



**1992-93 to 2003-04**

**Measuring the Effects of Legislative and Economic Changes  
of the Past Decade**

**Office of Institutional Research and Effectiveness  
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# **Del Mar College from 1992-93 to 2003-04:**

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## Del Mar College from 1992-93 to 2003-04: Measuring the Effects of Legislative and Economic Changes of the Past Decade

During the past decade, several legislative actions have had a direct and negative impact on Del Mar College's enrollment and funding. Coupled with legislative changes, swings in the local and state economic outlook have resulted not only in a decline in higher education enrollment locally but also in a dramatic decline in state funding. The purpose of this report is to measure the effects of the legislative and economic changes of the past 10 years.

In 1989 the Texas Legislature made Corpus Christi State University part of the Texas A&M University System and, at the same time, authorized the university to offer freshman- and sophomore-level courses beginning in the fall of 1994. In 1993 the Texas Legislature changed the institution's name to Texas A&M University-Corpus Christi. In the 19 years prior to the downward expansion at A&M-Corpus Christi, the unduplicated fall semester headcount enrollment in credit courses at Del Mar College increased 66 percent, from 7,130 in 1974 to an unprecedented peak of 11,825 in 1993. In anticipation of the downward expansion at A&M-Corpus Christi, enrollment projections made in the *1992-1993* and *1993-1994 Del Mar College Statistical Profile* forecasted a one-year drop in enrollment of 5 to 10 percent. In reviewing the data needed to prepare this report, it is very evident that the effects of the 1989 legislative action shaped over 10 years of Del Mar College history.

### Enrollments

Enrollment figures reveal that the freshman enrollments in fall 1994 and fall 1995 at A&M-Corpus Christi exceeded the limits set by the Texas Legislature of 400 freshmen in 1994 and 500 freshmen in 1995 (Acts 1989, 71<sup>st</sup> Leg., ch. 197, § 2). The table below shows that fall 1994 freshman enrollments and fall 1995 freshman enrollments were 64 and 60 percent above the expected enrollments, respectively.

<b>Fall Semester Enrollment History</b>												
	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
<i>Texas A&amp;M-CC</i>												
Freshman	0	0	656	798	1,093	926	1,000	1,309	1,511	1,718	1,597	1,738
Sophomore	0	0	301	610	582	721	748	915	1,055	1,214	1,216	1,187
Other	4,425	4,489	4,195	4,137	3,996	4,378	4,587	4,397	4,257	4,437	4,794	4,936
All Enrollments	4,425	4,489	5,152	5,545	5,671	6,025	6,335	6,621	6,823	7,369	7,607	7,861
<i>Del Mar College</i>												
All Enrollments	11,659	11,825	10,757	10,386	10,682	10,424	9,958	9,968	9,936	10,256	11,218	11,338
<b>Area Total</b>	16,084	16,314	15,909	15,931	16,353	16,449	16,293	16,589	16,759	17,625	18,825	19,199

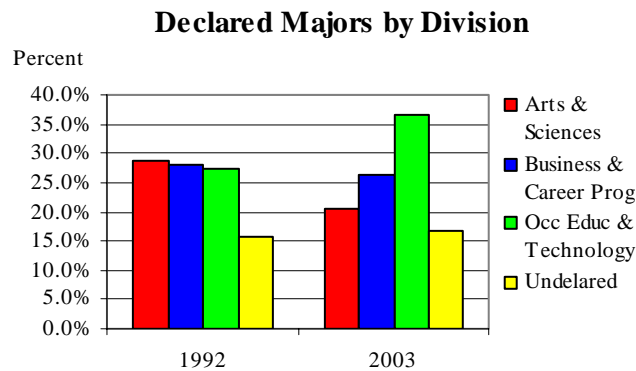
Source: Texas A&M University-Corpus Christi website; DMC 2003-2004 Statistical Profile

While the enrollments of freshman and sophomore students at A&M-Corpus Christi continue to show positive growth, the fall enrollments at Del Mar College have yet to exceed the peak enrollment of 11,825 students recorded in the fall prior to the university's downward expansion. Also noteworthy is the fact that for the first eight years after the enabling legislation, the upper-level and graduate-level enrollment at A&M-Corpus Christi was also less than what

the university recorded in 1993. (See the highlighted figures in the table under “other” for TAMU-CC.) Some of the decline in enrollments at both institutions can be attributed to the improvement in the local economy in the mid-1990’s that drew adults back into the workforce and away from the classroom.

## Declared Majors

There has been a noticeable shift in student interests from 1992 to 2003. Ten years ago, students declared majors evenly across all three academic divisions of the College. Since that time, students’ interests have shifted from majors in the Division of Arts and Sciences (-8.2) to majors in the Division of Occupational Education and Technology (+9.2). The ratio of students declaring majors in the Division of Business and Career Programs declined slightly by 1.8 percentage points, while the rate of students declaring no major increased by 0.8 percentage points.



	1992	2003	Diff
Arts & Sciences	28.6%	20.4%	-8.2
Business & Career Prog	28.1%	26.3%	-1.8
Occ Educ & Technology	27.5%	36.7%	9.2
Undelared	15.8%	16.6%	0.8

