



CCCS Year-End FTE Enrollment Report: Academic Year 2014-15

At a glance:

- The Colorado Community College System (CCCS) is the largest system of higher education in the state.
- The CCCS FTE enrollment totaled 53,013.4, a decrease of 5.5 percent from last year as students returned to work with an improving economy.
- FTE in developmental education fell from 10.7 percent of the total in 2013-14 to 8.1 percent in 2014-15, reflecting the intent of the developmental education redesign project's goal of accelerating students into college-level courses by reducing time spent in developmental education courses.
- High school student FTE increased 15.2 percent from the prior year and now accounts for 10.9 percent of CCCS FTE.
- Online student FTE comprised 19.8 percent of total system FTE.
- Career and technical education accounted for almost one-third of CCCS FTE.
- Military personnel accounted for 7.4 percent of total FTE.

The Colorado Community College System (CCCS) is the largest system of higher education in the state. Last year, CCCS accounted for 36.2 percent of resident undergraduate FTE in Colorado public institutions of higher education.

CCCS completed the 2014-15 academic year with 53,013.4 full-time equivalent (FTE) students. An FTE is a way to measure academic enrollment activity: 30 credit hours equal one FTE student. With 22.6 percent of the system's FTE students, Front Range Community College is the largest college, followed by Pikes Peak Community College, with 17.8 percent of CCCS student FTE.

The 53,013.4 FTE is a 5.5 percent decrease from last year's total of 56,084 FTE students. Eleven of the thirteen CCCS colleges experienced FTE declines,

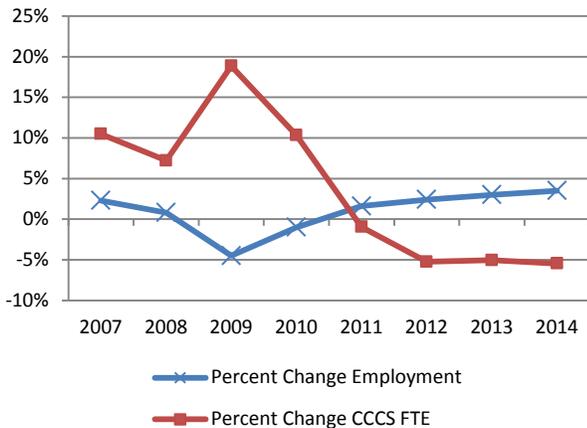
Figure 1. Comparison of AY 2013-14 and 2014-15 FTE, by Residency Status

College	Academic Year 2013-14			Academic Year 2014-15			Percent Change		
	In-State	Out-of-State	Total	In-State	Out-of-State	Total	In-State	Out-of-State	Total
ACC	5,598.1	228.0	5,826.1	5,074.7	223.5	5,298.1	-9.4%	-2.0%	-9.1%
CCA	4,476.7	167.8	4,644.4	4,155.3	152.6	4,307.9	-7.2%	-9.0%	-7.2%
CCD	5,665.0	530.1	6,195.1	5,604.0	537.2	6,141.2	-1.1%	1.3%	-0.9%
CNCC	613.6	138.6	752.2	647.1	160.2	807.3	5.5%	15.6%	7.3%
FRCC	11,934.2	825.1	12,759.2	11,165.3	815.5	11,980.8	-6.4%	-1.2%	-6.1%
LCC	573.8	105.3	679.2	566.6	80.3	646.9	-1.3%	-23.8%	-4.8%
MCC	1,061.9	15.3	1,077.1	1,009.8	16.9	1,026.7	-4.9%	10.9%	-4.7%
NJC	1,287.8	99.8	1,387.7	1,303.1	101.0	1,404.1	1.2%	1.2%	1.2%
OJC	1,023.8	139.3	1,163.1	959.3	129.6	1,088.9	-6.3%	-6.9%	-6.4%
PCC	3,943.8	138.4	4,082.2	3,753.6	94.8	3,848.4	-4.8%	-31.5%	-5.7%
PPCC	9,794.2	352.2	10,146.5	9,168.3	286.5	9,454.8	-6.4%	-18.7%	-6.8%
RRCC	5,585.2	385.8	5,971.0	5,407.4	264.7	5,672.1	-3.2%	-31.4%	-5.0%
TSJC	1,246.0	153.3	1,399.3	1,184.9	151.1	1,336.0	-4.9%	-1.4%	-4.5%
CCCS	52,804.1	3,278.9	56,083.0	49,999.5	3,014.0	53,013.4	-5.3%	-8.1%	-5.5%

