



## TECH TRENDS

Office of Institutional Research - Box 5161 - 372-6144  
Tennessee Technological University

---

### Full-Time-Equivalent Enrollment and Student Credit Hours By Instructional Site Type

This report contains information about Tennessee Tech full-time-equivalent enrollment and student credit hours on the main campus, at off-campus locations, and through distance education in Fall 2001 through Fall 2011. Measures of student credit hours (SCH) and the derived full-time-equivalent students (FTES) are displayed for the three types of instructional sites: (a) main campus (excluding distance education), (b) off-campus locations (excluding distance education), and (c) distance education.

**From Fall 2001 to Fall 2011, FTE enrollment increased from 7,360 to 9,535 (29.6%), with an increase in undergraduate enrollment and a decrease in graduate enrollment,** as shown in Table 1. Table 2 displays SCH information for the same period.

#### Undergraduate Enrollment

At the undergraduate level, main-campus FTE enrollment fluctuated in the range of approximately 6,250 to 6,700, before increasing steadily from 6,934 to 7,966 in Fall 2008 through Fall 2011. Off-campus FTE enrollment increased steadily from 70 in Fall 2001 to 422 in Fall 2008, before decreasing slightly to 367 in Fall 2009 and 371 in Fall 2010, before increasing in Fall 2011. Similarly, distance education FTE enrollment increased steadily from 51 in Fall 2001 to 226 in Fall 2007, remaining at that level for one year, before surging to 405 in Fall 2009, 417 in Fall 2010 and 526 in Fall 2011. Overall, **undergraduate FTE enrollment increased from 6,666 in Fall 2001 to 8,888 in Fall 2011, which is an increase of 2,222 (33.3%).**

#### Graduate Enrollment

At the graduate level, main-campus FTE enrollment fluctuated in the range of 387 to 473. Off-campus enrollment increased steadily from Fall 2001 to Fall 2005 and then decreased substantially in Fall 2006, as certain course offerings (for example in Instructional Leadership) were shifted from off-campus classroom courses to online (distance education) courses. Overall, **graduate FTE enrollment increased from 694 in Fall 2001 to 985 in Fall 2008 (41.9%) and then decreased to 932 in Fall 2009, 783 in Fall 2010, and 647 in Fall 2011. From Fall 2008 to Fall 2011, the decrease was 338 (34.3%).**

#### University Enrollment

For the University, main-campus FTE enrollment fluctuated in the range of 6,670 to 7,134 during the period of Fall 2001 through Fall 2007, before increasing steadily to 8,354 in Fall 2011. Off-campus enrollment increased steadily from Fall 2001 to Fall 2005 before decreasing in Fall 2006, increasing in Fall 2007 and Fall 2008, and then decreasing again from Fall 2009 to Fall 2011. From Fall 2008 to Fall 2011, the decrease in off-campus enrollment was 164 (25.7%). Distance education increased steadily from Fall 2001 to Fall 2005 before increasing notably in Fall 2006, as certain graduate course offerings (for example in Instructional Leadership) were shifted from off-campus classroom courses to online (distance education) courses. Additional growth in distance education occurred in Fall 2007, with steady enrollment in Fall 2008, followed by a surge in growth to 747 in Fall 2009, with a decrease of 75 (10.0%) in Fall 2010, and an increase of 35 in Fall 2011. Overall, **FTE enrollment increased from Fall 2001 to Fall 2002 and then remained approximately constant through Fall 2005. For the next six Fall Semesters, FTE enrollment steadily increased in the range of 3.1% to 5.7% per year, reaching 9,535 in Fall 2011. From Fall 2005 to Fall 2011, FTE enrollment increased by 1,981 (26.2%).**

#### Ten-Year and Five-Year Interval Highlights

##### Change from Fall 2001 to Fall 2011

For the ten-year period of Fall 2001 to Fall 2011, FTE enrollment for the University increased by 2,175 (30.0%). The undergraduate portion of this increase was 2,222, and the graduate-level decrease was 47.

Main-campus FTE enrollment for the University increased by 1,385, with the undergraduate portion increasing by 1,422, and the graduate portion decreasing slightly by 37.

Off-campus FTE enrollment increased by 134, with the undergraduate portion increasing by 325 (primarily because of the "2+2" program that began in Fall 2003) and the graduate portion decreasing by 191, as certain graduate course offerings were shifted from off-campus classroom courses to online (distance education) courses.

Distance education FTE enrollment increased by 655, with the undergraduate portion increasing by 474 and the graduate portion

increasing by 181, as certain graduate course offerings were shifted from off-campus classroom courses to online (distance education) courses.

### Change from Fall 2006 to Fall 2011

**For the five-year period of Fall 2006 to Fall 2011, FTE enrollment for the University increased by 1,650 (20.9%). The undergraduate portion of this increase was 1,955, and the decrease at the graduate level was 305.**

**Main-campus FTE enrollment for the University increased by 1,478, with the undergraduate portion increasing by 1,535 (23.9%) and the graduate portion decreasing by 57.**

Off-campus FTE enrollment decreased by 48, with the undergraduate increase of 61 being offset by the graduate decrease of 109, as certain graduate course offerings were shifted from off-campus classroom courses to online (distance education) courses.

Distance education FTE enrollment increased by 220, with the undergraduate portion increasing by 359 and the graduate portion decreasing by 139, as certain graduate course offerings were shifted from off-campus classroom courses to online (distance education) courses.

