


Data Trends and Briefings



June 13, 2006

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

Student Profile from Fall 2001-02 to Fall 2005-06

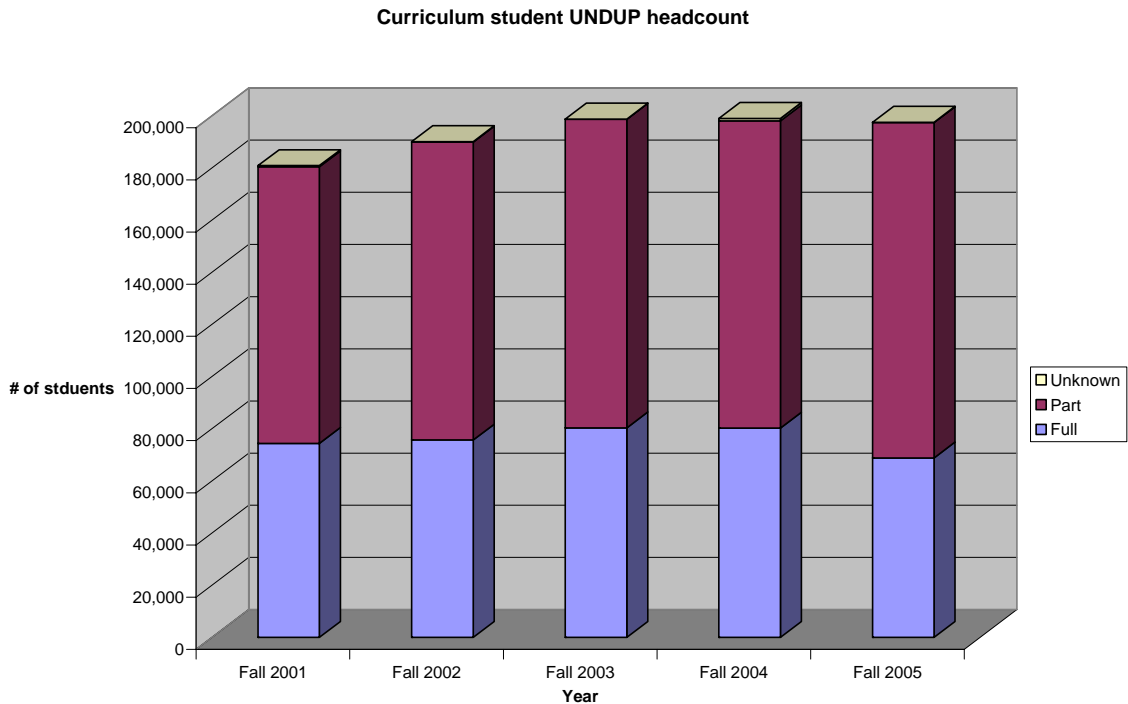
1. Curriculum student enrollment by full-time vs. part-time

Total enrollment from fall of 2001 to fall of 2003 increased about 5% yearly, and then in the fall of 2004 the increase almost stopped. Fall 2005, the total enrollment slightly decreased. One third of the total enrollment consists of full-time student, who by definition takes 12 or more hours per semester. (Please refer to Table 1 and Figure 1.)

Table 1. Curriculum student enrollment by full-time vs. part-time

Year	Full-time	Part-time	Unknown	Total
Fall 2001	74,376	106,038	481	180,895
Fall 2002	75,680	114,250	138	190,068
Fall 2003	80,356	118,295	105	198,756
Fall 2004	80,262	117,747	958	198,967
Fall 2005	68,821	128,567	110	197,498

