

Third Week Enrollment Analysis Spring 2016

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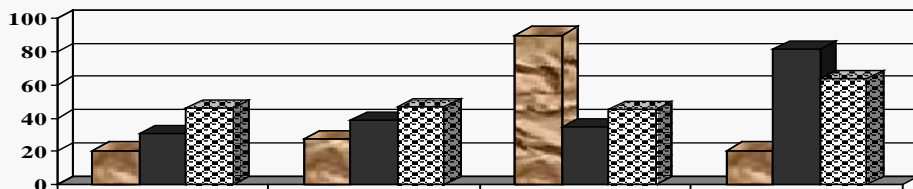
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3.1.16

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

Highlights

This report provides descriptive statistics and a trend analysis for the Spring 2016 enrollment at DCC. All comparisons are based on the Spring 2015 enrollment. A new prompt payment process was implemented in Fall 2015. The resulting decline in enrollment was expected and will better position the college to track and examine outcomes for students.

Key Points

DCC Overall (Undergraduates and High School Students combined)

- In Spring 2016, 8,018 students registered for credit courses at DCC, a decrease of 1.5% from Spring 2015 (8,142), (p.2). Total credit hour productivity (74,143) is down 5.3% from last spring (78,253). The current decrease reflects in part, the decrease in enrollment that happened the prior fall as a result of instituting a prompt payment plan.
- The Spring 2016 full time enrollment (3,567) is a decrease of 6.7% compared with full time enrollment of Spring 2015 (3,824). Spring 2016 full time credit hours (49,604) are down 7.5% from Spring 2015 (53,619).
- Overall part time headcount has increased and credit hours remained stable in Spring 2016. Due entirely to expansion of the concurrent enrollment program, the part time enrollment for Spring 2016 is up overall by 3.1% (4,451 vs. 4,318). On campus part time enrollment is down 9.1% (2,455 vs. 2,701), while part time concurrent enrollment is up 23.4% (1,996 vs. 1,617). Total part time credit hours for Spring 2016 are almost unchanged (24,539 vs. 24,634). On campus part time credits are down 11.5% (15,855 vs. 17,917), while part time concurrent credits are up 29.3% (8,684 vs. 6,717). This dramatic increase in concurrent enrollment is largely due to expanded offerings of Biology and Spanish.
- The average credits carried by full time students decreased 0.8% to an average of 13.91. The part time credit load for on campus students has decreased by 2.6% to 6.46. The average credit load for part time concurrent students has increased by 4.7% to 4.35.

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 2016 (6,019 non-high school students) decreased by 7.5% from Spring 2015 (6,504).

Highlights

- Overall full time enrollment decreased by 6.9%. A finer breakdown of the new student population reveals a 23.0% decrease in First-time, full time students this spring (171 vs. 222), and a 9.8 % decrease in full time transfer students (148 vs. 164). The continuing population decreased by 5.7% (3,221 vs. 3,417).
- Overall part time undergraduate student enrollment (exclusive of high school students) indicates a decrease of 8.2% for Spring 2016. Again the shift is primarily among the new and transfer student populations which decreased by 20.1% (219 vs. 274). The part time continuing population decreased by 6.9% (2,260 vs. 2,427).
- The overall high school student headcount enrollment increase is 21.9% (1,996 vs. 1,638), (p.6). The total number of sections offered at the high school sites in Spring 2016 increased by 30% (120 vs. 92), the courses responsible for much of this increase were Biology and Spanish, (p.9).

Student Profile and Curriculum Trends

- Among DCC's total student population, over 1/3 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, with the Hispanic/Latino group being the largest minority segment. Gender distributions have shifted slightly, with overall female population now at 54%, compared to a male population of 46%. Students 22 and under increased to 75% of the student population, a reflection of the recent growth in the concurrent high school program.
- Degree type information continues to reflect a shift between A.A.S. and A.S. programs in Spring 2016, (p.5). This change is a direct result of new students who want to enter the Nursing program and are now being matriculated into the General Studies program. This overall shift is expected to continue.
- The percent of students from Dutchess County has remained steady at 73% overall, however for new and transfer students the rate did jump to 65%. Enrollment from surrounding counties has remained fairly stable, with the exception that for the new and transfer population there has been a decrease in the rate at which DCC draws students from Ulster County, currently 8% of the new/transfer population.

