

SOUTH SUBURBAN COLLEGE ECONOMIC IMPACTS:

INTRODUCTION

South Suburban College, located in South Holland, Illinois (see Figure 1), is one of 39 college districts in the state that play a vital role in the educational and workforce preparation of the individuals and communities they serve. An integral part of Illinois' higher education system, South Suburban College provides high-quality, accessible, and cost-effective educational opportunities for residents in a southern Cook County.

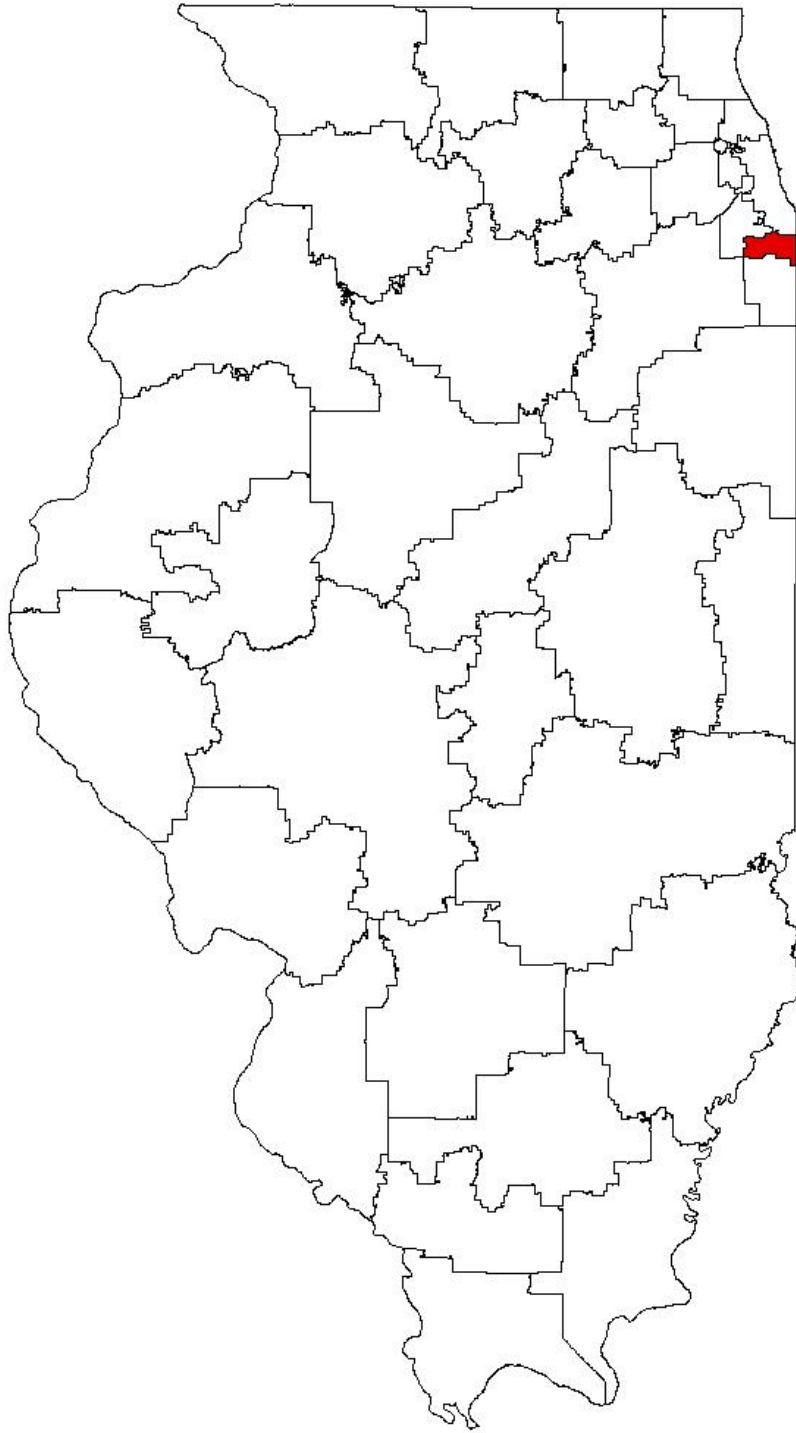
Founded in 1927, South Suburban College offers academic and vocational-technical instruction in a wide variety of associate degree, transfer, or certificate programs of study as well as adult continuing education programs that serve as a gateway to higher education for many community residents, employers, and K-12 students. Courses are offered on the main campus in South Holland as well as the Business and Career Center in Oak Forest.

South Suburban College contributes to the vitality of its service area in many ways: educationally, culturally, recreationally, civically, and economically. Perhaps the least measured and understood of these are the economic contributions. Consider that:

- South Suburban College adds skills to our workforce and boosts the competitiveness of area businesses.
- South Suburban College graduates generate millions of dollars in local, state, and federal tax revenues.
- A South Suburban College education increases earnings for workers. By completing courses, students gain skills that contribute to higher earnings and graduates enjoy even higher returns.
- As a major employer and business entity, South Suburban College generates millions of dollars in local sales and wages and an estimated 440 jobs.

The current study is unique from many other state and national higher education economic impact analyses because the Illinois Community College Board (ICCB), in collaboration with Illinois Department of Employment Security (IDES) and Northern Illinois University (NIU) Center for Governmental Studies (CGS), maximized student-level and employee-level data through Illinois Longitudinal Data Systems. Specifically, ICCB Centralized Data System student-level data and IDES Workforce Longitudinal Data System employee-level wage data were matched by NIU CGS to determine student economic impact through their employment and earning gains. The economic impacts of the Illinois community colleges were identified through employee-level data, operations expenditures, and capital expenditures from ICCB's Centralized Data System and annual ICCB financial submissions.

Figure 1. South Suburban College



A summary of key findings is presented in the next section followed by the detailed study results. These address the characteristics of South Suburban College students taking credit courses, student Return on Investment (ROI) and economic outcomes, estimated tax revenues paid by South Suburban College students, community college market penetration, and the economic impact of South Suburban College.

Tables and charts are used throughout the body of the report to graphically depict trends and characteristics. These graphics are supported by data presented in the report appendices. It is important to note that the numbers reflect unduplicated counts of student enrollees and completers and include adult education and English as a Second Language (ESL) students. As a result, they may vary from totals in previously published ICCB reports that represent unduplicated counts of enrollments and duplicated counts of graduates who complete multiple certificates or degrees in the same fiscal year.

Highlights of Significant Findings

South Suburban College serves three integral educational purposes: it strengthens individuals' foundational academic skills, offers occupation-specific education and training, and prepares students for transfer to four-year post-secondary institutions. These activities represent significant economic contributions by increasing workers' earnings potential and generating additional tax revenues. Moreover, South Suburban College is among the largest employers in the area and generates substantial additional economic benefits for local communities through local expenditures and employment impacts.

This economic impact analysis of South Suburban College considers changes in student characteristics over a 12-year period, student outcomes, tax revenues generated, and economic impacts. Following are a number of significant findings from the analysis.

A 25-year-old South Suburban College program graduate can expect a total lifetime earnings gain of over \$454,000. This is a 35% increase over the \$1.3 million average total lifetime earnings of those not completing a community college program.

- These earnings gains are realized with an average investment of over \$170,000, including foregone earnings while in college. The annual rate of return on this initial investment in a South Suburban College degree is about 16.5%.

A South Suburban College education increases earnings for workers.

- On average, all students who completed their South Suburban College education in FY11 saw a \$1,347 increase in earnings over their pre-enrollment wages.

South Suburban College graduates generate millions of dollars in local, state, and federal tax revenues.

- South Suburban College students who attended school in 2002 paid an estimated \$82 million in state taxes and \$275 million in federal taxes between 2003 and 2012.
- South Suburban College students who graduated in 2002 paid an estimated \$7.3 million in state taxes and \$24.4 million in federal taxes over the next 10 years.

As a major employer and business entity, South Suburban College generates millions of dollars in local sales and wages annually and about 440 jobs.

- In FY12, over 230 full-time part-time staff lived in the district with a total payroll of almost \$9.7 million.
- In addition to wages and salaries, South Suburban College reported \$33.6 million in operating and capital expenditures.

Including the multiplier effect, the total economic impact of South Suburban College on the regional economy in FY12 was estimated at \$32.2 million and 439 jobs.

SECTION 1

SOUTH SUBURBAN COLLEGE STUDENT ECONOMIC OUTCOMES

This section examines the economic outcomes for individuals who were South Suburban College (SSC) students. The source of community college student employment and earnings data is the Unemployment Insurance (UI) wage record data reported by Illinois employers for each of their employees. UI data are collected on a quarterly basis by the Illinois Department of Employment Security (IDES).

This comprehensive employment data source is estimated to cover 96 percent of total wage and salary civilian jobs.¹ While it is an immense database, there are certain limitations. The UI wage records contain neither the number of hours worked by participants nor the position they held. IDES provided the Center for Governmental Studies at NIU access to these data for the purposes of this study.

South Suburban College Student Economic Outcomes - Return on Investment

To begin assessing the economic impact of a SSC student, it must be realized that education at a community college is an investment. Students attending college pay for their education in both cash and in foregone earnings. The net cash price is the cost of tuition, fees, books, and room and board. Foregone earnings result when a student spends time going to school and studying in place of earning money at work.

The analysis in this section focuses on the return on investment of students that completed a program, referred to as 'completers', in FY2011. The cost of attending school during the FY2010 and FY2011 school years is compared with projected earnings over a 40 year post graduation time frame. The results are net present value (NPV) and internal rate of return (IRR) estimates for the average completer in FY2011.

The net cash price of attending school was obtained from the National Center for Education Statistics' College Navigator tool. College Navigator employs Integrated Postsecondary Education Data System (IPEDS) data from the National Center for Education Statistics to calculate the 'average net price' for annual attendance at each school.

The other major cost for college attendees is their foregone earnings, often referred to as the 'opportunity cost' of attending college. The estimate for foregone earnings is based on completers' earnings in the 12 months prior to their enrollment in the college. It is assumed

¹ See <http://www.bls.gov/opub/hom/pdf/homch5.pdf>. Examples of employment not covered by UI laws include self-employment and some agricultural and domestic work.

that their average income would have increased by 3% per year during their two years in college.

The major benefit of completing college is the resulting increased earnings. Pre-enrollment to post-completion earnings gains were calculated for graduates of 2 year Associate of Applied Science and 2 year certificate programs at South Suburban College. Gains for these graduates averaged \$6,025 in the first year.

Figure 2 presents the net return analysis based on the calculations noted above. The total cost during the two years the student is in school, including out of pocket expenses and foregone earnings is \$32,272. The return on investment occurs over a 40 year working life, where increased earnings for a degree completer are estimated to total over \$454,000 (compared to someone not attending community college).

Figure 2. Estimated Net Return for Associate Degree Completers

Year	Net Price	Opportunity Cost	Total Cost	Increased Earnings	Discounted Cash Flow
-1	3,629	\$12,249	\$15,878		-\$16,513
0	3,777	\$12,617	\$16,394		-\$16,394
1				\$6,025	\$6,276
2				\$6,205	\$6,205
3				\$6,391	\$6,136
4				\$6,583	\$6,067
5				\$6,781	\$5,999
⋮				⋮	
⋮				⋮
38				\$17,984	\$4,137
39				\$18,524	\$4,090
40				\$19,080	\$4,045
Total Increased Earnings				\$454,255	NPV \$170,324
					IRR 16.5%

The net present value of investing in a community college associate degree is over \$170,000. The internal rate of return on their investment is 16.5%. In other words, if a student put \$32,272 in an investment that returned 40 annual payments equivalent to the earnings gains from an associate degree, they would earn interest at a rate of 16.5%.

