

# DATA ELEMENTS

A QUARTERLY REPORT ON INSTITUTIONAL EFFECTIVENESS AND INSTITUTIONAL RESEARCH

## FROM THE EDITOR



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WHAT DOES OUR STATISTICAL HISTORY TELL US? HOW DO WE COMPARE TO OTHER TWO-YEAR INSTITUTIONS IN THE STATE? WHAT DO TRENDS IN HISTORICAL DATA SUGGEST ABOUT THE FUTURE OF OUR COLLEGE? THESE ARE QUESTIONS HISTORICAL DATA CAN ANSWER. IN THIS EDITION OF DATA ELEMENTS, YOU'LL SEE TRENDS IN CRITICAL ELEMENTS OF PERFORMANCE SUCH AS ENROLLMENT, DEMOGRAPHICS, AND DEGREES EARNED BY CALHOUN STUDENTS. THIS DATA IS COLLECTED BY THE DEPARTMENT OF INFORMATION TECHNOLOGIES AND IS PUBLISHED BY THE OFFICE OF PLANNING AND RESEARCH EACH SUMMER IN ITS FULL FORM IN THE COLLEGE'S FACT BOOK. ENJOY THIS EDITION OF DATA ELEMENTS, AS WE TAKE A LOOK AT DATA TRENDS AT CALHOUN.

## FIVE-YEAR DATA TRENDS

Through its Plan for Student Success, Calhoun tracks over 50 data elements related to meeting the needs of students as they complete their educational goals. For this edition, we'll take a look at just a few of those—including enrollment, demographic trends, and graduates.

### Enrollment

Perhaps the most critical data element community colleges track is enrollment. Enrollment is recorded in many ways, including student headcount (both credit and noncredit), credit hour production, and full-time equivalent counts. The following section depicts changes over the last five years in each of the elements.

Credit enrollment figures and the percent of change for fall semesters 2001 – 2005 were:

#### Percent of Change in Credit Enrollment Calhoun Community College Fall 2001 through Fall 2005

Semester	Credit Student Headcount	Amount of Change from Previous Year (+ or -)	Percent of Change from Previous Year (+ or -)
Fall 2005	8,629	- 250	- 2.8 %
Fall 2004	8,879	- 44	- .49 %
Fall 2003	8,923	+ 324	+ 3.77 %
Fall 2002	8,599	+ 429	+ 5.2 %
Fall 2001	8,170	+ 467	+ 6.1 %

Source: Alabama College System

The table above shows that credit enrollment grew steadily until Fall of 2004

when a slight decline occurred. The decline continued for the Fall of 2005.

Noncredit enrollment figures for fall semesters 2001 – 2005 were:

#### Percent of Change in Noncredit Enrollment Calhoun Community College Fall 2001 through Fall 2005

Semester	Noncredit Student Headcount	Amount of Change from Previous Year (+ or -)	Percent of Change from Previous Year (+ or -)
Fall 2005	5,177	+ 4,584	+ 773 %
Fall 2004	593	- 641	- 51.9 %
Fall 2003	1,234	+ 837	+ 210 %
Fall 2002	397	+ 174	+ 78 %
Fall 2001	223	- 207	- 48.1%

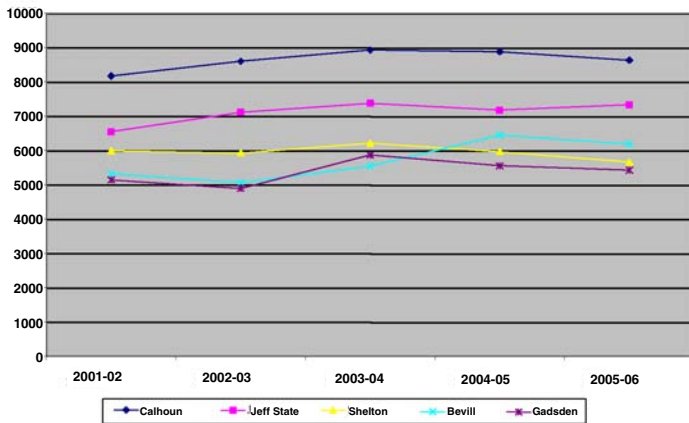
Source: Alabama College System

Noncredit enrollment figures indicate sporadic increases and decreases over the last five years. These changes can be attributed, in part, to the system used to collect noncredit enrollment data. During the 2004-05 academic year, the College established formal procedures for collecting and reporting noncredit enrollment data. This improved system accounts for the dramatic increase in Fall 2005.

