

Third Week Enrollment Analysis Spring 2019

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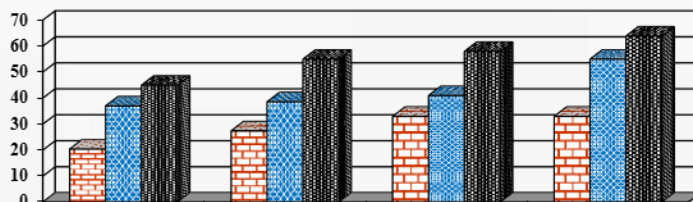
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3.14.19

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

Highlights

This report provides descriptive statistics and a trend analysis for the Spring 2019 enrollment at DCC. All comparisons are based on the Spring 2018 enrollment.

Key Points

DCC Overall (Undergraduates and High School Students combined)

- In Spring 2019, 7,375 students registered for credit courses at DCC, a decrease of .5% from Spring 2018 (7,415), (p.2). Total credit hour productivity (64,121) is down 4.0% from last spring (66,788).
- The Spring 2019 full-time enrollment (2,901) is a decrease of 7.1% compared with full-time enrollment of Spring 2018 (3,122). Spring 2019 full time credit hours (40,491) are down 7.4%% from Spring 2018 (43,727).
- Overall part-time headcount and credit hours are both up compared to last year. The part-time enrollment for Spring 2019 is up overall by 4.6% (4,474 vs. 4,293). On campus part-time enrollment is up .2% (2,063 vs. 2,059), while part-time concurrent enrollment is up 7.8% (2,392 vs. 2,219). Total part-time credit hours for Spring 2019 have increased 3.0% (23,630 vs. 23,007). On campus part-time credits are down 2.8% (13,402 vs. 13,788), while part-time concurrent credits are up 10.9% (10,288 vs. 9,219).
- The average credits carried by full-time students is 13.96, a decline of .05 compared to last year. The part-time credit load for on campus students has declined by 3% to 6.50. The average credit load for part-time concurrent students has increased by 2.9% to 4.28.

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 2019 (4,931 non-high school students) decreased by 4.9% from Spring 2018 (5,185).
 - Overall full-time enrollment decreased by 7.2%. A finer breakdown of the new student population reveals a 5.6% decrease in first-time, full-time students this spring (153 vs. 162), and a 31.9% decrease in full-time transfer students (96 vs. 141). Last Spring we had over a 30% increase in transfer students, but that increase was not sustained. The continuing full-time population decreased by 6.0% (2,628 vs. 2,796).
 - The continuing part-time population decreased by 1.7%% (1,841 vs. 1,872). The part-time new and transfer population decreased by .5% (213 vs. 214).
 - The overall high school student headcount increased by 8.9% (2,416 vs. 2,219), (p.6).

Student Profile and Curriculum Trends

- Among DCC's total student population, 40% 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, as 46% identify with a minority group. Gender distribution has remained relatively stable, with the overall female population at 55%, compared to a male population of 45%. Students 22 and under account for 77% of the student population, a reflection of the concurrent high school program's impact on enrollment.
- Degree type information continues to reflect a shift between A.A.S. and A.S. programs in Spring 2019, (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.
- The percent of students from Dutchess County has increased slightly to 75% overall. Enrollment from surrounding counties remains reasonably stable other than a small increase from Putnam County reflecting an increase in concurrent high school students.
- Programs with the largest Spring 2019 enrollments are GSP (1,038), LAH (459), and BAT (487), (p.8). These programs with the most new full-time students in Spring 2019 are: GSP (48), BAT (27) and CRT (20). Some 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, but there has also been a trend of more new students starting out in GSP rather than LAH.
- Most new students continue to matriculate into a program, (78%), (p.7). There was, however, an increase in new non-matriculated students (103 vs. 92)
- High Schools with the largest increases in concurrent credit hours taught were Arlington, Haldane, Our Lady of Lourdes, Mahopac, and Roy C. Ketcham.
- Based on 3rd Week data, enrollment at DCC South has decreased 6.8% to 956 students. DCC South generated 5,921 credit hours in Spring 2019 (p.10), a 5.8% decrease from Spring 2018. Average credits per student at DCC South (6.20) increased by 1.1%.
 - DCC South represented 9.2% of DCC's total credit hours, down from 9.4% in Spring 2018.

