

Enrollment Trends at Pellissippi State: Fall 2000 to Fall 2005

Dr. Sharon L. Yarbrough
Director
Office of Institutional Effectiveness, Research, and Planning
Pellissippi State Technical Community College
Knoxville, Tennessee

Summary: Composite Student 1

•If you put the names of the 7,686 students at Pellissippi in fall 2005 in a fish bowl, how might you pull out a student who typifies the characteristics of all enrolled students (based on the highest numbers of students in each category)?

She is an 18-20 year-old full-time freshman in the College Transfer program at the Pellissippi Campus. If she is not enrolled in at least one course online, she probably will be in the near future. She is from Knox County and her ethnicity is Caucasian.

Note: these attributes were not cross-tabbed and were put into a composite student only for illustrative purposes.

Summary: Composite Student 2

- Who is the least typical (based on the lowest numbers of students in each category)?

He is a senior (age 65 or older), non-degree-seeking special student who is attending classes on a part-time basis at the Magnolia Avenue Campus. He is auditing his courses. He is from Loudon County (or from some county other than Knox, Blount, or Anderson). If he is not an American Indian or Alaskan Native, his ethnicity is either Hispanic or is not known.

Note: these attributes were not cross-tabbed and were put into a composite student only for illustrative purposes.

Enrollment Topics

1. Headcount, Full-Time Equivalent, First-Time Freshmen
2. Student Status as Full-time or Part-Time
3. Gender
4. Age
5. Program of Study
6. Class Level
7. Ethnicity
8. Student Credit Hours (Regular, Developmental, etc.)
9. County
10. Site (Includes a measure of “Credit Hours Per Student”)

Enrollment Highlights

- Chart
- Text
- Table

Note. The data in this presentation are adapted from “Fact Book,” Office of Institutional Effectiveness, Research, and Planning (IERP), Pellissippi State Technical Community College, March 2006 (www.pstcc.edu).

Headcount, Full-Time Equivalent, and First-Time Freshmen

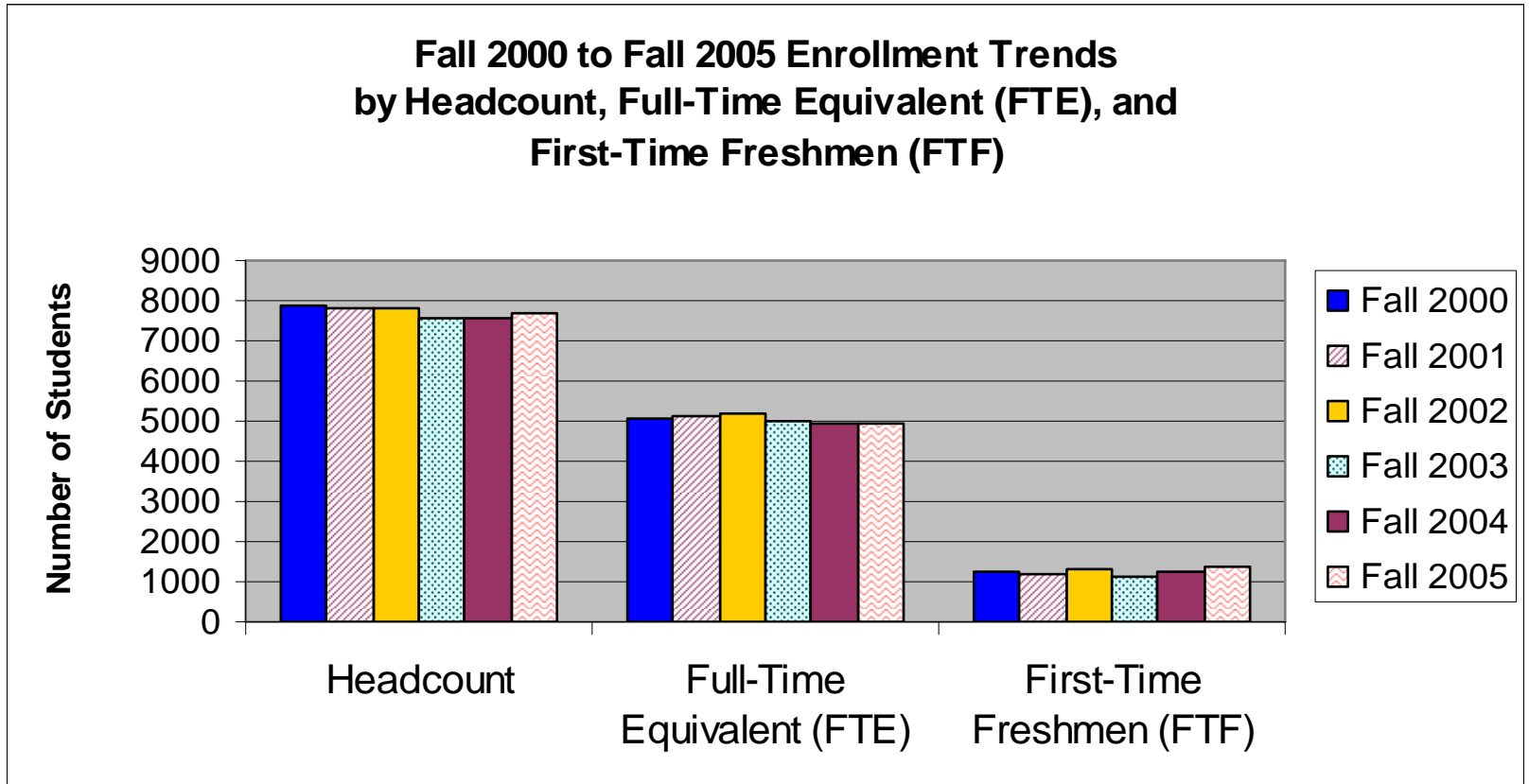


Figure 1.

Headcount, Full-Time Equivalent, and First-Time Freshmen

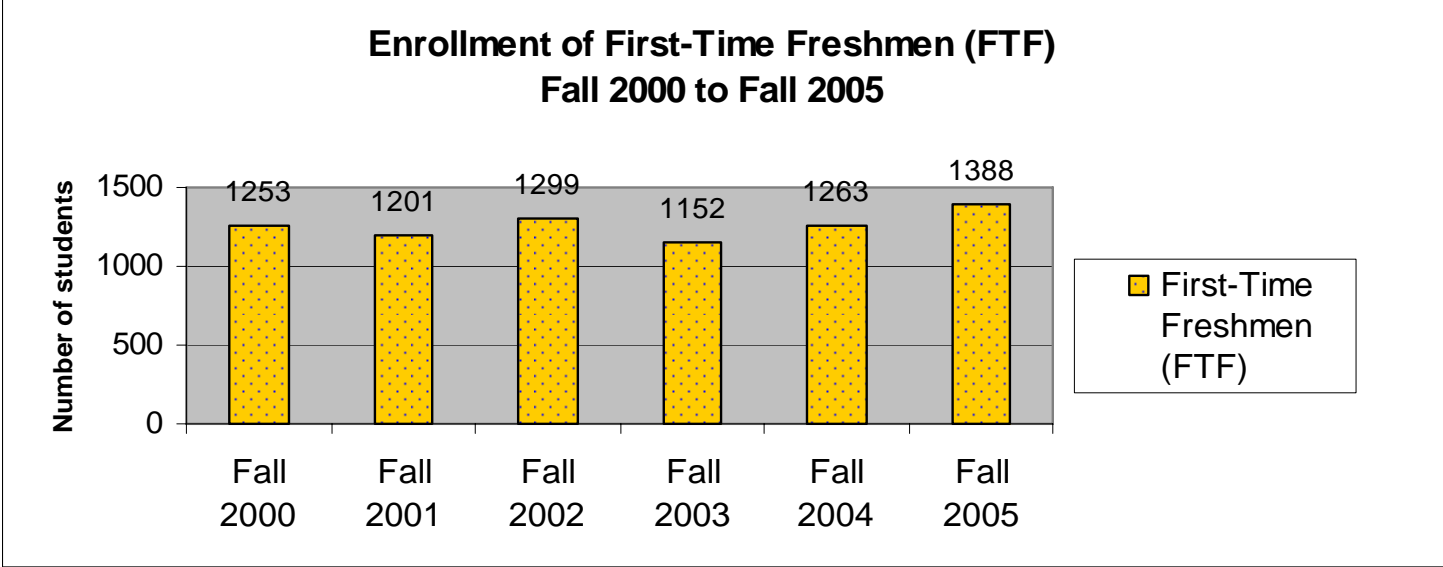


Figure 2.

Headcount, Full-Time Equivalent, and First-Time Freshmen

- From fall 2000 to fall 2005, the total number of enrolled students remained fairly constant, although it declined slightly (2.2%) over the period. In fall 2005, the College enrolled 7,686 students. As shown in Figure 1, this represents the first fall-to-fall increase in the five-year period studied, but it is still 173 students fewer than the fall 2000 headcount.

Headcount, Full-Time Equivalent, and First-Time Freshmen

- The full-time-equivalent (FTE) enrollment declined 2.3% in the same five-year period. (The FTE is calculated by dividing the total number of credit hours taken by all part-time and full-time students by 15.) The FTE enrollment for fall 2005 did not change from the previous fall.

Headcount, Full-Time Equivalent, and First-Time Freshmen

- Fall-to-fall enrollments of first-time freshmen (FTF) increased each semester in the five-year period analyzed except for fall 2001 and fall 2003 (see Figure 2). The number of first-time freshmen increased almost 10% from fall 2004 to fall 2005. In fall 2005, 18% of all enrolled students at the College were first-year freshmen (see Table 1). The number of first-time freshmen enrolled in fall 2005 (1,388) was the highest for the five-year period.

Headcount, Full-Time Equivalent, and First-Time Freshmen

Table 1.

Number of Students Enrolled at Pellissippi State, Fall 2000 to Fall 2005

Semester	Headcount	Full-Time Equivalent (FTE)	First-Time Freshmen (FTF)	FTF % of total students
Fall 2000	7859	5079	1253	15.9%
Fall 2001	7833	5151	1201	15.3%
Fall 2002	7795	5208	1299	16.7%
Fall 2003	7563	5014	1152	15.2%
Fall 2004	7562	4963	1263	16.7%
Fall 2005	7686	4963	1388	18.1%

Enrollment Trends by Student Status as Full-Time or Part-Time

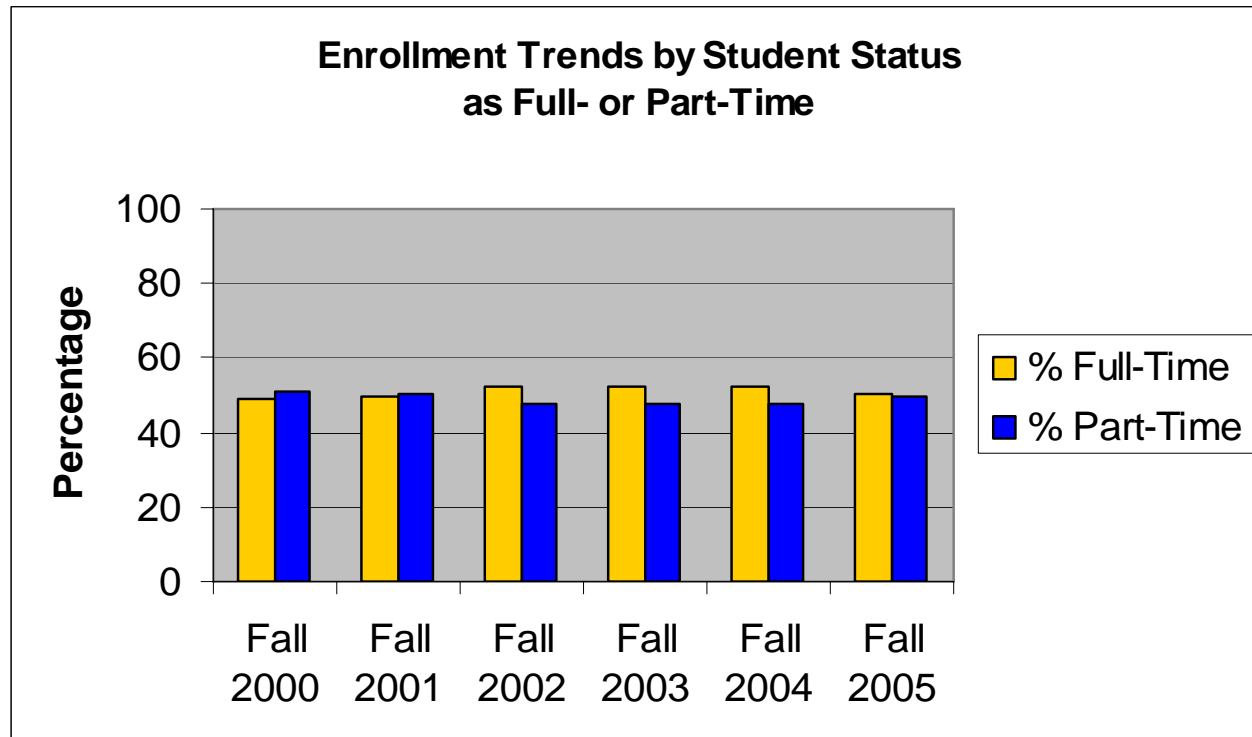


Figure 3.

Enrollment Trends by Student Status as Full-Time or Part-Time

A full-time student is defined as a student who is enrolled in 12 or more credit hours. From fall 2001 to fall 2004, the gap between full-time and part-time students as a percentage of total enrollment widened (see Figure 3). In fall 2004, 52.6% of students were full time, exceeding the 47.4% of students who were part time by over 5%.

Enrollment Trends by Student Status as Full-Time or Part-Time

In fall 2005, this trend changed. In fall 2005 there were still more full-time students (50.51%) than part-time (49.49%), but the difference is just slightly over 1% (see Table 2). The five-year trend shows variable activity: at the beginning of the period in fall 2000 and fall 2001, there were more part-time students than full-time students.

Enrollment Trends by Student Status as Full-Time or Part-Time

Table 2.