Figure 1. Number of curriculum students by full-time vs. part-time



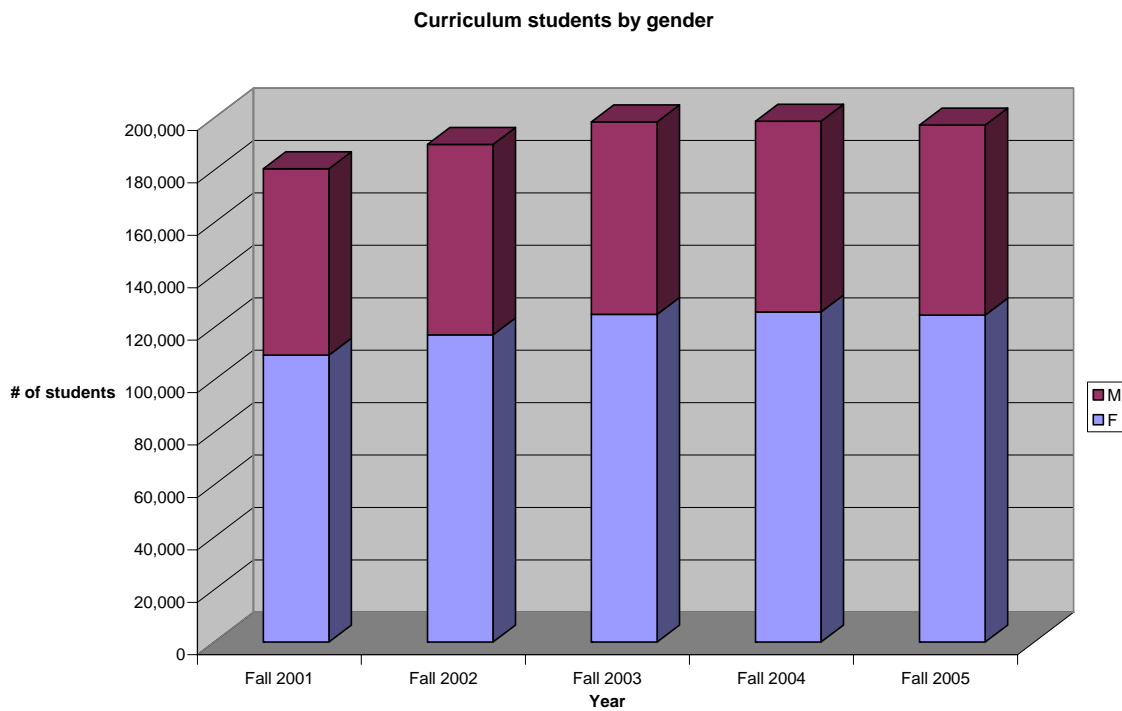
2. Curriculum student enrollment by gender

The ratio of female enrollment to male enrollment decreased slightly over the times studied. (Table 2 and Figure 2.)

Table 2. Number of curriculum students by gender

Year	F	M	Total
Fall 2001	109,429	71,148	180,577
Fall 2002	117,173	72,617	189,790
Fall 2003	124,978	73,478	198,456
Fall 2004	125,881	72,793	198,674
Fall 2005	124,699	72,526	197,225

Figure 2. Curriculum student enrollment by gender



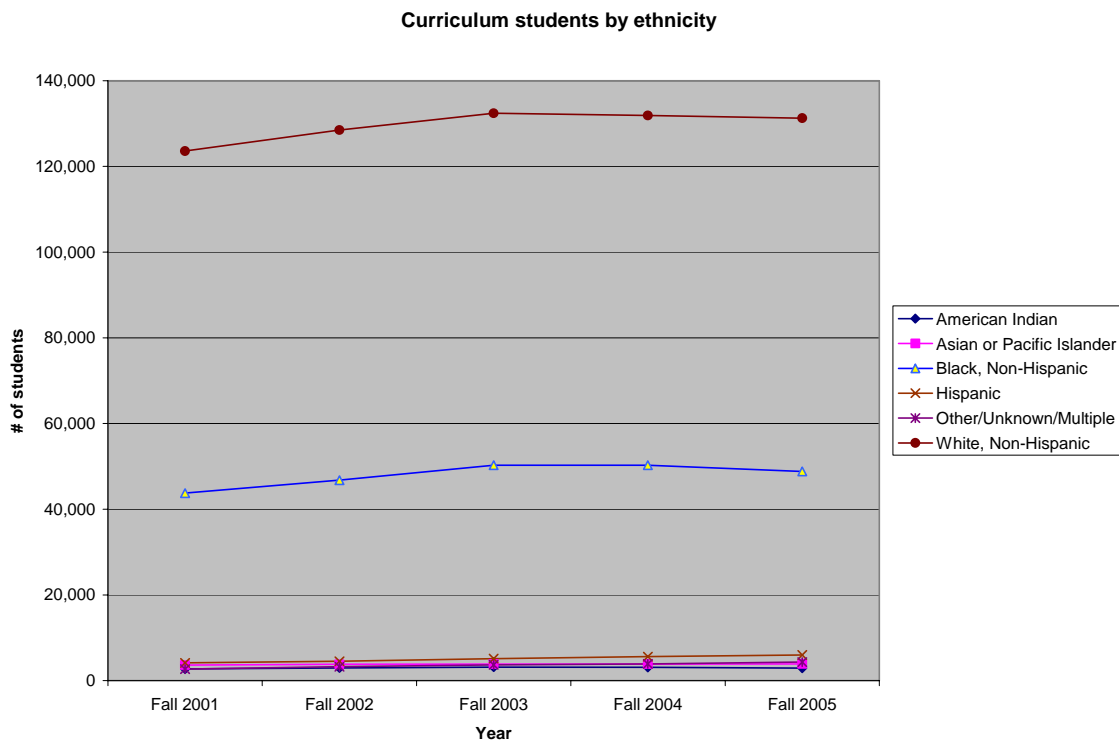
3. Curriculum student enrollment by race/ethnicity

