

Third Week Enrollment Analysis Fall 2015

Page 1a,b Highlights

Page 2: Enrollment Summary

Page 3: Headcount Enrollment Trend

Page 4: Credit Hour Trend

Page 5: Student Profile

Page 6: New/Continuing Students

Page 7: New Student Profile

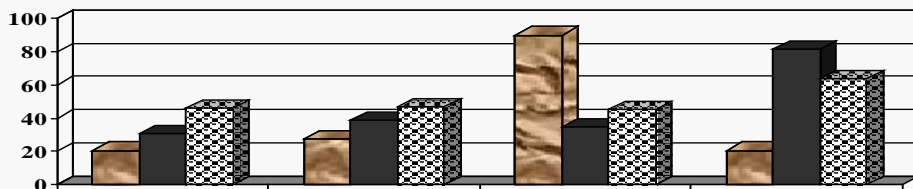
Page 8: Enrollment by Program

Page 9: Special Populations

Page 10: DCC South Enrollment Analysis

Page 11: DCC South Profile

Page 12: Reader Evaluation



10.8.15

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

Highlights: Fall 2015 Enrollment Trends

This report provides descriptive statistics and trend analysis of the Fall 2015 enrollment at Dutchess Community College, as compared to Fall 2014. 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 2015, DCC overall headcount dropped 3.8% from Fall 2014 (9,543 vs. 9,920). Full-time enrollment decreased 7.9% (4,309 vs. 4,681) and part-time enrollment held steady (5,234 vs. 5,239) due to the increase in concurrent high school students. Concurrent students now make up 52% of the DCC part-time population, and represent 29% of the overall headcount for Fall 2015. New student enrollment dropped for full-time by 8.9% (1,946 vs. 2,135). New part-time enrollment decreased by 11.5% (394 vs. 445). Continuing student enrollment decreased by 8.7% for full-time students (2,276 vs. 2,494), and by 8.1% for part-time students (2,108 vs. 2,295).
- Transfer enrollment is decreased for full-time students by 22.6% (219 vs. 283). Part-time transfer student enrollment increased by 14.6% (94 vs. 82). Concurrent student enrollment increased 10.4% increase (2,817 vs. 2,551).
- Overall credit hours decreased 5.4% (90,326 vs. 95,472). Full-time credit hours decreased by 8.4% (60,616 vs. 66,160). Part-time non-high school student credit hours decreased by 6.7% (16,592 vs. 17,779). Part-time high school student credit hours increased by 13.7% (13,118 vs. 11,533).
- The overall number of part-timers (5,234) continues to exceed full-timers (4,309). But, when those numbers are adjusted to exclude the part-time concurrently enrolled high school students, full-time students make up 63% of the on-campus population.
- Among full-time students, 41% are first-time college students in Fall 2015.
- More women than men attend DCC. For Fall 2015, the ratio is 54:46. On campus, the difference is more pronounced among part-timers, where women outnumber men 58:42. Among on-campus full-timers, the split is more even, 51:49. The gender breakdown for students still attending high school while concurrently taking college level courses also indicates more women than men, 54:46.

- The age and ethnicity demographics 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 is now at 79% in Fall 2015.
- Overall, the percentage of minority students being served has increased. In Fall 2015, 36% of the population is composed of minorities, which represents a 1% increase over last year, and a 6% increase over four years ago. The diversity of new/transfer students has a 41% minority population in Fall 2015.
- The most popular type of degree sought by new/transfer students is the A.S. (63%), followed by both the A.A. (16%) and A.A.S. (12%).
 - 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 remains at 8% for the third consecutive year.
- A traditionally high-enrollment program, Humanities and Social Sciences, continues to trend downward, dropping 14% from 1,174 students in Fall 2014 to 1,015 (325 of whom are new, full-time) in Fall 2015. The four year drop, from Fall 2011 to Fall 2015 is 34%. Some of this change is reflected by the increase in the General Studies program. Currently at 925 students the General Studies program has experienced a 172% increase in enrollment between Fall 2015 and Fall 2011 (925 vs 339).
- A 35% drop in Nursing enrollment is largely attributable to the fact that most new students who are underprepared for the program are now being tracked into the General Studies program.
- Associate degree programs that are experiencing growth in new, full-time students are: Humanities and Social Sciences (325), General Studies Program (311), Business Administration – Transfer (176), Science (151), and Criminal Justice –Transfer (133).
- In Fall 2015, Dutchess South enrollment continues to decrease both in terms of students taking at least one credit at DCC South (-8.1%) and in the number of credit hours generated at DCC South (-7.8%).
 - Dutchess South generated 11.4% of all of DCC's credit hours, down from last year's percentage of 11.7%.
 - 157 sections are being taught at DCC South during Fall 2015.

