

Third Week Enrollment Analysis Fall 2016

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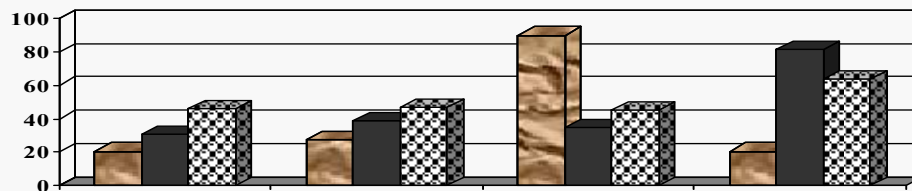
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*Dutchess Community College
Office of Institutional Research, Planning & Assessment*

Highlights: Fall 2016 Enrollment Trends

This report provides descriptive statistics and trend analysis of the Fall 2016 enrollment at Dutchess Community College, as compared to Fall 2015. A new prompt payment process was implemented in Fall 2015. This new process has resulted in an expected enrollment decline which better positions the college to track and examine outcomes for students.

- In Fall 2016, DCC overall headcount dropped 1.6% from Fall 2015 (9,395 vs. 9,543). Full-time enrollment decreased 4.6% (4,112 vs. 4,309) and part-time enrollment dropped less than 1% (5,264 vs. 5,234) due to the increase in concurrent high school students. Concurrent students now make up 53% of the DCC part-time population, and represent 30% of the overall headcount for Fall 2016. New student enrollment dropped for full-time by 6.1% (1,828 vs. 1,946). New part-time enrollment increased by 8.6% (428 vs. 394). Continuing student enrollment decreased by 2.9% for full-time students (2,211 vs. 2,276), and by 2.1% for part-time students (2,064 vs. 2,108).
- Transfer enrollment is decreased for full-time students by 4.1% (210 vs. 219). Part-time transfer student enrollment decreased by 17.0% (78 vs. 94). Concurrent student enrollment increased 1.0% increase (2,845 vs. 2,817).
- Overall credit hours decreased 3.5% (87,184 vs. 90,326). Full-time credit hours decreased by 5.9% (57,065 vs. 60,616). Part-time non-high school student credit hours decreased by 5.9% (15,611 vs. 16,592). Part-time high school student credit hours increased by 10.1% (14,439 vs. 13,118).
- The overall number of part-timers (5,264) continues to exceed full-timers (4,112). But, when those numbers are adjusted to exclude the part-time concurrently enrolled high school students, full-time students make up 62% of the on-campus population.
- Among full-time students, 40% are first-time college students in Fall 2016.
- More women than men attend DCC. For Fall 2016, the ratio continues to be 54:46.
- The age demographic of the College have been impacted by the continuous growth in the concurrent high school program, the popularity of transfer programs and the opening of the residence hall. The percentage of students age 22 and under remains at 79% in Fall 2016.
- Overall, the percentage of minority students being served has increased. In Fall 2016, 38% of the population is composed of minorities, which represents a 2%

increase over last fall. The new/transfer population of minority students is 45% in Fall 2016, which represents a 4% increase in new/transfer minority students from the prior year.

- The most popular type of degree sought by new/transfer students is the A.S. (65%), followed by both the A.A.S. (17%) and A.A. (16%).
 - The percentage of new/transfer students entering certificate programs remains at 2%.
 - The percentage of new/transfer students entering without matriculating in either a two-year program or a certificate program is under 1%.
- For the first time ever the General Studies program has the highest number of matriculated students of any DCC program (1,016), followed closely by the Humanities and Social Science program (969). Combined these 2 programs represent 32% of all matriculated DCC students.
- A 25% drop in Nursing enrollment is attributable to the fact that almost all new students interested in the Nursing program are now starting out in the General Studies program.
- Associate degree programs that are experiencing growth in new, full-time students are: General Studies Program (324), Humanities and Social Sciences (300), Business Administration – Transfer (181), Criminal Justice - Transfer (138), and Science (122).
- In Fall 2016, Dutchess South enrollment continues to decrease both in terms of students taking at least one credit at DCC South (-3.4%) and in the number of credit hours generated at DCC South (-8.6%).
 - Dutchess South generated 10.8% of all of DCC's credit hours.
 - 146 sections are being taught at DCC South during Fall 2016.