This analysis is conservative because it is based on increased earnings in the first post-completion year. Earnings for many program completers grow significantly in the second through fifth post-completion years.

Student Loan Debt and Its Impact on Return on Investment

Media stories related to student loan debt have been increasingly common in recent years. According to the Federal Reserve Bank of New York, in 2012 the average student loan balance for Americans under 30 was about \$21,000². That was up from about \$13,500 in 2005. About 42% of 25-year-olds have some amount of student debt.

When used responsibly, student loans can actually increase the rate of return of a college education. Students loans reduce the upfront cash cost of college. Loan repayment reduces the cash flow associated with earnings gains for several years after program completion. The rate of return on paying for college is increased if the average interest rate on federal student loans is lower than the rate of return from education.

The benefits to using student loans to pay for education only occur if the student receives a strong return on their educational investment. The analysis in this report shows the majority of SSC students do receive a good return in terms of earnings.

While many college graduates find suitable work upon graduation some have difficulty obtaining employment in competitive fields. The recent recession compounded this issue. Nationally, there are more student loan delinquencies. In 2012, 17 percent of borrowers were over 90 days delinquent, up from under 10 percent in 2004³. Student loan data for individuals are not available to analyze how these loans are impacting SSC students. However, it is clear from national trends that counseling students on the proper use and management of student loans is becoming increasingly important.

The following sections investigate student economic outcomes from a variety of perspectives. First broad economic outcomes measured by employment and earnings are calculated. Next, average earnings gains and gains per credit hour are presented.

² Federal Reserve Bank of New York (2013). *Student Loan Debt by Age Group*. <http://www.newyorkfed.org/studentloandebt/>

³ Lee, Donghoon (2013). *Household Debt and Credit: Student Debt*. Federal Reserve Bank of New York. <http://www.newyorkfed.org/newsevents/mediaadvisory/2013/Lee022813.pdf>

South Suburban College Student Economic Outcomes – Employment and Earnings Analysis

Figure 3 displays the average annual post-completion earnings (inflation adjusted to 2012 \$) for two groups of program completers from 2000 to 2011. The first group is the set of program completers that worked in each of the four post-program quarters (full-year), and the second group is the set of those that worked each of the quarters at an earnings level that was above minimum wage for 30 hours per week (full-time, full year).

Figure 3. Average Annual Earnings (Inflation Adjusted \$)
Program Completers 2000-2011



Earnings for those identified as full-year workers fell somewhat from 2000 to 2005. Beginning in 2006, this group saw a couple of years of strong growth in real earnings. Full-year workers ended up in 2011 about 2.5% lower than 2000. The group identified as full-time, full-experienced relatively flat real (inflation adjusted) earnings from 2000 to 2004. After a dip in 2005, earnings for this group generally increased. By 2011, real earnings for full-time, full year workers were about 21% higher than in 2000.

The UI data from IDES only includes individuals earning wages in Illinois. Program completers that successfully find employment in another state are not included. This issue is especially important to consider for SSC because they are directly across the state border from a major employment center in northern Indiana. Additionally, self-employed small business owners and certain agricultural workers are not covered by unemployment insurance and thus, are not included. Finally, since this measure only looks at the initial post-completion year, students delaying employment to continue their education will have very low or no earnings. These students, who intend to transfer to a four-year college, are becoming an increasingly large portion of community college graduates. Between 2006 and 2012, the percentage of statewide completers stating their intention to transfer grew from 33% to 38.5%. Analysis examining longer term earnings gains of certain program completers is included later in this report. It shows that earnings can grow significantly in the several years following completion.

National income measures exhibit similar trends. According to the Bureau of Labor Statistics, average inflation adjusted earnings of individuals employed full-time that had some college or an associate degree rose by about 2.6% between 2000 and 2011⁴. This group most closely matches the full-time, full year earnings shown in Figure 3.

Figure 4 explores the relationship between credit hours and earnings gains. The results show that while there is a generally positive relationship between the number of credit hours earned and earnings gains, as the number of credit hours increases the average gain per credit hour decreases. Further exploration of the contributing factors could involve the actual pre-program earning (absolute dollar amount), age, and workforce experience of the exiters versus the completers. For example, a mid-career professional engaged in skill upgrading could see greater returns than someone who is initially entering the workforce. The chosen field of endeavor also influences outcomes.

⁴ U.S. Department of Labor, Bureau of Labor Statistics, Current Population Survey.

Figure 4. Earnings Gain and Average Gain per Credit Hour by Earned Credit Hour Groups - Exiters FY2011 (Completers and Non-Completers)

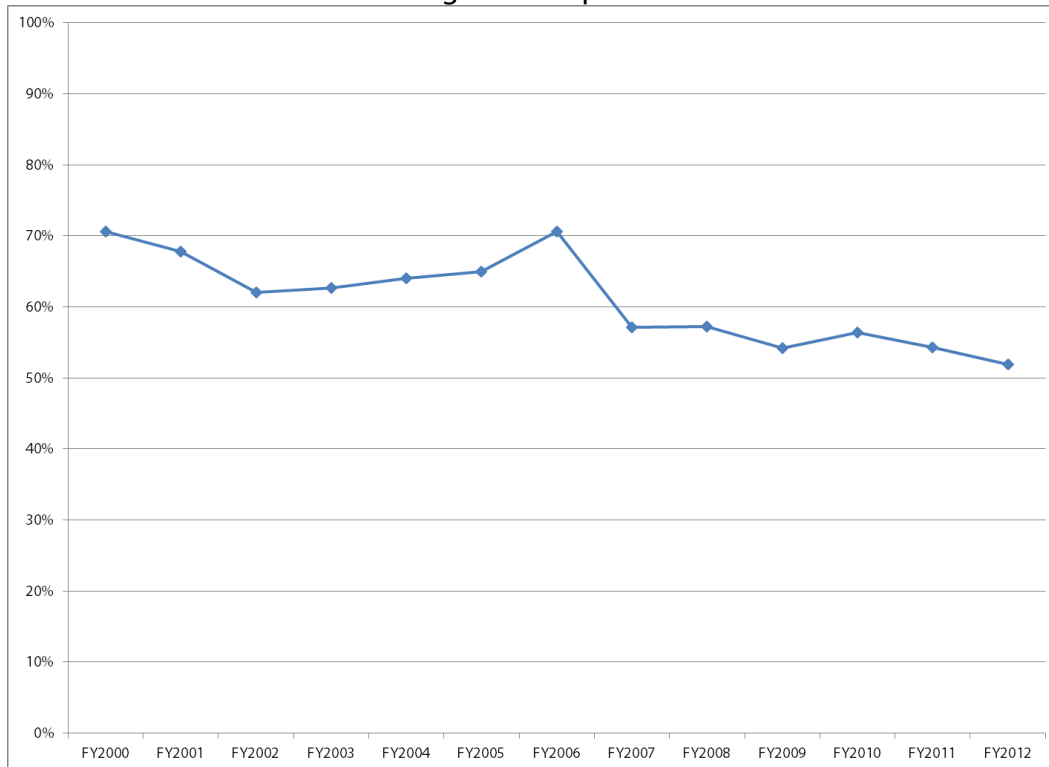
Earned Credit Hours	Total Number of Exiters	Pct of Total	Average Earnings Gains	Average Earnings Gain Per Credit Hour
Total	9,261	100.0%	\$1,467	\$100
.5 to 04 hours	3,827	41.3%	\$415	\$182
05 to 09	1,729	18.7%	\$871	\$129
10 to 14	912	9.8%	\$1,787	\$149
15 to 19	591	6.4%	\$1,484	\$88
20 to 24	359	3.9%	-\$119	-\$5
25 to 29	358	3.9%	\$4,580	\$171
30 to 34	274	3.0%	\$5,161	\$162
35 to 39	183	2.0%	\$2,447	\$66
40 to 44	187	2.0%	\$3,982	\$95
45 to 49	183	2.0%	\$5,020	\$107
50 to 54	90	1.0%	\$4,884	\$94
55 to 59	90	1.0%	\$4,044	\$71
60 and up	450	4.9%	\$4,451	\$57

The focus now turns to the percentage of SSC program completers who are identified as employed in the first or second full post-completion quarter.⁵ Figure 5 displays employment rates of students who complete a program of at least one credit hour for each year from 2000 to 2012. Between 2000 and 2006, employment rates bounced between 62% and 71%. Coinciding with the national recession, employment rates fell beginning in 2007, reaching about 52% in 2012. This outcome should not be viewed as the most important measure of success since many completers do not seek employment because they immediately transfer to a four-year college.

To some extent, the decline in employment rates can be explained by overall economic conditions. According to the U.S. Census Bureau's American Community Survey, between 2007 and 2012, the unemployment rate for the Illinois' population ages 25 to 64 with some college increased from 5.8% to 8.9%.

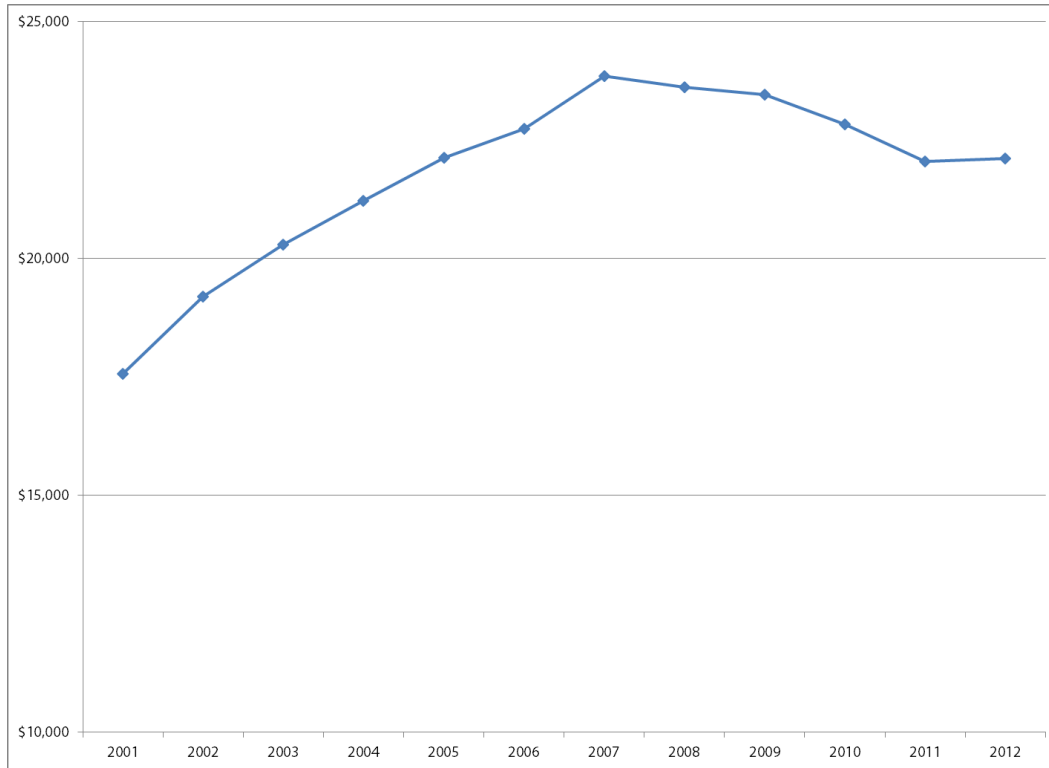
⁵ The 1st full post-completion quarter is the first full quarter after the completion of the program. This is to avoid using wages that were earned while the student was in the program.

