

2011 Recruitment and Retention Monitoring Report

Board of Trustees Meeting Presentation, December 20, 2011

Presenters:

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Jeremy Bradt, Director, Enrollment and Records

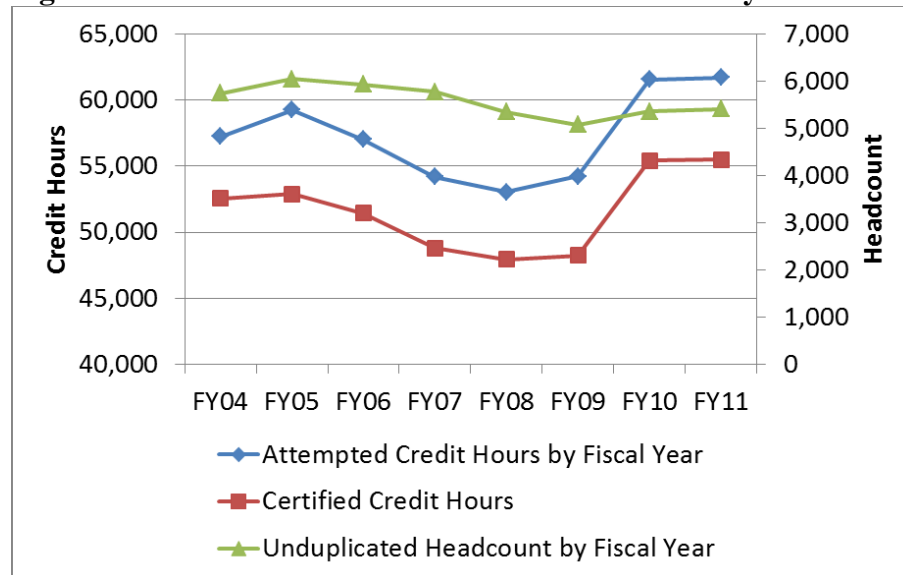
Misty Thruman, Director of Institutional Research

Annual Enrollment Headcounts and Credit Hours

Figure 1 charts the number of students who enrolled and the number credit hours generated (attempted and reimbursable) in *all* credit bearing courses by fiscal year, regardless of program type (degree or certificate seeking, business and industry, adult education, etc.). As shown in this figure, there was an upward trend in credit hours until FY06, which marked the beginning of a downward trend until FY09, where there was a slight increase and FY10, when the college experienced record breaking enrollment in terms of credit hours. In FY 11, enrollment held steady¹.

While the number of credit hours has increased greatly in the last couple of years, headcount has been less variable. Taken together, these data suggest that many of the students enrolling in the past couple of fiscal years are taking more credit hours.

Figure 1. Enrollment Headcounts and Credit Hours by Fiscal Year



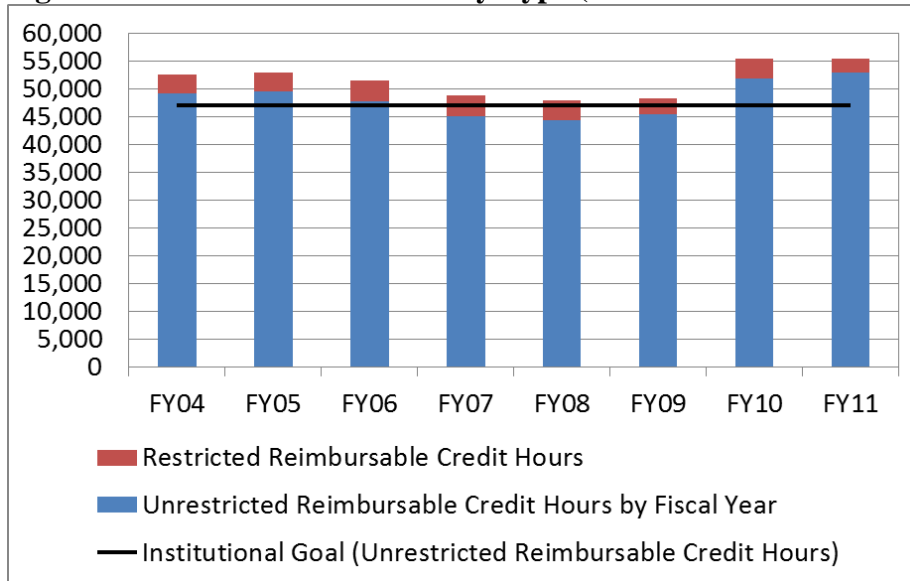
Data Source: A1 Frequency Listing Report; ICCB Annual Student Enrollments and Completions Report; Yearly ICCB Unrestricted Claim Report