The data reported herein typically reflects student enrollment status at DCC as of the 3rd week of the semester. The Fall 2016 data was collected on October 13, 2016. Additional add/drop or registration activity might occur and/or be processed, which will impact the official census enrollment figures.

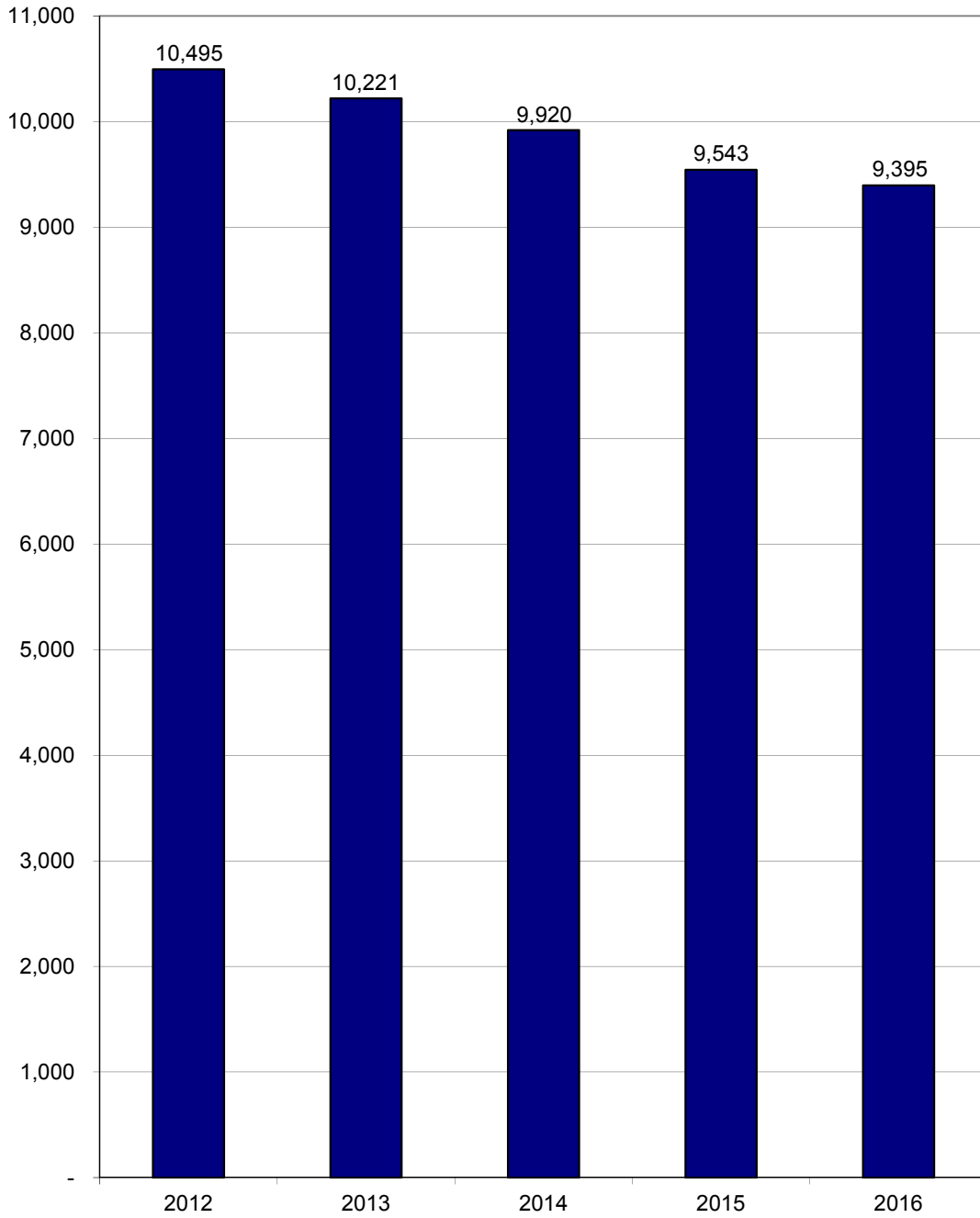
Enrollment Summary

	Fall 2016	Fall 2015	% Change
FT Headcount	4,112	4,309	-4.6%
FT Credit Hours	57,065	60,616	-5.9%
FT Avg. Credits/Student	13.88	14.07	-1.3%
PT (Non-High School) Headcount	2,492	2,504	-0.5%
PT (Non-High School) Credit Hours	15,611	16,592	-5.9%