Full- and Part-Time Enrollment, Fall 2000 to Fall 2005

	% Full-Time	% Part-Time	Difference in % (Full-Time minus Part- Time)
Fall 2000	48.99	51.01	-2.02
Fall 2001	49.59	50.41	-0.82
Fall 2002	52.28	47.72	4.56
Fall 2003	52.20	47.80	4.40
Fall 2004	52.61	47.39	5.22
Fall 2005	50.51	49.49	1.02

Enrollment Trends Gender

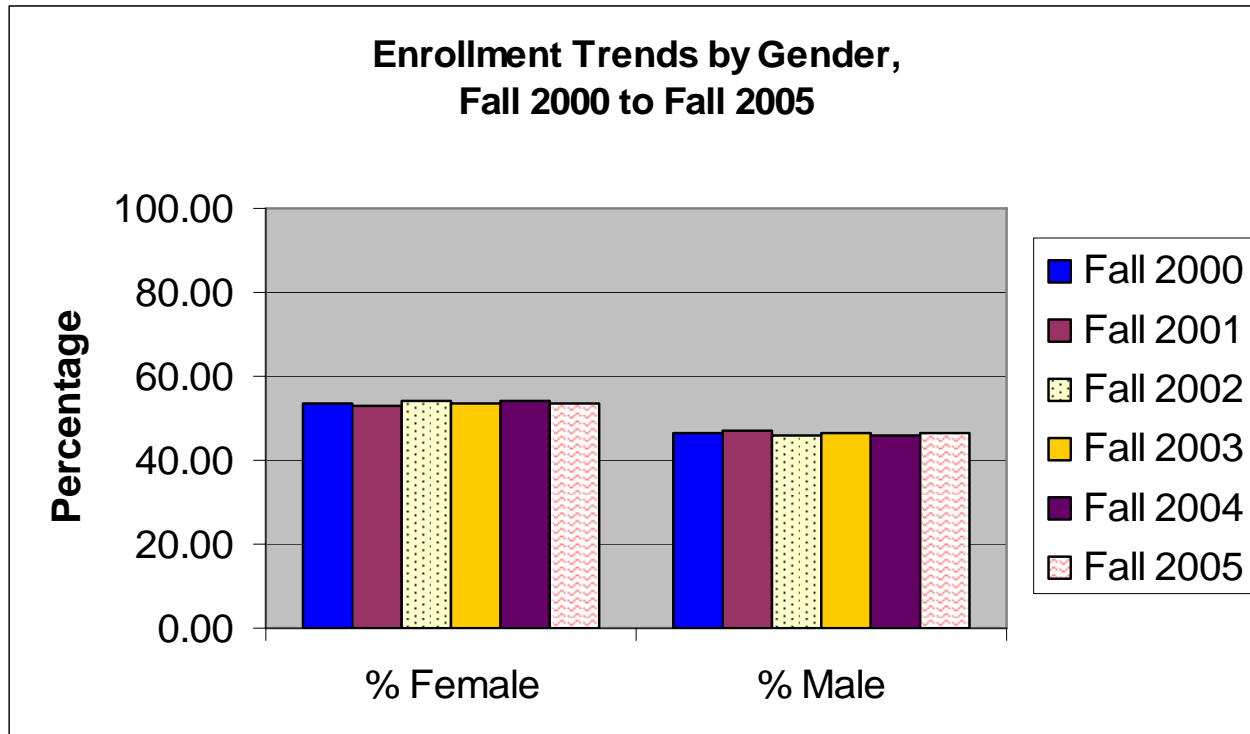


Figure 4.

Enrollment Trends Gender

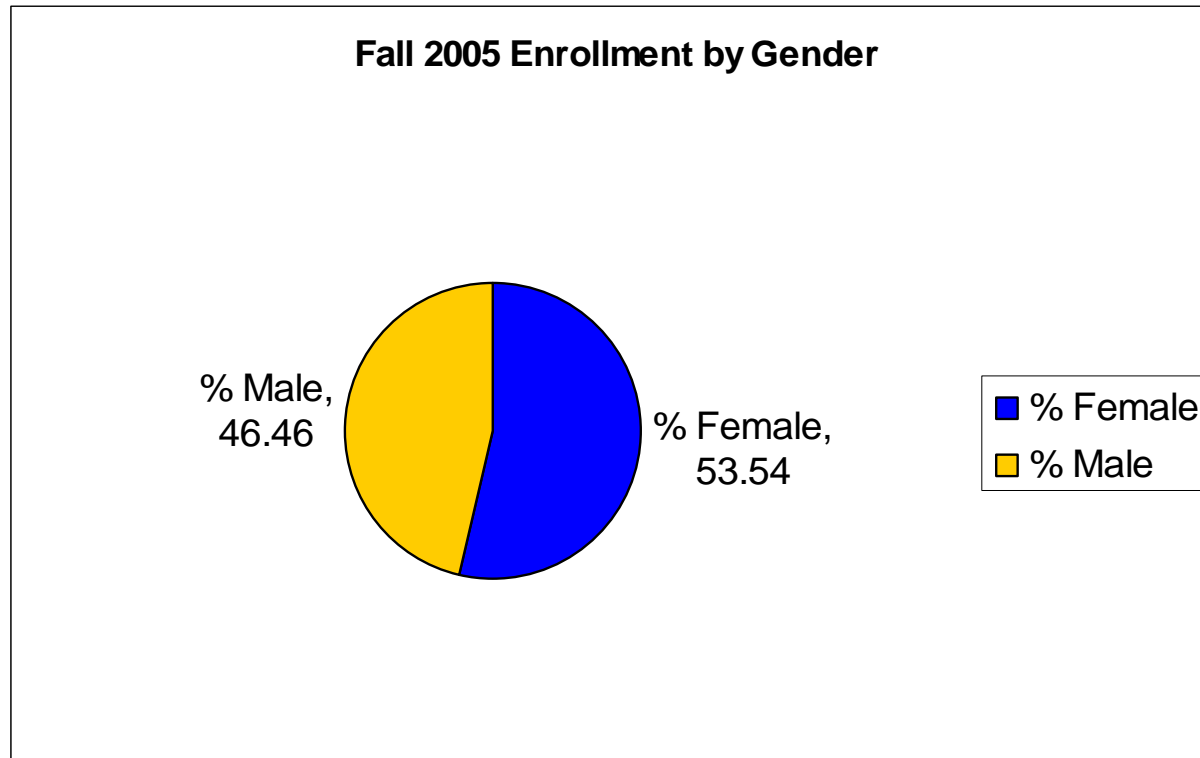


Figure 5A.

Enrollment Trends by Gender

The gap between female and male students has varied between approximately 6% and 8% since fall 2000, with female students always outnumbering male students (see Figure 4 and Table 3). In fall 2005, the majority of students (54%) were female, as shown in Figure 5A.

Enrollment Trends by Gender

Table 3.

Enrollment Trends by Gender, Fall 2000 to Fall 2005

	% Female	% Male	% Difference
Fall 2000	53.54	46.46	7.08
Fall 2001	53.12	46.88	6.24
Fall 2002	54.25	45.75	8.50
Fall 2003	53.47	46.53	6.94
Fall 2004	53.83	46.17	7.66
Fall 2005	53.76	46.24	7.52

Enrollment Trends by Age of Students

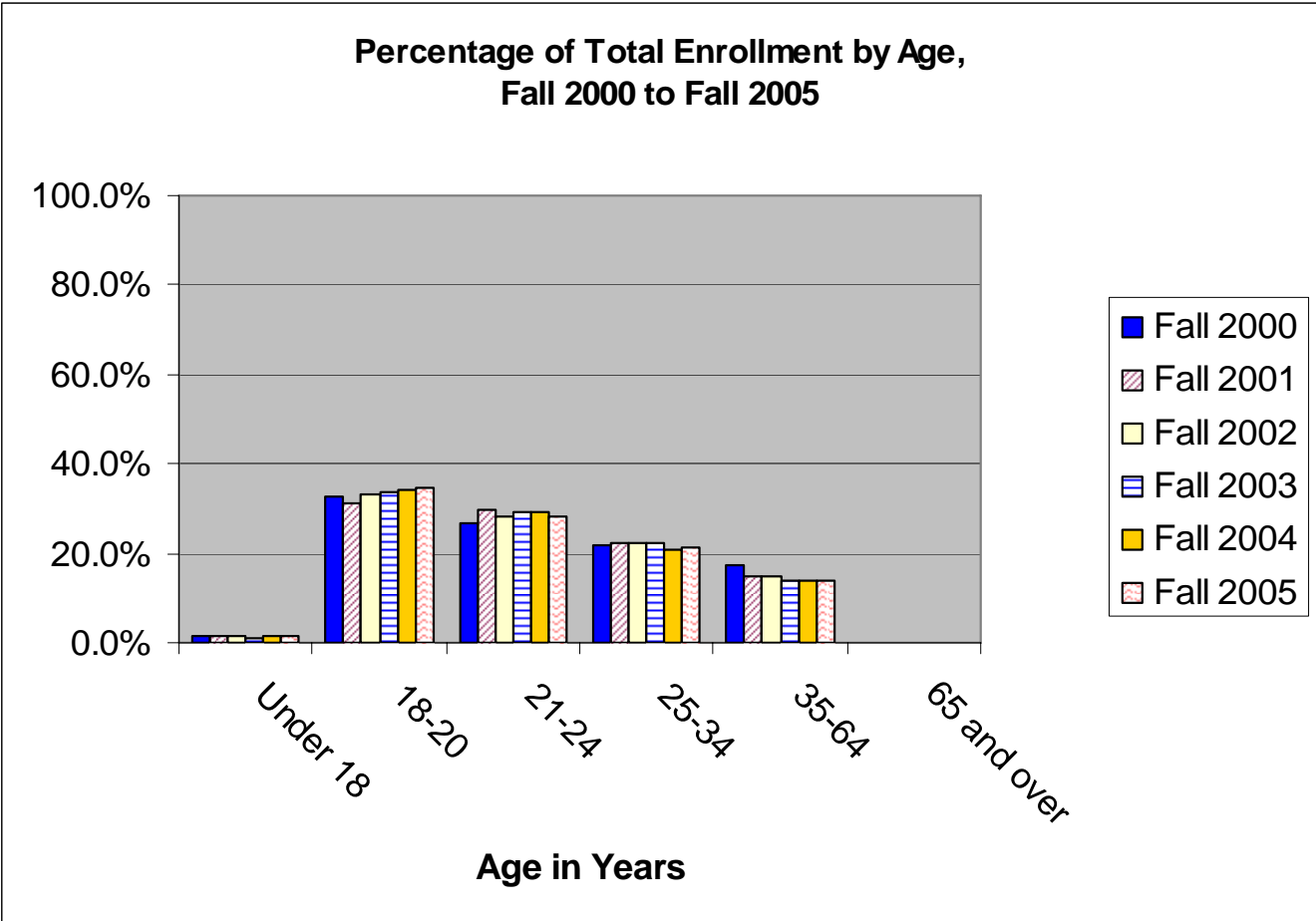


Figure 5B.

Enrollment Trends by Age of Students

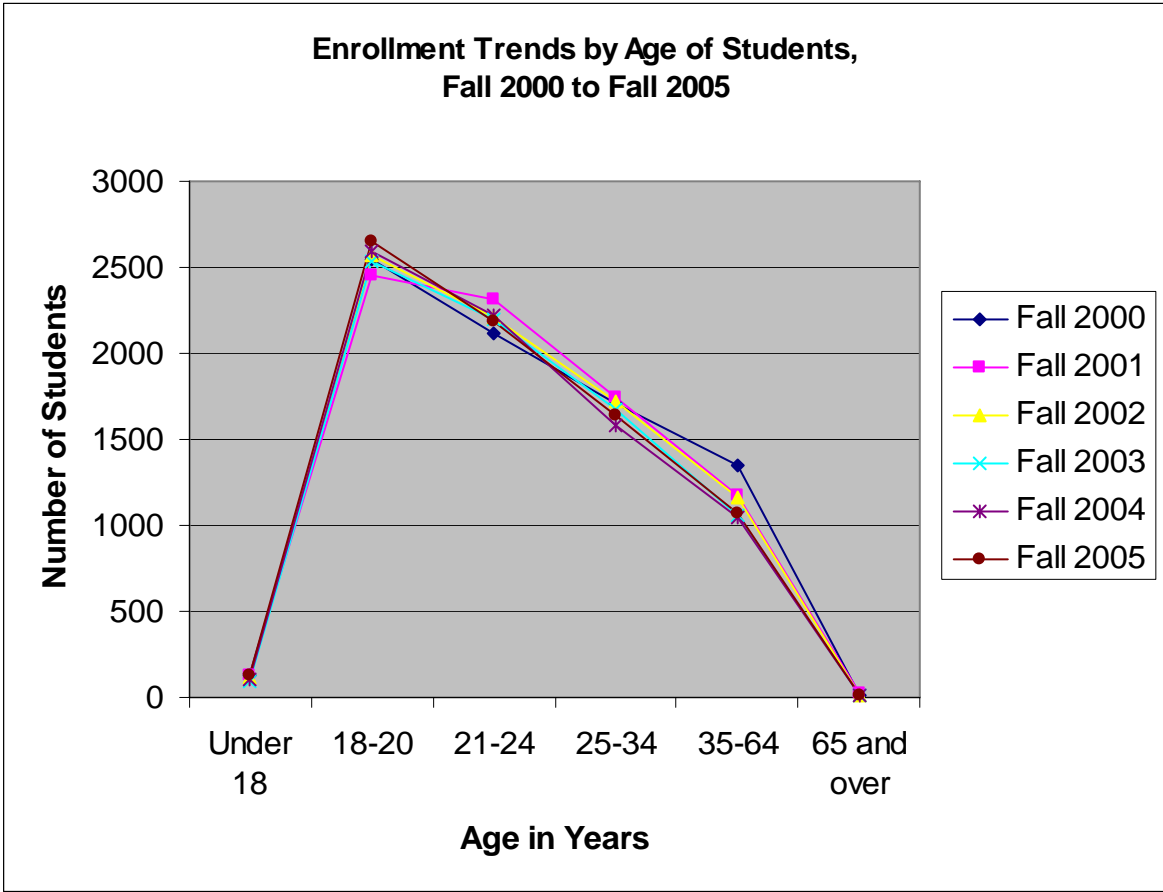


Figure 6.

Enrollment Trends by Age of Students

- In fall 2005, students age 18-24 represented 63% of all enrolled students: the breakdown is 34.5% (2,651 students) for those age 18-20, and 28.5% (2,187 students) for those age 21-24.
 - Those age 25-64 made up 35%: the breakdown is 21.3% (1,636 students) age 25-34, and 13.9% (1,071 students) age 35-64.
 - The remaining 2% were either under 18, or age 65 and older. (Percentages are rounded.)
-

Enrollment Trends by Age of Students

Percentage of Total Enrollment by Age Category

From fall 2000 to fall 2005, students 18-20 increased from 33% to 35% of all enrolled students; those 21-24 from 27% to 29%.

Enrollment of older students declined as a percentage of total enrollment over the same period: those 25-34 decreased from 22% to 21%, and those 35-64 from 17% to 14% in the same period.

Enrollment Trends by Age of Students

The percentage of students at the extremes (youngest and oldest) remained fairly constant over the five-year period.

- Students under age 18 were 1.6% of the population in fall 2000 and were 1.7% in fall 2005.
- Students 65 and over were 0.1% of all students.

Enrollment Trends by Age of Students

Changes within Age Categories

Despite a 2.2% decrease in total headcount from fall 2000 to fall 2005, the number of students age 18-20 increased 4% (from 2,551 to 2,651), and those 21-24 increased approximately 3% (from 2,116 to 2,187).

The categories for older students decreased: students 25-34 decreased 4% (from 1,708 to 1,636), and those in age category 35-64 decreased 21% (from 1,354 to 1,071). See Figure 5B and Figure 6.

Enrollment Trends by Age of Students

The two age categories with the lowest enrollments were students under 18 and those 65 and over.

- The 131 students under 18 years of age who enrolled in fall 2005 represented the highest enrollment in this category in the five-year period studied. In fall 2003, enrollment for this age group fell 27% (from 120 to 88); in fall 2004 it increased 23% (from 88 to 108), and in fall 2005 it increased 21% (from 108 to 131).

Enrollment Trends by Age of Students

There were 10 students over age 65 in fall 2005; the highest enrollment for this category occurred in fall 2001 when there were 19 students 65 or over.

Data are provided in Table 4.

