ANNUAL ENROLLMENT REPORT

2000-2001

Office of Research and Assessment
Metropolitan Community Colleges
3200 Broadway
Kansas City, Missouri 64111-2429

August 2002

Donna Evans
Research Analyst
The annual enrollment report summarizes the various credit hour and student headcount data that has been distributed throughout the academic year by the Office of Research, Evaluation and Assessment. This report also provides some comparisons with data from the previous academic years. These comparisons are intended to give some insight into both the short-term and long-term growth throughout the District.

The sources used for this report are provided with each table. The numbers used in these tables correlate with figures used for reporting to the Missouri Coordinating Board for Higher Education (CBHE) and the National Center of Educational Statistics (NCES) under the Integrated Postsecondary Education Data System (IPEDS). Although not audited, these figures serve as official enrollment numbers for the 2000-2001 academic year. Readers should note that campus data is reported by campus of record.

Prior to Fall 2001, the data source used the mainframe Legacy system. MetroSoft replaced the Legacy system in Fall 2001 and has changed certain processes and allowed for additional data elements to be analyzed. The campus of record is obsolete, therefore, the primary campus has been determined by that location at which the student takes the most hours. For instance, the primary campus for a student who takes 6 credit hours at one location and 3 credit hours at another would be listed as the primary campus at which 6 credit hours were taken.
Table of Contents

Introduction

Section I Student Characteristics

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>2</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>7</td>
</tr>
<tr>
<td>Gender</td>
<td>17</td>
</tr>
<tr>
<td>Goals</td>
<td>22</td>
</tr>
<tr>
<td>Load (full-time versus part-time)</td>
<td>23</td>
</tr>
<tr>
<td>Attendance (day versus evening)</td>
<td>28</td>
</tr>
<tr>
<td>Multiple campus attendance</td>
<td>29</td>
</tr>
</tbody>
</table>

Section II Enrollment and Degree Statistics

<table>
<thead>
<tr>
<th>Summary</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Student Credit Hours and Headcount Summary</td>
<td>31</td>
</tr>
<tr>
<td>Historical Degrees Awarded by Program</td>
<td>36</td>
</tr>
</tbody>
</table>

Section III Credit hours by discipline, by college

<table>
<thead>
<tr>
<th>Period</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1997 to Fall 2001</td>
<td>50</td>
</tr>
</tbody>
</table>
Section I
Section I provides information about both short-term and long-term changes in student characteristics such as age, distribution, gender, ethnicity, goals, full-time versus part-time status, and time of attendance. District wide enrollment has dropped at a higher rate among non-traditional students. This drop is evidenced by a shift from a 48% non-traditional student population in Fall 1997 to a 41% non-traditional population in Fall 2001.

<table>
<thead>
<tr>
<th>MCC District</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional age (24 years &amp; under)</td>
<td>8,677</td>
<td>9,474</td>
<td>9,780</td>
<td>9,810</td>
<td>10,308</td>
</tr>
<tr>
<td>Non-traditional age (25 years &amp; over)</td>
<td>7,857</td>
<td>8,154</td>
<td>7,776</td>
<td>7,990</td>
<td>7,198</td>
</tr>
<tr>
<td>Total</td>
<td>16,534</td>
<td>17,628</td>
<td>17,556</td>
<td>17,800</td>
<td>17,506</td>
</tr>
<tr>
<td>Average age</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>27</td>
<td>26</td>
</tr>
<tr>
<td>Median age</td>
<td>23</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
</tbody>
</table>

MCC DISTRICT

Headcount

<table>
<thead>
<tr>
<th>Year</th>
<th>Traditional Age (24 and under)</th>
<th>Non-Traditional Age (25 and over)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>8,677</td>
<td>7,857</td>
</tr>
<tr>
<td>1998</td>
<td>9,474</td>
<td>8,154</td>
</tr>
<tr>
<td>1999</td>
<td>9,780</td>
<td>7,776</td>
</tr>
<tr>
<td>2000</td>
<td>9,810</td>
<td>7,990</td>
</tr>
<tr>
<td>2001</td>
<td>10,308</td>
<td>7,198</td>
</tr>
</tbody>
</table>
The number of traditional age students at Blue River has continued to grow at a faster pace than the number of non-traditional students. The average age has consistently stayed at 26 years and the median age at 21 years with the exception of Fall 1997 and Fall 1998 where the average age raised to 27 years and the median age increased to 22 years.

<table>
<thead>
<tr>
<th>Blue River</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional age (24 years &amp; under)</td>
<td>1,185</td>
<td>1,212</td>
<td>1,314</td>
<td>1,335</td>
<td>1,521</td>
</tr>
<tr>
<td>Non-traditional age (25 years &amp; over)</td>
<td>775</td>
<td>855</td>
<td>801</td>
<td>761</td>
<td>773</td>
</tr>
<tr>
<td>Total</td>
<td>1,995</td>
<td>1,960</td>
<td>2,067</td>
<td>2,115</td>
<td>2,294</td>
</tr>
</tbody>
</table>

Average age: 27, 27, 26, 26, 26
Median age: 22, 22, 21, 21, 21

Blue River Community College

Headcount

<table>
<thead>
<tr>
<th>Year</th>
<th>Traditional Age (24 and under)</th>
<th>Non-Traditional Age (25 and over)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>1,185</td>
<td>500</td>
</tr>
<tr>
<td>1998</td>
<td>1,212</td>
<td>450</td>
</tr>
<tr>
<td>1999</td>
<td>1,314</td>
<td>400</td>
</tr>
<tr>
<td>2000</td>
<td>1,335</td>
<td>350</td>
</tr>
<tr>
<td>2001</td>
<td>1,521</td>
<td>300</td>
</tr>
</tbody>
</table>
The following table includes only students at the Longview Community College. The number of traditional age students has grown at a faster pace than the non-traditional student population. The average age dropped to 26 years in Fall 2001 while the non-traditional age remained at 22 years.

<table>
<thead>
<tr>
<th>Longview</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional age (24 years &amp; under)</td>
<td>3,118</td>
<td>3,264</td>
<td>3,439</td>
<td>3,418</td>
<td>3,560</td>
</tr>
<tr>
<td>Non-traditional age (25 years &amp; over)</td>
<td>2,827</td>
<td>2,760</td>
<td>2,644</td>
<td>2,605</td>
<td>2,231</td>
</tr>
<tr>
<td>Total</td>
<td>5,945</td>
<td>6,024</td>
<td>6,083</td>
<td>6,023</td>
<td>5,791</td>
</tr>
<tr>
<td>Average age</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td>Median age</td>
<td>23</td>
<td>23</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
</tbody>
</table>

Longview Community College

<table>
<thead>
<tr>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>4,000</td>
</tr>
<tr>
<td>3,500</td>
</tr>
<tr>
<td>3,000</td>
</tr>
<tr>
<td>2,500</td>
</tr>
<tr>
<td>2,000</td>
</tr>
<tr>
<td>1,500</td>
</tr>
<tr>
<td>1,000</td>
</tr>
<tr>
<td>500</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
</tr>
<tr>
<td>1998</td>
</tr>
<tr>
<td>1999</td>
</tr>
<tr>
<td>2000</td>
</tr>
<tr>
<td>2001</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Age (24 and under)</th>
<th>Non-Traditional Age (25 and over)</th>
</tr>
</thead>
</table>
The following table includes only students at the Maple Woods Community College. The average age remained at 26 years with the exception of Fall 1999, whereas the median age has been 20 years except for Fall 2001.

<table>
<thead>
<tr>
<th>Maple Woods</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional age (24 years &amp; under)</td>
<td>2,798</td>
<td>3,142</td>
<td>3,249</td>
<td>3,305</td>
<td>3,258</td>
</tr>
<tr>
<td>Non-traditional age (25 years &amp; over)</td>
<td>1,882</td>
<td>1,900</td>
<td>1,827</td>
<td>1,990</td>
<td>1,787</td>
</tr>
<tr>
<td>Total</td>
<td>4,680</td>
<td>5,042</td>
<td>5,076</td>
<td>5,295</td>
<td>5,045</td>
</tr>
</tbody>
</table>

Average age
- 26
- 26
- 25
- 26
- 26

Median age
- 20
- 20
- 20
- 20
- 21

![Headcount Graph](chart.png)
The following table includes only students at Penn Valley Community College. The non-traditional age student population has remained the largest over the years. The average age has consistently stayed at 30 years except for Fall 2001 when the average lowered to 29 years. The median age has fluctuated between 26 years and 27 years since Fall 1997.