As noted above, the College began experiencing a slight decline in credit enrollment in the Fall of 2004. Have other colleges in the system experienced similar declines? The following chart shows credit enrollment for colleges that are closest in size to Calhoun—Bevill, Gadsden, Shelton State, and Jeff State.

**FIVE-YEAR DATA TRENDS, cont.**

**COMPARISON OF CREDIT STUDENT HEADCOUNT  
Fall 2001 through Fall 2005  
Calhoun, Jeff State, Shelton, Bevill, and Gadsden**

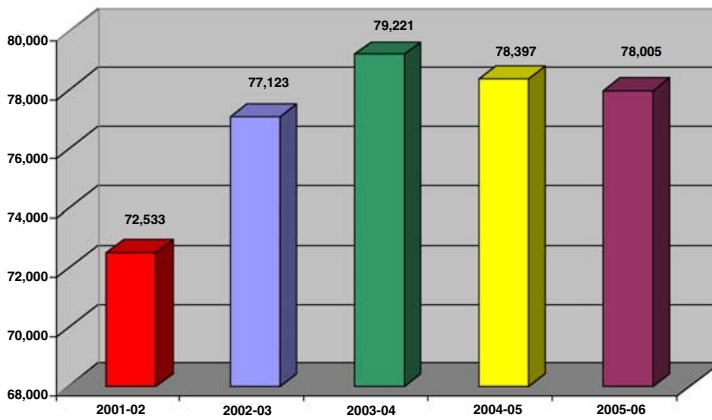


Source: Alabama College System

The above table indicates that trends in credit enrollment among institutions similar in size to Calhoun are relatively consistent with those at Calhoun.

Credit hour production figures for the last five years are depicted in the table below:

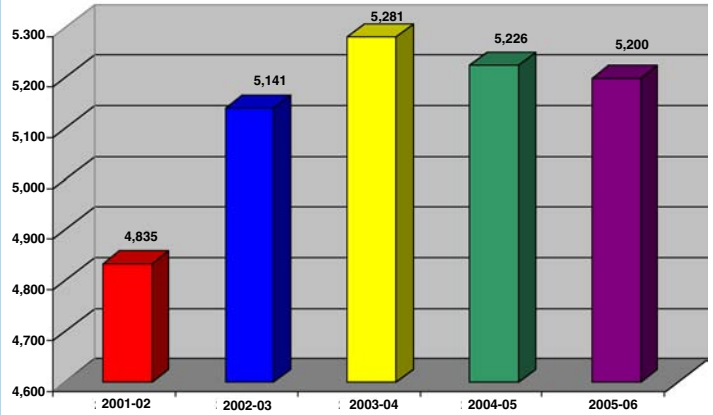
**CREDIT HOUR PRODUCTION  
Calhoun Community College  
Fall 2001 through Fall 2005**



Credit hour production is based on the number of students in a class multiplied by the number of credits the students in the class receive. For example, a class of 50 students taking a 3-credit hour class would generate 150 credit hours. The above table shows that as overall enrollment decreased beginning Fall 2004, overall semester credit hour production also decreased.

Whereas, student headcounts depict the overall number of students enrolled at Calhoun, some of those students are full-time and some are part-time. Full-time equivalent (FTE) data allows an institution to convert enrollment numbers to present total enrollment as if all students were attending classes full-time. Full-time equivalent enrollment is generated by dividing total credit hours by 15. The following table depicts changes in FTE at Calhoun over the last five years.

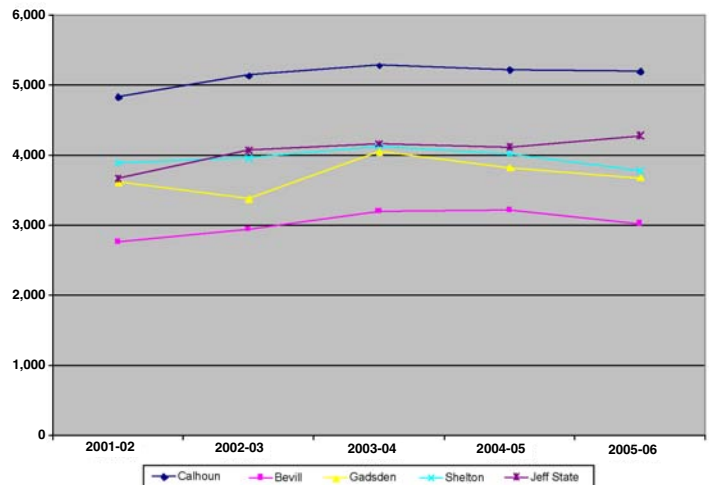
**FULL-TIME EQUIVALENT  
Fall 2001 through Fall 2005  
Credit Students Only**