Highlights

- Programs with the largest Spring 2016 enrollments are LAH (863), GSP (845) and BAT (614), (p.8). These same programs are the ones that received the most new full time students in Spring 2016: LAH (46), GSP (48) and BAT (35). Much of the increase in GSP enrollment continues to be a direct result of not allowing new full time students to enroll directly into the Nursing program unless very high standards are met.
- Most new students continue to matriculate into a program, (79%), (p.7)
- Special Populations increased in terms of sections taught and credit hours generated, (p.9). High schools taught 38 additional sections, several sections of Biology and Spanish were new offerings in Spring 2016. The Verizon/Next Step program is being phased out at this time.
- Based on 3rd Week data, enrollment at DCC South has decreased 9.4% to 1,314 students. DCC South generated 8,138 credit hours in Spring 2016 (p.10), a 13.0% decrease from Spring 2015. Average credits per student at DCC South decreased by 4.2%.
 - DCC South represented 11.0% of DCC's total credit hours, down from 12.0% in Spring 2015.

The data reported herein typically reflects student enrollment status at DCC as of the 3rd week of the semester. The Spring 2016 data was collected on February 25, 2016. Additional add/drop or registration activity might occur and/or be processed, which will impact the official census enrollment figures.

Enrollment Summary

	Spring 2016	Spring 2015	% Change
FT Headcount	3,567	3,824	-6.7%
FT Credit Hours	49,604	53,619	-7.5%
FT Avg. Credits/Student	13.91	14.02	-0.8%
PT (Non-High School) Headcount	2,455	2,701	-9.1%
PT (Non-High School) Credit Hours	15,855	17,917	-11.5%
PT (Non-High School) Avg. Credits/Student	6.46	6.63	-2.6%
PT Concurrent/H.S. Headcount	1,996	1,617	23.4%
PT Concurrent/H.S. Credit Hours	8,684	6,717	29.3%
PT Concurrent/H.S. Avg. Credits/Student	4.35	4.15	4.7%
Total Headcount	8,018	8,142	-1.5%
Total Credit Hours	74,143	78,253	-5.3%

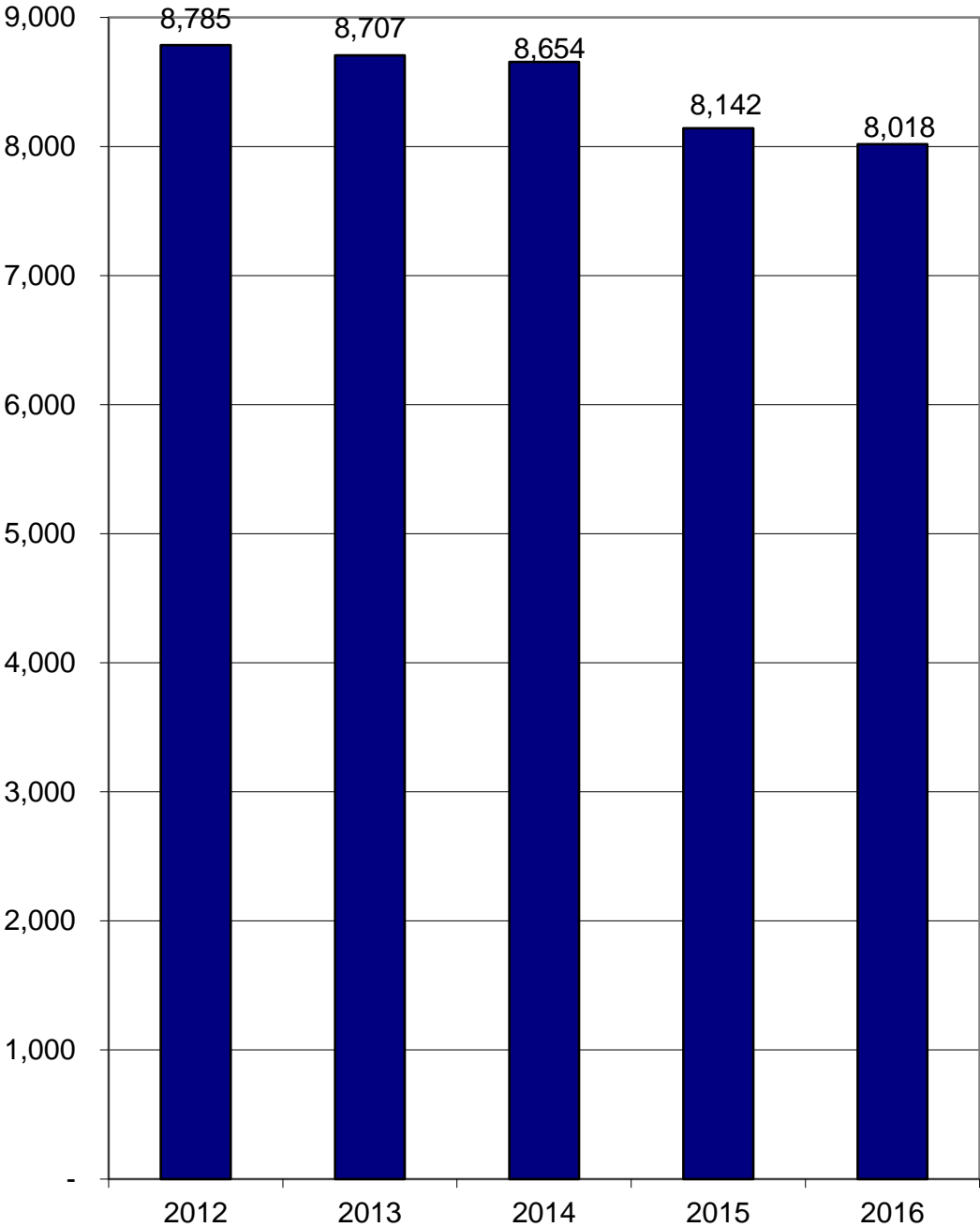
Source: 3rd week census data SOAYDTI download, 2-25-16