PT (Non-High School) Avg. Credits/Student	6.26	6.63	-5.5%
PT Concurrent/H.S. Headcount	2,772	2,730	1.5%
PT Concurrent/H.S. Credit Hours	14,439	13,118	10.1%
PT Concurrent/H.S. Avg. Credits/Student	5.21	4.81	8.4%
PT Senior Auditor Headcount	19		
PT Senior Auditor Credit Hours	69		
PT Senior Auditor Avg. Credits/Student	3.63		
Total Headcount	9,395	9,543	-1.6%
Total Credit Hours	87,184	90,326	-3.5%

Source: 3rd week census data SOAYDTI download, 10-13-16
Office of Planning and Institutional Research, 10/13/16
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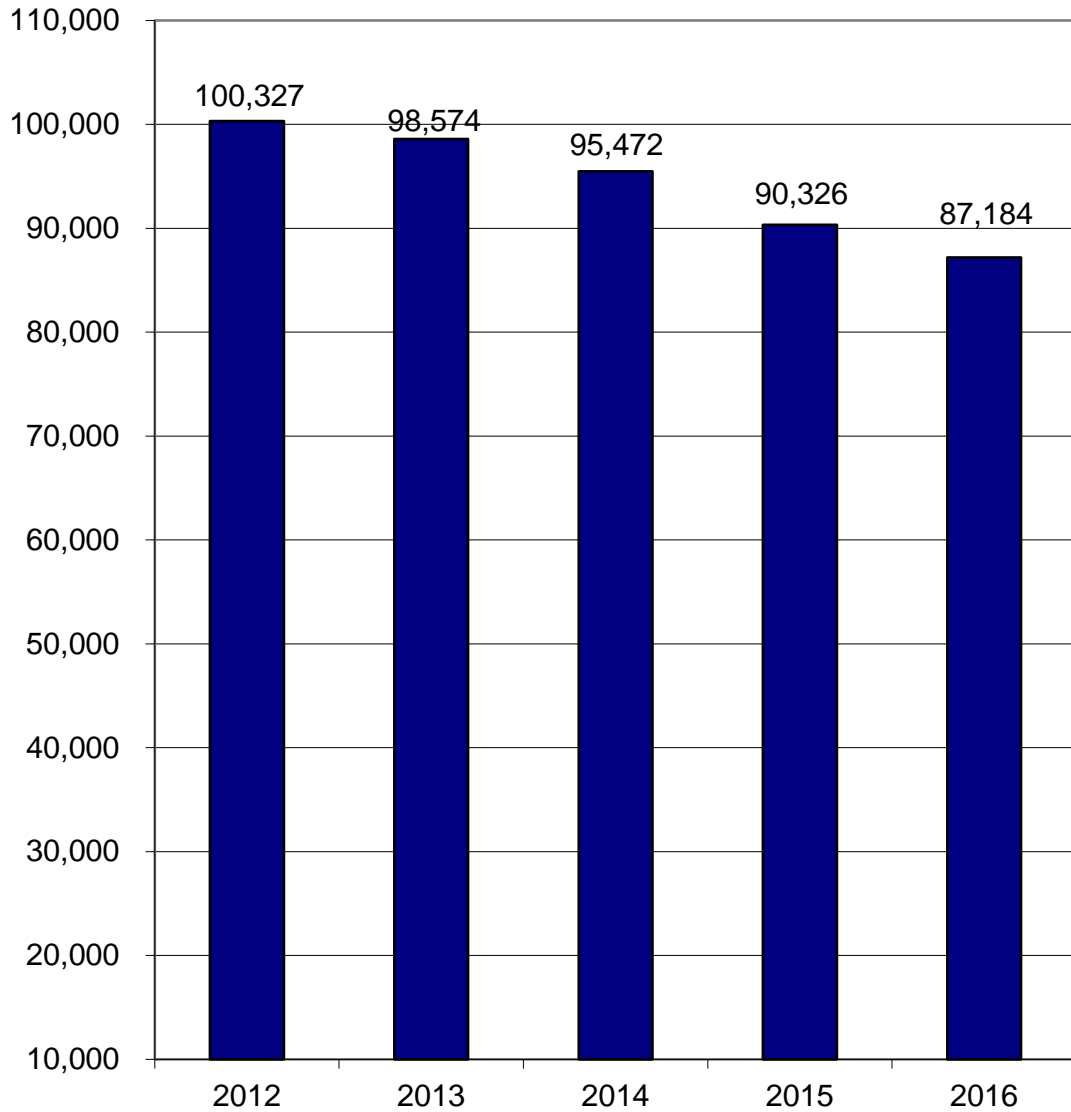
Headcount Enrollment Trend