The data reported herein typically reflects student enrollment status at DCC as of the 3rd week of the semester. The Fall 2015 data was collected on October 6, 2015. Additional add/drop or registration activity might occur and/or be processed, which will impact the official census enrollment figures.

Enrollment Summary

	Fall 2015	Fall 2014	% Change
FT Headcount	4,309	4,681	-7.9%
FT Credit Hours	60,616	66,160	-8.4%
FT Avg. Credits/Student	14.07	14.13	-0.5%
PT (Non-High School) Headcount	2,504	2,740	-8.6%
PT (Non-High School) Credit Hours	16,592	17,779	-6.7%
PT (Non-High School) Avg. Credits/Student	6.63	6.49	2.1%
PT Concurrent/H.S. Headcount	2,730	2,499	9.2%
PT Concurrent/H.S. Credit Hours	13,118	11,533	13.7%
PT Concurrent/H.S. Avg. Credits/Student	4.81	4.62	4.1%
Total Headcount	9,543	9,920	-3.8%
Total Credit Hours	90,326	95,472	-5.4%

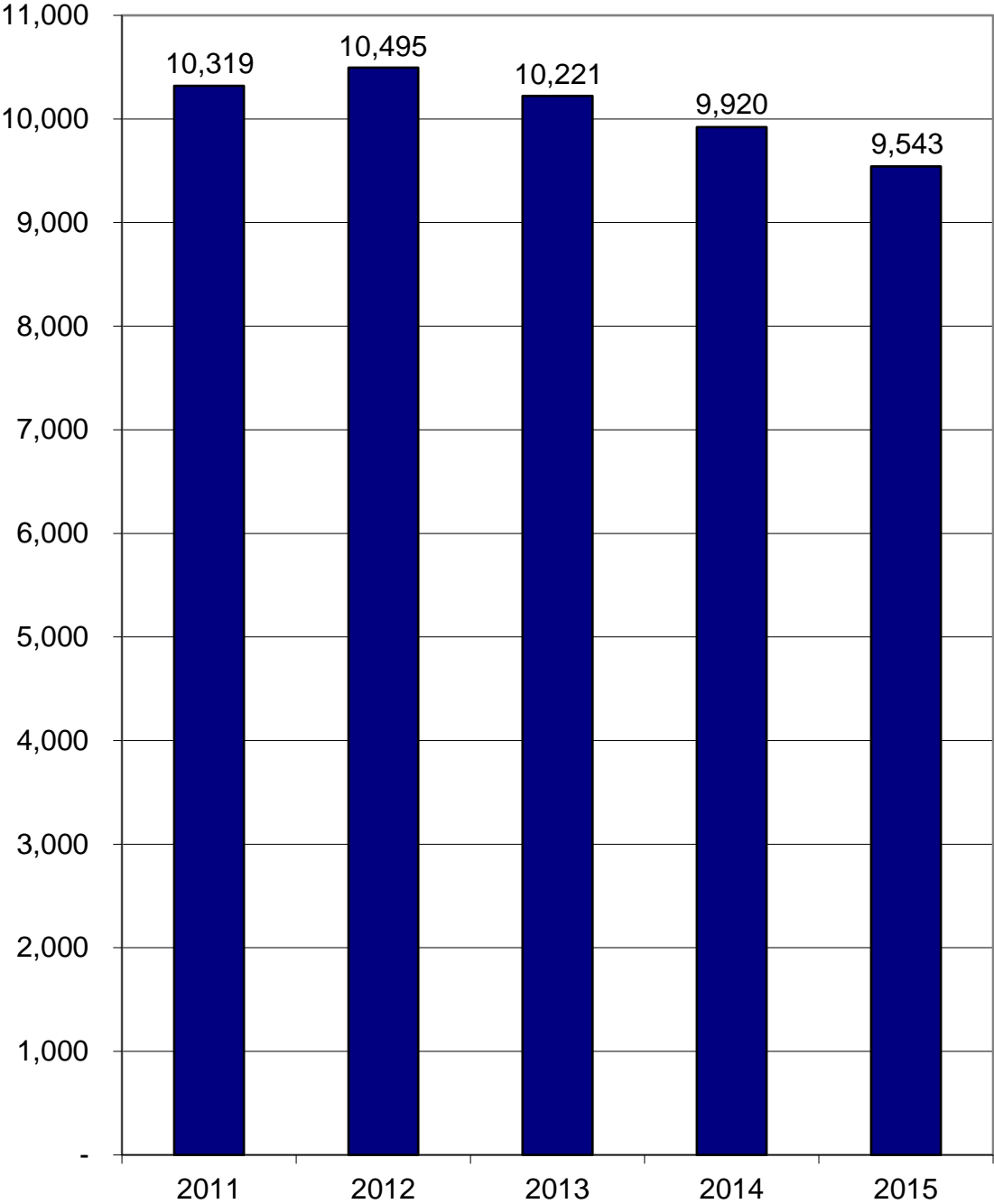
Source: 3rd week census data SOAYDTI download, 10-6-15