Figure 2 charts the number of certified credit hours by type (unrestricted and restricted) and fiscal year. The number of unrestricted reimbursable credit hours is the number of attempted credit hours remaining after accounting for students' repeat attempts in or withdraws from a course and residency restrictions. Adult Education courses account for the majority of restricted reimbursable credit hours. In FY10 and FY11, the College exceeded its unrestricted reimbursable credit hour goal of 47,000, with an increase of approximately 14 percent from FY09. The

¹ It is important to note that a portion of the decrease in attempted credit hours from FY07 to FY08 is due to an identification of a set of non-credit courses (i.e. personal development courses) that had been incorrectly included in the annual enrollment report submitted to the Illinois Community College Board (ICCB) in prior fiscal years. In fact, had these courses continued to be included there actually would have been a slight increase in headcount from FY07 to FY08.

decrease in restricted credit hours in FY11 is attributed partially to the state putting a cap on the number of students who can enroll in Adult Education. In addition, an ESL course was cancelled and courses that were typically delivered in Savanna were relocated to HCC West due to cuts in funding.

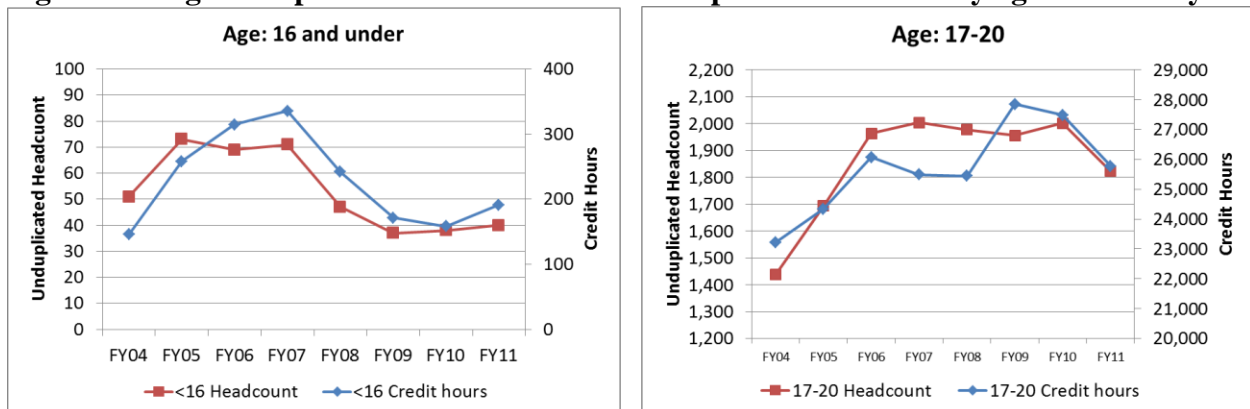
Figure 2. Certified Credit Hours by Type (Unrestricted and Restricted) and Fiscal Year