### Notes

#### 1. FTE Enrollment (and Not Headcount Enrollment):

Because the course load of some students involves more than one type of instructional site (e.g., both on-campus and off-campus, or both off-campus and distance education), the display of headcount enrollment by instructional site is problematic. However, student credit hours are used as the measure of instructional activity in this report, and these hours can be compiled by type of instructional site. Then, full-time-equivalent students (FTES) can be calculated with a definition from the Tennessee Higher Education Commission. To determine the number of FTE students, the quantity of undergraduate student credit hours is divided by 15, and the quantity of graduate student credit hours is divided by 12. The resulting quotients are the FTES or FTE enrollment.

#### 2. Compilation by Level of Course (and Not By Level of Student):

Student credit hours in this report were compiled by the level of the *course* and not by the level of the student. For example, in this report, if a graduate student were enrolled in a lower-division undergraduate course in foreign language, the student credit hours for this student in the course would be compiled by the level of the course. Therefore, the student credit hours in this example would be compiled by the level of the course: *undergraduate* student credit hours (instead of by the level of the student, which is graduate).

With compilation by level of *course*, the information in this report for undergraduate level or for graduate level will not precisely match a compilation by level of *student*. For example, FTE enrollment at the undergraduate level in the above report does not precisely match FTE enrollment at the undergraduate level in another *TECH TRENDS* table for Fall Enrollment, 2000-2011. The table information in "Fall Enrollment, 2000-2011" is slightly different at the undergraduate or graduate level because that information was compiled by level of *student*.

#### 3. Graduate-Level RODP:

For the period of Fall 2000 through Fall 2004, TTU did not offer graduate-level Regents Online Degree Programs. However, some graduate-level RODP *courses* were offered.

#### 4. Courses of TTU Students:

This report contains information about student credit hours for courses in which *TTU students* enrolled. This includes regular courses taught by TTU faculty, but it also can include RODP courses that are taught by TTU faculty or are taught by faculty of some other TBR institution. If *TTU students* enrolled in the course, then student credit hours generated in the course are included in this report. Student credit hours for non-TTU students enrolled in RODP courses that are taught by TTU faculty are *not* included in this report.

#### 5. Questions:

If you have questions about the constructs or compilation methods in this report, please contact the Office of Institutional Research.

6. Additional information about enrollment is available in the Enrollment section of *TECH TRENDS*.

**Table 1**

**Full-Time-Equivalent Enrollment By Instructional Site Type**

**Fall 2001 - Fall 2011**

2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Fall
<b>6,665.9</b>	<b>6,834.0</b>	<b>6,712.7</b>	<b>6,636.0</b>	<b>6,668.0</b>	<b>6,933.4</b>	<b>7,331.1</b>	<b>7576.7</b>	<b>8,117.6</b>	<b>8,582.7</b>	<b>8,887.9</b>	<b>Undergraduate</b>
6,544.4	6,688.9	6,494.3	6,291.3	6,246.5	6,431.1	6,708.5	6933.6	7,345.1	7,794.5	7,966.3	<b>A. Main Campus Without Distance Education</b>
70.2	77.5	126.7	197.7	271.3	334.8	396.5	422.1	367.1	371.1	395.5	<b>B. Off Campus Without Distance Education</b>
0.0	0.0	69.3	147.2	214.0	278.4	335.3	325.8	286.9	289.6	257.7	2+2 Program
70.2	77.5	57.3	50.5	57.3	56.4	61.3	96.3	80.2	81.5	137.8	Other Off-Campus Instruction
51.3	67.6	91.7	147.0	150.1	167.5	226.0	220.9	405.3	417.1	526.1	<b>C. Distance Education</b>
16.5	54.4	87.7	115.2	124.3	142.1	163.7	173.9	250.4	275.5	332.1	Regents Online Degree Program
34.8	13.2	4.0	31.8	25.9	25.5	62.3	47.0	154.9	141.7	194.0	Other Online Instruction
<b>694.3</b>	<b>707.9</b>	<b>784.0</b>	<b>910.9</b>	<b>886.0</b>	<b>952.4</b>	<b>973.0</b>	<b>984.8</b>	<b>931.7</b>	<b>783.2</b>	<b>647.3</b>	<b>Graduate</b>
423.6	417.4	430.8	473.4	423.1	444.8	425.8	433.2	436.9	417.5	387.2	<b>A. Main Campus Without Distance Education</b>
270.3	281.6	312.8	374.8	375.3	187.5	216.3	216.6	153.3	110.7	79.0	<b>B. Off Campus Without Distance Education</b>
270.3	281.6	312.8	374.8	375.3	187.5	216.3	216.6	153.3	110.7	79.0	Other Off-Campus Instruction
0.4	8.9	40.4	62.7	87.7	320.1	330.9	334.9	341.4	255.0	181.1	<b>C. Distance Education</b>
0.0	0.8	1.8	6.1	11.6	27.6	35.3	47.2	48.5	57.4	51.9	Regents Online Degree Program
0.0	6.9	30.4	37.5	57.3	70.8	80.5	93.7	82.0	82.0	72.3	Distance MBA
0.0	0.0	8.3	13.0	15.3	24.8	23.8	31.5	26.0	27.0	26.8	Distance EXPW
0.4	1.3	0.0	6.1	3.6	197.0	191.3	162.5	184.9	88.6	30.2	Other Online Instruction
<b>7,360.3</b>	<b>7,541.9</b>	<b>7,496.7</b>	<b>7,546.9</b>	<b>7,554.0</b>	<b>7,885.8</b>	<b>8,304.1</b>	<b>8561.5</b>	<b>9,049.3</b>	<b>9,365.8</b>	<b>9,535.2</b>	<b>All</b>
6,968.0	7,106.3	6,925.1	6,764.8	6,669.6	6,875.9	7,134.3	7366.8	7,782.1	8,212.0	8,353.5	<b>A. Main Campus Without Distance Education</b>
340.5	359.1	439.5	572.5	646.6	522.3	612.9	638.7	520.5	481.7	474.5	<b>B. Off Campus Without Distance Education</b>
0.0	0.0	69.3	147.2	214.0	278.4	335.3	325.8	286.9	289.6	257.7	2+2 Program
340.5	359.1	370.2	425.3	432.6	243.9	277.6	312.9	233.5	192.1	216.8	Other Off-Campus Instruction
51.8	76.5	132.2	209.7	237.8	487.6	556.9	555.8	746.8	672.1	707.2	<b>C. Distance Education</b>
16.5	55.2	89.5	121.3	135.9	169.7	199.1	221.1	298.9	332.9	384.0	Regents Online Degree Program
0.0	6.9	30.4	37.5	57.3	70.8	80.5	93.7	82.0	82.0	72.3	Distance MBA
0.0	0.0	8.3	13.0	15.3	24.8	23.8	31.5	26.0	27.0	26.8	Distance EXPW
35.2	14.5	4.0	37.9	29.5	222.5	253.6	209.5	339.9	230.3	224.2	Other Online Instruction