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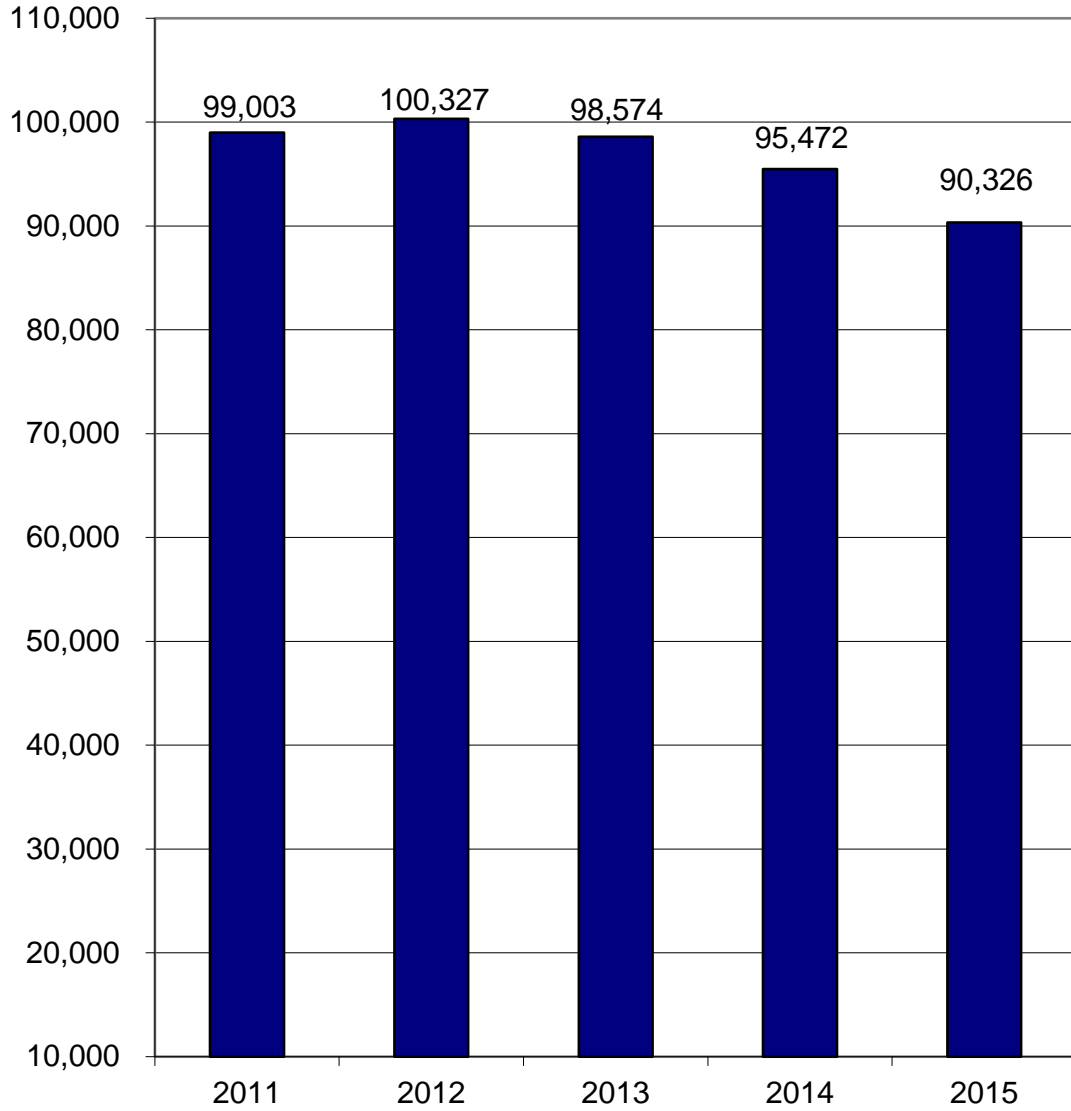
Headcount Enrollment Trend

