

Third Week Enrollment Analysis Spring 2020

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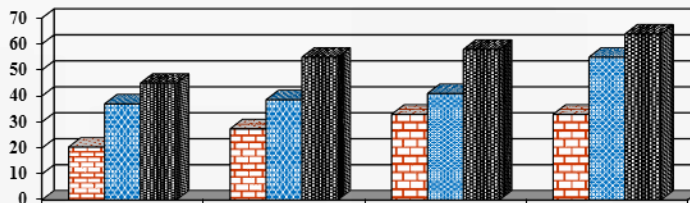
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3.6.2020

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

Highlights

This report provides descriptive statistics and a trend analysis for the Spring 2020 enrollment at DCC. All comparisons are based on the Spring 2019 enrollment.

Key Points

DCC Overall (Undergraduates and High School Students combined)

- In Spring 2020, 6,930 students registered for credit courses at DCC, a decrease of 6% from Spring 2019 (7,375), (p.2). Total credit hour productivity (60,806) is down 5.2%% from last spring (64,121).
- The Spring 2020 full-time enrollment (2,710) is a decrease of 6.6% compared with full-time enrollment of Spring 2019 (2,901). Spring 2020 full-time credit hours (37,706) are down 6.9% from Spring 2019 (40,491).
- On campus part-time enrollment headcount is down 12.2% (1,812 vs. 2,063), while part-time concurrent enrollment is down .2% (2,388 vs. 2,392). On campus part-time credits are down 6.7% (12,505 vs. 13,402), while part-time concurrent credits are up 3.6% (10,595 vs. 10,228).
- The average credits carried by full-time students is 13.91, a decline of .05 compared to last year. The part-time credit load for on campus students increased by 6.2% to 6.90. The average credit load for part-time concurrent students has increased by 3.8% to 4.44.

Undergraduate Students and High School Students

- Page 6 distinguishes the DCC campus population (Undergraduate students) from the concurrent high school population. When looking at the traditional DCC undergraduate population:
 - Overall, the number of undergraduate students in Spring 2020 (4,506 non-high school students) decreased by 8.6% from Spring 2019 (4,931).
 - Overall full-time enrollment decreased by 7.4%. A finer breakdown of the new student population reveals a 12.4% decrease in first-time, full-time students this spring (134 vs. 153), and a 9.4% increase in full-time transfer students (105 vs. 96. The continuing full-time population decreased by 7.7% (2,425 vs. 2,628).
 - The continuing part-time population decreased by 7.6% (1,702 vs. 1,841). The part-time new and transfer population decreased by 34.3% (140 vs. 213).
 - The overall high school student headcount decreased by 1.3% (2,384 vs. 2,416), (p.6).

Student Profile and Curriculum Trends

- Among DCC's total student population, 41% of the students identify themselves with a minority group (p.5). The New/Transfer undergraduate students (p.7), will continue to shift the diversity distribution of the on campus population over time, as 54% identify with a minority group. Gender distribution has remained relatively stable, with the overall female population at 55%, compared to a male population of 45%. Students 22 and under account for 78% of the student population, a reflection of the concurrent high school program's impact on enrollment.
- Enrollment by degree type remains stable, with 44% pursuing the A.S., 9% the A.A.S. and 6% the A.A.. Non-matriculated undergraduates decreased 21% from 443 to 351.
- The percent of students from Dutchess County has increased slightly to 76% overall. Enrollment from surrounding counties remains reasonably stable, but we had a significant decline in students from outside Dutchess/Putnam/Orange/Ulster from 295 to 217.
- Programs with the largest Spring 2019 enrollments are GSP (1,018), LAH (411), and BAT (422), (p.8). These programs with the most new full-time students in Spring 2019 are: GSP (53), LAH (23), BAT (21) and HMS (21).
- Most new students continue to matriculate into a program, (87%), (p.7). There was a 53% decline in new non-matriculated students from 103 to 48.
- High Schools with the largest increases in concurrent credit hours taught were John Jay (52%) and Carmel (38%). There were significant declines in concurrent credit hours at Mahopac (-65%), Putnam Valley (-54%), Haldane (-37%), Franklin D Roosevelt (-27%) and Millbrook (no sections taught in 2020).
- Based on 3rd Week data, enrollment at DCC South has decreased 18.5% to 779 students. DCC South generated 4,685 credit hours in Spring 2020 (p.10), a 21% decrease from Spring 2019. Average credits per student at DCC South (6.01) decreased by 3%.
 - DCC South represented 7.7% of DCC's total credit hours, down from 9.2% in Spring 2019.