with Arapahoe Community College's 9.1 percent decrease being the largest. At the other end of the spectrum, Colorado Northwestern Community College experienced an FTE increase of 7.3 percent, while Northeastern Junior College grew 1.2 percent. Figure 1 provides a comparison of year-over-year FTE changes by college.

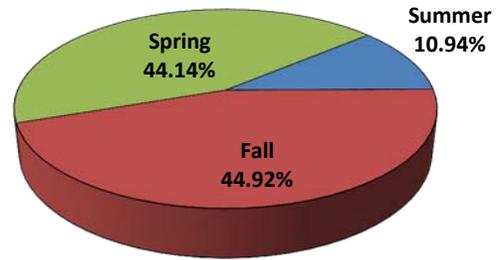
The CCCS decline in enrollment is not surprising given the strength in the Colorado economy. Community college enrollment tends to change inversely with the economy, with stronger enrollments during a poor economy and weaker enrollments during a thriving economy. This phenomenon is illustrated in Figure 2, which compares the percentage change in CCCS FTE with the percentage change in Colorado's employment over the last eight years.

Figure 2. Percent Change in Employment Compared to Percent Change in CCCS FTE



Students took more credit hours in the fall than in the spring, although not markedly so. Fall accounted for 44.9 percent of student FTE, compared to 44.1 percent for spring. The remaining 10.9 percent were summer students. Students averaged 8.0 credits over the course of the year, with the fall term being the highest at 8.5 credit hours per student. Overall, rural colleges tended to have higher average credit hours per student than urban colleges.

Figure 3. Proportion of FTE by Term

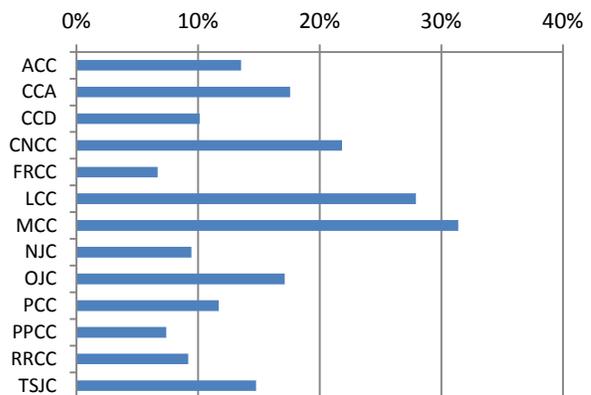


High School Student FTE

High school students – also called concurrent students – comprised 10.9 percent of CCCS total FTE in 2014-15, or 5,765.4 FTE. This number is an increase of 15.2 percent from last year, when high school students accounted for 8.9 percent of total student FTE.

In keeping with its large student population, Front Range Community College enrolled the greatest number of high school student FTE, followed by the Community College of Aurora. On a percentage of total FTE, however, rural colleges tended to outpace their urban counterparts. Morgan Community College had the highest proportion of high school students, at 31.4 percent. Lamar Community College followed with 27.9 percent. Figure 4 displays the high school student FTE compared to total FTE by college.

