

Fact Book

FALL 2018

Office of Institutional Effectiveness

JOHN TYLER COMMUNITY COLLEGE

JOHN TYLER LOCATIONS

Chester Campus
13101 Jefferson Davis Highway
Chester, Virginia 23831-5316

Midlothian Campus
800 Charter Colony Parkway
Midlothian, Virginia 23114-4383

Nondiscrimination Policy

John Tyler Community College (JTCC) does not discriminate on the basis of race, color, national origin, age, gender, sexual orientation or disability in its programs or activities. Also, JTCC does not discriminate against pregnant and/or parenting students. Please note that any gender-based discrimination or sex-based discrimination to include sexual misconduct should be directed to Sandra Kirkland, Dean of Students and Title IX Coordinator and/or Michelle Spencer, Associate Dean of Students and Deputy Title IX Coordinator. Please refer to the JTCC Title IX policy at www.jtcc.edu/about/title-ix-sexualmisconduct for policy and procedures related to Title IX.

Inquiries related to the College's nondiscrimination policy should be directed to:

Ms. Sandra Kirkland, Dean of Students
13101 Jefferson Davis Highway, Chester, VA 23831
skirkland@jtcc.edu
804-706-5208/804-594-1566

Michelle Spencer, Associate Dean of Students
13101 Jefferson Davis Highway, Chester, VA 23831
[mspencer@jtcc.edu](mailto:m Spencer@jtcc.edu)
804-706-5067/804-594-1534

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Links for references to other materials and web sites provided in the above-referenced sources are also for information purposes only and do not constitute the College's endorsement of products or services referenced.

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GENERAL COLLEGE INFORMATION

College Historical Profile

Established in 1967, John Tyler Community College is a two-year, public institution of higher education and is the fifth largest of the 23 community colleges in Virginia. With campuses in Chester and Midlothian and off-campus classrooms throughout the area, John Tyler offers quality educational opportunities for students who want to earn a degree or certificate, transfer to a four-year college or university, train for the workforce, or switch careers.

From its inception, the College was, and still is, dedicated to the belief that each individual should be given a continuing opportunity for the development of his skills and knowledge along with an opportunity to increase his awareness of his role and responsibilities in society. John Tyler Community College also has followed the tradition of partnering with local businesses, leaders, and the community to prepare students for employment, advanced education, and improved citizenship.

In 1964, legislation created two-year technical colleges across the Commonwealth of Virginia. The Appomattox Basin Industrial Development Corporation, providing the regional leadership for the establishment of John Tyler Community College, submitted an application to the State Board of Technical Education on January 27, 1965, requesting assistance in the establishment of a technical college in the region. In the absence of an official name, this new institution was designated the Chesterfield Region Technical College until December 2, 1965, when the board voted unanimously to name it the John Tyler Technical College. An action of the 1966 Virginia General Assembly expanded the curricula to include—in addition to technical education—adult education, as well as freshman and sophomore courses for transfer to four-year colleges and universities. The name of the College officially became John Tyler Community College on June 29, 1966, to correspond with the expanded curricula.

Through the years, the College has been affiliated with a number of organizations. In the mid-1970s, the College offered an off-campus business degree program at the Federal Correctional Institution in Petersburg. 1980 saw the opening of the Fort Lee Outreach Center serving both active duty military and their family members on the base. To meet the increasing needs of the service area, an outreach center was opened in the Midlothian area of Chesterfield County in 1981. This undertaking was expanded in 1984 when the institution opened a facility known as the Watkins Annex. During the summer of 1989, the College moved its Midlothian operation from the Watkins Annex to the Featherstone Professional Center. As the result of the College's growing popularity in the Midlothian area, the College pursued the hunt for a permanent campus in the locality. The Midlothian Campus opened in 2000.

Today, students and the community are served at two main sites for the College:

- The Chester Campus is currently comprised of six buildings: an administrative building, a student and community center, three academic buildings and a physical plant facility. The Library and Learning Resources Center are located in Moyar Hall, the largest of the academic buildings.
- The Midlothian Campus opened in May 2000. This campus currently includes five buildings: an administrative building, three academic buildings and a warehouse/physical plant facility. The Library is located in the Hamel Hall.

John Tyler Community College continues to grow and expand as evidenced by the variety of programs available for traditional and nontraditional students interested in pursuing a variety of technical and vocational skills as well as those preparing to further their education at a four-year college. During the 2017-2018 academic year, John Tyler Community College served more than 14,000 credit students in more than 80 programs and specializations.

Accreditation

John Tyler Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of John Tyler Community College.

The Emergency Medical Services Program is approved by the Virginia Office of Emergency Medical Services.

The Funeral Services Program at John Tyler Community College is accredited by the American Board of Funeral Service Education (ABFSE), 3414 Ashland Avenue, Ste. G., St. Joseph, MO , 64506, 816-233-3747, web: www.abfse.org. It is also approved by the State Board of Funeral Directors and Embalmers.

The Nurse Aide Program is approved by the Virginia Board of Nursing.

The Nursing Program is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326. ACEN can be contacted by Phone: (404) 975-5000, by Email: info@acenursing.org or Web: www.acenursing.org. It is also approved by the Virginia State Board of Nursing, Perimeter Center, 9960 Maryland Drive, Suite 300, Richmond, VA 23233-1463, (804) 367-4515.

The John Tyler Community College Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

The Precision Machining Technology Program is accredited by the National Institute for Metalworking Skills (NIMS).

The Welding Program is accredited by the American Welding Society (AWS) Schools Excelling through National Skills Standards Education (SENSE) program.

Institutional Purpose

College Mission

John Tyler Community College provides quality educational opportunities that inspire student success and community vitality.

College Vision

A success story for every student.

College Goals

1. To enhance and promote excellence in teaching and learning.
2. To provide access to educational opportunities for persons from all segments of society.
3. To provide a comprehensive program of student development services.
4. To develop and foster mutually beneficial relationships with external constituencies to meet the educational and economic needs of the region.
5. To provide excellent administrative services, fostering accountability and efficiency.
6. To administer integrated and transformative institutional assessment and planning processes.
7. To maximize external funding to support the mission of the College.
8. To strengthen a positive image of the College and effectively promote services and programs to the community.
9. To encourage a positive organization, which attracts and retains a diverse and highly competent workforce.

Code of Ethics

- We are committed to learning environments that foster academic integrity.
- We will be good stewards of our resources and make effective and efficient use of them, thereby ensuring accountability to the Commonwealth of Virginia and to the communities we serve.
- We will maintain the confidentiality and security of information entrusted to us and share information only when authorized or required by law to do so.
- We will not accept any gift, favor, loan, service, business or professional opportunity from anyone knowing (or when it should be known) that it is offered in order to improperly influence the performance of our public duties. We will avoid even the appearance of a conflict of interest.
- We will offer good faith and fair dealings to all those we serve and to each other. Our communications will be civil and professional.
- We will offer employment opportunities in accordance with state, federal and system policies supporting the rights and recognizing the needs of all citizens regardless of gender, age, race, color, religion, national origin, age, disability, veteran status, or political affiliation.
- We encourage and expect all members of the community to act in good faith and bring to the attention of the appropriate official any violation or potential violation of these principles.

Governance and Leadership

State Board for Community Colleges

Dr. Susan Tinsley Gooden, Chair
 Mr. Edward Dalrymple, Jr., Vice Chair
 Dr. Glenn DuBois, Secretary

| | |
|---------------------------|------------------------|
| Dr. Nathaniel Bishop | Ms. Peggy Layne |
| Mr. Adnan Bokhari | Mr. RJ Narang |
| Mr. David Broder | Mr. Richard Reynolds |
| Mr. Darren Conner | Ms. Eleanor Saslaw |
| Mr. Edward Dalrymple, Jr. | Dr. Joseph Smiddy |
| Dr. Glenn DuBois | Senator Walter Stosch |
| Mr. Douglas M. Garcia | Mr. Robin Sullenberger |
| Dr. Susan Tinsley Gooden | Ms. Terri Thompson |

For an updated membership list, visit <http://www.vccs.edu/about/where-we-are/state-board/>

Virginia Community College System Leadership

Dr. Glenn DuBois, Chancellor
 Dr. Sharon Morrissey, Senior Vice Chancellor for Academic and Workforce Programs
 Dr. Jennifer Sager Gentry, Vice Chancellor, Institutional Advancement
 Dr. Craig Herndon, Senior Vice Chancellor for Administration, Finance and Technology

For an updated membership list, visit <https://www.jtcc.edu/about/leadership/>

John Tyler Community College Leadership

John Tyler Community College Board

Mr. William A. Barnes, Jr., Chair
 Ms. Tammie Collins, Vice Chair
 Dr. Edward “Ted” Raspiller, Secretary

| | |
|--|--|
| Mr. William A. Barnes, Jr., Prince George County | Mr. Kenneth Pritchett, City of Petersburg |
| Ms. Tammie Collins, Dinwiddie County | Dr. Edward “Ted” Raspiller, JTCC |
| Mr. N. Greg Cuffey, City of Hopewell | Mr. Douglas Smith, City of Colonial Heights |
| Ms. Tracey Gilchrist, Surry County | Ms. Zelda D. Tucker-Dugger, City of Petersburg |
| Ms. Linda E. Hyslop, City of Hopewell | Dr. Joseph Tylus, Chesterfield County |
| Ms. Michelle Johnson, Charles City County | Ms. Ann Y. Williams, City of Hopewell |
| Mr. Aubrey Lindsey, Chesterfield County | Ms. Christine Wilson, Chesterfield County |
| Ms. Bekki Morris, Amelia County | Dr. Mary W. Wilson, Sussex County |

For an updated membership list, visit <https://www.jtcc.edu/about/leadership/college-board/>

John Tyler Community College Administration

- Dr. Edward “Ted” Raspiller, President
- Ms. Rachel Biundo, Vice President, Institutional Advancement
- Dr. William C. Fiege, Vice President of Learning and Student Success
- Ms. Susan Grinnan, Vice President of Administration
- Dr. Keri-Beth Pettengill, Director of the Office of Institutional Effectiveness
- Mr. Fred Taylor, Director of Governmental and Administrative Services
- Ms. Elizabeth Creamer, Vice President of Workforce Development and Credential Attainment, Community College Workforce Alliance (J Sargent Reynolds Community College Liaison)
- Ms. Holly Walker, Public Relations Manager

For an updated administration list, visit <https://www.jtcc.edu/about/leadership/>

John Tyler Community College Foundation Board

Ms. Catherine Foca, President
 Peter Eliades, Immediate Past President
 Mr. Chuck Hope, 1st Vice-President
 Mr. Ricardo Torres, 2nd Vice-President
 Mr. Andrew Glowatsky, Treasurer
 Dr. Edward “Ted” Raspiller, Board Secretary

| | |
|--------------------------------|----------------------------|
| Ms. Sandy Aderholt | Mr. Vandy V. Jones, III |
| Mr. Rodney Braziel | Mr. David O. Ledbetter |
| Ms. Pamela M. Comstock | Ms. Brenda Miller |
| Ms. Tammy Colatruglio | Mr. James Myers |
| The Honorable Rosalyn R. Dance | Dr. Edward “Ted” Raspiller |
| Mr. Peter Eliades | Mr. Ricardo Torres |
| Mr. Stephen Escamilla | Mr. Jon H. VanCleave |
| Ms. Catherine Foca | Mr. Ronald O. White |
| Mr. Andrew Glowatsky | <i>Emeriti Board</i> |
| Mr. Chuck Hope | Ms. Jo Anne Cole |
| Mr. Arthur M. Hungerford, III | Mr. Homer Eliades* |
| Mr. Bryce D. Jewett, Jr. | Ms. Margaret Lewis |

*Deceased

For an updated administration list, visit <https://www.jtcc.edu/foundation/meet-the-foundation-board/>

Programs of Study

The following abbreviations are used for the award for graduating from the programs below:

| | |
|-----|-------------------------------------|
| AA | Associate of Arts Degree |
| AAA | Associate of Applied Arts Degree |
| AAS | Associate of Applied Science Degree |
| AS | Associate of Science Degree |
| C | Certificate |
| CSC | Career Studies Certificate |

Please visit <http://catalog.jtcc.edu/content.php?catoid=3&navoid=227> for the most current programs of study.