Fall 2011- 2015



Credit Hour Trend

Fall 2011- 2015



Student Profile

	Fall 2015				Fall 2014	
	Full-Time	Part-Time	Total	Percent	Total	Percent
Total Enrollment	4,309	5,234	9,543	100%	9,920	100%
<u>Gender</u>						
Male	2,095	2,309	4,404	46%	4,574	46%
Female	2,214	2,925	5,139	54%	5,346	54%
<u>Age</u>						
22 & Under	3,759	3,817	7,576	79%	7,678	77%
23-34	444	920	1,364	14%	1,542	16%
35-50	89	371	460	5%	526	5%
over 50	17	124	141	1%	162	2%
unknown	0	2	2	0%	2	0%
<u>Ethnicity</u>						
White	2,527	3,531	6,058	64%	6,328	65%
Black	613	460	1,073	12%	1,138	12%
Hispanic	879	819	1,698	18%	1,692	17%
Asian	73	219	292	3%	284	3%
Native American	10	11	21	0%	20	0%
Hawaiian or Other Pacific Islander	5	2	7	0%	6	0%
2 or More Ethnicity/Non-Hispanic	174	89	263	3%	314	3%
unknown	28	103	131	*	138	*
<u>Degree Type</u>						
A.A.	762	274	1,036	11%	1,198	12%
A.S.	2,875	1,145	4,020	42%	4,102	41%
A.A.S.	514	628	1,142	12%	1,445	15%
Certificate	56	74	130	1%	141	1%
non-matriculated undergraduates	15	383	398	4%	483	5%
high school non-matric	87	2,730	2,817	30%	2,551	26%
<u>County of Residence</u>						
Dutchess	2,966	3,875	6,841	72%	7,098	72%
Orange	275	133	408	4%	458	4%
Putnam	277	911	1,188	12%	1,173	12%
Ulster	363	207	570	6%	648	7%
other N.Y.	397	88	485	5%	502	5%
outside N.Y.S.	19	13	32	0%	27	0%
out of country	12	7	19	0%	14	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 10/6/15

Office of Planning & Institutional Research, 10/8/15

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New/Continuing Students

	Fall 2015	Fall 2014	% Change
Total Headcount	9,541	9,920	-3.8%
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I. Undergraduate Students	6,724	7,369	-8.8%
A. Full-Time	4,222	4,629	-8.8%
1. New	1,946	2,135	-8.9%
a. First-Time	1,727	1,852	-6.7%
b. Transfer	219	283	-22.6%
2. Continuing	2,276	2,494	-8.7%
B. Part-Time	2,502	2,740	-8.7%
1. New	394	445	-11.5%
a. First-Time	300	363	-17.4%
b. Transfer	94	82	14.6%
2. Continuing	2,108	2,295	-8.1%
<hr/>			
II. High School Students*	2,817	2,551	10.4%
A. Full-Time	87	52	67.3%
B. Part-Time	2,730	2,499	9.2%

* student is currently enrolled in high school.