Enrollment Summary

	Spring 2020	Spring 2019	% Change
FT Headcount	2,710	2,901	-6.6%
FT Credit Hours	37,706	40,491	-6.9%
FT Avg. Credits/Student	13.91	13.96	-0.3%
PT (Non-High School) Headcount	1,812	2,063	-12.2%
PT (Non-High School) Credit Hours	12,505	13,402	-6.7%
PT (Non-High School) Avg. Credits/Student	6.90	6.50	6.2%
PT Concurrent/H.S. Headcount	2,388	2,392	-0.2%
PT Concurrent/H.S. Credit Hours	10,595	10,228	3.6%
PT Concurrent/H.S. Avg. Credits/Student	4.44	4.28	3.8%
PT Senior Auditor Headcount	20	19	5.3%
PT Senior Auditor Credit Hours	n/a	n/a	
PT Senior Auditor Avg. Credits/Student	n/a	n/a	
Total Headcount	6,930	7,375	-6.0%
Total Credit Hours	60,806	64,121	-5.2%

note: senior auditor credits no longer sent in SIRIS

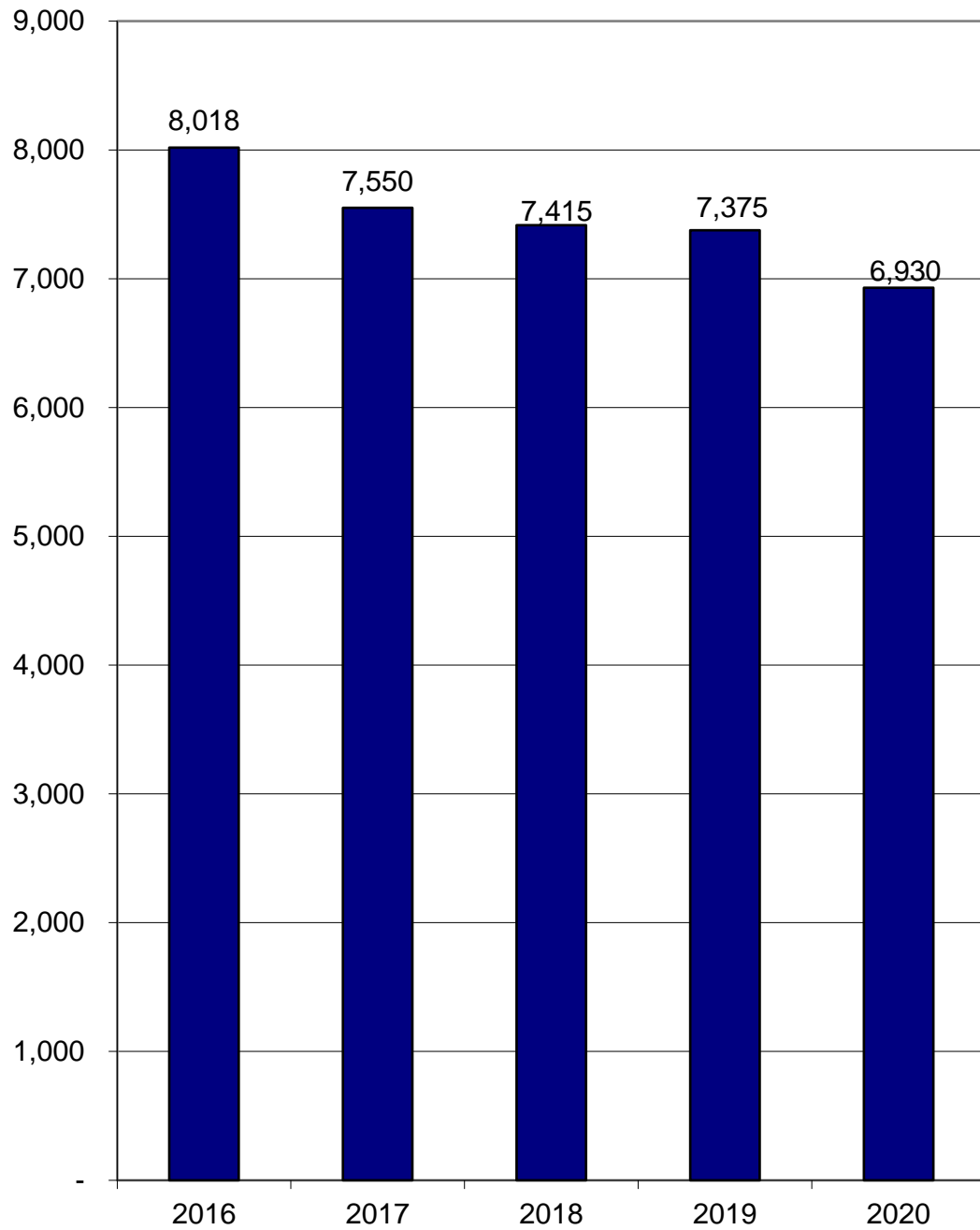
Source: 3rd week census data ESS SOAYDTI download, 3/3/2020

