Comparing these two categories provides useful insights into their similarities and differences.

TABLE 3 ENROLLMENT BY DEMOGRAPHIC CHARACTERISTICS

Demographic	UT	Percent of UT	CTE	Percent of CTE	UT-CTE Total	Percent of Total
16 and under	52	1.0%	1	0.0%	53	0.7%
17 - 20	2,568	47.1%	861	35.7%	3,429	43.6%
21 - 24	1,195	21.9%	443	18.4%	1,638	20.8%
25 - 30	571	10.5%	359	4.9%	930	11.8%
31 - 39	382	7.0%	294	12.2%	676	8.6%
40 - 55	456	8.4%	379	15.7%	835	10.6%
56 and over	224	4.1%	74	3.1%	298	3.8%
Average Age	25.81		28.37		26.59	
Male	2,298	42.2%	1,200	49.8%	3,498	44.5%
Female	3,150	57.8%	1,211	50.2%	4,361	55.5%
Asian or Pacific Islander	461	8.5%	158	6.6%	619	7.9%
American Indian or Alaskan Native	14	0.3%	7	0.3%	21	0.3%
Black Non-Hispanic	237	4.4%	137	5.7%	374	4.8%
Latino/Hispanic	902	16.6%	432	17.9%	1,334	17.0%
White Non-Hispanic	3,817	70.1%	1,670	63.3%	5,487	69.8%
International*	17	0.3%	7	0.3%	24	0.3%

\*NOTE: International students are defined as those attending ECC on a visa from another country. All international students in attendance are included in this figure regardless of the student’s actual racial/ethnic background, per ICCB reporting requirements.



Demographic	UT	Percent of UT	CTE	Percent of CTE	UT-CTE Total	Percent of Total
No degree earned	1,248	22.9%	466	19.3%	1,714	21.8%
High school diploma/GED	2,337	42.9%	990	41.1%	3,327	42.3%
Less than Bachelor degree	1,103	20.2%	606	25.1%	1,709	21.7%
Bachelor/higher	281	5.2%	171	7.1%	452	5.8%
Unknown/Other	479	8.8%	178	7.4%	657	8.4%
Enrolled part-time	3,285	60.3%	1,610	66.8%	4,895	62.3%
Enrolled full-time	2,163	39.7%	801	33.2%	2,964	37.7%
TOTAL (unduplicated headcount)	5,448		2,411		7,859	

Source: ICCB Fall E1 submission (as of 10/22/07)

Full-time students are defined above in Table 3, and subsequent tables, as students enrolled in 12 credit hours or more. Part-time students are those enrolled in 11 credit hours or less. The average hours enrolled for full-time students is 13.52 hours and 5.66 hours for part-time students.

Table 4 compares how the UT-CTE student population to the demographics within the college’s district. For the purposes of this report, the ECC district is represented by using demographic data from residents age 18-64, as they are typically the college-going population. In addition, figures from Kane County were used to provide an indicator of the larger district.

**TABLE 4: UT-CTE PROFILE COMPARED TO ECC DISTRICT**

Demographics	Percent of UT Students	Percent of CTE Students	Percent of UT-CTE Students	Percent in Kane County
Male	42.2%	49.8%	44.5%	51.2%
Female	57.8%	50.2%	55.5%	48.8%
Asian/Pacific Islander	8.5%	6.6%	7.9%	3.4%
American Indian	0.3%	0.3%	0.3%	0.1%
Black Non-Hispanic	4.4%	5.7%	4.8%	4.9%
Latino/Hispanic	16.6%	17.9%	17.0%	26.1%
White Non-Hispanic	70.1%	63.3%	69.8%	63.8%
Some Other Race	0.3%	0.3%	0.3%	0.8%

Source: XXE1 Datatel download and U.S. Census Bureau ([www.economicmodeling.com](http://www.economicmodeling.com))

Table 5 provides an overview of the university transfer and career-technical education students from the perspective of generational classification. Generation research indicates individuals born within identifiable generational periods tend to have similar outlooks and values. This research identifies four existing adult generations: Millennials born between 1981 and 1988, Generation X born between 1966 and 1980, Baby Boomer born between 1946 and 1964, and the Silent Generation born before 1945. These generational breaks are somewhat arbitrary but are roughly comparable to those used by other scholars and researchers.

**TABLE 5: ENROLLMENT BY GENERATIONAL CLASSIFICATION**

<b>Generational Classification</b>	<b>UT</b>	<b>Percent of UT</b>	<b>CTE</b>	<b>Percent of CTE</b>	<b>UT-CTE Total</b>	<b>Percent of Total</b>
Millennial (<25)	3,815	70.1%	1,305	54.1%	5,120	65.2%
Generation X (25-41)	1,025	18.8%	707	29.3%	1,732	22.1%
Baby Boomer (42-60)	452	8.3%	362	15.0%	814	10.4%
Silent Generation (61-81)	148	2.7%	36	1.5%	184	2.3%
<b>Total</b>	<b>3,815</b>	<b>70.1%</b>	<b>1,305</b>	<b>54.1%</b>	<b>7,850</b>	<b>100.0%</b>

Source: ICCB Fall E1 submission (as of 10/22/07)

**TABLE 6: ENROLLMENT BY ZIP CODE**

<b>City/ZIP Code</b>	<b>UT</b>	<b>UT Percent</b>	<b>CTE</b>	<b>CTE Percent</b>	<b>UT-CTE Total</b>	<b>Percent of Total</b>
In-District						
Algonquin (60102)	287	7.1%	141	5.8%	528	6.7%
Bartlett (60103)	476	8.7%	153	6.3%	629	8.0%
Burlington (60109)	13	0.2%	4	0.2%	17	0.2%
Carpentersville (60110)	297	5.5%	165	6.8%	462	5.9%
Cary	0	0.0%	0	0.0%	0	0.0%
Dundee/Sleepy Hollow (60118)	237	4.4%	77	3.2%	314	4.0%
Elburn (60119)	23	0.4%	6	0.2%	29	0.4%
Elgin/East Side (60120)	539	9.9%	270	11.2%	809	10.3%
Elgin/PO Box (60121)	14	0.3%	4	0.2%	18	0.2%
Elgin/West of Randall Road (60124)	78	1.4%	38	1.6%	116	1.5%
Elgin/West Side (60123)	888	16.3%	395	16.4%	1,283	16.3%
Gilberts (60136)	95	1.7%	34	1.4%	129	1.6%
Hampshire/Pingree Grove (60140)	148	2.7%	71	2.9%	219	2.8%
Hanover Park (60133)	142	2.6%	63	2.6%	205	2.6%
Huntley (60142)	14	0.3%	17	0.7%	31	0.4%
LaFox (60147)	0	0.0%	0	0.0%	0	0.0%
Lake in the Hills (60156)	113	2.1%	74	3.1%	187	2.4%
South Elgin (60177)	278	5.1%	123	5.1%	401	5.1%
St. Charles/East Side (60174)	394	7.2%	131	5.4%	525	6.7%
St. Charles/West Side (60175)	317	5.8%	93	3.9%	410	5.2%
Streamwood (60107)	400	7.3%	139	5.8%	539	6.9%
Wasco/PO Box (60183)	3	0.1%	1	0.0%	4	0.1%
Wayne (60184)	23	0.4%	4	0.2%	27	0.3%
<i>Sub-total</i>	<i>4,779</i>		<i>2,003</i>		<i>6,882</i>	
Border Towns	120	2.2%	72	3.0%	192	2.4%
Out-of-District	141	2.6%	271	11.2%	412	5.2%
Out-of-State*	4	0.1%	2	0.0%	6	0.1%
Data Not Available	304	5.6%	63	2.6%	367	4.7%
<b>TOTAL</b>	<b>5,448</b>		<b>2,411</b>		<b>7,859</b>	

