

Spring 2015 Tenth-Day Enrollment Report

Spring 2015 tenth-day enrollment for students in college credit, developmental and general studies courses has declined when compared to Spring 2014.

The headcount is 4,584, which is 950 students (17.2%) less than Spring 2014. Total credit hours equal 41,145, which are 8,079 less (16.4%) than Spring 2014 (Figure 1). FTE (full-time equivalent) enrollment is down by 538.6 (16.4%). FTE figures reflect the total number of credit hours taken by students divided by 15.

Continuing students comprise 87% of the Spring 2015 headcount; and new students make up the remaining 13%. The percentage of continuing students has increased slightly (2%) compared to last spring (Figure 2). In Spring 2015, continuing students registered for 87% of the total credit hours.

When examined by credit type, the percentage enrollment in college credit courses has increased, while the percentage enrollments in developmental and general studies courses have decreased. In Spring 2015, 35,115 credit hours (85%) are in college credit courses; 4,621 credit hours (11%) are in developmental courses; and 1,410 credit hours (3%) are in general studies (Figure 3). The decrease in general studies enrollment may be due, in part, to the number of courses with start dates *after* the tenth-day snapshot this semester.

The proportion of full-time students has increased slightly when compared to last Spring, from 34% to 35%. However, the Spring 2015 proportion of full time students (35%) is less than it was from 2010 through 2013.

Overall, the ratio of female to male students has remained consistent, with females comprising 59% of the population in Spring 2015.

The African American student population has grown each year since 2009 and equals 58.6% of the Spring 2015 student population. The White student population has decreased 7% since 2009, and is 23.3% in Spring 2015. The Hispanic-Latino population decreased 3.2% compared to Spring 2014 (Figure 4).

Note: The data are based on Spring 2015 tenth-day figures.

Figure 1

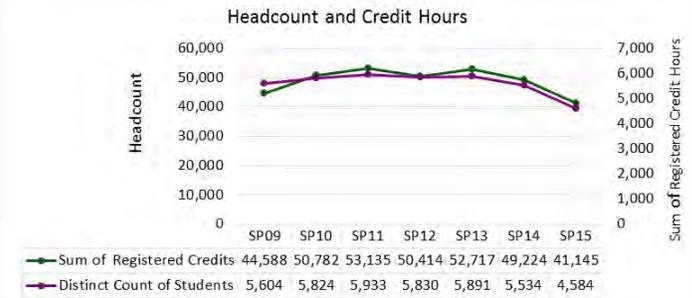


Figure 2

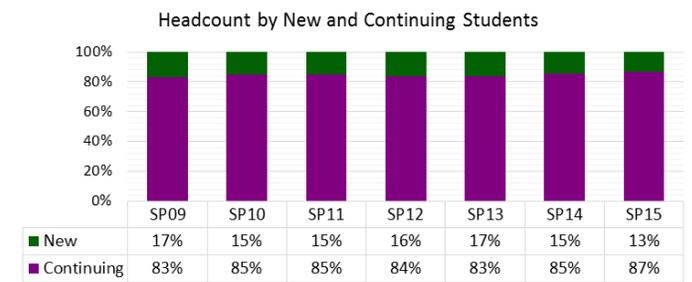


Figure 3

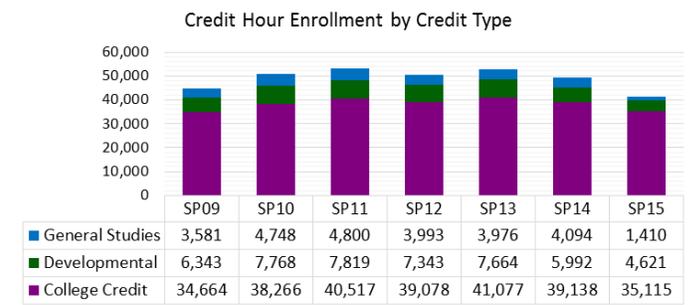


Figure 4