Enrollment Summary

	Spring 2019	Spring 2018	% Change
FT Headcount	2,901	3,122	-7.1%
FT Credit Hours	40,491	43,727	-7.4%
FT Avg. Credits/Student	13.96	14.01	-0.3%
PT (Non-High School) Headcount	2,063	2,059	0.2%
PT (Non-High School) Credit Hours	13,402	13,788	-2.8%
PT (Non-High School) Avg. Credits/Student	6.50	6.70	-3.0%
PT Concurrent/H.S. Headcount	2,392	2,219	7.8%
PT Concurrent/H.S. Credit Hours	10,228	9,219	10.9%
PT Concurrent/H.S. Avg. Credits/Student	4.28	4.15	2.9%
PT Senior Auditor Headcount	19	15	26.7%
PT Senior Auditor Credit Hours	n/a	54	
PT Senior Auditor Avg. Credits/Student	n/a	3.60	
Total Headcount	7,375	7,415	-0.5%
Total Credit Hours	64,121	66,788	-4.0%

note: senior auditor credits no longer sent in SIRIS

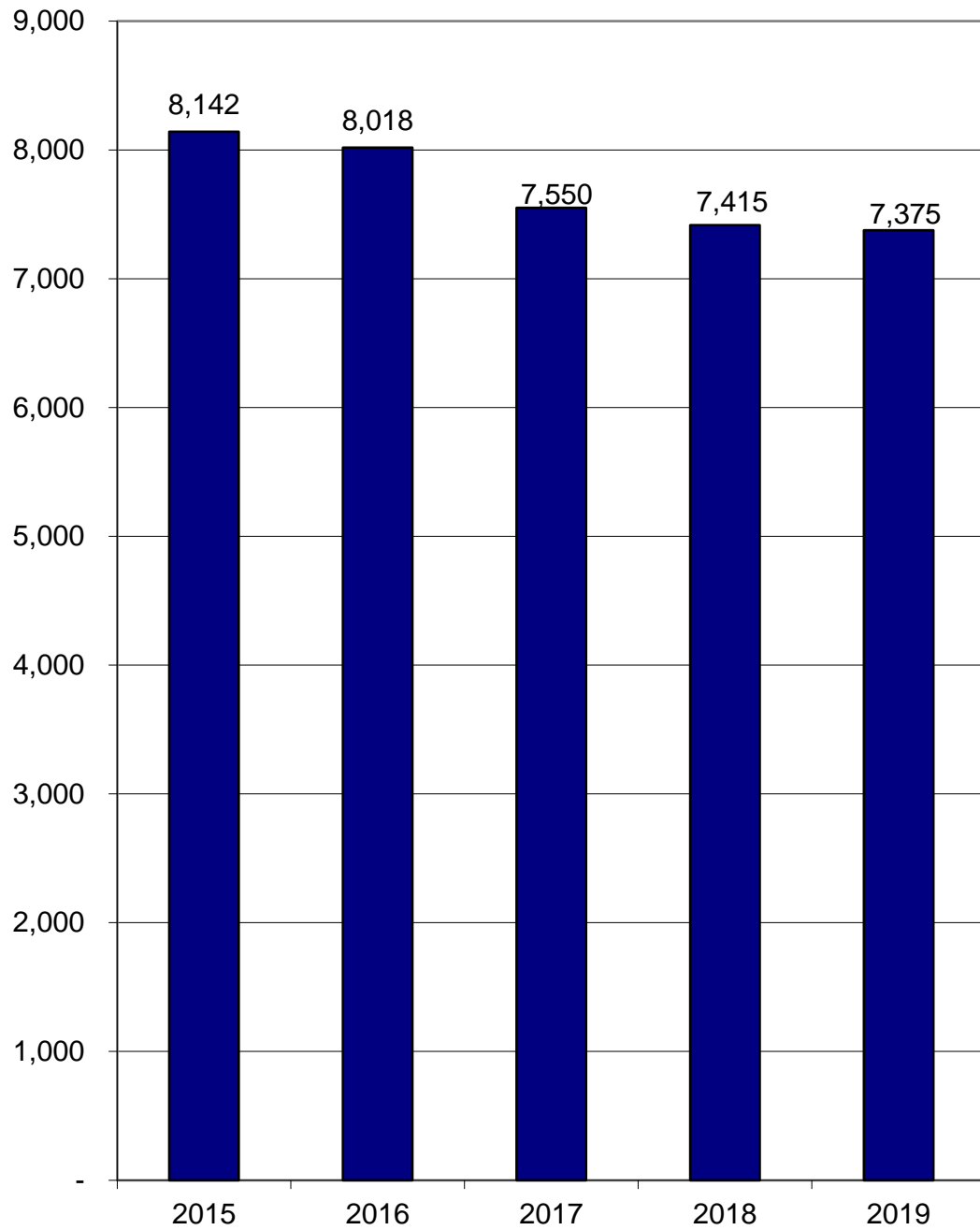
Source: 3rd week census data ESS SOAYDTI download, 3/7/19