Source: ICCB Fall E1 submission (as of 10/22/07)

\*Out-of-state residence includes international students

TABLE 7: REASON FOR ENROLLMENT

Reason for Enrollment	UT	UT Percent	CTE	CTE Percent	UT-CTE Total	Percent of Total
<b>Academic Goal</b>						
Complete one or several courses	1,238	22.7%	77	3.2%	1,315	16.7%
Complete a Certificate	0	0.0%	656	27.2%	656	8.3%
Complete an Associate degree	4,209	77.3%	1,677	69.6%	5,886	74.9%
<b>Educational Objective</b>						
Prepare for transfer to a four-year college or university	3,565	65.4%	669	27.7%	4,234	53.9%
Improve skills for my present job	168	3.1%	218	9.0%	386	4.9%
Prepare for a future job after attending the college	1,581	29.0%	1,461	60.6%	3,042	38.7%
Prepare for the GED test or improve basic academic skills	45	0.8%	35	1.5%	80	1.0%
Personal interest or self development	87	1.6%	27	1.1%	114	1.5%
Unknown or other	2	0.0%	1	0.0%	3	0.0%
<b>TOTAL</b>	<b>5,448</b>		<b>2,411</b>		<b>7,859</b>	

Source: XXE1 Datatel download (as of 10/22/07)

Definitions for the Enrollment Status reported in Table 8 follow: (a) New First-Time in College includes students who have no record of prior higher education enrollment, (b) New Transfer includes students who have attended another college/university previously but are new to ECC, (c) Continuing includes students who attended ECC during the previous fiscal year, and (d) Re-entering includes students who attended ECC sometime prior to the previous fiscal year. These definitions follow reporting guidelines for Enrollment Status as it is set forth in the ICCB Management Information Systems (MIS) manual.

TABLE 8: ENROLLMENT BY ENROLLMENT STATUS

Enrollment Status	UT	Percent of UT	CTE	Percent of CTE	UT-CTE Total	Percent of Total
New First-Time in College	1242	22.8%	513	21.3%	1755	22.3%
New Transfer	3106	57.0%	1409	58.4%	4515	57.5%
Continuing	456	8.4%	198	8.2%	654	8.3%
Re-entering	644	11.8%	291	12.1%	935	11.9%
<b>TOTAL</b>	<b>5,448</b>		<b>2411</b>		<b>7,859</b>	

Source: ICCB Fall E1 submission (as of 10/22/07)

Tables 9 definitions match those outlined under Student Level (referred to as Class Level) in the ICCB MIS manual: (a) High School includes students enrolled in credit courses at ECC while still attending high school, (b) Freshmen includes students who completed fewer than 30 semester hours of college credit and is not enrolled in high school, (c) Sophomore includes students who completed at least 30 hours of college credit but less than 60 hours or a student without a previous degree who has more than 60 hours and is continuing to pursue a degree, and (d) Unclassified includes students enrolled who already have a bachelor's or associate's degree but are taking courses at the same or lower level.

**TABLE 9: ENROLLMENT BY CLASS LEVEL**

<b>Class Level</b>	<b>UT</b>	<b>UT Percent</b>	<b>CTE</b>	<b>CTE Percent</b>	<b>UT-CTE Total</b>	<b>Percent of Total</b>
High school students	1,199	22.0%	444	18.4%	1,643	20.9%
Freshmen	2,609	47.9%	1,081	44.8%	3,690	47.0%
Sophomores	868	15.9%	389	16.1%	1,257	16.0%
Unclassified	772	14.2%	497	20.6%	1,269	16.1%
<b>TOTAL</b>	<b>5,448</b>		<b>2,411</b>		<b>7,859</b>	

Source: XXE1 Datatel download (as of 10/22/07)

Table 10 details the program of study where 100 students or more identified intended transfer and/or career-technical education programs on their application for admission. Students may also update this information at the time of registration.

**TABLE 10: ENROLLMENT BY SELECTED PROGRAM OF STUDY**

<b>Major/Area of Study</b>	<b>Unduplicated Headcount</b>	<b>Percent of Total</b>
Associate in Science	1,822	23.2%
Associate in Arts	1,638	20.8%
Transfer Course Enrollee	1,238	15.8%
Associate in Liberal Studies	482	6.1%
Culinary Management	264	3.4%
Human Services	203	2.6%
Nursing	185	2.4%
Automotive	162	2.1%
Criminal Justice	156	2.0%
Accounting	148	1.9%
Associate in Fine Arts-Arts	139	1.8%
Environmental Control Systems	133	1.7%
Associate in Engineering Science	128	1.6%

Source: XXE1 Datatel download (as of 10/22/07)

Table 11 summarizes student headcount as categorized by the time period where the majority of the student's course enrollments occur. Definitions for the Time of Attendance categories used follow: (a) Daytime includes students taking the majority of their courses between 7 a.m. and 4:59 p.m. Monday through Friday, (b) Evening includes students taking the majority of courses between 5 p.m. and 6:59 a.m. Monday through Friday, and (c) Weekend includes courses offered anytime on Saturday or Sunday.

TABLE 11: ENROLLMENT BY TIME OF ATTENDANCE

Attendance Time	Headcount	Percent of Hours
Daytime	5,888	74.9%
Evening	1,802	22.9%
Weekend	169	2.2%
<b>TOTAL</b>	<b>7,859</b>	

Source: XE1 Datatel download (as of 10/22/07)