Figure 4. High School Student FTE Compared to Total FTE



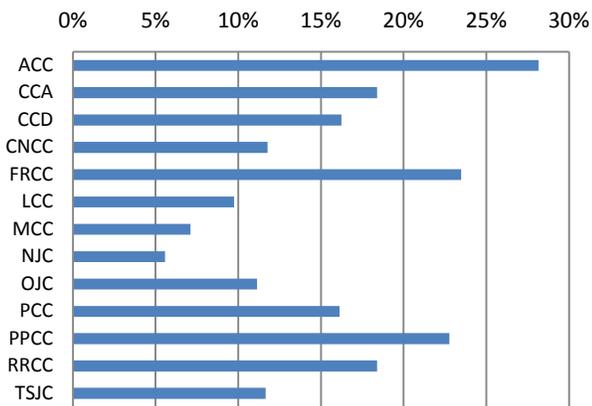
Spring was the most productive semester for high-school-student credit hours: 56.3 percent of the high-school-student FTE count occurred in the spring.

Online Student FTE

Students who took courses online accounted for 19.8 percent of total CCCS FTE in 2014-15. Fall and spring semesters were relatively similar in terms of the proportion of total online FTE. Summer, however, had a higher proportion of online FTE compared to total FTE, with almost 20 percent of the online total.

The proportion of online FTE ranged from a high of 28.2 percent at Arapahoe Community College to a low of 5.6 percent at Northeastern Junior College. As illustrated in Figure 5, urban colleges tended to have higher proportions of online students than rural colleges.

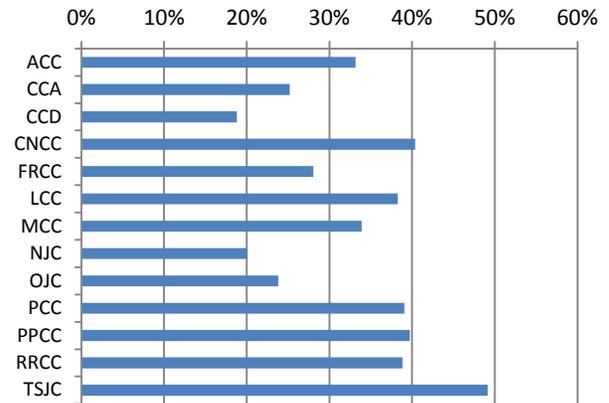
Figure 5. Online Student FTE Compared to Total FTE



Career and Technical Education (CTE) FTE

Almost one-third of CCCS 2014-15 FTE was attributable to CTE credit hours. These credit hours are in occupation-specific instructional courses that are designed to provide work-related knowledge and skills. With almost half of its FTE in CTE program enrollment, Trinidad State Junior College had the highest percentage of CTE students, followed by Colorado Northwestern Community College at 40.4 percent. Figure 6 shows the proportions of the thirteen CCCS colleges.

Figure 6. Percent of Total FTE Attributable to CTE



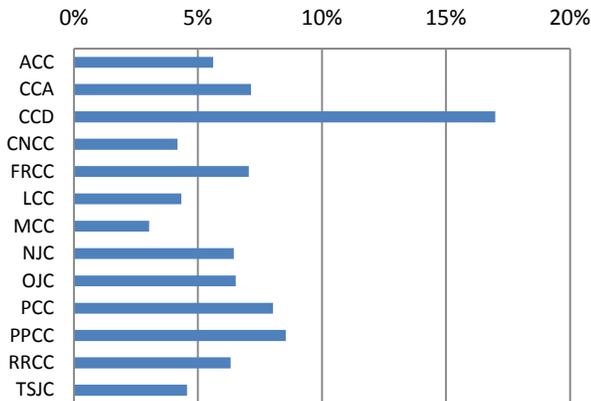
Developmental Education

FTE enrollment in developmental education courses fell 28.3 percent from 2013-14 to 2014-15. It now accounts for 8.1 percent of total CCCS FTE compared to 10.7 percent last year.