**Table 2**

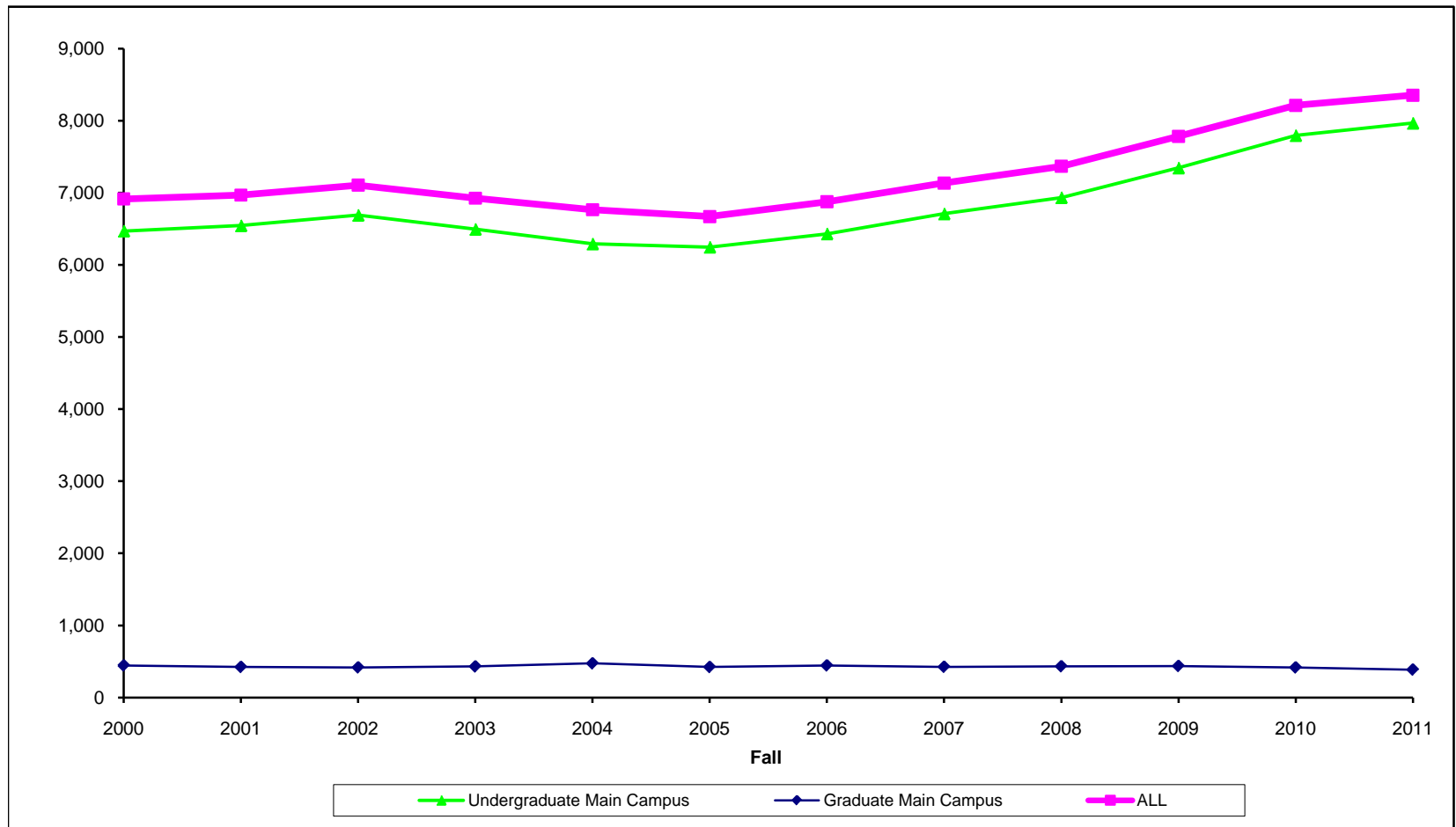
**Student Credit Hours By Instructional Site Type**