As seen in Table 3, Hispanic enrollment increased from a low of 7% (Fall 2004 to Fall 2005) to a high of 14% (Fall 2002 to Fall 2003). The proportion of white students in total enrollment was 68% in the fall of 2001, decreasing to 66.5% in the fall of 2005. Enrollment for Black students grew moderately until the Fall 2004. Asian enrollment was almost constant, except 4.6% increase from Fall 2001 to Fall 2002. (Refer to Figure 3.)

Table 3. Number of curriculum students by race/ethnicity

Year	American Indian	Asian or Pacific Islander	Black, Non-Hispanic	Hispanic	Other	White, Non-Hispanic	Total
Fall 2001	2,740	3,641	43,758	4,172	2,707	123,597	180,615
Fall 2002	2,958	3,810	46,794	4,513	3,272	128,489	189,836
Fall 2003	3,159	3,857	50,272	5,149	3,675	132,384	198,496
Fall 2004	3,101	3,887	50,305	5,617	3,905	131,900	198,715
Fall 2005	2,939	3,918	48,808	6,009	4,320	131,290	197,284

Figure 3. Curriculum student enrollment by race/ethnicity



4. Curriculum students by employment status

The number of students who were employed full-time was steadily decreasing over the years studied, whereas the number of students with part-time employment slightly increased. Unemployed students increased until Fall 2004, and then slightly decreased. (See Figure 4.)

5. Financial aid type

The number of curriculum students with Federal Financial Aid grew during the time until Fall 2004, and then dropped. Curriculum students with State Financial Aid increased significantly from Fall 2003 to Fall 2004. Otherwise, the level for this type of aid held rather constant. (Figure 5.)