A

Accounting, AAS
Accounting, CSC
Adult Home Administration, CSC
Advanced Manufacturing Management, CSC
Advanced Manufacturing Technology, AAS
Architectural Engineering Technology, AAS

B

Basic Precision Machining Technology, CSC
Bereavement and Grief Counseling, CSC
Building Construction, C
Business Administration, AS

- *Paralegal Studies Specialization*

Business Entrepreneurship, CSC
Business Information Management, CSC
Business Management, AAS

C

Cisco Network, CSC
Computer Applications, CSC
Computer Numerical Control, CSC
Computer-Aided Drafting and Modeling, CSC
Computer Science, AS
Criminal Justice, AAS
Criminal Justice, CSC
Cyber Security, CSC

D

Dietary Manager, CSC

Programs of Study (cont.)**E**

Early Childhood, CSC
Early Childhood Development, AAS
Early Childhood Development, C
Electrical Engineering Technology, AAS
Electricity, CSC
Emergency Medical Services – Advanced Emergency Medical Technician, CSC
Emergency Medical Services – Paramedic, AAS
Energy Technology, CSC
Engineering, AS

F

Filmmaking, CSC
Fine Arts, C
Funeral Services, AAS

G

General Education, C
General Studies, AS
Geographic Information Systems, CSC

H

Health Sciences, AS
Heating and Air Conditioning, CSC
Human Services, AAS

- *Criminology Specialization*
- *Pre-Social Work Specialization*

I

Industrial Electricity, CSC
Information Systems, AS
Information Technology, AAS

- *Cisco Network Track*
- *Computer Applications Track*
- *Cyber Security Track*
- *Network Support Track*
- *Program Development Track*

Programs of Study (cont.)

L

Liberal Arts, AA

M

Mass Communications, AS

Massage Therapy, CSC

Mechanical Engineering Technology, AAS

- *Mechatronics Technician Specialization*

Mechanical Maintenance, CSC

Museum Studies, CSC

Music, AFA

N

Network Support, CSC

Nurse Aide/Medication Aide, CSC

Nursing, AAS

- *Traditional Track*
- *Hybrid Distance Education Track*

P

Paralegal Studies, CSC

Photography, CSC

Precision Machining Technology, C

Program Development, CSC

Psychology, AS

R

Residential Electricity, CSC

S

Science, AS

Secondary Teacher Education (English/History), AA

Substance Abuse Assistant, CSC

Supervision, CSC

Surveying, CSC

Programs of Study (cont.)**T**

Teacher Education Secondary Mathematics Specialization, AS

Teacher Education, AS

Technical Studies, AAS

- *Heating, Ventilation and Air Conditioning Track*
- *Industrial Electricity Track*
- *Mechanical Maintenance Track*
- *Precision Machining Computer Numerical Control (CNC) Track*
- *Precision Machining Technology Track*
- *Residential Electricity Track*
- *Welding Track*

V

Visual Arts, AAA

- *Film Specialization*
- *Graphic Design Specialization*
- *Photography Specialization*

W

Welding, C

Welding, CSC

Guaranteed Admissions Agreements

Through system-wide agreements, students who graduate from one of Virginia's 23 community colleges with an associate's degree and a minimum grade point average may obtain guaranteed admission to more than 35 of the Commonwealth's colleges and universities. John Tyler Community College also has program-specific agreements.

Please visit www.jtcc.edu/academics/transfer/guaranteed-admissions-agreements/ for more information, including specific requirements for each VCCS agreement.

Virginia's Public Colleges & Universities

- Christopher Newport University
- The College of William and Mary
- George Mason University
- James Madison University
- Longwood University
- Norfolk State University
- Old Dominion University
- Radford University

Guaranteed Admissions Agreements (cont.)

Virginia's Public Colleges & Universities (cont.)

- The University of Mary Washington
- The University of Virginia
- The University of Virginia's College at Wise
- Virginia Commonwealth University
- Virginia State University
- Virginia Polytechnic Institute and State University (Virginia Tech)

Virginia's Private Colleges & Universities

- Bluefield College
- Emory and Henry College
- Ferrum College
- Hollins University
- Jefferson College of Health Sciences
- Liberty University
- Lynchburg College
- Mary Baldwin College
- Randolph College
- Regent University
- Shenandoah University
- Sweet Briar College
- University of Richmond
- Virginia Union University
- Virginia Wesleyan College

Other Colleges & Universities

- American Public University
- ECPI University
- George Washington University
- Mount Ida College
- Regis University
- Strayer University
- St. Leo University
- Troy University
- University of Phoenix
- Western Governors University

Community College Workforce Alliance (CCWA)

The Community College Workforce Alliance (CCWA) is the workforce development partnership between John Tyler Community College and Reynolds Community College serving the economic development and workforce needs in four cities and 12 counties of Central Virginia. The organization provides non-credit training, custom-designed instruction, consulting, skills assessments and educational programs. CCWA offers on-line registration, customer support and courses delivered by expert adjunct faculty in three convenient locations, at employer sites and on-line. Facility rentals/meeting services are also available for events, retreats, business meetings and corporate training sessions at our three locations throughout the region.

CCWA is a partnership dedicated to supporting economic development and providing world-class workforce training and services to both the public and private sectors. Our vision is to maximize the talents and resources of John Tyler Community College and Reynolds Community College in an effort to provide the workforce of Richmond, the Tri-Cities and surrounding counties with the highest training that enhances individual lives and the economic vitality of the Central Virginia region. Our partners include area chambers of commerce, economic development offices, Workforce Investment Boards, One-Stop Workforce Centers and professional organizations.

For more information, please visit the CCWA web site (<http://ccwatraining.org/>).

Tuition and Fees

John Tyler Community College is dedicated to offering educational opportunities at affordable tuition rates. Please visit <http://www.jtcc.edu/pay-for-tyler/tuition-and-fees/> for the most current information. Please note that tuition and fees are set by the State Board for Community Colleges and are subject to change.

Starting with the **Fall 2018** term, the tuition and fee rates below apply:

| | |
|---|--------------------------|
| Virginia residents | \$160.00 per credit hour |
| Out-of-state residents | \$357.60 per credit hour |
| Out-of-state business contract rate* | \$241.00 per credit hour |
| E-Rate (in-state residents)** | \$160.00 per credit hour |
| E-Rate (out-of-state residents)** | \$263.00 per credit hour |
| Veterans and dependents of active duty military | \$160.00 per credit hour |
| Out-of-state military contract rate | \$181.00 per credit hour |

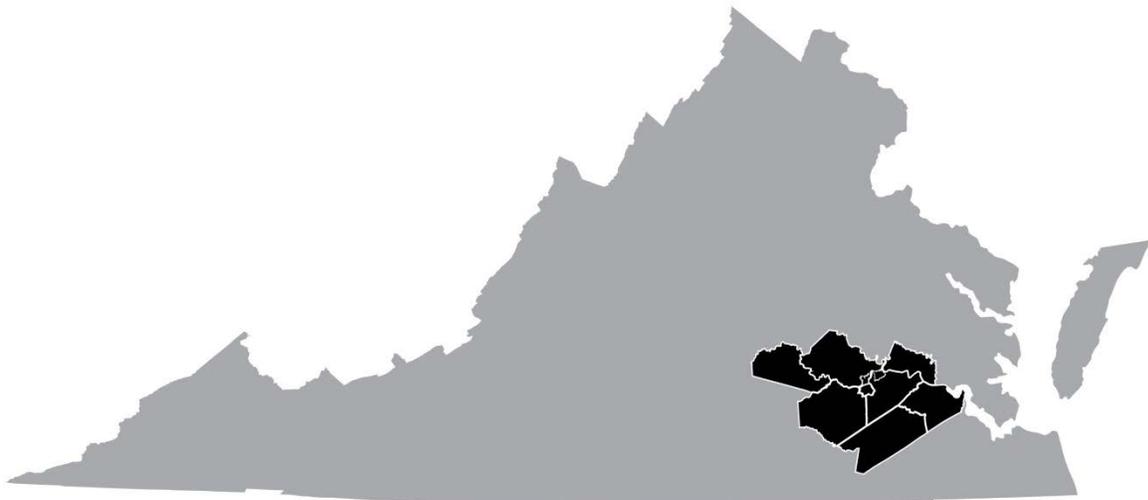
* The business contract rate is for students who do not qualify for in-state tuition rates and are enrolled in classes provided in a contract between their employers and John Tyler where the employer agrees to pay the students' tuition directly to the College. The contract rate is only applicable to Virginia employers; any employers that are physically located outside of Virginia and choose to send employees to John Tyler will be billed at out-of-state tuition rates.

** The E-Rate is applicable to designated distance-learning courses delivered entirely over the Internet. Virginia residents are exempt from the \$21.00 per credit hour capital fee.

SERVICE AREA*

List of Counties/Cities and Map

- Amelia County
- Charles City County
- Chesterfield County
- City of Colonial Heights
- Dinwiddie County
- City of Hopewell
- City of Petersburg
- Prince George County
- Surry County
- Sussex County



**The Community College Workforce Alliance (CCWA) jointly serves John Tyler Community College and Reynolds Community College, adding the City of Richmond and the counties of Henrico, Hanover, Goochland, Powhatan and Louisa to the service area.*

State Demographer Projections Decennial Population Data*

| Area | 2000 | 2010 | Projected 2020 | Projected 2030 | Projected 2040 |
|----------------------------|-------------|-------------|----------------|----------------|----------------|
| United States | 281,424,603 | 308,745,538 | 333,896,000 | 358,471,000 | 380,016,000 |
| Virginia | 7,079,030 | 8,001,024 | 8,811,512 | 9,645,281 | 10,530,229 |
| JTCC Service Areas Overall | 428,133 | 491,475 | 571,961 | 664,175 | 769,411 |

| JTCC Service Areas | 2000 | 2010 | Projected 2020 | Projected 2030 | Projected 2040 |
|-----------------------|---------|---------|----------------|----------------|----------------|
| Amelia County | 11,400 | 12,690 | 13,413 | 13,968 | 14,449 |
| Charles City County | 6,926 | 7,256 | 7,811 | 8,376 | 8,905 |
| Chesterfield County | 259,903 | 316,236 | 388,894 | 473,841 | 572,693 |
| Colonial Heights City | 16,897 | 17,411 | 18,620 | 19,855 | 20,960 |
| Dinwiddie County | 24,533 | 28,001 | 29,542 | 30,516 | 31,276 |
| Hopewell City | 22,277 | 22,591 | 23,702 | 24,844 | 25,818 |
| Petersburg City | 33,740 | 32,420 | 32,699 | 33,320 | 33,939 |
| Prince George County | 33,124 | 35,725 | 37,751 | 39,447 | 40,899 |
| Surry County | 6,829 | 7,058 | 7,408 | 7,759 | 8,086 |
| Sussex County | 12,504 | 12,087 | 12,121 | 12,249 | 12,386 |

