

OVERVIEW OF ENROLLMENT REPORTS

The story of our Mennonite educational institutions can be told in many ways. One of the ways is to look at the enrollment numbers of educational institutions. These numbers are one benchmark of their relationship with the supporting constituency. Enrollment is also a benchmark on how schools serve their communities and beyond. Mennonite Education Agency (MEA) has gathered highlights from the enrollment statistics to provide an overview of the Mennonite education enrollment story.

There are a variety of levels and programs offered by our Mennonite educational institutions. From early childhood education, to kindergarten classes, to elementary and secondary, to colleges, universities and seminaries. Five basic types of education are offered: preschool, elementary, middle and secondary programs at the PreK-12 level; undergraduate college programs; adult degree completion programs; graduate programs; and seminary programs. There are also numerous non-degree programs and includes Instituto Bíblico Anabautista (IBA) /Anabaptist Biblical Institute.

These reports reflect the different types of programming, and in several cases, additional documentation provides more in-depth detail. Enrollment statistics at the PreK-12 level include the member schools of Mennonite Schools Council (MSC). Other Mennonite PreK-12 schools or early childhood education centers scattered across the country that have not joined MSC are not included in these reports. Preschool enrollment data have not been collected as the other enrollment statistics have. The Mennonite Early Childhood Network receives MEA support so such data will eventually become part of this report.

A significant effort was made to assure that these reports have integrity and that the findings reflect accurately the story provided by the numbers. The enrollment numbers of an entire educational system can bury stories or implications deep below the obvious surface interpretations. Care needs to be taken that assumptions are not made by using only one small part of the data without putting such data elements in the context of the larger system. In a system as small as that of MEA, a few unique circumstances can skew the findings of an entire segment of the report. These unique situations have been identified as much as possible. Tension between systemwide trends and local realities is a fact in these reports. It is also important to note that these numbers are a snapshot of what enrollment looks like at a particular day in a particular institution.

The transformation that birthed MEA and merged multiple educational systems also disrupted the long-standing data collection procedures. The most reliable and consistent data enables six- to nine-year trend reports. Enrollment numbers from one year can provide a very short insight into enrollment patterns, but they are not very helpful for long-range planning. Whenever possible, longer trends are provided. Great care has gone into the accuracy of the numbers reported.

Enrollment data was presented by level in this report:

- PreK-12 education
- undergraduate programs
- adult degree-completion programs
- graduate programs
- seminary education
- other degree programs
- non-degree programs

Under each level, the reader will find current year statistics, basic enrollment trend charts or tables, Mennonite enrollment data and Racial/Ethnic enrollment data.

As you look at the numbers, here are some helpful definitions:

Full-time – students taking the number of credit hours required by the institution to receive full-time status

Part-time – students taking fewer credit hours than the minimum needed for full-time status

FTE – full-time equivalent (adding the credit hours of both full-time and part-time students to determine the possible number of full-time students)

Head count – total number of students regardless of their part-time or full-time status

Racial/Ethnic – refers to students from under-represented Racial/Ethnic groups from the United States and Canada

International - international students are identified as such when referenced in these reports

Other degree programs – includes Anabaptist Learning Institute (ALI) which offers graduate credit – will eventually include Seminario Bíblico Anabautista Hispano (SeBAH) which offers undergraduate credit

Non-degree programs – includes the non-degree programs of higher education institutions and Instituto Bíblico Anabautista (IBA)

The interpretation of numbers can be reviewed from a number of perspectives—usually shaped by the question or the person reading the data. For the purpose of these enrollment and Youth Census reports, the focus was determined by the MEA outcome statement focused on “ready and viable access,” as stated here:

Viable Access. Students seeking Christ-centered Anabaptist-Mennonite education have viable access to Mennonite Church USA schools.

Working with the schools on issues related to location, delivery system, cost, transfer and outreach to the under-served, MEA envisions and supports programs and initiatives that facilitate ready accessibility.