Figure 4. Enrollment of curriculum students by employment status

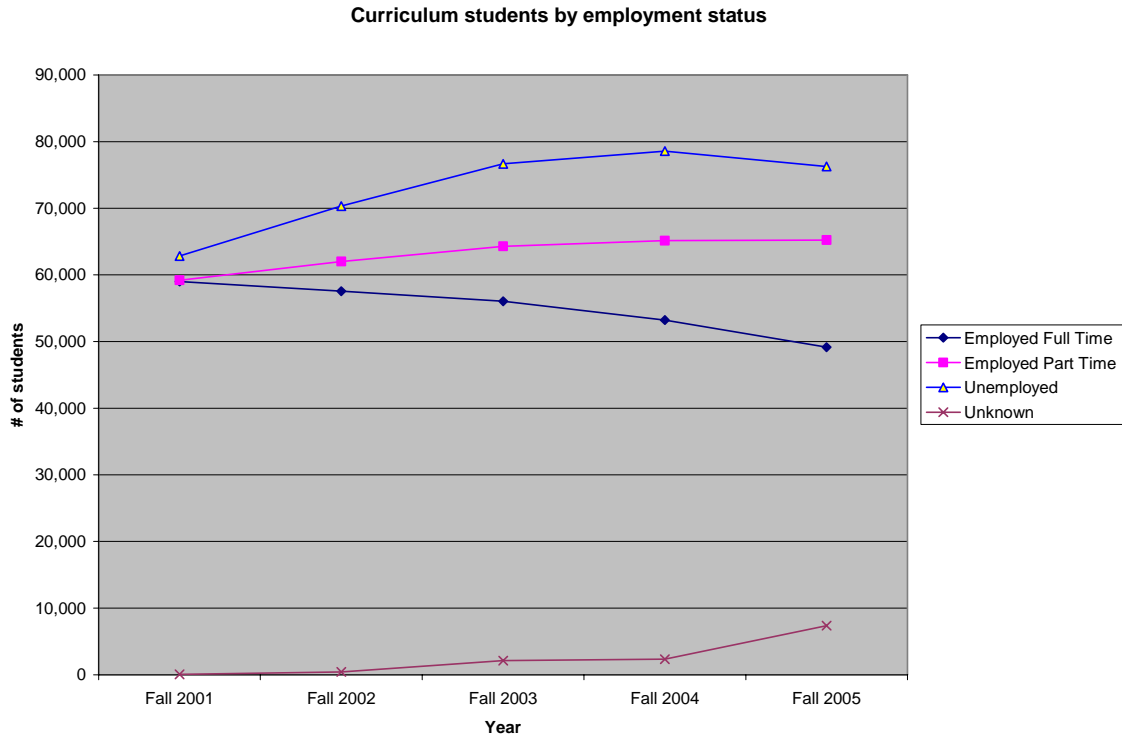
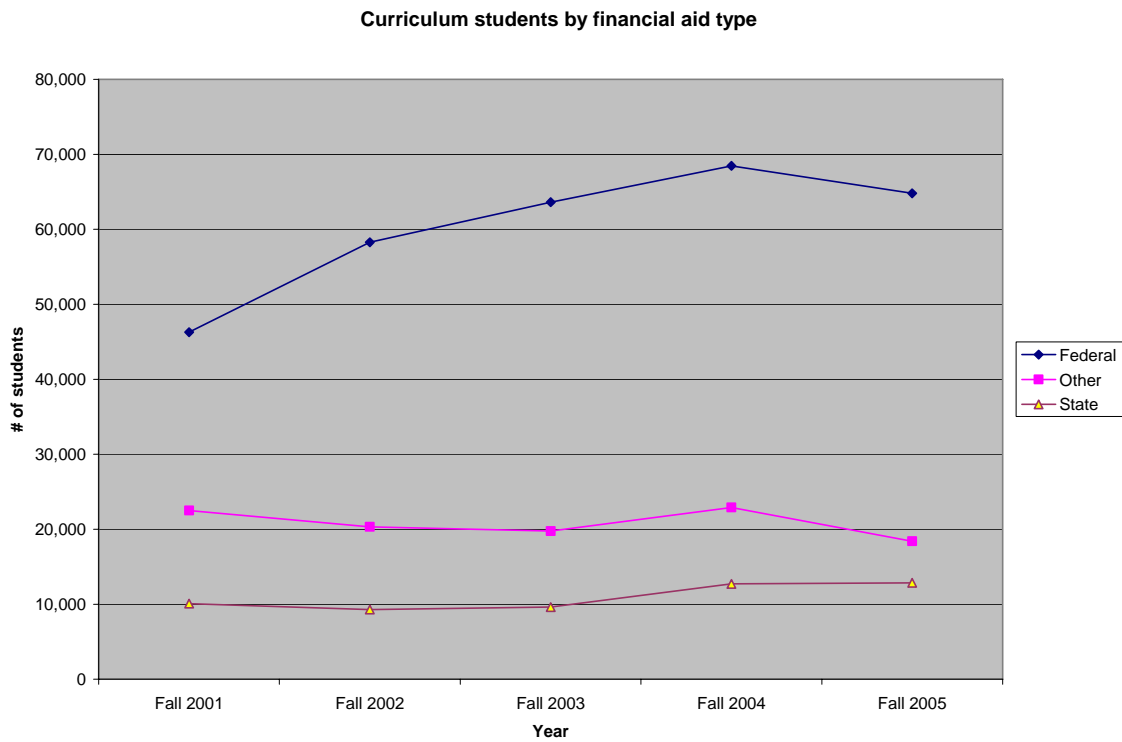


Figure 5. Curriculum students by financial aid type



6. Curriculum student enrollment by credit hour range

Until fall of 2004 about 40% of students take more than 12 credit hours, followed by 1-5 credit hour range (about 25%). The percentage of students taking 9-11 hours increased steadily; this is also true for the 6-8 credit hour range. (Refer to Figure 6.)