*Data Source: Virginia Employment Commission, U.S. Census Bureau

Service Area Demographics**

Based on 2010 Census

| | Amelia County | Charles City County | Chesterfield County | Colonial Heights City | Dinwiddie County | Hope-well City | Peters-burg City | Prince George County | Surry County | Sussex County | Total Service Region | Virginia |
|--------------------------------------|---------------|---------------------|---------------------|-----------------------|------------------|----------------|------------------|----------------------|--------------|---------------|----------------------|-----------|
| Total Population | 12,690 | 7,256 | 316,236 | 17,411 | 28,001 | 22,591 | 32,420 | 35,725 | 7,058 | 12,087 | 491,475 | 8,001,024 |
| Gender | | | | | | | | | | | | |
| Male | 6,227 | 3,567 | 152,399 | 8,062 | 13,736 | 10,476 | 15,147 | 19,510 | 3,484 | 7,083 | 239,691 | 3,925,983 |
| Female | 6,463 | 3,689 | 163,837 | 9,349 | 14,265 | 12,115 | 17,273 | 16,215 | 3,574 | 5,004 | 251,784 | 4,075,041 |
| Race | | | | | | | | | | | | |
| White | 9,332 | 2,970 | 215,954 | 14,326 | 17,899 | 12,515 | 5,217 | 21,845 | 3,618 | 4,747 | 308,423 | 5,486,852 |
| Black/ African American | 2,932 | 2,799 | 69,412 | 1,783 | 9,204 | 8,367 | 25,646 | 11,429 | 3,254 | 7,023 | 142,563 | 1,551,399 |
| American Indian/ Native American | 56 | 512 | 1,210 | 68 | 92 | 87 | 97 | 207 | 21 | 23 | 2,373 | 29,225 |
| Asian | 27 | 25 | 10,294 | 578 | 122 | 181 | 267 | 543 | 24 | 48 | 12,109 | 439,890 |
| Native Hawaiian/ Pacific Islander | * | * | 201 | 8 | 8 | 24 | 19 | 106 | * | * | 377 | 5,980 |
| Some other race | 160 | 40 | 10,802 | 258 | 268 | 697 | 597 | 577 | 21 | 154 | 13,574 | 254,278 |
| Two or more races | 179 | 191 | 8,363 | 390 | 408 | 720 | 577 | 1,018 | 118 | 92 | 12,056 | 233,400 |
| Ethnicity | | | | | | | | | | | | |
| Hispanic or Latino | 290 | 88 | 22,864 | 674 | 674 | 1,480 | 1,216 | 2,058 | 86 | 268 | 29,698 | 631,825 |

| | Amelia County | Charles City County | Chesterfield County | Colonial Heights City | Dinwiddie County | Hope-well City | Peters-burg City | Prince George County | Surry County | Sussex County | Total Service Region | Virginia |
|--|---------------|---------------------|---------------------|-----------------------|------------------|----------------|------------------|----------------------|--------------|---------------|----------------------|----------|
|--|---------------|---------------------|---------------------|-----------------------|------------------|----------------|------------------|----------------------|--------------|---------------|----------------------|----------|

*Less than five (5) persons

| | | | | | | | | | | | | |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|---------|-----------|
| Median Income | \$52,885 | \$48,428 | \$72,088 | \$50,835 | \$52,027 | \$37,933 | \$34,424 | \$63,074 | \$47,292 | \$39,635 | NAV | \$63,907 |
| Age | | | | | | | | | | | | |
| 18 years and over | 9,868 | 5,955 | 233,721 | 13,523 | 21,622 | 16,918 | 25,713 | 27,673 | 5,571 | 10,059 | 370,623 | 6,147,347 |
| Population 21 years and over | 9,439 | 5,727 | 220,573 | 12,933 | 20,402 | 16,023 | 24,281 | 26,292 | 5,329 | 9,648 | 350,647 | 5,799,894 |
| Education | | | | | | | | | | | | |
| High School Graduate (or equivalent) | 3,386 | 2,144 | 50,524 | 4,400 | 7,549 | 5,921 | 7,255 | 9,077 | 1,709 | 3,526 | 95,491 | 1,353,561 |
| Percent of 18+ population with HS diploma or equivalent | 34.3% | 36.0% | 21.6% | 32.5% | 34.9% | 35.0% | 28.2% | 32.8% | 30.7% | 35.1% | 25.8% | 22.0% |
| Percent of 25+ population with HS diploma or equivalent | 35.9% | 37.6% | 22.9% | 34.0% | 37.0% | 37.0% | 29.9% | 34.5% | 32.1% | 36.5% | 27.2% | 23.3% |

NAV = not available

**Data Source: U.S. Census/2010 Demographic Profile Data/Community Facts/ <http://factfinder2.census.gov>

Credentials Earned by High School Graduates 2017-2018

| Division Name | School Name | Standard Diploma | Advanced Studies Diploma | Other Diploma | Certificate of Program Completion | GED Certificate | ISAEP ³ | Total Graduates ² and Completers 2017-2018 | Attending Two-year Colleges | Attending Four-year Colleges | Other Continuing Education Plans | Employment | Military | No Plans |
|-----------------------|-----------------------------------|------------------|--------------------------|---------------|-----------------------------------|-----------------|--------------------|---|-----------------------------|------------------------------|----------------------------------|------------|----------|----------|
| Amelia County | Amelia County High | 49 | 71 | | 6 | | | 126 | 48 | 42 | 2 | 20 | 13 | 1 |
| Charles City County | Charles City County High | 27 | 14 | | | | | 41 | 10 | 13 | | 12 | 6 | |
| Chesterfield County | Carver College and Career Academy | 62 | 7 | | 1 | | 39 | 109 | 44 | 9 | 5 | 46 | 2 | 3 |
| Chesterfield County | Clover Hill High | 154 | 329 | 8 | | 3 | | 494 | 144 | 272 | 15 | 41 | 19 | 3 |
| Chesterfield County | Cosby High | 89 | 398 | 3 | | | | 490 | 108 | 342 | 11 | 19 | 9 | 1 |
| Chesterfield County | James River High | 172 | 313 | 8 | | | | 493 | 123 | 289 | 17 | 54 | 9 | 1 |
| Chesterfield County | Lloyd C. Bird High | 220 | 188 | 14 | 2 | | | 424 | 132 | 154 | 12 | 94 | 25 | 7 |
| Chesterfield County | Manchester High | 208 | 229 | 18 | | 2 | 1 | 458 | 160 | 180 | 30 | 54 | 21 | 13 |
| Chesterfield County | Matoaca High | 180 | 244 | 15 | | | | 439 | 126 | 205 | 28 | 55 | 21 | 4 |
| Chesterfield County | Meadowbrook High | 208 | 136 | 5 | 1 | | | 350 | 130 | 120 | 20 | 62 | 16 | 2 |
| Chesterfield County | Midlothian High | 88 | 302 | 8 | | | | 398 | 87 | 274 | 11 | 19 | 6 | 1 |
| Chesterfield County | Monacan High | 118 | 216 | 6 | | | 1 | 341 | 90 | 186 | 20 | 31 | 11 | 3 |
| Chesterfield County | Thomas Dale High | 245 | 318 | 12 | | | | 575 | 185 | 252 | 43 | 55 | 31 | 9 |
| Colonial Heights City | Colonial Heights High | 70 | 122 | 4 | | 1 | 7 | 204 | 67 | 89 | 7 | 30 | 11 | |
| Dinwiddie County | Dinwiddie County High | 168 | 123 | 19 | | | 1 | 311 | 89 | 106 | 5 | 105 | 4 | 2 |
| Hopewell City | Hopewell High | 135 | 98 | 26 | | | | 259 | 64 | 90 | 27 | 58 | 18 | 2 |
| Petersburg City | Petersburg High | 138 | 69 | 30 | | 5 | 1 | 243 | 21 | 94 | 5 | 120 | 1 | 2 |
| Prince George County | Prince George High | 195 | 242 | 11 | | | 6 | 454 | 136 | 216 | 10 | 64 | 27 | 1 |
| Surry County | Surry County High | 30 | 33 | 1 | | | | 64 | 12 | 35 | 4 | 8 | 5 | |
| Sussex County | Sussex Central High | 41 | 40 | 6 | 1 | | | 88 | 17 | 37 | 5 | 23 | 4 | 2 |

¹ No adjustments have been made to reflect the mobility of the population.

² Data include summer, 2017 graduates.

³ GED Certificate as a part of the Individual Student Alternative Education Plan (ISAEP).

Data Source: Virginia Department of Education/High School Graduates & Completers (Compiled 11/15/2018)
http://www.doe.virginia.gov/statistics_reports/graduation_completion/hs_grads_completers/archive_data.shtml

Participation Rates in the Service Area

John Tyler Community College

The table below includes participation rates for the college service region. To calculate these rates, headcount is limited to in-region enrollments. Participation is headcount as a percentage of the total population. Note: JTCC is the only College in the VCCS with another 2-year institution located within its service region (Richard Bland College).

| | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|--|------|------|------|------|------|------|------|------|------|
| Amelia County | 2.0% | 1.5% | 1.5% | 1.5% | 1.4% | 1.4% | 1.6% | 1.8% | 1.7% |
| Charles City County | 1.0% | 0.8% | 0.7% | 0.5% | 0.5% | 0.6% | 0.5% | 0.5% | 0.5% |
| Chesterfield County | 2.1% | 2.1% | 2.0% | 2.0% | 1.9% | 1.9% | 1.9% | 1.9% | 1.8% |
| Colonial Heights City | 1.4% | 1.4% | 1.4% | 1.4% | 1.3% | 1.2% | 1.1% | 1.1% | 1.0% |
| Dinwiddie County | 1.0% | 0.8% | 0.6% | 0.7% | 0.8% | 0.9% | 0.8% | 0.9% | 1.0% |
| Hopewell City | 1.1% | 1.1% | 0.9% | 1.0% | 0.8% | 1.0% | 1.1% | 1.1% | 1.2% |
| Petersburg City | 1.1% | 1.2% | 1.0% | 0.9% | 0.9% | 0.7% | 0.7% | 0.6% | 0.6% |
| Prince George County | 1.0% | 1.0% | 0.8% | 0.7% | 0.8% | 1.1% | 1.0% | 1.0% | 0.8% |
| Surry County | 1.0% | 0.6% | 0.5% | 0.4% | 0.9% | 0.8% | 0.7% | 0.7% | 0.8% |
| Sussex County | 0.4% | 0.4% | 0.3% | 0.4% | 0.3% | 0.4% | 0.5% | 0.4% | 0.4% |
| Total Participation Rate for JTCC Service Region | 1.7% | 1.7% | 1.6% | 1.6% | 1.5% | 1.6% | 1.6% | 1.6% | 1.5% |
| VCCS Participation Rate | 2.4% | 2.1% | 2.0% | 2.1% | 2.1% | 2.0% | 1.7% | 1.8% | 1.8% |

Data Source(s): *Intercensal Estimates for Virginia, Counties and Cities: 2010-2018/Published on January 28, 2019 by the Weldon Cooper Center for Public Service, www.coopercenter.org/demographics*

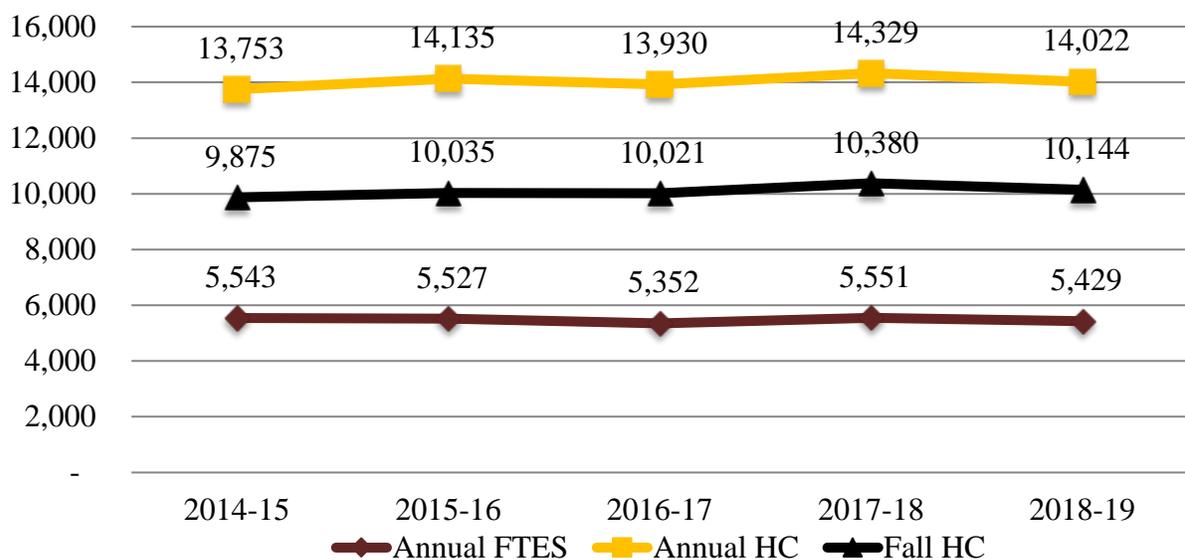
VCCS Fall 2018 SEB Booklets/Student Enrollment by Residence (Headcount) Report 23D (VCCS in-state) & Report 24C (JTCC in-district)

