

# Research Brief

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Office of Institutional Research  
Office of Planning, Effectiveness and Accreditation

## Fall 2017 Tenth-Day Snapshot Enrollment Report

This report reflects Fall 2017 tenth-day enrollment for students in college credit, developmental and general studies courses, and compares this enrollment to the 2016 and previous tenth-day enrollments.

The headcount is 4,356, which is 113 students (-2.5%) less than Fall 2016 (Figure 1).\* The sum of credit hours equals 38,240 which is 1,247 (-3.2%) less than Fall 2016.

When examined by credit type, based on the tenth-day snapshot, the percentage enrollment in college credit courses (84%) remained the same. The percentage enrollment in developmental courses has been decreasing over the past eight years, and is 7% in Fall 2017. The percentage enrollment in general studies on the 10<sup>th</sup> day was 9%, which increased by three percent from last year (Figure 2).

The proportion of full-time students in Fall 2017 has decreased by two percentage points from Fall 2016. In the previous years, the percentage of full-time students ranged from 35% to 39% (Figure 3).

Continuing students comprise 70% of the Fall 2017 headcount; and new students make up the remaining 30%. The proportion of continuing students has decreased by three percentage points. Fifty-eight percent students are female. The ratio has been fairly consistent over the past six years, from 58% to 60% of the students being women.

The African American student population in Fall 2017 is 55%. The White student population has been decreasing while the Hispanic-Latino population has been increasing for the last six years. In Fall 2017, 17% of the students are Hispanic or Latino (Figure 4).

### Notes:

\* Not all courses in the general studies (G) category are tuition-generating or apportionment-bearing. G courses have varied start times. Tenth-day enrollment in G is not precisely reflective of the same enrollment period as last year since G courses have varied start times.

Figure 1

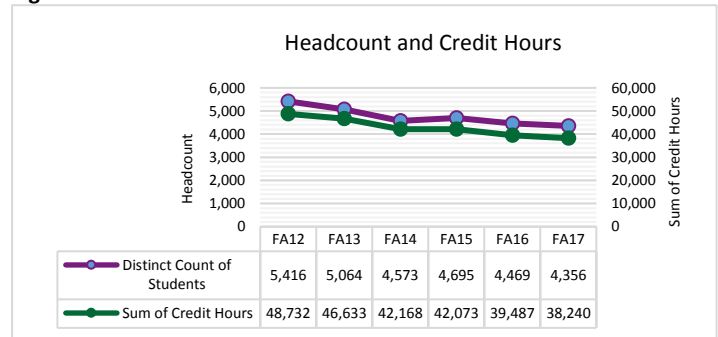


Figure 2

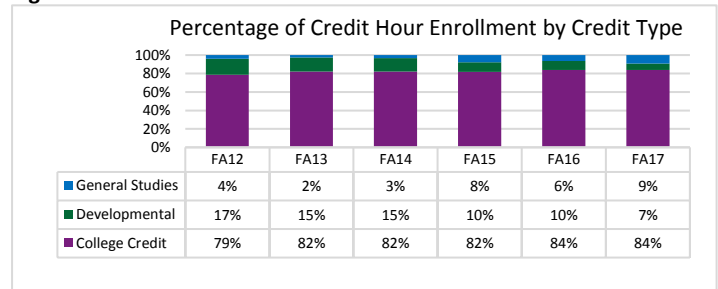


Figure 3

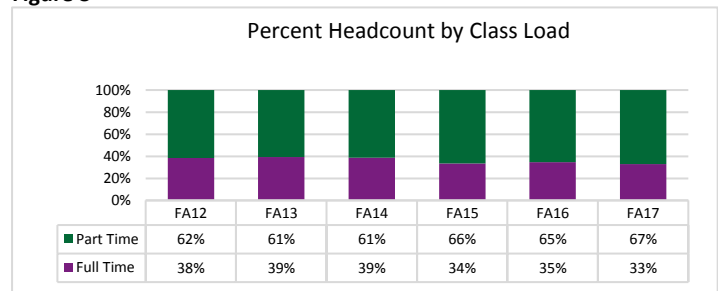


Figure 4