Figure 5. Employed During the 1st or 2nd Post-completion Quarter
Program Completers



Another method of examining the post-completion earnings of community college students is to track the earning of a specific cohort of completers over time. For this analysis, the average annual earnings of all SSC completers during the year 2000 were tracked over a 12-year period (see Figure 6). The results indicate that the former students had steady earnings increases in the years following program completion. During the national recession, SSC completers earnings declined slowly.

Figure 6. Average Annual Earnings (Inflation Adjusted \$)
Program Completers FY2000



One of the major advantages of using longitudinal measurement of UI wage data is the possibility of examining pre-enrollment and post-completion wages. The major difficulty in performing such an analysis is identifying the appropriate pre-enrollment period. Since community college students vary widely in their course-taking behavior (they can attend classes full-time, part-time, or intermittently), identifying the entry date for a student in a program can be challenging. The approach taken for this study was to examine each of the years prior to the date of program completion. If there were no earned hours during a given year, the enrollment date was set to the first day of the semester in which credit hours were earned⁶.

Once the enrollment date for each completer was determined, UI earnings for the four full pre-enrollment quarters were used to produce an annual pre-enrollment earnings amount. Similarly, UI earnings for the four full post-completion quarters were used to determine the annual post-completion earnings. The results obtained for all program completers and

⁶ For example, if a student completed a program in 2010, the procedure was to look at the credit hours earned in 2009, 2008, etc. If no credit hours were earned in 2008, then the start date of the earliest semester in which credits were earned was defined as the enrollment date.

completers most likely to directly enter the workforce following completion (AAS and long-term certificate programs) from 2005 to 2011 are displayed in Figure 7.

In the year following completion, about 61 percent of 2011 SSC completers were employed in Illinois. That was lower than the statewide average of 77 percent. Looking at a longer time horizon, about 82 percent of 2005 completers were employed in Illinois in the five years following program completion, somewhat lower than the statewide average of 87 percent. The lower percentage of in-state employed may indicate that some SSC completers are finding work outside of the state, most likely in Indiana.

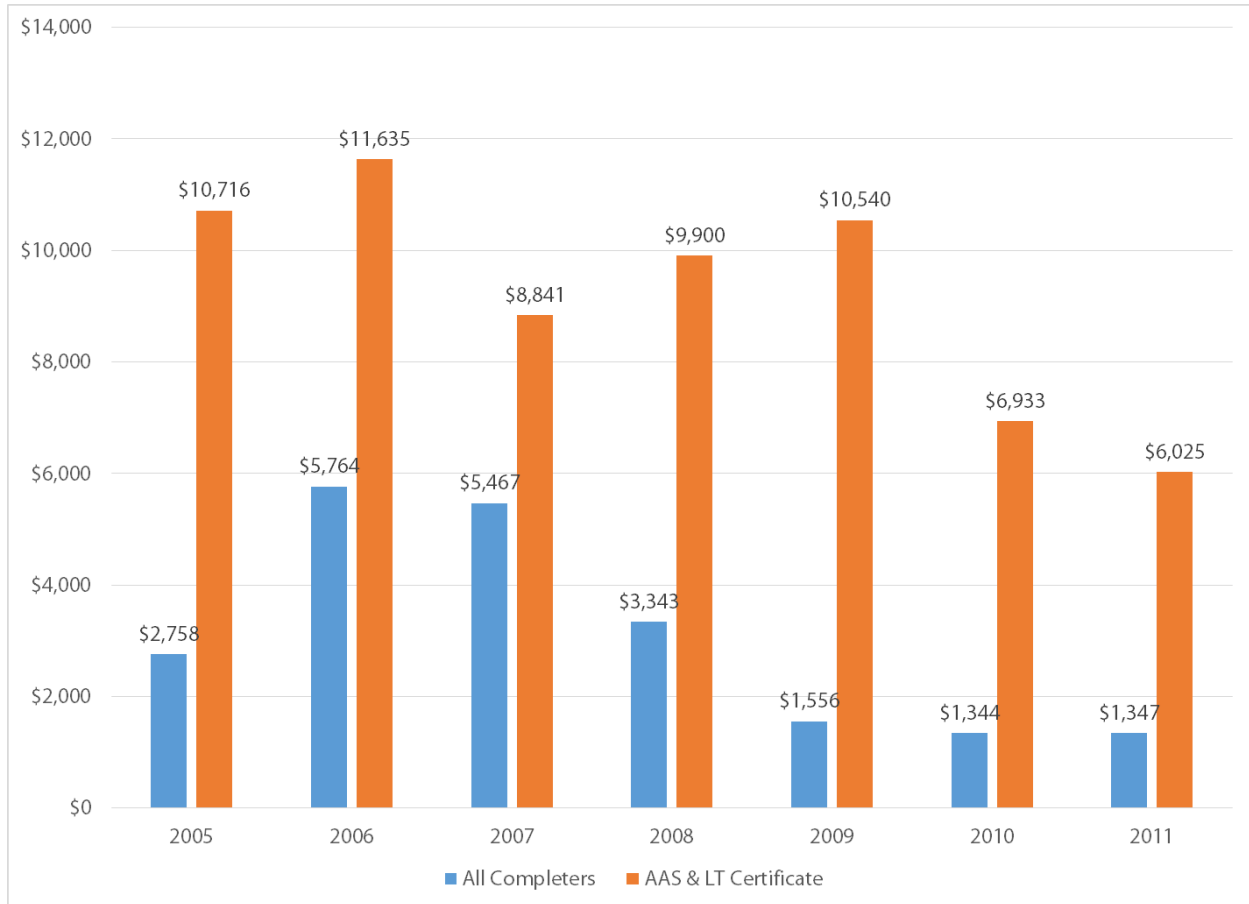
The average pre-enrollment to post-completion earnings gain over the eight-year period from 2005 to 2011 was \$3,083⁷. This translates to a \$1.69 per hour increase in earnings assuming full-time, full-year employment ($\$3,083 / \{52 \text{ weeks} \times 35 \text{ hours}\}$). The trend indicates a decline in earnings gains beginning in 2008. This period of decline coincides with the national economic recession.

For completers in Associate of Applied Science and long term (more than 30 semester hours) certificate programs, earnings gains were higher. The average pre-enrollment to post-completion earnings gain for completers in these programs was \$9,227. Earnings gains peaked in 2006 at over \$11,600 then declined during the recession.

In real terms, average earnings decreased for workers of all educational levels during the recession. According to the U.S. Census Bureau's American Community Survey, between 2007 and 2012, the median earnings of Illinois' population ages 25 to 64 decreased by \$2,006, adjusted for inflation during this time. Median earnings for Illinois residents with some college or an associate degree decreased by \$3,028.

⁷ The data series ends in 2011 due to the lack of a full year of post-completion data and begins in 2005 due to the lack of sufficient hours earned by semester for the earlier completion cohorts.

Figure 7. Pre-enrollment to Post-completion Earnings Gains
Program Completers 2005-2011



As with the measure of employment used previously (Figure 5), post-completion earnings as measured here tend to understate the success of program completers. The data does not capture certain workers (self-employed, certain agricultural workers, etc.), nor do they capture workers who have successfully found employment in other states. Importantly, since this measure only looks at the initial post-completion year, students delaying employment to continue their education will have very low or no earnings.

South Suburban College Student Economic Outcomes – Generated Tax Revenues

SSC students generate significant tax revenues. In this section, the amount of tax dollars contributed by SSC students to the federal and state tax base over a period of 10 years is estimated. Separate estimates are produced for students who were enrolled in a community college during 2002 and for the subset of those students who completed programs in 2002.

For these analyses, students enrolled at SSC in FY2002 were identified. The annual total UI earnings for these individuals were obtained for each year from 2003 to 2012. Taxable

earnings were estimated by subtracting the standard deduction for an individual from the annual earnings for each tax year. Federal taxes were estimated by applying the average marginal tax rate for a given year to the taxable earnings for that year. State taxes were estimated by applying the appropriate Illinois state tax rate (3% up to 2010 and 5% after 2011) to annual taxable earnings.

Although this is a simplistic approach for estimating tax revenues in both cases, given the limitations of available data, it may be used to reasonably approximate the magnitude of taxes paid by this cohort of South Suburban College students. The results of this analysis are presented in Figure 8.

Figure 8. Estimated Federal and State Taxes Paid by Enrollees and Completers (2002 Cohort)
2003 – 2012

2002 Cohort	Federal Taxes	State Taxes
Enrollees	\$275,489,948	\$82,342,127
Completers	\$24,426,540	\$7,342,735

Substantial federal and state tax revenue is produced by SSC students. It is estimated that \$275.5 million in federal taxes was generated between 2003 and 2012 by students who attended SSC in 2002. Of that total, about 9% was contributed by students who completed in 2002. Similarly, of the estimated \$82.3 million in state tax dollars generated by 2002 enrollees, a similar percentage or \$7.3 million would have been generated by 2002 completers.

SECTION 2

SOUTH SUBURBAN COLLEGE ECONOMIC IMPACTS

South Suburban College Economic Impacts – Expenditures and Employment

South Suburban College is an important source of expenditures and employment for the region. As part of their day-to-day operations, the college purchases goods and services, many of them from the local economy. In addition, the income earned by their employees is spent in the local economy. Additionally, the college invests in site improvements, remodeling, and new construction that generate additional expenditures and jobs.

Any change in economic activity, such as the purchase of a commodity or a service, has direct and indirect effects. The direct effects are the employment, payroll and purchases of goods and services directly by the colleges. The indirect effects occur through a variety of channels. For example, when a community college hires a local printer to produce its catalogues and brochures, these orders contribute to the income of the local printing industry. The printers' employees spend at least some of their income locally, and these purchases contribute to the employment and the income of other local industries and services. The printers spend part of their income from the community college's orders on the supplies that they need to run their businesses. To the extent that these purchases are local, they contribute to the incomes of employees in other industries, who in turn spend their incomes on still other goods and services with these effects again induced by the college's initial purchase.

IMPLAN Pro economic modeling software was used to produce estimates of the indirect economic impacts of the college, based on the direct impacts. Direct impacts are simply the set of expenditures or employment applied to the predictive model for impact analysis. Indirect impacts are then derived as additional effects caused by industries purchasing from other industries. Induced impacts take into account the spending in the local economy of the new income generated by the new employment produced from the impact.

Taken together, direct and indirect expenditures directly attributable to SSC activities in fiscal year 2012 approached \$32.2 million in value added (equivalent to gross state product) and an estimated 439 jobs. Summary data are provided in Figure 9.