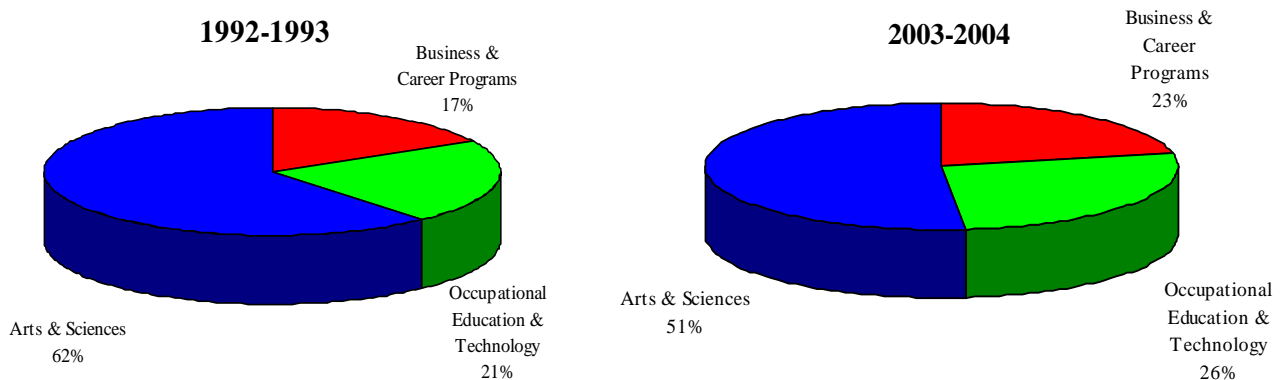
All departments in the Division of Arts and Sciences had a decrease in the number of majors except for Communications, Languages, and Reading, which experienced an increase of one percentage point. Three departments experiencing the greatest loss were English and Philosophy (-3.4), Math and Physics (-1.6), and Natural Sciences (-1.2). Half of the departments in the Division of Business and Career Programs experienced an increase in student interest despite the drop experienced by the division. Departments with the greatest loss of majors were Business Administration (-3.0) and Legal Professions (-2.4). The department with the greatest increase was Public Safety (+2.6). All departments in Occupational Education and Technology experienced an increase in the number of students declaring majors in this division. Departments with the strongest growth were Allied Health (+3.7) and Human Services (+2.5).

## Contact Hours

For the first time in 10 years, the annual credit contact hours in 2002-03 exceeded the previous peak achieved in 1992-93 and preliminary figures for 2003-04 show a one percent

increase over 2002-03 (see Table I). During this 10-year period, as with the declared majors, there was a shift of contact hours from the Division of Arts and Sciences to the other two academic divisions. Contact hours in the Division of Business and Career Programs grew by 32 percent and the Division of Occupational Education and Technology grew by 23 percent, while the Division of Arts and Sciences had a decrease of 15 percent for the same period.

### Annual Credit Contact Hour Distribution by Division



Even with an overall decrease of 475,659 contact hours (-15%) for the Division of Arts and Sciences from 1992-93 to 2003-04, thirty-four percent of the disciplines within the division experienced an increase in contact hours. Three of the 10 disciplines with the greatest increases were drama (+119%), philosophy (+67%), and geology (+47%). Disciplines with the greatest loss of contact hours were freshman seminar (-78%), reading (-46%), and humanities (-38%).

The Division of Business and Career Programs had an increase of 282,608 contact hours (+32%) from 1992-93 to 2003-04. Sixty-three percent of the increase in contact hours came from the reclassification of non-credit programs to credit. Emergency medical technician and law enforcement were non-credit programs in 1992, and the transfer to credit status resulted in 178,528 new contact hours to the division. Four new programs were added in the past ten years. New contact hours generated by these programs were in occupational safety and health (+27,088), health information technology (+17,472), criminal justice technology (+15,360), and travel and tourism (+1,200).

Generally speaking, from 1992-93 to 2003-04 there has been a transition from business and office support industries to computer science and public service industries. This transition resulted in nine of the disciplines in the Division of Business and Career Programs to experience decreases in contact hours despite the overall increase for the division. Disciplines with the largest decreases in contact hours were computer science transfer courses (-74%), legal professions (-61%), court reporting (-55%), and business technology (-40%). Seven of the existing disciplines experienced an increase in contact hours during this 10-year time period. Disciplines experiencing the greatest growth were fire science (+919%), culinary arts (+380%), real estate (+128%), and computer information systems (+64%).

The Division of Occupational Education and Technology had an increase of 251,148 contact hours (+23%) from 1992-93 to 2003-04. Ninety percent of the increase can be attributed

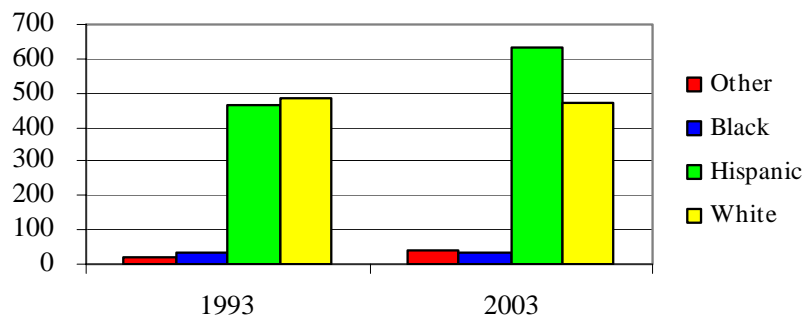
to the introduction of six new programs and the development of a new health science course that is a prerequisite for most health science majors. New contact hours were generated in health science (+85,296), airframe applied technology (+35,232), occupational therapy assistant (+27,424), interpreter for the deaf (+25,952), physical therapy assistant (+25,296), process technology (+16,784), and chemical lab technology (+10,272).

Sixteen of the existing disciplines in the Division of Occupational Education and Technology experienced an increase in contact hours from 1992-93 to 2003-04. Disciplines with the greatest increases include diagnostic medical sonography (+294%) which was introduced in 1990-91, building maintenance applied technology (+57%), and drafting technology (+55%). Despite the overall increase of contact hours in the division, seven of the disciplines experienced a decline in contact hours. Disciplines with the greatest decreases were electrical engineering (-82%), architectural technology (-61%), human services/mental health (-50%), air conditioning applied technology (-45%), and electronics/communications technology (-40%).

## Graduates

In five of the past 10 years, the total number of degrees and certificates granted at Del Mar College was below the level of awards conferred in 1993. However, the number of awards granted in 2003 was 18 percent higher than the total in 1993. There has been a significant shift in the ethnicity of students receiving awards in 2003 compared to 1993. Overall, the total number of awards granted increased in the ethnic categories of blacks (+13%), Hispanics (+37%), and other (+86%), while the number of awards granted to whites decreased by three percent.