TABLE 12: CREDIT HOURS TAKEN BY DIVISION/DEPARTMENT AND MODALITY

Department	Classroom-Based		Telecourses		Internet-Based Courses		Total	
	Seats	Hours	Seats	Hours	Seats	Hours	Seats	Hours
Accounting (CTE)	94	237.0	.	.	18	54.0	112	291.0
Accounting (UT)	154	601.0	14	56.00	8	32.0	176	689.0
Automotive	226	1,290.0	.	.	.	.	226	1,290.0
Business	668	2,004.0	78	234.00	75	213.0	821	2,451.0
CAD and Drafting	179	616.0	.	.	.	.	179	616.0
Computer/Info Sciences	457	1,361.0	.	.	74	178.0	531	1,539.0
Criminal Justice	326	978.0	.	.	.	.	326	978.0
Culinary Management	631	2,462.5	.	.	.	.	631	2,462.5
Economics	248	744.0	23	69.00	31	93.0	302	906.0
Entrepreneurship	53	156.0	.	.	.	.	53	156.0
Fire Science	175	678.0	.	.	.	.	175	678.0
Hotel Management Op	7	24.0	.	.	.	.	7	24.0
HVAC/Environ. Systems	369	1,019.5	.	.	.	.	369	1,019.5
Industrial Man Tech	123	407.0	.	.	.	.	123	407.0
Integrated Systems Technology	58	174.0	.	.	.	.	58	174.0
Management	159	437.0	19	57.00	58	188.0	236	682.0
Marketing	120	360.0	16	48.00	34	104.0	170	512.0
Office Admin. Technology	491	724.0	.	.	64	113.0	555	837.0
Paralegal	145	433.0	.	.	29	87.0	174	520.0
Physical Ed-Career-Tech.	22	66.0	.	.	.	.	22	66.0
Physical Ed-Transfer	622	977.0	.	.	.	.	622	977.0
Public Safety Comm.	19	114.0	.	.	.	.	19	114.0
Truck Driving	75	404.0	.	.	.	.	75	404.0
Welding	151	410.0	.	.	.	.	151	410.0
<b>BCT Sub-Total</b>	<b>5,572</b>	<b>16,677.0</b>	<b>150</b>	<b>464.00</b>	<b>391</b>	<b>1,062.0</b>	<b>6,113</b>	<b>18,203.0</b>
Anthropology	54	162.0	13	39.00	10	30.0	77	231.0
Education	128	377.0	.	.	15	45.0	143	422.0
English (total)	1,951	5,853.0	159	477.00	37	111.0	2,147	6,441.0
<i>Developmental English</i>	659	1,977.0	.	.	.	.	659	1,977.0
Geography-Human	83	249.0	27	81.00	17	51.0	127	381.0
Human Services	396	1,153.0	38	114.00	4	12.0	438	1,279.0

Table 12	Classroom-Based		Telecourses		Internet-Based Courses		Total	
	Seats	Hours	Seats	Hours	Seats	Hours	Seats	Hours
Journalism	40	102.0	7	21.00	.	.	47	123.0
Literature	195	585.0	65	195.00	24	72.0	284	852.0
Psychology	1,042	3,126.0	127	381.00	30	90.0	1,199	3,597.0
Reading (total)	638	1,914.0	.	.	.	.	638	1,914.0
<i>Developmental Reading</i>	372	1,116.0	.	.	.	.	372	1,116.0
Sociology	421	1,263.0	55	165.00	26	78.0	502	1,506.0
Speech	713	2,107.0	.	.	.	.	713	2,107.0
CABS Sub-Total	5,631	16,801.0	491	1,473.00	163	489.0	6,285	18,763.0
Art	749	2,247.0	.	.	.	.	749	2,247.0
French	23	92.0	.	.	.	.	23	92.0
German	23	92.0	.	.	.	.	23	92.0
Graphic Design	331	993.0	.	.	2	6.0	333	999.0
History	393	1,179.0	105	315.0	.	.	498	1,494.0
Humanities	473	1,419.0	.	.	33	99.0	506	1,518.0
International Studies	37	75.0	15	45.0	1	3.0	53	123.0
Music	720	1,351.0	.	.	29	87.0	749	1,438.0
Political Science	163	489.0	23	69.0	.	.	186	558.0
Spanish	223	871.0	37	148.0	10	40.0	270	1,059.0
Theatre	200	538.0	.	.	.	.	200	538.0
GSD	983	969.0	5	5.0	25	25.0	1,013	999.0
LVPA Sub-Total	3,329	9,328.0	180	577.0	75	235.0	3,584	10,140.0
Astronomy	50	150.0	30	90.00	.	.	80	240.0
Biology	1,142	4,449.0	.	.	.	.	1,142	4,449.0
Chemistry	280	1,400.0	.	.	.	.	280	1,400.0
Clinical Lab Tech	97	273.5	.	.	.	.	97	273.5
Dental Assisting	104	276.5	.	.	.	.	104	276.5
EMT-Paramedic	88	528.0	.	.	.	.	88	528.0
Geography-Physical	85	255.0	.	.	.	.	85	255.0
Geology	61	244.0	.	.	13	39.0	74	283.0
Health Prof Ed	103	149.0	.	.	22	66.0	125	215.0
Mathematics (total)	2,257	8,388.0	.	.	101	356.0	2,358	8,744.0
<i>Developmental Math</i>	1,278	4,835.0	.	.	28	112.0	1,306	4,947.0
Nursing	565	2,495.5	.	.	.	.	565	2,495.5
Physical Therapy Assistant	33	84.0	.	.	.	.	33	84.0
Physics	59	284.0	.	.	.	.	59	284.0
Science	29	116.0	.	.	.	.	29	116.0
Surgical Technology	16	184.0	.	.	.	.	16	184.0
MSEHP Sub-Total	4,969	19,276.5	30	90.00	136	461.0	5,135	19,827.5
Vocational Skills 1.6	94	193.5	.	.	.	.	94	193.5
GRAND TOTAL	22,906	71,192.0	856	2,609.0	818	2,384.0	24,580	76,185.0

Source: XXS3 Datatel download (as of 10/22/07)

•  
•  
•  
•  
•  
•  
•  
•

The top ten departments generating credit hours through university-transfer courses include:

<u>Department</u>	<u>Seats</u>	<u>Credit Hours</u>	<u>Percent of Total</u>
Mathematics	2,358	8,744.0	12.97%
<i>Developmental Math</i>	1,306	4,947.0	
English	2,147	6,444.0	9.55%
<i>Developmental English</i>	659	1,977.0	
Biology	1,142	4,449.0	6.60%
Psychology	1,199	3,597.0	5.33%
Business	821	2,451.0	3.63%
Art	749	2,247.0	3.33%
Speech	713	2,107.0	3.12%
Reading	638	1,914.0	1.65%
<i>Developmental Reading</i>	372	1,116.0	
Humanities	506	1,518.0	2.25%
History	498	1,494.0	2.22%

These areas parallel the major subject areas in the general education curriculum. The top ten departments generating credit hours through career-technical courses include:

<u>Department</u>	<u>Seats</u>	<u>Credit Hours</u>	<u>Percent of Total</u>
Nursing	565	2,495.5	3.70%
Culinary/Management	631	2,462.5	3.65%
Computer/Info Sciences	550	1,558.0	2.28%
Automotive	226	1,290.0	1.91%
Human Services	438	1,279.0	1.90%
HVAC/Environ. Systems	369	1,019.5	1.51%
Graphic Design	333	999.0	1.48%
Criminal Justice	326	978.0	1.45%
Office Admin. Technology	555	837.0	1.24%

Table 13 shows enrollments in selected career-technical education courses. The course listed for each program was selected by the divisional Dean as a useful indicator in monitoring program enrollments. The programs are listed in the table in order of the face-to-face section fill rate and categorized into three groups—high enrollment, moderate enrollment, and low enrollment. The fill rate is calculated by dividing the total course enrollment (seatcount) by the total course capacity (seats available). This information is monitored each fall semester in order to develop recruitment/marketing strategies and aid in academic planning.