Office of Planning and Institutional Research, 2/25/16

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Headcount Enrollment Trend

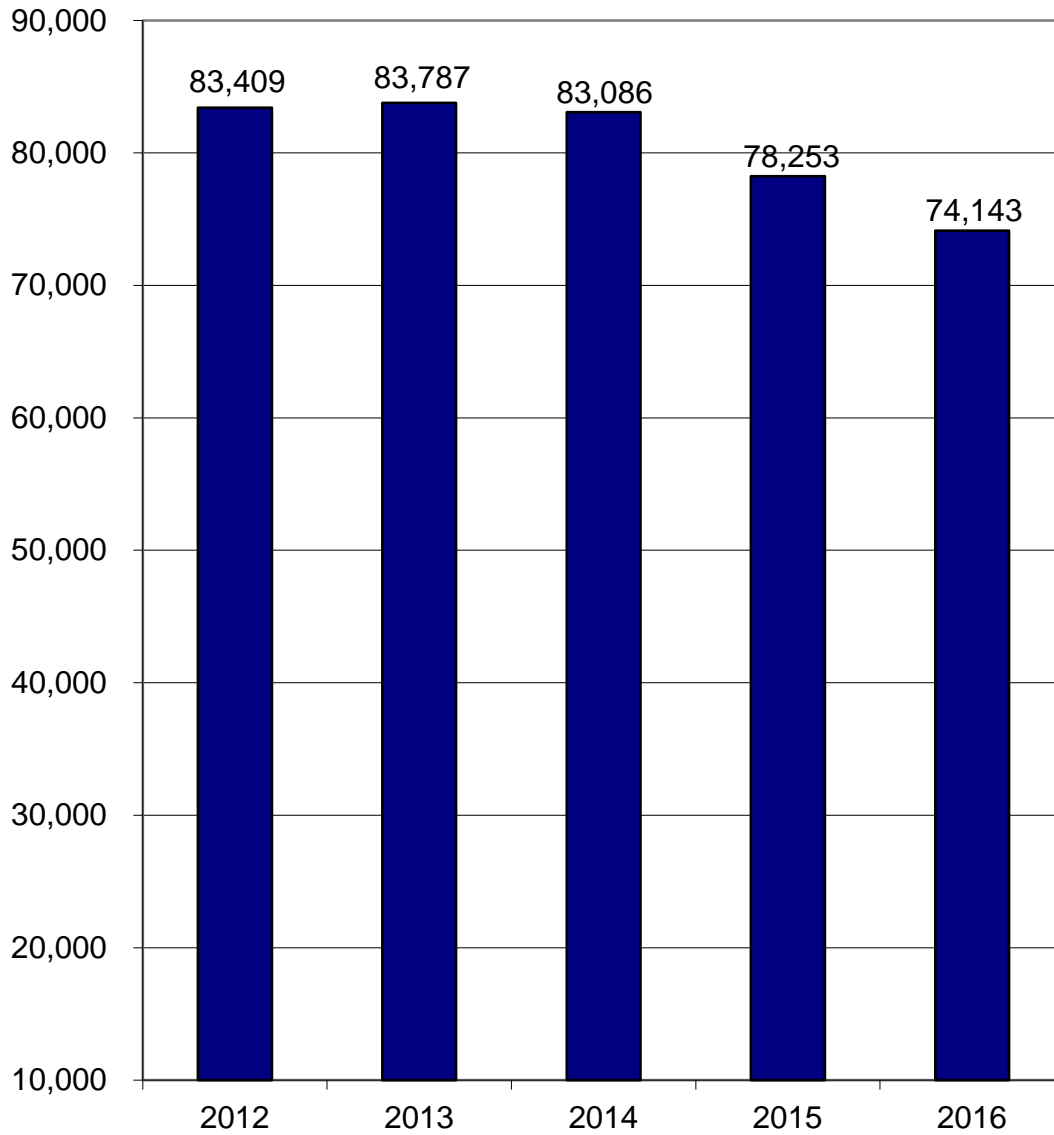
Spring 2012 - 2016



Source: 3rd week census data, ESS 2/25/16

Credit Hour Trend

Spring 2012- 2016



Source: ESS 2/25/16
Office of Institutional Research, Planning and Assessment, 2/25/16
y:\3rdweek\spring 2016\credit hour trend.xls

Student Profile

	Spring 2016				Spring 2015	
	Full-Time	Part-Time	Total	Percent	Total	Percent
Total Enrollment	3,567	4,451	8,018	100%	8,142	100%
<u>Gender</u>						
Male	1,754	1,912	3,666	46%	3,806	47%
Female	1,813	2,539	4,352	54%	4,336	53%
<u>Age</u>						
22 & under	3,029	3015	6,044	75%	5,729	70%
23-34	443	964	1,407	18%	1,699	21%
35-50	77	349	426	5%	537	7%
over 50	18	122	140	2%	176	2%
unknown	0	1	1	0%	1	0%
<u>Ethnicity</u>						
White	2,045	2,915	4,960	63%	5,138	64%
Black	523	425	948	12%	964	12%
Hispanic	763	727	1,490	19%	1,415	17%
Asian	57	165	222	3%	223	3%
Native American	5	10	15	0%	16	0%
Hawaiian or Other Pacific Islander	5	4	9	0%	7	0%
2 or More Ethnicity/Non-Hispanic	138	109	247	3%	288	4%
unknown	31	96	127	*	91	*
<u>Degree Type</u>						
A.A.	604	275	879	11%	1,043	13%
A.S.	2,480	1,221	3,701	46%	3,685	45%
A.A.S.	394	541	935	12%	1,245	15%