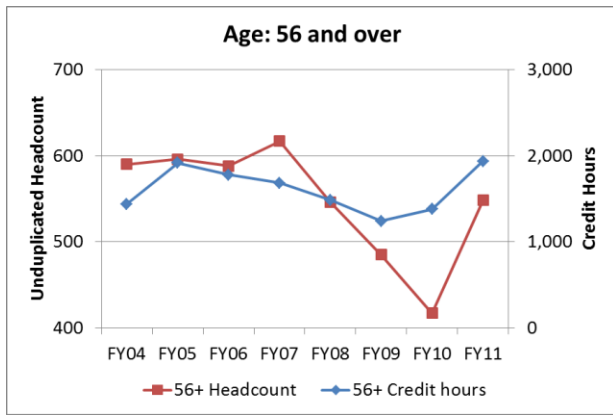
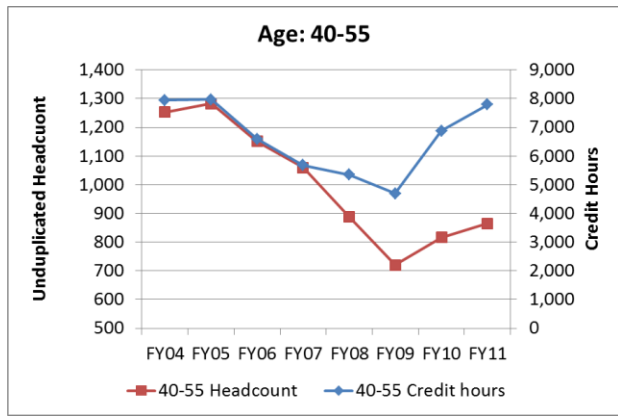
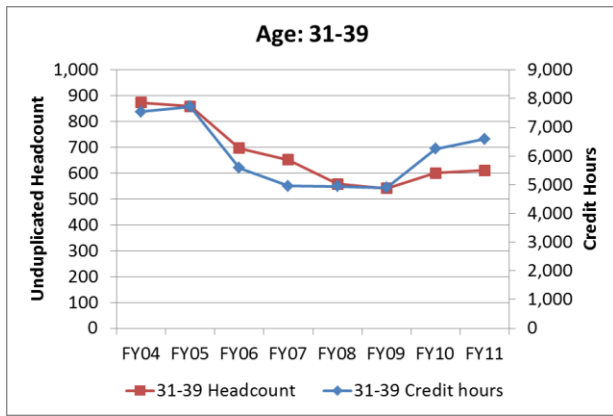
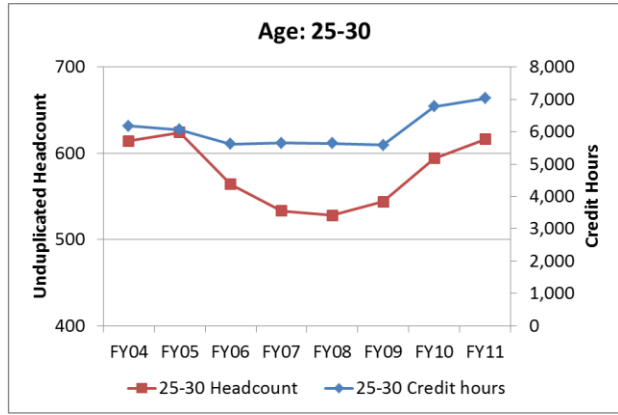
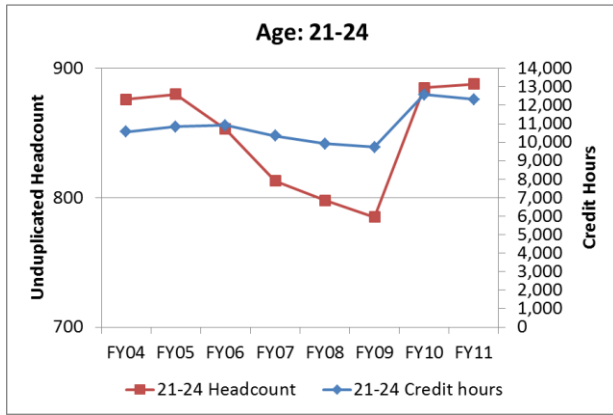


Data Source: SU/SR Data Submissions

Figures 3a – 3g provide the unduplicated headcounts and attempted credit hours for each major age group. As shown in these charts, FY10 marked major increases in headcounts and credit in almost every age group after an overall decreasing trend in the fiscal years prior. (The most notable increase in FY10 was with the 40-55 age group with a 46 percent increase in credit hours and a 13 percent increase in headcount.) In FY11, these increases were maintained or increased further, except for with the 17-20 age group, where headcount decreased by almost 9 percent and credit hours approximately 6 percent.

Figure 3a – 3g. Unduplicated headcounts and attempted credit hours by age and fiscal year