TABLE 13 CAREER PROGRAM ENROLLMENT INDICATORS

	Program		All Sections			Face-to-Face Sections Only**		
			Course Capacity	Seat Count	Fill Rate	Course Capacity	Seat Count	Fill Rate
High Enrollment	Nursing	NUR-116	80	79	98.8%	80	79	98.8%
	Truck Driving	BRG-101	30	29	96.7%	30	29	96.7%
	Fire Science & Safety	FSS-101	60	58	96.7%	60	58	96.7%
	Criminal Justice	CRJ-101	132	124	93.9%	132	124	93.9%
	Clinical Lab Technology	CLT-100	16	15	93.8%	16	15	93.8%
	Entrepreneurship	ENT-101	30	28	93.3%	30	28	93.3%
	Automotive	AUT-151	37	34	91.9%	37	34	91.9%
	Hotel Management	HOS-101	85	78	91.8%	85	78	91.8%
Moderate Enrollment	Management	MMT-101	175	142	81.1%	115	103	89.6%
	Marketing/Retail Management	MKT-103	125	90	72.0%	65	57	87.7%
	Dental Assisting	DEA-106	24	21	87.5%	24	21	87.5%
	Basic Nursing Assistant	NUR-105	48	42	87.5%	48	42	87.5%
	Culinary Arts	CUL-100	110	95	86.4%	110	95	86.4%
	Computer Information Systems	CIS-110	292	247	84.6%	232	199	85.8%
	HVAC	HAC-101	61	52	84.2%	61	52	85.2%
	Physical Therapy Assistant	PTA-120	20	17	85.0%	20	17	85.0%
	Welding	WEL-101	80	68	85.0%	80	68	85.0%
	Surgical Technology	SGT-111	20	16	80.0%	20	16	80.0%
	EMT/Paramedic	EMT-121	57	44	77.2%	57	44	77.2%
	Graphic Design	GRD-100	43	33	76.7%	43	33	76.7%
	Industrial Manufacturing Technology	IMT-220	17	13	76.5%	17	13	76.5%
Low Enrollment	Paralegal	PAR-101	60	40	66.7%	60	40	66.7%
	Office Administration Technology	OAT-100	52	21	40.4%	22	14	63.6%
	Public Safety Communications	PSC-105	30	19	63.3%	30	19	63.3%
	Accounting	ACC-100	140	87	62.1%	110	69	62.7%
	Early Childhood Education	ECE-102	90	54	60.0%	60	37	61.7%
	Personal Trainer	PTR-101	49	22	44.9%	49	22	44.9%
	Computer Aided Drafting	CAD-101	103	46	44.7%	103	46	44.7%
	Human Services	HUS-102	29	12	41.4%	29	12	41.4%
	IST/Maintenance Technology	IST-140	32	12	37.5%	32	12	37.5%

Source: Fall 10th day XXS3 file & XSAR

\*Deleted "Cancelled/Pending" sections; Excluded courses starting October or later; Summed Telecourses

\*\*Excludes sections: 700 telecourse and 770 Internet



Table 14 shows the number of seats available (capacity) and filled in all class sections offered by each department as of the end of registration date (October 22, 2007). Only class sections with an active status were included in this analysis.

**TABLE 14: FILL RATE BY DIVISION/DEPARTMENT AND INSTRUCTIONAL TYPE**

	Total			Discussion/Lecture			Discussion/Lab			Independent Study		
	Capacity	Seat count	Fill Rate	Cap	Seat count	Fill Rate	Cap	Seat count	Fill Rate	Cap	Seat count	Fill Rate
Accounting (CT)	200	112	56.0%	155	89	57.4%	.	.		45	23	51.1%
Accounting (UT)	341	176	51.6%	230	138	60.0%	.	.		111	38	34.2%
Automotive	252	226	89.7%	.	.		252	226	89.7%	.	.	
Business	1,150	821	71.4%	884	666	75.3%	.	.		266	155	58.3%
CAD and Drafting	441	179	40.6%	50	22	44.0%	214	113	52.8%	177	44	24.9%
Computer/Info Sciences	691	531	76.8%	451	369	81.8%	116	81	69.8%	124	81	65.3%
Criminal Justice	465	326	70.1%	418	292	69.9%	22	22	100.0%	25	12	48.0%
Culinary Management	803	631	78.6%	294	268	91.2%	445	341	76.6%	64	22	34.4%
Economics	480	302	62.9%	330	248	75.2%	.	.		150	54	36.0%
Entrepreneurship	120	53	44.2%	44	35	79.5%	.	.		76	18	23.7%
Fire Science	235	175	74.5%	180	124	68.9%	55	51	92.7%	.	.	
Hotel Management Op	105	7	6.7%	.	.		.	.		105	7	6.7%
HVAC/Environ. Systems	551	369	67.0%	128	71	55.5%	423	298	70.4%	.	.	
Industrial Man Tech	388	123	31.7%	28	9	32.1%	268	105	39.2%	92	9	9.8%
Integrated Systems Technology	160	58	36.3%	4	4	100.0%	124	49	39.5%	32	5	15.6%
Management	484	236	48.8%	224	150	67.0%	.	.		260	86	33.1%
Marketing	317	170	53.6%	150	115	76.7%	.	.		167	55	32.9%
Office Admin. Technology	1,548	555	35.9%	278	189	68.0%	1030	295	28.6%	240	71	29.6%
Paralegal	335	174	51.9%	225	139	61.8%	.	.		110	35	31.8%
Physical Ed-Career-Tech.	49	22	44.9%	49	22	44.9%	.	.		.	.	
Physical Ed-Transfer	2,512	622	24.8%	1,830	227	12.4%	682	395	57.9%	.	.	
Public Safety Comm.	30	19	63.3%	30	19	63.3%	.	.		.	.	
Truck Driving	90	75	83.3%	60	52	86.7%	30	23	76.7%	.	.	
Welding	324	151	46.6%	48	17	35.4%	258	125	48.4%	18	9	50.0%
<b>BCT Sub-Total</b>	<b>12,071</b>	<b>6,113</b>	<b>50.6%</b>	<b>6,090</b>	<b>3,265</b>	<b>53.6%</b>	<b>3919</b>	<b>2,124</b>	<b>54.2%</b>	<b>2062</b>	<b>724</b>	<b>35.1%</b>