Certificate	46	70	116	1%	122	2%
non-matriculated undergraduates	16	375	391	5%	409	5%
High School Non-Matric	27	1,969	1,996	25%	1,638	20%
<u>County of Residence</u>						
Bronx	78	7	85	1%	74	1%
Dutchess	2,439	3,439	5,878	73%	5,976	73%
Orange	228	136	364	5%	398	5%
Putnam	229	593	822	10%	742	9%
Ulster	298	188	486	6%	560	7%
Westchester	103	33	136	2%	140	2%
other N.Y.	168	37	205	3%	210	3%
outside N.Y.S.	12	9	21	0%	29	0%
out of country	12	9	21	0%	13	0%

Due to rounding, percentages may not add to 100%

* Excluded from percentage calculations.

Source: 3rd week census data, SOAYDTI, 2/25/16

Office of Institutional Research, Planning & Assessment, 3/1/16

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New/Continuing Students

	Spring 2016	Spring 2015	% Change
Total Headcount	8,015 **	8,142	-1.6%
<hr/>			
I. Undergraduate Students	6,019	6,504	-7.5%
A. Full-Time	3,540	3,803	-6.9%
1. New	319	386	-17.4%
a. First-Time	171	222	-23.0%
b. Transfer	148	164	-9.8%
2. Continuing	3,221	3,417	-5.7%
B. Part-Time	2,479	2,701	-8.2%
1. New	219	274	-20.1%
a. First-Time	167	207	-19.3%
b. Transfer	52	67	-22.4%
2. Continuing	2,260	2,427	-6.9%
<hr/>			
II. High School Students*	1,996	1,638	21.9%
A. Full-Time	27	21	28.6%
B. Part-Time	1,969	1,617	21.8%

* student is currently enrolled in high school.