<table>
<thead>
<tr>
<th>Penn Valley</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional age (24 years &amp; under)</td>
<td>1,576</td>
<td>1,856</td>
<td>1,779</td>
<td>1,752</td>
<td>1,969</td>
</tr>
<tr>
<td>Non-traditional age (25 years &amp; over)</td>
<td>2,373</td>
<td>2,639</td>
<td>2,498</td>
<td>2,634</td>
<td>2,407</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3,949</td>
<td>4,495</td>
<td>4,277</td>
<td>4,386</td>
<td>4,376</td>
</tr>
<tr>
<td>Average age</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>29</td>
</tr>
<tr>
<td>Median age</td>
<td>26</td>
<td>26</td>
<td>26</td>
<td>27</td>
<td>26</td>
</tr>
</tbody>
</table>

![Penn Valley Community College Headcount Chart]

Penn Valley Community College

Headcount

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>1997</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Age (24 and under)</td>
<td>1,576</td>
<td>1,856</td>
<td>1,779</td>
<td>1,752</td>
<td>1,969</td>
</tr>
<tr>
<td>Non-Traditional Age (25 and over)</td>
<td>2,373</td>
<td>2,639</td>
<td>2,498</td>
<td>2,634</td>
<td>2,407</td>
</tr>
</tbody>
</table>
The Metropolitan Community Colleges as a district has seen a shift in the overall percentage of minority students served from 19% in Fall 1997 to 21% in Fall 2001. The non-resident student population has remained consistent at 1%.

<table>
<thead>
<tr>
<th>MCC District</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority Students</td>
<td>3,211</td>
<td>3,773</td>
<td>3,630</td>
<td>3,447</td>
<td>3,628</td>
</tr>
<tr>
<td></td>
<td>19%</td>
<td>21%</td>
<td>21%</td>
<td>20%</td>
<td>21%</td>
</tr>
<tr>
<td>Non-residents</td>
<td>143</td>
<td>177</td>
<td>236</td>
<td>238</td>
<td>178</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>White Students</td>
<td>13,180</td>
<td>13,678</td>
<td>13,685</td>
<td>14,115</td>
<td>13,700</td>
</tr>
<tr>
<td></td>
<td>80%</td>
<td>78%</td>
<td>78%</td>
<td>79%</td>
<td>78%</td>
</tr>
</tbody>
</table>

Totals

MCC Ethnic Background
Fall 2001

- Minority: 21%
- Non-Resident: 1%
- White: 78%
### Student Distribution by Race/Ethnicity

<table>
<thead>
<tr>
<th>MCC District Ethnic Background</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>77%</td>
</tr>
<tr>
<td>Minority</td>
<td>21%</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>1%</td>
</tr>
<tr>
<td>Black</td>
<td>13%</td>
</tr>
<tr>
<td>American Indian</td>
<td>1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2%</td>
</tr>
<tr>
<td>Non-resident</td>
<td>1%</td>
</tr>
</tbody>
</table>

### MCC District

<table>
<thead>
<tr>
<th>Student Distribution by Race/Ethnicity</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>13,180</td>
</tr>
<tr>
<td>American Indian</td>
<td>95</td>
</tr>
<tr>
<td>Asian</td>
<td>325</td>
</tr>
<tr>
<td>Black</td>
<td>2,311</td>
</tr>
<tr>
<td>Hispanic</td>
<td>446</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
</tr>
<tr>
<td>Unknown</td>
<td>N/A</td>
</tr>
<tr>
<td>Non-resident</td>
<td>143</td>
</tr>
</tbody>
</table>

**Data for Fall 1997 to Fall 2001:**

- White: 80% in Fall 1997, 78% in Fall 1998, 78% in Fall 1999, 79% in Fall 2000, 78% in Fall 2001
- American Indian: 1% in Fall 1997, 1% in Fall 1998, 1% in Fall 1999, 1% in Fall 2000, 1% in Fall 2001
- Asian: 2% in Fall 1997, 2% in Fall 1998, 2% in Fall 1999, 2% in Fall 2000, 2% in Fall 2001
- Black: 14% in Fall 1997, 15% in Fall 1998, 14% in Fall 1999, 13% in Fall 2000, 13% in Fall 2001
- Hispanic: 3% in Fall 1997, 3% in Fall 1998, 3% in Fall 1999, 3% in Fall 2000, 3% in Fall 2001
- Other: N/A in Fall 1997, 65 in Fall 1998, 102 in Fall 1999, 47 in Fall 2000, 444 in Fall 2001
- Unknown: N/A in Fall 1997, 37 in Fall 1998, 36 in Fall 1999, 25 in Fall 2000, N/A in Fall 2001
- Non-resident: 1% in Fall 1997, 1% in Fall 1998, 1% in Fall 1999, 1% in Fall 2000, N/A in Fall 2001
The growth at Blue River campuses has been accompanied by an increase in the percentage of minority students. As these campuses continue to grow, it is likely that they will continue to draw a more diverse student population.

<table>
<thead>
<tr>
<th>Blue River</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority Students</td>
<td>113</td>
<td>159</td>
<td>158</td>
<td>156</td>
<td>196</td>
</tr>
<tr>
<td>Non-residents</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>White Students</td>
<td>1,844</td>
<td>1,905</td>
<td>1,950</td>
<td>1,938</td>
<td>2,096</td>
</tr>
<tr>
<td>Totals</td>
<td>1,960</td>
<td>2,067</td>
<td>2,115</td>
<td>2,096</td>
<td>2,294</td>
</tr>
</tbody>
</table>

Blue River Ethnic Background

- White: 91%
- Non-Resident: 0%
- Minority: 9%

The percentage of minority students has increased from 6% to 9% over the years, while the percentage of non-residents has remained relatively stable.
## Student Distribution by Race/Ethnicity

<table>
<thead>
<tr>
<th>Blue River Ethnic Background</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>92%</td>
</tr>
<tr>
<td>American Indian</td>
<td>.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.5%</td>
</tr>
<tr>
<td>Black</td>
<td>2.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2%</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>.1%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
</tr>
</tbody>
</table>

### Blue River Fall 1997 - Fall 2001

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>1,884</td>
<td>1,905</td>
<td>1,950</td>
<td>1,938</td>
<td>2,096</td>
</tr>
<tr>
<td>American Indian</td>
<td>15</td>
<td>13</td>
<td>14</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Asian</td>
<td>21</td>
<td>31</td>
<td>32</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>Black</td>
<td>39</td>
<td>54</td>
<td>52</td>
<td>42</td>
<td>53</td>
</tr>
<tr>
<td>Hispanic</td>
<td>38</td>
<td>47</td>
<td>42</td>
<td>65</td>
<td>47</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td>5</td>
<td>8</td>
<td>3</td>
<td>51</td>
</tr>
<tr>
<td>Unknown</td>
<td>N/A</td>
<td>10</td>
<td>10</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Non-resident</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

### Blue River Ethnic Background Fall 2001

- White: 92%
- American Indian: .5%
- Asian: 1.5%
- Black: 2.3%
- Hispanic: 2%
- Non-Resident: .1%
- Other: 2%
- Minority: 8%
Over the past five years, the minority representation at the Longview Community College has increased from 14% for Fall 1997 to 19% for Fall 2001. The most significant increase occurred during the past four years.

<table>
<thead>
<tr>
<th>Longview</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority Students</td>
<td>847</td>
<td>995</td>
<td>1,035</td>
<td>1,114</td>
<td>1,098</td>
</tr>
<tr>
<td></td>
<td>14%</td>
<td>17%</td>
<td>17%</td>
<td>18%</td>
<td>19%</td>
</tr>
<tr>
<td>Non-residents</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>.2%</td>
<td>.1%</td>
<td>.1%</td>
<td>.2%</td>
<td>.2%</td>
</tr>
<tr>
<td>White Students</td>
<td>5,090</td>
<td>5,022</td>
<td>5,040</td>
<td>4,959</td>
<td>4,681</td>
</tr>
<tr>
<td></td>
<td>86%</td>
<td>83%</td>
<td>83%</td>
<td>82%</td>
<td>81%</td>
</tr>
<tr>
<td>Totals</td>
<td>5,945</td>
<td>6,024</td>
<td>6,083</td>
<td>6,023</td>
<td>5,791</td>
</tr>
</tbody>
</table>