Table 14	Total			Discussion/Lecture			Discussion/Lab			Independent Study		
	Capacity	Seat count	Fill Rate	Cap	Seat count	Fill Rate	Cap	Seat count	Fill Rate	Cap	Seat count	Fill Rate
Anthropology	150	77	51.3%	60	54	90.0%	.	.		90	23	25.6%
Education	230	143	62.2%	200	128	64.0%	.	.		30	15	50.0%
English	2,465	2,147	87.1%	2,125	1,944	91.5%	.	.		340	203	59.7%
Geography-Human	150	127	84.7%	90	83	92.2%	.	.		60	44	73.3%
Human Services	1,166	438	37.6%	835	360	43.1%	110	13	11.8%	221	65	29.4%
Journalism	120	47	39.2%	55	31	56.4%	15	9	60.0%	50	7	14.0%
Literature	374	284	75.9%	262	195	74.4%	.	.		112	89	79.5%
Psychology	1,421	1,199	84.4%	1,177	1,020	86.7%	24	22	91.7%	220	157	71.4%
Reading	816	638	78.2%	786	633	80.5%	.	.		30	5	16.7%
Sociology	634	502	79.2%	515	413	80.2%	14	8	57.1%	105	81	77.1%
Speech	932	713	76.5%	888	699	78.7%	.	.		44	14	31.8%
CABS Sub-Total	8,458	6,315	74.7%	6,993	5,560	79.5%	163	52	31.9%	1302	703	54.0%
GSD	1,162	1,013	87.2%	1,010	955	94.6%	90	28	31.1%	62	30	48.4%
Art	1,154	749	64.9%	402	361	89.8%	425	281	66.1%	327	107	32.7%
French	52	23	44.2%	52	23	44.2%	.	.		.	.	
German	52	23	44.2%	26	16	61.5%	.	.		26	7	26.9%
Graphic Design	414	333	80.4%	16	15	93.8%	353	293	83.0%	45	25	55.6%
History	708	498	70.3%	498	393	78.9%	.	.		210	105	50.0%
Humanities	570	506	88.8%	510	473	92.7%	.	.		60	33	55.0%
International Studies	180	53	29.4%	70	26	37.1%	.	.		110	27	24.5%
Music	2,870	749	26.1%	550	319	58.0%	1340	299	22.3%	980	131	13.4%
Political Science	246	186	75.6%	216	163	75.5%	.	.		30	23	76.7%
Spanish	618	270	43.7%	310	185	59.7%	.	.		308	85	27.6%
Theatre	660	200	30.3%	530	176	33.2%	66	11	16.7%	64	13	20.3%
LVPA Sub-Total	7,524	3,590	47.7%	3,180	2,150	67.6%	2184	884	40.5%	2160	556	25.7%
Astronomy	90	80	88.9%	.	.		60	50	83.3%	30	30	100.0%
Biology	1,342	1,142	85.1%	508	436	85.8%	834	706	84.7%	.	.	
Chemistry	360	280	77.8%	72	59	81.9%	288	221	76.7%	.	.	
Clinical Lab Tech	135	97	71.9%	48	45	93.8%	60	25	41.7%	27	27	100.0%
Dental Assisting	173	104	60.1%	42	23	54.8%	113	80	70.8%	18	1	5.6%
EMT-Paramedic	112	88	78.6%	.	.		112	88	78.6%	.	.	
Geography-Physical	120	85	70.8%	90	84	93.3%	.	.		30	1	3.3%
Geology	100	74	74.0%	48	39	81.3%	24	22	91.7%	28	13	46.4%
Health Prof Ed	130	125	96.2%	105	103	98.1%	.	.		25	22	88.0%
Mathematics	2,728	2,358	86.4%	2,560	2,256	88.1%	.	.		168	102	60.7%
Nursing	686	565	82.4%	245	232	94.7%	437	329	75.3%	4	4	100.0%
Physical Therapy Assistant	50	33	66.0%	.	.		50	33	66.0%	.	.	
Physics	64	59	92.2%	.	.		64	59	92.2%	.	.	

•  
•  
•  
•  
•  
•  
•  
•  
•  
•

Table 14	Total			Discussion/Lecture			Discussion/Lab			Independent Study		
	Capacity	Seat count	Fill Rate	Cap	Seat count	Fill Rate	Cap	Seat count	Fill Rate	Cap	Seat count	Fill Rate
Science	56	29	51.8%	.	.	.	56	29	51.8%	.	.	.
Surgical Technology	20	16	80.0%	.	.	.	20	16	80.0%	.	.	.
MSHEP Sub-Total	6,166	5,135	83.3%	3,718	3,277	88.1%	2118	1,658	78.3%	330	200	60.6%
GRAND TOTAL	27,857	18,576	67.0%	17,811	13,057	73.7%	6,290	3,862	61.8%	3,756	1,657	44.1%

Source: XSAR Datatel download (capacity); XXS3.Datatel download (seats sold) (as of 10/22/07)  
 \*NOTE: Vocational Skills 1.6 excluded because capacity field is not populated in Datatel.

Tables 15-18 provide useful information for understanding the how classes were scheduled in fall 2007. Table 15 is an overview illustrating when fall semester classes began as well as the number of weeks the classes met. The most common term session combinations include 16-week classes beginning in August (83.6% of credit hours), 8-week classes beginning in October (3.1% of credit hours), and 12-week classes beginning in September (1.9% of credit hours). A 16-12-8 week session model was implemented in fall 2007. Enrollments fitting this model are bolded in the following table.

TABLE 15: ENROLLMENTS BY TERM SESSION

Start Month	# Wks	Total		BCT		CABS		GSD		LVPA		MSHEP	
		Seats	Hours	Seats	Hours	Seats	Hours	Seats	Hours	Seats	Hours	Seats	Hours
JUL	7	25	25.0	.	.	.	.	.	.	25	25.0	.	.
AUG	<1	96	170.0	.	.	.	.	.	.	.	.	96	170.0
	1	118	298.5	.	.	.	.	.	.	.	.	118	298.5
	2	89	89.0	89	89.0	.	.	.	.	.	.	.	.
	3	34	109.0	34	109.0	.	.	.	.	.	.	.	.
	4	44	44.0	44	44.0	.	.	.	.	.	.	.	.
	5	79	310.0	23	94.0	44	132.0	.	.	.	.	12	84.0
	6	65	279.0	65	279.0	.	.	.	.	.	.	.	.
	7	953	2,067.0	298	662.0	49	147.0	431	431.0	25	50.0	150	777.0
	8	<b>418</b>	<b>418.0</b>	<b>19</b>	<b>19.0</b>	.	.	<b>399</b>	<b>399.0</b>	.	.	.	.
	9	16	16.0	16	16.0	.	.	.	.	.	.	.	.
	10	48	274.0	48	274.0	.	.	.	.	.	.	.	.
	11	30	82.5	.	.	15	45.0	.	.	.	.	15	37.5
	14	0	0.0	.	.	.	.	.	.	.	.	.	.
	15	496	1,190.0	126	370.0	110	302.0	.	.	128	195.0	132	323.0
16	<b>17,133</b>	<b>55,547.0</b>	<b>4,237</b>	<b>13,089.5</b>	<b>5,403</b>	<b>16,179.0</b>	<b>28</b>	<b>14.0</b>	<b>3,091</b>	<b>9,196.0</b>	<b>4,350</b>	<b>16,972.5</b>	
17	12	48.0	.	.	.	.	.	.	.	.	.	.	
19	20	20.0	.	.	.	.	.	.	.	20	20.0	.	