Office of Planning and Institutional Research, 3/5/2020

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Headcount Enrollment Trend

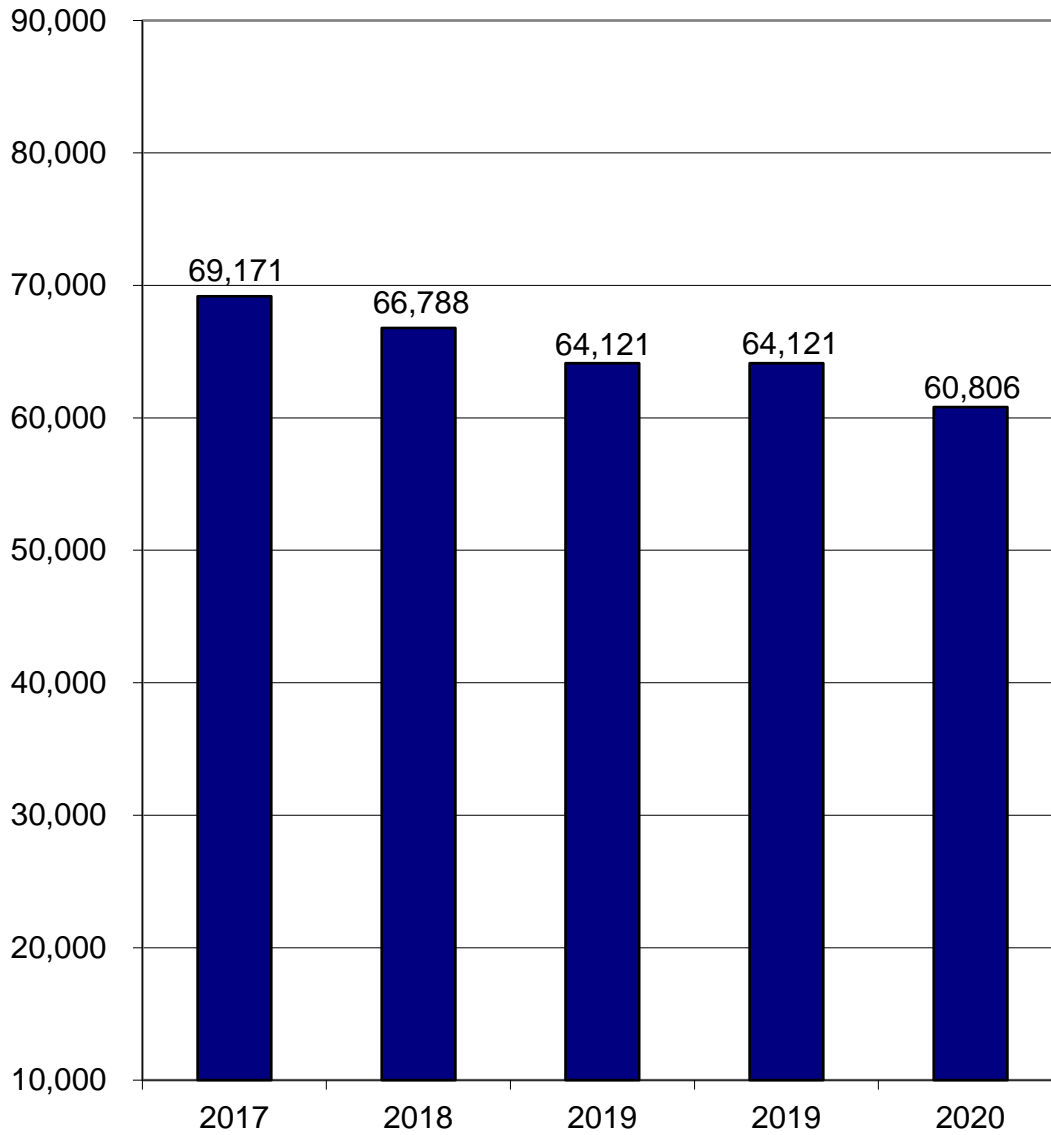
Spring 2016 - 2020



Source: 3rd week census data, ESS 3/3/2020

Credit Hour Trend

Spring 2016 - 2020



Student Profile

	Spring 2020				Spring 2019	
	Full-Time	Part-Time	Total	Percent	Total	Percent
Total Enrollment	2,710	4,220	6,930	100%	7,375	100%
<u>Gender</u>						
Male	1,308	1,781	3,089	45%	3,290	45%
Female	1,402	2,439	3,841	55%	4,085	55%
<u>Age</u>						
22 & under	2,274	3119	5,393	78%	5,702	77%
23-34	337	764	1,101	16%	1,242	17%
35-50	80	238	318	5%	315	4%
over 50	19	99	118	2%	116	2%
<u>Ethnicity</u>						
White	1,457	2,499	3,956	59%	4,351	60%
Black	352	402	754	11%	755	10%
Hispanic	601	887	1,488	22%	1,571	22%
Asian	68	156	224	3%	251	3%
Native American	6	9	15	0%	6	0%
Hawaiian or Other Pacific Islander	1	2	3	0%	4	0%
2 or More Ethnicity/Non-Hispanic	146	159	305	5%	314	4%
unknown	79	106	185	*	123	*
<u>Degree Type</u>						
A.A.	290	130	420	6%	473	6%
A.S.	2,047	1,004	3,051	44%	3,281	44%
A.A.S.	296	356	652	9%	684	9%
Certificate	21	51	72	1%	78	1%
Non-matriculated Undergraduates	10	341	351	5%	443	6%
High School Non-Matric	46	2,338	2,384	34%	2,416	33%
<u>County of Residence</u>						