**Total Awards by Ethnicity**



	1993	2003	Percent Change
Other	22	41	86%
Black	32	36	13%
Hispanic	462	631	37%
White	487	472	-3%
<b>Total</b>	<b>1,003</b>	<b>1,180</b>	<b>18%</b>

The proportion of Hispanic students receiving awards increased from 46 percent of the total number of awards in 1993 to 53 percent in 2003. This increase in awards to Hispanic students has resulted in recognition from *Community College Week*, which reports that Del Mar

College ranks number 19 in the “100 Top Associate’s Degrees Conferred to Hispanic Students in All Disciplines” in 2002-2003.

### **College Response to Changes**

As the College responded to the dramatic shifts in declared majors, enrollments, and contact hours from 1992-93 to 2003-04, changes were made in classroom management. To measure how well the College responded to the downward expansion at A&M-Corpus Christi and the shift in student interest from arts and sciences programs to occupational and technical programs, several critical factors were reviewed. Comparisons were done between contact hours and faculty full-time equivalency (FTE), between faculty FTE and student FTE, and between faculty FTE and average class size.

Table II details the percentages of change that were used for this report categorized by discipline, department, and division. When comparing contact hours, faculty FTE, average class size, and student FTE, it is important to look at the varying degrees to which some programs changed. Expected results should be similar levels of change in all areas except average class size, for which no change or an increase might be expected.

Excluded from these comparisons were the new programs initiated since 1992-93 and programs or classes that do not make every year, such as education, religion, engineering, anthropology and military science. Applied music was not included in these comparisons because average class size for private music lessons is not calculated. Also, several programs were added together — such as accounting and business, computer information systems and computer science, and architecture technology and drafting technology — because faculty cross-teach in both areas.

Five of the sixty-two programs reviewed achieved the highest level of successful classroom management by increasing contact hours, average class size, and student FTE, while reducing or retaining faculty FTE at the same level as 1992-93. These five programs were banking and finance, cosmetology, hotel/motel management, real estate, and vocational nursing. Another 12 programs did exceptionally well by increasing contact hours, average class size, and student FTE. Faculty FTE also increased, but at a rate lower than or the same as the increase in contact hours. Programs that met these criteria were art, communications, culinary arts, diagnostic medical sonography, diesel applied technology, drama, early childhood specialist, English for speakers of other languages, fire science, geology, philosophy, and welding applied technology. Other programs that excelled by increasing their average class size despite a decrease in contact hours, faculty FTE, and student FTE were automotive applied technology, business/accounting, business technology, economics, English, and management development.

Expected results, when comparing contact hours to faculty FTE, are the same rates of increase or decrease in both areas when contact hours increase or decrease. However, when comparing contact hours with the faculty FTE, some programs experienced a decrease in contact hours combined with an increase in faculty FTE from 1992-93 to 2003-04. Programs in this category were chemistry, electronic/communications technology, geography, government, history, humanities, mathematics, physics, psychology, sociology, and speech.

Expected results, when comparing faculty FTE to student FTE, are the same rates of increase or decrease in both areas when student FTE increases or decreases. Noteworthy were programs that had an increase in faculty FTE even though they had a decrease in student FTE. Programs in this category were electronic/communication technology, geography, government, history, humanities, mathematics, medical lab technology, physics, psychology, and Spanish.

Expected results, when comparing faculty FTE to average class size, would be no change in the average class size. However, some programs had an increase in faculty FTE and a decrease in average class size. Programs in this category were chemistry, computer science, geography, government, history, humanities, mathematics, medical lab technology, physics, psychology, sociology, Spanish, and surgical technology.

### **Factors Affecting Change**

Factors or internal management practices other than the downward expansion at A&M-Corpus Christi or the change in student interests could affect changes in faculty FTE. In the past 10 years, there has been an increase in the amount of faculty release time. Increases in grant activities, in the number of programs seeking accreditation, course development activities, assignments for chair assistants, assignments for program coordinators, and assignments for other college-wide initiatives such as rapid track, dual credit, and service learning have taken more full-time instructors out of the classroom and resulted in either giving full-time faculty overload pay or paying part-time faculty to teach those classes for which release time is awarded. Although the FTE of a discipline has been adjusted to extract the release times for college-wide initiatives, release times that are associated with the discipline have an impact on the increase in the percent change in faculty FTE, especially in small programs.

Several other factors could explain some of the changes in contact hours, faculty FTE, average class size, and student FTE. Changes in workforce courses mandated by the Texas Higher Education Coordinating Board when initiating the Workforce Education Course Manual (WECM) had a major impact on the College. Most programs in the occupational and technical areas had to be revamped to accommodate these changes. In the College's effort to develop partnerships with business and industry, the military, and community-based organizations, more internship, co-op, and practicum courses are now offered to students than in 1992-93. Internship, co-op, and practicum courses have higher contact hours than regular lecture courses. This could explain the slight increase in contact hours of 1.1 percent while the student FTE decreased by 3.0 percent from 1992-93 to 2003-04.

### **2003-2004 and Forward**

In January 2003, Texas Governor Rick Perry ordered an immediate reduction of seven percent in fiscal year 2003 state funding. The College responded by eliminating all travel, reducing or eliminating purchases that were budgeted but not expended as of January, and reducing summer class offerings to reach a seven percent reduction in total spending college-wide for 2002-03. This was extremely difficult for some areas since the budget year was half over when this order was received.

Taking into consideration the reduction in state funding, College personnel continued to monitor the critical factors that affected classroom management in 2003-04. From 2002-03 to 2003-04, academic personnel made strides in increasing average class size (+4.0%) and reducing faculty FTE (-5.0%). Other funding challenges that will affect the College in the future include the continuing decline in funding of development education courses and the non-funding of courses that a student attempts three or more times.