Start Month	# Wks	Total		BCT		CABS		GSD		LVPA		MSHEP	
		Seats	Hours	Seats	Hours	Seats	Hours	Seats	Hours	Seats	Hours	Seats	Hours
SEPT	<1	36	36.0	20	20.0	16	16.0	.	.	.	.	.	.
	1	0	0.0	.	.	.	.	.	.	.	.	.	.
	3	26	14.5	3	3.0	.	.	.	.	.	.	.	.
	4	37	111.0	.	.	37	111.0	.	.	.	.	.	.
	5	46	110.0	46	110.0	.	.	.	.	.	.	.	.
	7	15	15.0	.	.	.	.	15	15.0	.	.	.	.
	9	107	131.0	.	.	.	.	.	.	107	131.0	.	.
	11	14	42.0	14	42.0	.	.	.	.	.	.	.	.
	12	<b>384</b>	<b>1,227.0</b>	<b>78</b>	<b>287.0</b>	<b>208</b>	<b>624.0</b>	.	.	<b>84</b>	<b>268.0</b>	<b>14</b>	<b>48.0</b>
	13	119	662.0	101	643.0	.	.	.	.	18	19.0	.	.
OCT	<1	40	180.0	.	.	.	.	.	.	.	.	40	180.0
	1	55	38.0	34	17.0	6	6.0	.	.	.	.	15	15.0
	2	1	3.0	.	.	.	.	.	.	.	.	1	3.0
	3	0	0.0	.	.	.	.	.	.	.	.	.	.
	4	19	47.0	.	.	15	45.0	.	.	.	.	.	.
	5	5	7.5	5	7.5	.	.	.	.	.	.	.	.
	6	14	14.0	14	14.0	.	.	.	.	.	.	.	.
	7	239	427.0	33	33.0	20	60.0	120	120.0	11	22.0	36	162.0
	8	<b>643</b>	<b>2,026.0</b>	<b>291</b>	<b>723.0</b>	<b>172</b>	<b>516.0</b>	<b>17</b>	<b>17.0</b>	<b>41</b>	<b>133.0</b>	<b>122</b>	<b>637.0</b>
	9	40	167.5	37	166.0	.	.	.	.	.	.	.	.
10	5	2.5	.	.	.	.	.	.	.	.	.	.	
NOV	1	9	4.5	9	4.5	.	.	.	.	.	.	.	.
	4	18	9.0	.	.	.	.	.	.	.	.	14	7.0
	5	61	165.0	38	102.0	20	60.0	3	3.0	.	.	.	.

Source: XXS3 Datatel download (as of 10/22/07)

Table 16 categorized all classroom-based courses (excludes independent study and lab courses) into four time periods: morning includes classes taught between 7 and 11:59 a.m., afternoon includes classes taught between noon and 3:49 p.m., twilight includes classes taught between 4 and 5:59 p.m. and evening includes classes taught at 6 p.m. or later.

TABLE 16: OFFERING ANALYSIS BY TIME

	Morning		Afternoon		Twilight		Evening		No Data*	
	Sections	Row %	Sections	Row %	Sections	Row %	Sections	Row %	Sections	Row %
BCT	97	33.2%	56	19.2%	19	6.5%	114	39.0%	6	2.1%
CABS	141	47.6%	85	28.7%	17	5.7%	43	14.5%	10	3.4%
GSD	12	31.6%	16	42.1%	9	23.7%	1	2.6%	.	.
LVPA	81	43.3%	54	28.9%	4	2.1%	42	22.5%	6	3.2%
MSHEP	112	43.4%	65	25.2%	38	14.7%	41	15.9%	2	0.8%
Voc Skills	2	20.0%	1	10.0%	3	30.0%	4	40.0%	.	.
<b>TOTAL</b>	<b>445</b>	<b>42.1%</b>	<b>277</b>	<b>26.2%</b>	<b>90</b>	<b>8.5%</b>	<b>245</b>	<b>23.2%</b>	<b>24</b>	<b>2.2%</b>

Source: XXS3 Datatel download (as of 10/22/07)

\*Sections without section meeting time noted.

•  
•  
•  
•  
•  
•  
•  
•  
•  
•

Table 17 provides a summary overview of classroom- or lab-based class offerings by meeting days. The following abbreviations are used to indicate meeting days: M (Monday), T (Tuesday), W (Wednesday), TH (Thursday), F (Friday), and SA (Saturday). The table is sorted in descending order by the percentage of total class sections.

**TABLE 17: OFFERING ANALYSIS BY MEETING DAYS**

Meeting Days	Total		BCT		CABS		GSD		LVPA		MSHEP	
	# Sections	% of Total	# Sect	% of Total	# Sect	% of Total	# Sect	% of Total	# Sect	% of Total	# Sect	% of Total
TTH	311	29.1%	71	24.3%	94	31.6%	15	39.5%	67	36.4%	64	24.7%
MW	276	25.6%	61	20.9%	80	26.9%	8	21.1%	62	33.7%	65	25.1%
T	75	7.0%	31	10.6%	23	7.7%	4	10.5%	7	3.8%	10	3.9%
M	74	6.9%	25	8.6%	15	5.1%	5	13.2%	7	3.8%	22	8.5%
W	60	5.6%	24	8.2%	17	5.7%	3	7.9%	8	4.3%	8	3.1%
MWF	47	4.4%	5	1.7%	26	8.8%	.	.	8	4.3%	8	3.1%
TH	46	4.3%	21	7.2%	11	3.7%	3	7.9%	5	2.7%	6	2.3%
MTWTH	42	3.9%	19	6.5%	0	0.0%	.	.	1	0.5%	22	8.5%
SA	31	2.8%	8	2.7%	8	2.7%	.	.	11	6.0%	3	1.2%
F	27	2.5%	9	3.1%	12	4.0%	.	.	.	.	6	2.3%
No data*	24	2.2%	6	2.1%	11	3.7%	.	.	5	2.7%	2	0.8%
MTTHF	21	2.0%	.	.	.	.	.	.	.	.	21	8.1%
MTWTHF	11	1.0%	8	2.7%	.	.	.	.	2	1.1%	1	0.4%
MTTH	9	0.8%	0	0.0%	.	.	.	.	.	.	9	3.5%
MTW	7	0.6%	2	0.7%	.	.	.	.	.	.	5	1.9%
FSA	2	0.2%	2	0.7%	.	.	.	.	.	.	.	.
MT	2	0.2%	.	.	.	.	.	.	.	.	2	0.8%
WF	2	0.2%	.	.	.	.	.	.	.	.	2	0.8%
MF	1	0.1%	.	.	.	.	.	.	.	.	1	0.4%
MTH	1	0.1%	.	.	.	.	.	.	.	.	1	0.4%
MTWTHSU	1	0.1%	.	.	.	.	.	.	1	0.5%	.	.
TF	1	0.1%	.	.	.	.	.	.	.	.	1	0.4%

Source: XXS3 Datatel download (as of 10/22/07)

\*Sections without section meeting days noted

## Section II: New to ECC Students

“New to ECC” students are defined as students who have no previous credit hours attempted at ECC and are enrolled in their first semester during spring 2007. This includes students who are new to higher education as well as students who have transferred from other institutions of higher education. A total of 2,409 new first-time students enrolled at Elgin Community College attempting 22,676.00 credit hours.

**TABLE 18: NEW TO ECC STUDENT DEMOGRAPHICS**

<b>Enrollment Status</b>	<b>Full-time</b>	<b>Percent FT</b>	<b>Part-time</b>	<b>Percent PT</b>	<b>Total First-Time</b>	<b>Percent Total First-Time</b>
First-Time in College	935	83.3%	820	63.7%	1,755	72.85%
New Transfer	187	16.7%	467	36.3%	654	27.14%
New to ECC Total	1,122 (46.6%)		1,287 (53.4%)		2,409	

*Source: XXE1 Datatel download (as of 10/22/07)*

Table 19 below provides an overview of the demographic characteristics of the new to ECC student group. This group includes students who are attending college for the first time (FTIC) and new transfer students. Of the 2,409 new to ECC students, 54.2% enrolled part-time and 45.8% enrolled full-time in the fall 2007 semester. The distribution by enrollment classification for these new students differs from the total UT-CTE group where 62.3% attended part-time and 37.7% attended full-time.