Enrollment Trends by Student Age

Table 4. Enrollment Trends by Age

		Age in Years											
		Under 18		18-20		21-24		25-34		35-64		65 and over	
Fall	Total Head-count	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2000	7859	123	1.6%	2551	32.5%	2116	26.9%	1708	21.7%	1354	17.2%	7	0.1%
2001	7833	124	1.6%	2456	31.4%	2314	29.5%	1742	22.2%	1178	15.0%	19	0.2%
2002	7795	120	1.5%	2574	33.0%	2211	28.4%	1719	22.1%	1159	14.9%	12	0.2%
2003	7563	88	1.2%	2530	33.5%	2202	29.1%	1676	22.2%	1059	14.0%	8	0.1%
2004	7562	108	1.4%	2595	34.3%	2219	29.3%	1584	20.9%	1048	13.9%	8	0.1%
2005	7686	131	1.7%	2651	34.5%	2187	28.5%	1636	21.3%	1071	13.9%	10	0.1%

Enrollment Trends by Program of Study

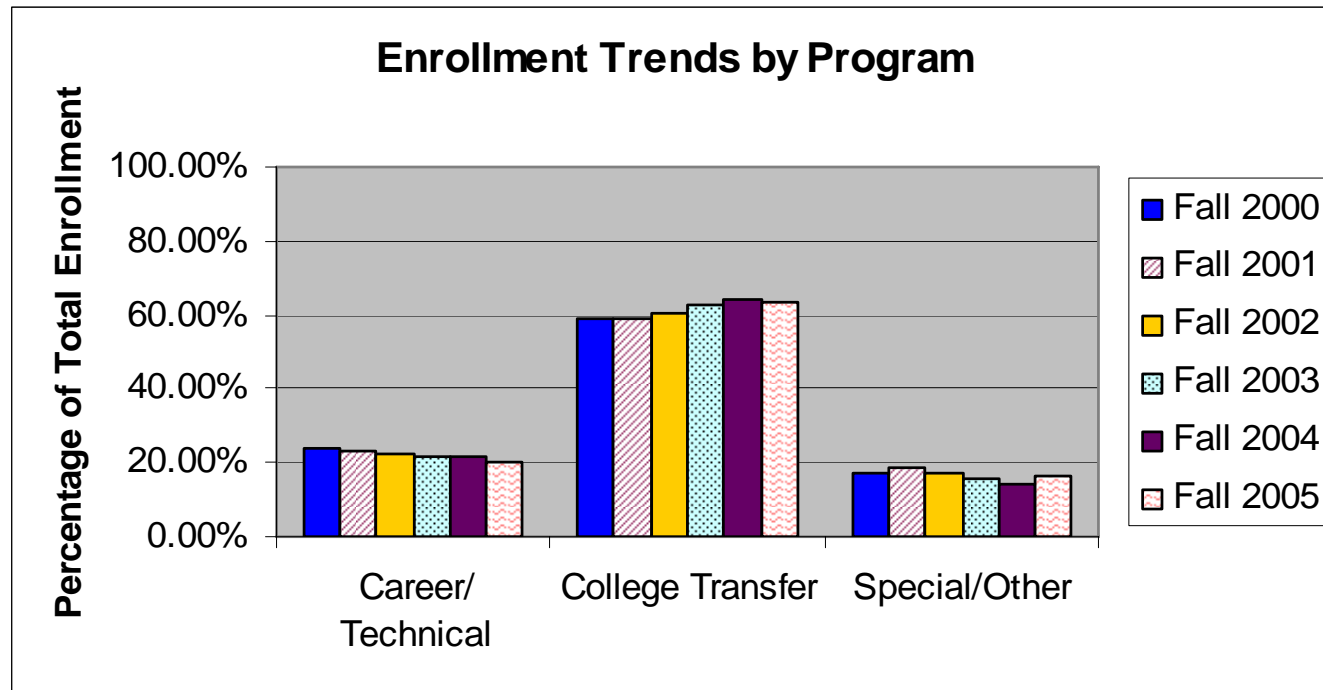


Figure 7.

Enrollment Trends by Program of Study

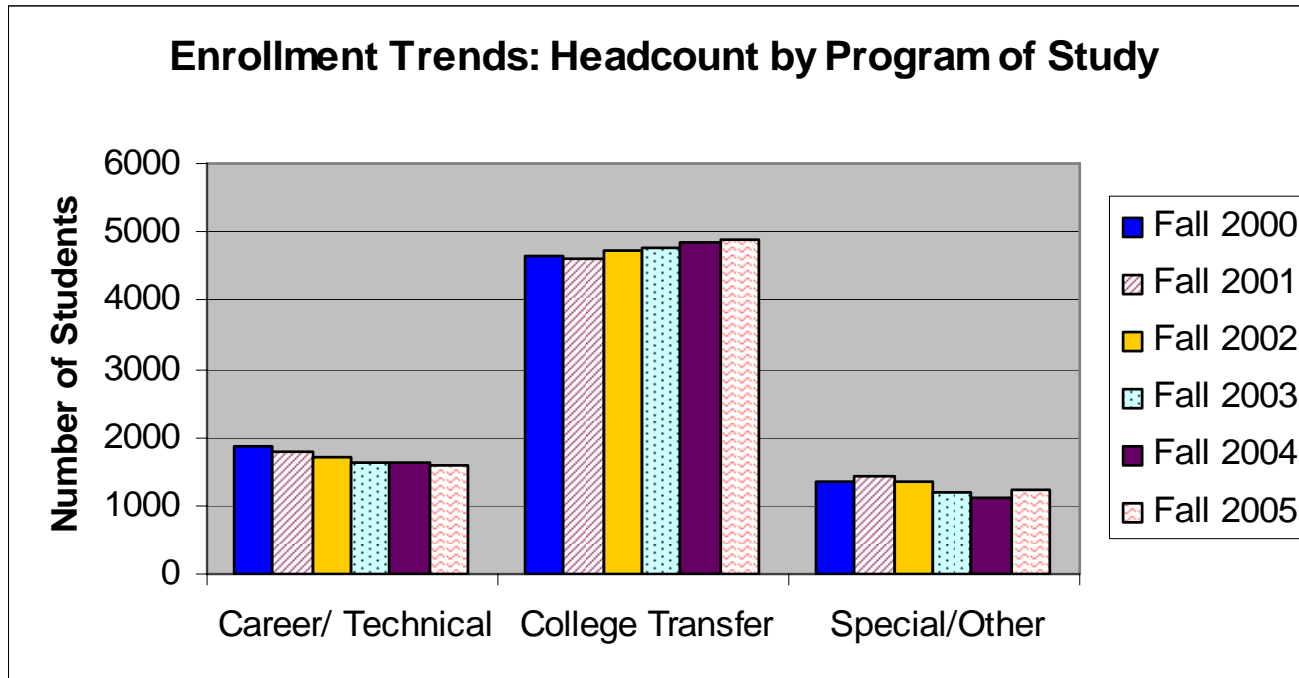


Figure 8.

Enrollment Trends by Program

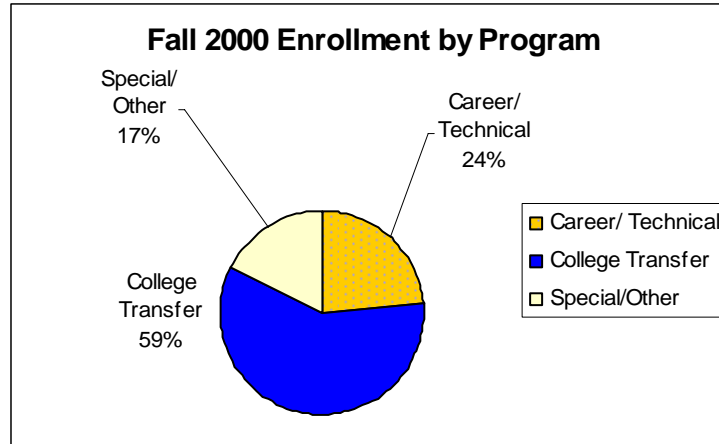


Figure 9.

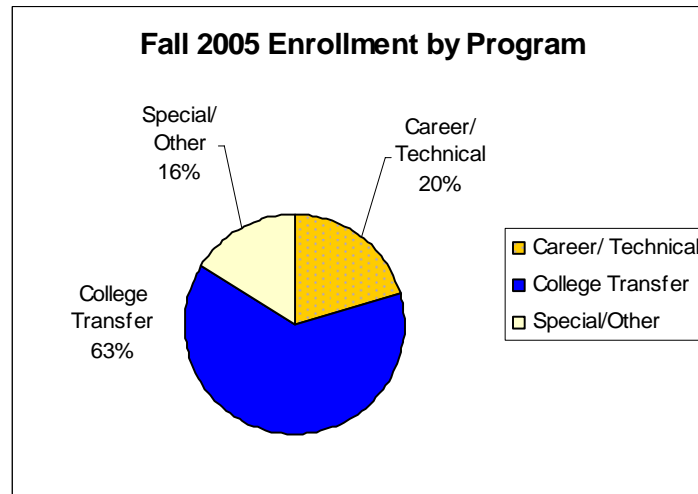


Figure 10.

Enrollment Trends by Program

Programs

Students enrolled at Pellissippi State can choose from among several programs leading to an associate's degree. The career/technical program leads to the Associate of Applied Arts degree (A.A.S). Graduates in the college transfer program receive either the Associate of Arts (A.A.) or the Associate of Science (A.S.) degree. Students who are not seeking a degree from Pellissippi State are classified as special/other.

Enrollment Trends by Program

College Transfer

A comparison of fall 2000 enrollment with fall 2005 shows an increasing number of students enrolled in the college transfer program. These students represented approximately 63% of all enrolled students in fall 2005 (see Figure 7). The headcount for this program increased 5% in the five-year period (from 4,632 to 4,874 students). See Figure 8 and Table 5.

Enrollment Trends by Program

Career/Technical

The number of students enrolled in career/technical programs decreased from 1,858 students in fall 2000 to 1,572 in fall 2005, a decline in headcount of 15%. Of the total student population, career/technical programs enrolled approximately 20% of all students in fall 2005, compared to 24% in fall 2000. (See Figure 9 and Figure 10).

Enrollment Trends by Program

Special Students

Non-degree-seeking students represented the remaining 16% (1,240 students) of enrolled students in fall 2005, compared to 17% in fall 2000 (percentages are rounded).

The number of special students decreased 9% from fall 2000 to fall 2005 (from 1,369 students to 1,240); however, in fall 2005 the number of special students was higher than in the two previous fall semesters (see Table 5).

Enrollment Trends by Program

Table 5.

Enrollment Trends by Program, Fall 2000 to Fall 2005

	Career/ Technical		College Transfer		Special/Other		Total
	No.	%	No.	%	No.	%	
Fall 2000	1858	23.64%	4632	58.94%	1369	17.42%	7859
Fall 2001	1796	22.93%	4601	58.74%	1436	18.33%	7833
Fall 2002	1727	22.16%	4718	60.53%	1350	17.32%	7795
Fall 2003	1625	21.49%	4763	62.98%	1175	15.54%	7563
Fall 2004	1627	21.52%	4838	63.98%	1097	14.51%	7562
Fall 2005	1572	20.45%	4874	63.41%	1240	16.13%	7686

Enrollment Trends by Class Level of Students

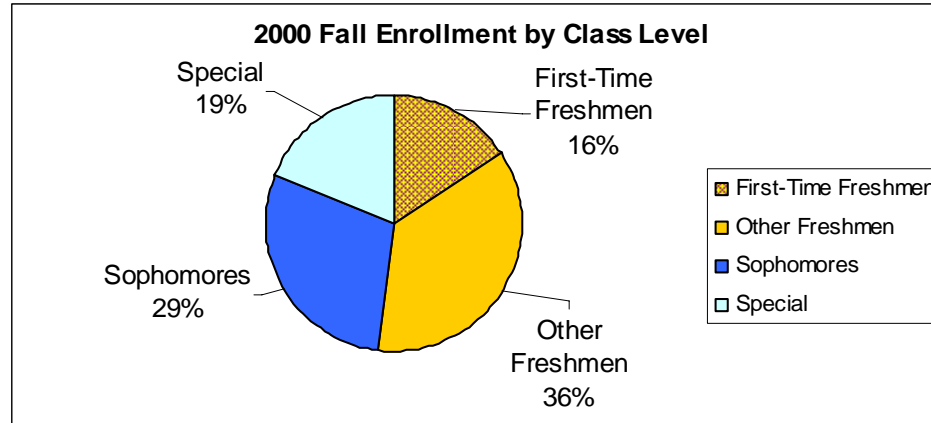


Figure 11.

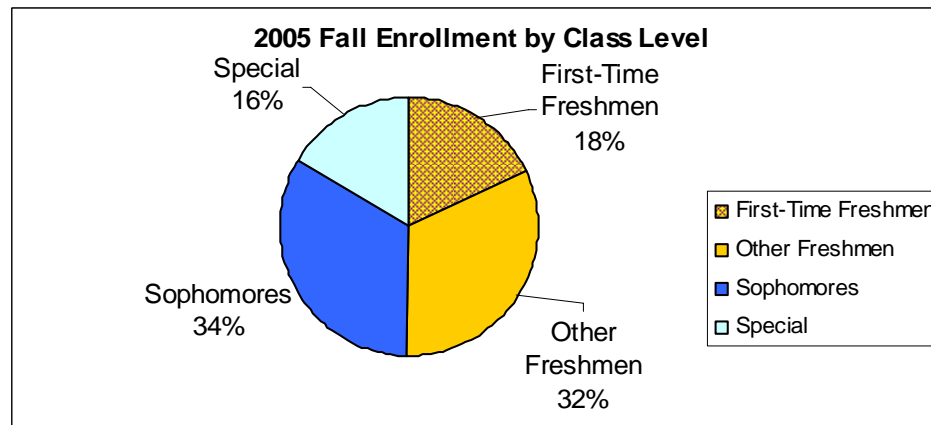


Figure 12.

Enrollment Trends by Class Level of Students

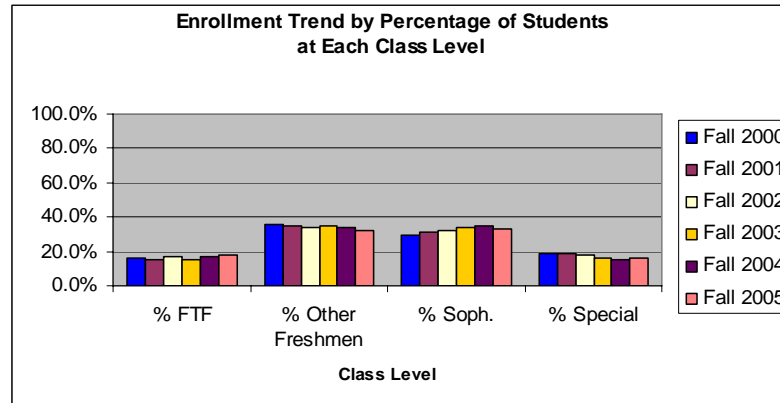


Figure 13.