Office of Planning and Institutional Research, 3/14/19

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Headcount Enrollment Trend

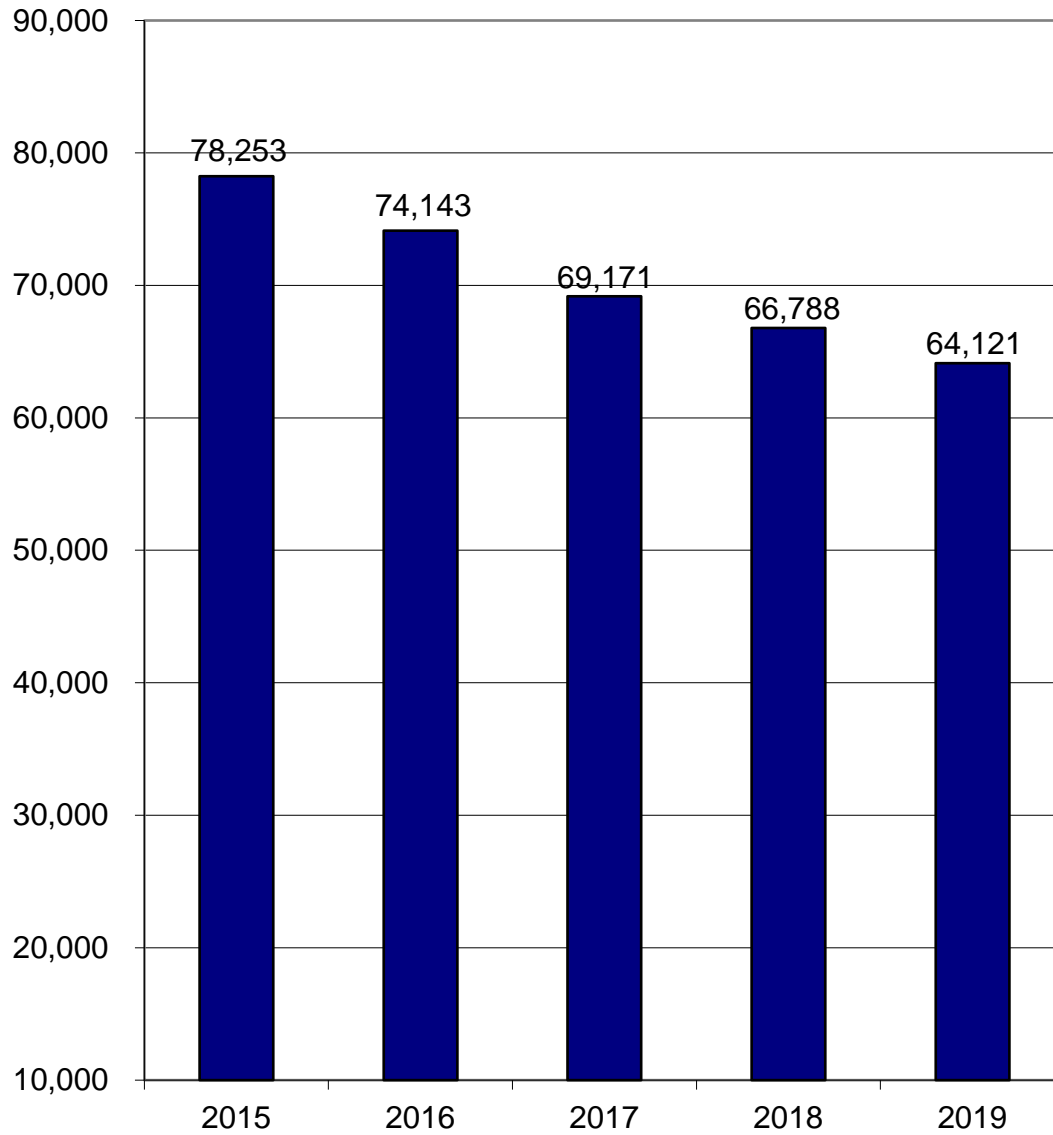
Spring 2015 - 2019



Source: 3rd week census data, ESS 3/7/19

Credit Hour Trend

Spring 2015 - 2019



Student Profile

	Spring 2019				Spring 2018	
	Full-Time	Part-Time	Total	Percent	Total	Percent
Total Enrollment	2,901	4,474	7,375	100%	7,415	100%
<u>Gender</u>						
Male	1,413	1,877	3,290	45%	3,347	45%
Female	1,488	2,597	4,085	55%	4,068	55%
<u>Age</u>						
22 & under	2,430	3272	5,702	77%	5,732	77%
23-34	375	867	1,242	17%	1,235	17%
35-50	79	236	315	4%	336	5%
over 50	17	99	116	2%	112	2%
<u>Ethnicity</u>						
White	1,578	2,773	4,351	60%	4,428	61%
Black	378	377	755	10%	868	12%
Hispanic	687	884	1,571	22%	1,457	20%
Asian	71	180	251	3%	246	3%
Native American	4	2	6	0%	11	0%
Hawaiian or Other Pacific Islander	1	3	4	0%	8	0%
2 or More Ethnicity/Non-Hispanic	135	179	314	4%	278	4%
unknown	47	76	123	*	119	*
<u>Degree Type</u>						
A.A.	326	147	473	6%	623	8%
A.S.	2,174	1,107	3,281	44%	3,470	47%
A.A.S.	344	340	684	9%	656	9%
Certificate	24	54	78	1%	94	1%
Non-matriculated Undergraduates	9	434	443	6%	353	5%