Effective since May 2001, the College has been denied formula funding of all developmental semester credit hours attempted by a student who has enrolled in development coursework, if the total semester credit hours for that student in development coursework exceeds 27 semester credit hours (Acts 2001, 77<sup>th</sup> Leg., § 13.106). In 2002-03, the College was denied funding of 26,247 contact hours that met this criterion. Effective May 2004, the College will not be able to submit for formula funding semester credit hours or contact hours attempted by a student who has enrolled in any course — other than a non-degree-credit developmental course containing the same content — for a third or more times (Acts 2003, 78<sup>th</sup> Leg., § 13.25). In the spring semester of 2004, the College was denied funding of 30,928 contact hours that met this criterion. These two reductions in state funding alone support the need for the continued monitoring of critical factors that affect classroom management.

## **Summary**

Recovery has been slow from the action taken by the Legislature in 1989 to permit downward expansion at the local university. Preliminary annual contact hours show an increase of just one percent from 2002-03 to 2003-04 and an increase in student FTE of one percent for the same time period (see Table I). These increases may seem modest, yet are encouraging because they show that the College is moving in the right direction. The future calls for continuous monitoring of existing programs and the development of new programs to address students' needs and interests, while complying with state and federal mandates and coping with continued fiscal restraints.

**Table I**  
**Division of Arts and Sciences**

	Contact Hours			10 Yr %	Change	02 to 03	Faculty FTE			10 Yr %	02 to 03	Average Class Size			10 Yr %	02 to 03	Student FTE			10 Yr %	02 to 03
	1992-93	2002-03	*2003-04	Change	in Hours	Change	Fall 1992	Fall 2002	Fall 2003	Change	Change	Fall 1992	Fall 2002	Fall 2003	Change	Change	Fall 1992	Fall 2002	Fall 2003	Change	Change
<b>Art and Drama</b>																					
Art	97,440	106,704	113,040	16%	15,600	6%	7.84	9.51	9.12	16%	-4%	20.0	21.6	22.4	12%	4%	125	163	168	35%	4%
Drama	13,312	23,312	29,168	119%	15,856	25%	2.00	3.47	3.47	74%	0%	10.1	15.4	18.6	84%	21%	25	39	48	92%	23%
	110,752	130,016	142,208	28%	31,456	9%	9.84	12.98	12.59	28%	-3%	16.8	19.9	21.4	27%	8%	150	202	216	44%	7%
<b>Communications, Languages &amp; Reading</b>																					
Communications	17,280	19,920	19,584	13%	2,304	-2%	2.20	2.40	2.40	9%	0%	14.4	16.1	15.7	9%	-2%	37	44	44	18%	0%
Education		2,016	2,352		2,352	17%		0.40	0.40		0%		11.5	12.5		9%		6	6		9%
ESOL	18,400	37,232	27,536	50%	9,136	-26%	3.20	4.07	3.80	19%	-7%	11.1	18.6	18.8	69%	1%	28	79	61	118%	-23%
French	4,560	800	1,440	-68%	-3,120	80%	0.20	0.20	0.20	0%	0%	24.0	10.0	7.0	-71%	-30%	8	3	2	-71%	-30%
Freshman Seminar	42,784	12,992	9,376	-78%	-33,408	-28%	2.29	2.20	1.50	-34%	-32%	37.1	16.6	16.0	-57%	-4%	74	24	16	-78%	-32%
German	2,608	720	0	-100%	-2,608	-100%	0.40	0.20	0.00	-100%	-100%	8.5	9.0		-100%	-100%	5	3	0	-100%	-100%
Reading	163,296	94,410	88,042	-46%	-75,254	-7%	11.10	8.09	7.53	-32%	-7%	23.0	19.9	20.6	-10%	4%	314	176	165	-47%	-6%
Spanish	55,520	55,776	56,272	1%	752	1%	2.60	4.00	3.40	31%	-15%	21.7	16.3	20.3	-6%	25%	90	85	82	-9%	-4%