Fall 2012- 2016



Credit Hour Trend

Fall 2012- 2016



Student Profile

	Fall 2016				Fall 2015	
	Full-Time	Part-Time	Total	Percent	Total	Percent
Total Enrollment	4,112	5,283	9,395	100%	9,543	100%
<u>Gender</u>						
Male	1,992	2,313	4,305	46%	4,404	46%
Female	2,120	2,970	5,090	54%	5,139	54%
<u>Age</u>						
22 & Under	3,557	3,875	7,432	79%	7,576	79%
23-34	445	966	1,411	15%	1,364	14%
35-50	84	332	416	4%	460	5%
over 50	26	110	136	1%	141	1%
unknown	0	0	0	0%	2	0%
<u>Ethnicity</u>						
White	2,317	3,301	5,618	62%	6,058	64%
Black	581	471	1,052	12%	1,073	12%
Hispanic	846	888	1,734	19%	1,698	18%
Asian	95	226	321	4%	292	3%
Native American	7	12	19	0%	21	0%
Hawaiian or Other Pacific Islander	4	8	12	0%	7	0%
2 or More Ethnicity/Non-Hispanic	157	152	309	3%	263	3%
unknown	105	225	330	*	131	*
<u>Degree Type</u>						
A.A.	689	302	991	11%	1,036	11%
A.S.	2,779	1,240	4,019	43%	4,020	42%
A.A.S.	513	511	1,024	11%	1,142	12%
Certificate	39	65	104	1%	130	1%
non-matriculated undergraduates	19	393	412	4%	398	4%
high school non-matric	73	2,772	2,845	30%	2,817	30%
<u>County of Residence</u>						
Dutchess	2,859	3,929	6,788	72%	6,841	72%
Orange	239	121	360	4%	408	4%
Putnam	265	921	1,186	13%	1,188	12%
Ulster	313	202	515	5%	570	6%
other N.Y.	386	82	468	5%	485	5%
outside N.Y.S.	23	9	32	0%	32	0%
out of country	27	19	46	0%	19	0%

Due to rounding, percentages may not add to 100%

* Excluded from percentage calculations.

Note: As of Fall 2010, County is based on County Chargeback records.

Source: 3rd week census data ESS SOAYDTI 10/13/16

Office of Planning & Institutional Research, 10/13/16

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New/Continuing Students

	Fall 2016	Fall 2015	% Change
Total Headcount	9,395	9,541	-1.5%
<hr/>			
I. Undergraduate Students	6,531	6,724	-2.9%
A. Full-Time	4,039	4,222	-4.3%
1. New	1,828	1,946	-6.1%
a. First-Time	1,618	1,727	-6.3%
b. Transfer	210	219	-4.1%
2. Continuing	2,211	2,276	-2.9%
B. Part-Time	2,492	2,502	-0.4%
1. New	428	394	8.6%
a. First-Time	350	300	16.7%
b. Transfer	78	94	-17.0%
2. Continuing	2,064	2,108	-2.1%
<hr/>			
II. High School Students*	2,845	2,817	1.0%
A. Full-Time	73	87	-16.1%
B. Part-Time	2,772	2,730	1.5%
<hr/>			
III. Senior Auditors			
A. Part-Time	19		

* student is currently enrolled in high school.