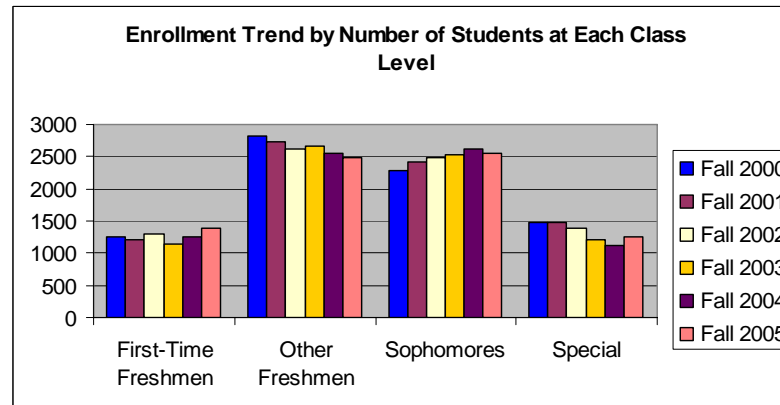


Figure 14.

Enrollment Trends Class Level

- First-time freshmen are defined as degree-seeking students who have not previously enrolled for work creditable toward a degree in any college, university, or technical institute. Such students who first enroll in a summer term are classified as first-time freshmen only if they return in the fall.
- Other freshmen are returning freshmen (other than first-time freshmen who enrolled in the summer, as defined above), including those from colleges other than Pellissippi State.
- Students are defined as sophomores when they have 30 or more credit hours.
- A special student is one who is not working toward a degree, but who is taking credit courses.

Enrollment Trends Class Level

An analysis of enrollment trends by class level for fall semesters from 2000 to 2005 shows that approximately one-half of the students are freshmen, one-third of the students are sophomores, and the remaining portion (from 15% to 19% in the five-year period) are special students. See Figure 11 and Figure 12.

Enrollment Trends Class Level

Fall enrollment trends for the five-year period from 2000 to 2005 are shown in Figures 13 and 14. Enrollment of first-time freshmen increased in both fall 2004 and fall 2005. In fall 2005, with a headcount of 1,388, first-time freshmen represented slightly over 18% of all enrolled students. From fall 2000 to fall 2004, first-time freshmen represented from 30% to 33% of all freshmen. In fall 2005, first-time freshmen made up almost 36% of all freshmen.

Enrollment Trends Class Level

Beginning with 29% of the population in fall 2000, students with sophomore status increased every fall semester through fall 2004, when this class represented 35% of all students. This percentage decreased to 33% in fall 2005. The percentage of students in the category “other freshmen” decreased from 36% of all enrolled students in fall 2000 to 32% in fall 2005. See Table 6.

Enrollment Trends Class Level

In conclusion, fall enrollment data displayed in Figures 13 and 14 present an interesting symmetry for the five-year period 2000 to 2005:

- First-time freshmen and special students both made up less than 20% of all students. As the percentage of first-time freshmen gradually increased (from 16% to 18% of enrolled students in the five-year period), the percentage of special students generally decreased; an exception was fall 2005, when the enrollment of special students increased to 1,256 (representing 16% of all enrolled students).

Enrollment Trends Class Level

- The two categories “other freshmen” and “sophomores” each represented less than 40% of enrolled students in the period tracked. As the percentage of other freshmen gradually decreased, the percentage of students with sophomore standing generally increased. Once again, fall 2005 was an exception, when the percentage of students with sophomore standing decreased for the first time since fall 2000. Even so, the headcount of 2,563 sophomores in fall 2005 still represented the second highest enrollment of sophomores for the terms shown.

Enrollment Trends by Class Level

Table 6. Enrollment Trends Class Level

Fall	Total Head-count	First-Time Freshmen (FTF)	% FTF	Other Freshmen	% Other Freshmen	Sophomores	% Sophomores	Special	% Special
2000	7859	1253	15.9%	2831	36.0%	2288	29.1%	1487	18.9%
2001	7833	1201	15.3%	2729	34.8%	2417	30.9%	1486	19.0%
2002	7795	1299	16.7%	2622	33.6%	2490	31.9%	1384	17.8%
2003	7563	1152	15.2%	2659	35.2%	2540	33.6%	1212	16.0%
2004	7562	1263	16.7%	2550	33.7%	2623	34.7%	1126	14.9%
2005	7686	1388	18.1%	2479	32.3%	2563	33.3%	1256	16.3%

Enrollment Trends by Ethnicity of Students

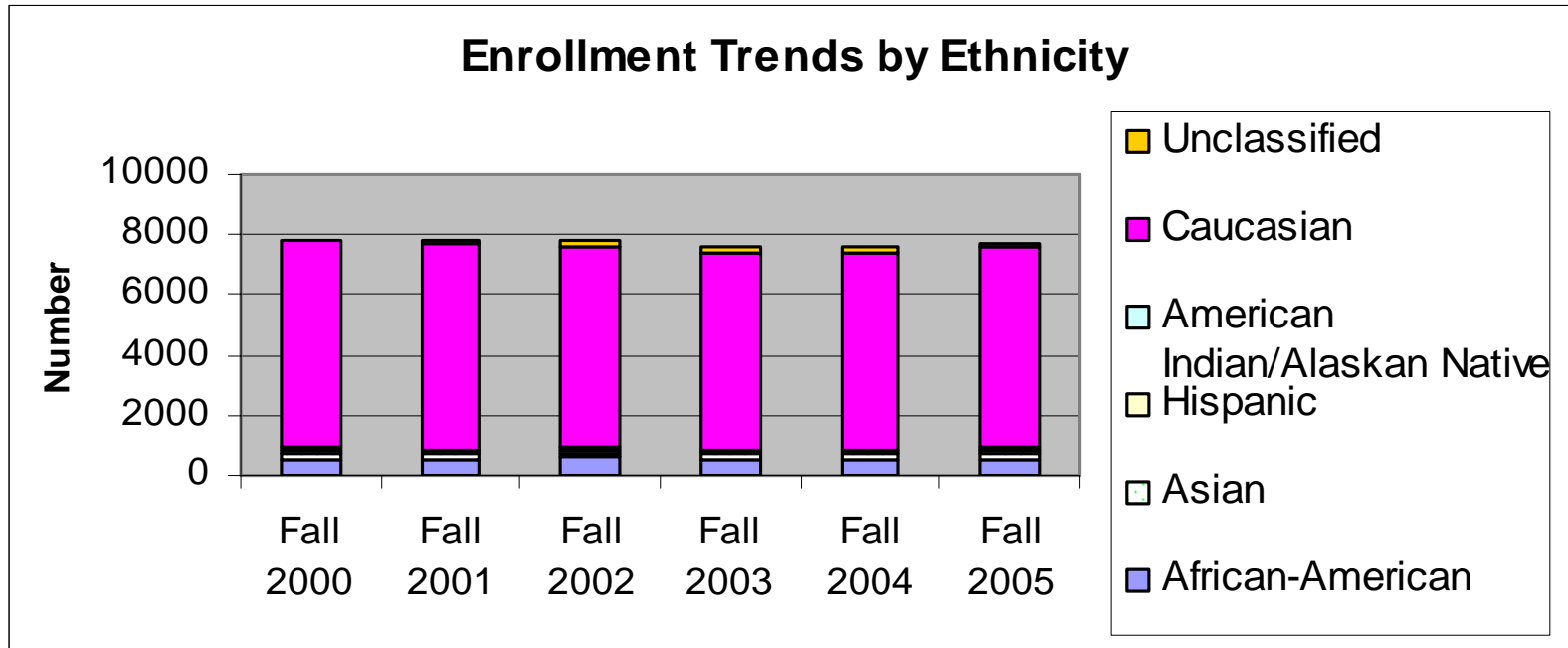


Figure 15.

Note: The ethnic categories are shown in the legend in the same order as they are stacked in the bars.

Enrollment Trends by Ethnicity

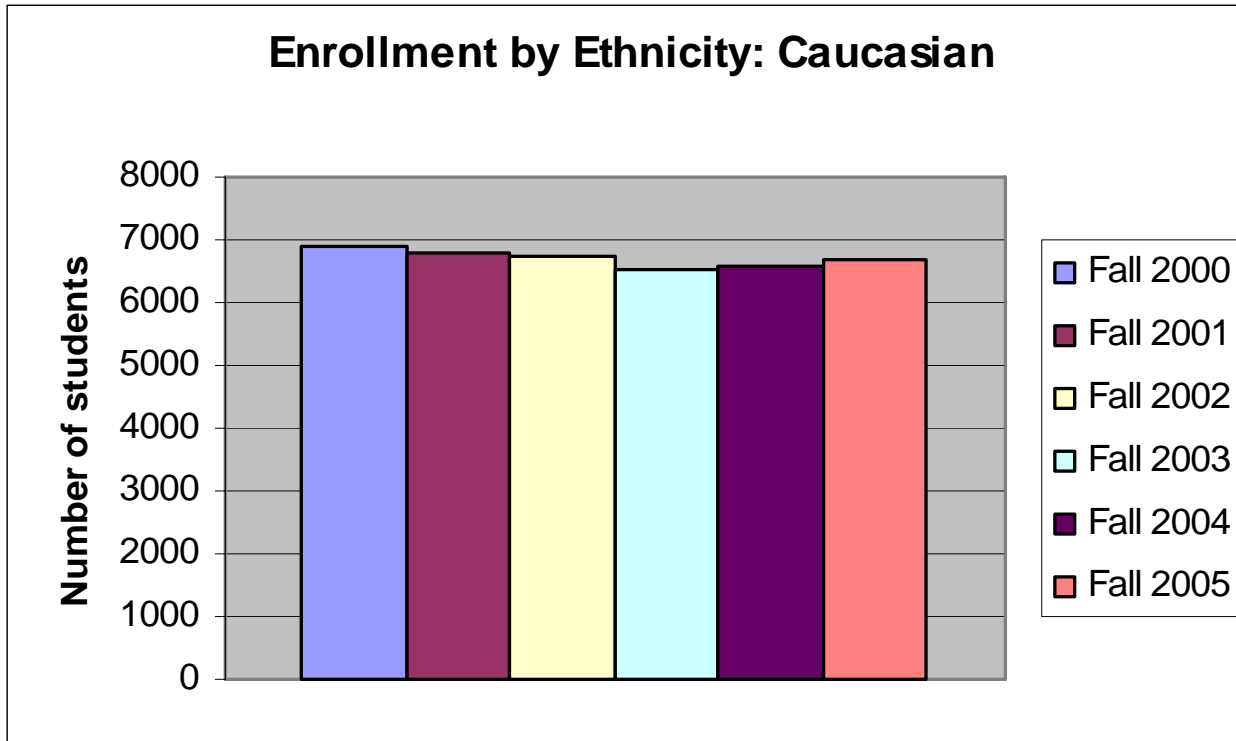


Figure 16.

Enrollment Trends by Ethnicity

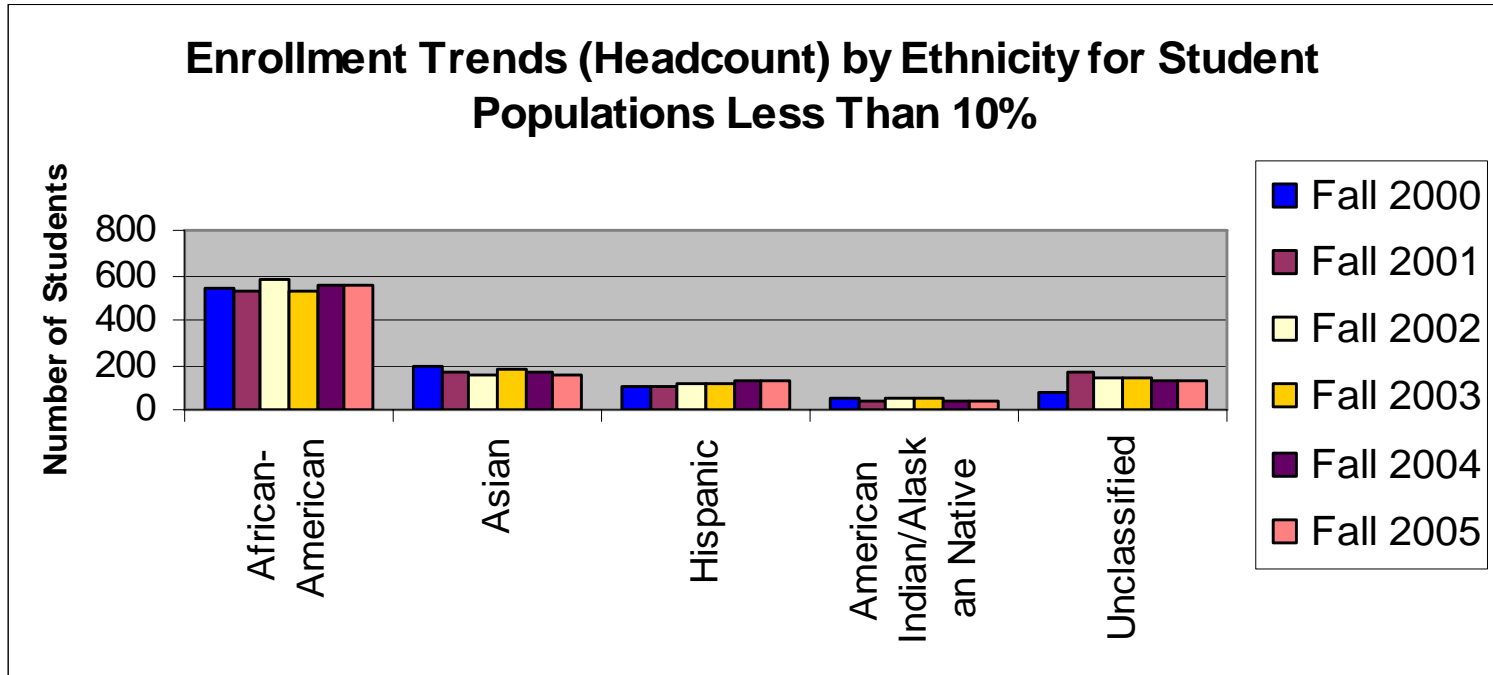


Figure 17.