Speech	112,608	101,648	107,536	-5%	-5,072	6%	8.40	8.20	9.00	7%	10%	24.4	23.5	24.4	0%	4%	226	206	234	3%	14%
	417,056	325,514	312,138	-25%	-104,918	-4%	30.39	29.76	28.23	-7%	-5%	19.9	19.2	20.5	3%	7%	782	626	610	-22%	-2%
<b>English and Philosophy</b>																					
English	719,568	510,090	512,202	-29%	-207,366	0%	59.85	54.35	49.60	-17%	-9%	21.3	20.5	21.9	3%	7%	1,418	1,054	1,110	-22%	5%
Philosophy	19,248	25,824	32,208	67%	12,960	25%	1.20	1.60	1.60	33%	0%	19.8	27.0	30.0	52%	11%	30	54	61	103%	13%
Religion		816	0		0	-100%	0.20	0.20		-100%	-100%	14.0	8.0		-100%	-100%	4	2	0	-100%	-100%
	738,816	536,730	544,410	-26%	-194,406	1%	61.25	56.15	51.20	-16%	-9%	21.6	20.6	22.2	3%	8%	1,452	1,110	1,171	-19%	5%
<b>Kinesiology</b>																					
Kinesiology	162,880	139,056	145,680	-11%	-17,200	5%	9.35	9.09	9.07	-3%	0%	26.0	25.4	26.5	2%	4%	155	149	157	2%	6%
<b>Math and Physics</b>																					
Engineering	1,280	2,416	3,344	161%	2,064	38%	0.20	0.00	0.50	150%		16.0	16.0	13.0	-19%	-19%	4	4	6	42%	42%
Mathematics	542,992	497,980	425,953	-22%	-117,039	-14%	35.09	37.06	35.74	2%	-4%	27.4	26.0	22.7	-17%	-13%	1,212	1,050	913	-25%	-13%
Physics	27,744	17,760	21,024	-24%	-6,720	18%	2.06	2.00	2.22	8%	11%	20.2	12.8	13.0	-36%	2%	44	29	35	-20%	23%
	572,016	518,156	450,321	-21%	-121,695	-13%	37.35	39.06	38.46	3%	-2%	27.1	25.3	22.0	-19%	-13%	1,260	1,083	954	-24%	-12%
<b>Music and Drama</b>																					
Humanities	17,328	9,984	10,704	-38%	-6,624	7%	1.00	0.98	1.07	7%	9%	50.7	21.8	20.8	-59%	-5%	38	27	27	-30%	-3%
Music	86,696	76,752	79,920	-8%	-6,776	4%	21.50	18.41	19.63	-9%	7%	13.1	11.7	12.5	-5%	7%	168	144	158	-6%	10%
Music Applied	8,424	8,688	10,960	30%	2,536	26%															
	112,448	95,424	101,584	-10%	-10,864	6%	22.50	19.39	20.70	-8%	7%	14.8	12.5	13.1	-11%	5%	206	171	184	-10%	8%
<b>Natural Sciences</b>																					
Biology	268,704	252,672	264,576	-2%	-4,128	5%	12.38	11.83	11.92	-4%	1%	46.7	25.9	27.7	-41%	7%	436	365	396	-9%	9%
Chemistry	110,608	95,280	104,304	-6%	-6,304	9%	5.11	5.86	5.98	17%	2%	28.7	22.7	24.2	-16%	7%	144	140	154	7%	10%
Geology	35,424	52,800	51,936	47%	16,512	-2%	2.20	2.50	2.44	11%	-2%	30.2	36.5	33.9	12%	-7%	60	90	86	43%	-5%
	414,736	400,752	420,816	1%	6,080	5%	19.69	20.19	20.34	3%	1%	39.2	26.7	27.7	-29%	4%	640	595	636	-1%	7%
<b>Social Sciences</b>																					
Anthropology	2,640	0	48	-98%	-2,592		0.20	0.00	0.00	-100%		27.0			-100%		7	0	0	-100%	
Geography	19,152	17,760	16,896	-12%	-2,256	-5%	1.00	1.20	1.20	20%	0%	29.2	19.6	22.5	-23%	15%	37	34	34	-9%	-1%
Government	120,768	115,248	115,632	-4%	-5,136	0%	5.20	6.40	6.40	23%	0%	32.4	27.7	28.2	-13%	2%	226	215	219	-3%	2%
History	208,080	181,824	180,480	-13%	-27,600	-1%	10.80	11.20	11.50	6%	3%	33.7	29.7	29.7	-12%	0%	455	387	412	-10%	6%
Military Science	1,600	2,176	4,160	160%	2,560	91%	0.40	0.40	0.40	0%	0%	5.5	8.0	14.5	164%	81%	2	4	7	263%	81%
Psychology	164,640	128,400	143,760	-13%	-20,880	12%	9.00	9.20	9.60	7%	4%	32.5	28.0	27.1	-17%	-3%	357	301	313	-12%	4%
Sociology	51,648	41,232	43,440	-16%	-8,208	5%	2.40	3.20	3.20	33%	0%	32.0	20.3	26.4	-18%	30%	96	81	106	10%	30%
	568,528	486,640	504,416	-11%	-64,112	4%	29.00	31.60	32.30	11%	2%	32.4	27.0	27.9	-14%	3%	1,180	1,023	1,090	-8%	7%
<b>Total Arts &amp; Sciences</b>																					
Total Arts & Sciences	3,097,232	2,632,288	2,621,573	-15%	-475,659	0%	219.37	218.22	212.89	-3%	-2%	24.6	22.5	23.0	-7%	2%	5,825	4,957	5,019	-14%	1%