High School Non-Matric	24	2,392	2,416	33%	2,219	30%
<u>County of Residence</u>						
Bronx	24	8	32	0%	60	1%
Dutchess	2,147	3,388	5,535	75%	5,538	74%
Orange	190	112	302	4%	307	4%
Putnam	155	731	886	12%	769	10%
Ulster	197	160	357	5%	400	5%
Westchester	69	22	91	1%	102	1%
other N.Y.	85	40	125	2%	174	2%
outside N.Y.S.	18	11	29	0%	40	0%
out of country	16	2	18	0%	25	0%

Due to rounding, percentages may not add to 100%

* Excluded from percentage calculations.

Office of Institutional Research, Planning & Assessment, 3/12/19

Source: 3rd week census data, ESS run 3/7/19

New/Continuing Students

	Spring 2019	Spring 2018	% Change
Total Headcount	7,375	7,404	-0.4%
<hr/>			
I. Undergraduate Students	4,931	5,185	-4.9%
A. Full-Time	2,877	3,099	-7.2%
1. New	249	303	-17.8%
a. First-Time	153	162	-5.6%
b. Transfer	96	141	-31.9%
2. Continuing	2,628	2,796	-6.0%
B. Part-Time	2,054	2,086	-1.5%
1. New	213	214	-0.5%
a. First-Time	167	150	11.3%
b. Transfer	46	64	-28.1%
2. Continuing	1,841	1,872	-1.7%
<hr/>			
II. High School Students*	2,416	2,219	8.9%
A. Full-Time	24	23	4.3%
B. Part-Time	2,392	2,196	8.9%
III. Senior Auditors			
A. Part-Time	19		
IV. Cross Registered	9		
A. Part-Time			

* student is currently enrolled in high school.