Bronx	16	3	19	0%	32	0%
Dutchess	2,033	3,251	5,284	76%	5,535	75%
Orange	185	112	297	4%	302	4%
Putnam	136	669	805	12%	886	12%
Ulster	187	140	327	5%	357	5%
Westchester	55	12	67	1%	91	1%
other N.Y.	68	28	96	1%	125	2%
outside N.Y.S.	15	5	20	0%	29	0%
out of country ¹	15	0	15	0%	18	0%

Due to rounding, percentages may not add to 100%

* Excluded from percentage calculations.

¹ Out of County = F1 Visa

Office of Institutional Research, Planning & Assessment, 3/5/2020

New/Continuing Students

	Spring 2020	Spring 2019	% Change
Total Headcount	6,930	7,375	-6.0%
<hr/>			
I. Undergraduate Students	4,516	4,931	-8.4%
A. Full-Time	2,664	2,877	-7.4%
1. New	239	249	-4.0%
a. First-Time	134	153	-12.4%
b. Transfer	105	96	9.4%
2. Continuing	2,425	2,628	-7.7%
B. Part-Time	1,852	2,054	-9.8%
1. New	140	213	-34.3%
a. First-Time	97	167	-41.9%
b. Transfer	43	46	-6.5%
2. Continuing	1,712	1,841	-7.0%
<hr/>			
II. High School Students*	2,384	2,416	-1.3%
A. Full-Time	46	24	91.7%
B. Part-Time	2,338	2,392	-2.3%
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III. Senior Auditors			
A. Part-Time	20	19	5.3%
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IV. Cross Registered			
A. Part-Time	10	9	11.1%

* student is currently enrolled in high school.