COLLEGE ENROLLMENT DATA
Enrollment History from College's Opening Year

| Year | Annual FTES | | Annual Headcount | | Fall Headcount | |
|---------|-------------|-----------------------------|------------------|-----------------------------|----------------|-----------------------------|
| | N | % Change from Previous Year | N | % Change from Previous Year | N | % Change from Previous Year |
| 1967-68 | 820 | | 1,583 | | 1,208 | |
| 1968-69 | 1,194 | 45.6% | 2,125 | 34.2% | 1,702 | 40.9% |
| 1969-70 | 1,203 | 0.8% | 2,424 | 14.1% | 1,860 | 9.3% |
| 1970-71 | 1,379 | 14.6% | 2,729 | 12.6% | 1,856 | -0.2% |
| 1971-72 | 1,463 | 6.1% | 2,945 | 7.9% | 2,016 | 8.6% |
| 1972-73 | 1,330 | -9.1% | 2,987 | 1.4% | 1,881 | -6.7% |
| 1973-74 | 1,242 | -6.6% | 3,312 | 10.9% | 2,034 | 8.1% |
| 1974-75 | 1,415 | 13.9% | 3,823 | 15.4% | 2,254 | 10.8% |
| 1975-76 | 1,871 | 32.2% | 4,552 | 19.1% | 3,052 | 35.4% |
| 1976-77 | 1,834 | -2.0% | 4,650 | 2.2% | 3,007 | -1.5% |
| 1977-78 | 1,863 | 1.6% | 5,387 | 15.8% | 3,315 | 10.2% |
| 1978-79 | 1,832 | -1.7% | 5,920 | 9.9% | 3,758 | 13.4% |
| 1979-80 | 1,773 | -3.2% | 5,849 | -1.2% | 3,335 | -11.3% |
| 1980-81 | 2,182 | 23.1% | 7,417 | 26.8% | 4,175 | 25.2% |
| 1981-82 | 2,235 | 2.4% | 7,083 | -4.5% | 4,270 | 2.3% |
| 1982-83 | 2,092 | -6.4% | 6,720 | -5.1% | 4,020 | -5.9% |
| 1983-84 | 2,074 | -0.9% | 7,246 | 7.8% | 4,299 | 6.9% |
| 1984-85 | 1,853 | -10.7% | 7,242 | -0.1% | 3,904 | -9.2% |
| 1985-86 | 1,795 | -3.1% | 7,669 | 5.9% | 4,134 | 5.9% |
| 1986-87 | 1,892 | 5.4% | 8,977 | 17.1% | 4,389 | 6.2% |
| 1987-88 | 1,874 | -1.0% | 9,617 | 7.1% | 4,996 | 13.8% |
| 1988-89 | 1,887 | 0.7% | 8,384 | -12.8% | 4,243 | -15.1% |
| 1989-90 | 2,277 | 20.7% | 10,044 | 19.8% | 5,090 | 20.0% |
| 1990-91 | 2,513 | 10.4% | 10,058 | 0.1% | 5,492 | 7.9% |
| 1991-92 | 2,623 | 4.4% | 8,971 | -10.8% | 4,920 | -10.4% |
| 1992-93 | 2,629 | 0.2% | 9,217 | 2.7% | 5,242 | 6.5% |
| 1993-94 | 2,646 | 0.6% | 9,306 | 1.0% | 5,453 | 4.0% |
| 1994-95 | 2,619 | -1.0% | 9,094 | -2.3% | 5,626 | 3.2% |
| 1995-96 | 2,535 | -3.2% | 8,578 | -5.7% | 5,124 | -8.9% |
| 1996-97 | 2,471 | -2.5% | 8,080 | -5.8% | 4,930 | -3.8% |
| 1997-98 | 2,670 | 8.1% | 8,440 | 4.5% | 5,055 | 2.5% |
| 1998-99 | 2,722 | 1.9% | 8,706 | 3.2% | 5,237 | 3.6% |

| Year | Annual FTES | | Annual Headcount | | Fall Headcount | |
|---------|-------------|-----------------------------|------------------|-----------------------------|----------------|-----------------------------|
| | N | % Change from Previous Year | N | % Change from Previous Year | N | % Change from Previous Year |
| 1999-00 | 2,748 | 1.0% | 8,363 | -3.9% | 5,168 | -1.3% |
| 2000-01 | 2,793 | 1.6% | 8,402 | 0.5% | 5,238 | 1.4% |
| 2001-02 | 3,062 | 9.6% | 8,578 | 2.1% | 5,548 | 5.9% |
| 2002-03 | 3,213 | 4.9% | 8,814 | 2.8% | 5,840 | 5.3% |
| 2003-04 | 3,392 | 5.6% | 8,825 | 0.1% | 6,054 | 3.7% |
| 2004-05 | 3,562 | 5.0% | 8,973 | 1.7% | 6,092 | 0.6% |
| 2005-06 | 3,618 | 1.6% | 9,561 | 6.6% | 6,314 | 3.6% |
| 2006-07 | 4,028 | 11.3% | 10,501 | 9.8% | 7,165 | 13.5% |
| 2007-08 | 4,484 | 11.3% | 11,575 | 10.2% | 8,082 | 12.8% |
| 2008-09 | 4,954 | 10.5% | 12,608 | 8.9% | 8,776 | 8.6% |
| 2009-10 | 5,751 | 16.1% | 13,693 | 8.6% | 9,692 | 10.4% |
| 2010-11 | 6,289 | 9.4% | 14,522 | 6.1% | 10,518 | 8.5% |
| 2011-12 | 6,350 | 1.0% | 14,895 | 2.6% | 10,797 | 2.7% |
| 2012-13 | 5,864 | -7.7% | 14,116 | -5.2% | 10,145 | -6.0% |
| 2013-14 | 5,709 | -2.6% | 13,980 | -1.0% | 10,103 | -0.4% |
| 2014-15 | 5,543 | -2.9% | 13,753 | -1.6% | 9,875 | -2.3% |
| 2015-16 | 5,528 | -0.3% | 14,135 | 2.8% | 10,035 | 1.6% |
| 2016-17 | 5,352 | -3.2% | 13,930 | -1.5% | 10,021 | -0.1% |
| 2017-18 | 5,551 | 3.7% | 14,329 | 2.9% | 10,380 | 3.6% |

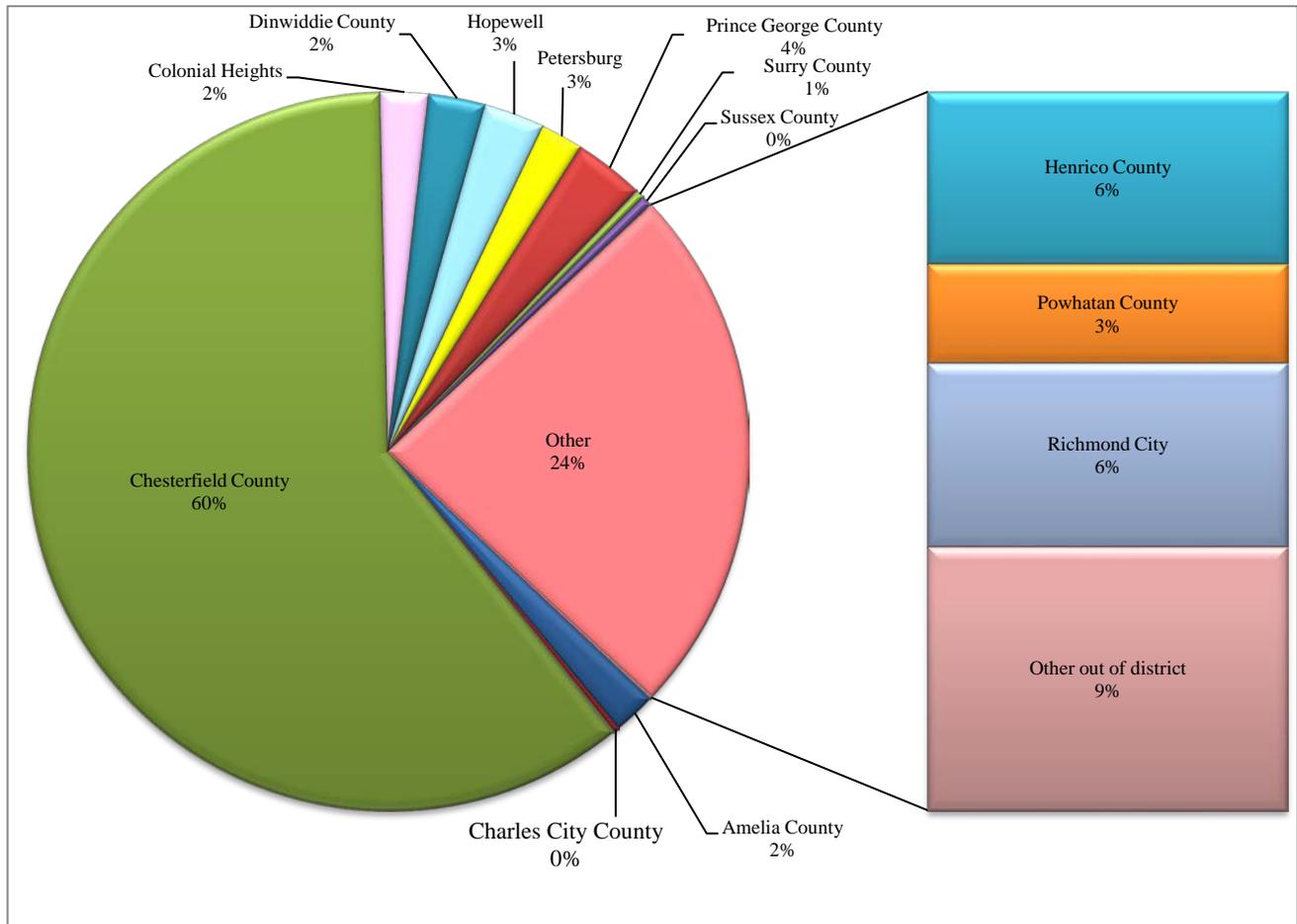
Annual Headcount, FTES, and Fall Enrollment Trends