**TABLE 19: NEW TO ECC STUDENT DEMOGRAPHICS**

<b>Demographics</b>	<b>Full-time</b>	<b>Percent FT</b>	<b>Part-time</b>	<b>Percent PT</b>	<b>Total First-Time</b>	<b>Percent Total First-Time</b>	<b>All UT-CTE</b>	<b>Percent of All UT-CTE</b>
16 and under	1	0.1%	22	1.7%	23	1.0%	53	0.7%
17 – 20	980	87.3%	668	51.9%	1,648	68.4%	3,429	43.6%
21 – 24	64	5.7%	151	11.7%	215	8.9%	1,638	20.8%
25 – 30	47	4.2%	151	11.7%	198	8.2%	930	11.8%
31 – 39	13	1.2%	121	9.4%	134	5.6%	676	8.6%
40 – 55	14	1.2%	142	11.0%	156	6.5%	835	10.6%
56 and over	3	0.3%	32	2.5%	35	1.5%	298	3.8%
Average years	19.8 yrs		25.6 yrs			22.8 yrs	26.6 yrs	
Male	605	53.9%	563	43.7%	1,168	48.5%	3,98	44.5%
Female	517	46.1%	724	56.3%	1,241	51.5%	4,361	55.5%



School Name	Enrolled	2007 HS Seniors	Percent 2007 Seniors Enrolled
Home Schooled	12	NA	NA
GED	30	NA	NA
Out-of-District Illinois High Schools	223	NA	NA
Out-of-State High School	78	NA	NA
Unknown/missing	92	NA	NA
Foreign HS	22	NA	NA
<b>TOTAL</b>	<b>1,755</b>	<b>NA</b>	<b>NA</b>

Sources: XXE1 Datatel download (as of 10/22/07) and High School Surveys  
NA = not available

The in-district high schools considered to be the college's top feeder high schools are listed below in order of the most students enrolled in the fall 2007 semester:

1. Larkin High School (180 students)
2. Dundee-Crown High School (173 students)
3. Bartlett High School (155 students)
4. Elgin High School (149 students)
5. Jacobs High School (146 students)

In fall 2007, 654 new transfer students enrolled. Table 20 outlines the most commonly attended colleges for new transfer students. This analysis was divided by institution type and illustrates that most new transfer students previously attended another community college prior to enrolling at ECC.

**TABLE 21: NEW TRANSFER ENROLLMENT BY SELECTED INSTITUTION ATTENDED**

Institution Type	Previous Institution Attended	New Transfers	Percent of Transfers
Community College	Harper College	66	10.1%
	College of DuPage	57	8.7%
	McHenry County College	46	7.0%
	Triton College	19	2.9%
	Oakton Community College	17	2.6%
	<i>Top 5 Community College Subtotal</i>	<i>205</i>	<i>31.3%</i>
Four-Year Institution	Northern Illinois University	47	7.2%
	Illinois State University	16	2.4%
	Judson University	9	1.4%
	Southern Illinois-Carbondale	8	1.2%
	DePaul University	6	0.9%
	<i>Top 5 Four Year Institutional Subtotal</i>	<i>86</i>	<i>13.1%</i>

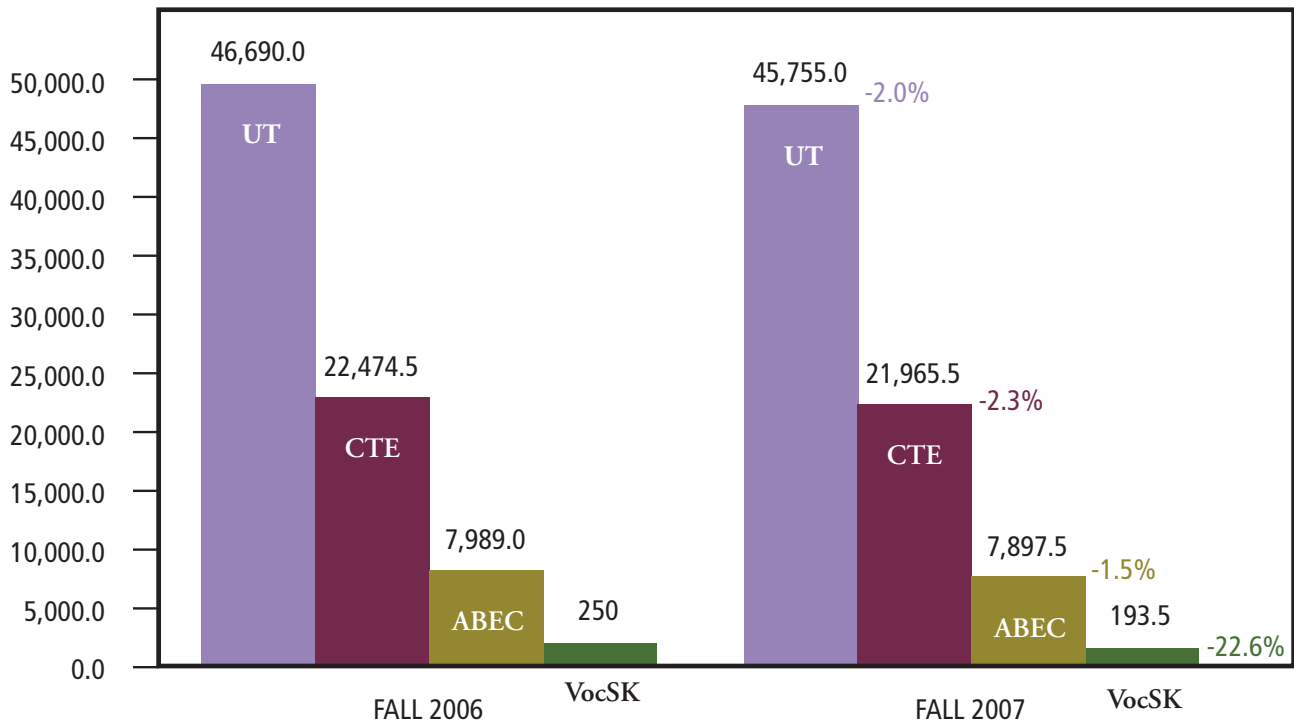
Source: XXE1 Datatel download (as of 10/22/07)