** Does not include cross registered students

Source: 3rd week census data, SOAYDTI 2/25/2016

Office of Planning & Institutional Research, 2/25/16

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New/Transfer Student Profile*

	Spring 2016		Spring 2015		% Change
<u>Total Headcount</u>	538		660		-18%
<u>Gender</u>					
Male	246	(46%)	329	(50%)	-25%
Female	292	(54%)	331	(50%)	-12%
<u>Age</u>					
22 & younger	359	(67%)	408	(62%)	-12%
23-34	129	(24%)	188	(28%)	-31%
35-50	39	(7%)	51	(8%)	-24%
over 50	11	(2%)	13	(2%)	-15%
<u>Ethnicity</u>					
White	264	(55%)	350	(55%)	-25%
Black	93	(19%)	109	(17%)	-15%
Hispanic	99	(21%)	137	(22%)	-28%
Asian	11	(2%)	20	(3%)	-45%
Native American	2	(0%)	2	(0%)	0%
Hawaiian or Other Pacific Islander	1	(0%)	0	(0%)	-
2 or More Ethnicity/Non-Hispanic	16	(3%)	21	(3%)	-24%
unknown	52	-	21	-	148%
<u>Degree Type</u>					
A.A.	60	(11%)	84	(13%)	-29%
A.S.	282	(52%)	311	(47%)	-9%
A.A.S.	68	(13%)	112	(17%)	-39%
Certificate	15	(3%)	15	(2%)	0%
Non-matriculated	113	(21%)	138	(21%)	-18%
<u>County of Residence</u>					
Bronx	13	(3%)	18	(3%)	-28%
Dutchess	352	(65%)	396	(60%)	-11%
Orange	43	(8%)	50	(8%)	-14%
Putnam	40	(8%)	55	(8%)	-27%
Ulster	42	(8%)	69	(11%)	-39%
Westchester	11	(2%)	16	(2%)	-31%
other N.Y.	28	(5%)	47	(7%)	-40%
outside N.Y.S.	7	(1%)	9	(1%)	-22%
outside country	2	(0%)	0	(0%)	-