**Fall 2001 - Fall 2011**

2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Fall
<b>99,989</b>	<b>102,510</b>	<b>100,691</b>	<b>99,540</b>	<b>100,020</b>	<b>104,001</b>	<b>109,966</b>	<b>113,650</b>	<b>121,764</b>	<b>128,740</b>	<b>133,319</b>	<b>Undergraduate</b>
98,166	100,333	97,415	94,370	93,698	96,466	100,628	104,004	110,177	116,917	119,495	<b>A. Main Campus Without Distance Education</b>
1,053	1,163	1,900	2,965	4,070	5,022	5,948	6,332	5,507	5,566	5,933	<b>B. Off Campus Without Distance Education</b>
0	0	1,040	2,208	3,210	4,176	5,029	4,887	4,304	4,344	3,866	2+2 Program
1,053	1,163	860	757	860	846	919	1,445	1,203	1,222	2,067	Other Off-Campus Instruction
770	1,014	1,376	2,205	2,252	2,513	3,390	3,314	6,080	6,257	7,891	<b>C. Distance Education</b>
248	816	1,316	1,728	1,864	2,131	2,456	2,608	3,756	4,132	4,981	Regents Online Degree Program
522	198	60	477	388	382	934	706	2324	2125	2910	Other Online Instruction
<b>8,332</b>	<b>8,495</b>	<b>9,408</b>	<b>10,931</b>	<b>10,632</b>	<b>11,429</b>	<b>11,676</b>	<b>11,817</b>	<b>11,180</b>	<b>9,398</b>	<b>7,767</b>	<b>Graduate</b>
5,083	5,009	5,169	5,681	5,077	5,338	5,109	5,199	5,243	5,010	4,646	<b>A. Main Campus Without Distance Education</b>
3,244	3,379	3,754	4,498	4,503	2,250	2,596	2,599	1,840	1,328	948	<b>B. Off Campus Without Distance Education</b>
3,244	3,379	3,754	4,498	4,503	2,250	2,596	2,599	1,840	1,328	948	Other Off-Campus Instruction
5	107	485	752	1,052	3,841	3,971	4,019	4,097	3,060	2,173	<b>C. Distance Education</b>
0	9	21	73	139	331	424	566	582	689	623	Regents Online Degree Program
0	83	365	450	687	849	966	1,125	984	984	867	Distance MBA
0	0	99	156	183	297	285	378	312	324	321	Distance EXPW
5	15	0	73	43	2,364	2,296	1,950	2,219	1,063	362	Other Online Instruction
<b>108,321</b>	<b>111,005</b>	<b>110,099</b>	<b>110,471</b>	<b>110,652</b>	<b>115,430</b>	<b>121,642</b>	<b>125,467</b>	<b>132,944</b>	<b>138,138</b>	<b>141,086</b>	<b>All</b>
103,249	105,342	102,584	100,051	98,775	101,804	105,737	109,203	115,420	121,927	124,141	<b>A. Main Campus Without Distance Education</b>
4,297	4,542	5,654	7,463	8,573	7,272	8,544	8,931	7,347	6,894	6,881	<b>B. Off Campus Without Distance Education</b>
0	0	1,040	2,208	3,210	4,176	5,029	4,887	4,304	4,344	3,866	2+2 Program
1,053	1,163	860	757	860	3,096	3,515	4,044	3,043	2,550	3,015	Other Off-Campus Instruction
775	1,121	1,861	2,957	3,304	6,354	7,361	7,333	10,177	9,317	10,064	<b>C. Distance Education</b>
248	825	1,337	1,801	2,003	2,462	2,880	3,174	4,338	4,821	5,604	Regents Online Degree Program
0	83	365	450	687	849	966	1,125	984	984	867	Distance MBA
0	0	99	156	183	297	285	378	312	324	321	Distance EXPW
527	213	60	550	431	2,746	3,230	2,656	4,543	3,188	3,272	Other Online Instruction