Figure 9. South Suburban College Economic Impact Summary
FY 2012

Impact Type	Operations	Construction	Total	Employment
Direct	\$9,702,247	\$514,205	\$10,216,453	238
Indirect	\$21,577,682	\$439,432	\$22,017,113	201
Total	\$31,279,929	\$953,637	\$32,233,566	439

Operational Expenditures. Data provided by SSC to the Illinois Community College Board identified \$33.6 million in operating expenditures during fiscal year 2012⁸ (including wages and salaries, but excluding capital investments, which are analyzed in the next section). SSC paid about \$9.7 million in wages and benefits to their 232 employees that lived in the district. These direct impacts rippled through the economy creating additional jobs, payrolls, and other economic activity. These impacts are summarized in Figure 10. Over 400 jobs in the region could be attributed to college operations. These operations were associated with about \$65.7 million in economic output (equivalent to total sales of a business or total spending of a government enterprise). Value added, which is a measure similar to gross state product, totaled over \$31.3 million.

Figure 10. South Suburban College Operational Expenditures
Output and Employment Impact – FY 2012

Employment and Operations Spending FY 2012			
Impact Type	Direct	Indirect	Total
Employment	232	197	429
Output	\$33,625,217	\$32,044,439	\$65,669,656
Value-Added	\$9,702,247	\$21,577,682	\$31,279,929
- Employee Compensation	\$9,702,247	\$12,022,003	\$21,724,250

Capital Expenditures. In addition to the economic activity generated by SSC operating and employee expenditures, the college’s capital development projects also contribute significantly to the local economy. Since FY2008, the college has invested over \$5.1 million in capital projects in the district. In FY2012, the \$1 million in expenditures generated an estimated \$660,000 in indirect output for a total impact of \$1.7 million. These expenditures generated an estimated 100 jobs throughout the district. As can be seen in Figure 11, construction expenditures and resulting economic impacts vary from year to year.

⁸ 2013 Data and Characteristics of the Illinois Public Community College System, Table IV-13 - Fiscal Year 2012 Audited Operating Expenditures by Object.

Figure 11. South Suburban College Construction Expenditures
Economic Impact – FY 2008-2012

Construction Spending 2008			
Impact Type	Direct	Indirect	Total
Employment	7	5	13
Output	\$1,275,985	\$774,441	\$2,050,426
Value-Added	\$608,453	\$519,974	\$1,128,427
- Employee Compensation	\$560,573	\$324,486	\$885,059
Construction Spending 2009			
Impact Type	Direct	Indirect	Total
Employment	6	5	11
Output	\$1,155,851	\$696,043	\$1,851,894
Value-Added	\$553,747	\$473,223	\$1,026,970
- Employee Compensation	\$510,172	\$295,311	\$805,484
Construction Spending 2010			
Impact Type	Direct	Indirect	Total
Employment	1	1	3
Output	\$255,259	\$162,010	\$417,269
Value-Added	\$127,658	\$109,095	\$236,753
- Employee Compensation	\$117,613	\$68,080	\$185,693
Construction Spending 2011			
Impact Type	Direct	Indirect	Total
Employment	2	1	3
Output	\$287,890	\$183,771	\$471,661
Value-Added	\$144,266	\$123,287	\$267,553
- Employee Compensation	\$132,914	\$76,937	\$209,850
Construction Spending 2012			
Impact Type	Direct	Indirect	Total
Employment	6	4	10
Output	\$1,021,549	\$658,154	\$1,679,703
Value-Added	\$514,205	\$439,432	\$953,637
- Employee Compensation	\$473,742	\$274,224	\$747,966

SECTION 3

CHARACTERISTICS OF SOUTH SUBURBAN COLLEGE STUDENTS

To provide a context for understanding the economic impacts of South Suburban College, an analysis of student characteristics and program enrollment and completion between 2000 and 2012 for credit classes was undertaken. While not the primary focus of this report, it is nonetheless useful to identify significant changes in the student population that occurred over this 12-year period.

This section highlights the noteworthy changes over this period in enrollments and completions in credit courses for 15 characteristics of SSC students. These include:

1. Total enrollments and completions
2. Degrees and certificates
3. Age
4. Race and ethnicity
5. Gender
6. Students with disabilities
7. Highest grade completed at enrollment
8. Residence
9. Student intent
10. Educational objective
11. Program classification
12. Instructional program
13. Veteran status
14. Online status
15. Student level status

In reviewing these enrollment and completion trends, it is important to keep in mind the distinction between these two groups of students. *Enrollments* are not first-time entrants into the college system. Rather, they are all students who have taken one or more courses and earned academic credit in a given year. Some have taken courses in the previous year and others will take courses in subsequent years. Enrollments reflect a point-in-time figure of active students in the year under consideration.

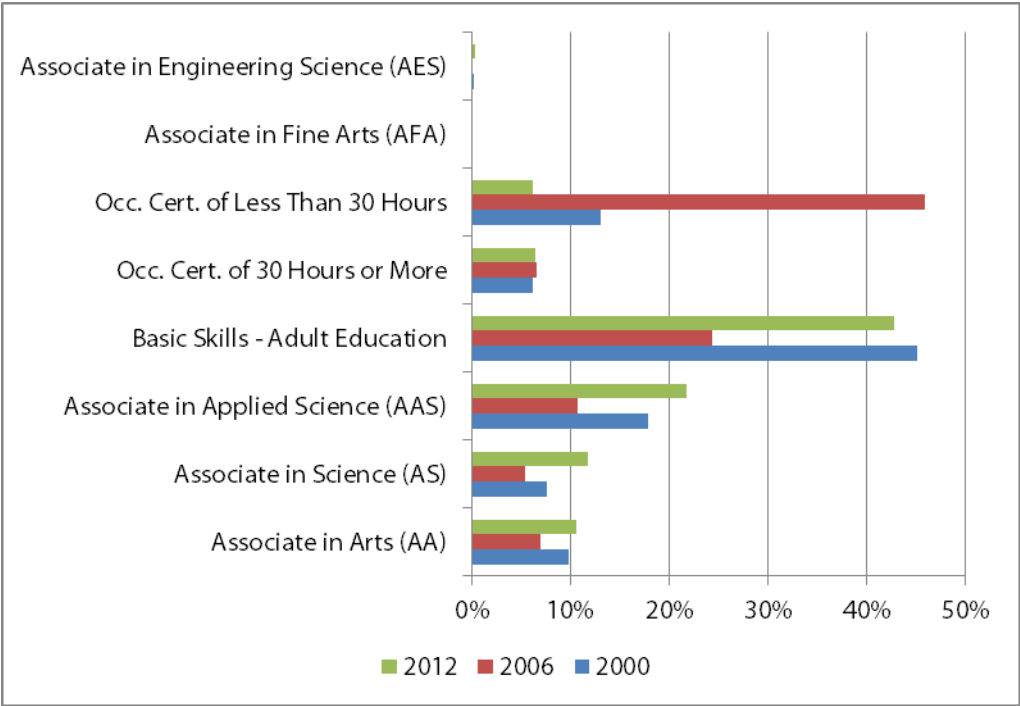
Completers are students who have completed a course of study and have earned either a certificate or degree in a given year. For short-term certificates, these students may have been enrolled for a single year, the time necessary to earn that certificate. Other completers may have been enrolled in previous years and still others may enroll in the future to take additional courses after finishing an initial program. Completers received a certificate or degree in the year under consideration.

1. Total Enrollments and Completions. Overall, there was an increase of about 260 in SSC enrollments in credit courses, from 14,999 in 2000 to 17,426 in 2006, to 15,258 in 2012.

While enrollment rose somewhat, completions declined about 20% during this same period. There were 1,083 completers in 2000, 1,778 completers in 2006, and 871 completers in 2012.

2. Degrees and Certificates. Certificates and Adult Basic Education programs make up the majority of completions at SSC. The percentage of program completers earning a career certificate of less than 30 hours increased strongly from 2000 to 2006 (13.1% to 45.8%) then declined to 6.2% in 2012. Three associate degree programs - Applied Science, Science, and Arts, - experienced increases over this period. Figure 12 shows these changes over the 12-year period.

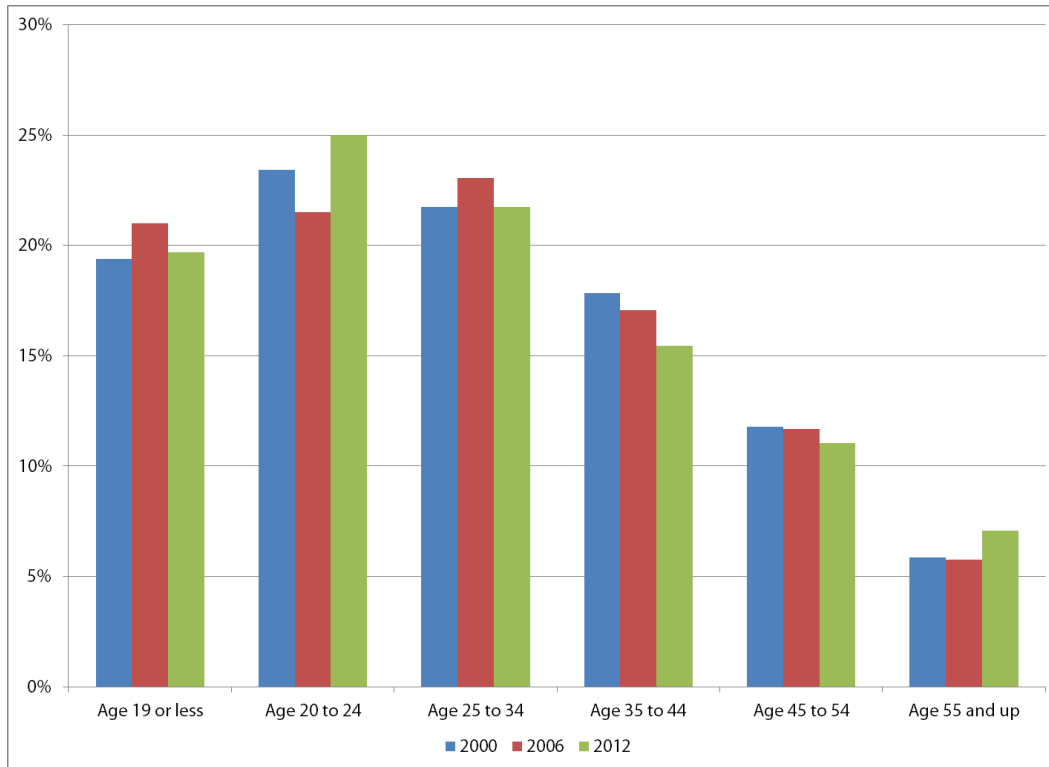
Figure 12. Program Completers by Degree Type
2000, 2006, 2012



3. Age. The average age of enrollees declined very slightly from 31.3 years of age in 2000 to 31.1 years by 2012. The percentage of enrollees aged 24 or less increased from 42.8% to 44.7% of the total. The enrollments of the older age