The reduction in developmental education FTE reflects the implementation of the CCCS developmental education redesign project. The project's goal is to help more students persist to graduation. The redesign accomplishes this by decreasing the number of developmental education courses a student takes and accelerating students into college-level courses, thereby reducing the time to complete a degree. Fewer developmental education courses also mean that more financial aid is available for college-level courses.

The proportion of developmental education FTE to total FTE declined in all but one college, and four colleges experienced decreases of between 35 and 40 percent: Colorado Northwestern Community College, Arapahoe Community College, Pikes Peak Community College, and Community College of Aurora. As shown in Figure 7, Morgan Community College had the lowest proportion of developmental education FTE, while the Community College of Denver had the highest.

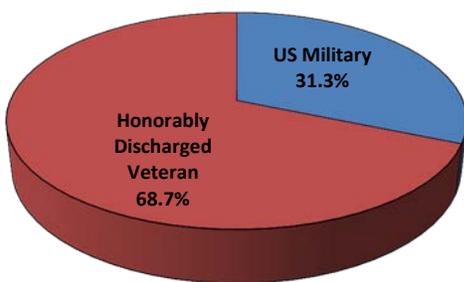
Figure 7. Percent of Total FTE in Developmental Education



Military Personnel FTE

Military personnel comprised 7.4 percent of total FTE in the twelve colleges that reported military FTE. Pikes Peak Community College reported the highest proportion of military personnel, at 28.5 percent. The next three highest colleges hovered in the 4 percent to 5 percent range, with Red Rocks Community College at 5.3 percent, Arapahoe Community College at 4.1 percent, and Community College of Denver at 4 percent. As Figure 8 illustrates, the majority of military personnel were veterans, at 68.7 percent of the total.

Figure 8. Military FTE by Type

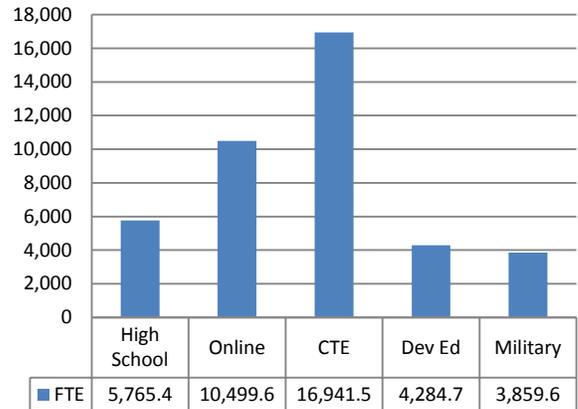


Wrap Up

Figure 9 is a graphic of the total FTE associated with each of the categories discussed in this report. Comparisons across the categories of FTE are not really appropriate because the categories are not mutually exclusive, and certainly there are many other credit hours that are not included in any of these specific categories. Nevertheless, these FTE

can be used as a benchmark to assess how changes in, for example, the economic landscape, law and regulations, technology, and the provision of higher education services nationally and within CCCS affect FTE enrollment over time. The increase in the

Figure 9. AY 2014-15 CCCS FTE by Category



proportion of high school FTE and the decline in proportion of developmental education FTE are two current examples of how change affects enrollment. As the system looks to emerging educational delivery systems, such as competency-based education (CBE), additional changes, including those brought by changing demographics, will impact overall enrollment.

Data Notes:

The source of all data is the CDHE Final FTE and Headcount Report, AY 2014-2015. In all cases, the FTE data represents in-state and out-of-state resident instruction; the "all other" category, which is not claimable for state support, is not included. Of specific note, the high school student FTE count includes a small number of FTE who are not associated with the concurrent enrollment or ASCENT programs. These FTE include students who are attending college outside of a concurrent enrollment agreement, such as students who are home schooled or students taking courses during the high school summer break. The developmental education FTE includes remedial courses but does not include academic skills courses (courses designed to teach study skills necessary to succeed in college) or vestibule FTE (laboratory instruction designed to improve the academic skills of students with specifically identified deficiencies). Please note that the various categories of FTE are not intended to sum to the total FTE count.