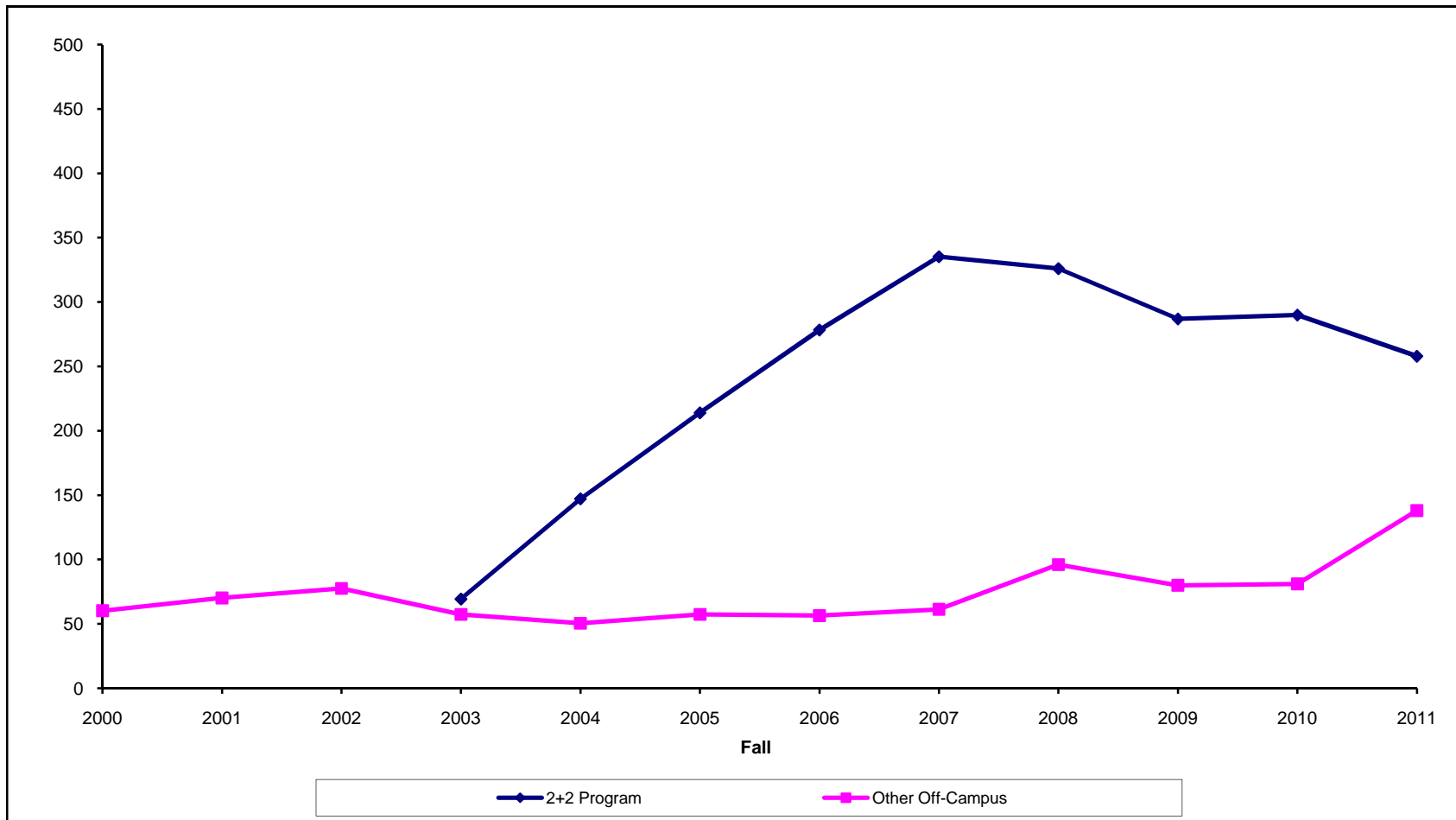
## A. Main Campus Without Distance Education Full-Time-Equivalent Enrollment Fall 2000-2011

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	% Change from 2006 to 2011
Undergraduate Main Campus	6,470	6,544	6,689	6,494	6,291	6,247	6,431	6,709	6,934	7,345	7,795	7,966	23.9%
Graduate Main Campus	445	424	417	431	473	423	445	426	433	437	417	387	-13.0%
ALL	6,915	6,968	7,106	6,925	6,765	6,670	6,876	7,134	7,367	7,782	8,212	8,353	21.5%



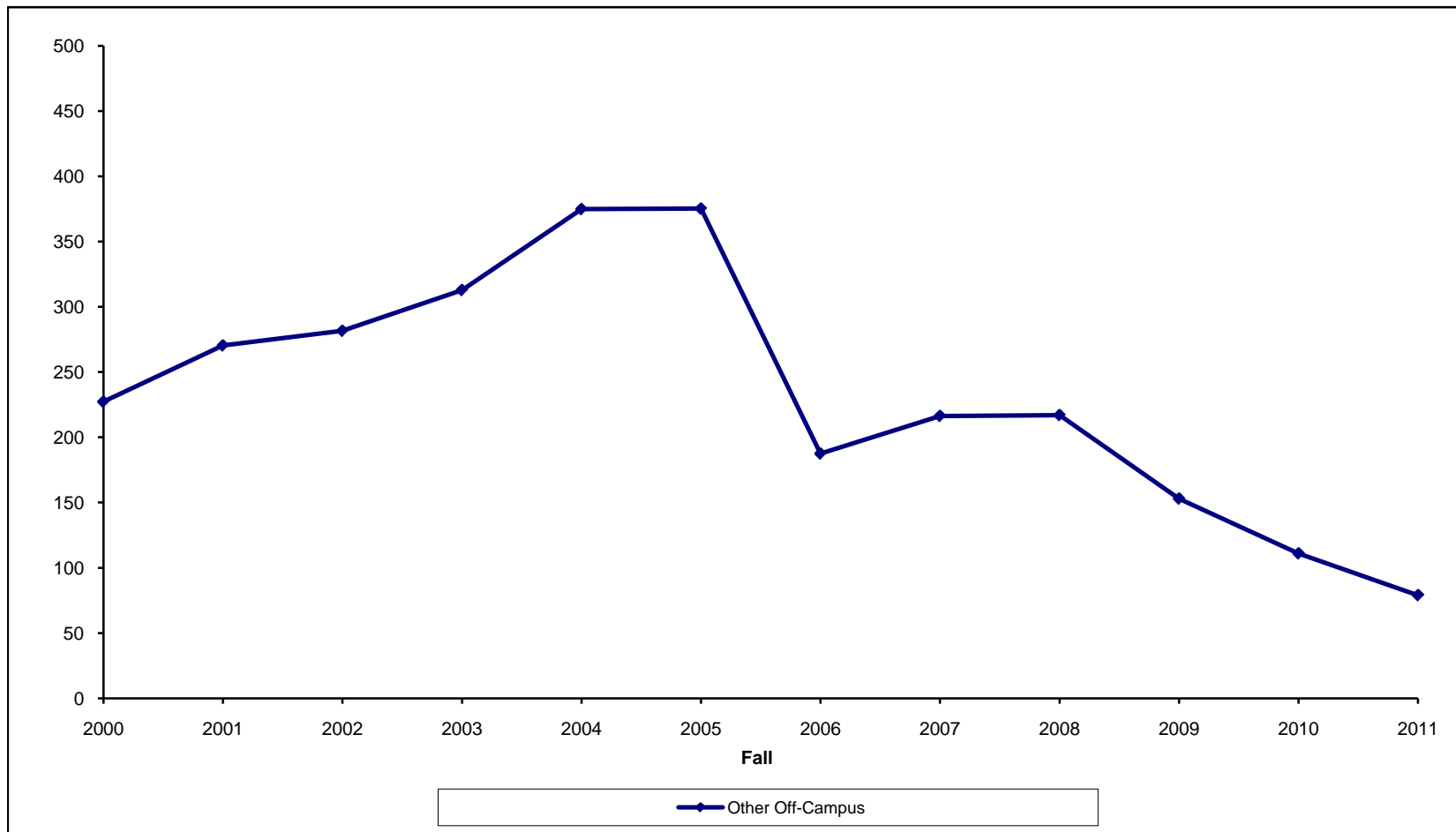
## B.1. Undergraduate Off-Campus Without Distance Education Full-Time-Equivalent Enrollment Fall 2000-2011