# Credit Enrollment Analysis Fall 2007 Compared to Fall 2006

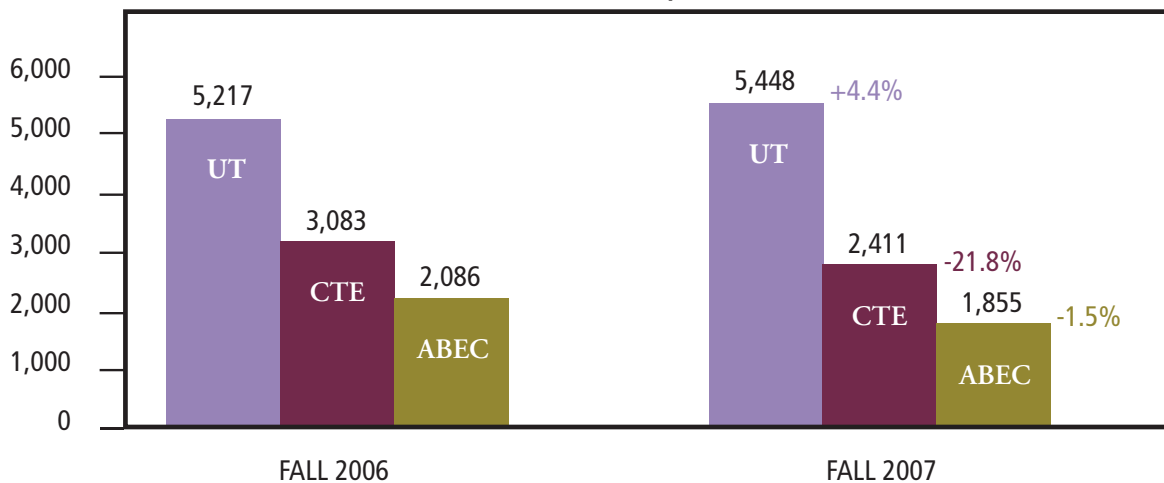
The total credit hours generated in fall 2006 was 69,164.5. In fall 2007, credit hours fell by 1.3% overall (67,720.5 hours). The following graph illustrates the changes between the major instructional groups: UT (university transfer), CTE (career-technical education), ABEC (Adult and Basic Education Center includes ESL and ABE/ASE), and VocSk (Vocational skills includes short-term entry-level workforce training courses).

### Credit Hour Comparison



In comparison, the total headcount for students taking credit courses was 10,386 in fall 2006 compared to 9,714 in fall 2007 (6.5% decline).

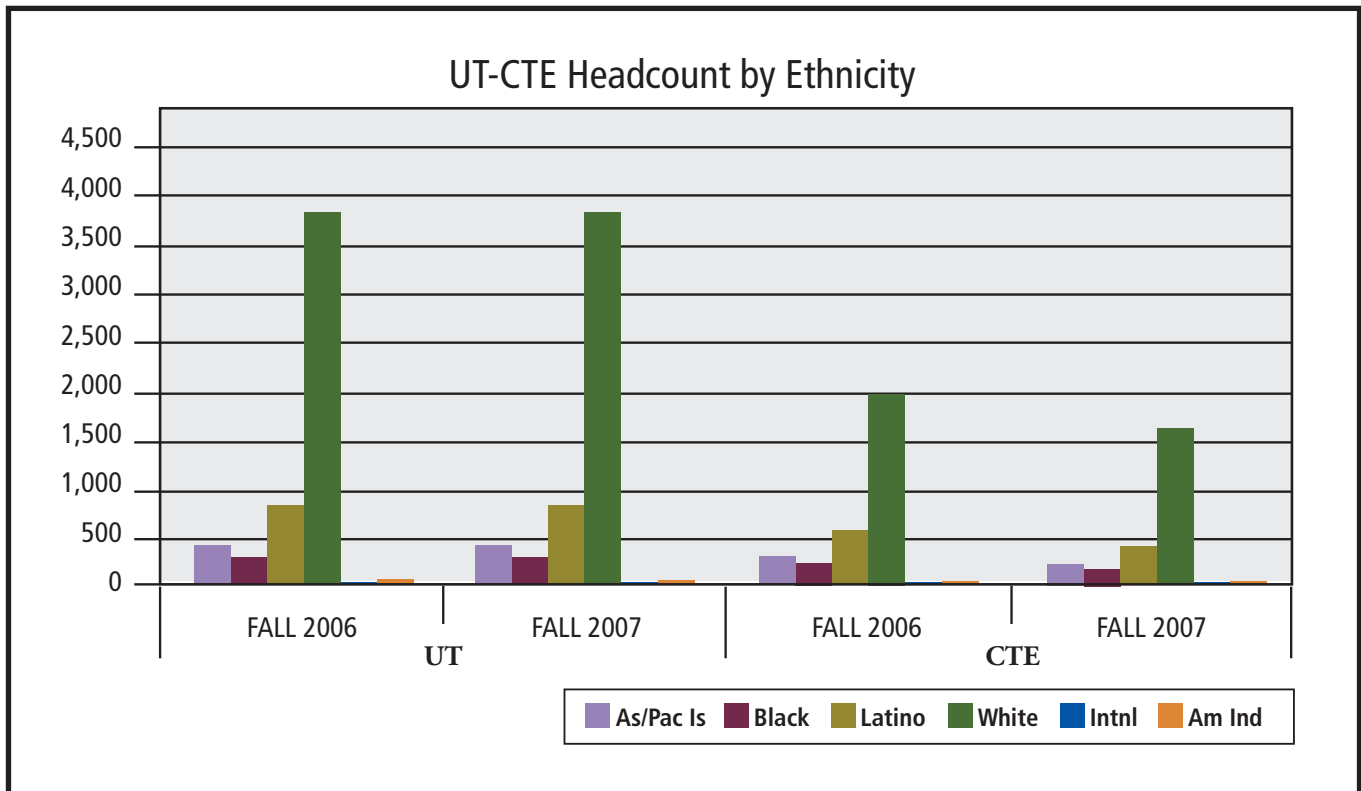
### Headcount Comparison



The remainder of this analysis provides a detailed analysis of notable changes in the UT and CTE enrollments as this information guides decision making and enrollment management related planning. Refer to the attached Student Profile report for additional details regarding fall 2007 UT-CTE enrollments.

## UT-CTE Summary

- The number of UT-CTE students enrolled fell by 5.3% (-441 students). The predominance of this decline was in the CTE students (-22%) while the number of UT students grew (4%). The following graphs illustrate the changes by ethnicity. The most notable change among UT students was an increasing number of Asian/Pacific Islander (+33%), Black (+12%), and Latino (+11%) students enrolled. On the contrary, the most notable CTE declines were among Asian/Pacific Islander (-36%) and Black students (-31%).



In comparison, the percentage of Asian/Pacific Islander, American Indian, and Black students enrolled in UT-CTE courses is comparable to the percentage of individuals age 18-64 residing in Kane County. Latinos are underrepresented on campus, comprising 17% of UT-CTE students and 26% of Kane County residents.

- The distribution of students by age shows notable declines in CTE students age 31-55. The average age of UT-CTE students remains at 26 years.
- An increasing number of UT students enrolled full-time in fall 2007 (+8%) while part-time CTE enrollments fell (-29%).
- Notable changes in the number of credit hours generated from CTE programs consist of:
  - Increases were made due to new/revised programs (Health Professional Education, Physical Therapy Assistant, Integrated Systems Technology, Computer/Information Sciences, and Public Safety Communication) as well as targeted marketing (Clinical Lab Technician) and increased demands for skilled workers (Fire Science and Integrated Systems Technology).
  - Declines were seen in Business-related programs (Hotel Management Operations, Entrepreneurship, Accounting, Office Administration Technology, and Paralegal.), Truck Driving, and Human Services.
- New student shifts:
  - The number of new students enrolled in fall 2007 fell by 4.7%. This decline was due to declines in White students (-6.4%), women (-8.5%), and students ages 31 and older (-20%).
  - The total number of credit hours generated by this group only fell by 0.8%. This was due to more new students attending full-time.
  - 27% of district high school seniors enrolled in fall 2007, which was a small increase over fall 2006. Declines in new students were from those attending out-of-district and out-of-state high schools as well as GED completers.