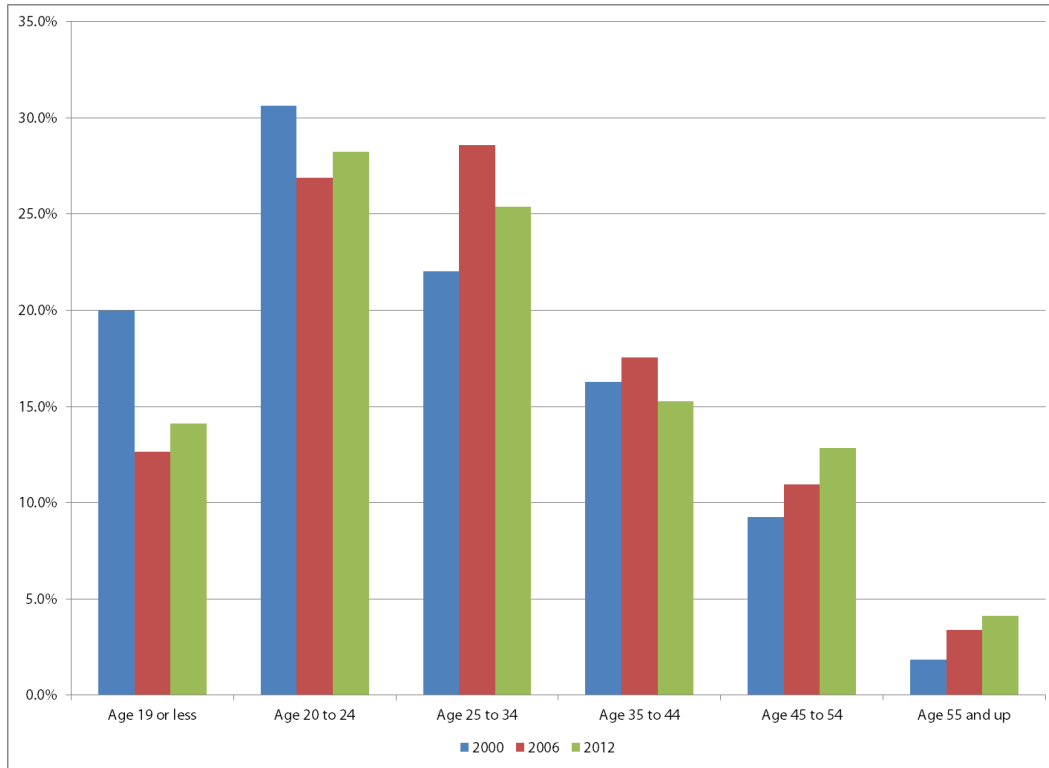
groups (over 45) all declined, except for those over 55, which increased in 2012. Figure 13 illustrates the percentages of enrollees by age grouping.

Figure 13. Program Enrollments by Age at Enrollment
2000, 2006, 2012



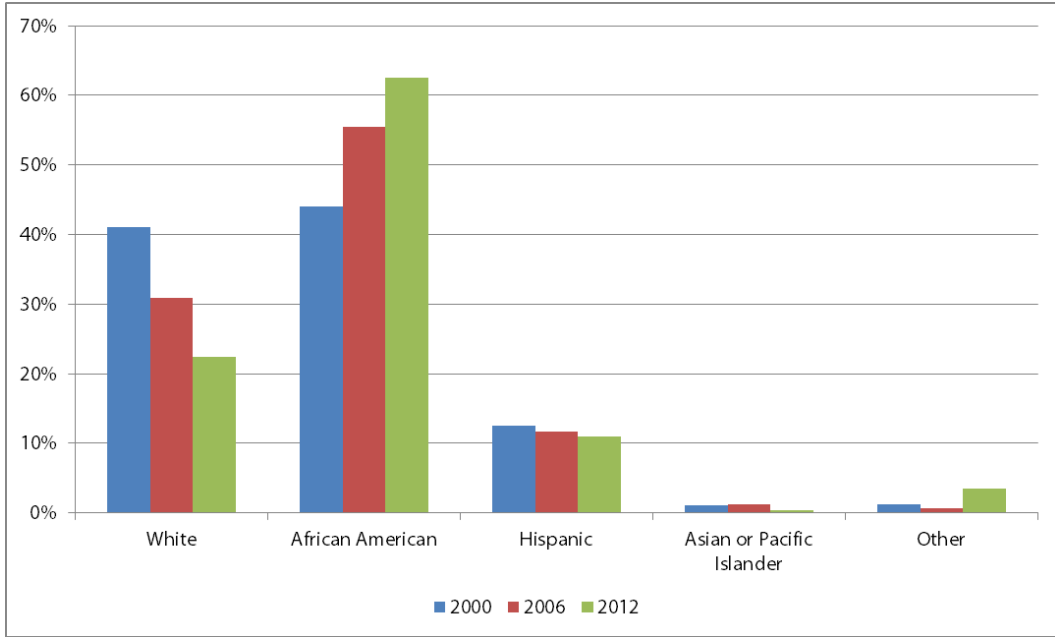
While the average age of enrollees declined, completers became somewhat older between 2000 and 2012. The average age at program completion increased slightly from 28.5 to 30.6 years from 2000 to 2006, then increased to 30.7 by 2012. As indicated in Figure 14, the largest age cohort of completers was Age 20 to 24 at about 28% followed by Age 25 to 34 at 25%.

Figure 14. Program Completers by Age at Enrollment
2000, 2006, 2012



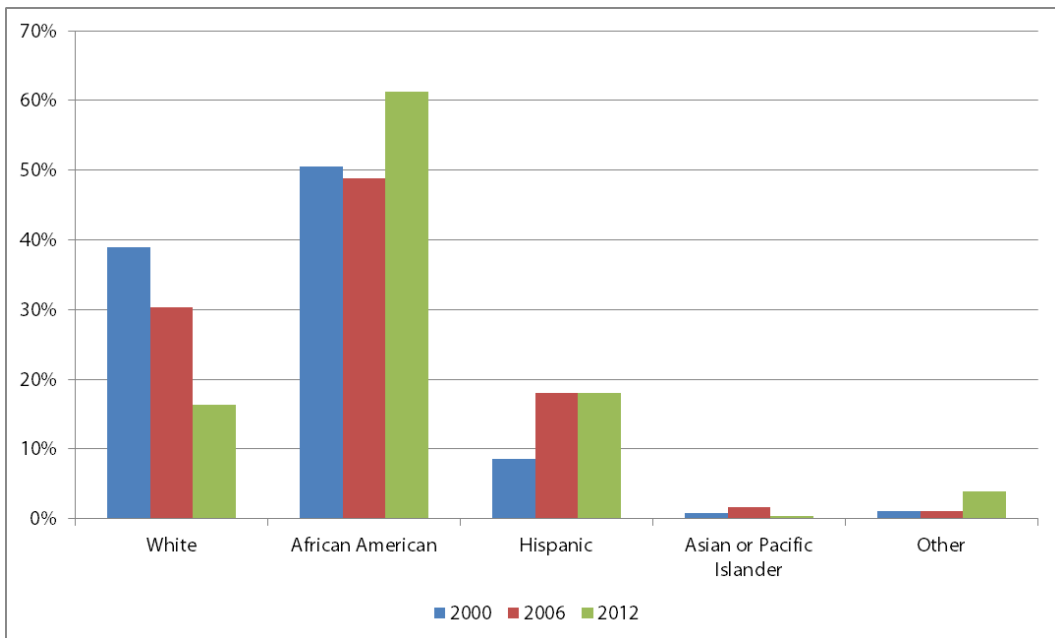
4. Race and Ethnicity. Enrollments at the college have increased for African-Americans from 2000 to 2012, while enrollments for other races during the same period have decreased. African American enrollees comprised the largest group of students, growing from 44% in 2000 to 62.6% in 2012. White enrollees as a percentage of the total decreased by 18.6 percent over this period. Figure 15 depicts these changes.

Figure 15. Program Enrollments by Race/Ethnicity
2000, 2006, 2012



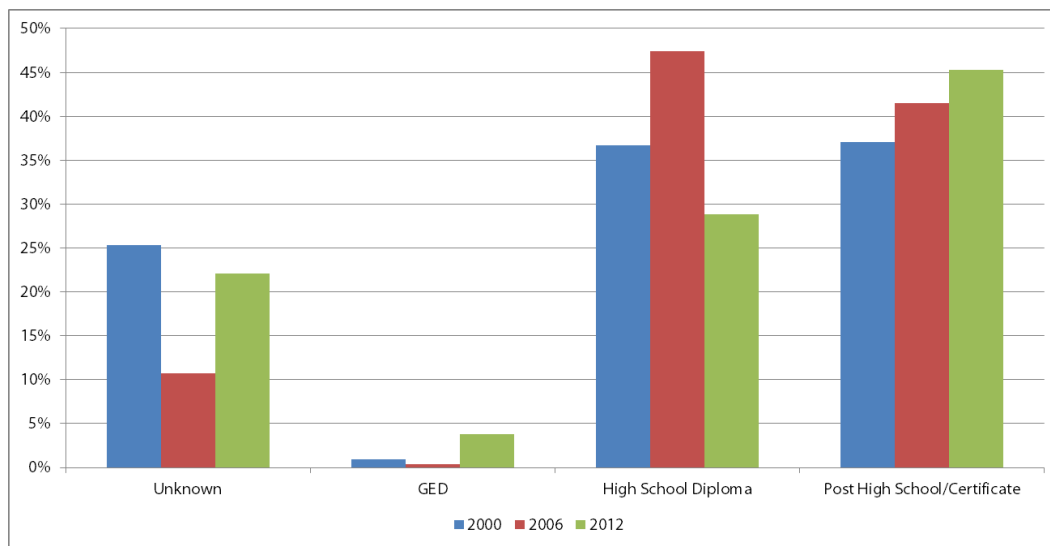
As illustrated in Figure 16, the percentage of program completers who were white has decreased while the percentage of all minority groups has increased. In 2012 African Americans represented 61.3% of all completers, Hispanics 18%, and White 16.4%.

Figure 16. Program Completers by Race/Ethnicity
2000, 2006, 2012



5. Gender. Females enroll at higher rates than males in the college. For each year examined, women comprised between 55% and 57%% of all enrollees. Women make up an even higher percentage of completers, between 66% and 68% in all three years.
6. Students with Disabilities. The percentage of enrolled individuals reporting a disability at the time of enrollment increased from 1.4% in 2000 to 2.3% in 2006 then declined to 1.5% in 2012. The percentage of completers reporting a disability also increased from 1.2% in 2000 to 2.9% in 2006 then fell to 0.8% in 2012.
7. Highest Grade Completed at Enrollment. For enrollees for whom a specific level of education was indicated, the percentage with a post-secondary credential (i.e., associate degree, master’s degree, doctorate degree, certificate, or first professional degree) increased from 37.1% in 2000 to 41.5% in 2006 to 45.3% in 2012. Figure 17 illustrates the percentage of enrollees by highest grade completed.