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	% Change from 2006
2+2 Program				69	147	214	278	335	326	287	290	258	-7.3%
Other Off-Campus	60	70	78	57	50	57	56	61	96	80	81	138	144.7%
ALL	60	70	78	127	198	271	335	397	422	367	371	396	18.3%



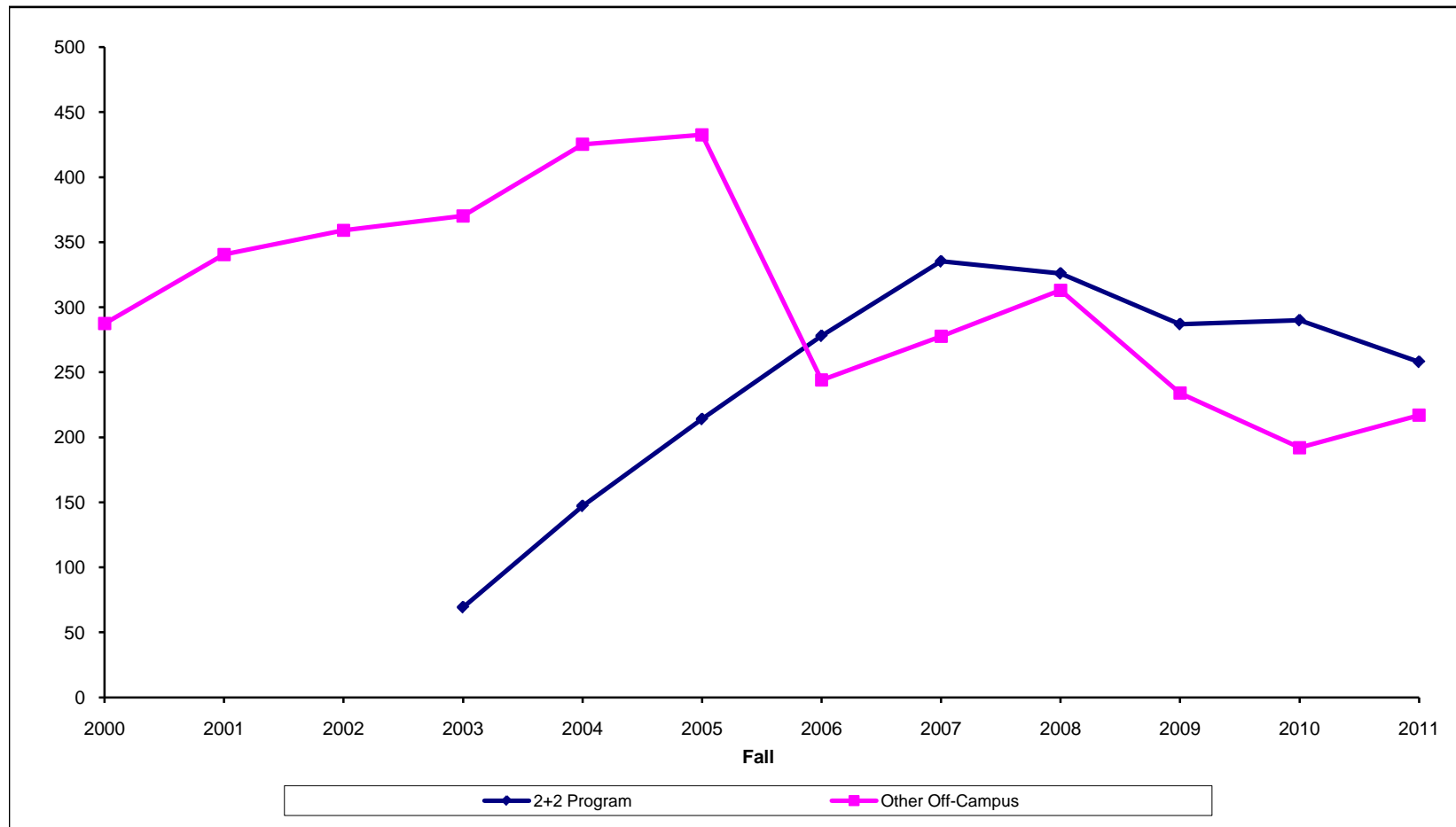
## B.2. Graduate Off-Campus Without Distance Education Full-Time-Equivalent Enrollment Fall 2000-2011