Source: 3rd week census data, SOAYDTI 3/3/2020

Office of Planning & Institutional Research, 3/25/2020

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New/Transfer Student Profile*

	Spring 2020		Spring 2019		% Change
<u>Total Headcount</u>	379		462		-18%
<u>Gender</u>					
Male	164	(43%)	204	(44%)	-20%
Female	215	(57%)	258	(56%)	-17%
<u>Age</u>					
22 & younger	239	(63%)	314	(68%)	-24%
23-34	97	(26%)	105	(23%)	-8%
35-50	33	(9%)	30	(6%)	10%
over 50	10	(3%)	13	(2%)	-23%
<u>Ethnicity</u>					
White	163	(46%)	237	(54%)	-31%
Black	62	(18%)	62	(14%)	0%
Hispanic	98	(28%)	102	(23%)	-4%
Asian	13	(4%)	19	(4%)	-32%
Native American	1	(0%)	0	(0%)	-
Hawaiian or Other Pacific Islander	0	(0%)	1	(0%)	-
2 or More Ethnicity/Non-Hispanic	15	(4%)	21	(5%)	-29%
unknown	27	-	20	-	35%
<u>Degree Type</u>					
A.A.	37	(10%)	33	(7%)	12%
A.S.	240	(63%)	267	(58%)	-10%
A.A.S.	45	(12%)	53	(11%)	-15%
Certificate	9	(2%)	6	(1%)	50%
Non-matriculated	48	(13%)	103	(22%)	-53%
<u>County of Residence</u>					
Bronx	2	(1%)	4	(1%)	-50%
Dutchess	274	(72%)	323	(70%)	-15%
Orange	21	(6%)	35	(8%)	-40%
Putnam	29	(8%)	33	(7%)	-12%
Ulster	30	(8%)	40	(9%)	-25%
Westchester	6	(2%)	10	(2%)	-40%
other N.Y.	14	(4%)	16	(3%)	-13%
outside N.Y.S.	3	(1%)	1	(0%)	200%