\* 2003-2004 Preliminary

**Table I**  
**Division of Business and Career Programs**

	Contact Hours			10 Yr %	Change	02 to 03	Faculty FTE			10 Yr %	02 to 03	Average Class Size			10 Yr %	02 to 03	Student FTE			10 Yr %	02 to 03	
	1992-93	2002-03	*2003-04	Change	in Hours	Change	Fall 1992	Fall 2002	Fall 2003	Change	Change	Fall 1992	Fall 2002	Fall 2003	Change	Change	Fall 1992	Fall 2002	Fall 2003	Change	Change	
<b>Business Administration</b>																						
Accounting	97,312	67,248	69,120	-29%	-28,192	3%	Bus/Acct combined															
Banking & Finance	5,664	2,880	5,856	3%	192	103%	1.00	0.80	1.00	0%	25%	13.8	10.3	14.8	7%	44%	17	8	19	9%	139%	
Business	32,304	34,752	31,200	-3%	-1,104	-10%	10.95	7.83	7.83	-28%	0%	20.8	21.2	23.9	15%	13%	261	205	203	-22%	-1%	
Economics	41,328	40,320	37,488	-9%	-3,840	-7%	3.00	3.00	2.60	-13%	-13%	21.8	24.6	25.8	18%	5%	82	93	77	-6%	-16%	
Industrial Management	4,608	0					IM+MD+PA combined															
Management Development	70,880	44,616	53,200	-25%	-17,680	19%	7.60	3.00	2.80	-63%	-7%	12.2	14.3	19.9	63%	39%	109	66	77	-29%	18%	
Public Administration	2,832	0																				
Real Estate	5,136	8,448	11,712	128%	6,576	39%	1.00	1.00	0.80	-20%	-20%	9.8	14.6	20.3	107%	39%	12	21	22	87%	9%	
	260,064	198,264	208,576	-20%	-51,488	5%	23.55	15.63	15.03	-36%	-4%	17.3		22.5	30%		481	391	399	-17%	2%	
<b>Business Technology</b>																						
Business Technology	143,472	77,488	86,240	-40%	-57,232	11%	13.22	7.86	6.60	-50%	-16%	17.0	16.5	19.2	13%	16%	244	154	160	-35%	3%	
Health Info Technology		10,864	17,472		17,472	61%		1.63	2.03		25%		11.1	12.8		15%		20	26		33%	
	143,472	88,352	103,712	-28%	-39,760	17%	13.22	9.49	8.63	-35%	-9%	17.0	15.6	18.0	6%	15%	244	174	186	-24%	7%	
<b>Computer Science</b>																						
Computer Info Systems	217,376	369,392	357,296	64%	139,920	-3%	20.49	37.42	31.20	52%	-17%	19.1	15.0	17.3	-9%	15%	418	548	524	25%	-4%	
Computer Science	34,592	8,480	9,152	-74%	-25,440	8%	0.34			-100%		24.5	14.6	15.8	-36%	8%	11	20	17	57%		
	251,968	377,872	366,448	45%	114,480	-3%	20.83	37.42	31.20	50%	-17%	19.1	15.0	17.3	-9%	15%	429	568	541	26%	-5%	
<b>Hospitality Management</b>																						
Culinary Arts	10,240	46,944	49,136	380%	38,896	5%	0.50	3.17	2.27	354%	-28%	13.5	13.6	18.2	35%	34%	7	52	53	651%	0%	
Restaurant Mgt	20,656	14,480	19,072	-8%	-1,584	32%	3.00	2.16	1.20	-60%	-44%	9.8	14.4	28.2	188%	96%	30	30	38	26%	28%	
Hotel/Motel Management	1,968	2,880	3,312	68%	1,344	15%	0.40	0.00	0.40	0%		9.5	8.0	18.0	89%	125%	5	4	9	80%		
Travel and Tourism	0	3,152	1,200		1,200	-62%		0.63	0.00		-100%		5.7	0.0		-100%		4	0		-100%	
	32,864	67,456	72,720	121%	39,856	8%	3.90	5.96	3.87	-1%	-35%	10.2	12.6	21.1	107%	67%	42	90	99	137%	10%	
<b>Legal Professions</b>																						
Court Reporting	63,616	29,472	28,832	-55%	-34,784	-2%	3.67	4.24	2.70	-26%	-36%	19.1	10.5	14.4	-25%	37%	57	47	35	-38%	-24%	
Criminal Justice	57,264	73,920	78,000	36%	20,736	6%	3.80	6.13	5.47	44%	-11%	26.4	26.6	29.3	11%	10%	139	173	169	21%	-2%	
Criminal Justice Technology		14,288	15,360		15,360	8%							22.8	18.7		-18%		24	17			
Legal Professions	67,904	34,064	26,240	-61%	-41,664	-23%	4.56	4.43	3.23	-29%	-27%	25.6	14.5	17.4	-32%	20%	130	80	61	-53%	-24%	
	188,784	151,744	148,432	-21%	-40,352	-2%	12.03	14.80	11.40	-5%	-23%	24.4	18.3	22.3	-9%	22%	326	323	282	-14%	-13%	
<b>Public Safety Education</b>																						
EMT NC Hrs = 30,620		117,328	147,552		147,552	26%		9.66	11.47		19%		18.0	15.4		-14%		78	118		51%	
Fire Science	5,904	42,416	60,160	919%	54,256	42%	0.80	5.16	4.35	444%	-16%	12.5	12.9	17.9	43%	39%	14	56	56	300%	0%	
LE NC Hrs = 101,372		39,280	30,976		30,976	-21%		4.22	4.84		15%		10.0	13.0		30%		28	22		-24%	
Occ Safety & Health		23,632	27,088		27,088	15%		2.50	1.80		-28%		15.8	17.9		13%		33	41		22%	
	5,904	222,656	265,776	4402%	259,872	-100%	0.80	21.54	22.46	2708%	4%	12.5	14.7	16.3	30%	11%	14	196	236	1583%	20%	
<b>Total Business &amp; Career</b>	<b>883,056</b>	<b>1,106,344</b>	<b>1,165,664</b>	<b>32%</b>	<b>282,608</b>	<b>5%</b>	<b>74.33</b>	<b>104.84</b>	<b>92.59</b>	<b>25%</b>	<b>-12%</b>	<b>18.4</b>	<b>16.3</b>	<b>19.3</b>	<b>5%</b>	<b>18%</b>	<b>1,536</b>	<b>1,742</b>	<b>1,742</b>	<b>13%</b>	<b>0%</b>	