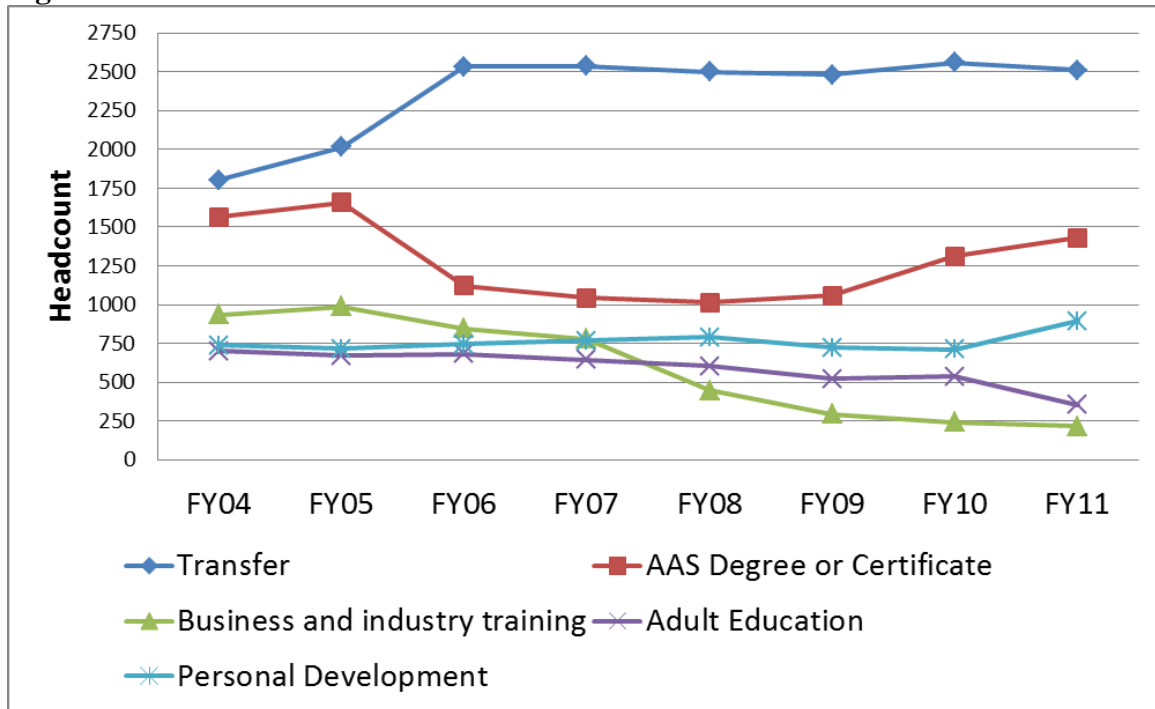
Data Source: A1 Data Submission

Program Enrollments

Figure 4 depicts the trends in headcounts by program type: personal development/community education courses; adult education/GED preparation and literacy skills; vocational education/business and industry training; certificated applied science degrees or occupational programs; and transfer/associate of science or associate of arts degrees. After slight increases in enrollment in AAS degrees and certificate programs from FY02 to FY05, there was a drop in

FY06. In the last few years, there have been increases with an almost fivepercent increase in FY09, a 24 percent increase in FY10, and a nine percent increase in FY11. After five years of relatively stable numbers, enrollment in personal education increased by almost 26 percent this past fiscal year. In Business and industry training, the numbers have decreased slowly year after year. The decreases in Adult Education have also been relatively slow, until this past year where enrollment decreased by 34 percent.

Figure 4.



Data Source: A1 Frequency Listing Report

Enrollment by Student Ethnicity

Table 1 provides information about the ethnicity of Highland students. The proportion of minority students enrolling has increase slightly over the last four years. Currently, minorities represent 14 percent of the student population.

Table 1.