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

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>Full-Time New*</u>
<u>ARTS & COMMUNICATIONS</u>	<u>332</u>	<u>132</u>	<u>464</u>	<u>518</u>	<u>-10%</u>	<u>24</u>
Art Studies Program (ASP)	10	8	18	19	-5%	1
Commercial Art (CAR)	0	0	0	6	-100%	0
Communications (COM)	154	63	217	242	-10%	13
Music Performance (Cert) (MPC)	4	3	7	5	40%	0
Performing Arts (PFA)	68	8	76	78	-3%	4
Visual Arts Transfer (VAT)	96	50	146	168	-13%	6
<u>BUSINESS TECHNOLOGIES</u>	<u>559</u>	<u>309</u>	<u>868</u>	<u>953</u>	<u>-9%</u>	<u>54</u>
Accounting (ACC)	19	17	36	51	-29%	2
Bookkeeping (Cert) (BOK)	5	5	10	9	11%	0
Bus Admin-Career (BUS)	76	68	144	172	-16%	10
Bus Admin-Transfer (BAT)	426	188	614	638	-4%	35
Paralegal (AAS) (PAL)	29	28	57	68	-16%	6
Paralegal (Cert) (PLL)	4	3	7	15	-53%	1
<u>ENGINEERING, COMPUTER TECHNOLOGIES</u>	<u>305</u>	<u>176</u>	<u>481</u>	<u>537</u>	<u>-10%</u>	<u>31</u>
Air Conditioning & Refrig Tech (Cert) (ACR)	2	6	8	8	0%	0
Architectural Technology (ARC)	39	10	49	46	7%	3
Aviation Science Pilot (AVI)	26	8	34	33	3%	3
Aviation Management (AVM)	15	4	19	13	46%	2
Computer Info Systems (CIS)	36	38	74	96	-23%	4
C++/Java Advanced Programming (Cert)(CJC)	0	2	2	3	-33%	0
Computer Networking (Cert) (CNC)	3	3	6	4	50%	1
Computer Software Support (Cert) (SSC)	1	4	5	5	0%	1
Web Administration (Cert) (WAC)	0	3	3	3	0%	0
Information Management (INM)	32	19	51	53	-4%	5
Construction Technology (CNS)	17	6	23	25	-8%	4
Electrical Technology (ELT)	31	30	61	75	-19%	2
Engineering Science (ENR)	103	32	135	148	-9%	6
Telecommunications Tech.-Verizon (TEN)	0	11	11	25	-56%	0
<u>LIBERAL ARTS & SCIENCE</u>	<u>1,671</u>	<u>909</u>	<u>2,580</u>	<u>2,625</u>	<u>-2%</u>	<u>155</u>
Computer Science (CPS)	59	24	83	89	-7%	9
Exercise Science & Wellness (ESW)	127	67	194	197	-2%	11
General Studies Program (GSP)	481	364	845	771	10%	48
Humanities & Social Sciences (LAH)	592	271	863	1,026	-16%	46
Mathematics (LAM)	12	4	16	17	-6%	0
Science (LAX)	242	121	363	311	17%	25
Elementary Ed. birth-6 (EED)	92	26	118	120	-2%	12
Childhood Education gr. 1-6 (EDC)	0	2	2	-	-	0
Adolescent Education gr.7-12 (EDB, EDX etc.)	66	30	96	90	7%	4
Teaching Assistant Certificate (TEA)	0	0	0	4	-100%	0
<u>HEALTH TECHNOLOGIES</u>	<u>102</u>	<u>301</u>	<u>403</u>	<u>574</u>	<u>-30%</u>	<u>6</u>
Emergency Medical Technician - paramedic (PAR)	20	10	30	51	-41%	2
Fire and Occupational Safety (FIR)	20	4	24	27	-11%	0
Fire Protection Technology (FPT)	5	6	11	17	-35%	1
Medical Laboratory Technology (MLT)	26	29	55	60	-8%	0
Nursing (NUR)	12	219	231	382	-40%	0
Paramedic(Cert)(PRR)	0	1	1	-	0%	0
Phlebotomist (Cert) (PDC)	19	32	51	37	38%	3
<u>HUMAN SERVICES</u>	<u>555</u>	<u>280</u>	<u>835</u>	<u>888</u>	<u>-6%</u>	<u>49</u>
Chemical Dependency Counseling (Cert) (CDC)	5	6	11	20	-45%	1
Child Care: Direct Care (Cert) (DRC)	1	0	1	2	-50%	0
Child Care (CHC)	3	4	7	5	40%	1
Criminal Justice-Public and Private Security (CRJ)	34	25	59	74	-20%	6
Criminal Justice- Transfer (AS) (CRT)	240	72	312	362	-14%	16
Early Childhood (ECH)	38	28	66	70	-6%	5
Early Childhood Caregiver (Cert) (ECC)	2	2	4	7	-43%	0
Human Services (HMS)	223	131	354	326	9%	19
Mental Health Assistant (CMH)	9	12	21	22	-5%	1
<u>NON-MATRICULATED UNDERGRADUATES</u>	<u>16</u>	<u>375</u>	<u>391</u>	<u>409</u>	<u>-4%</u>	
<u>HIGH SCHOOL NON-MATRICULATED</u>	<u>27</u>	<u>1,969</u>	<u>1,996</u>	<u>1,638</u>	<u>22%</u>	
Total Enrollment	<u>3,567</u>	<u>4,451</u>	<u>8,018</u>	<u>8,142</u>	<u>-1.5%</u>	<u>319</u>