\* 2003-2004 Preliminary

**Table I**  
**Division of Occupational Education and Technology**

	Contact Hours			10 Yr %	Change	02 to 03	Faculty FTE			10 Yr %	02 to 03	Average Class Size			10 Yr %	02 to 03	Student FTE			10 Yr %	02 to 03	
	1992-93	2002-03	*2003-04	Change	in Hours	Change	Fall 1992	Fall 2002	Fall 2003	Change	Change	Fall 1992	Fall 2002	Fall 2003	Change	Change	Fall 1992	Fall 2002	Fall 2003	Change	Change	
<b>Allied Health &amp; Dental</b>																						
Dental Assisting	22,632	21,632	25,584	13%	2,952	18%	2.91	3.67	3.48	20%	-5%	18.0	18.0	19.0	6%	6%	21	27	29	36%	6%	
Dental Hygiene	21,984	24,912	24,800	13%	2,816	0%	3.99	5.40	5.36	34%	-1%	16.9	17.4	18.0	7%	3%	31	33	35	11%	3%	
Diag Med Sonography	4,992	23,504	19,648	294%	14,656	-16%	1.33	2.88	2.56	92%	-11%	4.0	12.9	11.0	175%	-15%	4	22	18	358%	-17%	
Medical Lab Technology	14,636	16,976	17,312	18%	2,676	2%	2.00	2.00	2.20	10%	10%	10.8	10.8	8.8	-19%	-19%	16	16	12	-26%	-24%	
Occupational Therapy Asst		19,968	27,424		27,424	37%		2.00	2.60		30%		12.5	17.6		41%		17	24		42%	
Physical Therapy Asst		31,136	25,296		25,296	-19%		2.13	2.13		0%		17.5	13.8		-21%		28	22		-21%	
Radiologic Technology	53,482	53,616	53,504	0%	22	0%	5.48	6.61	7.10	30%	7%	22.4	26.5	23.5	5%	-11%	31	38	33	7%	-12%	
Respiratory Therapy	28,196	18,688	17,936	-36%	-10,260	-4%	3.33	2.97	3.17	-5%	7%	15.0	13.4	13.3	-11%	-1%	11	13	12	10%	-4%	
Surgical Technology	19,140	23,136	22,896	20%	3,756	-1%	1.67	3.87	3.50	110%	-10%	22.0	18.0	18.0	-18%	0%	11	12	12	9%	0%	
	165,062	233,568	234,400	42%	69,338	0%	20.71	31.53	32.10	55%	2%	15.9	16.2	15.8	-1%	-2%	125	205	197	57%	-4%	
<b>Health Science</b>																						
	76,608	85,296			85,296	11%		4.15	3.40		-18%		23.9	22.8		-5%		84	91		9%	
<b>Human Services</b>																						
Early Childhood Specialist	79,680	109,152	95,696	20%	16,016	-12%	5.88	8.65	7.04	20%	-19%	19.2	20.2	19.4	1%	-4%	106	162	145	37%	-10%	
Human Services	52,176	25,536	25,888	-50%	-26,288	1%	3.49	2.42	1.80	-48%	-26%	18.8	11.9	12.8	-32%	8%	81	34	34	-58%	-1%	
Interpreter for the Deaf		27,232	25,952		25,952	-5%		3.76	2.20		-41%		12.6	13.4		6%		46	36		-23%	
	131,856	161,920	147,536	12%	15,680	-9%	9.37	14.83	11.04	18%	-26%	19.0	16.8	17.0	-11%	1%	187	242	215	15%	-11%	
<b>Industrial Technical Education</b>																						
A/C Applied Tech	77,600	49,536	42,624	-45%	-34,976	-14%	4.54	3.65	3.20	-30%	-12%	16.0	19.1	15.6	-3%	-18%	62	57	42	-33%	-27%	
Airframe Applied Tech	0	29,728	35,232		35,232	19%		2.17	3.08		42%		12.3	11.5		-7%		25	44		77%	
Architectural Tech	18,848	8,688	7,360	-61%	-11,488	-15%	4.18	4.19	3.50	-16%	-16%	11.9	15.4	13.7	15%	-11%	46	61	49	6%	-20%	
Auto Body Applied Tech	18,176	23,808	26,112	44%	7,936	10%	1.33	1.33	2.00	50%	50%	12.8	16.3	15.3	20%	-6%	13	20	26	97%	27%	
Automotive Applied Tech	62,112	58,288	52,224	-16%	-9,888	-10%	4.47	3.53	3.46	-23%	-2%	14.9	15.3	15.9	7%	4%	49	42	46	-5%	10%	
Building Maint Appl Tech	17,024	22,688	26,784	57%	9,760	18%	0.95	1.34	1.87	97%	40%	12.0	10.3	12.2	2%	18%	11	21	23	112%	13%	
Chemical Lab Technology		3,296	10,272		10,272	212%		1.33	1.14		-14%		19.0	16.5		-13%		6	8		32%	
Cosmetology	72,448	90,368	98,016	35%	25,568	8%	4.10	3.79	3.96	-3%	4%	17.2	19.4	22.2	29%	14%	52	57	66	26%	15%	
Diesel Applied Tech	24,960	30,784	36,064	44%	11,104	17%	2.17	2.93	2.33	7%	-20%	9.0	13.0	14.6	62%	12%	19	36	32	67%	-12%	
Drafting Technology	16,992	29,680	26,304	55%	9,312	-11%	Arch Tech/Drafting Combined															
Electrical Engineering	25,856	9,248	4,608	-82%	-21,248	-50%	7.68	1.03	1.07	-86%	4%	12.5	8.5	5.5	-56%	-35%	42	13	9	-79%	-32%	
Electronic/Communications	86,280	53,100	51,986	-40%	-34,294	-2%	4.36	6.23	5.55	27%	-11%	13.6	10.6	14.8	9%	40%	77	57	58	-25%	2%	
Industrial Education	20,880	26,832	29,136	40%	8,256	9%	2.00	2.44	2.70	35%	11%	20.2	20.0	20.2	0%	1%	49	60	71	44%	18%	
Ind Machining Appl Tech	21,120	37,648	23,584	12%	2,464	-37%	2.14	2.63	2.42	13%	-8%	12.8	14.9	18.2	42%	22%	19	29	24	26%	-16%	
Process Technology		14,976	16,784		16,784	12%		1.30	1.63		25%		11.2	12.9		15%		18	27		46%	
Welding Applied Tech	39,872	46,560	51,152	28%	11,280	10%	2.70	3.40	3.21	19%	-6%	14.6	23.0	19.0	30%	-17%	35	42	48	36%	14%	
	502,168	535,228	538,242	7%	36,074	1%	40.62	41.29	41.12	1%	0%	14.2	15.1	15.4	8%	2%	474	544	571	20%	5%	
<b>Registered Nursing</b>																						
	181,872	236,832	222,368	22%	40,496	-6%	19.52	29.56	27.64	42%	-6%	35.2	53.5	35.9	2%	-33%	178	207	202	13%	-3%	
<b>Vocational Nursing</b>																						
	93,704	99,312	97,968	5%	4,264	-1%	7.82	7.97	7.46	-5%	-6%	26.6	31.5	31.9	20%	1%	84	86	89	5%	3%	
<b>Total Occ Ed &amp; Tech</b>																						
	1,074,662	1,343,468	1,325,810	23%	251,148	-1%	98.04	129.33	122.76	25%	-5%	17.0	20.1	18.4	8%	-8%	1,048	1,368	1,363	30%	0%	
<b>Grand Total</b>																						
	5,054,950	5,082,100	5,113,047	1%	58,097	1%	391.74	452.39	428.24	9%	-5%	22.4	20.5	21.3	-5%	4%	8,409	8,068	8,124	-3%	1%	

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Table II  
Division of Arts and Sciences