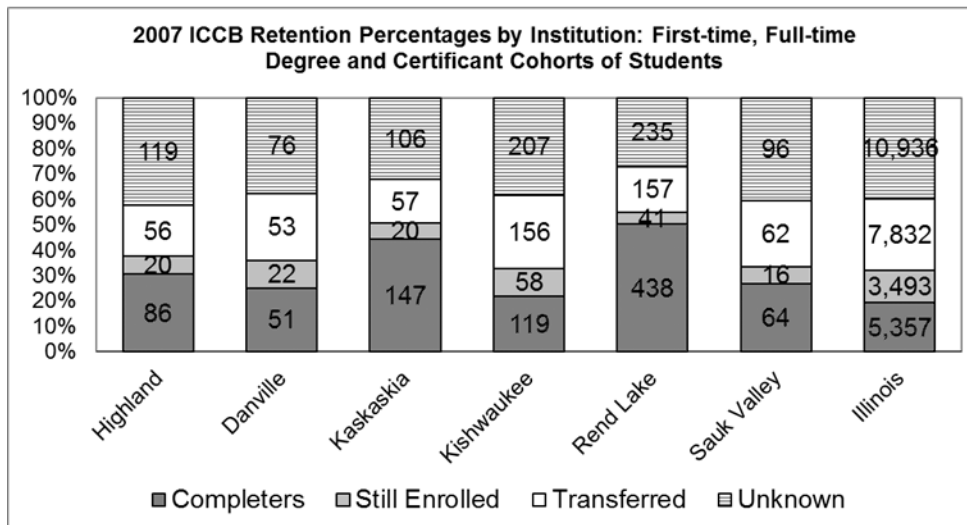
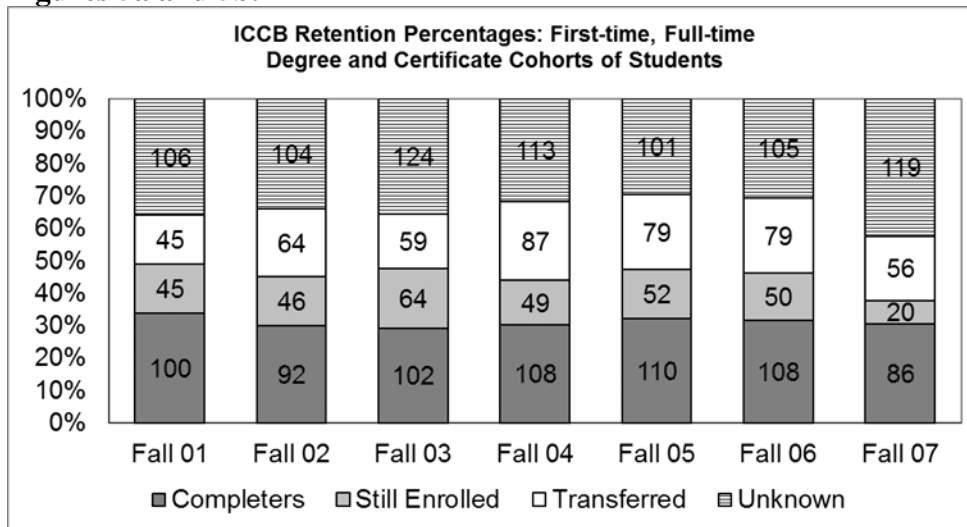
	<i>FY02</i>	<i>FY03</i>	<i>FY04</i>	<i>FY05</i>	<i>FY06</i>	<i>FY07</i>	<i>FY08</i>	<i>FY09</i>	<i>FY10</i>	<i>FY11</i>
Asian/Pacific	59	49	60	77	71	68	70	67	56	67
Hispanic	182	242	196	203	212	192	181	180	161	131
Black	517	408	468	492	452	471	467	462	517	479
American Indian	11	20	19	15	12	13	17	26	46	70
White	5,497	5,418	4,990	5,256	5,176	5,025	4,613	4342	4539	4,399
Other	5	6	3	3	3	2	0	1	39	258
% minority of total HCC head count	12.3%	11.7%	13%	13%	12.6%	12.9%	13.7%	14.5%	14.6%	14%

Data Source: A1 Frequency Listing Report

Student Retention

The Illinois Community College Board (ICCB) tracks first-time, full-time cohorts of students longitudinally for degree attainment and transfer success. For the last several fall cohorts of students, Figure 5a provides the number and percentage that Highland has successfully retained, transferred, or completed after *three* years. For the most part, this success rate has been 65-70 percent which compared pretty favorably to that of the College's peer group and the state. However, for the latest fall cohort (fall 2007), the success rate decreased to 58 percent. As shown in Figure 5a, this decrease is most attributable to the change in percentage of the students that were retained as opposed to those who completed or transferred.

Figures 5a and 5b.



Data Source: ICCB Graduation Rate Summary (GRS) Report

Table 2 provides the Colleges fall to fall adjusted retention rates for first-time, full-time students as compared to both the average of the College's peer institutions and the state average. The adjusted retention rate represents the percent of a fall cohort of students who either return the

following fall *or* complete their studies within *two* years. For example, the FY09 retention rate represents the cohort of students who enrolled in fall 2008 and who either returned in fall 2009 or who completed their studies in FY09 or FY10. As shown in this table, the College's adjusted retention rate consistently exceeded the state average as well as the average of its peer group until FY09. This most recent, official data shows a decreased rate for the College, while the rate for the College's peer group average and state average increased, and to the point where the College's rate is now lower than that of the state and its peer group. It is worthy to note, however, that preliminary (unofficial) data requested from the state indicate a 65.3% adjusted retention rate for the College in FY10.

