

### Fall 2014 Tenth-Day Enrollment Report

Tenth-day enrollment for students in college credit, developmental and general studies courses has declined when compared to Fall 2013.

The headcount is 4,571, which is 494 students (9.8% less) than Fall 2013. Total credit hours equal 42,161, which is 9.6% less than Fall 2013 (Figure 1).

Continuing students comprise 75.5% of the Fall 2014 headcount; and new students make up the remaining 24.5%. This ratio has been fairly consistent over the past six years. In Fall 2014, continuing students registered for 73.7% of the credit hours (Figure 2).

When examined by credit type, the percentage enrollment in college credit courses has increased since 2009, while the percentage enrollment in developmental and general studies courses has decreased. In Fall 2014, 82% of credit hours are in college credit courses, and 14.7% of credit hours are in developmental courses (Figure 3).

The proportion of full-time students has decreased slightly when compared to last Fall. In 2014, 38.8% of students are enrolled full-time, compared to 39.4% in Fall 2013. Full-time enrollment has fluctuated between 41.1% (Fall 2010) and 38.4% (Fall 2012) over the last six years.

Overall, the ratio of female to male students has been consistent since 2009, at six female students to every four male students. However, over the past six years, the percent of male students has increased slightly from 38.9% in Fall 2009 to 41.7% in Fall 2014.

The African American student population (56.7% in Fall 2014) has remained above 50% for the past six years, and decreased slightly from Fall 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 Fall 2014 tenth-day figures. The data include enrollment in college credit, developmental, and general studies courses. Enrollment in personal interest courses is not included.

Figure 1

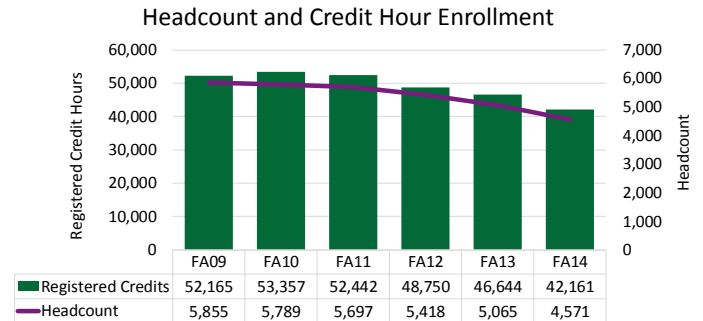


Figure 2

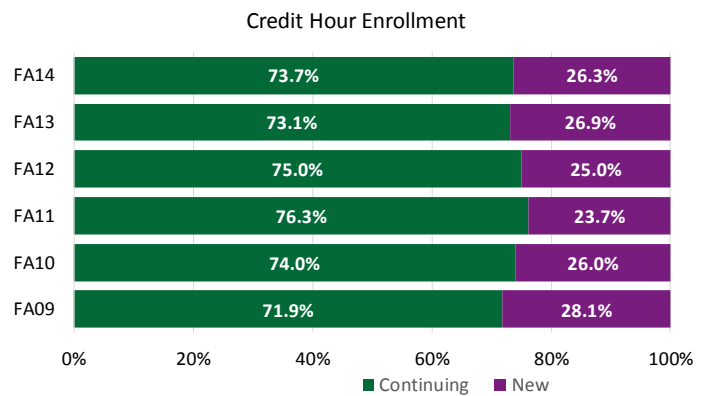


Figure 3

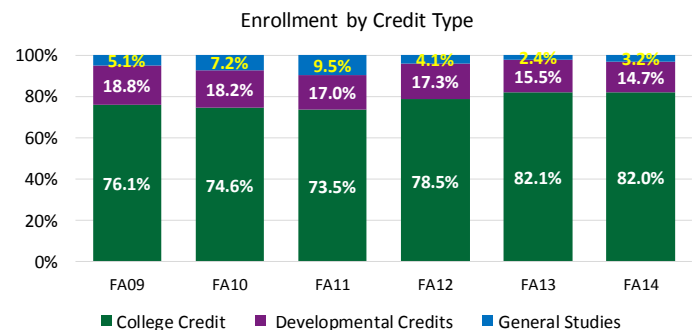


Figure 4