Source: 3rd week census data, SOAYDTI 10-6-15

Office of Planning & Institutional Research

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New/Transfer Student Profile*

	Fall 2015		Fall 2014		% Change
Total Headcount	2,340		2,580		-9%
<u>Gender</u>					
Male	1,136	(49%)	1,319	(51%)	-14%
Female	1,204	(51%)	1,261	(49%)	-5%
<u>Age</u>					
22 & younger	2,054	(88%)	2,253	(87%)	-9%
23-34	199	(9%)	224	(9%)	-11%
35-50	67	(3%)	83	(3%)	-19%
over 50	20	(1%)	20	(1%)	0%
<u>Ethnicity</u>					
White	1,358	(59%)	1,465	(57%)	-7%
Black	324	(14%)	394	(16%)	-18%
Hispanic	478	(21%)	528	(21%)	-9%
Asian	38	(2%)	52	(2%)	-27%
Native American	4	(0%)	6	(0%)	-33%
Hawaiian or Other Pacific Islander	3	(0%)	3	(0%)	0%
2 or More Ethnicity/Non-Hispanic	83	(4%)	106	(4%)	-22%
unknown	52	*	26	*	100%
<u>Degree Type</u>					
A.A.	364	(16%)	440	(17%)	-17%
A.S.	1,478	(63%)	1,545	(60%)	-4%
A.A.S.	275	(12%)	340	(13%)	-19%
Certificate	46	(2%)	41	(2%)	12%
Non-matriculated	177	(8%)	214	(8%)	-17%
<u>County of Residence</u>					
Bronx	52	(2%)	60	(2%)	-13%
Dutchess	1,531	(65%)	1,676	(65%)	-9%
Orange	162	(7%)	198	(8%)	-18%
Putnam	165	(7%)	185	(7%)	-11%
Ulster	226	(10%)	242	(9%)	-7%
Westchester	74	(3%)	88	(3%)	-16%
other N.Y.	156	(7%)	114	(5%)	37%
outside N.Y.S.	22	(1%)	14	(1%)	57%
out of country	2	(0%)	3	(0%)	-33%