Longview Ethnic Background
Fall 2001

- Minority: 19%
- Non-Resident: 0.2%
- White: 81%
### Student Distribution by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>5,090</td>
<td>5,022</td>
<td>5,040</td>
<td>4,959</td>
<td>4,681</td>
</tr>
<tr>
<td></td>
<td>86%</td>
<td>83%</td>
<td>83%</td>
<td>82%</td>
<td>81%</td>
</tr>
<tr>
<td>American Indian</td>
<td>24</td>
<td>27</td>
<td>26</td>
<td>28</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>.4%</td>
<td>.4%</td>
<td>.4%</td>
<td>.5%</td>
<td>1%</td>
</tr>
<tr>
<td>Asian</td>
<td>56</td>
<td>67</td>
<td>75</td>
<td>90</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Black</td>
<td>665</td>
<td>748</td>
<td>770</td>
<td>770</td>
<td>742</td>
</tr>
<tr>
<td></td>
<td>11%</td>
<td>12%</td>
<td>13%</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>102</td>
<td>116</td>
<td>119</td>
<td>143</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td>14</td>
<td>24</td>
<td>11</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td>.2%</td>
<td>.4%</td>
<td>.2%</td>
<td>.2%</td>
<td>.2%</td>
</tr>
<tr>
<td>Unknown</td>
<td>N/A</td>
<td>23</td>
<td>21</td>
<td>12</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>.4%</td>
<td>.3%</td>
<td>.2%</td>
<td>.2%</td>
<td>.2%</td>
</tr>
<tr>
<td>Non-resident</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>.1%</td>
<td>.1%</td>
<td>.1%</td>
<td>.2%</td>
<td>.2%</td>
</tr>
</tbody>
</table>

### Longview Ethnic Background Fall 2001

- **White**: 81%
- **Black**: 13%
- **Hispanic**: 2%
- **American Indian**: 1%
- **Asian**: 1%
- **Other**: 19%
- **Non-Resident**: .2%
The minority enrollment representation at Maple Woods Community College has increased from Fall 1997 to Fall 2001 from 8% to 9% with exception of the decrease that took place in Fall 2000. The non-resident population has not varied significantly over the past five years.

<table>
<thead>
<tr>
<th>Maple Woods</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority Students</td>
<td>362</td>
<td>415</td>
<td>408</td>
<td>316</td>
<td>454</td>
</tr>
<tr>
<td></td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
<td>6%</td>
<td>9%</td>
</tr>
<tr>
<td>Non-residents</td>
<td>15</td>
<td>11</td>
<td>17</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>.3%</td>
<td>.1%</td>
<td>.3%</td>
<td>.2%</td>
<td>.2%</td>
</tr>
<tr>
<td>White Students</td>
<td>4,303</td>
<td>5,022</td>
<td>5,040</td>
<td>4,959</td>
<td>4,581</td>
</tr>
<tr>
<td></td>
<td>92%</td>
<td>83%</td>
<td>83%</td>
<td>82%</td>
<td>91%</td>
</tr>
<tr>
<td>Totals</td>
<td>4,680</td>
<td>5,042</td>
<td>5,076</td>
<td>5,295</td>
<td>5,045</td>
</tr>
</tbody>
</table>

Maple Woods Ethnic Background Fall 2001

- **White**: 91%
- **Non-Resident**: 0%
- **Minority**: 9%
### Student Distribution by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>4,303</td>
<td>4,616</td>
<td>4,651</td>
<td>4,951</td>
<td>4,581</td>
</tr>
<tr>
<td>American Indian</td>
<td>35</td>
<td>33</td>
<td>22</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td>Asian</td>
<td>116</td>
<td>142</td>
<td>139</td>
<td>117</td>
<td>137</td>
</tr>
<tr>
<td>Hispanic</td>
<td>120</td>
<td>128</td>
<td>107</td>
<td>91</td>
<td>100</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td>22</td>
<td>38</td>
<td>16</td>
<td>115</td>
</tr>
<tr>
<td>Unknown</td>
<td>N/A</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>Non-resident</td>
<td>15</td>
<td>11</td>
<td>17</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

#### Maple Woods Ethnic Background

**Fall 2001**

- **White**: 91%
- **American Indian**: 0.5%
- **Black**: 3%
- **Hispanic**: 2%
- **Asian**: 2%
- **Other**: 2%
- **Non-Resident**: 0.2%
- **Minority**: 9%
The percentage of non-resident students at the Penn Valley Community College has remained fairly stable over the last five years. However, the minority student population dropped from 47% in Fall 1997 to 42% in Fall 2001. The majority of the student population continues to increase from 49% in Fall 1997 to 54% in Fall 2001 for the white ethnicity category.

<table>
<thead>
<tr>
<th>Penn Valley Ethnic Background</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>54%</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>4%</td>
</tr>
<tr>
<td>Minority</td>
<td>42%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority Students</td>
<td>1,855</td>
<td>2,360</td>
<td>2,029</td>
<td>1,879</td>
<td>1,880</td>
</tr>
<tr>
<td></td>
<td>47%</td>
<td>48%</td>
<td>47%</td>
<td>43%</td>
<td>42%</td>
</tr>
<tr>
<td>Non-residents</td>
<td>151</td>
<td>218</td>
<td>204</td>
<td>216</td>
<td>154</td>
</tr>
<tr>
<td></td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>White Students</td>
<td>1,943</td>
<td>2,135</td>
<td>2,044</td>
<td>2,291</td>
<td>2,342</td>
</tr>
<tr>
<td></td>
<td>49%</td>
<td>47%</td>
<td>48%</td>
<td>52%</td>
<td>54%</td>
</tr>
<tr>
<td>Totals</td>
<td>3,949</td>
<td>4,495</td>
<td>4,277</td>
<td>4,386</td>
<td>4,376</td>
</tr>
</tbody>
</table>
## Student Distribution by Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>1,943</td>
<td>2,135</td>
<td>2,044</td>
<td>2,267</td>
<td>2,342</td>
</tr>
<tr>
<td></td>
<td>49%</td>
<td>47%</td>
<td>48%</td>
<td>52%</td>
<td>54%</td>
</tr>
<tr>
<td>American Indian</td>
<td>21</td>
<td>31</td>
<td>33</td>
<td>33</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>.5%</td>
<td>.7%</td>
<td>.8%</td>
<td>.8%</td>
<td>.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>157</td>
<td>146</td>
<td>153</td>
<td>148</td>
<td>137</td>
</tr>
<tr>
<td></td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Black</td>
<td>1,491</td>
<td>1,687</td>
<td>1,589</td>
<td>1,481</td>
<td>1,335</td>
</tr>
<tr>
<td></td>
<td>38%</td>
<td>38%</td>
<td>37%</td>
<td>34%</td>
<td>31%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>186</td>
<td>252</td>
<td>218</td>
<td>217</td>
<td>205</td>
</tr>
<tr>
<td></td>
<td>5%</td>
<td>6%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td>24</td>
<td>32</td>
<td>17</td>
<td>168</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>N/A</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>.4%</td>
<td>.1%</td>
<td>.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-resident</td>
<td>151</td>
<td>218</td>
<td>204</td>
<td>216</td>
<td>154</td>
</tr>
<tr>
<td></td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
</tr>
</tbody>
</table>

### Penn Valley Ethnic Background Fall 2001

- **White**: 53%
- **Non-Resident**: 4%
- **Other**: 42%
- **Black**: 30%
- **American Indian**: 1%
- **Hispanic**: 5%
- **Asian**: 3%
- **Other**: 4%
Female students continue to outnumber the male students. The MCC District has experienced a slight fluctuation of the ratio of males to females over last five years, approximately 1.5 females for every male overall.

<table>
<thead>
<tr>
<th>MCC District</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Student Enrollment</td>
<td>10,237</td>
<td>10,719</td>
<td>10,531</td>
<td>10,701</td>
<td>10,657</td>
</tr>
<tr>
<td>Enrollment</td>
<td>62%</td>
<td>61%</td>
<td>60%</td>
<td>60%</td>
<td>61%</td>
</tr>
<tr>
<td>Male Student Enrollment</td>
<td>6,297</td>
<td>6,909</td>
<td>7,020</td>
<td>7,099</td>
<td>6,849</td>
</tr>
<tr>
<td>Enrollment</td>
<td>38%</td>
<td>39%</td>
<td>40%</td>
<td>40%</td>
<td>39%</td>
</tr>
<tr>
<td>Total</td>
<td>16,534</td>
<td>17,628</td>
<td>17,551</td>
<td>17,800</td>
<td>17,506</td>
</tr>
</tbody>
</table>

MCC Gender Distribution

Headcount

![MCC Gender Distribution Chart](chart.png)
The Blue River campuses have followed the same district trend with female students outnumbering the male students. The percentage of female students has decreased since Fall 1997 with the exception of Fall 2000 when an increase took place over the previous year. However, the ratio of female to male students is 1.5 to 1, the same as the entire district.