Enrollment Trends by Ethnicity

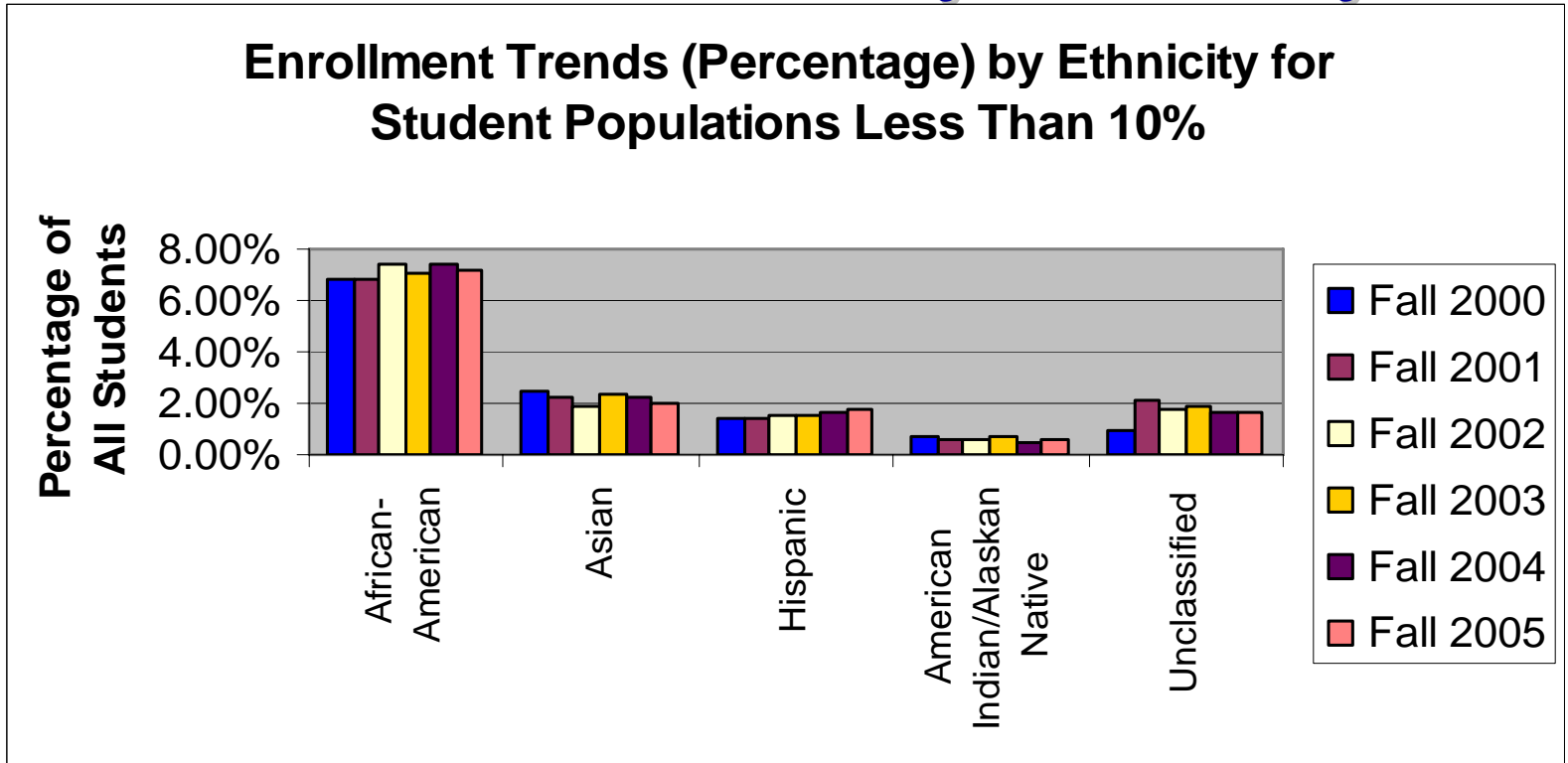


Figure 18.

Enrollment Trends by Ethnicity

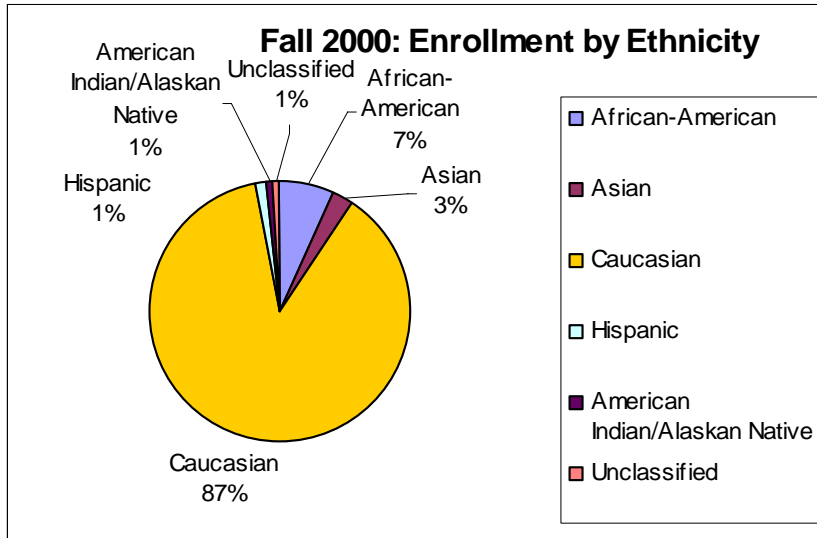


Figure 19.

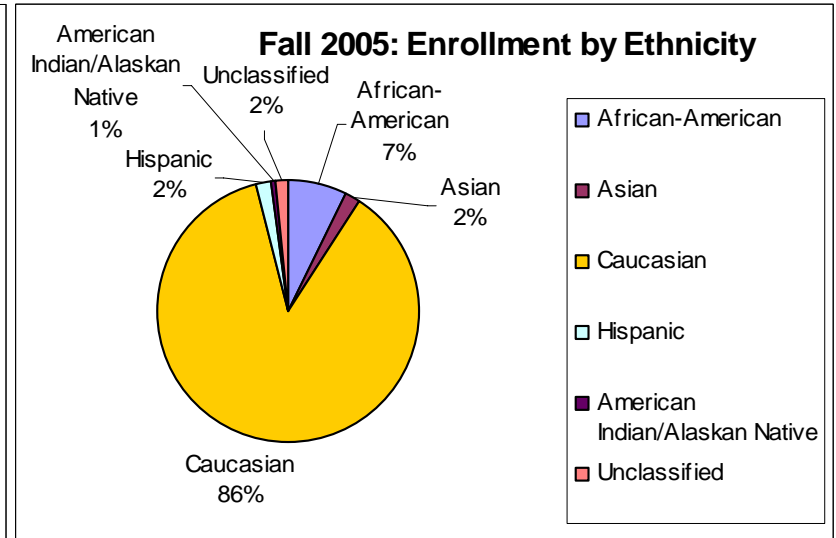


Figure 20.

Note: Excel rounds percentages in pie charts to total 100%.

Enrollment Trends by Ethnicity

Although Caucasian students made up the largest portion of enrolled students in the five-year period studied, this category declined 1% as a percentage of the total student population from fall 2000 to fall 2005. In fall 2005, Caucasian students represented almost 86.8% of all enrolled students. The remaining 13.2% of students enrolled in fall 2005 were African-American (7.2%), Asian (2.1%), Hispanic (1.7%), American Indian/Alaskan Native (0.6%), or of unclassified ethnicity (1.7%). See Figure 15 for a stacked bar chart showing the contribution of each ethnic category to the total student population for the five-year period studied.

Enrollment Trends by Ethnicity

From fall 2000 to fall 2005, the number of Caucasian students fell from 6,887 to 6,668, a decrease in headcount of 3.2%. (See Figure 16.) This compares to a decrease of 2.2% in the total student headcount during the same five-year period.

The number of African-American students increased 3.2% (from 538 to 555 students) from fall 2000 to fall 2005, although the highest enrollment of African-American students (580 students) occurred in fall 2002.

Enrollment Trends by Ethnicity

From fall 2000 to 2005, the number of Asian students always exceeded the number of Hispanic students, but Asian students decreased as a percentage of the total population, and Hispanic students increased as a percentage of the total. (However, in fall 2005, both groups combined still represented less than 4% of all enrolled students.)

Enrollment Trends by Ethnicity

The number of Asian students decreased 19.8% (from 197 to 158 students), and the number of Hispanic students increased 22.2% (from 108 to 132 students). The number of students of American Indian or Alaskan Native ethnicity decreased 17% (from 53 to 44 students). For the last four years, the ethnicity of less than 2% of the students was unclassified. (See Figures 17 and 18.) Pie charts comparing enrollment populations by ethnicity for fall 2000 and fall 2005 are shown in Figures 19 and 20, respectively. Also see Table 7 for the data on ethnic trends.

Enrollment Trends by Ethnicity

Table 7. Enrollment (Percentage and Headcount) by Ethnic Categories

	African-American		Asian		Caucasian		Hispanic		American Indian/Alaskan Native		Unclassified		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Fall 2000	538	6.85%	197	2.51%	6887	87.63%	108	1.37%	53	0.67%	76	0.97%	7859
Fall 2001	530	6.77%	174	2.22%	6810	86.94%	106	1.35%	45	0.57%	168	2.14%	7833
Fall 2002	580	7.44%	149	1.91%	6758	86.70%	121	1.55%	47	0.60%	140	1.80%	7795
Fall 2003	535	7.07%	177	2.34%	6551	86.62%	112	1.48%	49	0.65%	139	1.84%	7563
Fall 2004	557	7.37%	167	2.21%	6554	86.67%	123	1.63%	35	0.46%	126	1.67%	7562
Fall 2005	555	7.22%	158	2.06%	6668	86.76%	132	1.72%	44	0.57%	129	1.68%	7686

Enrollment Trends by Student Credit Hours

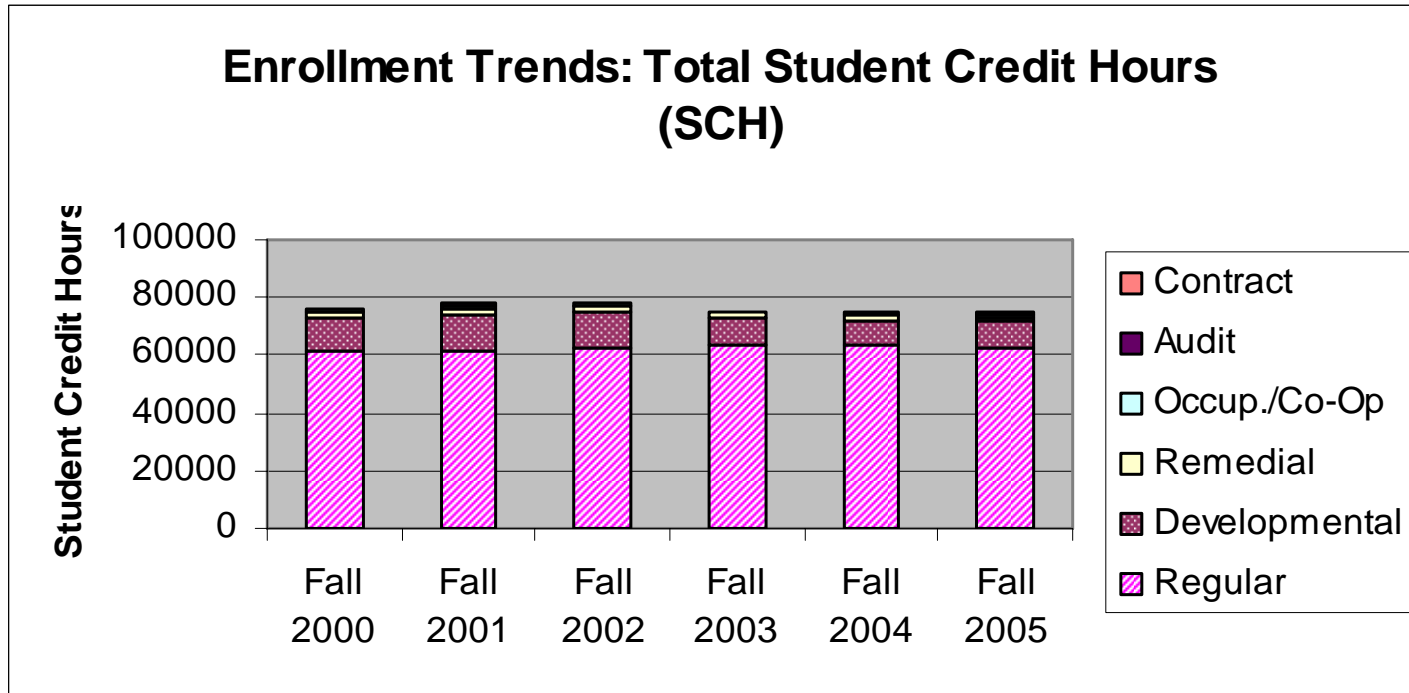


Figure 21.

Note: The types of credit are shown in the legend in the same order as they are stacked in the bars.

Enrollment Trends by Student Credit Hours

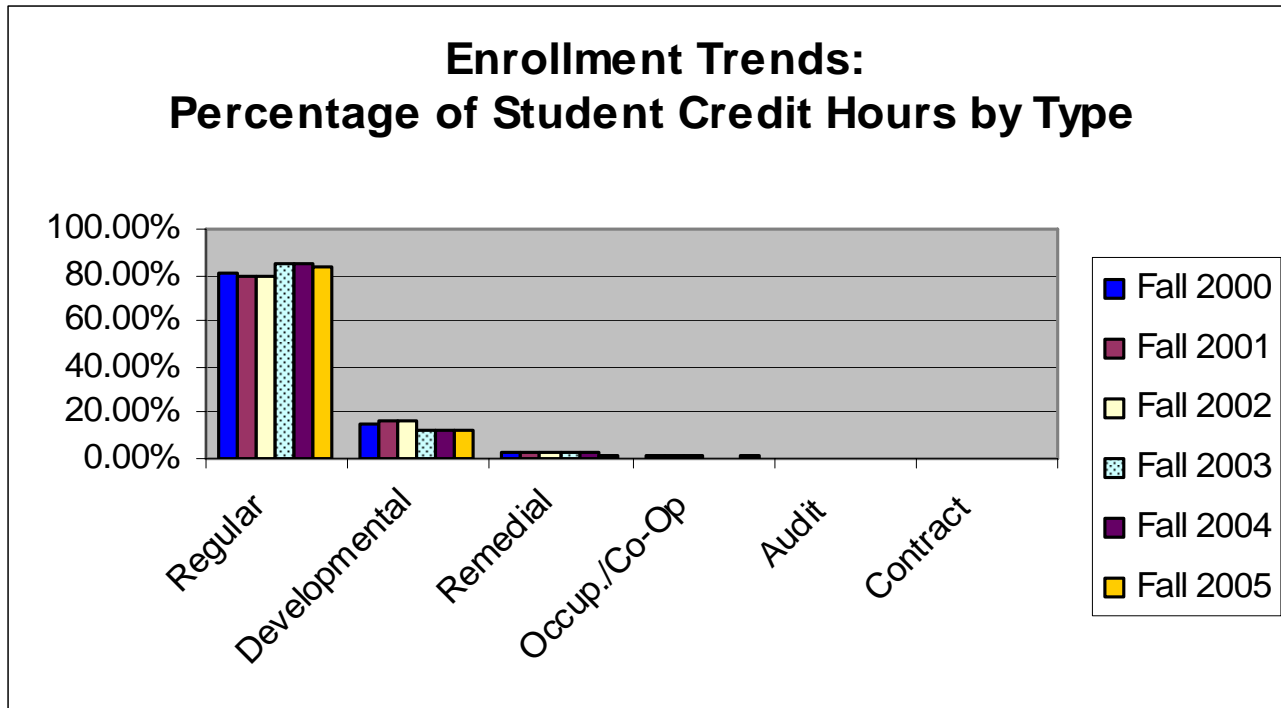


Figure 22.