Source: 3rd week census data, SOAYDTI 10-13-16

Office of Planning & Institutional Research

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New/Transfer Student Profile*

	Fall 2016		Fall 2015		% Change
<u>Total Headcount</u>	2,256		2,340		-4%
<u>Gender</u>					
Male	1,104	(49%)	1,136	(49%)	-3%
Female	1,152	(51%)	1,204	(51%)	-4%
<u>Age</u>					
22 & younger	1,952	(87%)	2,054	(88%)	-5%
23-34	217	(10%)	199	(9%)	9%
35-50	68	(3%)	67	(3%)	1%
over 50	19	(1%)	20	(1%)	-5%
<u>Ethnicity</u>					
		1			
White	1,151	(55%)	1,358	(59%)	-15%
Black	306	(15%)	324	(14%)	-6%
Hispanic	478	(23%)	478	(21%)	0%
Asian	70	(3%)	38	(2%)	84%
Native American	5	(0%)	4	(0%)	25%
Hawaiian or Other Pacific Islander	3	(0%)	3	(0%)	0%
2 or More Ethnicity/Non-Hispanic	72	(4%)	83	(4%)	-13%
unknown	171	*	52	*	229%
<u>Degree Type</u>					
A.A.	347	(15%)	364	(16%)	-5%
A.S.	1,421	(63%)	1,478	(63%)	-4%
A.A.S.	288	(13%)	275	(12%)	5%
Certificate	26	(1%)	46	(2%)	-43%
Non-matriculated	174	(8%)	177	(8%)	-2%
<u>County of Residence</u>					
Bronx	51	(2%)	52	(2%)	-2%
Dutchess	1,554	(69%)	1,531	(65%)	2%
Orange	129	(6%)	162	(7%)	-20%
Putnam	150	(7%)	165	(7%)	-9%
Ulster	171	(8%)	226	(10%)	-24%
Westchester	66	(3%)	74	(3%)	-11%
other N.Y.	102	(5%)	156	(5%)	-35%
outside N.Y.S.	22	(1%)	22	(1%)	0%
out of country	11	(0%)	2	(0%)	450%

* note: does not include new high school students or new senior auditors, includes transfer students.