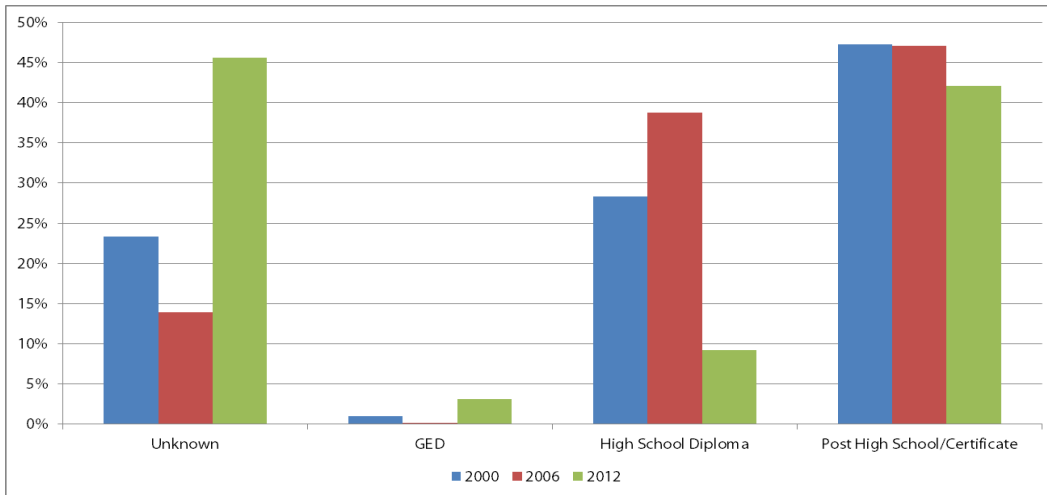
Figure 17. Program Enrollments by Highest Grade Completed at Enrollment
2000, 2006, 2012



Completers with a post-secondary credential decreased for all completers from 47.3% in 2000 to 47.1% in 2006. By 2012 the percentage had declined to 42.1%. As shown in Figure 18, completers with only a high school diploma at enrollment went from 28.3% to 38.8% to 9.2% for the period 2000, 2006 and

2012. There were a large number of completers for whom prior education levels were unknown.

Figure 18. Program Completers by Highest Grade Completed at Enrollment 2000, 2006, 2012



8. Residence. As shown in Figure 19, when comparing program enrollments by residence, the vast majority of students resided in-district at the time of enrollment (73.1% in 2000, 69.7% in 2006, and 66.3% in 2012). The percentage of students from out-of-district (but in Illinois) grew steadily from 2000 (18.8%) to 2006 (23.5%) to 33.2% in 2012.

Figure 19. Program Enrollments by Residency at Enrollment 2000, 2006, 2012

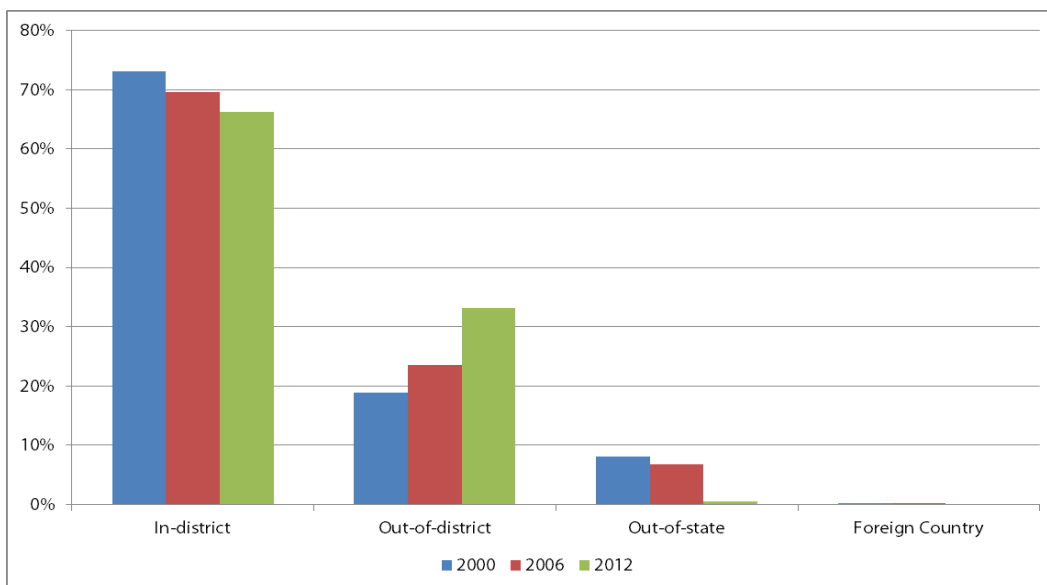
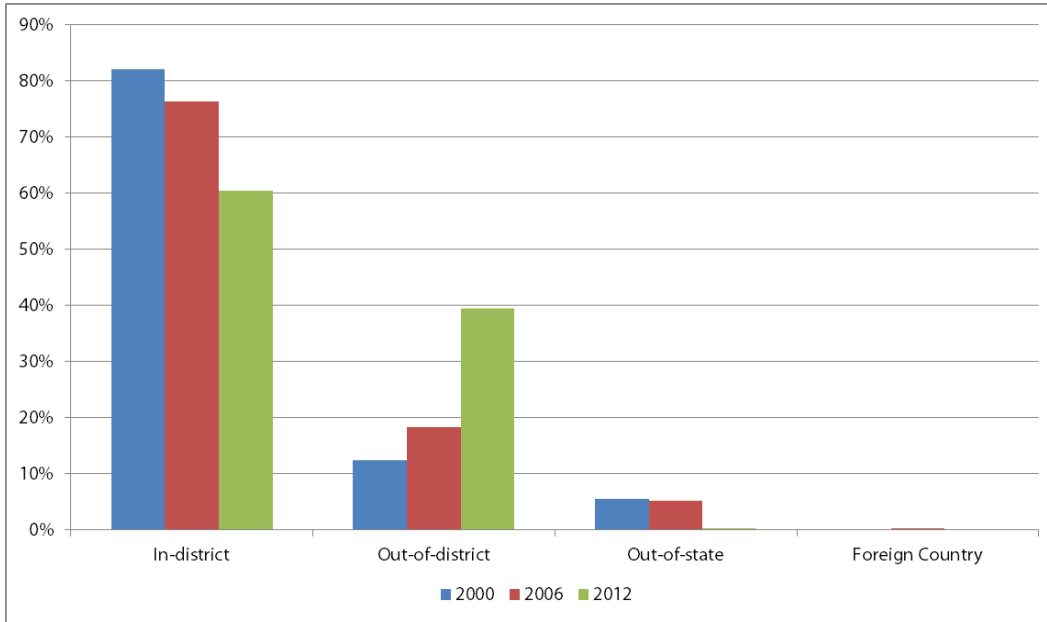


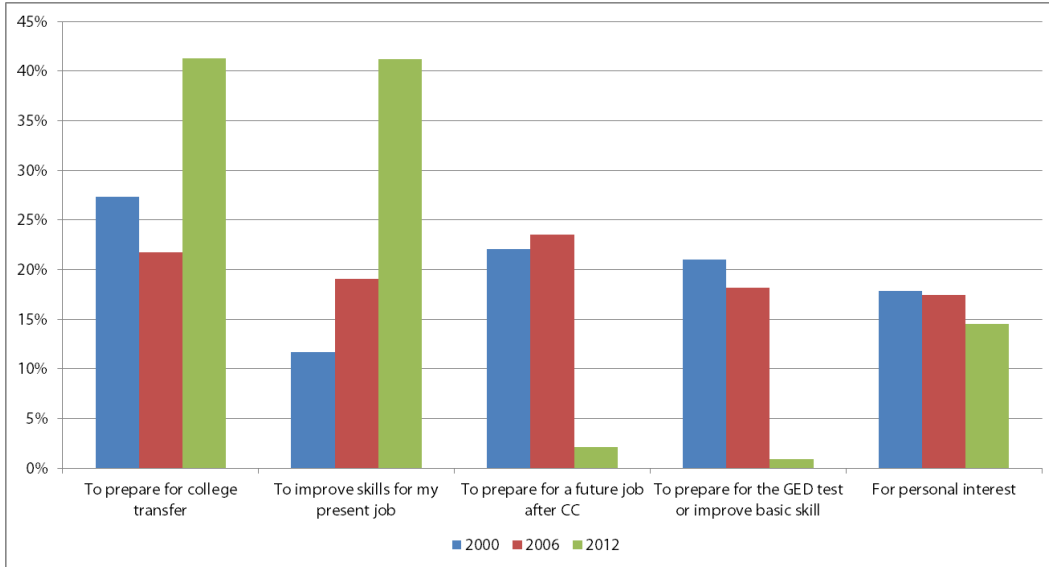
Figure 20 shows program completers by residency at enrollment. Students residing in-district represented 82.1% of all completers in 2000, 76.4% in 2006, and 60.4% in 2012. Out-of-district completers as a percentage of the total increased steadily over this period: 12.4% in 2000, 18.3% in 2006, and 39.5% in 2012.

Figure 20. Program Completers by Residency at Enrollment
2000, 2006, 2012



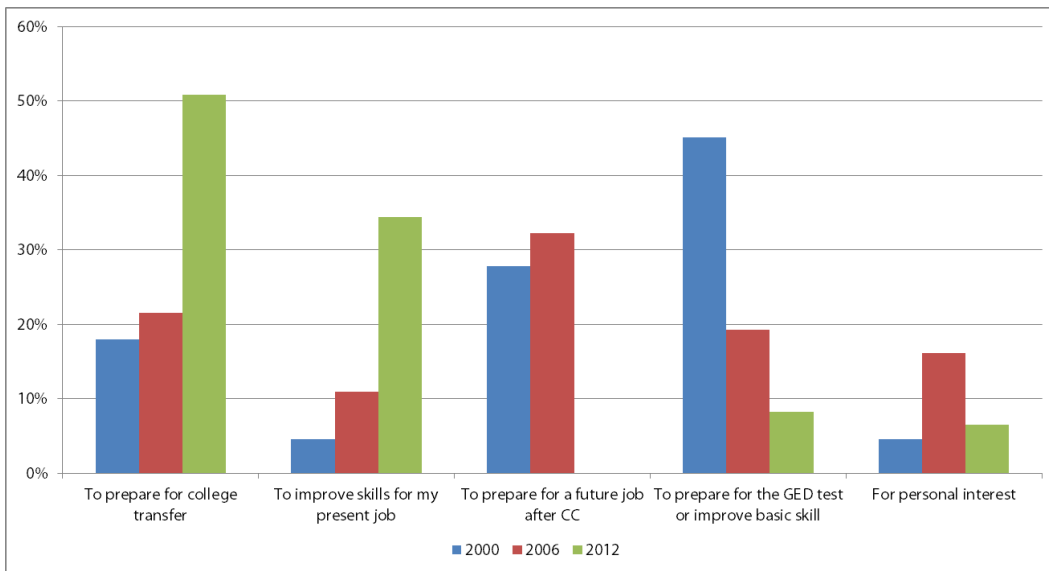
9. Student Intent. Preparing for college transfer is the intent of the largest percentage of enrollees, increasing from 27.3% in 2000 to 41.3% in 2012. Students intending to either transfer to another college or improve their skills for their current job increased strongly in 2012. Conversely, students intending to prepare for a future job or prepare for the GED fell sharply. Figure 21 presents student intent data for individuals enrolled in 2000, 2006 and 2012.