<table>
<thead>
<tr>
<th>Blue River</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Student</td>
<td>1,259</td>
<td>1,285</td>
<td>1,245</td>
<td>1,300</td>
<td>1,404</td>
</tr>
<tr>
<td>Enrollment</td>
<td>64%</td>
<td>62%</td>
<td>59%</td>
<td>62%</td>
<td>61%</td>
</tr>
<tr>
<td>Male Student</td>
<td>701</td>
<td>782</td>
<td>870</td>
<td>796</td>
<td>890</td>
</tr>
<tr>
<td>Enrollment</td>
<td>36%</td>
<td>38%</td>
<td>41%</td>
<td>38%</td>
<td>39%</td>
</tr>
<tr>
<td>Total</td>
<td>1,960</td>
<td>2,067</td>
<td>2,115</td>
<td>2,096</td>
<td>2,294</td>
</tr>
</tbody>
</table>

![Blue River Gender Distribution](image_url)
Longview has followed the same district trend with female students outnumbering the male students. The percentage of male students has increased to 42% for the last three years.

<table>
<thead>
<tr>
<th>Longview</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Student Enrollment</td>
<td>3,634</td>
<td>3,578</td>
<td>3,548</td>
<td>3,468</td>
<td>3,376</td>
</tr>
<tr>
<td>Male Student Enrollment</td>
<td>2,311</td>
<td>2,446</td>
<td>2,535</td>
<td>2,555</td>
<td>2,415</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>5,945</td>
<td>6,024</td>
<td>6,083</td>
<td>6,023</td>
<td>5,791</td>
</tr>
</tbody>
</table>

![Longview Gender Distribution]

- **Male**
- **Female**

![Graph showing headcount for Fall 1997, 1998, 1999, 2000, 2001]

![Bar chart showing gender distribution over the years]
Maple Woods has followed the same district trend with female students outnumbering the male students. There has been a slight increase in the number of male students, consequently the proportion of male students to female students slightly declined from 1.4 to 1.3 over the last five years.

<table>
<thead>
<tr>
<th>Maple Woods</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Student Enrollment</td>
<td>2,738</td>
<td>2,874</td>
<td>2,874</td>
<td>2,958</td>
<td>2,822</td>
</tr>
<tr>
<td>Enrollment</td>
<td>59%</td>
<td>57%</td>
<td>57%</td>
<td>58%</td>
<td>56%</td>
</tr>
<tr>
<td>Male Student Enrollment</td>
<td>1,942</td>
<td>2,168</td>
<td>2,202</td>
<td>2,555</td>
<td>2,223</td>
</tr>
<tr>
<td>Enrollment</td>
<td>41%</td>
<td>41%</td>
<td>43%</td>
<td>42%</td>
<td>44%</td>
</tr>
<tr>
<td>Total</td>
<td>4,680</td>
<td>5,042</td>
<td>5,076</td>
<td>5,295</td>
<td>5,045</td>
</tr>
</tbody>
</table>
Penn Valley has followed the same district trend with female students outnumbering the male students. The ratio is approximately 2 female students for every 1 male student for the last three years.

<table>
<thead>
<tr>
<th>Penn Valley</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Student Enrollment</td>
<td>2,606</td>
<td>2,982</td>
<td>2,864</td>
<td>2,975</td>
<td>3,055</td>
</tr>
<tr>
<td>Enrollment</td>
<td>66%</td>
<td>66%</td>
<td>67%</td>
<td>68%</td>
<td>69%</td>
</tr>
<tr>
<td>Male Student Enrollment</td>
<td>1,343</td>
<td>1,513</td>
<td>1,413</td>
<td>1,411</td>
<td>1,321</td>
</tr>
<tr>
<td>Enrollment</td>
<td>34%</td>
<td>34%</td>
<td>33%</td>
<td>32%</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>4,133</td>
<td>3,949</td>
<td>4,495</td>
<td>4,386</td>
<td>4,376</td>
</tr>
</tbody>
</table>

Headcount

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2,606</td>
<td>2,982</td>
<td>2,864</td>
<td>2,975</td>
<td>3,055</td>
</tr>
<tr>
<td>Female</td>
<td>1,343</td>
<td>1,513</td>
<td>1,413</td>
<td>1,411</td>
<td>1,321</td>
</tr>
</tbody>
</table>

Penn Valley Gender Distribution

![Bar chart showing gender distribution over years](image-url)
As of Fall 2001, students were given the option of undeclared status or non-degree seeking status. Previously, all students were defaulted to degree seeking unless they marked their enrollment form as career training, general transfer, improve job skills, or personal interest. Starting in Fall 2001, students declared which academic program and plan they are attempting to complete in MetroSoft.

<table>
<thead>
<tr>
<th>MCC District</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree seeking</td>
<td>10,070</td>
<td>10,515</td>
<td>10,976</td>
<td>11,340</td>
<td>13,158</td>
</tr>
<tr>
<td></td>
<td>61%</td>
<td>60%</td>
<td>63%</td>
<td>64%</td>
<td>75%</td>
</tr>
<tr>
<td>Non-degree seeking</td>
<td>6,464</td>
<td>7,113</td>
<td>6,582</td>
<td>6,460</td>
<td>4,349</td>
</tr>
<tr>
<td></td>
<td>39%</td>
<td>40%</td>
<td>37%</td>
<td>36%</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>16,534</td>
<td>17,628</td>
<td>17,551</td>
<td>17,800</td>
<td>17,506</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Blue River</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree seeking</td>
<td>1,075</td>
<td>1,127</td>
<td>1,230</td>
<td>1,220</td>
<td>1,616</td>
</tr>
<tr>
<td></td>
<td>55%</td>
<td>55%</td>
<td>58%</td>
<td>58%</td>
<td>70%</td>
</tr>
<tr>
<td>Non-degree seeking</td>
<td>885</td>
<td>940</td>
<td>884</td>
<td>876</td>
<td>678</td>
</tr>
<tr>
<td></td>
<td>45%</td>
<td>45%</td>
<td>42%</td>
<td>42%</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>1,960</td>
<td>2,067</td>
<td>2,115</td>
<td>2,096</td>
<td>2,294</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Longview</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree seeking</td>
<td>3,868</td>
<td>4,049</td>
<td>4,279</td>
<td>4,130</td>
<td>4,252</td>
</tr>
<tr>
<td></td>
<td>65%</td>
<td>67%</td>
<td>70%</td>
<td>69%</td>
<td>73%</td>
</tr>
<tr>
<td>Non-degree seeking</td>
<td>2,077</td>
<td>1,975</td>
<td>1,810</td>
<td>1,893</td>
<td>1,539</td>
</tr>
<tr>
<td></td>
<td>35%</td>
<td>33%</td>
<td>30%</td>
<td>31%</td>
<td>27%</td>
</tr>
<tr>
<td>Total</td>
<td>5,945</td>
<td>6,024</td>
<td>6,083</td>
<td>6,023</td>
<td>5,791</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maple Woods</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree seeking</td>
<td>2,429</td>
<td>2,617</td>
<td>2,668</td>
<td>2,952</td>
<td>3,760</td>
</tr>
<tr>
<td></td>
<td>52%</td>
<td>52%</td>
<td>53%</td>
<td>56%</td>
<td>75%</td>
</tr>
<tr>
<td>Non-degree seeking</td>
<td>2,251</td>
<td>2,425</td>
<td>2,407</td>
<td>2,343</td>
<td>1,285</td>
</tr>
<tr>
<td></td>
<td>48%</td>
<td>48%</td>
<td>47%</td>
<td>44%</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>4,680</td>
<td>5,042</td>
<td>5,076</td>
<td>5,295</td>
<td>5,045</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Penn Valley</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree seeking</td>
<td>2,698</td>
<td>2,722</td>
<td>2,797</td>
<td>3,038</td>
<td>3,530</td>
</tr>
<tr>
<td></td>
<td>68%</td>
<td>61%</td>
<td>65%</td>
<td>69%</td>
<td>81%</td>
</tr>
<tr>
<td>Non-degree seeking</td>
<td>1,251</td>
<td>1,773</td>
<td>1,481</td>
<td>1,348</td>
<td>846</td>
</tr>
<tr>
<td></td>
<td>32%</td>
<td>39%</td>
<td>35%</td>
<td>31%</td>
<td>19%</td>
</tr>
<tr>
<td>Total</td>
<td>3,949</td>
<td>4,495</td>
<td>4,277</td>
<td>4,386</td>
<td>4,376</td>
</tr>
</tbody>
</table>
Despite some normal fluctuations from semester to semester, full-time versus part-time attendance appears to be stable at MCC as a District. The percentages in full-time students and part-time students have remained identical since Fall 1998.

<table>
<thead>
<tr>
<th>MCC District</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students</td>
<td>5,148 31%</td>
<td>5,756 33%</td>
<td>5,878 33%</td>
<td>5,827 33%</td>
<td>5,701 33%</td>
</tr>
<tr>
<td>Part-time students</td>
<td>11,386 69%</td>
<td>11,872 67%</td>
<td>11,673 67%</td>
<td>11,973 67%</td>
<td>11,805 67%</td>
</tr>
<tr>
<td>Total</td>
<td>16,534</td>
<td>17,628</td>
<td>17,551</td>
<td>17,800</td>
<td>17,506</td>
</tr>
</tbody>
</table>

Note: Students taking 12 hours or more of regular credit hours are considered full-time.
Blue River was exhibiting an increase in the number of full-time students until Fall 2001. At this time, Blue River started to resemble the pattern held by district with one-third of the student population attending full-time and two-thirds of the student population attended part-time.