Source: 3rd week census data, SOAYDTI 3/7/2019

Office of Planning & Institutional Research, 3/14/19

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New/Transfer Student Profile*

	Spring 2019		Spring 2018		% Change
<u>Total Headcount</u>	462		516		-10%
<u>Gender</u>					
Male	204	(44%)	245	(47%)	-17%
Female	258	(56%)	271	(53%)	-5%
<u>Age</u>					
22 & younger	314	(68%)	341	(66%)	-8%
23-34	105	(23%)	139	(27%)	-24%
35-50	30	(6%)	25	(5%)	20%
over 50	13	(3%)	11	(2%)	18%
<u>Ethnicity</u>					
White	237	(54%)	271	(55%)	-13%
Black	62	(14%)	88	(18%)	-30%
Hispanic	102	(23%)	107	(22%)	-5%
Asian	19	(4%)	8	(2%)	138%
Native American	0	(0%)	0	(0%)	-
Hawaiian or Other Pacific Islander	1	(0%)	0	(0%)	-
2 or More Ethnicity/Non-Hispanic	21	(5%)	23	(5%)	-9%
unknown	20	-	19	-	5%
<u>Degree Type</u>					
A.A.	33	(7%)	48	(9%)	-31%
A.S.	267	(58%)	297	(58%)	-10%
A.A.S.	53	(11%)	63	(12%)	-16%
Certificate	6	(1%)	16	(3%)	-63%
Non-matriculated	103	(22%)	92	(18%)	12%
<u>County of Residence</u>					
Bronx	4	(1%)	6	(1%)	-33%
Dutchess	323	(70%)	357	(69%)	-10%
Orange	35	(8%)	38	(7%)	-8%
Putnam	33	(7%)	25	(5%)	32%
Ulster	40	(9%)	44	(9%)	-9%
Westchester	10	(2%)	12	(2%)	-17%
other N.Y.	16	(3%)	27	(5%)	-41%
outside N.Y.S.	1	(0%)	7	(1%)	-86%