Enrollment Trends by Student Credit Hours

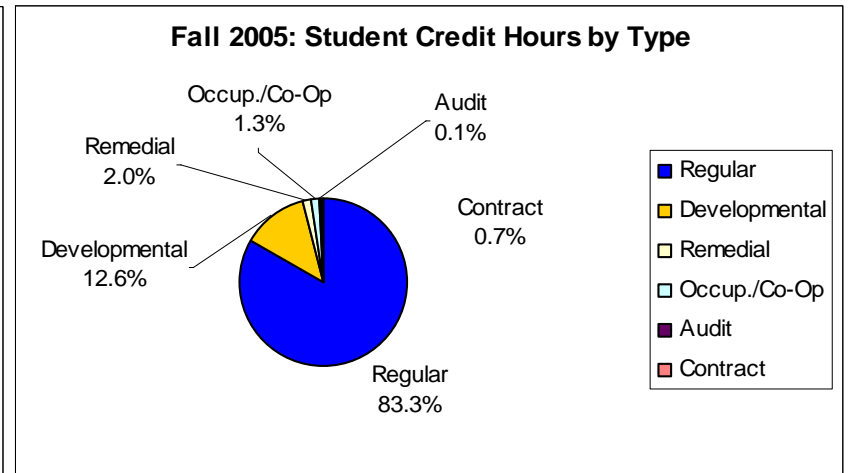
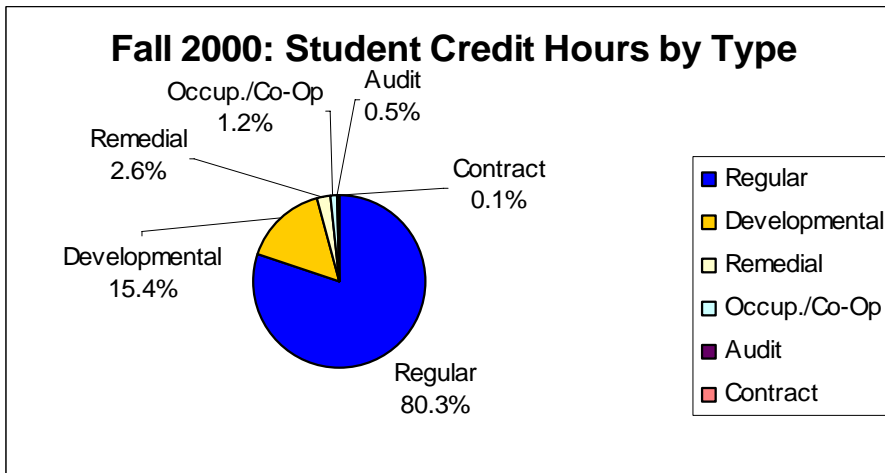


Figure 23.

Figure 24.

Enrollment Trends by Student Credit Hours

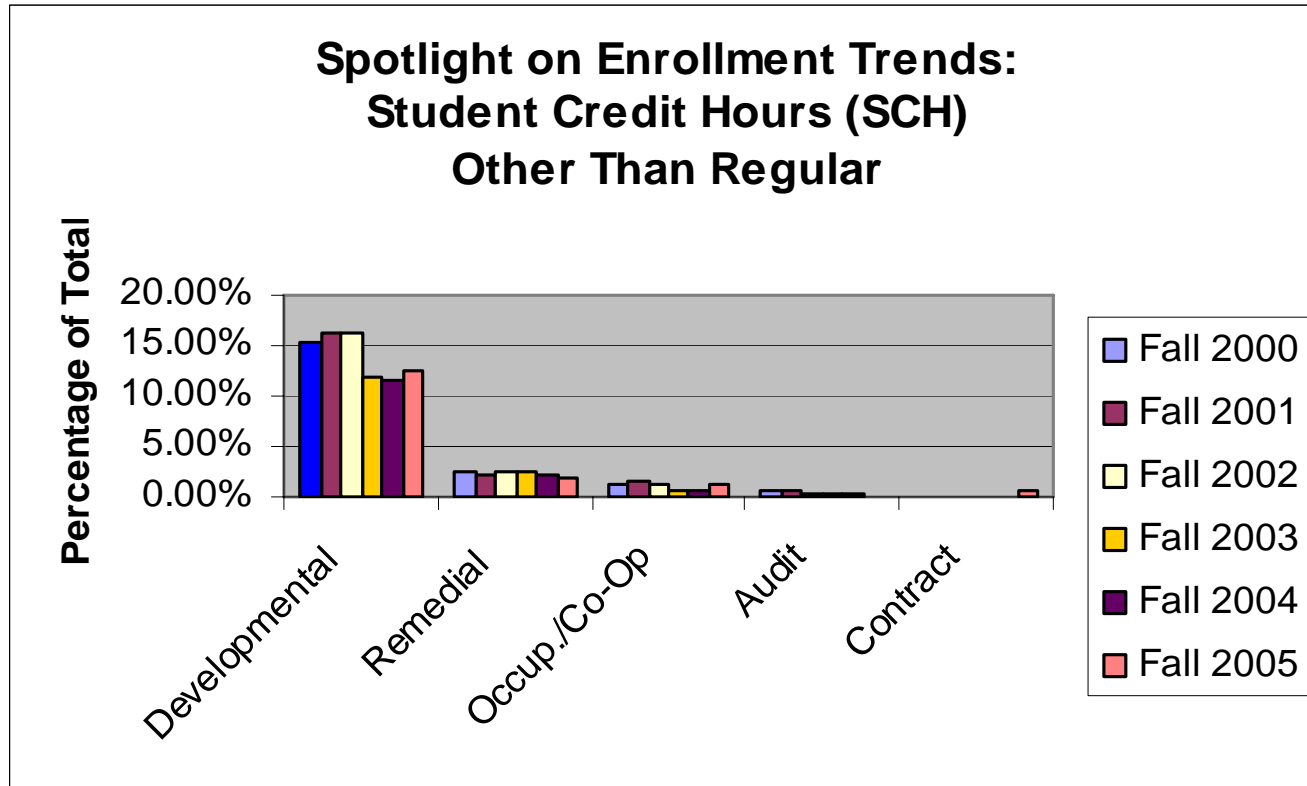


Figure 25.

Enrollment Trends by Student Credit Hours

The types of credit hours in which students enrolled in fall 2000 to fall 2005 are analyzed. The types of student credit hours are defined as follows:

- Regular credit is for work creditable toward a certificate or two-year degree.

Enrollment Trends by Student Credit Hours

- Remedial and developmental credit is for courses in the Developmental Studies Program. These courses are designed to provide students with the basic skills and academic competencies needed for success in college-level courses. The credit does not count towards a student's degree.
- The category labeled “occupational/co-op” is for credit received by students who work off-campus in cooperative programs as part of their academic preparation. This credit counts towards a student's degree.

Enrollment Trends by Student Credit Hours

- Audit hours are based on the course's value when taken as a credit course. Students who elect to enroll in a course in audit status, denoted by "AU" on transcripts, earn no grade or credit for the course.
- Contract credit is credit received from any degree credit course where at least half of the instructional cost is from a source other than formula funding from the state.

Enrollment Trends by Student Credit Hours

From fall 2000 to fall 2005, total credit hours decreased 2.6% (from 76,544 to 74,523 hours), but regular credit hours increased by 599 hours (1%). For the same period, unduplicated student headcount decreased 2.2%. (All percentages are rounded to the nearest percentage for this discussion.)

From fall 2000 to fall 2005, regular credit hours increased from 80% to 83% of the total (see Figures 21 and 22).

Enrollment Trends by Student Credit Hours

Contract hours increased to 500 hours but represented less than 1% of the total and showed no clear trend. Occupational/co-op and audit credit hours together made up less than 2% of the total in both fall 2000 and fall 2005. Both show no change as a percentage of the total when rounded values are used (however, audit hours showed an anomaly in fall 2005, recording a decrease to only 75 credit hours).

See Figures 23 and 24 for a comparison of credit hours for fall 2000 with fall 2005.

Enrollment Trends by Student Credit Hours

In fall 2003, the curriculum for several courses in the Developmental Studies Program was changed to meet mandates from the Tennessee Board of Regents. As a result of these changes, courses that had been 5 and 4 credit hours were changed to 3 credit hours.

From fall 2002 to fall 2003, enrollment in remedial credit hours decreased 7%, and enrollment in developmental credit hours decreased 30% (see Figure 25).

Enrollment Trends by Student Credit Hours

By fall 2005, developmental credit hours had declined to 13% of the total (from 15% of the total in fall 2000), and remedial to 2% of the total (it had been 3% of the total in fall 2000).

See Table 8 for the number of student credit hours in each category for fall semesters from 2000 to 2005.

Enrollment Trends by Student Credit Hours

Table 8. Data for Type of Student Credit Hours

	Regular		Developmental		Remedial		Occup./Co-Op		Audit		Contract		Total
	No.	%	No.	%	No.	%	No.	%	No.	No.	No.	%	
Fall 2000	61489	80.33%	11781	15.39%	1953	2.55%	883	1.15%	360	0.47%	78	0.10%	76544
Fall 2001	61779	79.55%	12537	16.14%	1737	2.24%	1219	1.57%	392	0.50%	0	0.00%	77664
Fall 2002	62411	79.54%	12787	16.30%	1926	2.45%	996	1.27%	343	0.44%	0	0.00%	78463
Fall 2003	63855	84.59%	8961	11.87%	1794	2.38%	478	0.63%	284	0.38%	114	0.15%	75486
Fall 2004	63568	85.08%	8730	11.68%	1725	2.31%	421	0.56%	274	0.37%	0	0.00%	74718
Fall 2005	62088	83.31%	9378	12.58%	1494	2.00%	988	1.33%	75	0.10%	500	0.67%	74523

Enrollment Trends by County

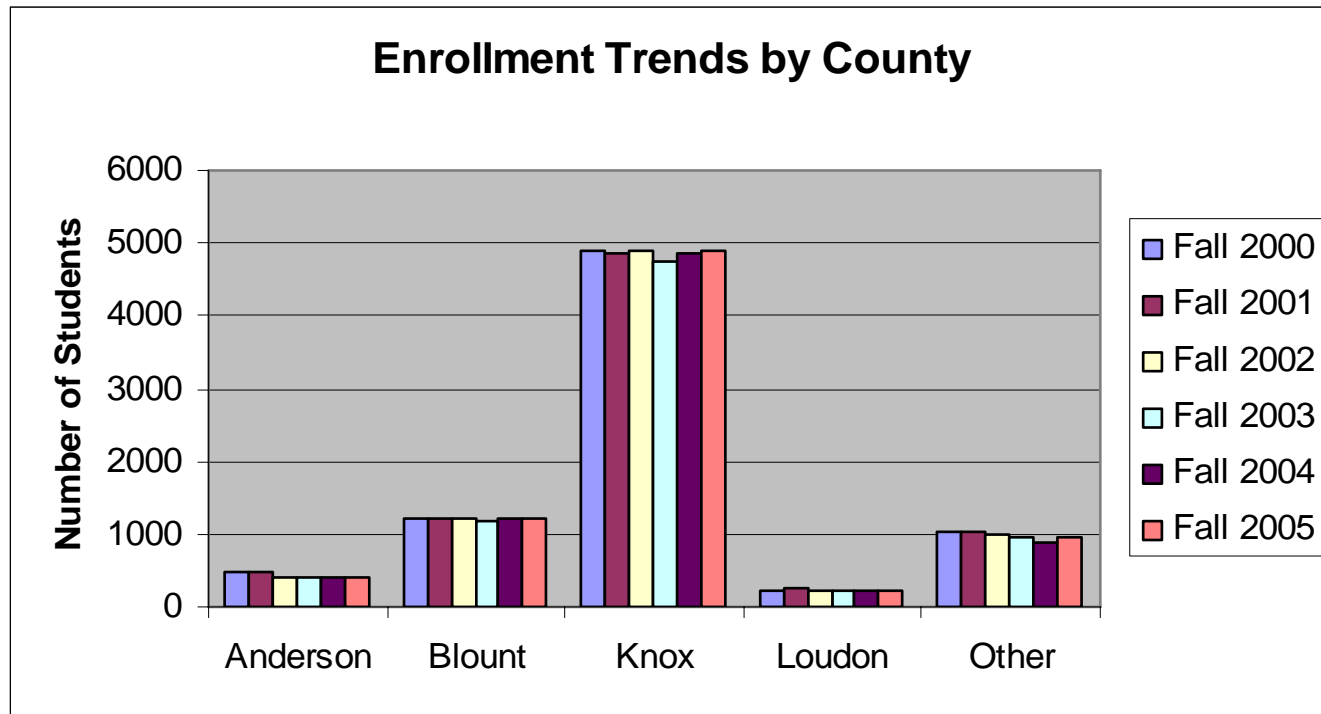


Figure 26.

Enrollment Trends by County

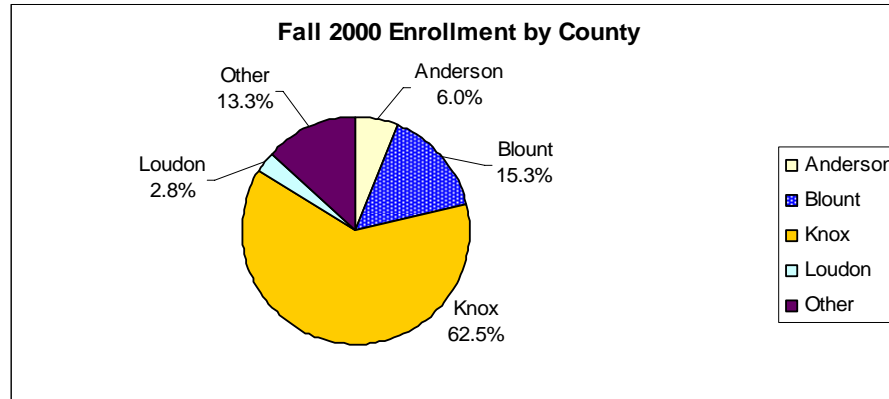


Figure 27.

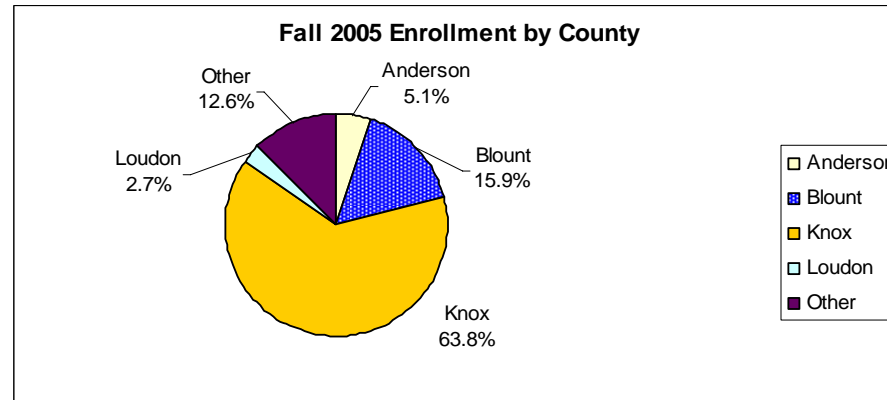


Figure 28.

Enrollment Trends by County

The two counties in the service area for Pellissippi State Technical Community College are Knox County and Blount County, and enrollment reflects this (see Figure 26). In fall 2005, approximately 64% of enrolled students were from Knox County, and 16% were from Blount County. Students from two neighboring counties, Anderson and Loudon, made up another 8%: Anderson County, 5%; and Loudon County 3%. The remaining 13% were from other Tennessee counties, other states, or other countries. (Decimals are rounded for this discussion.)

Enrollment Trends by County

These percentages were increases over fall 2000 only for Blount and Knox County. See Figures 27 and 28 for a comparison of fall 2000 with fall 2005 for enrollment by county.