<table>
<thead>
<tr>
<th>Blue River</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students</td>
<td>675</td>
<td>701</td>
<td>793</td>
<td>801</td>
<td>759</td>
</tr>
<tr>
<td>34%</td>
<td>34%</td>
<td>38%</td>
<td>38%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Part-time students</td>
<td>1,285</td>
<td>1,366</td>
<td>1,322</td>
<td>1,295</td>
<td>1,535</td>
</tr>
<tr>
<td>66%</td>
<td>66%</td>
<td>62%</td>
<td>62%</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,960</td>
<td>2,067</td>
<td>2,115</td>
<td>2,096</td>
<td>2,294</td>
</tr>
</tbody>
</table>

Note: Students taking 12 hours or more of regular credit hours are considered full-time.
Longview is exhibiting a slight increase in the number of full-time students for the last five years. Consequently, the number of part-time students has been declining over that same time frame.

<table>
<thead>
<tr>
<th>Longview</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students</td>
<td>1,888</td>
<td>1,978</td>
<td>2,064</td>
<td>1,985</td>
<td>2,036</td>
</tr>
<tr>
<td>%</td>
<td>32%</td>
<td>33%</td>
<td>34%</td>
<td>33%</td>
<td>34%</td>
</tr>
<tr>
<td>Part-time students</td>
<td>4,057</td>
<td>4,046</td>
<td>4,019</td>
<td>4,038</td>
<td>3,755</td>
</tr>
<tr>
<td>%</td>
<td>68%</td>
<td>67%</td>
<td>66%</td>
<td>67%</td>
<td>67%</td>
</tr>
<tr>
<td>Total</td>
<td>5,945</td>
<td>6,024</td>
<td>6,083</td>
<td>6,023</td>
<td>5,791</td>
</tr>
</tbody>
</table>

*Note: Students taking 12 hours or more of regular credit hours are considered full-time.*
Maple Woods has exhibited a slight increase in the number of full-time students from Fall 1998 to Fall 2000. However, in Fall 2000, Maple Woods resembled the pattern held by the district with one-third of the student population attending full-time and two-thirds of the student population attending part-time.

<table>
<thead>
<tr>
<th></th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students</td>
<td>1,533</td>
<td>1,748</td>
<td>1,763</td>
<td>1,838</td>
<td>1,685</td>
</tr>
<tr>
<td></td>
<td>33%</td>
<td>35%</td>
<td>35%</td>
<td>35%</td>
<td>33%</td>
</tr>
<tr>
<td>Part-time students</td>
<td>3,147</td>
<td>3,294</td>
<td>3,313</td>
<td>3,457</td>
<td>3,360</td>
</tr>
<tr>
<td></td>
<td>67%</td>
<td>65%</td>
<td>65%</td>
<td>65%</td>
<td>67%</td>
</tr>
<tr>
<td>Total</td>
<td>4,680</td>
<td>5,042</td>
<td>5,076</td>
<td>5,295</td>
<td>5,045</td>
</tr>
</tbody>
</table>

*Note: Students taking 12 hours or more of regular credit hours are considered full-time.*
Penn Valley has continued to have the largest percentage of part-time students; the older average age of its student population attributes to the proportion of part-time students.

<table>
<thead>
<tr>
<th>Penn Valley</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students</td>
<td>1,052</td>
<td>1,748</td>
<td>1,763</td>
<td>1,838</td>
<td>1,122</td>
</tr>
<tr>
<td></td>
<td>27%</td>
<td>35%</td>
<td>35%</td>
<td>35%</td>
<td>30%</td>
</tr>
<tr>
<td>Part-time students</td>
<td>2,897</td>
<td>3,294</td>
<td>3,313</td>
<td>3,457</td>
<td>3,155</td>
</tr>
<tr>
<td></td>
<td>73%</td>
<td>65%</td>
<td>65%</td>
<td>65%</td>
<td>70%</td>
</tr>
<tr>
<td>Total</td>
<td>3,949</td>
<td>4,495</td>
<td>4,277</td>
<td>4,386</td>
<td>4,376</td>
</tr>
</tbody>
</table>

Note: Students taking 12 hours or more of regular credit hours are considered full-time.
MCC Attendance Pattern

- Slight fluctuation occurred with the percentages from Fall 1997 to Fall 2000
- MetroSoft implemented in Fall 2001
- Traditional age students increased in Fall 2001
- Correlation between traditional age students and their day attendance pattern

<table>
<thead>
<tr>
<th>MCC District</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day</td>
<td>8,319</td>
<td>8,884</td>
<td>8,870</td>
<td>8,841</td>
<td>9,760</td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>56%</td>
</tr>
<tr>
<td>Evening and/or</td>
<td>5,874</td>
<td>6,118</td>
<td>5,969</td>
<td>6,194</td>
<td>6,563</td>
</tr>
<tr>
<td>Weekend</td>
<td>36%</td>
<td>35%</td>
<td>34%</td>
<td>35%</td>
<td>37%</td>
</tr>
<tr>
<td>Day/Evening</td>
<td>2,341</td>
<td>2,626</td>
<td>2,802</td>
<td>2,765</td>
<td>1,183</td>
</tr>
<tr>
<td>(mixed)</td>
<td>14%</td>
<td>15%</td>
<td>16%</td>
<td>15%</td>
<td>7%</td>
</tr>
<tr>
<td>Total</td>
<td>16,534</td>
<td>17,628</td>
<td>17,551</td>
<td>17,800</td>
<td>17,506</td>
</tr>
</tbody>
</table>

Headcount

MCC Attendance Pattern
The number of students attending multiple locations at MCC during fall semesters is shown in the table below. Less than one percent of the total student population attended all four campuses. Almost seven percent of the total student population attended two campuses. It appears that after fluctuating between six and eight percent of the total student population, approximately seven percent of the total student population attends multiple campuses during the fall semesters.

<table>
<thead>
<tr>
<th>Number of Locations</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 locations</td>
<td>1,006</td>
<td>1,156</td>
<td>1,325</td>
<td>1,272</td>
<td>1,157</td>
</tr>
<tr>
<td>3 locations</td>
<td>20</td>
<td>54</td>
<td>65</td>
<td>59</td>
<td>110</td>
</tr>
<tr>
<td>4 locations</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Total / percentage of total headcount</td>
<td>1,026</td>
<td>1,212</td>
<td>1,391</td>
<td>1,333</td>
<td>1,273</td>
</tr>
<tr>
<td></td>
<td>6%</td>
<td>7%</td>
<td>8%</td>
<td>7%</td>
<td>7%</td>
</tr>
</tbody>
</table>

MCC District
Multiple Locations

![Bar Chart](Headcount.png)

- **2 campuses**
- **3 campuses**
- **4 campuses**
Section II
## METROPOLITAN COMMUNITY COLLEGES
### PEAK FALL ENROLLMENT
On-Schedule Courses Only

