

# Data Trends and Briefings



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North Carolina Community College System  
Planning, Accountability, Research & Evaluation

## Analysis of Curriculum Students by Program Area, Curriculum Type, and Average Age: Fall 2001-02 Compared to Fall 2004-05

Curriculum students were studied by program area and by curriculum type based on their gender and ethnicity. In the current *Data Trends and Briefings*, average ages of each group were also included to study the curriculum student population. To see changes in the recent years, curriculum student registration file in the fall 2001 was compared to the one in the fall 2004.

### 1. Average ages by gender and ethnicity

The average age of curriculum student in the fall of 2001 was 29.5 years old, slightly younger than 29.8 years old in the fall of 2004. For male students the average age in the fall of 2004 (27.7 years old) was down from the fall of 2001, which was 28.09 years old. Trend in the average age for male students were reversed in female. That is, the average age of female students in the fall of 2001 was 29.8 years as compared to 30.0 years in the fall of 2004.

The trend in the average age of curriculum students by race/ethnicity did not change significantly. But the averages by each ethnic group were getting slightly younger in the fall of 2004 compared to fall of 2001, except the case of Black students. Please refer to Table 1.

Table 1. Average age of curriculum students by ethnicity

	White	Black	American Indian	Hispanic	Asian	Other/Unknown
Fall 2001	28.6	30.8	29.7	27.5	27.9	26.7
Fall 2004	28.5	31.4	29.4	27.0	27.8	26.7

### 2. Number of students in program areas by gender and ethnicity

As seen in Table 2, the number of students in the Biological and Chemical Technologies program has been doubled for male students and more than doubled for female students, a 104% increase and a 163% increase, respectively. Another big increase occurred in the Health Sciences programs: a 34.3% increase for male, and 67.4% increase for female students. Number of students in the Public Services Technologies also increased 33.3% and 22.4% for female and male, respectively. Almost the same trend can be seen in Arts and Sciences programs: 30.8% increase and 20.4% increase for female and male students, respectively.

Other than the Transport Systems Technologies program, which had a 54.1% increase and a 32.6% increase for female and male, respectively, the enrollment figures in other programs had decreased. The enrollment in the Engineering Technologies decreased 29.1% and 14.2%, for female and male. Business Technologies decreased 7.4% and 17.0%, for female and male, respectively. Please refer to Table 2.

Table 2. Number of students in program areas by gender, Fall 2001 compared to Fall 2004

	Fall 2001			Fall 2004		
	F	M	Total	F	M	Total
Agricultural and Natural Resources Technologies	432	1,087	1,519	419	1,140	1,559
Arts and Sciences	29,133	18,773	47,906	38,092	22,602	60,694
Biological and Chemical Technologies	123	118	241	323	243	566
Business Technologies	20,883	11,383	32,266	19,344	9,447	28,791
Commercial and Artistic Production Technologies	1,206	994	2,200	1,259	1,058	2,317
Construction Technologies	137	3,814	3,951	121	3,947	4,068
Engineering Technologies	741	4,042	4,783	525	3,468	3,993
Health Sciences	11,413	1,324	12,737	15,339	2,216	17,555
Industrial Technologies	288	3,476	3,764	262	3,003	3,265
Public Service Technologies	20,878	5,141	26,019	27,832	6,295	34,127
Special Categories	24,619	18,525	43,144	21,728	15,726	37,454
Transport Systems Technologies	181	2,773	2,954	279	3,677	3,956
Total	110,034	71,450	181,484	125,523	72,822	198,345

Table 3. Number of students by program areas and race/ethnicity

<b>Fall 2001</b>						
	American Indian	Asian	Black	Hispanic	Other	White
Agricultural and Natural Resources Technologies	25	2	139	15	19	1,319
Arts and Sciences	719	1,236	9,732	1,359	788	34,074
Biological and Chemical Technologies	1	5	48	4	1	182
Business Technologies	544	725	9,441	604	381	20,571
Commercial and Artistic Production Technologies	11	45	313	42	28	1,761
Construction Technologies	132	31	1,219	74	70	2,430
Engineering Technologies	60	170	921	117	65	3,450
Health Sciences	267	145	3,082	170	121	8,954
Industrial Technologies	60	60	803	70	54	2,717
Public Service Technologies	520	178	8,661	392	223	16,051
Special Categories	392	991	9,007	1,247	928	30,587
Transport Systems Technologies	25	58	556	90	31	2,194
Total	2,756	3,646	43,922	4,184	2,709	124,290
<b>Fall 2004</b>						
	American Indian	Asian	Black	Hispanic	Other	White
Agricultural and Natural Resources Technologies	21	3	160	14	21	1,340
Arts and Sciences	1,097	1,599	13,669	2,200	1,624	40,510
Biological and Chemical Technologies	4	22	131	18	15	377
Business Technologies	365	545	9,153	780	486	17,465