7. Continuing Education student enrollment by attendance status

Continuing education student enrollment by day-time vs. evening-time resembles curriculum student enrollment by part-time vs. full-time: about two-thirds of them were day-time students. (Figure 7.)

Figure 6. Curriculum students by credit hour range

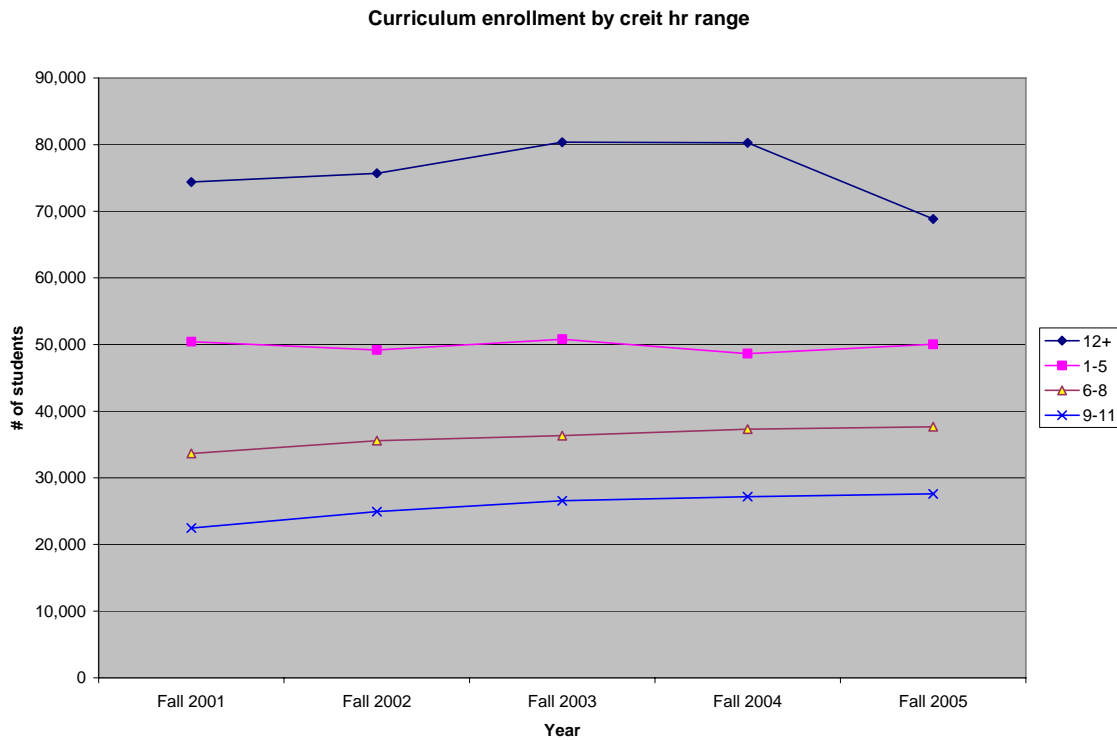
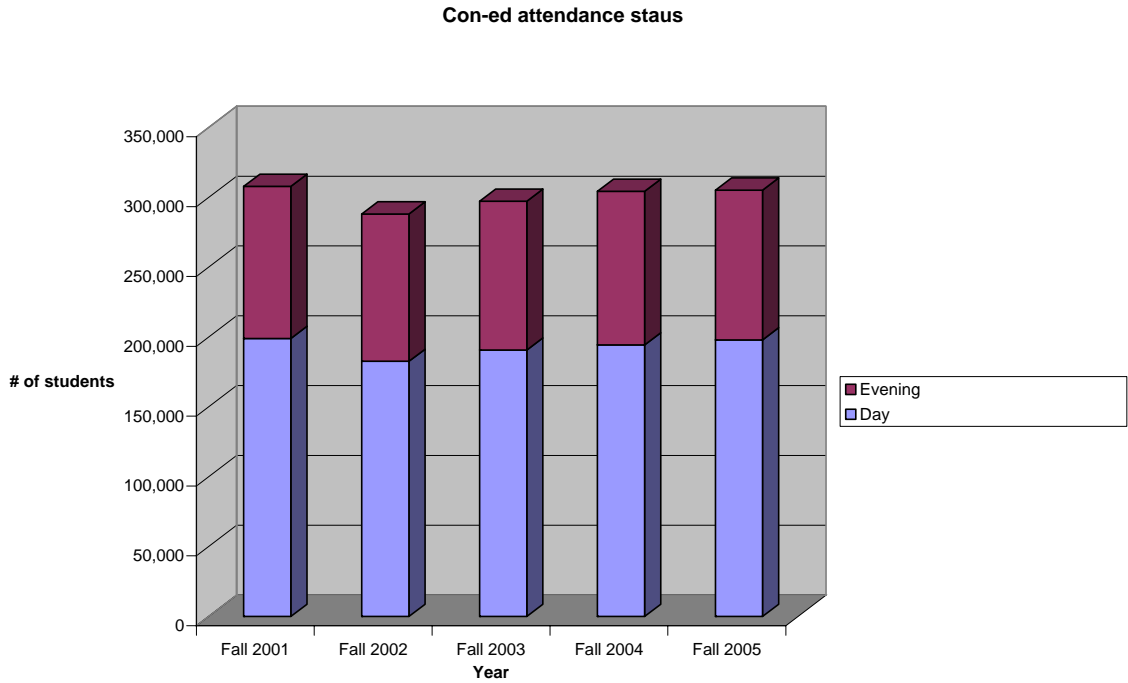