Table 2. First-time, Full-time Adjusted Retention Rate

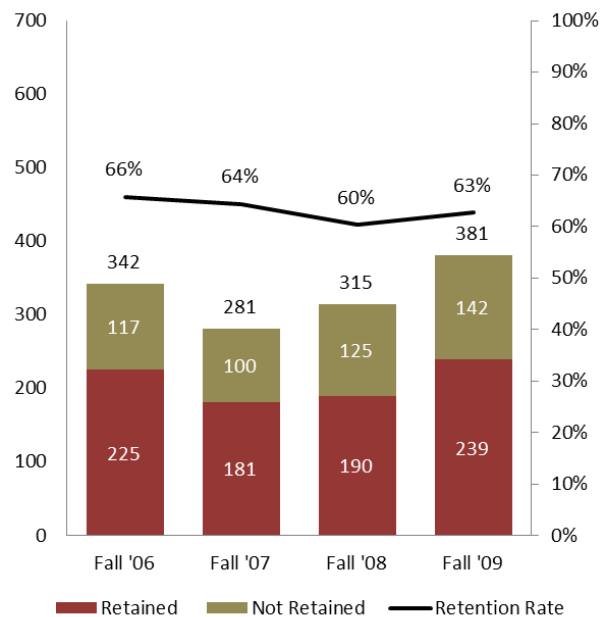
Overall Retention	FY 02	FY 03	FY 04	FY 05	FY 06	FY07	FY08	FY09
HCC Adjusted Retention Rate	64.8%	65.2%	64.8%	66.6%	66.7%	66.4%	65.9%	61.4%
Peer Group Adjusted Retention Rate	62.2%	64.7%	62.0%	61.7%	60.0%	61.7%	62.1%	64.9%
State Adjusted Retention Rate	62.2%	61.6%	61.6%	60.9%	60.6%	60.3%	60.5%	62.8%

Data Source: ICCB tables for the Underrepresented Groups Report

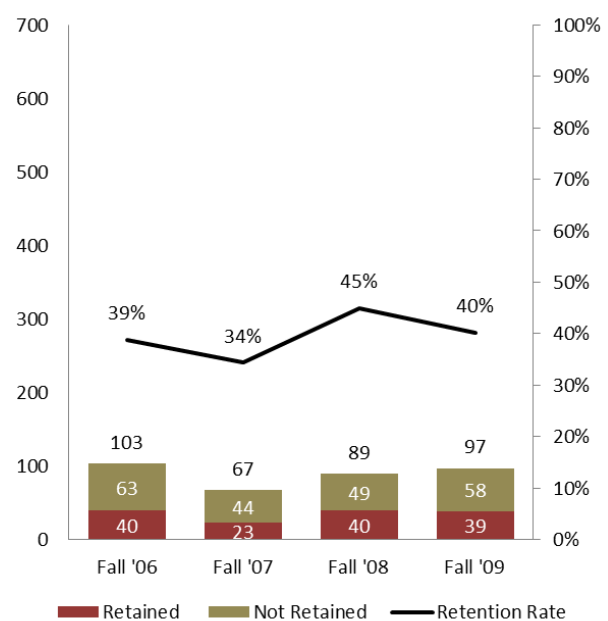
The Integrated Postsecondary Education Data System (IPEDS) of the National Center for Education Statistics (NCES) collects data on the fall to fall retention of first-time and part-time fall cohorts of students; the percentage of students who began their studies in a fall semester and who were still enrolled or had completed their studies by the *next* fall. As shown in Figure 6a, this retention rate for first-time, full time cohorts increased with the Fall 2009 cohort after decreases with prior two cohorts. The retention rate for first-time part-time students has been variable from one cohort to the next, ranging from a low of 34 percent to a high of 45 percent.

Figures 6a and 6b.

First-time, full-time entering cohorts



First-time, part-time entering cohorts



Data Source: IPEDS Fall Enrollment Survey

High School Enrollment and Recruitment

Figures 7a and 7b provide information on the College’s dual credit programming and enrollment. A dual credit course is one where a high school student is able to enroll in a college-level course and, upon successful completion, concurrently earns both college credit and high school credit. The data in these charts were included in new reports and tables published by ICCB in the last couple of years. As shown in Figure 7a, the number of dual credit courses offered by HCC has decreased over the last several fiscal years. It is believed that a portion of this decrease has to do with College efforts to adhere to what are now policies (i.e. instructors having appropriate credentials, appropriate course content and learning outcomes) as a result of the 2009 Dual Credit Quality Act (Public Act 96-0194). Most notable is that despite the decrease in the number of course offerings, enrollment overall has increased, as shown in Figure 7b. This is attributed to the College’s efforts to more aggressively contact district high schools regarding dual credit opportunities, better informing parents regarding the opportunities, and addressing misconceptions related to dual credit.