Annual Enrollment (Headcount and FTES) Demographics

| 2017-2018 | Headcount | | FTES | |
|-------------------------------------|-----------|------|-------|------|
| | N | % | N | % |
| Total | 14,329 | 100% | 5,551 | 100% |
| Gender | | | | |
| Female | 8,233 | 57% | 3,186 | 57% |
| Male | 6,096 | 43% | 2,365 | 43% |
| Ethnicity (<i>new race codes</i>) | | | | |
| American Native | 61 | 0% | 29 | 1% |
| Asian | 494 | 3% | 194 | 3% |
| Black | 3,435 | 24% | 1,285 | 23% |
| Hawaiian/Pacific Islander | 22 | 0% | 6 | 0% |
| Hispanic | 1,174 | 8% | 483 | 9% |
| Two or More | 686 | 5% | 274 | 5% |
| Unknown/Not Specified | 145 | 1% | 56 | 1% |
| White | 8,312 | 58% | 3,224 | 58% |
| Load | | | | |
| Full-Time | 1,860 | 13% | 1,744 | 31% |
| Part-Time | 12,469 | 87% | 3,807 | 69% |
| Program Area | | | | |
| Career Technical | 2,578 | 18% | 1,217 | 22% |
| College Transfer | 5,523 | 39% | 2,850 | 51% |
| Unclassified | 6,228 | 43% | 1,483 | 27% |
| Residence | | | | |
| In-State | 13,896 | 97% | 5,368 | 97% |
| Out-State | 433 | 3% | 182 | 3% |
| Day – Evening | | | | |
| Any Time | 3,020 | 21% | 1,461 | 26% |
| Day | 9,807 | 68% | 3,457 | 62% |
| Evening | 1,502 | 10% | 633 | 11% |
| Dual Enrolled | | | | |
| Dual | 3,625 | 25% | 996 | 18% |
| Non-Dual | 10,704 | 75% | 4,555 | 82% |
| Age | | | | |
| <=17 | 3,043 | 21% | 874 | 16% |
| 18-19 | 3,396 | 24% | 1,649 | 30% |
| 20-21 | 2,314 | 16% | 1,002 | 18% |
| 22-24 | 1,723 | 12% | 648 | 12% |
| 25-29 | 1,472 | 10% | 557 | 10% |
| 30-34 | 788 | 5% | 289 | 5% |
| 35-39 | 526 | 4% | 197 | 4% |
| 40-49 | 688 | 5% | 227 | 4% |
| 50-64 | 346 | 2% | 102 | 2% |
| >=65 | 33 | 0% | 5 | 0% |

Students by Jurisdiction 2017-2018

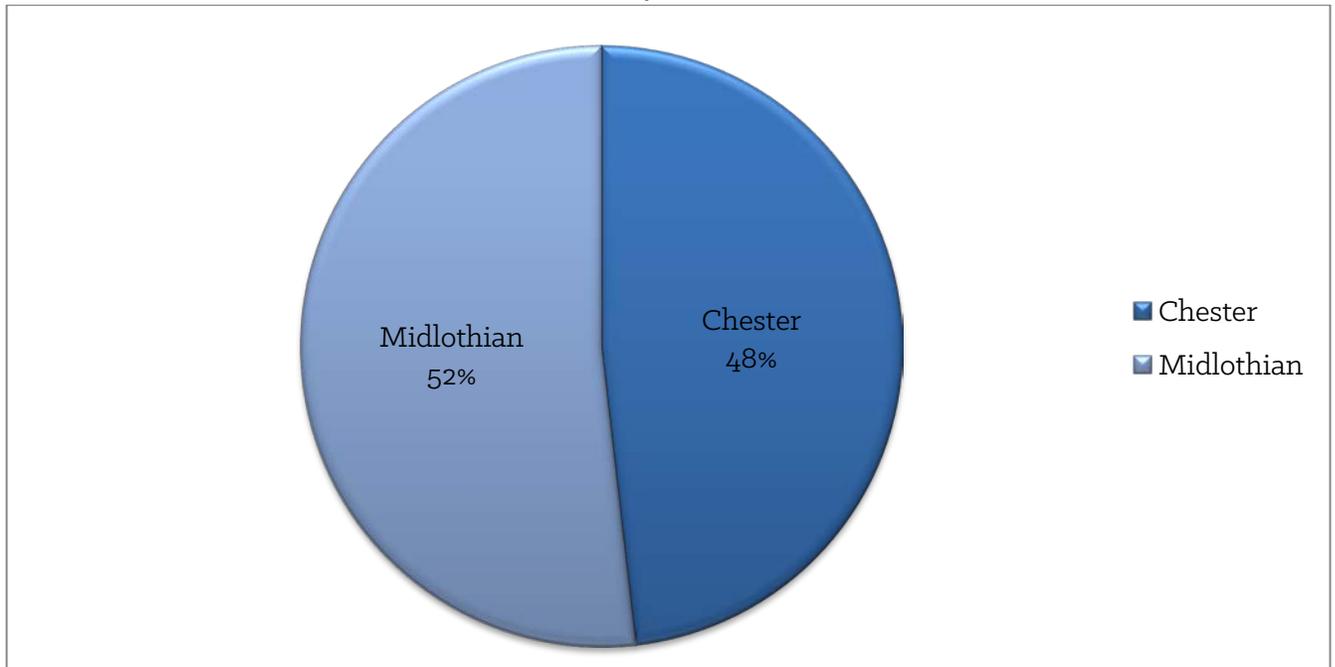


Annual Headcount and FTES by Jurisdiction

| Jurisdiction | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | |
|------------------------|---------------|--------------|---------------|--------------|---------------|--------------|---------------|--------------|---------------|--------------|
| | HC | FTES | HC | FTES | HC | FTES | HC | FTES | HC | FTES |
| Amelia County | 241 | 99 | 216 | 81 | 224 | 85 | 254 | 101 | 280 | 121 |
| Charles City County | 48 | 22 | 46 | 16 | 50 | 19 | 40 | 17 | 42 | 17 |
| Chesterfield County | 8,526 | 3,458 | 8,347 | 3,374 | 8,397 | 3,306 | 8,291 | 3,224 | 8,652 | 3,381 |
| Colonial Heights, City | 335 | 153 | 304 | 129 | 302 | 125 | 315 | 107 | 308 | 115 |
| Dinwiddie County | 279 | 113 | 329 | 127 | 336 | 140 | 337 | 124 | 363 | 129 |
| Hopewell, City | 312 | 135 | 258 | 106 | 359 | 129 | 387 | 134 | 391 | 153 |
| Petersburg, City | 447 | 182 | 379 | 157 | 373 | 129 | 317 | 103 | 276 | 105 |
| Prince George County | 392 | 176 | 392 | 172 | 514 | 209 | 464 | 174 | 452 | 163 |
| Surry County | 47 | 20 | 77 | 38 | 68 | 31 | 62 | 33 | 55 | 28 |
| Sussex County | 51 | 19 | 40 | 18 | 59 | 25 | 71 | 26 | 68 | 25 |
| Out of Service Area | 3,302 | 1,333 | 3,365 | 1,326 | 3,453 | 1,328 | 3,392 | 1,309 | 3,442 | 1,314 |
| Total | 13,980 | 5,709 | 13,753 | 5,543 | 14,135 | 5,527 | 13,930 | 5,352 | 14,329 | 5,551 |