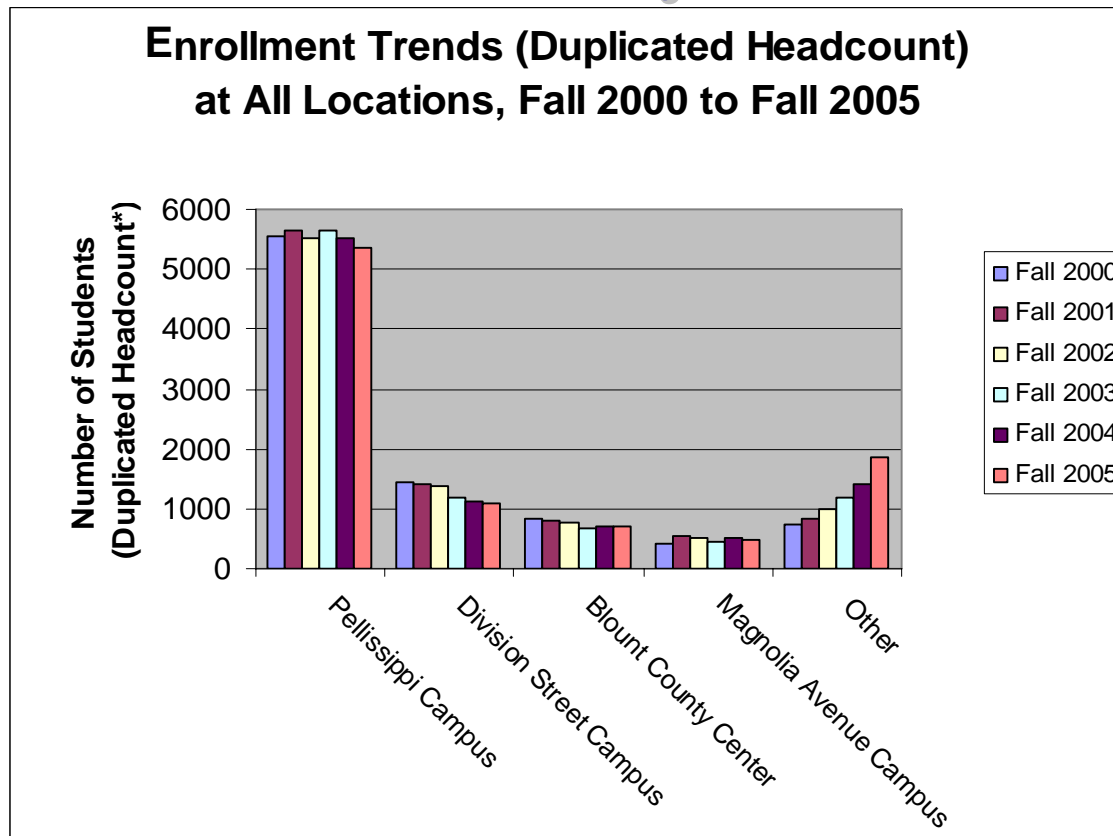
For all categories, the only increase in fall 2005 headcount over fall 2000 is for Blount County (by 17 students). Over the same period, the total headcount at the College decreased 173 students, representing a decrease of 2.2% over the five-year period. See Table 9.

Enrollment Trends by County

Table 9. Data for Enrollment Trends by County

	Anderson		Blount		Knox		Loudon		Other		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	
Fall 2000	474	6.03%	1202	15.29%	4914	62.53%	223	2.84%	1046	13.31%	7859
Fall 2001	472	6.03%	1217	15.54%	4855	61.98%	257	3.28%	1032	13.18%	7833
Fall 2002	422	5.41%	1231	15.79%	4911	63.00%	231	2.96%	1000	12.83%	7795
Fall 2003	418	5.53%	1194	15.79%	4755	62.87%	221	2.92%	975	12.89%	7563
Fall 2004	398	5.26%	1200	15.87%	4865	64.33%	211	2.79%	888	11.74%	7562
Fall 2005	390	5.07%	1219	15.86%	4903	63.79%	208	2.71%	966	12.57%	7686

Enrollment Trends by Site: Headcount

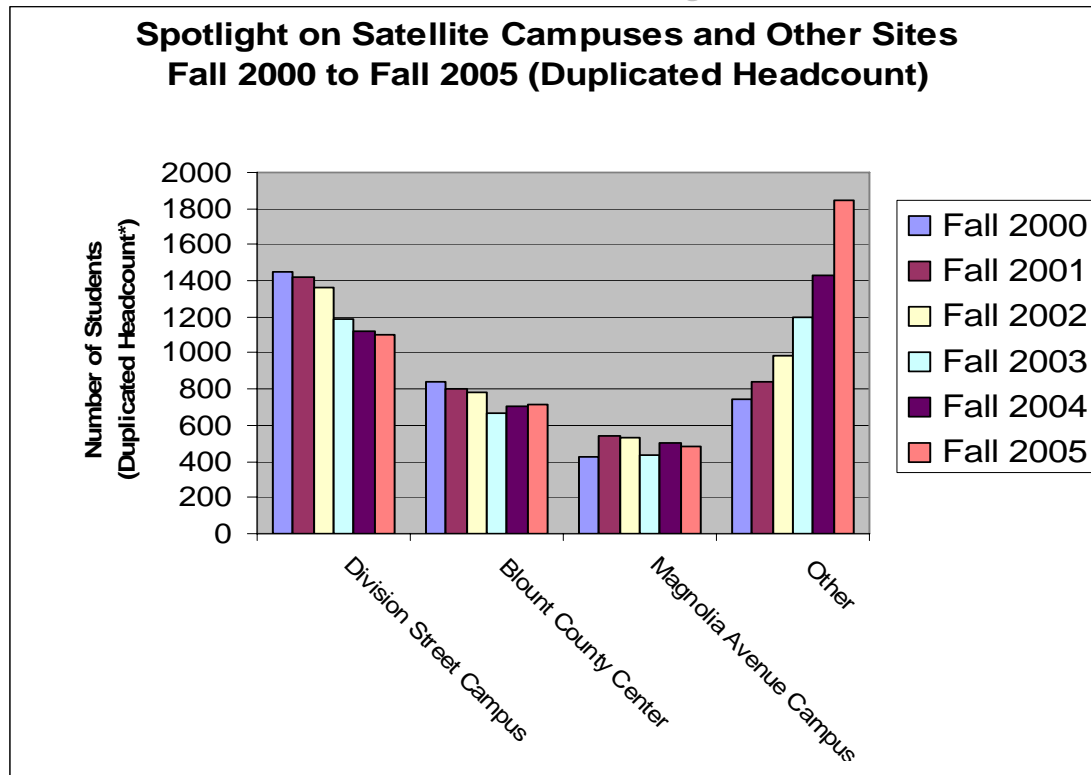


*The headcount is duplicated due to students who take courses at more than one site.

Note: "Other" includes World Wide Web (WWW), dual enrollment, and offsite contract courses.

Figure 29.

Enrollment Trends by Site: Headcount



*The headcount is duplicated due to students who take courses at more than one site.

Note: "Other" includes World Wide Web (WWW), dual enrollment, and offsite contract courses.

Figure 30.

Enrollment Trends by Site: Headcount

Figure 31.

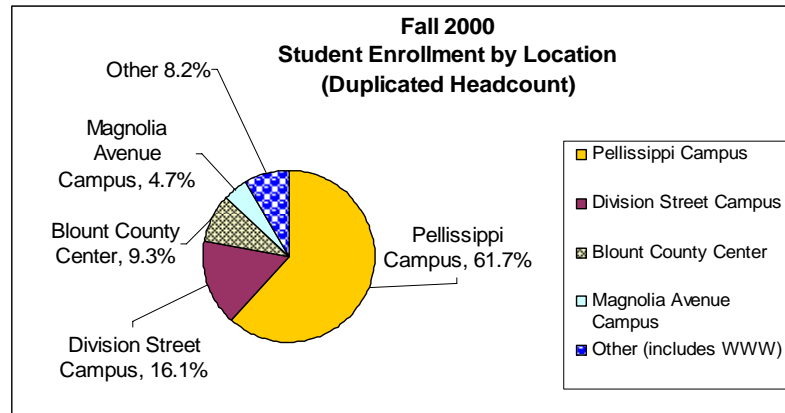
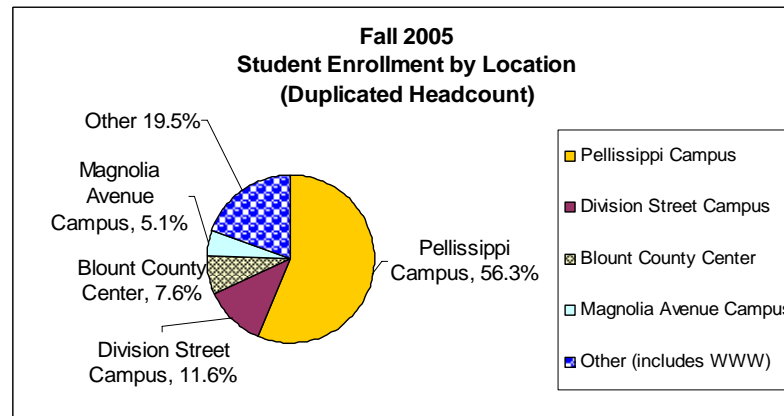


Figure 32.



Note: “Other” includes World Wide Web (WWW), dual enrollment, and offsite contract courses.

Enrollment Trends by Site

Overview

The sites analyzed are the main Pellissippi Campus, the Division Street Campus, the Blount County Center, the Magnolia Avenue Campus, and “Other.” The “other” category includes enrollment in World Wide Web (WWW), dual enrollment courses, and offsite contract courses.

Enrollment Trends by Site

Data for enrollment is measured by two methods:

(1) by the number of students taking a course at each location and

2) by the full-time-equivalent (FTE) number of students enrolled at each location.

The headcount is a “duplicated headcount” because a student can enroll in different locations for different courses in the same semester. (For example, if a student enrolls in three courses at the Pellissippi Campus, one course via WWW, and two at Division Street, that student would be counted three times: once for each location.)

Enrollment Trends by Site

FTE is calculated by dividing the total number of credit hours in which students are enrolled at each site by 15. (For example, if 15 students are enrolled in a one-credit-hour class at the Pellissippi Campus, the FTE is 1; if six students are each enrolled in 5 credit hours at the Magnolia Avenue Campus, for a total of 30 credit hours, the FTE is 2.)

In the discussion below, data are rounded to the nearest percentage. See Table 10 for percentages rounded to the nearest tenth.

Enrollment Trends by Site: Headcount

Fall-to-Fall Enrollment Trends by Duplicated Headcount at All Sites

- At the Pellissippi Campus, the fall-to-fall headcount from 2000 to 2005 increased two times and decreased three times. Overall the campus showed a 4% decrease in headcount over the five-year period.

Enrollment Trends by Site: Headcount

- The headcount of students enrolled at the Division Street Campus for fall semesters from 2000 to 2005 declined each semester. Headcount at this campus decreased 24% over the five-year period.
- The headcount of students enrolled at the Blount County Center declined for three semesters and increased for the past two. Overall, headcount at Blount County Center has decreased 14% in the five-year period.

Enrollment Trends by Site: Headcount

- The headcount for the Magnolia Avenue Campus increased twice and decreased three times, but overall showed at 13% increase in the five-year period.
- Enrollment in courses in the “other” category, which includes WWW, increased every fall semester. The headcount in this category increased 150% from fall 2000 to fall 2005.

See Figures 29 and 30 for the enrollment trends at all sites by duplicated headcount.

Enrollment Trends by Site: Headcount

Percentage of Total Headcount by Location

In fall 2005, 56% of the headcount was at the Pellissippi Campus. Slightly less than 25% of the duplicated headcount was at the three satellite campuses: Blount Count Center, Division Street Campus, and Magnolia Avenue Campus. Almost 20% was in WWW or in sections at other off-site locations. This compares with the following breakdown for fall 2000: 62% at Pellissippi Campus, 30% at the three satellite campuses, and 8% for other off-site locations. See Figures 31 and 32.

Enrollment Trends by Site: Headcount

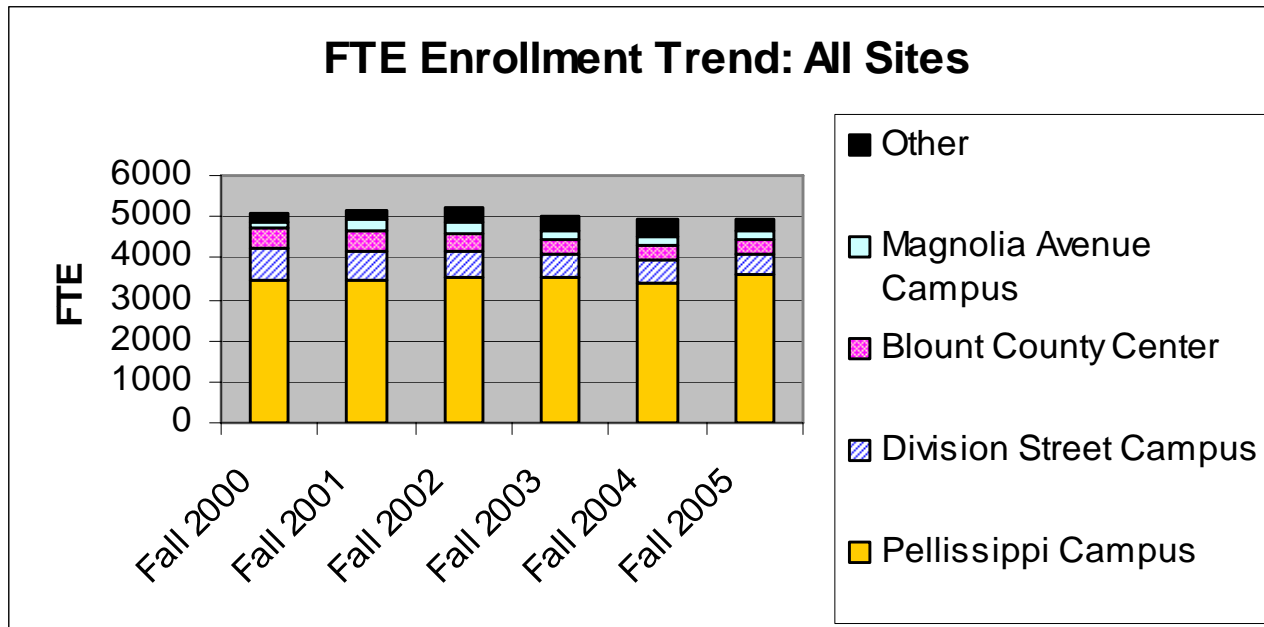
Table 10. Duplicated Headcount (HC) by Site

	Pellissippi Campus		Division Street Campus		Blount County Center		Magnolia Avenue Campus		Other ^b		Duplicated Headcount
	HC ^a	%	HC	%	HC	%	HC	%	HC	%	Total
Fall 2000	5563	61.7	1453	16.1	837	9.3	424	4.7	741	8.2	9018
Fall 2001	5650	61.0	1417	15.3	803	8.7	542	5.9	844	9.1	9256
Fall 2002	5527	60.1	1367	14.9	783	8.5	529	5.8	990	10.8	9196
Fall 2003	5634	61.8	1186	13.0	666	7.3	435	4.8	1200	13.2	9121
Fall 2004	5534	59.5	1125	12.1	709	7.6	503	5.4	1427	15.3	9298
Fall 2005	5350	56.3	1105	11.6	719	7.6	480	5.1	1850	19.5	9504

^a Headcount (HC) is duplicated due to students who take classes at more than one location.

^b “Other” includes World Wide Web (WWW), dual enrollment courses, and contract courses.