<table>
<thead>
<tr>
<th>YEAR</th>
<th>HEADCOUNT</th>
<th>INCREASE/DECREASE</th>
<th>STUDENT CREDIT HOURS</th>
<th>INCREASE/DECREASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1969</td>
<td>6,768</td>
<td></td>
<td>61,190</td>
<td></td>
</tr>
<tr>
<td>1970</td>
<td>7,778</td>
<td>14.9%</td>
<td>74,796</td>
<td>22.2%</td>
</tr>
<tr>
<td>1971</td>
<td>9,094</td>
<td>16.9%</td>
<td>87,684</td>
<td>17.2%</td>
</tr>
<tr>
<td>1972</td>
<td>9,592</td>
<td>5.5%</td>
<td>90,360</td>
<td>3.1%</td>
</tr>
<tr>
<td>1973</td>
<td>10,768</td>
<td>12.3%</td>
<td>101,712</td>
<td>12.6%</td>
</tr>
<tr>
<td>1974</td>
<td>12,275</td>
<td>14.0%</td>
<td>113,832</td>
<td>11.9%</td>
</tr>
<tr>
<td>1975</td>
<td>15,329</td>
<td>24.9%</td>
<td>144,460</td>
<td>26.9%</td>
</tr>
<tr>
<td>1976</td>
<td>13,775</td>
<td>-10.1%</td>
<td>124,908</td>
<td>-13.5%</td>
</tr>
<tr>
<td>1977</td>
<td>12,549</td>
<td>-8.9%</td>
<td>110,232</td>
<td>-11.7%</td>
</tr>
<tr>
<td>1978</td>
<td>11,278</td>
<td>-10.1%</td>
<td>94,764</td>
<td>-14.0%</td>
</tr>
<tr>
<td>1979</td>
<td>11,325</td>
<td>0.4%</td>
<td>92,666</td>
<td>-2.2%</td>
</tr>
<tr>
<td>1980</td>
<td>12,120</td>
<td>7.0%</td>
<td>97,159</td>
<td>4.8%</td>
</tr>
<tr>
<td>1981</td>
<td>13,329</td>
<td>10.0%</td>
<td>104,769</td>
<td>7.8%</td>
</tr>
<tr>
<td>1982</td>
<td>14,293</td>
<td>7.2%</td>
<td>112,900</td>
<td>7.8%</td>
</tr>
<tr>
<td>1983</td>
<td>14,468</td>
<td>1.2%</td>
<td>114,900</td>
<td>1.8%</td>
</tr>
<tr>
<td>1984</td>
<td>13,447</td>
<td>-7.1%</td>
<td>103,819</td>
<td>-9.6%</td>
</tr>
<tr>
<td>1985</td>
<td>13,312</td>
<td>-1.0%</td>
<td>101,834</td>
<td>-1.9%</td>
</tr>
<tr>
<td>1986</td>
<td>13,608</td>
<td>2.2%</td>
<td>104,537</td>
<td>2.7%</td>
</tr>
<tr>
<td>1987</td>
<td>14,505</td>
<td>6.6%</td>
<td>111,680</td>
<td>6.8%</td>
</tr>
<tr>
<td>1988</td>
<td>15,901</td>
<td>9.6%</td>
<td>122,228</td>
<td>9.4%</td>
</tr>
<tr>
<td>1989</td>
<td>19,483</td>
<td>22.5%</td>
<td>150,538</td>
<td>23.2%</td>
</tr>
<tr>
<td>1990</td>
<td>20,858</td>
<td>7.1%</td>
<td>157,886</td>
<td>4.9%</td>
</tr>
<tr>
<td>1991</td>
<td>21,084</td>
<td>1.1%</td>
<td>160,120</td>
<td>1.4%</td>
</tr>
<tr>
<td>1992</td>
<td>20,546</td>
<td>-2.6%</td>
<td>156,404</td>
<td>-2.3%</td>
</tr>
<tr>
<td>1993</td>
<td>19,572</td>
<td>-4.7%</td>
<td>149,422</td>
<td>-4.5%</td>
</tr>
<tr>
<td>1994</td>
<td>18,142</td>
<td>-7.3%</td>
<td>138,423</td>
<td>-7.4%</td>
</tr>
<tr>
<td>1995</td>
<td>17,220</td>
<td>-5.1%</td>
<td>130,007</td>
<td>-6.1%</td>
</tr>
<tr>
<td>1996</td>
<td>16,243</td>
<td>-5.7%</td>
<td>123,550</td>
<td>-5.0%</td>
</tr>
<tr>
<td>1997</td>
<td>16,364</td>
<td>0.7%</td>
<td>122,285</td>
<td>-1.0%</td>
</tr>
<tr>
<td>1998</td>
<td>17,246</td>
<td>5.4%</td>
<td>129,150</td>
<td>5.6%</td>
</tr>
<tr>
<td>1999</td>
<td>17,413</td>
<td>1.0%</td>
<td>130,867</td>
<td>1.3%</td>
</tr>
<tr>
<td>2000</td>
<td>17,670</td>
<td>1.5%</td>
<td>131,244</td>
<td>0.3%</td>
</tr>
<tr>
<td>2001</td>
<td>17,997</td>
<td>1.9%</td>
<td>148,635</td>
<td>13.3%</td>
</tr>
</tbody>
</table>

*Note: Actual headcounts and student credit hours for 10th day enrollment*
## BLUE RIVER COMMUNITY COLLEGE
### PEAK FALL ENROLLMENT
#### On-Schedule Courses Only

<table>
<thead>
<tr>
<th>YEAR</th>
<th>HEADCOUNT</th>
<th>INCREASE/DECREASE</th>
<th>STUDENT CREDIT HOURS</th>
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*Note: Actual headcounts and student credit hours for 10th day enrollment*
LONGVIEW COMMUNITY COLLEGE  
PEAK FALL ENROLLMENT  
On-Schedule Courses Only

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*Note: Actual headcounts and student credit hours for 10th day enrollment  
* Includes Blue River data
## MAPLE WOODS COMMUNITY COLLEGE
### PEAK FALL ENROLLMENT
**On-Schedule Courses Only**

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*Note: Actual headcounts and student credit hours for 10th day enrollment*
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Note: Actual headcounts and student credit hours for 10th day enrollment
# MCC Degrees Awarded by Area of Study

## MCC Degrees Awarded by Area of Study

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<th>1999</th>
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<th>2001</th>
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<th>% OF DISTRICT</th>
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<td>2000</td>
<td>2001</td>
<td>DIFFER</td>
<td>% OF DISTRICT IMPACT</td>
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<td>609</td>
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<td>1999</td>
<td>2000</td>
<td>2001</td>
<td>DIFFER</td>
<td>DISTRICT IMPACT</td>
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## ANALYSIS OF CREDIT HOURS BY DISCIPLINE, BY COLLEGE, FROM FALL 1999 TO FALL 2001