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

Source: ESS file run 3/3/2020

Office of Institutional Research, Planning & Assessment, 3/3/2020

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Enrollment by Program

	<u>Full-Time</u>	<u>Part-Time</u>	<u>2020 Total</u>	<u>2019 Total</u>	<u>1 Year % Change</u>	<u>Full-Time New*</u>
<u>ARTS & COMMUNICATIONS</u>	<u>239</u>	<u>87</u>	<u>326</u>	<u>370</u>	<u>-12%</u>	<u>20</u>
Art Studies Program (ASP)	0	0	0	-	-	0
Communications (COM)	91	33	124	147	-16%	8
Music Performance (Cert) (MPC)	1	2	3	0	-	0
Performing Arts (PFA)	51	12	63	78	-19%	1
Visual Arts Transfer (VAT)	96	40	136	145	-6%	11
<u>BUSINESS TECHNOLOGIES</u>	<u>403</u>	<u>212</u>	<u>615</u>	<u>721</u>	<u>-15%</u>	<u>35</u>
Accounting (ACC)	15	14	29	41	-29%	3
Bookkeeping (Cert) (BOK)	1	4	5	6	-17%	1
Bus Admin-Career (BUS)	65	59	124	133	-7%	7
Bus Admin-Transfer (BAT)	301	121	422	487	-13%	21
Paralegal (AAS) (PAL)	17	11	28	45	-38%	2
Paralegal (Cert) (PLL)	4	3	7	9	-22%	1
<u>ENGINEERING, COMPUTER TECHNOLOGIES</u>	<u>223</u>	<u>134</u>	<u>357</u>	<u>361</u>	<u>-1%</u>	<u>24</u>
Air Conditioning & Refrig Tech (Cert) (ACR)	1	7	8	3	167%	1
Architectural Technology (ARC)	42	6	48	37	30%	5
Aviation Science Pilot (AVI)	23	8	31	33	-6%	1
Aviation Management (AVM)	10	5	15	13	15%	2
Computer Info Systems (CIS)	41	30	71	66	8%	5
C++/Java Advanced Programming (Cert)(CJC)	0	0	0	1	-	0
Computer Networking (Cert) (CNC)	1	0	1	4	-75%	1
Computer Software Support (Cert) (SSC)	0	0	0	1	-100%	0
Web Administration (Cert) (WAC)	0	1	1	4	-	0
Information Management (INM)	9	11	20	48	-58%	0
Construction Technology (CNS)	16	7	23	24	-4%	1
Electrical Technology (ELT)	15	25	40	39	3%	2
Engineering Science (ENR)	65	34	99	88	13%	6
<u>LIBERAL ARTS & SCIENCE</u>	<u>1,309</u>	<u>731</u>	<u>2,040</u>	<u>2,159</u>	<u>-6%</u>	<u>111</u>
Computer Science (CPS)	56	29	85	92	-8%	4
Exercise Science & Wellness (ESW)	51	24	75	98	-23%	8
General Studies Program (GSP)	576	442	1,018	1,038	-2%	53
Humanities & Social Sciences (LAH)	282	129	411	459	-10%	23
Mathematics (LAM)	8	1	9	14	-36%	2
Science (LAX)	162	59	221	229	-3%	8
Elementary Ed. birth-6 (EED)	95	28	123	130	-5%	8
Adolescent Education gr.7-12 (EDB, EDX etc.)	79	19	98	99	-1%	5
<u>HEALTH TECHNOLOGIES</u>	<u>62</u>	<u>188</u>	<u>250</u>	<u>241</u>	<u>4%</u>	<u>11</u>
Emergency Medical Technician - paramedic (PAR)	14	5	19	19	0%	4
Fire and Occupational Safety (FIR)	3	1	4	9	-56%	1
Fire Protection Technology (FPT)	10	9	19	22	-14%	0
Medical Laboratory Technology (MLT)	13	34	47	49	-4%	2
Nursing (NUR)	0	112	112	107	5%	0
Public Health (PBH)	10	3	13	new program		2
Paramedic(Cert)(PRR)	3	1	4	3	-	0
Phlebotomist (Cert) (PDC)	9	23	32	32	0%	2
<u>HUMAN SERVICES</u>	<u>418</u>	<u>189</u>	<u>607</u>	<u>664</u>	<u>-9%</u>	<u>37</u>
Chemical Dependency Counseling (Cert) (CDC)	1	7	8	9	-11%	1
Child Care: Direct Care (Cert) (DRC)	0	2	2	4	-50%	0
Child Care (CHC)	2	1	3	5	-40%	0
Criminal Justice-Public and Private Security (CRJ)	29	19	48	56	-14%	3
Criminal Justice- Transfer (AS) (CRT)	181	41	222	254	-13%	11
Early Childhood (ECH)	11	13	24	41	-41%	0
Early Childhood Caregiver (Cert) (ECC)	0	1	1	2	-50%	0
Human Services (HMS)	188	94	282	293	-4%	21
Mental Health Assistant (CMH)	6	11	17	-	-	1
<u>NON-MATRICULATED UNDERGRADUATES</u>	<u>10</u>	<u>341</u>	<u>351</u>	<u>443</u>	<u>-21%</u>	<u>1</u>
<u>HIGH SCHOOL NON-MATRICULATED</u>	<u>46</u>	<u>2,338</u>	<u>2,384</u>	<u>2,416</u>	<u>-1%</u>	
Total Enrollment	2,710	4,220	6,930	7,375	-6.0%	239