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	% Change from 2006 to 2011
Other Off-Campus	227	270	282	313	375	375	188	216	217	153	111	79	-57.9%
ALL	227	270	282	313	375	375	188	216	217	153	111	79	-57.9%



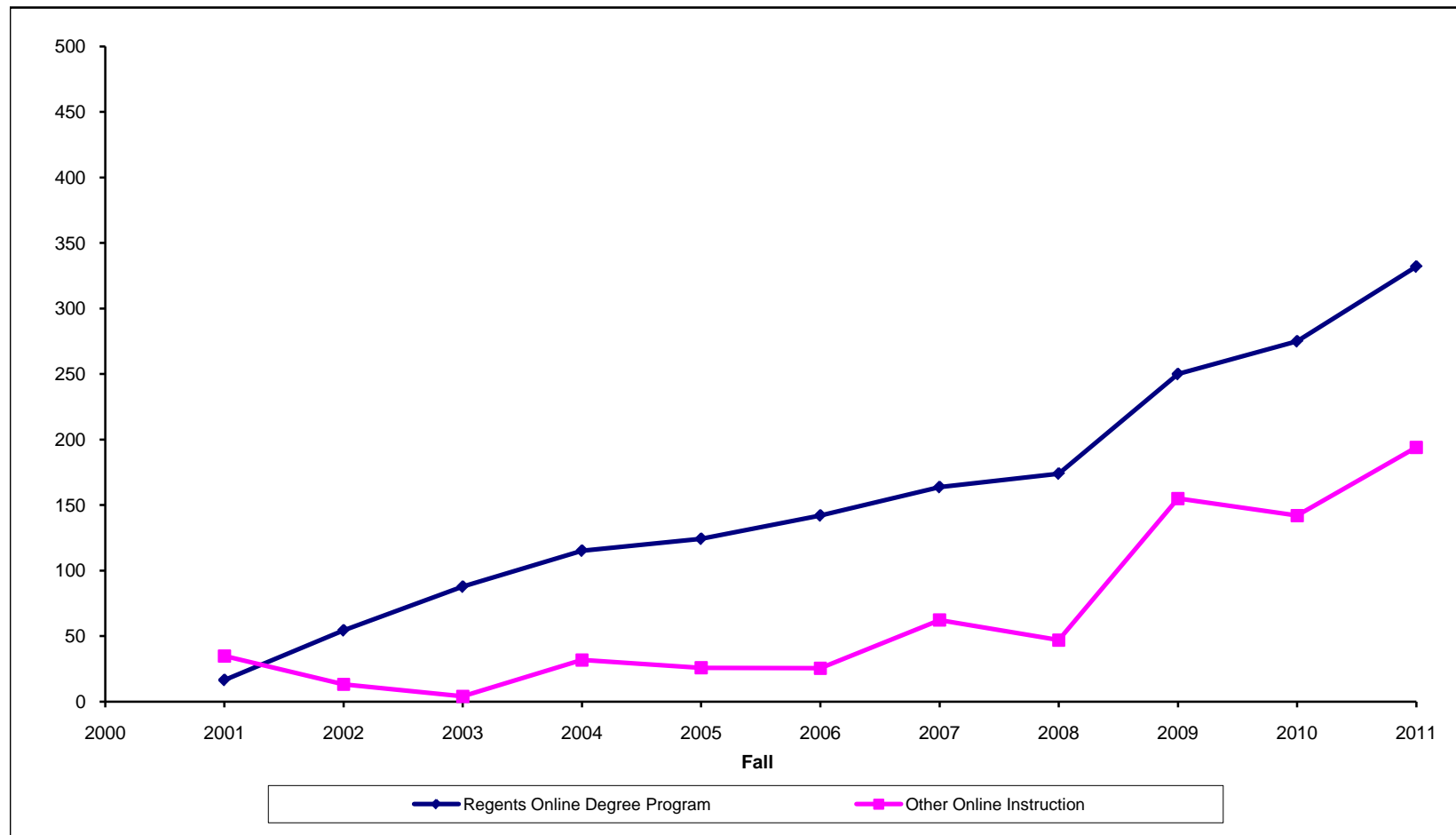
### B.3. Off-Campus Without Distance Education Full-Time-Equivalent Enrollment Fall 2000-2011

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	% Change from 2006 to 2011
2+2 Program				69	147	214	278	335	326	287	290	258	-7.2%
Other Off-Campus	287	341	359	370	425	433	244	278	313	234	192	217	-11.1%
ALL	287	341	359	440	573	647	522	613	639	521	482	475	-9.0%