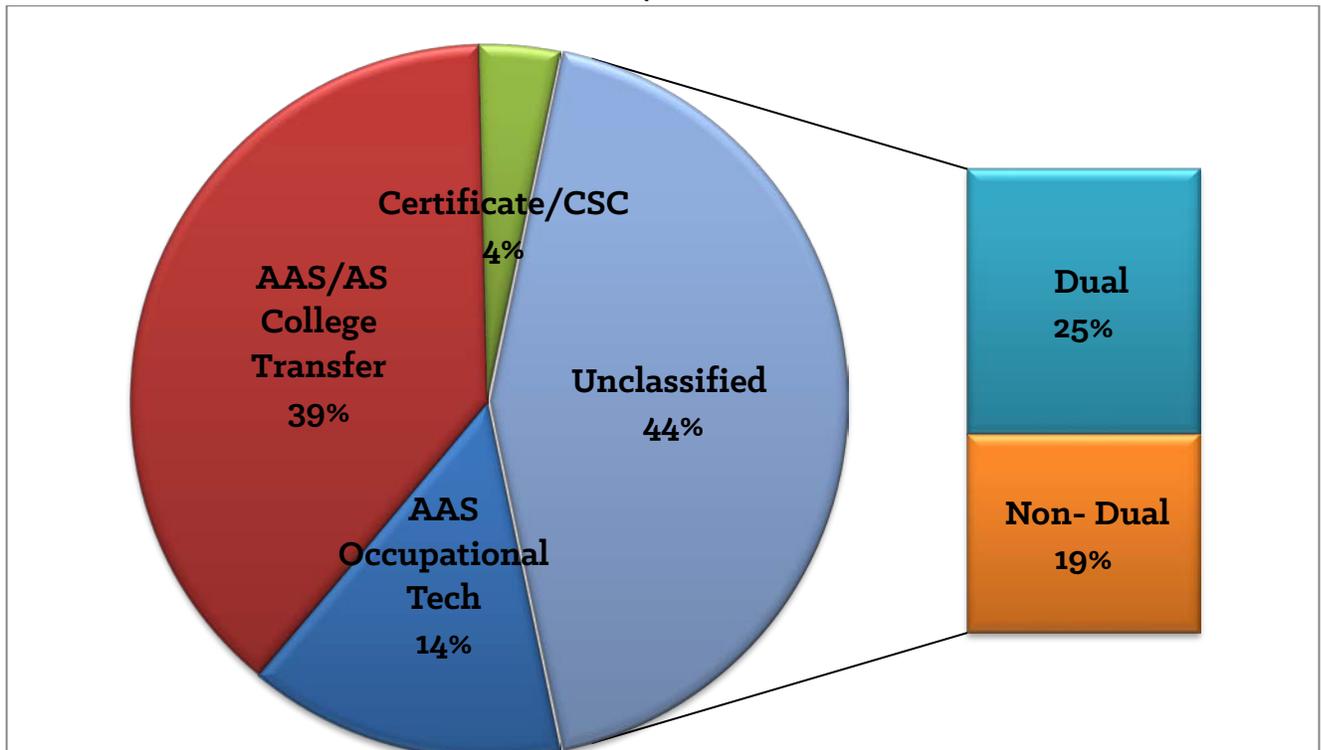
Enrollment by Campus

2017-2018



Classification by Program Area

2017-2018



Student Profile

2017 – 2018

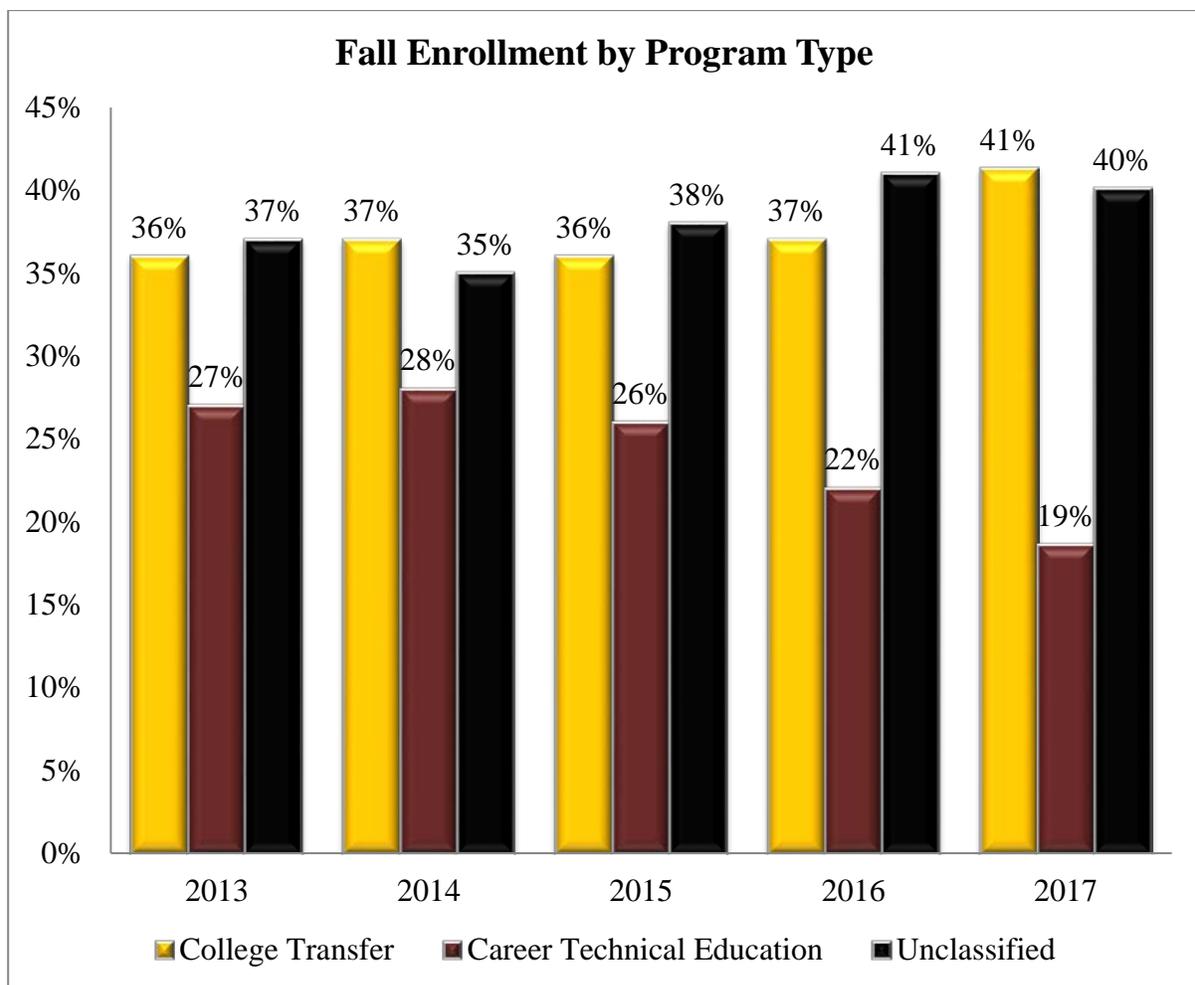
| | End-of-Term Enrollment | | | | | |
|-----------------------------|-------------------------------|----------------|------------------|----------------|--------------------|----------------|
| | Summer 2017 | | Fall 2017 | | Spring 2018 | |
| | Students | Percent | Students | Percent | Students | Percent |
| Total Headcount | 3,798 | 100% | 10,021 | 100% | 9,435 | 100% |
| Gender | | | | | | |
| Female | 2,324 | 61% | 5,884 | 57% | 5,610 | 56% |
| Male | 1,468 | 39% | 4,496 | 43% | 4,330 | 44% |
| Program Type | | | | | | |
| Career Technical | 719 | 19% | 1,933 | 19% | 1,842 | 19% |
| College Transfer | 1,504 | 40% | 4,285 | 41% | 3,757 | 38% |
| Unclassified | 1,569 | 41% | 4,162 | 40% | 4,341 | 44% |
| Program Area | | | | | | |
| Career Studies Certificates | 112 | 3% | 291 | 3% | 1492 | 15% |
| Career Technical | 574 | 15% | 1,549 | 15% | 264 | 3% |
| Certificates | 33 | 1% | 93 | 1% | 86 | 1% |
| College Transfer | 1,504 | 40% | 4,285 | 41% | 3,757 | 38% |
| Unclassified | 1,569 | 41% | 4,162 | 40% | 4,341 | 44% |
| Enroll Status | | | | | | |
| Full Time | 106 | 3% | 2,536 | 24% | 2,105 | 21% |
| Part Time | 3,686 | 97% | 7,844 | 76% | 7,835 | 79% |
| Day - Evening | | | | | | |
| Any Time | 1,886 | 50% | 1,365 | 13% | 1,393 | 14% |
| Day | 1,379 | 36% | 8,035 | 77% | 7,716 | 78% |
| Evening | 527 | 14% | 980 | 9% | 831 | 8% |
| Ethnicity | | | | | | |
| Black | 923 | 24% | 2,382 | 23% | 2,240 | 23% |
| White | 2,248 | 59% | 6,104 | 59% | 5,829 | 59% |
| Other | 621 | 16% | 1,894 | 18% | 1,871 | 19% |
| Residence | | | | | | |
| In-State | 3,655 | 96% | 10,093 | 97% | 9,671 | 97% |
| Out-State | 137 | 4% | 287 | 3% | 269 | 3% |

| | End-of-Term Enrollment | | | | | |
|-------------------------------|------------------------|---------|-----------|---------|-------------|---------|
| | Summer 2017 | | Fall 2017 | | Spring 2018 | |
| | Students | Percent | Students | Percent | Students | Percent |
| Campus | | | | | | |
| Off-Campus | 1,821 | 48% | 4,395 | 42% | 4,695 | 47% |
| On-Campus | 1,971 | 52% | 5,985 | 58% | 5,245 | 53% |
| Dual Enrolled | | | | | | |
| Yes | 90 | 2% | 3,202 | 31% | 3,414 | 34% |
| No | 3,702 | 98% | 7,178 | 69% | 6,526 | 66% |
| Age Categories | | | | | | |
| <=17 | 96 | 3% | 3,265 | 31% | 2,823 | 28% |
| 18-19 | 851 | 22% | 2,237 | 22% | 2,444 | 25% |
| 20-21 | 909 | 24% | 1,355 | 13% | 1,308 | 13% |
| 22-24 | 584 | 15% | 1,018 | 10% | 1,028 | 10% |
| 25-29 | 520 | 14% | 958 | 9% | 893 | 9% |
| 30-34 | 271 | 7% | 509 | 5% | 491 | 5% |
| 35-39 | 183 | 5% | 350 | 3% | 328 | 3% |
| 40-49 | 245 | 6% | 462 | 4% | 400 | 4% |
| 50-64 | 119 | 3% | 212 | 2% | 213 | 2% |
| >=65 | 14 | 0% | 14 | 0% | 12 | 0% |
| First Time In College* | | | | | | |
| Yes | . | . | 1,668 | 16% | . | . |
| No | . | . | 8,712 | 84% | . | . |
| Military | | | | | | |
| Yes | 522 | 14% | 1,301 | 13% | 1,231 | 12% |
| No | 3,270 | 86% | 9,079 | 87% | 8,709 | 88% |
| Military Type | | | | | | |
| None | 3,270 | 86% | 9,079 | 87% | 8,709 | 88% |
| Active | 38 | 1% | 92 | 1% | 79 | 1% |
| Dependent | 242 | 6% | 743 | 7% | 708 | 7% |
| Reserve | 37 | 1% | 76 | 1% | 66 | 1% |
| Retired | 19 | 1% | 50 | 0% | 49 | 0% |
| Spouse | 65 | 2% | 107 | 1% | 114 | 1% |
| Veteran | 121 | 3% | 233 | 2% | 215 | 2% |

*First Time in College students identified for fall term only.

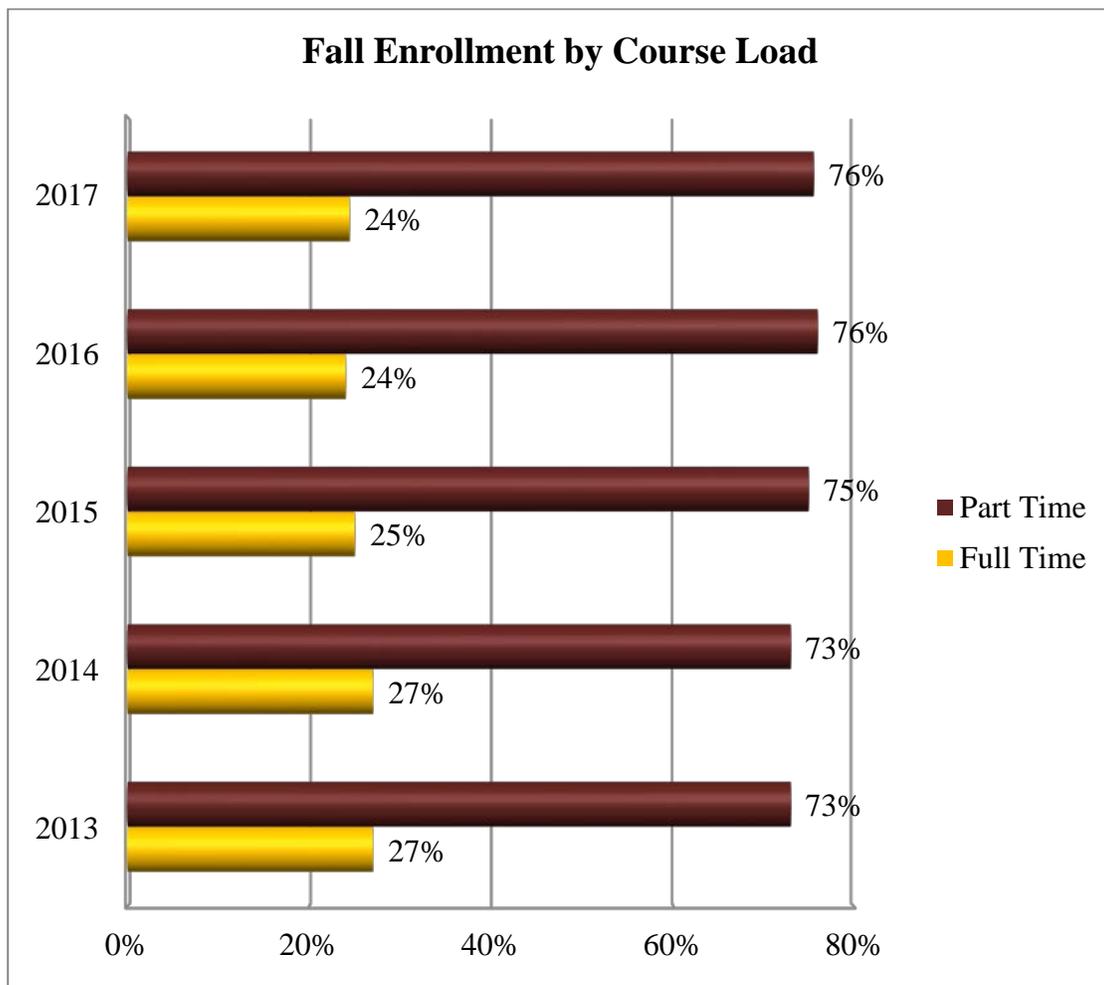
Fall Enrollment by Program Type

| | Program Type | | | | | | Total |
|-------------|------------------|---------|----------------------------|---------|--------------|---------|--------|
| | College Transfer | | Career Technical Education | | Unclassified | | |
| | Students | Percent | Students | Percent | Students | Percent | |
| 2017 | 4,285 | 41% | 1,933 | 19% | 4,162 | 40% | 10,380 |
| 2016 | 3,752 | 37% | 2,194 | 22% | 4,075 | 41% | 10,021 |
| 2015 | 3,661 | 36% | 2,559 | 26% | 3,815 | 38% | 10,035 |
| 2014 | 3,624 | 37% | 2,787 | 28% | 3,464 | 35% | 9,875 |
| 2013 | 3,654 | 36% | 2,748 | 27% | 3,701 | 37% | 10,103 |