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

Source: ESS file run 3/7/19

Office of Institutional Research, Planning & Assessment, 3/13/19

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Enrollment by Program

	<u>Full-Time</u>	<u>Part-Time</u>	<u>2019 Total</u>	<u>2018 Total</u>	<u>1 Year % Change</u>	<u>Full-Time New*</u>
<u>ARTS & COMMUNICATIONS</u>	<u>285</u>	<u>85</u>	<u>370</u>	<u>398</u>	<u>-7%</u>	<u>26</u>
Art Studies Program (ASP)	0	0	0	3	-100%	0
Communications (COM)	112	35	147	171	-14%	11
Music Performance (Cert) (MPC)	0	0	0	0	-	0
Performing Arts (PFA)	67	11	78	76	3%	7
Visual Arts Transfer (VAT)	106	39	145	148	-2%	8
<u>BUSINESS TECHNOLOGIES</u>	<u>456</u>	<u>265</u>	<u>721</u>	<u>763</u>	<u>-6%</u>	<u>43</u>
Accounting (ACC)	22	19	41	40	3%	3
Bookkeeping (Cert) (BOK)	1	5	6	7	-14%	0
Bus Admin-Career (BUS)	71	62	133	118	13%	7
Bus Admin-Transfer (BAT)	332	155	487	544	-10%	27
Paralegal (AAS) (PAL)	27	18	45	43	5%	5
Paralegal (Cert) (PLL)	3	6	9	11	-18%	1
<u>ENGINEERING, COMPUTER TECHNOLOGIES</u>	<u>226</u>	<u>135</u>	<u>361</u>	<u>373</u>	<u>-3%</u>	<u>12</u>
Air Conditioning & Refrig Tech (Cert) (ACR)	0	3	3	9	-67%	0
Architectural Technology (ARC)	27	10	37	48	-23%	2
Aviation Science Pilot (AVI)	27	6	33	40	-18%	2
Aviation Management (AVM)	10	3	13	13	0%	0
Computer Info Systems (CIS)	38	28	66	60	10%	4
C++/Java Advanced Programming (Cert)(CJC)	0	1	1	1	-	0
Computer Networking (Cert) (CNC)	0	4	4	3	33%	0
Computer Software Support (Cert) (SSC)	0	1	1	1	0%	0
Web Administration (Cert) (WAC)	0	4	4	0	-	0
Information Management (INM)	34	14	48	49	-2%	0
Construction Technology (CNS)	18	6	24	20	20%	1
Electrical Technology (ELT)	15	24	39	38	3%	2
Engineering Science (ENR)	57	31	88	91	-3%	1
<u>LIBERAL ARTS & SCIENCE</u>	<u>1,362</u>	<u>797</u>	<u>2,159</u>	<u>2,365</u>	<u>-9%</u>	<u>119</u>
Computer Science (CPS)	59	33	92	94	-2%	10
Exercise Science & Wellness (ESW)	63	35	98	115	-15%	7
General Studies Program (GSP)	602	436	1,038	1,015	2%	48
Humanities & Social Sciences (LAH)	315	144	459	611	-25%	18
Mathematics (LAM)	11	3	14	12	17%	2
Science (LAX)	146	83	229	279	-18%	14
Elementary Ed. birth-6 (EED)	92	38	130	135	-4%	8
Adolescent Education gr.7-12 (EDB, EDX etc.)	74	25	99	104	-5%	12
<u>HEALTH TECHNOLOGIES</u>	<u>77</u>	<u>164</u>	<u>241</u>	<u>240</u>	<u>0%</u>	<u>9</u>
Emergency Medical Technician - paramedic (PAR)	11	8	19	27	-30%	1
Fire and Occupational Safety (FIR)	5	4	9	13	-31%	1
Fire Protection Technology (FPT)	18	4	22	12	83%	0
Medical Laboratory Technology (MLT)	20	29	49	46	7%	4
Nursing (NUR)	8	99	107	98	9%	2
Paramedic(Cert)(PRR)	2	1	3	2	-	0
Phlebotomist (Cert) (PDC)	13	19	32	42	-24%	1
<u>HUMAN SERVICES</u>	<u>462</u>	<u>202</u>	<u>664</u>	<u>703</u>	<u>-6%</u>	<u>40</u>
Chemical Dependency Counseling (Cert) (CDC)	4	5	9	8	13%	1
Child Care: Direct Care (Cert) (DRC)	0	4	4	6	-33%	0
Child Care (CHC)	3	2	5	5	0%	1
Criminal Justice-Public and Private Security (CRJ)	39	17	56	44	27%	2
Criminal Justice- Transfer (AS) (CRT)	193	61	254	265	-4%	20
Early Childhood (ECH)	27	14	41	41	0%	2
Early Childhood Caregiver (Cert) (ECC)	1	1	2	4	-50%	1
Human Services (HMS)	195	98	293	314	-7%	13
Mental Health Assistant (CMH)	0	0	0	16	-100%	0
<u>NON-MATRICULATED UNDERGRADUATES</u>	<u>9</u>	<u>434</u>	<u>443</u>	<u>353</u>	<u>25%</u>	<u>0</u>
<u>HIGH SCHOOL NON-MATRICULATED</u>	<u>24</u>	<u>2,392</u>	<u>2,416</u>	<u>2,219</u>	<u>9%</u>	
Total Enrollment	2,901	4,474	7,375	7,414	-0.5%	249