The table above illustrates that even though total headcount and credit hour production decreased from Fall 2004 to Fall 2005, FTE's remained relatively steady. This indicates that the average number of credit hours per student increased. Indeed, data from October 28, 2004, indicated that students carried an average credit hour load of 8.85. October 18, 2005, data indicated the average credit hour load per student was 9.04.

How does Calhoun's FTE history compare to other colleges similar in size? The following table depicts FTE enrollment for Calhoun compared to Bevill, Gadsden, Shelton State, and Jeff State.

**COMPARISON OF FTE FOR CALHOUN WITH  
SIMILAR INSTITUTIONS  
Fall 2001 through Fall 2005  
Credit Students Only**



Source: Alabama College System

**Demographic Trends**

Three key demographic data elements are tracked annually regarding Calhoun students—age, ethnic background, and gender. The following tables depict changes in these elements over the last five years.

The average age of the Calhoun student has remained

steady over the last five years, but the percentage of students falling within defined age ranges has varied. The following table depicts these changes.

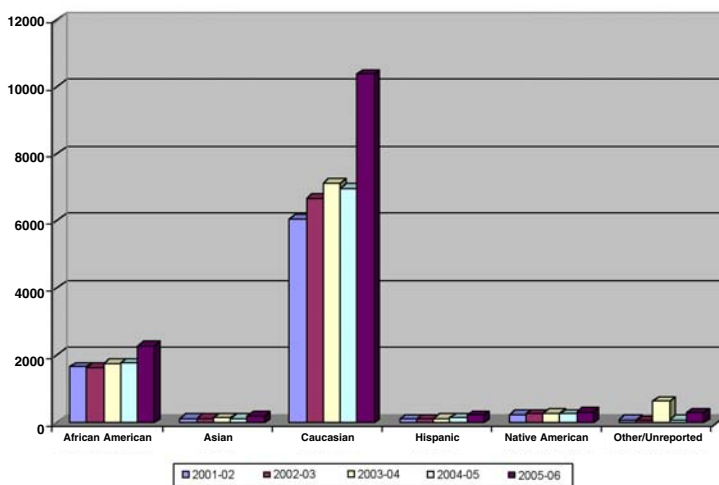
<b>% of Students Falling Within Age Range</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
21 and under	43.0%	41.1%	38.64%	36.25%	27.63%
22 – 29	28.0%	27.9%	24.8%	27.55%	17.91%
30 – 39	16.7%	16.1%	15.14%	15.55%	10.05%
40 – 49	9.3%	9.0%	8.0%	9.07%	5.56%
50 – 59	2.9%*	2.1%	2.06%	2.63%	1.55%
60 – 65		.37%	.38%	.44%	.25%
66 and over		.78%	.62%	.95%	.37%
Age Unknown/ Not Reported		2.6%	10.36%	7.55%	36.69%
Average Age of Calhoun Student	* not reported	28.41	28.17	27.21	28.08

\*2.9% of students in 2001-02 were age 50 or older; age range categories were modified for this year

\*\*Source: Alabama College System

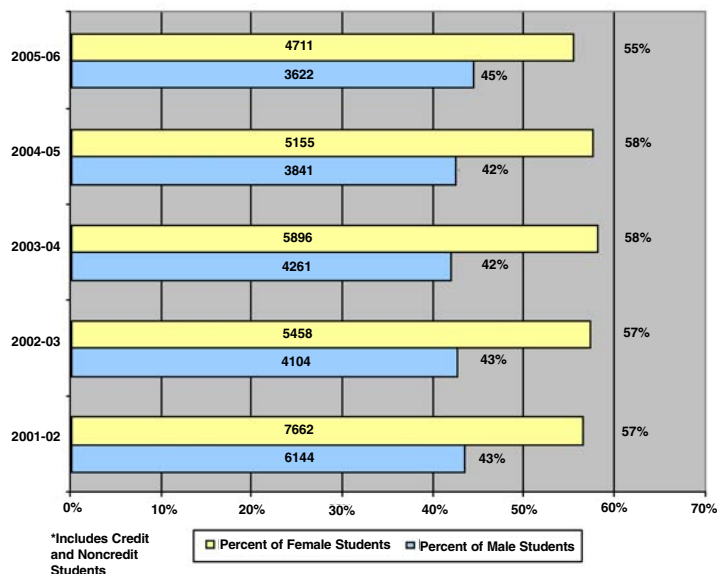
As noted in the table above, the average age of the Calhoun student has remained somewhat consistent over the last five years. The American Association of Community Colleges reports that the average age of community college students across the U.S. is 29 years of age. The Alabama College System also reports the average age of students in community colleges across the state of Alabama. From Fall 2001 to Fall 2005, the average age has been 28.04, 28.05, 28.29, 27.98, and 27.53.