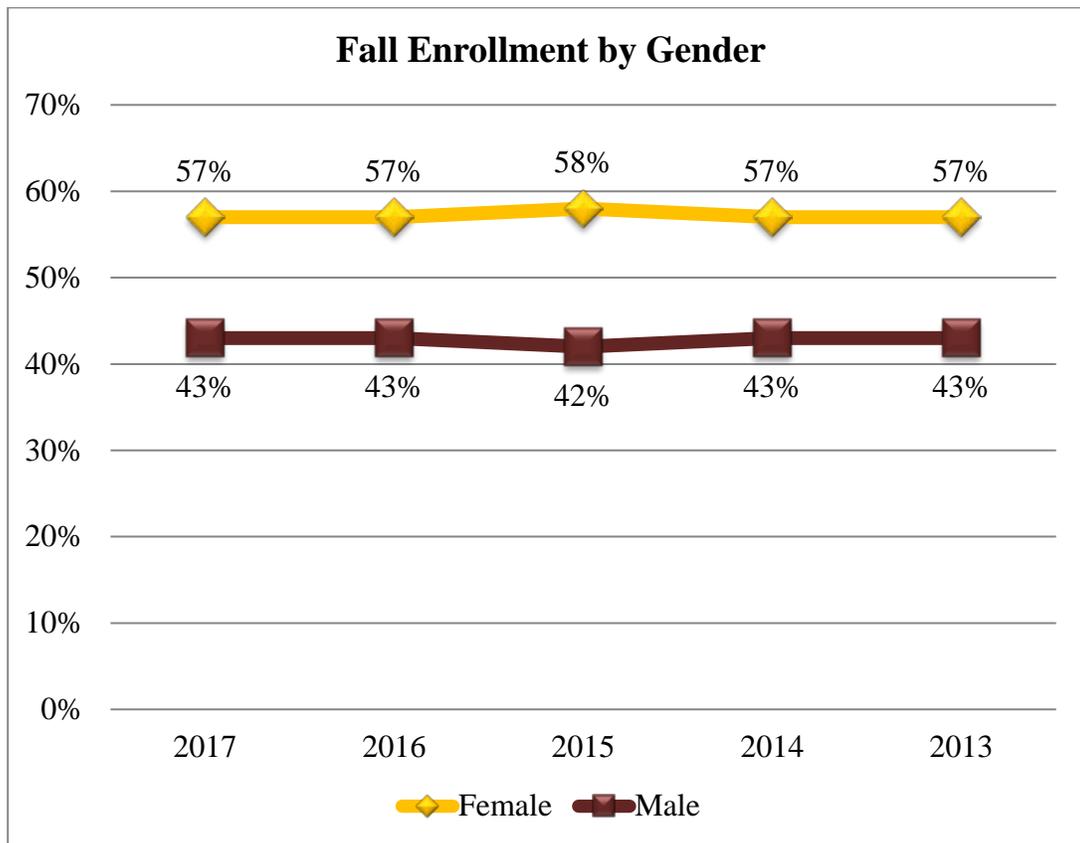
Fall Enrollment by Course Load

| | Course Load | | | | Total |
|-------------|-------------|---------|-----------|---------|--------|
| | Full-Time | | Part-Time | | |
| | Students | Percent | Students | Percent | |
| 2017 | 2,536 | 24% | 7,844 | 76% | 10,380 |
| 2016 | 2,402 | 24% | 7,619 | 76% | 10,021 |
| 2015 | 2,558 | 25% | 7,477 | 75% | 10,035 |
| 2014 | 2,697 | 27% | 7,178 | 73% | 9,875 |
| 2013 | 2,697 | 27% | 7,406 | 73% | 10,103 |



Fall Enrollment by Gender

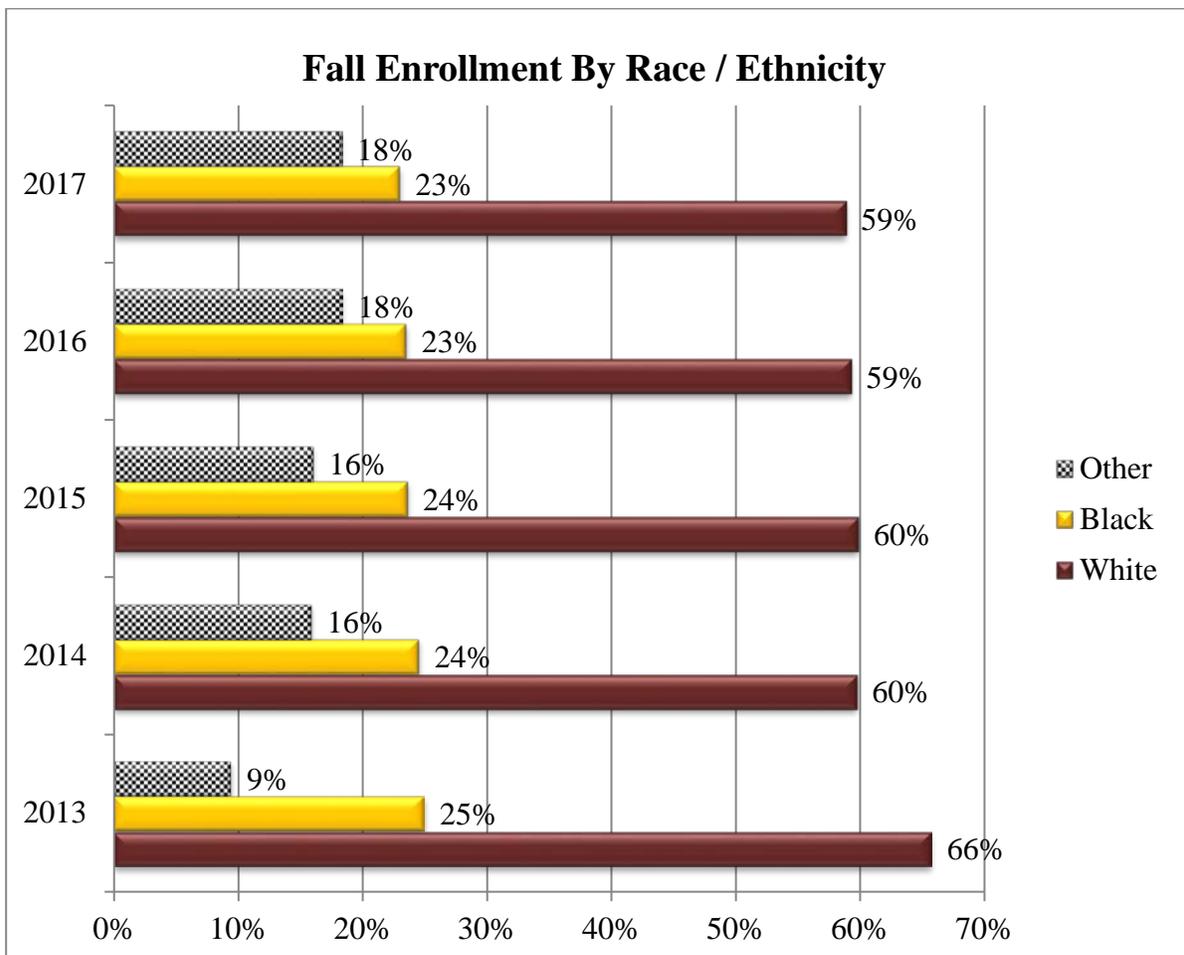
| | Gender | | | | Total |
|-------------|----------|---------|----------|---------|--------|
| | Female | | Male | | |
| | Students | Percent | Students | Percent | |
| 2017 | 5,884 | 57% | 4,496 | 43% | 10,380 |
| 2016 | 5,731 | 57% | 4,290 | 43% | 10,021 |
| 2015 | 5,781 | 58% | 4,254 | 42% | 10,035 |
| 2014 | 5,636 | 57% | 4,239 | 43% | 9,875 |
| 2013 | 5,800 | 57% | 4,303 | 43% | 10,103 |



Fall Enrollment by Race/Ethnicity

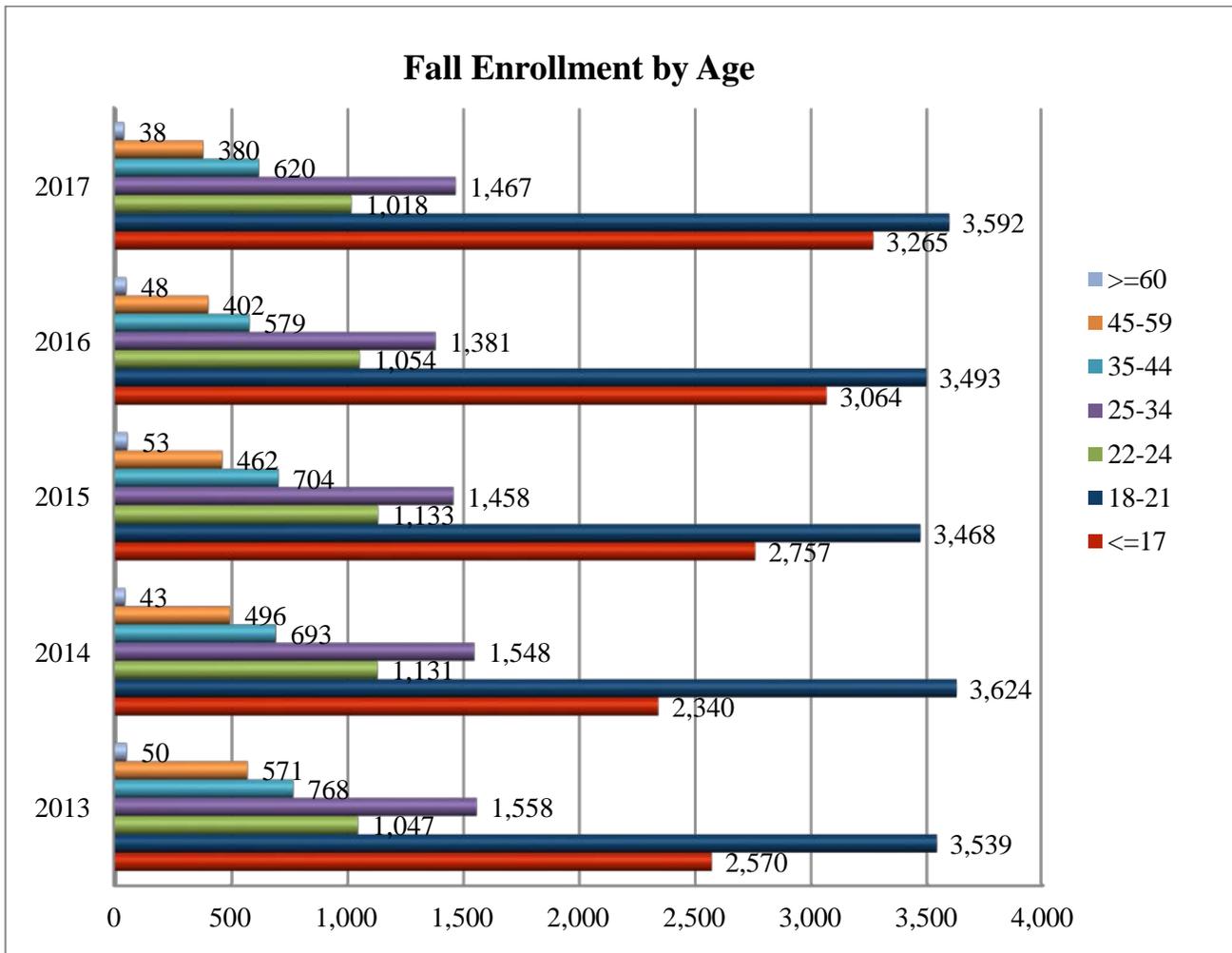
| | White | Percent | Black | Percent | Other* | Percent | Total |
|-------------|-------|---------|-------|---------|--------|---------|--------|
| 2017 | 6,104 | 59% | 2,382 | 23% | 1,894 | 18% | 10,380 |
| 2016 | 5,935 | 59% | 2,349 | 23% | 1,737 | 18% | 10,021 |
| 2015 | 6,001 | 60% | 2,365 | 24% | 1,669 | 16% | 10,035 |
| 2014 | 5,893 | 60% | 2,418 | 24% | 1,564 | 16% | 9,875 |
| 2013 | 6,639 | 66% | 2,516 | 25% | 948 | 9% | 10,103 |