Figure 7. Continuing education student enrollment by day-time vs. evening-time



8. Continuing education enrollment by gender

Unlike curriculum student enrollment, more male students enrolled than females did in con-ed. Female students consist a low of 46.7% to a high of 48.2% of the whole con-ed student enrollment, while the rest of them were male students. (Figure 8.)

9. Continuing education enrollment by race/ethnicity

The proportion of white students in con-ed was a bit lower than that of those in curriculum (65.2% to 64.7%). Hispanic students in con-ed had better enrollment of low 8%, compared to less than 3% in curriculum. Asian students were constantly 1.8% of the whole con-ed students over the years. (Figure 9.)

Figure 8. Number of continuing education students by gender

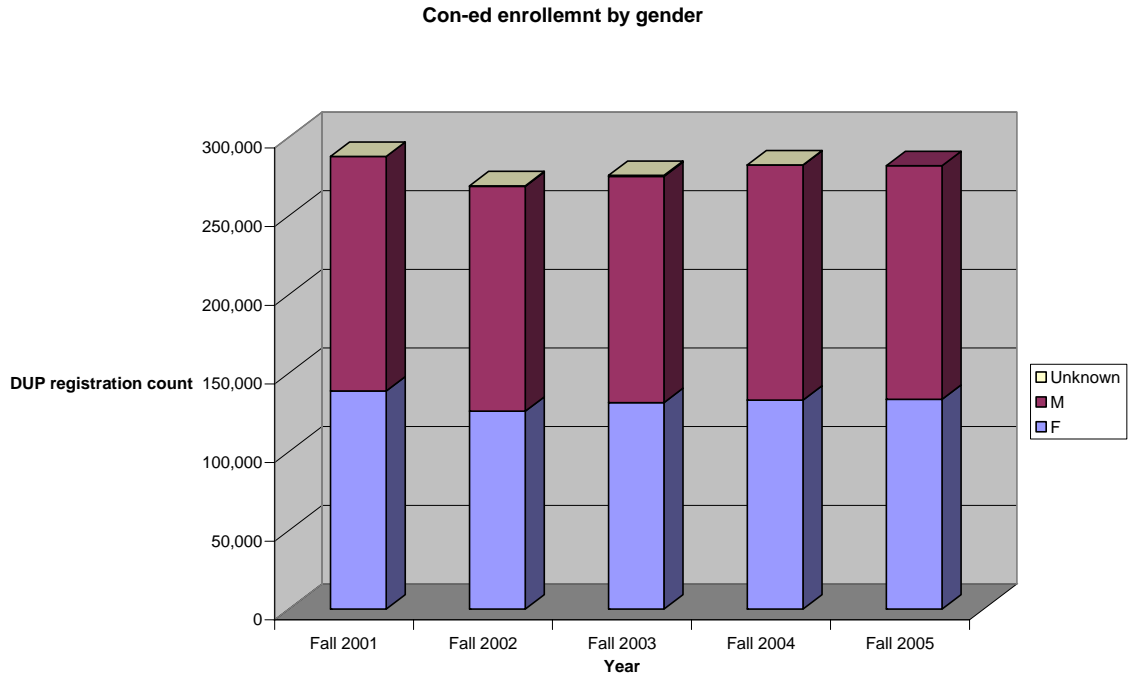
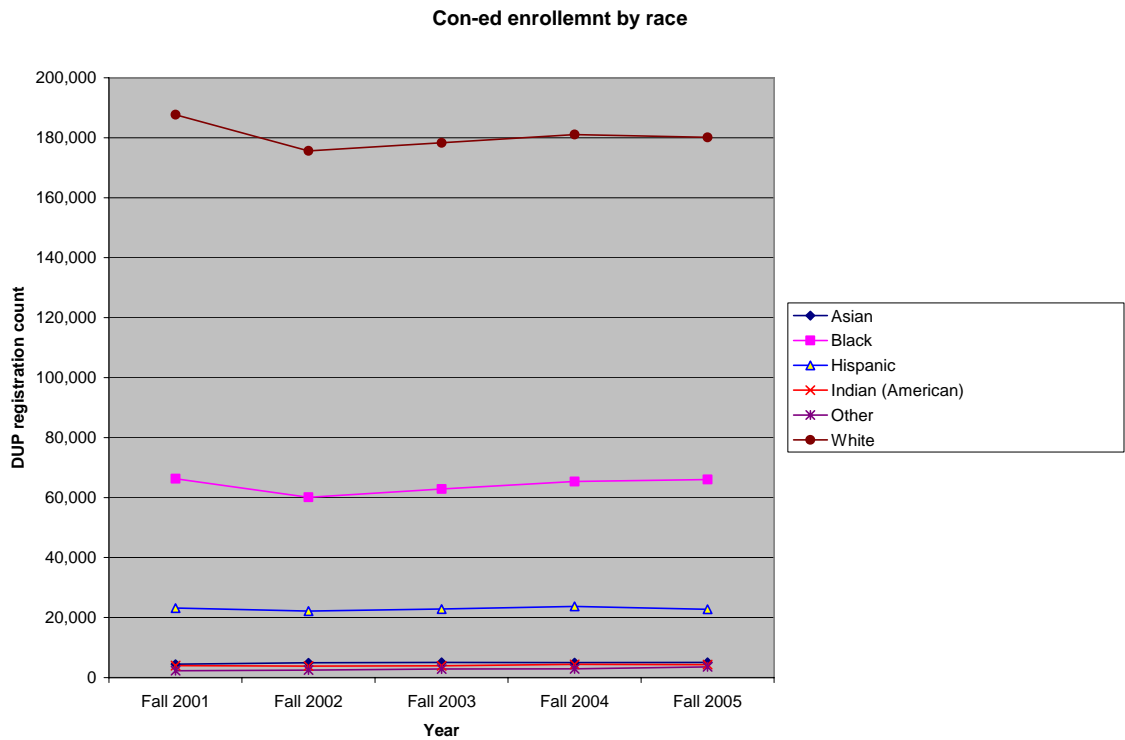


Figure 9. Continuing education students by race/ethnicity



10. Continuing education students by employment status

Contrary to the pattern of curriculum enrollment, more than a half of the continuing education students were employed full-time, although the percentages decreased from 53.5% in the fall of 2001 to 50.8% in the fall of 2005. (Refer to Figure 11.) A little over ten percent (10.3%) to 11.6% of the continuing education students were employed part-time. Unemployment in the continuing education students ranged from 36.2% to 38.6%. (Figure 10.)

Figure 10. Number of continuing education students by employment status