Figures 7a and 7b.

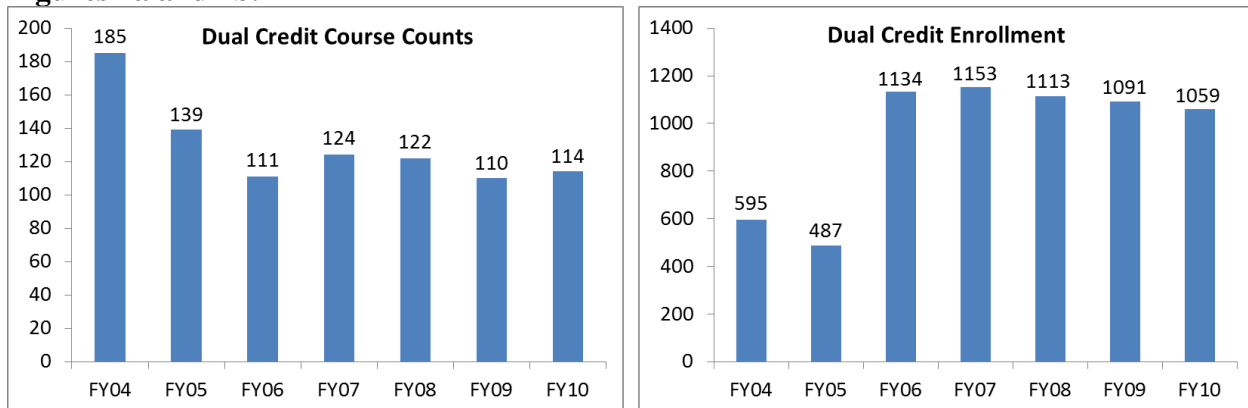


Table 3 provides the numbers and percentages of the district’s high school graduates that enroll at Highland each fall. Twenty-nine percent of the district’s 2010-2011 high school graduates enrolled at Highland in fall 2010. This percentage decreased slightly after a relatively consistent percentage the last three fall semesters. It is important to note that not all high school graduates are “college bound.” When only considering “college bound” graduates, the percentage enrolling at Highland is higher. An analysis conducted in fall 2008 estimated the percentage of “college bound” seniors enrolling at Highland to be 46 percent.

Table 3. High School Recruitment

	<i>Fall 02</i>	<i>Fall 03</i>	<i>Fall 04</i>	<i>Fall 05</i>	<i>Fall 06</i>	<i>Fall 07</i>	<i>Fall 08</i>	<i>Fall 09</i>	<i>Fall 10</i>	<i>Fall 11</i>
Total # of HS Seniors	1128	1201	1104	1101	1177	1105	1034	1023	1023	1009
#Seniors attending HCC	286	330	329	311	327	309	355	325	319	290
% of Total Attending HCC	25%	27.5%	30%	28%	28%	28%	34%	32%	31%	29%

Data Source: Regional high schools and HCC Banner

HCC West Enrollment

Table 4 provides enrollment data for HCC West since it opened in fall 2004. While there was an initial increase in both the number of students taking courses and the number of credit hours generated at HCC West in FY05, these figures have decreased overall. The decrease is attributed to a loss of dual credit courses offered at this location and difficulties in providing a number of courses sequentially throughout the course of a day.