Source: 3rd week census data, SOAYDTI 10-13-16

Office of Institutional Research, Planning & Assessment

Note: County is based on County Chargeback records

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Enrollment by Program

	<u>Full-Time</u>	<u>Part-Time</u>	<u>2016 Total</u>	<u>2015 Total</u>	<u>1 Year % Change</u>	<u>FT New*</u>
<u>ARTS & COMMUNICATIONS</u>	361	131	492	529	-7%	154
Art Studies Program (ASP)	13	4	17	24	-29%	5
Commercial Art (CAR)	0	2	2	5	-60%	-
Communications (COM)	169	59	228	232	-2%	62
Music Performance (Cert) (MPC)	5	2	7	10	-30%	3
Visual Arts Transfer (VAT)	114	44	158	167	-5%	53
Performing Arts (PFA)	60	20	80	91	-12%	31
<u>BUSINESS TECHNOLOGIES</u>	611	289	900	991	-9%	252
Accounting (ACC)	21	17	38	54	-30%	10
Bookkeeping (Cert) (BOK)	2	7	9	11	-18%	1
Bus Admin-Career (BUS)	95	65	160	187	-14%	48
Bus Admin-Transfer (BAT)	451	176	627	664	-6%	181
Paralegal (AAS) (PAL)	37	23	60	61	-2%	11
Paralegal (Cert) (PLL)	5	1	6	14	-57%	1
<u>ENGINEERING, COMPUTER TECHNOLOGIES</u>	355	169	524	509	3%	153
Air Conditioning & Refrig Tech (Cert) (ACR)	4	9	13	6	117%	1
Architectural Technology (ARC)	43	14	57	51	12%	20
Aviation Science Pilot (AVI)	35	5	40	38	5%	19
Aviation Management (AVM)	10	2	12	18	-33%	2
Computer Info Systems (CIS)	45	32	77	78	-1%	19
C++/Java Advanced Programming (Cert)(CJC)	1	0	1	3	-67%	-
Computer Networking (Cert) (CNC)	3	5	8	7	14%	1
Computer Software Support (Cert) (SSC)	0	2	2	5	-60%	-
Web Administration (Cert) (WAC)	0	2	2	4	-50%	-
Construction Technology (CNS)	22	14	36	24	50%	12
Electrical Technology (ELT)	42	25	67	80	-16%	18
Engineering Science (ENR)	116	41	157	137	15%	50
Information Management (INM)	34	18	52	47	11%	11
Telecommunications Tech.-Verizon (TEN)	0	0	0	11	-100%	-
<u>LIBERAL ARTS & SCIENCE</u>	1,907	953	2,860	2,905	-2%	914
Computer Science (CPS)	70	29	99	96	3%	39
Exercise Science & Wellness (ESW)	108	62	170	210	-19%	54
General Studies Program (GSP)	616	400	1,016	925	10%	324
Humanities & Social Sciences (LAH)	674	295	969	1,015	-5%	300
Mathematics (LAM)	15	7	22	21	5%	10
Science (LAX)	265	101	366	397	-8%	122
Elementary Ed. birth-6 (EED)	79	31	110	132	-17%	28
Adolescent Education gr.7-12 (EDB, EDX etc.)	80	28	108	109	-1%	37
<u>HEALTH TECHNOLOGIES</u>	111	294	405	473	-14%	43
Emergency Medical Technician - paramedic (PAR)	34	17	51	41	24%	16
Fire and Occupational Safety (FIR)	19	5	24	26	-8%	7
Fire Protection Technology (FPT)	8	8	16	16	0%	7
Medical Laboratory Technology (MLT)	31	24	55	54	2%	9
Nursing (NUR)	8	210	218	290	-25%	-
Phlebotomist (Cert) (PDC)	11	30	41	46	-11%	4
<u>HUMAN SERVICES</u>	675	282	957	921	4%	306
Chemical Dependency Counseling (Cert) (CDC)	4	5	9	17	-47%	3
Child Care: Direct Care (Cert) (DRC)	3	0	3	2	50%	2
Child Care (CHC)	7	4	11	6	83%	4
Criminal Justice- Public and Private Security (AAS)(CRJ)	51	22	73	75	-3%	21
Criminal Justice- Transfer (AS) (CRT)	283	70	353	361	-2%	138
Early Childhood (ECH)	57	25	82	91	-10%	31
Early Childhood Caregiver (Cert) (ECC)	1	2	3	4	-25%	-
Human Services (HMS)	257	145	402	347	16%	102
Mental Health Assistant (CMH)	12	9	21	18	17%	5
<u>NON-MATRICULATED</u>	19	393	412	398	4%	6
<u>HIGH SCHOOL NON-MATRICULATED</u>	73	2,772	2,845	2,817	1%	-
Total Enrollment	4,112	5,283	9,395	9,543	-2%	1,828

source: SOAYDTI 10/13/16

*includes transfer students

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Enrollments: High Schools and Other Special Populations

Location	Sections Taught		Course Registrations		Credit Hours		% Change Credit Hours
	Fall 2016	Fall 2015	Fall 2016	Fall 2015	Fall 2016	Fall 2015	
<u>High Schools:</u>							
Arlington High School	22	22	546	563	1,683	1,739	-3%
Beacon High School	17	19	317	461	1,011	1,460	-31%
Carmel High School	26	25	573	539	1,974	1,886	5%
Dover High School	9	8	172	131	556	496	12%
Faith Christian Academy	1	1	20	10	60	30	100%
Franklin D. Roosevelt High School	11	10	246	209	738	627	18%
Haldane High School	10	9	175	137	544	426	28%
John Jay High School	16	16	406	352	1,354	1,200	13%
Mahopac High School	13	12	263	243	873	870	0%
Millbrook High School	3	4	57	72	189	235	-20%
Our Lady of Lourdes High School	20	18	461	440	1,497	1,424	5%
Pawling High School	2	2	47	28	141	84	68%
Poughkeepsie High School	2	3	49	54	147	162	-9%
Putnam Valley High School	11	8	202	143	724	524	38%
Red Hook High School	1	1	10	18	40	72	-44%
Rhinebeck High School	2	2	26	41	78	123	-37%
Roy C. Ketcham High School	19	19	480	456	1,556	1,505	3%
Spackenkill High School	9	10	184	188	638	645	-1%
Stissing Mountain High School	5	4	89	65	310	226	37%
Webutuck High School	3	3	52	43	156	129	21%
Sub-total: High School	202	196	4,375	4,193	14,269	13,863	3%
<u>Other:</u>							
Marist College	0	1	0	14	0	84	
Vassar College	0	1	0	0	0	0	
Verizon/Next Step	0	2	0	19	0	68	
Sub-total: Other	0	4	0	33	0	152	
Total: High Schools and Other Special Populations	202	200	4,375	4,226	14,269	14,015	2%

note: as of the 3rd week, not all registrations were in the system.

