

Spring 2014 Tenth Day Enrollment Report

Spring 2014 tenth day enrollment for students in college credit and developmental courses has slightly declined when compared to Spring 2013.

The headcount is 4,838, which is 331 students (6.4% less) than Spring 2013. Total credit hours equal 45,130, which are 3,680 (7.5% less) than Spring 2013 (Figure 1). FTE (full-time equivalent) enrollment is down by 246 (7.5%). FTE figures reflect the total number of credit hours taken by students divided by 12.

Continuing students comprise 87.6% of the Spring 2014 headcount; and new students make up the remaining 12.4%. This ratio has been consistent over the past six years (Figure 2). In Spring 2014, continuing students registered for 88% of the credit hours.

When examined by credit type, the percentage enrollment in college credit courses is slightly increasing, while the percentage enrollment in developmental courses is decreasing. In Spring 2014, 39,138 credit hours (87%) are in college credit courses and 5,992 credit hours (13%) are in developmental courses (Figure 3).

The proportion of full-time students has decreased slightly when compared to last Spring. In 2013, 40.8% of students were enrolled full-time. In Spring 2014, 38.7% of students are enrolled full-time. Full-time enrollment has been declining from a recent high of 43.3% in Spring 2011.

Overall, the ratio of female to male students has remained consistent, with females comprising 58.7% to 60% of the population over the past five years.

The African American student population has grown 9% over the past six years, but did not change significantly from Spring 2013. The White student population has been decreasing for the last six years. The Hispanic-Latino population has shown slight growth (Figure 4).

Note: The data are based on Spring 2014 tenth day figures. The data do not include enrollment data in General Studies (G) and Personal Interest (P) courses. This report reflects enrollments in College Credit and Developmental courses only.

Figure 1

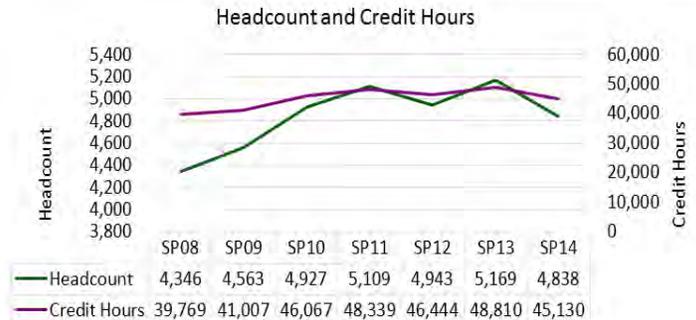


Figure 2

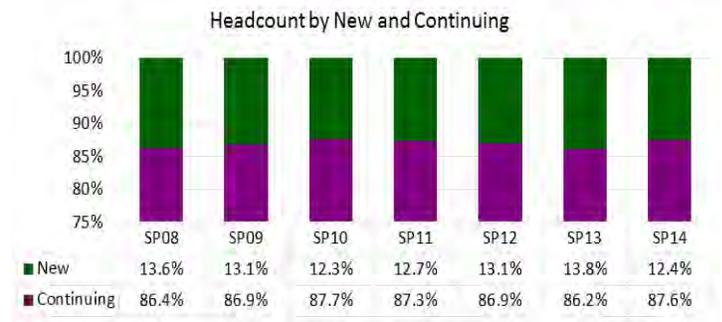


Figure 3

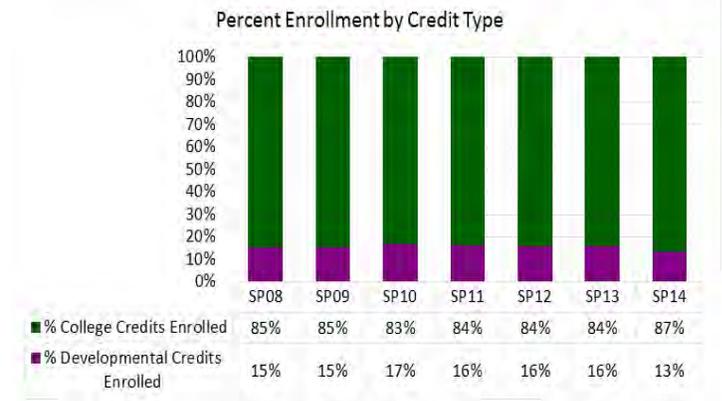


Figure 4