### ETHNIC BACKGROUND OF CALHOUN STUDENTS Fall 2001 through Fall 2005 Including Credit and Noncredit Students



The chart above depicts changes in the ethnic background of Calhoun students over the last five years. Fall 2005 student data reveals that 75.31% are Caucasian, 16.76% are African American, 2.4% Native American, 1.77% Hispanic, 1.56% Asian, and 2.2% unreported. These percentages reflect both credit and noncredit enrollment. Data reported by the American Association of Community Colleges suggests that about 30% of community college students are minorities. In Fall 2005, 98% of Calhoun students reported their ethnicity and approximately 23% are minorities.

### PERCENTAGE OF MALE TO FEMALE STUDENTS Fall 2001 through Fall 2005

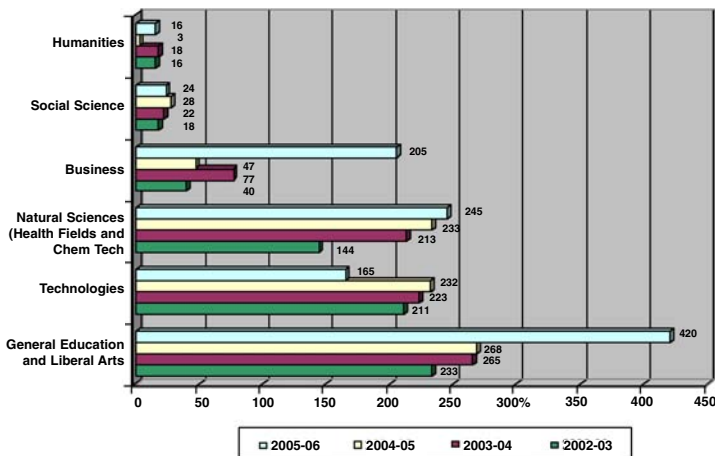


Calhoun's gender distribution is in line with other community colleges across the nation. According to the American Association of Community Colleges, 58 percent of community college students are female.

### Graduates

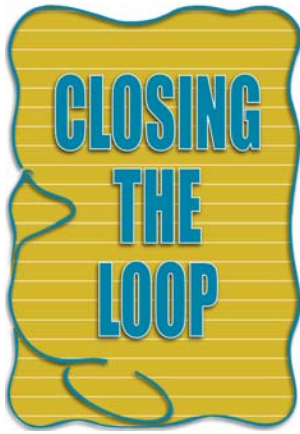
Among the programs identified as "hot programs" in a research brief published by the American Association of Community Colleges in 2005, Allied Health, Skilled Trades, Public Services, Information Technologies, and Business were at the top of the list of programs for which there is a demand for graduating students. How do Calhoun programs compare in terms of graduates? The following table depicts graduates over a four-year period by discipline.

### GRADUATES BY DISCIPLINE Fall 2002 through Fall 2005



### Summary

Overall, Calhoun demographic and enrollment trends appear to be consistent with state and national trends. Many factors impact the data presented here, such as the economic environment, reporting guidelines and restrictions, and shifts in state and national demographics. Calhoun will continue to monitor these trends and use the data to support sound decision-making which ensures the success of Calhoun students.



THIS SEGMENT DESCRIBES INSTANCES WHEN INDIVIDUALS, DEPARTMENTS, OR DIVISIONS USED DATA TO MAKE DECISIONS THAT IMPROVED THEIR AREAS. EACH ITEM DETAILS HOW AN ISSUE OR PROBLEM WAS IDENTIFIED (THE PROBLEM), WHAT METHODS WERE USED TO ADDRESS IT (THE STUDY), AND HOW THE RESULTS WERE USED TO IMPROVE (THE SOLUTION). IF YOU WOULD LIKE TO SUBMIT AN ITEM, PLEASE CONTACT THE OFFICE OF PLANNING AND RESEARCH. THIS ISSUE FOCUSES ON THE ACCURATE COLLECTION AND REPORTING OF NONCREDIT ENROLLMENT DATA AT CALHOUN.