Source: 3rd week census data, 3/3/2020

* new includes transfers

Enrollments: High Schools and Other Special Populations

Location	Sections Taught		Course Registrations		Credit Hours		% Change Credit Hours
	Spring 2020	Spring 2019	Spring 2020	Spring 2019	Spring 2020	Spring 2019	
High Schools:							
Arlington High School	24	30	582	628	1,808	1,955	-8%
Beacon High School	12	11	253	198	759	594	28%
Brewster High School	3	3	70	53	210	159	32%
Carmel High School	27	19	569	402	1,733	1,252	38%
Dover High School	5	5	92	79	276	237	16%
Faith Christian Academy	2	1	30	17	90	51	76%
Franklin D. Roosevelt High School	7	10	147	200	441	600	-27%
Haldane High School	4	4	47	77	160	254	-37%
John Jay High School	21	13	475	299	1,492	984	52%
Mahopac High School	5	11	73	211	219	633	-65%
Millbrook High School	0	1	0	19	0	57	-100%
Our Lady of Lourdes High School	19	16	420	373	1,305	1,173	11%
Pawling High School	1	1	17	6	51	18	183%
Poughkeepsie High School	2	2	21	23	63	69	-9%
Putnam Valley High School	2	3	26	49	78	169	-54%
Rhinebeck High School	1	2	12	37	36	111	-68%
Roy C. Ketcham High School	18	18	460	429	1,419	1,340	6%
Spackenkill High School	3	5	79	91	260	308	-16%
Stissing Mountain High School	2	2	28	23	84	69	22%
Webutuck High School	4	3	53	32	167	104	61%
Sub-total: High School	162	160	3,454	3,246	10,651	10,137	5%
Other:							
P-Tech Poughkeepsie High School	3	3	56	14	168	62	171%
Sub-total: Other	3	3	56	14	168	62	171%
Total: Special Populations	165	163	3,510	3,260	10,819	10,199	6%

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

Sources: High School counts from billing spreadsheet from Academic Affairs ; P-Tech counts from OAA

Office of Planning & Institutional Research & Assessment

y:\3rdweek\spring 2020\Spec Pop Comparison.xls, 3/18/2020

DCC South Enrollment Analysis

	Spring 2020	Spring 2019	% Change
Total Sections Offered at DCC South	82	91	-10%
# Students Taking at least one Course at DCC South	779	956	-18.5%
# Students Taking Courses at both DCC South and on campus	544	615	-11.5%
Total Credit Hours Generated at DCC South	4,685	5,929	-21.0%
Average Credits per student at DCC South	6.01	6.20	-3.0%
% of total DCC credits generated at DCC South	7.7%	9.2%	-16.7%

Source: 3rd week census data Argos ST0033, section total: ST0097
 Office of Institutional Research, Planning & Assessment, 3/5/2020
 y:\3rdweek\spring 2020\dcc south sections.xls

DCC South Profile

Students Taking Courses at DCC South

	Spring 2020		Spring 2019		% Change
<u>All Students</u>	779		956		-18.5%
<u>Gender</u>					
Male	324	(42%)	442	(46%)	-27%
Female	455	(58%)	514	(54%)	-11%
<u>Age</u>					
22 & under	557	(72%)	648	(83%)	-14%
23-34	154	(20%)	218	(23%)	-29%
35-50	51	(7%)	57	(6%)	-11%
over 50	17	(2%)	33	(4%)	-48%
<u>Ethnicity</u>					
White	443	(58%)	576	(61%)	-23%
Black	66	(9%)	90	(10%)	-27%
Hispanic	200	(26%)	223	(24%)	-10%
Asian	17	(2%)	24	(3%)	-29%
Native American	0	(0%)	1	(0%)	-
Hawaiian or Other Pacific Islander	0	(0%)	1	(0%)	-
2 or More Ethnicity/Non-Hispanic	33	(4%)	32	(3%)	3%
unknown	20	*	9	*	*
<u>Degree Type</u>					
A.A.	57	(7%)	79	(10%)	-28%
A.S.	563	(72%)	684	(88%)	-18%
A.A.S.	100	(13%)	105	(13%)	-5%
certificate	9	(1%)	14	(2%)	-36%
non-matriculated	44	(6%)	71	(9%)	-38%
high school non-matriculated	6	(1%)	3	(0%)	100%
<u>County of Residence</u>					
Dutchess	657	(84%)	787	(82%)	-17%
Orange	40	(5%)	44	(5%)	-9%
Putnam	45	(6%)	77	(8%)	-42%
Ulster	20	(3%)	22	(2%)	-9%
other N.Y.	15	(2%)	24	(3%)	-38%
outside N.Y.S.	2	(0%)	2	(0%)	0%
out of country	0	(0%)	0	(0%)	-

* excluded from percentage calculations.

Source: 3rd week census data Argos ST0033, 3/4/2020

Office of Institutional Research, Planning & Assessment, 3/5/2020

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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 Planning and Institutional Research. 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 *Planning & Institutional Research*. Thank you for your time and effort.