Source: 3rd week census data, 2/25/16

* new includes transfers

Enrollments: High Schools and Other Special Populations

Location	Sections Taught		Course Registrations		Credit Hours		% Change
	Spring 2016	Spring 2015	Spring 2016	Spring 2015	Spring 2016	Spring 2015	Credit Hours
<u>High Schools:</u>							
Arlington High School	17	12	447	315	1,390	984	41%
Beacon High School	11	8	290	166	870	498	75%
Carmel High School	14	12	326	261	1,026	810	27%
Dover High School	4	2	81	40	243	120	103%
Faith Christian Academy	1	0	6	0	18	0	-
Franklin D. Roosevelt High School	9	9	178	196	534	588	-9%
Haldane High School	4	1	15	18	60	72	-17%
John Jay High School	14	11	286	222	954	741	29%
Mahopac High School	4	3	69	58	207	174	19%
Millbrook High School	2	2	38	32	133	111	20%
Our Lady of Lourdes High School	10	10	264	254	792	762	4%
Pawling High School	1	1	6	15	18	45	-60%
Poughkeepsie High School	3	2	47	46	141	138	2%
Putnam Valley High School	3	1	63	22	205	88	133%
Red Hook High School	1	1	15	17	45	51	-12%
Roy C. Ketcham High School	17	13	399	281	1,289	888	45%
Spackenkill High School	2	1	39	19	156	76	105%
Stissing Mountain High School	2	2	27	18	95	54	33%
Webutuck High School	1	1	24	29	72	87	-17%
Sub-total: High School	120	92	2,620	2,009	8,248	6,287	31%
<u>Other:</u>							
P-Tech Poughkeepsie High School	1	0	12	0	12	0	-
Verizon/Next Step	2	1	22	52	77	193	-60%
Sub-total: Other	2	1	22	52	77	193	-60%
Total: High Schools and Other Special Populations	122	93	2,642	2,061	8,325	6,480	28%

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

Sources: High School counts from billing spreadsheet from Academic Affairs; Verizon headcounts from Argos ST00210 - Course section report for IR, 2/26/16

DCC South Enrollment Analysis

	Spring 2016	Spring 2015	% Change
Total Sections Offered at DCC South	120	145	-17%
# Students Taking at least one Course at DCC South	1,314	1,451	-9.4%
# Students Taking Courses at both DCC South and on campus	790	842	-6.2%
Total Credit Hours Generated at DCC South	8,138	9,361	-13.1%
Average Credits per student at DCC South	6.19	6.45	-4.0%
% of total DCC credits generated at DCC South	11.0%	12.0%	

Source: 3rd week census data Argos ST0033, section total: ST0097, 2/25/16
 Office of Institutional Research, Planning & Assessment, 3/2/16
 y:\3rdweek\spring 2016\dcc south sections.xls

DCC South Profile

Students Taking Courses at DCC South

	Spring 2016		Spring 2015		% Change
<u>All Students</u>	1,314		1,451		-9.4%
<u>Gender</u>					
Male	601	(46%)	650	(45%)	-8%
Female	713	(54%)	801	(55%)	-11%
<u>Age</u>					
22 & under	851	(65%)	954	(65%)	-11%
23-34	317	(24%)	344	(24%)	-8%
35-50	109	(8%)	114	(8%)	-4%
over 50	37	(3%)	39	(3%)	-5%
<u>Ethnicity</u>					
White	820	(63%)	946	(66%)	-13%
Black	134	(10%)	126	(9%)	6%
Hispanic	269	(21%)	277	(19%)	-3%
Asian	33	(3%)	28	(2%)	18%
Native American	3	(0%)	3	(0%)	0%
Hawaiian or Other Pacific Islander	0	(0%)	3	(0%)	-
2 or More Ethnicity/Non-Hispanic	34	(3%)	55	(4%)	-38%
unknown	21	*	13	*	*
<u>Degree Type</u>					
A.A.	193	(15%)	271	(19%)	-29%
A.S.	798	(61%)	795	(55%)	0%
A.A.S.	190	(15%)	226	(16%)	-16%
certificate	16	(1%)	25	(2%)	-36%
non-matriculated	100	(6%)	102	(6%)	-2%
high school non-matriculated	17	(2%)	32	(2%)	-47%
<u>County of Residence</u>					
Dutchess	1,064	(81%)	1,156	(80%)	-8%
Orange	74	(6%)	94	(6%)	-21%
Putnam	109	(8%)	127	(9%)	-14%
Ulster	32	(2%)	44	(3%)	-27%
other N.Y.	33	(3%)	29	(2%)	14%
outside N.Y.S.	2	(0%)	1	(0%)	100%
out of country	0	(0%)	0	(0%)	-

* excluded from percentage calculations.

Source: 3rd week census data Argos ST0033, 2/25/16

Office of Institutional Research, Planning & Assessment, 3/1 /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 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.