## The Problem

As revealed in enrollment data presented in this edition of [Data Elements](#), Calhoun has had mixed success in collecting and reporting noncredit enrollment information. Consequently, noncredit enrollment figures fluctuate dramatically from year to year. Although some of the variance could be attributed to the fluctuating number of noncredit opportunities the College offers, much of the variance was due to a lack of formal procedures for collecting and reporting the information.

## The Study

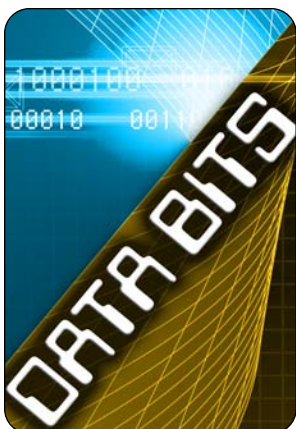
In December 2004, Calhoun's President assigned a committee to identify problems associated with reporting noncredit enrollment information. The committee identified the following issues:

1. Calhoun had no definition of what qualified as noncredit instruction.
2. Calhoun had no central collection point for noncredit enrollment information.
3. Calhoun personnel lacked an awareness of the importance of recording noncredit enrollment figures.
4. Calhoun had various procedures for collecting noncredit information. These procedures included things such as departments collecting noncredit enrollment information, but not knowing who to send it to; departments collecting noncredit enrollment information but waiting too long to submit it, rendering it unacceptable to report to the Department of Postsecondary; and departments collecting noncredit information, but not collecting required elements to allow it to be submitted to Postsecondary.

## The Solution

In Spring 2006, Calhoun hired Donna Bass as the Non-Credit and Continuing Education Coordinator. Since her arrival, many of the issues identified by the committee have been addressed. Included in these are:

1. Guidelines which encourage departments to collect information on ALL training that occurs to allow those that qualify for noncredit to be reported. The Alabama Department of Postsecondary is currently developing guidelines for defining items that should be reported as noncredit.
2. A college-wide database developed by Calhoun's Department of Information Technologies which standardizes data collection. The database requires four elements: student information, instructor information, class information, and grades (where applicable). The database allows the information to be submitted electronically.
3. Periodic reminders that noncredit information should be collected. Regular e-mails, items in the *Bulletin*, and other methods have been used to keep employees aware of the importance of collecting and reporting noncredit information.
4. New procedures that allow for more consistency in reporting noncredit activity. These procedures include:
  - Noncredit activity must be reported in the database format established by IT; this ensures critical information required for reporting to the Department of Postsecondary is collected
  - Noncredit activity must be reported within two weeks of the event
  - All noncredit information is submitted electronically to the IT Department



### DID YOU KNOW THAT . . .

- 44% OF AMERICA'S UNDERGRADUATE STUDENTS GO TO COMMUNITY COLLEGE
- ABOUT 25% OF CURRENT HIGH SCHOOL SENIORS WILL ATTEND COMMUNITY COLLEGE NEXT YEAR
- 58% OF COMMUNITY COLLEGE STUDENTS ARE WOMEN
- 29 IS THE AVERAGE AGE OF A COMMUNITY COLLEGE STUDENT
- 30% OF COMMUNITY COLLEGE STUDENTS ARE MINORITIES
- OVER 80% OF COMMUNITY COLLEGE STUDENTS WORK AT LEAST PART-TIME
- AMONG ALLIED HEALTH PROGRAMS, REGISTERED NURSING WAS THE MOST PREVALENT, CONSTITUTING 19.6% OF ALL HOT PROGRAMS.
- HOTTEST PROGRAMS BY REGION LISTED THE FOLLOWING FOR THE SOUTH: REGISTERED NURSING, COMPUTER TECHNOLOGIES, LAW ENFORCEMENT, AND RADIOLOGY.
- THE OCCUPATIONS WITH THE LARGEST JOB GROWTH PREDICTED THROUGH 2012: POSTSECONDARY TEACHERS – 38%, REGISTERED NURSES – 27%, NURSING AIDES – 25%, CUSTOMER SERVICE REPRESENTATIVES – 24%, AND FOOD PREP AND FOOD SERVICES WORKERS – 23%.