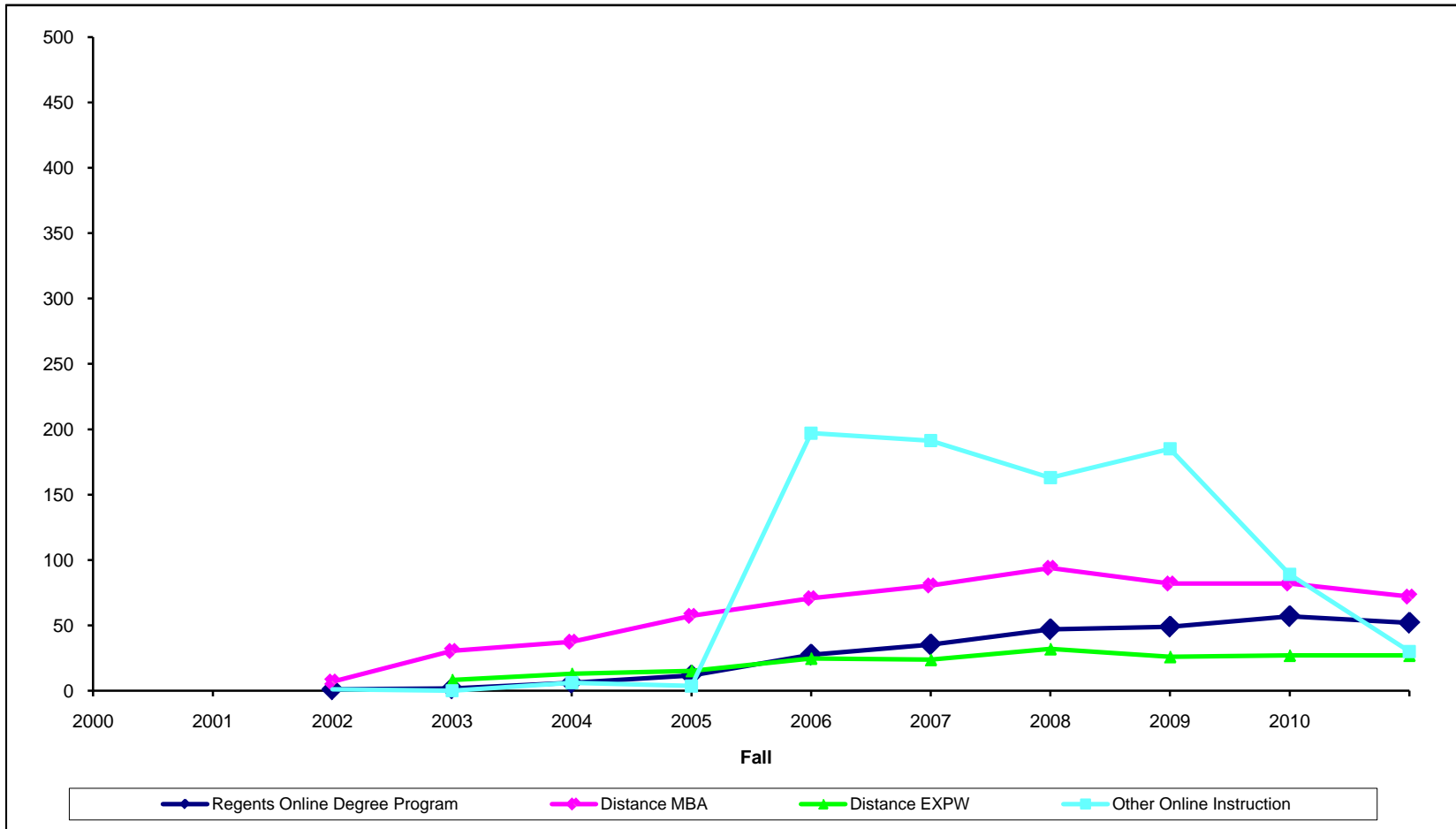
### C.1. Undergraduate Distance Education Full-Time-Equivalent Enrollment Fall 2000-2011

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	% Change from 2006 to 2011
Regents Online Degree Program		17	54	88	115	124	142	164	174	250	275	332	133.7%
Other Online Instruction		35	13	4	32	26	25	62	47	155	142	194	661.8%
ALL		51	68	92	147	150	168	226	221	405	417	526	214.0%



## C.2. Graduate Distance Education Full-Time-Equivalent Enrollment Fall 2000-2011

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	% Change from 2006 to 2011
Regents Online Degree Program			1	2	6	12	28	35	47	49	57	52	88.5%
Distance MBA			7	30	38	57	71	81	94	82	82	72	1.8%
Distance EXPW				8	13	15	25	24	32	26	27	27	9.1%
Other Online Instruction			1	0	6	4	197	191	163	185	89	30	-84.8%
ALL			9	40	63	88	320	331	336	342	255	181	-43.5%



### C.3. Distance Education Full-Time-Equivalent Enrollment Fall 2000-2011

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	% Change from 2006 to 2011
Regents Online Degree Program		17	55	89	121	136	170	199	221	299	333	384	126.3%
Distance MBA			7	30	38	57	71	81	94	82	82	72	1.8%
Distance EXPW				8	13	15	25	24	32	26	27	27	9.1%
Other Online Instruction		35	14	4	38	29	222	254	210	340	230	224	0.7%
ALL		52	77	132	210	238	488	557	557	747	672	707	45.0%