Source: 3rd week census data, 3/7/19

* new includes transfers

Enrollments: High Schools and Other Special Populations

Location	Sections Taught		Course Registrations		Credit Hours		% Change
	Spring 2019	Spring 2018	Spring 2019	Spring 2018	Spring 2019	Spring 2018	Credit Hours
High Schools:							
Arlington High School	30	19	628	499	1,955	1,341	46%
Beacon High School	11	10	198	194	594	582	2%
Brewster High School	3	3	53	71	159	213	-25%
Carmel High School	19	20	402	406	1,252	1,218	3%
Dover High School	5	4	79	73	237	219	8%
Faith Christian Academy	1	1	17	10	51	30	70%
Franklin D. Roosevelt High School	10	10	200	184	600	552	9%
Haldane High School	4	3	77	56	254	186	37%
John Jay High School	13	15	299	329	984	1,035	-5%
Mahopac High School	11	3	211	58	633	174	264%
Millbrook High School	1	4	19	67	57	238	-76%
Our Lady of Lourdes High School	16	13	373	309	1,173	927	27%
Pawling High School	1	1	6	10	18	30	-40%
Poughkeepsie High School	2	3	23	40	69	120	-43%
Putnam Valley High School	3	3	49	55	169	190	-11%
Red Hook High School	0	1	0	9	0	27	-100%
Rhinebeck High School	2	0	37	0	111	0	-
Roy C. Ketcham High School	18	17	429	362	1,340	1,110	21%
Spackenkill High School	5	5	91	106	308	362	-15%
Stissing Mountain High School	2	3	23	43	69	140	-26%
Webutuck High School	3	4	32	80	104	244	-57%
Sub-total: High School	160	142	3,246	2,961	10,137	8,938	13%
Other:							
P-Tech Poughkeepsie High School	3	2	46	14	62	18	244%
Sub-total: Other	3	2	46	14	62	18	244%
Total: Special Populations	163	144	3,292	2,975	10,199	8,956	14%

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

spring 2018 total credits adjusted for Haldane High School, 3/14/19

Sources: High School counts from billing spreadsheet from Academic Affairs; P-Tech counts from Argos ST00210 - Course section report for IR

DCC South Enrollment Analysis

	Spring 2019	Spring 2018	% Change
Total Sections Offered at DCC South	91	109	-17%
# Students Taking at least one Course at DCC South	956	1,026	-6.8%
# Students Taking Courses at both DCC South and on campus	615	653	-5.8%
Total Credit Hours Generated at DCC South	5,929	6,291	-5.8%
Average Credits per student at DCC South	6.20	6.13	1.1%
% of total DCC credits generated at DCC South	9.2%	9.4%	-1.8%

Source: 3rd week census data Argos ST0033, section total: ST0097, 2/ /19
 Office of Institutional Research, Planning & Assessment, 3/14/19
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DCC South Profile

Students Taking Courses at DCC South

	Spring 2019		Spring 2018		% Change
<u>All Students</u>	956		1,026		-6.8%
<u>Gender</u>					
Male	442	(46%)	484	(47%)	-9%
Female	514	(54%)	542	(53%)	-5%
<u>Age</u>					
22 & under	648	(68%)	702	(73%)	-8%
23-34	218	(23%)	233	(23%)	-6%
35-50	57	(6%)	65	(6%)	-12%
over 50	33	(3%)	26	(3%)	27%
<u>Ethnicity</u>					
White	576	(61%)	613	(60%)	-6%
Black	90	(10%)	121	(12%)	-26%
Hispanic	223	(24%)	218	(21%)	2%
Asian	24	(3%)	24	(2%)	0%
Native American	1	(0%)	0	(0%)	-
Hawaiian or Other Pacific Islander	1	(0%)	1	(0%)	-
2 or More Ethnicity/Non-Hispanic	32	(3%)	37	(4%)	-14%
unknown	9	*	12	*	*
<u>Degree Type</u>					
A.A.	79	(8%)	136	(14%)	-42%
A.S.	684	(72%)	705	(69%)	-3%
A.A.S.	105	(11%)	102	(11%)	3%
certificate	14	(1%)	12	(1%)	17%
non-matriculated	71	(7%)	67	(7%)	6%
high school non-matriculated	3	(0%)	4	(0%)	-25%
<u>County of Residence</u>					
Dutchess	787	(82%)	832	(81%)	-5%
Orange	44	(5%)	56	(5%)	-21%
Putnam	77	(8%)	76	(7%)	1%
Ulster	22	(2%)	40	(4%)	-45%
other N.Y.	24	(3%)	20	(2%)	20%
outside N.Y.S.	2	(0%)	2	(0%)	0%
out of country	0	(0%)	0	(0%)	-

* excluded from percentage calculations.

Source: 3rd week census data Argos ST0033, 2/26/19

Office of Institutional Research, Planning & Assessment, 3/12/19

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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.