Special Populations source: spreadsheet from Academic Affairs

Office of Planning & Institutional Research

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DCC South Enrollment Analysis

	Fall 2016	Fall 2015	% Change
Total Sections Offered at DCC South	146	157	-7.0%
# Students Taking Courses at DCC South	1,459	1,511	-3.4%
Total Credit Hours Generated at DCC South	9,440	10,324	-8.6%
Average Credits/Student	6.5	6.8	
% of total DCC credits generated at DCC South	10.8%	11.4%	

Source: 3rd week census data, ST033 10-6-16, ST0098 10-13-16
Office of Planning & Institutional Research, 10/14/16
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DCC South Profile

Students Taking Courses at DCC South

	Fall 2016		Fall 2015		% Change
<u>All Students</u>	1,459		1,511		-3%
<u>Gender</u>					
Male	644	(44%)	672	(44%)	-4%
Female	815	(56%)	839	(56%)	-3%
<u>Age</u>					
22 & under	980	(67%)	1,055	(70%)	-7%
23-34	354	(24%)	318	(21%)	11%
35-50	98	(7%)	107	(7%)	-8%
over 50	27	(2%)	31	(2%)	-13%
<u>Ethnicity</u>					
White	883	(62%)	975	(65%)	-9%
Black	142	(10%)	135	(9%)	5%
Hispanic	310	(22%)	297	(20%)	4%
Asian	37	(3%)	37	(3%)	0%
Native American	2	(0%)	2	(0%)	0%
Hawaiian or Other Pacific Islander	0	(0%)	1	(0%)	-100%
2 or More Ethnicity/Non-Hispanic	50	(4%)	51	(3%)	-2%
unknown	35	*	13	*	*
<u>Degree Type</u>					
A.A.	229	(16%)	263	(17%)	-13%
A.S.	905	(62%)	900	(60%)	1%
A.A.S.	219	(15%)	222	(15%)	-1%
Certificate	18	(1%)	29	(2%)	-38%
non-matriculated undergraduates	83	(6%)	92	(6%)	-10%
high school non-matric	5	(0%)	5	(0%)	0%
<u>County of Residence</u>					
Dutchess	1,170	(80%)	1,231	(81%)	-5%
Orange	79	(5%)	76	(5%)	4%
Putnam	113	(8%)	134	(9%)	-16%
Ulster	58	(4%)	42	(3%)	38%
other N.Y.	31	(2%)	22	(2%)	41%
outside N.Y.S.	8	(1%)	6	(0%)	33%

* excluded from percentage calculations.

Note: County is based on County Chargeback records.

Source: 3rd week census data ST033 10/6/16

Office of Planning and Institutional Research, 10/13/16

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Reader Comment Form

The Office of Institutional Research, Planning and Assessment wants to evaluate the usefulness of its publications, and therefore we ask that you take a few minutes to give us your impressions of the Third Week Enrollment Analysis. Your comments will be used to help modify future publications in order to meet your needs. Please answer the questions below and return the survey via campus mail to the Office of Institutional Research, Planning and Assessment. All responses are confidential.

1. To what extent was the information presented in the Third Week Enrollment Analysis useful to you?

Not Useful			Somewhat Useful		Very Useful
1	2	3	4	5	

2. Please briefly describe the purposes for which you use/will use the information in the Third Week Enrollment Analysis.

3. How would you rate the clarity of the following items within the Third Week Enrollment Analysis?

	Not Clear		Somewhat Clear		Very Clear
Graphs	1	2	3	4	5
Data Tables	1	2	3	4	5
Overall Presentation	1	2	3	4	5

4. How can the Third Week Enrollment Analysis be improved? (Format, graphs, new information, etc.)

Please return to *The Office of Institutional Research, Planning & Assessment*. Thank you for your time and effort.