Table 4. HCC West Enrollment

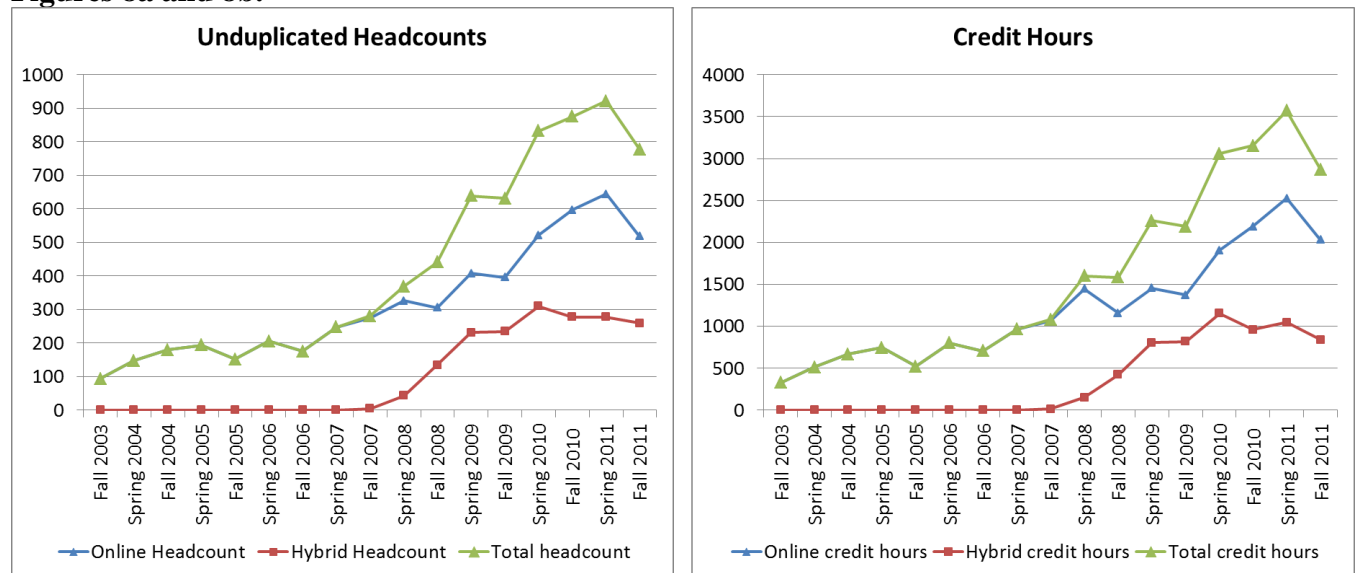
	<i>Fall 04</i>	<i>Spring 05</i>	<i>Fall 05</i>	<i>Spring 06</i>	<i>Fall 06</i>	<i>Spring 07</i>	<i>Fall 07</i>	<i>Spring 08</i>
Head Count	82	94	158	143	95	119	128	102
Credit Hours	286	436	753	599	415	519	499	403
	<i>Fall 08</i>	<i>Spring 09</i>	<i>Fall 09</i>	<i>Spring 10</i>	<i>Fall 10</i>	<i>Spring 11</i>		
Head Count	103	84	98	87	92	71		
Credit Hours	427	318	469	415	427	260		

Data Source: HCC information systems

Online Enrollment

Figure 8a provides the numbers of students enrolling in online courses and hybrid courses. The College's hybrid courses, a combination of online and face-to-face instruction, were introduced in FY08. Figure 8b provides the number of credit hours generated through online and hybrid courses. As shown in these figures, enrollment in these courses continually increased until this fall semester. The decrease this semester is attributed to decreases in both course formats, but more so in the completely online format. The large increase from fall 2009 to fall 2010 is attributed to the addition of approximately 20 course sections delivered in either an online or hybrid format in fall 2010. Because the number of course sections offered this fall remained relatively unchanged, the decrease from fall 2010 to fall 2011 is attributed to the overall ten percent decrease in college wide enrollment this fall compared to last.

Figures 8a and 8b.



Data Source: HCC Information Systems (10th day data)

Border County Enrollment

Table 5 provides enrollment data for the Wisconsin and Iowa counties bordering the College district. Because these credit hours are not claimed for reimbursement, they are not included in the number of reimbursable credit hours in Figures 1 and 2.

Table 5. Border County Enrollment

	<i>Fall 05</i>	<i>Spr 06</i>	<i>Fall 06</i>	<i>Spr 07</i>	<i>Fall 07</i>	<i>Spr 08</i>
Head Count	46	41	44	47	34	34
Credit Hours	390.5	367	448	415	409	409
	<i>Fall 08</i>	<i>Spr 09</i>	<i>Fall 09</i>	<i>Spring 10</i>	<i>Fall 10</i>	<i>Spring 11</i>
Head Count	41	36	33	30	35	36
Credit Hours	414.5	363	369	290	358	342.5

Data Source: HCC information systems