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

Source: 3rd week census data, SOAYDTI 10-6-15

Office of Institutional Research, Planning & Assessment

Note: County is based on County Chargeback records

Enrollment by Program

	<u>Full-Time</u>	<u>Part-Time</u>	<u>2015 Total</u>	<u>2014 Total</u>	<u>1 Year % Change</u>	<u>FT New*</u>
<u>ARTS & COMMUNICATIONS</u>	<u>395</u>	<u>134</u>	<u>529</u>	<u>592</u>	<u>-11%</u>	<u>174</u>
Art Studies Program (ASP)	18	6	24	26	-8%	9
Commercial Art (CAR)	2	3	5	15	-67%	0
Communications (COM)	163	69	232	257	-10%	77
Music Performance (Cert) (MPC)	7	3	10	10	0%	5
Visual Arts Transfer (VAT)	121	46	167	186	-10%	46
Performing Arts (PFA)	84	7	91	98	-7%	37
<u>BUSINESS TECHNOLOGIES</u>	<u>645</u>	<u>346</u>	<u>991</u>	<u>1,057</u>	<u>-6%</u>	<u>248</u>
Accounting (ACC)	26	28	54	67	-19%	17
Bookkeeping (Cert) (BOK)	5	6	11	10	10%	1
Bus Admin-Career (BUS)	106	81	187	198	-6%	47
Bus Admin-Transfer (BAT)	471	193	664	695	-4%	176
Paralegal (AAS) (PAL)	32	29	61	75	-19%	5
Paralegal (Cert) (PLL)	5	9	14	12	17%	2
<u>ENGINEERING, COMPUTER TECHNOLOGIES</u>	<u>349</u>	<u>160</u>	<u>509</u>	<u>558</u>	<u>-9%</u>	<u>171</u>
Air Conditioning & Refrig Tech (Cert) (ACR)	4	2	6	10	-40%	2
Architectural Technology (ARC)	41	10	51	48	6%	20
Aviation Science Pilot (AVI)	32	6	38	43	-12%	19
Aviation Management (AVM)	17	1	18	10	80%	8
Computer Info Systems (CIS)	42	36	78	86	-9%	16
C++/Java Advanced Programming (Cert)(CJC)	0	3	3	4	-25%	0
Computer Networking (Cert) (CNC)	3	4	7	8	-13%	1
Computer Software Support (Cert) (SSC)	1	4	5	4	25%	1
Programming for Business (Cert) (BPC)	0	0	0	1	-	0
Web Administration (Cert) (WAC)	0	4	4	1	300%	0
Construction Technology (CNS)	15	9	24	32	-25%	11
Electrical Technology (ELT)	55	25	80	84	-5%	28
Engineering Science (ENR)	106	31	137	145	-6%	49
Information Management (INM)	33	14	47	57	-18%	16
Telecommunications Tech.-Verizon (TEN)	0	11	11	25	-56%	0
<u>LIBERAL ARTS & SCIENCE</u>	<u>2,040</u>	<u>865</u>	<u>2,905</u>	<u>2,980</u>	<u>-3%</u>	<u>1,012</u>
Computer Science (CPS)	72	24	96	103	-7%	41
Exercise Science & Wellness (ESW)	149	61	210	218	-4%	73
General Studies Program (GSP)	578	347	925	842	10%	311
Humanities & Social Sciences (LAH)	745	270	1,015	1,174	-14%	325
Mathematics (LAM)	17	4	21	24	-13%	11
Science (LAX)	287	110	397	371	7%	151
Elementary Ed. birth-6 (EED)	110	22	132	130	2%	54
Early Childhood Education birth-age 2(EDE)	0	0	0	6	-100%	0
Childhood Education gr. 1-6 (EDC)	0	0	0	6	-100%	0
Adolescent Education gr.7-12 (EDB, EDX etc.)	82	27	109	98	11%	46
Teaching Assistant Certificate (TEA)	0	0	0	8	-100%	0
<u>HEALTH TECHNOLOGIES</u>	<u>113</u>	<u>360</u>	<u>473</u>	<u>650</u>	<u>-27%</u>	<u>41</u>
Emergency Medical Technician - paramedic (PAR)	19	22	41	53	-23%	5
Fire and Occupational Safety (FIR)	19	7	26	32	-19%	7
Fire Protection Technology (FPT)	7	9	16	21	-24%	6
Medical Laboratory Technology (MLT)	28	26	54	63	-14%	14
Nursing (NUR)	22	268	290	443	-35%	0
Phlebotomist (Cert) (PDC)	18	28	46	38	21%	9
<u>HUMAN SERVICES</u>	<u>665</u>	<u>256</u>	<u>921</u>	<u>1049</u>	<u>-12%</u>	<u>292</u>
Chemical Dependency Counseling (Cert) (CDC)	11	6	17	19	-11%	6
Child Care: Direct Care (Cert) (DRC)	1	1	2	2	0%	1
Child Care (CHC)	2	4	6	8	-25%	1
Criminal Justice- Public and Private Security (AAS)(CRJ)	54	21	75	117	-36%	30
Criminal Justice- Transfer (AS) (CRT)	291	70	361	432	-16%	133
Early Childhood (ECH)	52	39	91	79	15%	28
Early Childhood Caregiver (Cert) (ECC)	1	3	4	14	-71%	1
Human Services (HMS)	242	105	347	347	0%	88
Mental Health Assistant (CMH)	11	7	18	31	-42%	4
<u>NON-MATRICULATED</u>	<u>15</u>	<u>383</u>	<u>398</u>	<u>483</u>	<u>-18%</u>	<u>8</u>
<u>HIGH SCHOOL NON-MATRICULATED</u>	<u>87</u>	<u>2,730</u>	<u>2,817</u>	<u>2,551</u>	<u>10%</u>	
Total Enrollment	4,309	5,234	9,543	9,920	-4%	1,946