On-Schedule State Aid ALL FUNDS

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<th>Blue River 1999</th>
<th>Blue River 2000</th>
<th>Blue River 2001</th>
<th>Differ</th>
<th>% of College Impact</th>
<th>% of District Impact</th>
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<td>48</td>
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<td>657</td>
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<td>0.23%</td>
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</tr>
<tr>
<td>FSTE - FIRE TECHNOLOGY</td>
<td></td>
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<tr>
<td>GEOG - GEOGRAPHY</td>
<td>186</td>
<td>141</td>
<td>252</td>
<td>111</td>
<td>102.78%</td>
<td>1.25%</td>
</tr>
<tr>
<td>GEOL - GEOLOGY</td>
<td>130</td>
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<td>140</td>
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<td>0.00%</td>
</tr>
<tr>
<td>GERM - GERMAN</td>
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<td>0</td>
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</tr>
<tr>
<td>GUID - GUIDED STUDIES</td>
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<td>10</td>
<td>-1</td>
<td>-0.93%</td>
<td>-0.01%</td>
</tr>
<tr>
<td>HIST - HISTORY</td>
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<td>1,626</td>
<td>1,581</td>
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<td>-41.67%</td>
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<tr>
<td>HUMN - HUMANITIES</td>
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<td>132</td>
<td>120</td>
<td>-12</td>
<td>-11.11%</td>
<td>-0.14%</td>
</tr>
<tr>
<td>HUMS - HUMAN SERVICES</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
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<td>2,154</td>
<td>2,178</td>
<td>2,739</td>
<td>561</td>
<td>519.44%</td>
<td>6.32%</td>
</tr>
<tr>
<td>MDMG - MIDMANAGEMENT</td>
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</tr>
<tr>
<td>MSCM - MASS COMMUNICATION</td>
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<td>0</td>
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<tr>
<td>MUSI - MUSIC</td>
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<td>404</td>
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<td>-0.86%</td>
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<tr>
<td>OFSC - OFFICE SYSTEMS</td>
<td>264</td>
<td>79</td>
<td>96</td>
<td>17</td>
<td>15.74%</td>
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<tr>
<td>PHED - PHYSICAL EDUCATION</td>
<td>125</td>
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<td>210</td>
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<td>-0.09%</td>
</tr>
<tr>
<td>PHIL - PHILOSOPHY</td>
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<td>381</td>
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<td>-11.11%</td>
<td>-0.14%</td>
</tr>
<tr>
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<td>1999 Hours</td>
<td>2000 Hours</td>
<td>2001 Hours</td>
<td>Change</td>
<td>% of College Impact</td>
<td>% of District Impact</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>--------</td>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>PHSC - PHYSICAL SCIENCE</td>
<td>140</td>
<td>140</td>
<td>140</td>
<td>0</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>PHYS - PHYSICS</td>
<td>95</td>
<td>155</td>
<td>150</td>
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<td>-4.63%</td>
<td>-0.06%</td>
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<td>POLS - POLITICAL SCIENCE</td>
<td>204</td>
<td>285</td>
<td>276</td>
<td>-9</td>
<td>-8.33%</td>
<td>-0.10%</td>
</tr>
<tr>
<td>PSYC - PSYCHOLOGY</td>
<td>1,079</td>
<td>1,213</td>
<td>1,004</td>
<td>-209</td>
<td>-193.52%</td>
<td>-2.35%</td>
</tr>
<tr>
<td>READ - READING</td>
<td>576</td>
<td>306</td>
<td>324</td>
<td>18</td>
<td>16.67%</td>
<td>0.20%</td>
</tr>
<tr>
<td>SLIT - INTERPRETER TRNG</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCI - SOCIOLOGY</td>
<td>513</td>
<td>507</td>
<td>429</td>
<td>-78</td>
<td>-72.22%</td>
<td>-0.88%</td>
</tr>
<tr>
<td>SOSC - SOCIAL SCIENCE</td>
<td>11</td>
<td>7</td>
<td>27</td>
<td>20</td>
<td>18.52%</td>
<td>0.23%</td>
</tr>
<tr>
<td>SPAN - SPANISH</td>
<td>410</td>
<td>547</td>
<td>465</td>
<td>-82</td>
<td>-75.93%</td>
<td>-0.92%</td>
</tr>
<tr>
<td>SPDR - SPEECH/DRAMA</td>
<td>831</td>
<td>789</td>
<td>852</td>
<td>63</td>
<td>58.33%</td>
<td>0.71%</td>
</tr>
<tr>
<td>SRVY - SURVEYING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>TOTAL</td>
<td>17,098</td>
<td>17,646</td>
<td>17,754</td>
<td>108</td>
<td></td>
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</tr>
<tr>
<td>LONGVIEW</td>
<td>1999</td>
<td>2000</td>
<td>2001</td>
<td>DIFFER</td>
<td>% OF COLLEGE IMPACT</td>
<td>% OF DISTRICT IMPACT</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>--------</td>
<td>---------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>AGBS - AGRICULTURE</td>
<td>390</td>
<td>333</td>
<td>285</td>
<td>-48</td>
<td>-1.71%</td>
<td>-0.54%</td>
</tr>
<tr>
<td>AGRI - AGRICULTURE</td>
<td>69</td>
<td>54</td>
<td>54</td>
<td>0</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>ART - ART</td>
<td>935</td>
<td>1,011</td>
<td>1,046</td>
<td>35</td>
<td>1.25%</td>
<td>0.39%</td>
</tr>
<tr>
<td>AUTO - AUTOMOTIVE</td>
<td>1,456</td>
<td>1,725</td>
<td>1,480</td>
<td>-245</td>
<td>-8.72%</td>
<td>-2.76%</td>
</tr>
<tr>
<td>BASK - BASIC SKILLS</td>
<td>36</td>
<td>30</td>
<td>33</td>
<td>3</td>
<td>0.11%</td>
<td>0.03%</td>
</tr>
<tr>
<td>BIOL - BIOLOGY</td>
<td>3,400</td>
<td>3,397</td>
<td>3,573</td>
<td>176</td>
<td>6.26%</td>
<td>1.98%</td>
</tr>
<tr>
<td>BSAD - BUSINESS</td>
<td>2,834</td>
<td>3,144</td>
<td>3,131</td>
<td>-13</td>
<td>-0.46%</td>
<td>-0.15%</td>
</tr>
<tr>
<td>CHEM - CHEMISTRY</td>
<td>900</td>
<td>950</td>
<td>1,050</td>
<td>100</td>
<td>3.56%</td>
<td>1.13%</td>
</tr>
<tr>
<td>CRJU - CRIMINAL JUSTICE</td>
<td>520</td>
<td>342</td>
<td>462</td>
<td>120</td>
<td>4.27%</td>
<td>1.35%</td>
</tr>
<tr>
<td>CSIS - COMPUTER SCIENCE</td>
<td>2,388</td>
<td>2,547</td>
<td>2,766</td>
<td>219</td>
<td>7.79%</td>
<td>2.47%</td>
</tr>
<tr>
<td>CSOF - COMPUTER SOFTWARE</td>
<td>1,237</td>
<td>1,125</td>
<td>976</td>
<td>-149</td>
<td>-5.30%</td>
<td>-1.68%</td>
</tr>
<tr>
<td>DANC - DANCE</td>
<td>211</td>
<td>289</td>
<td>390</td>
<td>101</td>
<td>3.59%</td>
<td>1.14%</td>
</tr>
<tr>
<td>DRAF - DRAFTING</td>
<td>798</td>
<td>762</td>
<td>831</td>
<td>69</td>
<td>2.45%</td>
<td>0.78%</td>
</tr>
<tr>
<td>ECON - ECONOMICS</td>
<td>638</td>
<td>308</td>
<td>462</td>
<td>154</td>
<td>5.48%</td>
<td>1.73%</td>
</tr>
<tr>
<td>EDUC - EDUCATION</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>ENGL - ENGLISH</td>
<td>6,759</td>
<td>6,897</td>
<td>7,357</td>
<td>460</td>
<td>16.36%</td>
<td>5.18%</td>
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<tr>
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<td>214</td>
<td>257</td>
<td>285</td>
<td>28</td>
<td>1.00%</td>
<td>0.32%</td>
</tr>
<tr>
<td>FREN - FRENCH</td>
<td>215</td>
<td>220</td>
<td>225</td>
<td>5</td>
<td>0.18%</td>
<td>0.06%</td>
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<tr>
<td>GEOG - GEOGRAPHY</td>
<td>477</td>
<td>500</td>
<td>574</td>
<td>74</td>
<td>2.63%</td>
<td>0.83%</td>
</tr>
<tr>
<td>GEOL - GEOLOGY</td>
<td>275</td>
<td>260</td>
<td>255</td>
<td>-5</td>
<td>-0.18%</td>
<td>-0.06%</td>
</tr>
<tr>
<td>GERM - GERMAN</td>
<td>130</td>
<td>125</td>
<td>130</td>
<td>5</td>
<td>0.18%</td>
<td>0.06%</td>
</tr>
<tr>
<td>GUID - GUIDED STUDIES</td>
<td>222</td>
<td>185</td>
<td>217</td>
<td>32</td>
<td>1.14%</td>
<td>0.36%</td>
</tr>
<tr>
<td>HIST - HISTORY</td>
<td>3,102</td>
<td>3,132</td>
<td>3,654</td>
<td>522</td>
<td>18.57%</td>
<td>5.88%</td>
</tr>
<tr>
<td>HUMN - HUMANITIES</td>
<td>973</td>
<td>1,097</td>
<td>876</td>
<td>-221</td>
<td>-7.86%</td>
<td>-2.49%</td>
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<tr>
<td>HUMS - HUMAN SERVICES</td>
<td>436</td>
<td>307</td>
<td>394</td>
<td>87</td>
<td>3.09%</td>
<td>0.98%</td>
</tr>
<tr>
<td>MATE - MACHINE TOOL TECH</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>MATH - MATHEMATICS</td>
<td>6,321</td>
<td>6,322</td>
<td>7,207</td>
<td>885</td>
<td>31.48%</td>
<td>9.97%</td>
</tr>
<tr>
<td>MDMG - MIDMANAGEMENT</td>
<td>579</td>
<td>619</td>
<td>597</td>
<td>-22</td>
<td>-0.78%</td>
<td>-0.25%</td>
</tr>
<tr>
<td>MUSI - MUSIC</td>
<td>548</td>
<td>337</td>
<td>504</td>
<td>167</td>
<td>5.94%</td>
<td>1.88%</td>
</tr>
<tr>
<td>OFSC - OFFICE SYSTEMS</td>
<td>9</td>
<td>57</td>
<td>33</td>
<td>-24</td>
<td>-0.85%</td>
<td>-0.27%</td>
</tr>
<tr>
<td>PARA - PARALEGAL</td>
<td>695</td>
<td>679</td>
<td>723</td>
<td>44</td>
<td>1.57%</td>
<td>0.50%</td>
</tr>
<tr>
<td>Course</td>
<td>1999</td>
<td>2000</td>
<td>2001</td>
<td>Diff</td>
<td>% College Impact</td>
<td>% District Impact</td>
</tr>
<tr>
<td>------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>PHIL - PHILOSOPHY</td>
<td>1,906</td>
<td>1,716</td>
<td>1,679</td>
<td>-37</td>
<td>-1.32%</td>
<td>-0.42%</td>
</tr>
<tr>
<td>PHSC - PHYSICAL SCIENCE</td>
<td>164</td>
<td>196</td>
<td>204</td>
<td>8</td>
<td>0.28%</td>
<td>0.09%</td>
</tr>
<tr>
<td>PHYS - PHYSICS</td>
<td>735</td>
<td>715</td>
<td>755</td>
<td>40</td>
<td>1.42%</td>
<td>0.45%</td>
</tr>
<tr>
<td>PMGT - POSTAL SERVICE MGT</td>
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<td></td>
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<tr>
<td>POLS - POLITICAL SCIENCE</td>
<td>735</td>
<td>732</td>
<td>780</td>
<td>48</td>
<td>1.71%</td>
<td>0.54%</td>
</tr>
<tr>
<td>PSYC - PSYCHOLOGY</td>
<td>2,668</td>
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<td>-41</td>
<td>-1.46%</td>
<td>-0.46%</td>
</tr>
<tr>
<td>QCAT - QUALITY CONTROL</td>
<td>54</td>
<td>39</td>
<td>6</td>
<td>-33</td>
<td>-1.17%</td>
<td>-0.37%</td>
</tr>
<tr>
<td>READ - READING</td>
<td>1,625</td>
<td>1,554</td>
<td>1,730</td>
<td>176</td>
<td>6.26%</td>
<td>1.98%</td>
</tr>
<tr>
<td>RRT - RAILROAD OPERATIONS</td>
<td>53</td>
<td>30</td>
<td></td>
<td>-30</td>
<td>-1.07%</td>
<td>-0.34%</td>
</tr>
<tr>
<td>SLIT - INTERPRETER TRNG</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCI - SOCIOLOGY</td>
<td>1,386</td>
<td>1,368</td>
<td>1,335</td>
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<td>-1.17%</td>
<td>-0.37%</td>
</tr>
<tr>
<td>SOSC - SOCIAL SCIENCE</td>
<td>463</td>
<td>384</td>
<td>331</td>
<td>-53</td>
<td>-1.89%</td>
<td>-0.60%</td>
</tr>
<tr>
<td>SPAN - SPANISH</td>
<td>685</td>
<td>708</td>
<td>945</td>
<td>237</td>
<td>8.43%</td>
<td>2.67%</td>
</tr>
<tr>
<td>SPDR - SPEECHIDRAMA</td>
<td>1,651</td>
<td>1,742</td>
<td>1,694</td>
<td>-48</td>
<td>-1.71%</td>
<td>-0.54%</td>
</tr>
<tr>
<td>SRVY - SURVEYING</td>
<td>195</td>
<td>126</td>
<td>144</td>
<td>18</td>
<td>0.64%</td>
<td>0.20%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>49,087</td>
<td>48,780</td>
<td>51,591</td>
<td>2,811</td>
<td></td>
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</tr>
<tr>
<td>Discipline</td>
<td>1999</td>
<td>2000</td>
<td>2001</td>
<td>Diff</td>
<td>% of</td>
<td>% of</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>ART - ART</td>
<td>618</td>
<td>642</td>
<td>690</td>
<td>48</td>
<td>4.96%</td>
<td>0.54%</td>
</tr>
<tr>
<td>AVIA - AVIATION FLIGHT TECHNOLOGY</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>AVMT - AVIATION MAINTENANCE TECH</td>
<td>280</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL - BIOLOGY</td>
<td>2,095</td>
<td>2,211</td>
<td>2,046</td>
<td>-165</td>
<td>-17.06%</td>
<td>-1.86%</td>
</tr>
<tr>
<td>BMT - BIOMEDICAL TECH</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSAD - BUSINESS</td>
<td>2,340</td>
<td>2,265</td>
<td>2,328</td>
<td>63</td>
<td>6.51%</td>
<td>0.71%</td>
</tr>
<tr>
<td>CHEM - CHEMISTRY</td>
<td>575</td>
<td>510</td>
<td>420</td>
<td>-90</td>
<td>-9.31%</td>
<td>-1.01%</td>
</tr>
<tr>
<td>CRUJ - CRIMINAL JUSTICE</td>
<td>846</td>
<td>840</td>
<td>870</td>
<td>30</td>
<td>3.10%</td>
<td>0.34%</td>
</tr>
<tr>
<td>CRST - COMPTR RES SUP TECH</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSIS - COMPUTER SCIENCE INFO SYS</td>
<td>2,043</td>
<td>2,481</td>
<td>2,532</td>
<td>51</td>
<td>5.27%</td>
<td>0.57%</td>
</tr>
<tr>
<td>CSMG - CONSTRUCTION MGMT</td>
<td>98</td>
<td>86</td>
<td>232</td>
<td>146</td>
<td>15.10%</td>
<td>1.64%</td>
</tr>
<tr>
<td>CSOF - COMPUTER APPLICATIONS</td>
<td>830</td>
<td>789</td>
<td>665</td>
<td>-124</td>
<td>-12.82%</td>
<td>-1.40%</td>
</tr>
<tr>
<td>DRAF - DRAFTING</td>
<td>111</td>
<td>146</td>
<td>121</td>
<td>-25</td>
<td>-2.59%</td>
<td>-0.28%</td>
</tr>
<tr>
<td>ECON - ECONOMICS</td>
<td>558</td>
<td>561</td>
<td>549</td>
<td>-12</td>
<td>-1.24%</td>
<td>-0.14%</td>
</tr>
<tr>
<td>EDUC - EDUCATION</td>
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<td>0.71%</td>
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<td>1,954</td>
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<td>Travel &amp; Tourism</td>
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# Analysis of Credit Hours by Discipline, by College, From Fall 1999 to Fall 2001