	10-Year Percent Change			
	Contact Hours	Faculty FTE	Average Class Size	Student FTE
<b>Art and Drama</b>				
Art	16%	16%	12%	35%
Drama	119%	74%	84%	92%
	28%	28%	27%	44%
<b>Communications, Languages &amp; Reading</b>				
Communications	13%	9%	9%	18%
Education	New			
ESOL	50%	19%	69%	118%
French	-68%	0%	-71%	-71%
Freshman Seminar	-78%	-34%	-57%	-78%
German	-100%	-100%	-100%	-100%
Reading	-46%	-32%	-10%	-47%
Spanish	1%	31%	-6%	-9%
Speech	-5%	7%	0%	3%
	-25%	-7%	3%	-22%
<b>English and Philosophy</b>				
English	-29%	-17%	3%	-22%
Philosophy	67%	33%	52%	103%
Religion		-100%	-100%	-100%
	-26%	-16%	3%	-19%
<b>Kinesiology</b>				
	-11%	-3%	2%	2%
<b>Math and Physics</b>				
Engineering	161%	150%	-19%	42%
Mathematics	-22%	2%	-17%	-25%
Physics	-24%	8%	-36%	-20%
	-21%	3%	-19%	-24%
<b>Music and Drama</b>				
Humanities	-38%	7%	-59%	-30%
Music	-8%	-9%	-5%	-6%
Music Applied	30%			
	-10%	-8%	-11%	-10%
<b>Natural Sciences</b>				
Biology	-2%	-4%	-41%	-9%
Chemistry	-6%	17%	-16%	7%
Geology	47%	11%	12%	43%
	1%	3%	-29%	-1%
<b>Social Sciences</b>				
Anthropology	-98%	-100%	-100%	-100%
Geography	-12%	20%	-23%	-9%
Government	-4%	23%	-13%	-3%
History	-13%	6%	-12%	-10%
Military Science	160%	0%	164%	263%
Psychology	-13%	7%	-17%	-12%
Sociology	-16%	33%	-18%	10%
	-11%	11%	-14%	-8%
<b>Total Arts &amp; Sciences</b>				
	-15%	-3%	-7%	-14%

**Table II**  
**Division of Business and Career Programs**

	10-Year Percent Change			
	Contact Hours	Faculty FTE	Average Class Size	Student FTE
<b>Business Administration</b>				
Accounting	Combined with Business			
Banking & Finance	3%	0%	7%	9%
Business	-23%	-28%	15%	-22%
Economics	-9%	-13%	18%	-6%
Industrial Management	Combined with Management Development			
Management Development	-25%	-63%	63%	-29%
Public Administration	Combined with Management Development			
Real Estate	128%	-20%	107%	87%
	-20%	-36%	30%	-17%
<b>Business Technology</b>				
Business Technology	-40%	-50%	13%	-35%
Health Info Technology	New			
	-28%	-35%	6%	-24%
<b>Computer Science</b>				
Computer Info Systems	64%	52%	-9%	25%
Computer Science	-74%	-100%	-36%	57%
	45%	50%	-9%	26%
<b>Hospitality Management</b>				
Culinary Arts	380%	354%	35%	651%
Restaurant Mgt	-8%	-60%	188%	26%
Hotel/Motel Management	68%	0%	89%	80%
Travel and Tourism				
	121%	-1%	107%	137%
<b>Legal Professions</b>				
Court Reporting	-55%	-26%	-25%	-38%
Criminal Justice	36%	44%	11%	21%
Criminal Justice Technology	New			
Legal Professions	-61%	-29%	-32%	-53%
	-21%	-5%	-9%	-14%
<b>Public Safety Education</b>				
EMT NC Hrs = 30,620	New			
Fire Science	919%	444%	43%	300%
LE NC Hrs = 101,372	New			
Occ Safety & Health	New			
	4402%	2708%	30%	1583%
<b>Total Business &amp; Career</b>	<b>32%</b>	<b>25%</b>	<b>5%</b>	<b>13%</b>

**Table II**  
**Division of Occupational Education and Technology**

	10-Year Percent Change			
	Contact Hours	Faculty FTE	Average Class Size	Student FTE
<b>Allied Health &amp; Dental</b>				
Dental Assisting	13%	20%	6%	36%
Dental Hygiene	13%	34%	7%	11%
Diag Med Sonography	294%	92%	175%	358%
Medical Lab Technology	18%	10%	-19%	-26%
Occupational Therapy Asst	New			
Physical Therapy Asst	New			
Radiologic Technology	0%	30%	5%	7%
Respiratory Therapy	-36%	-5%	-11%	10%
Surgical Technology	20%	110%	-18%	9%
	42%	55%	-1%	57%
<b>Health Science</b>				
<b>Human Services</b>				
Early Childhood Specialist	20%	20%	53%	37%
Human Services	-50%	-48%	-32%	-58%
Interpreter for the Deaf	New			
	12%	18%	16%	15%
<b>Industrial Technical Education</b>				
A/C Applied Tech	-45%	-30%	-3%	-33%
Airframe Applied Tech	New			
** Architectural Tech/Drafting Combined	-6%	-16%	15%	6%
Auto Body Applied Tech	44%	50%	20%	97%
Automotive Applied Tech	-16%	-23%	7%	-5%
Building Maint Appl Tech	57%	97%	2%	112%
Chemical Lab Technology	New			
Cosmetology	35%	-3%	29%	26%
Diesel Applied Tech	44%	7%	62%	67%
** Drafting Technology	Combined with Architectural Technology			
Electrical Engineering	-82%	-86%	-56%	-79%
Electronic/Communications	-40%	27%	9%	-25%
Industrial Education	40%	35%	0%	44%
Ind Machining Appl Tech	12%	13%	42%	26%
Process Technology	New			
Welding Applied Tech	28%	19%	30%	36%
	7%	1%	8%	20%
<b>Registered Nursing</b>				
	22%	42%	2%	13%
<b>Vocational Nursing</b>				
	5%	-5%	20%	5%
<b>Total Occupational Educ &amp; Tech</b>				
	23%	25%	13%	30%
<b>Grand Total</b>				
	1%	9%	-4%	-3%