Figure 21. Program Enrollments by Student Intent at Enrollment
2000, 2006, 2012



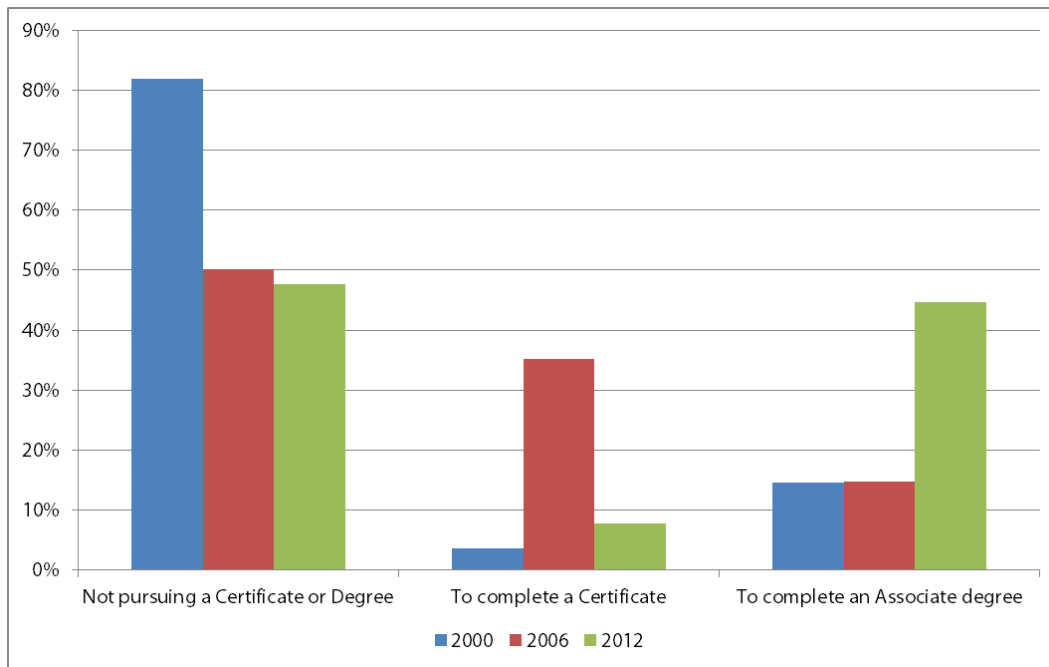
Completions were highest in 2000 for students who were preparing for the GED or improving their basic skills (45.1%) followed by students preparing for a job after community college (27.8%). As evident in Figure 22, these percentages both dropped significantly by 2012. College transfers grew to 50.8% in 2012 and students improving skills for current jobs increased to 34.4% of all completers.

Figure 22. Program Completers by Student Intent at Enrollment
2000, 2006, 2012



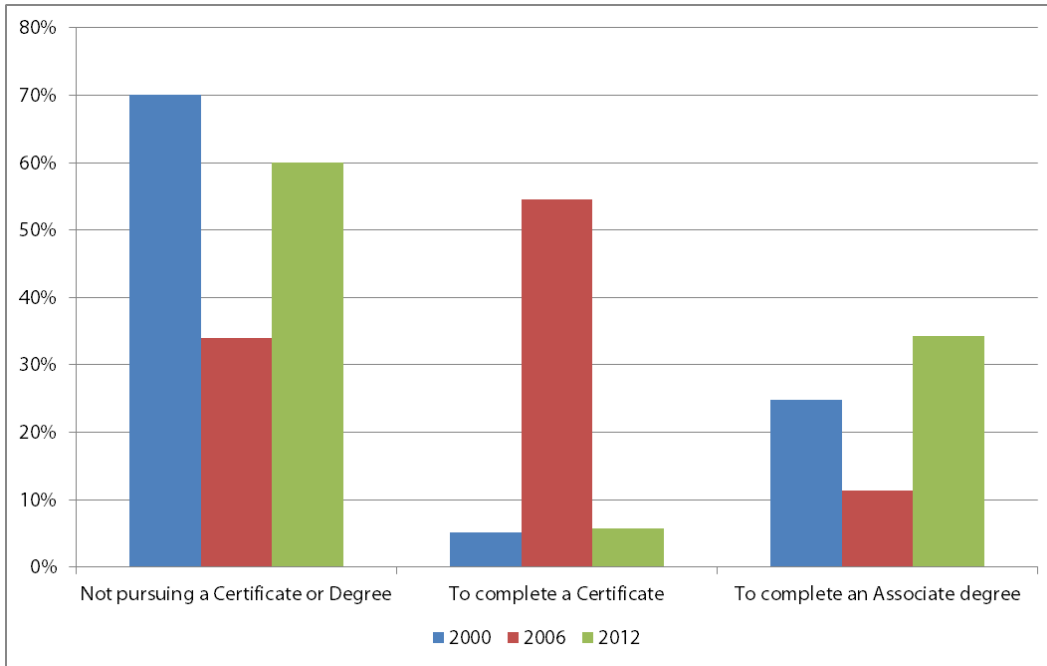
10. Educational Objective. As illustrated in Figure 23, the percentage of enrollees who were not pursuing a certificate or associate degree decreased from 81.9% in 2000 to 47.6% in 2012. A slight increase occurred from 2000 to 2006 for students enrolling to complete an associate degree, from 14.6% to 14.7%. By 2012, there was a strong increase to 44.6% for students with the objective of obtaining an associate degree.

Figure 23. Program Enrollments by Student Objective at Enrollment
2000, 2006, 2012



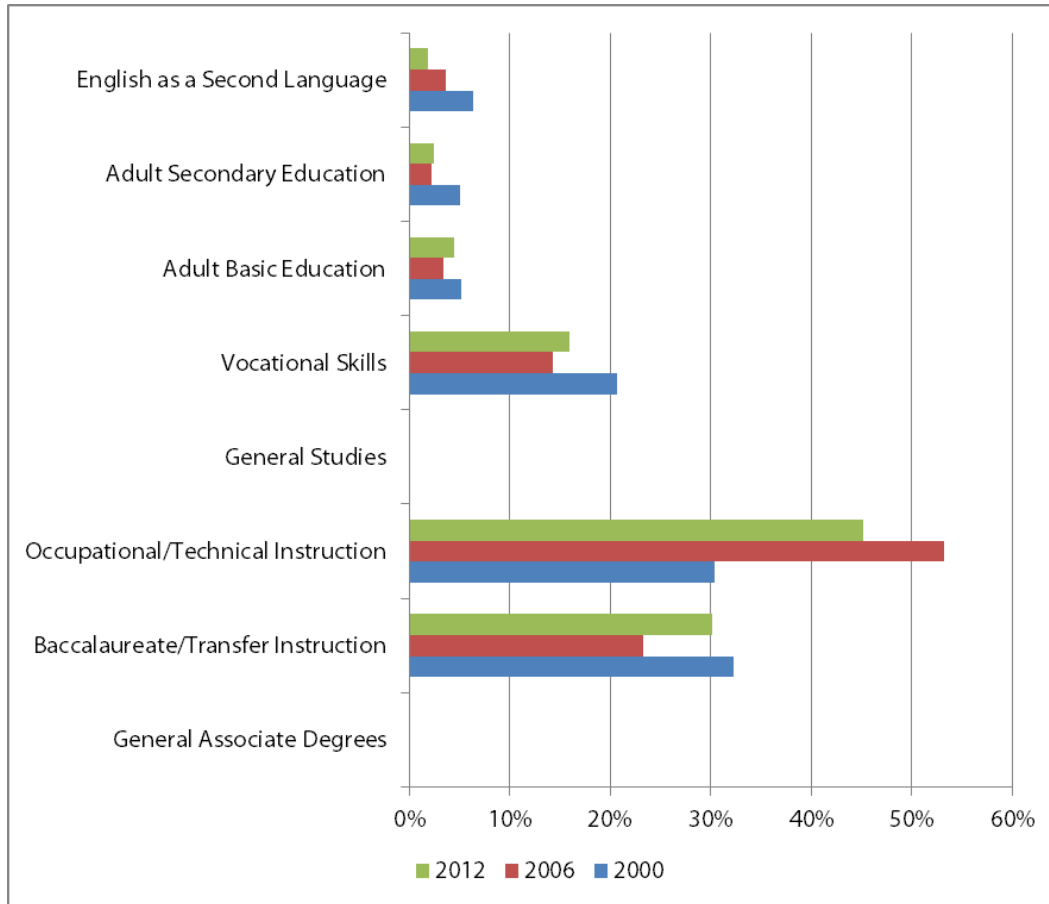
As shown in Figure 24, students not pursuing an associate degree or degree made up the largest percentage of total completers in 2000 and 2012. Those pursuing a certificate made up the majority of 2006 completers.

Figure 24. Program Completers by Student Objective at Enrollment
2000, 2006, 2012



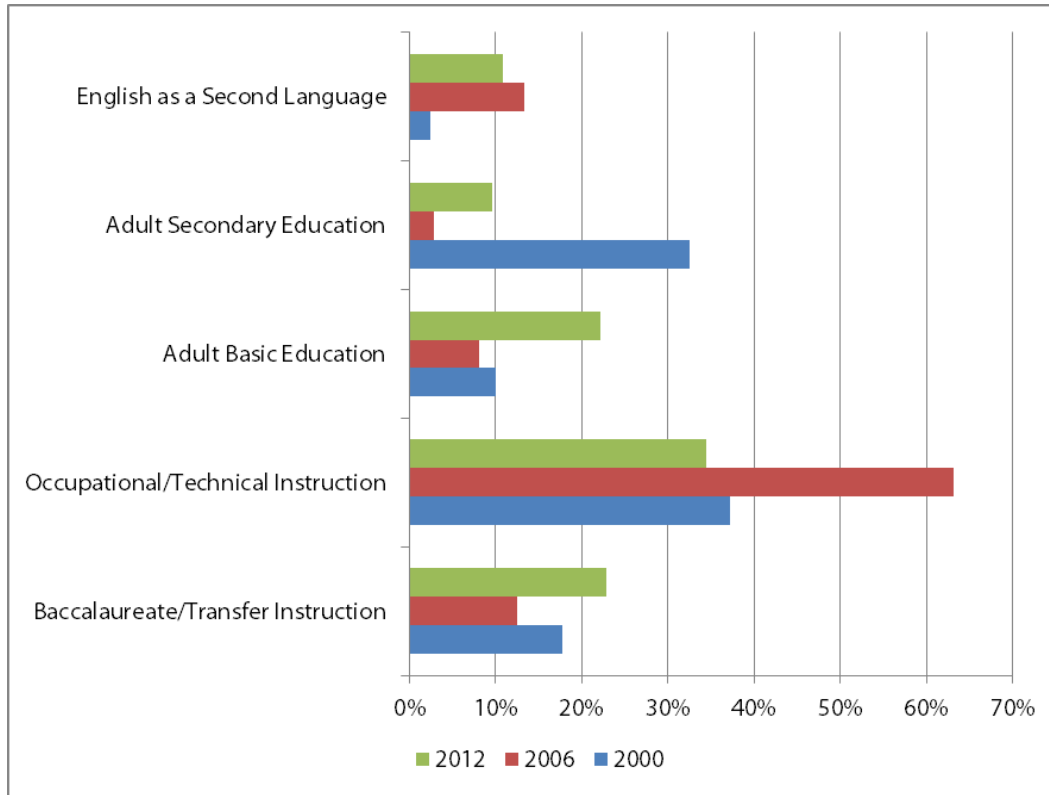
11. Program Classification. Between 2000 and 2012 the top programs in terms of total overall enrollments have remained baccalaureate/transfer and occupational/technical instruction. These two programs represented almost 75% of all enrollments in each year. Vocational skill programs account for about 20% of enrollments.. Figure 25 illustrates these trends.