On-Schedule State Aid  |  ALL FUNDS

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<thead>
<tr>
<th>PENN VALLEY</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>DIFFER</th>
<th>% OF COLLEGE IMPACT</th>
<th>% OF DISTRICT IMPACT</th>
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<tr>
<td>ANTH - ANTHROPOLOGY</td>
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<td>ART - ART</td>
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<td>ELTE - ELECTRONICS</td>
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<td>80</td>
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<td>-0.28%</td>
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<tr>
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<td>2001</td>
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<td>------</td>
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<td>------</td>
<td>--------</td>
<td>-------------------------------</td>
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<tr>
<td>HUMS - HUMAN SERVICES</td>
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<td>0.13%</td>
<td>-1.58%</td>
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<tr>
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<td>160</td>
<td>-0.61%</td>
<td>1.80%</td>
</tr>
<tr>
<td>PNUR - PRACTICAL NURSING</td>
<td>1,659</td>
<td>1,842</td>
<td>1,411</td>
<td>-432</td>
<td>0.49%</td>
<td>-4.86%</td>
</tr>
<tr>
<td>POLS - POLITICAL SCIENCE</td>
<td>357</td>
<td>315</td>
<td>378</td>
<td>63</td>
<td>-0.11%</td>
<td>0.71%</td>
</tr>
<tr>
<td>PSYC - PSYCHOLOGY</td>
<td>1,304</td>
<td>1,275</td>
<td>1,488</td>
<td>213</td>
<td>-0.08%</td>
<td>2.40%</td>
</tr>
<tr>
<td>PTHA - PHYSICAL THERAPY</td>
<td>618</td>
<td>348</td>
<td>252</td>
<td>-96</td>
<td>-0.72%</td>
<td>-1.08%</td>
</tr>
<tr>
<td>RATE - RADIOLOGICAL TECH</td>
<td>510</td>
<td>488</td>
<td>403</td>
<td>-85</td>
<td>-0.06%</td>
<td>-0.96%</td>
</tr>
<tr>
<td>READ - READING</td>
<td>1,224</td>
<td>937</td>
<td>918</td>
<td>-19</td>
<td>-0.77%</td>
<td>-0.21%</td>
</tr>
<tr>
<td>RNUR - NURSING</td>
<td>1,572</td>
<td>1,512</td>
<td>1,597</td>
<td>85</td>
<td>-0.16%</td>
<td>0.96%</td>
</tr>
<tr>
<td>RRT - RAILROAD TECH</td>
<td>63</td>
<td>63</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSPT - RESPIRATORY THER.</td>
<td>70</td>
<td>42</td>
<td>14</td>
<td>-28</td>
<td>-0.07%</td>
<td>-0.32%</td>
</tr>
<tr>
<td>RUSS - RUSSIAN</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCI - SOCIOLOGY</td>
<td>702</td>
<td>687</td>
<td>846</td>
<td>159</td>
<td>-0.04%</td>
<td>1.79%</td>
</tr>
<tr>
<td>SOSC - SOCIAL SCIENCE</td>
<td>30</td>
<td>62</td>
<td>10</td>
<td>-52</td>
<td>0.09%</td>
<td>-0.59%</td>
</tr>
<tr>
<td>SPAN - SPANISH</td>
<td>490</td>
<td>555</td>
<td>540</td>
<td>-15</td>
<td>0.17%</td>
<td>-0.17%</td>
</tr>
<tr>
<td>SPDR - SPEECHDRAMAMA</td>
<td>1,077</td>
<td>999</td>
<td>1,200</td>
<td>201</td>
<td>-0.21%</td>
<td>2.26%</td>
</tr>
<tr>
<td>STNU - SURGICAL TECHNOLOGY</td>
<td>368</td>
<td>381</td>
<td>443</td>
<td>62</td>
<td>0.03%</td>
<td>0.70%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38,414</td>
<td>37,500</td>
<td>42,492</td>
<td>4,992</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>