Enrollments: High Schools and Other Special Populations

Location	Sections Taught		Course Registrations		Credit Hours		% Change Credit Hours
	Fall 2015	Fall 2014	Fall 2015	Fall 2014	Fall 2015	Fall 2014	
<u>High Schools:</u>							
Arlington High School	22	16	563	414	1,739	1,283	36%
Beacon High School	19	15	461	315	1,460	1,023	43%
Carmel High School	25	19	539	405	1,886	1,447	30%
Dover High School	8	6	131	102	496	348	43%
Faith Christian Academy	1	3	10	35	30	114	-74%
Franklin D. Roosevelt High School	10	11	209	246	627	738	-15%
Haldane High School	9	8	137	149	426	465	-8%
John Jay High School	16	12	352	267	1,200	914	31%
Mahopac High School	12	12	243	233	870	828	5%
Millbrook High School	4	5	72	77	235	261	-10%
Our Lady of Lourdes High School	18	17	440	406	1,424	1,317	8%
Pawling High School	2	1	28	19	84	57	47%
Poughkeepsie High School	3	3	54	85	162	285	-43%
Putnam Valley High School	8	8	143	137	524	506	4%
Red Hook High School	1	1	18	18	72	72	0%
Rhinebeck High School	2	2	41	33	123	99	24%
Roy C. Ketcham High School	19	15	456	355	1,505	1,146	31%
Spackenkill High School	10	7	188	147	645	485	33%
Stissing Mountain High School	4	3	65	43	226	149	52%
Webutuck High School	3	3	43	56	129	168	-23%
Sub-total: High School	196	167	4,193	3,542	13,863	11,705	18%
<u>Other:</u>							
Marist College	1	1	14	20	84	120	-30%
Vassar College	1	1	0	19	0	114	-100%
Verizon/Next Step	2	4	19	50	68	187	-64%
Sub-total: Other	4	6	33	89	152	421	-64%
Total: High Schools and Other Special Populations	200	173	4,226	3,631	14,015	12,126	16%

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 2015	Fall 2014	% Change
Total Sections Offered at DCC South	157	178	-11.8%
# Students Taking Courses at DCC South	1,511	1,645	-8.1%
Total Credit Hours Generated at DCC South	10,324	11,194	-7.8%
Average Credits/Student	6.8	6.8	
% of total DCC credits generated at DCC South	11.4%	11.7%	

DCC South Profile

Students Taking Courses at DCC South

	Fall 2015		Fall 2014		% Change
<u>All Students</u>	1,511		1,645		-8%
<u>Gender</u>					
Male	672	(44%)	740	(45%)	-9%
Female	839	(56%)	905	(55%)	-7%
<u>Age</u>					
22 & under	1,055	(70%)	1,138	(69%)	-7%
23-34	318	(21%)	339	(21%)	-6%
35-50	107	(7%)	131	(8%)	-18%
over 50	31	(2%)	37	(2%)	-16%
<u>Ethnicity</u>					
White	975	(65%)	1,064	(65%)	-8%
Black	135	(9%)	149	(9%)	-9%
Hispanic	297	(20%)	327	(20%)	-9%
Asian	37	(3%)	25	(2%)	48%
Native American	2	(0%)	4	(0%)	-50%
Hawaiian or Other Pacific Islander	1	(0%)	1	(0%)	0%
2 or More Ethnicity/Non-Hispanic	51	(3%)	64	(4%)	-20%
unknown	13	*	11	*	*
<u>Degree Type</u>					
A.A.	263	(17%)	308	(19%)	-15%
A.S.	900	(60%)	914	(56%)	-2%
A.A.S.	222	(15%)	271	(16%)	-18%
Certificate	29	(2%)	27	(2%)	7%
non-matriculated undergraduates	92	(6%)	107	(7%)	-14%
high school non-matric	5	(0%)	18	(1%)	-72%
<u>County of Residence</u>					
Dutchess	1,231	(81%)	1,303	(79%)	-6%
Orange	76	(5%)	102	(6%)	-25%
Putnam	134	(9%)	143	(9%)	-6%
Ulster	42	(3%)	54	(4%)	-22%
other N.Y.	22	(2%)	42	(2%)	-48%
outside N.Y.S.	6	(0%)	1	(0%)	500%

* excluded from percentage calculations.

Note: County is based on County Chargeback records.

Source: 3rd week census data ST033 10/6/15

Office of Planning and Institutional Research, 10/8/15

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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.