Figure 25. Program Enrollments by Program Classification Structure at Enrollment 2000, 2006, 2012



As evident in Figure 26, occupational and technical Instruction was selected by the majority of program completers, peaking at 63.2% of completers in 2006. In 2012, the second highest percentage of program completers was in baccalaureate/transfer programs. Adult basic education was close behind with 22.2% of completers.

Figure 26. Program Completers by Program Classification Structure at Enrollment 2000, 2006, 2012

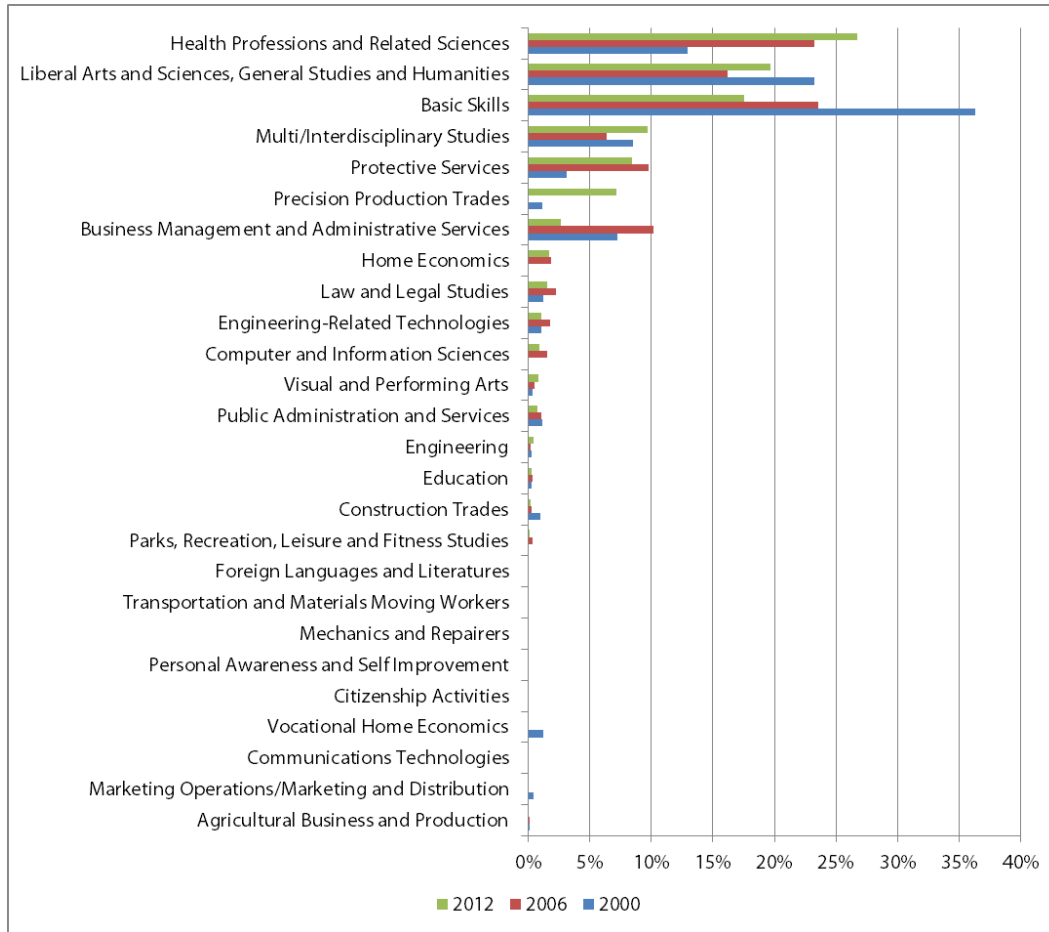


12. Instructional Program. Using the national CIP (Classification of Instructional Programs) typology at the two-digit level, students enrolling in the college may select from 35 programs of instruction. Overall, the general pattern of enrollments remained stable from 2000 to 2012. Four broad CIPs stand out as representing between 70% and 80% of enrollments in all three years evaluated:

- Health Professions and Related Sciences
- Liberal Arts and Sciences, General Studies and Humanities
- Basic Skills
- Multi/Interdisciplinary Studies

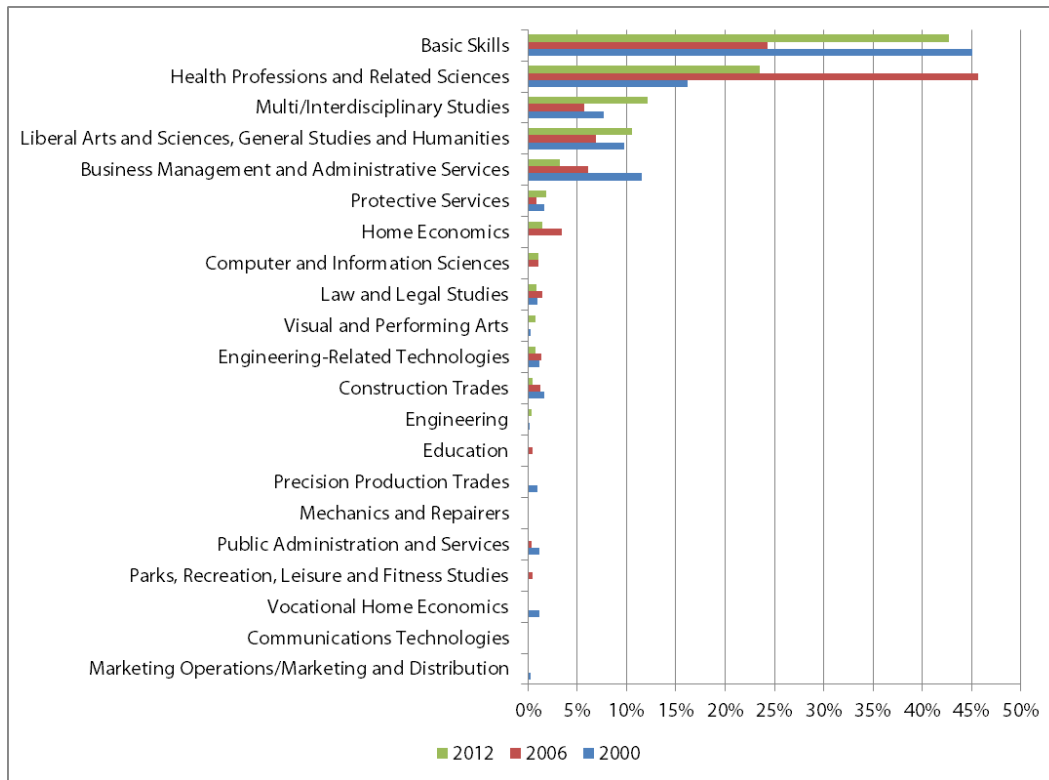
As portrayed in Figure 27, the most significant increase was in the percentage of students enrolling in Health-related professions (12.9% to 26.7%). There were declines in Liberal Arts and Sciences, General Studies and Humanities (23.2% in 2000 to 19.7% in 2012) and Basic Skills (36.3% to 17.6%) enrollments.

Figure 27. Program Enrollments by Classification of Instructional Program at Enrollment 2000, 2006, 2012



Completer data reveal that the top four programs in terms of enrollment also produce the highest percentage of completers. Basic Skills had the largest percentage of completers in 2000 (45.1%) and 2012 (42.7%) but was eclipsed by Health Professions and Related Sciences in 2006 at 45.7%. Multi/ Interdisciplinary Studies increased from 7.7% to 12.2% of all completers in 2012. Figure 28 displays these data.

Figure 28. Program Completers by Classification of Instructional Program at Enrollment 2000, 2006, 2012



13. Veteran Status. Veteran enrollment at the college has remained relatively steady. In 2000, 228 students identified themselves as veterans – about 1.5% of total enrollees. This number fell to 188 (1.1%) in 2006, and grew slightly by 2012, when 194 veterans made up 1.3% of total enrollment.

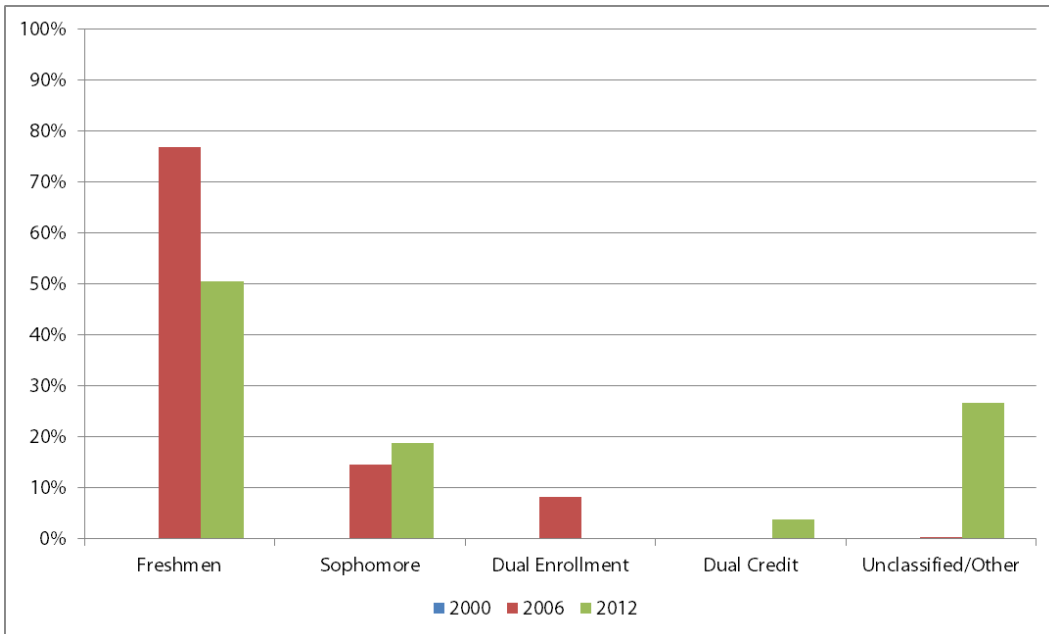
Veterans have declined as a percentage of completers. In 2000, 2.5% of completers (27) reported veteran status. Veterans made up 2% of 2006 completers (36) and 1% of 2012 completers (9).

14. Online Status. In 2006, 1,519 students took at least one online course for credit. That was 8.7% of the total annual headcount. Over the next six years, online students declined slightly. By 2012, 1,241 students took at least one online class for credit, about 8.2% of total students.

15. Dual Credit Status. Dual credit students are high school students that are receiving both high school and college credit for courses they complete at a community college. Dual enrollment students are high school students that receive college credit but not high school credit for courses they complete. Dual enrollment students made up 8.3% in 2006 and dropped to less than 1%

of enrollees in 2012 (Figure 29). Freshmen made up the largest group of community college enrollees, but dropped between 2006 and 2012. Sophomores increased slightly as a portion of total enrollment between 2006 and 2012 (data were not collected in 2000). Dual credit enrollments were only tracked in more recent years so there is not an earlier year to compare this to. These students made up almost 4% percent of enrollments in 2012. These students made up almost 4% percent of enrollments in 2012.

Figure 29. Program Enrollments by Student Level
2006 and 2012



Sophomores made up the largest groups of completers in 2012, increasing from 34.2% in 2006 to 48% in 2012 (Figure 30). Dual enrollment students made up 2.2% of completers in 2006. There were no dual credit completers reported.

Figure 30. Program Completers by Student Level
2006 and 2012