Commercial and Artistic Production Technologies	17	44	322	87	60	1,787
Construction Technologies	100	59	1,254	134	65	2,456
Engineering Technologies	43	109	723	189	81	2,848
Health Sciences	300	283	4,406	325	297	11,944
Industrial Technologies	36	57	667	67	50	2,388
Public Service Technologies	637	332	11,059	750	560	20,795
Special Categories	304	774	6,697	1,322	995	27,369
Transport Systems Technologies	40	105	777	149	71	2,814
Total	2,964	3,932	49,018	6,035	4,325	132,093

### 3. Number of students in curriculum type by gender and race/ethnicity

As shown in Table 4, the number of students enrolled in the Associate in General Education grew 100% (97.4% and 116% for female and male, respectively). The number of male students in General Occupational Technology also increased 44.2% from the fall of 2001 to the fall of 2004. The number of students enrolled in special credit courses decreased 29.2%. Enrollment for female students grew 14.1%, whereas male student enrollment had only a 1.9% growth. The average ages in each curriculum type in the fall of 2004 were slightly older than the fall of 2001. Please refer to Table 4.

Table 4. Number of students and average age in curriculum types by gender

<b>Fall 2001</b>				
	Average Age	Female	Male	Total
Associate in General Education	28.6	5,670	1,184	6,854
College Transfer	24.8	23,468	17,591	41,059
General Occupational Technology	28.2	7,980	1,055	9,035
High School	18.0	6,392	5,845	12,237
Special Credit	33.9	18,229	12,680	30,909
Vocational Technical	31.2	48,291	33,089	81,380
Total	29.6	110,030	71,444	181,474
<b>Fall 2004</b>				
	Average Age	Female	Male	Total
Associate in General Education	28.7	11,195	2,553	13,748
College Transfer	25.2	26,920	20,059	46,979
General Occupational Technology	29.1	10,447	1,521	11,968
High School	18.1	8,494	7,068	15,562
Special Credit	34.3	13,235	8,658	21,893
Vocational Technical	32.0	55,200	32,894	88,094
Total	29.8	125,491	72,753	198,244

Table 5. Number of students in the curriculum type by ethnicity

<b>Fall 2001</b>	American Indian	Asian	Black	Hispanic	Other	White
Associate in General Education	262	206	2,506	219	110	3,551
College Transfer	458	1,030	7,228	1,140	678	30,527
General Occupational Technology	131	94	2,380	106	89	6,237
High School	80	131	2,329	225	302	9,168
Special Credit	312	860	6,678	1,022	626	21,421
Vocational Technical	1,514	1,325	22,796	1,472	904	53,381
<b>Total</b>	<b>2,757</b>	<b>3,646</b>	<b>43,917</b>	<b>4,184</b>	<b>2,709</b>	<b>124,285</b>
<b>Fall 2004</b>	American Indian	Asian	Black	Hispanic	Other	White
Associate in General Education	505	374	4,839	491	333	7,206
College Transfer	592	1,226	8,835	1,709	1,291	33,331
General Occupational Technology	154	169	2,954	245	231	8,217
High School	107	196	2,451	439	436	11,932
Special Credit	197	578	4,246	883	559	15,438
Vocational Technical	1,406	1,389	25,688	2,263	1,470	55,885
<b>Total</b>	<b>2,961</b>	<b>3,932</b>	<b>49,013</b>	<b>6,030</b>	<b>4,320</b>	<b>132,009</b>

In the Associate in General Education, enrollment for Hispanic students grew 124%, whereas the growth for White students was 103%. The number of Hispanic students enrolled in the General Occupational Technology also increased 131% from the fall of 2001 to the fall of 2004. The greatest increase, however, was in the Other/Unknown race/ethnicity group: 203%, 160%, and 90.4% for Associate in General Education, General Occupational Technology and College Transfer programs, respectively. The number of Hispanic students in College Transfer programs also grew 49.9% over the same period of time. In the category of Vocational Technical, the growth rate for Hispanic students was greatest (53.7%) second only to the Other/Unknown ethnic category, which was 62.6%. Please refer to Table 5.

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