Enrollment Trends by Site (FTE)



Note 1: The categories are shown in the legend in the same order as they are stacked in the bars.

Note 2: "Other" includes World Wide Web (WWW), dual enrollment, and offsite contract courses.

Figure 33.

Enrollment Trends by Site (FTE)

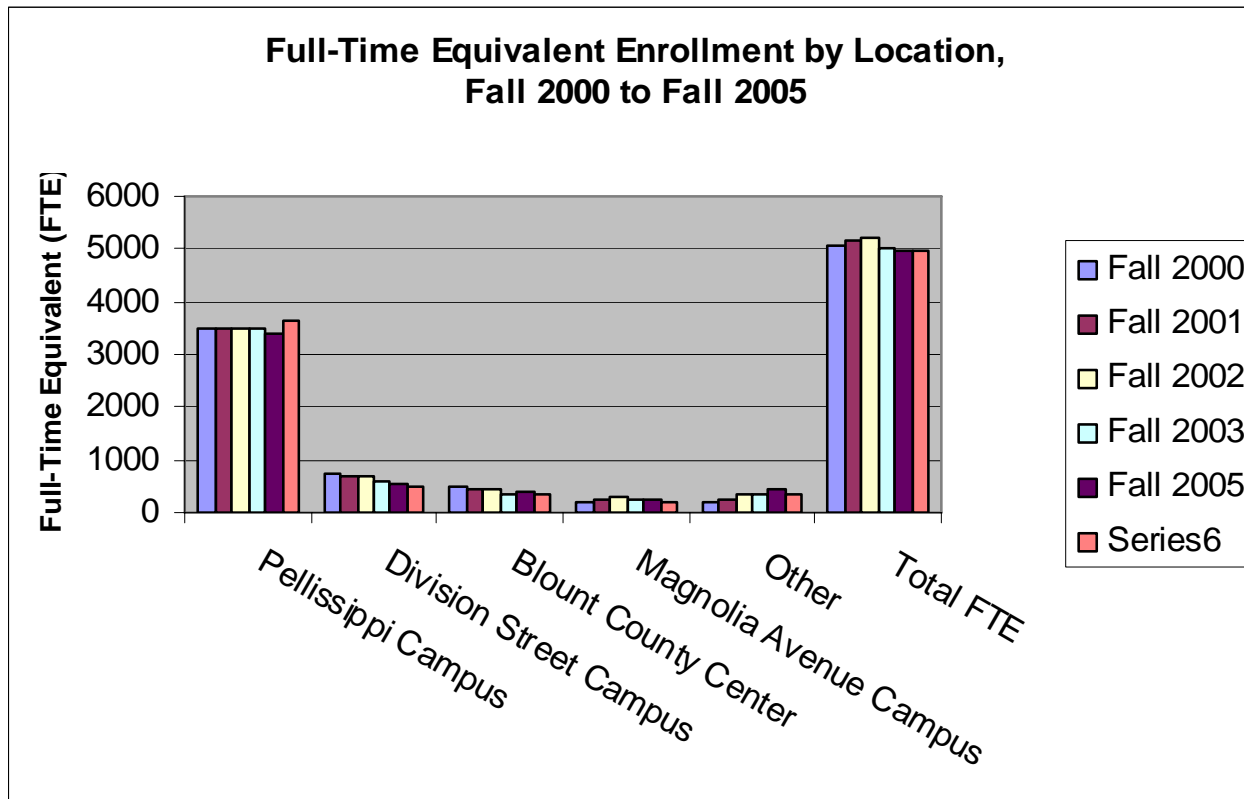


Figure 34. Note: “Other” includes World Wide Web (WWW), dual enrollment, and offsite contract courses.

Enrollment Trends by Site (FTE)

Figure 35.

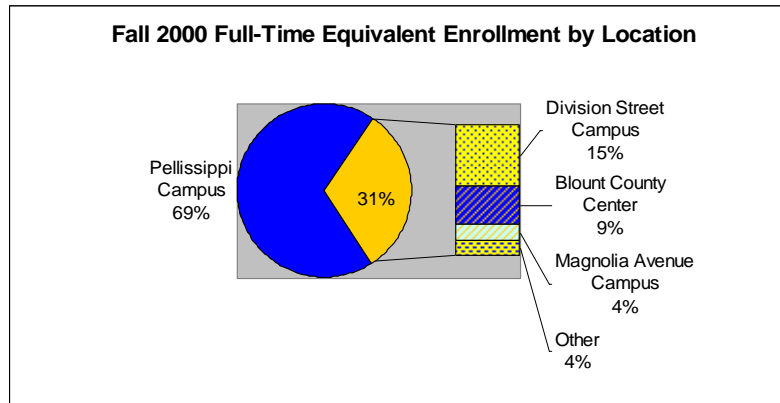
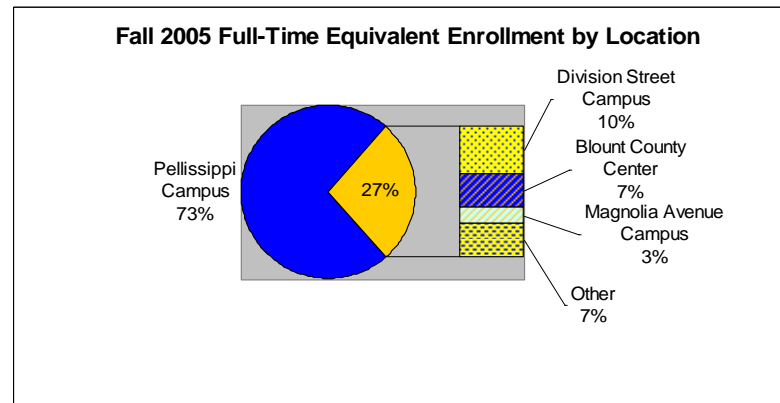


Figure 36.



Note: "Other" includes World Wide Web (WWW), dual enrollment, and offsite contract courses.

Enrollment Trends by Site: FTE

Fall-to-Fall Enrollment Trends by Full-Time Equivalent

Over the past five years, the total full-time equivalent enrollment at the College fell from 5079 to 4968, a decrease of 2%. This mirrors the decrease of 2.2% in unduplicated headcount during the same five-year period. See Figures 33 and 34.

Enrollment Trends by Site: FTE

The FTE at the Pellissippi Campus increased from 3480 to 3616, an increase of 4% from fall 2000 to fall 2005. The FTE at the three satellite campuses decreased over the five-year period: Division Street Campus by 34% (from 757 to 501 FTE), Blount Count Center by 28% (from 469 to 336 FTE), and Magnolia Avenue Campus by 10% (from 193 to 173 FTE).

Other venues (World Wide Web, dual enrollment, and contract courses) showed an increase in FTE of 90% (from 180 to 342 FTE).

Enrollment Trends by Site: FTE

Percentage of Total Full-Time Equivalent by Location

The percentage of FTE, by location, for fall 2000 and fall 2005, is shown graphically in Figures 35 and 36. In fall 2005, the Pellissippi Campus represented 73% of total FTE, the three satellite campuses 20%, and other venues 7%. (Decimal values are rounded.)

This compares to fall 2000 when the Pellissippi Campus enrolled 69% of the FTE, the three satellite campuses 28%, and other venues 4%. See Table 11.

Enrollment Trends by Site (FTE)

Table 11. Full-Time Equivalent (FTE) by Site

	Pellissippi Campus		Division Street Campus		Blount County Center		Magnolia Avenue Campus		Other ^b		Total
	FTE ^a	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE
Fall 2000	3480	68.52	757	14.90	469	9.23	193	3.80	180	3.54	5079
Fall 2001	3484	67.64	705	13.69	454	8.81	267	5.18	241	4.68	5151
Fall 2002	3497	67.12	676	12.98	430	8.25	281	5.39	326	6.26	5210
Fall 2003	3501	69.82	577	11.51	356	7.10	224	4.47	356	7.10	5014
Fall 2004	3384	68.17	537	10.82	376	7.57	224	4.51	443	8.92	4964
Fall 2005	3616	72.79	501	10.08	336	6.76	173	3.48	342	6.88	4968

^a The FTE is calculated using total credit hours in which students are enrolled at each location and dividing by 15.

^b Includes World Wide Web, dual enrollment, and contract courses.

Enrollment Trends by Site

**Comparison of Fall 2000 and Fall 2005
Credit Hours Per Student, by Location**

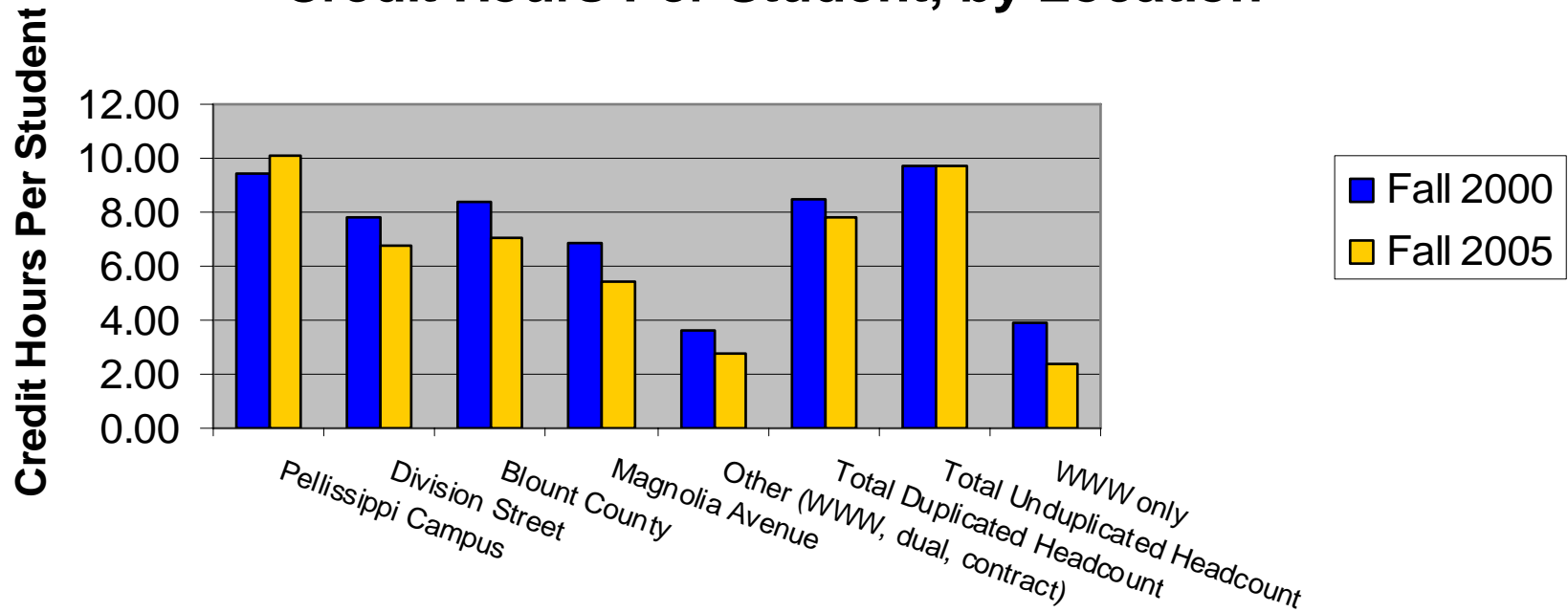


Figure 37.

Enrollment Trends by Site

Credit Hours per Student

Overall, the number of credit hours per student in fall 2005 was the same as in fall 2000 (9.7 credit hours per student for the unduplicated headcount). See Figure 37 and Table 12.

For an analysis of credit hours per student at each site, the duplicated headcount had to be used. The Pellissippi Campus was the only location at which the number of credit hours per student increased: from fall 2000 to fall 2005 credit hours per student increased from 9.4 to 10.1).

Enrollment Trends by Site

The largest decrease in credit hours per student was for the category labeled “other.” For these courses (World Wide Web, dual enrollment, and contract courses), enrollment declined from 3.9 credit hours per student to 2.4.

Enrollment Trends by Site

Table 12. Credit Hours Per Student by Site

	Headcount		FTE		Credit Hours Per Student (CH/S)		Change in CH/S	% change in CH/S
	Fall 2000	Fall 2005	Fall 2000	Fall 2005	Fall 2000	Fall 2005		
Pellissippi Campus	5563	5350	3480	3616	9.38	10.14	0.75	8.0%
Division Street	1453	1105	757	501	7.81	6.80	-1.01	-13.0%
Blount County	837	719	469	336	8.41	7.01	-1.40	-16.6%
Magnolia Avenue	424	480	193	173	6.83	5.41	-1.42	-20.8%
Other (WWW, dual, contract)	741	1850	180	342	3.64	2.77	-0.87	-23.9%
Total Duplicated Headcount	9018	9504	5079	4968	8.45	7.84	-0.61	-7.2%
Total Unduplicated Headcount	7859	7686	5079	4968	9.69	9.70	0.00	0.0%
WWW only	459	1568	120	251	3.92	2.40	-1.52	-38.8%

Enrollment Trends:

Fall 2000 – Fall 2005 Summary

Headcount: The headcount and FTE both decreased over 2% in the 5-year period, but at the end of the period this trend appeared to be reversing. The number of first-time freshmen was at a 5-year high in fall 2005, and first-time freshmen represented almost 20% of all students.

Full-time v. Part-Time: By the end of the cycle, there were slightly more full-time students than part-time.

Gender: Women students outnumber men and the gap was increasing.

Enrollment Trends:

Fall 2000 – Fall 2005 Summary

Age: The largest category was students age 18-20, who represented over one-third of all students in fall 2005. The number of students age 35-64 decreased 21%.

Program: The number of students in the College Transfer Program increased 5%; the number in the Career/Technical Program decreased 15%. By fall 2005, 63% of all students were in College Transfer; 20% were in Career/Technical; and 16% were Special students.

Class Level: One-half of the students were freshmen, one-third were sophomores, and one-sixth (16%) were special.

Enrollment Trends:

Fall 2000 – Fall 2005 Summary

Ethnicity: Caucasian students made up 87% of all students in fall 2005; African-American students 7%; and students in all other categories each made up 2% or less.

Student Credit Hours: Regular credit hours increased from 80% to 83% of the total in the five-year period.

Developmental/remedial hours decreased from 15% to 12% of total credit hours in fall 2005. Other categories each made up 1% or less of the total.

Enrollment Trends:

Fall 2000 – Fall 2005 Summary

County: As a percentage of all students, students from Knox and Blount Counties each increased by 1%, to 64% and 16%, respectively. In fall 2005, 5% of students were from Anderson County (a decrease of 1% from fall 2000). Three percent were from Loudon County, and 13% were from other areas.

Enrollment Trends:

Fall 2000 – Fall 2005 Summary

Site Analysis: The total duplicated headcount increased 5%, in large part due to a 150% increase in WWW and other off-site locations. The Magnolia Avenue Campus headcount also increased 13%. The headcount decreased at all other sites: Pellissippi Campus, Division Street Campus, and Blount County Center.

In contrast, the total full-time equivalent decreased 2%. The FTE for Pellissippi Campus increased 4%, and FTE for WWW/off-site sections increased 90%. The FTE at the three satellite campuses decreased over the five-year period.

Enrollment Trends: Upcoming Cycle

The next cycle for review will cover the five-year period fall 2005 through fall 2010, beginning with an analysis of enrollment changes from fall 2005 to fall 2006.