**Other includes American Indian, Asian, Hispanic, Pacific Islander, Non-Reported*



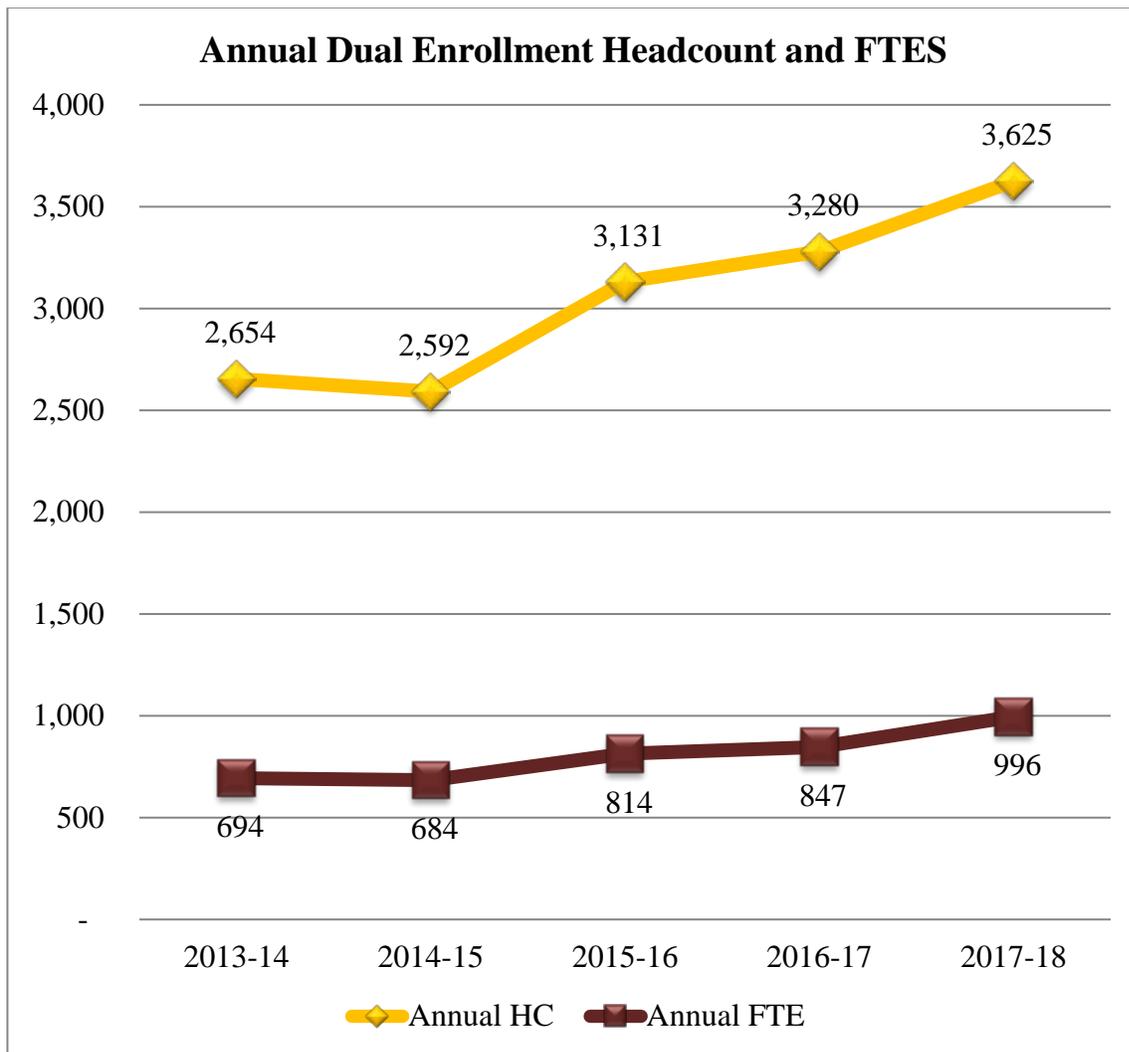
Fall Enrollment by Age

| | Age | | | | | | | Total |
|-------------|-------|----------|----------|----------|----------|----------|------|--------|
| | <=17 | 18 to 21 | 22 to 24 | 25 to 34 | 35 to 44 | 45 to 59 | >=60 | |
| 2017 | 3,265 | 3,592 | 1,018 | 1,467 | 620 | 380 | 38 | 10,380 |
| 2016 | 3,064 | 3,493 | 1,054 | 1,381 | 579 | 402 | 48 | 10,021 |
| 2015 | 2,757 | 3,468 | 1,133 | 1,458 | 704 | 462 | 53 | 10,035 |
| 2014 | 2,340 | 3,624 | 1,131 | 1,548 | 693 | 496 | 43 | 9,875 |
| 2013 | 2,570 | 3,539 | 1,047 | 1,558 | 768 | 571 | 50 | 10,103 |



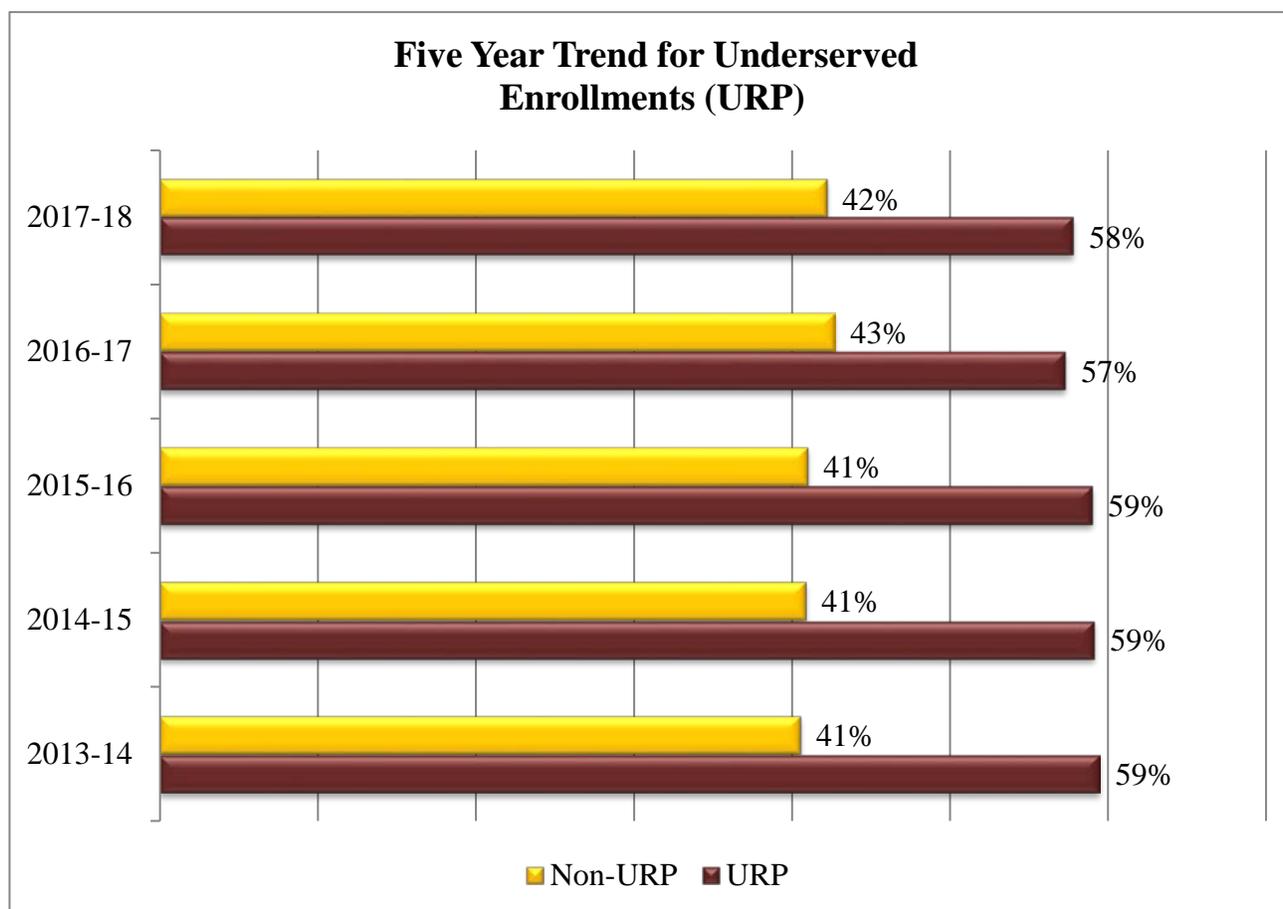
Annual Dual Enrollment

| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------------------|---------|---------|---------|---------|---------|
| Enrollment | | | | | |
| Annual Headcount | 2,654 | 2,592 | 3,131 | 3,280 | 3,625 |
| Annual FTE | 694 | 684 | 814 | 847 | 996 |
| By Credits Taken | | | | | |
| 1-3 | 159 | 281 | 427 | 503 | 508 |
| 4-6 | 1,488 | 1,444 | 1,591 | 1,699 | 1,812 |
| 7+ | 1,007 | 867 | 1,113 | 1,078 | 1,305 |



Five Year Enrollment Trend for Under-represented Population (URP)*

| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|----------------|---------|---------|---------|---------|---------|
| URP | 8,314 | 8,132 | 8,342 | 7,982 | 8,283 |
| Non-URP | 5,666 | 5,621 | 5,793 | 5,948 | 6,046 |
| Total | 13,980 | 13,753 | 14,135 | 13,930 | 14,329 |

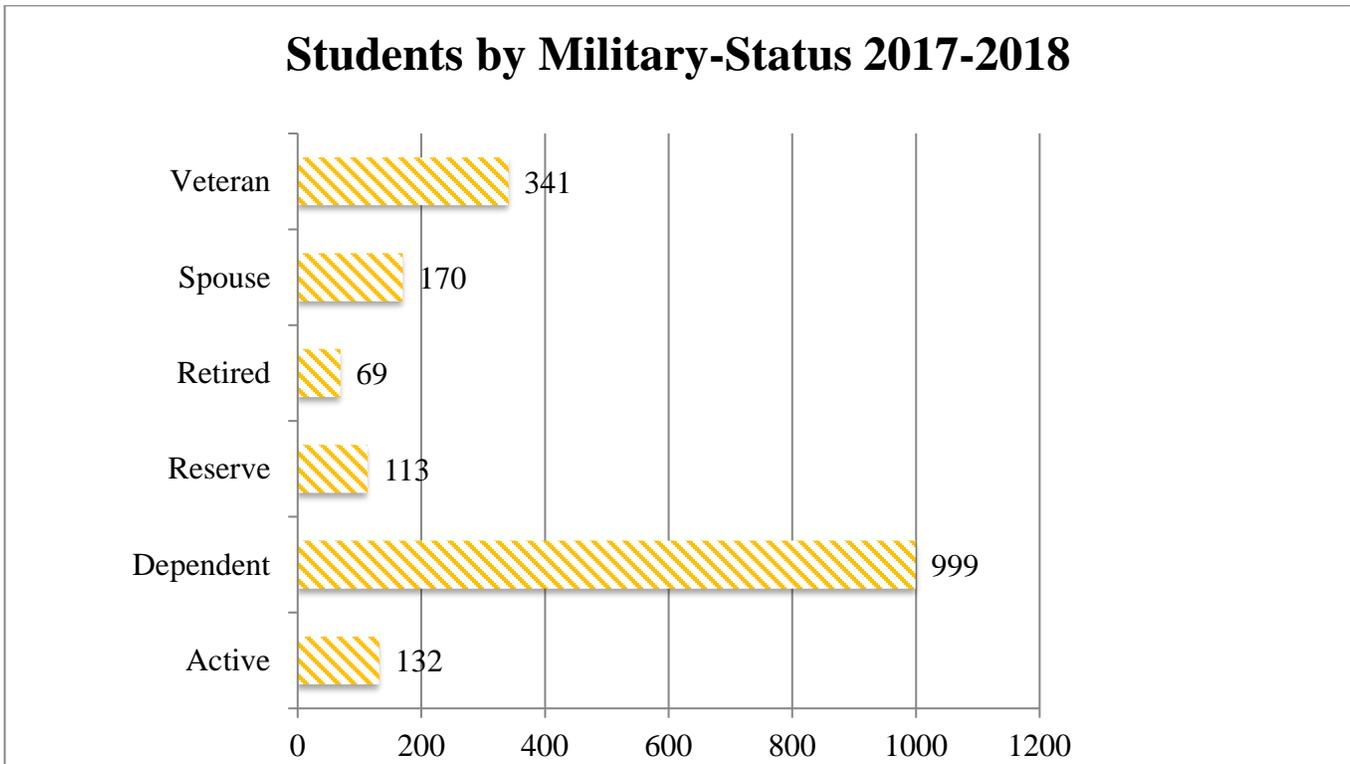
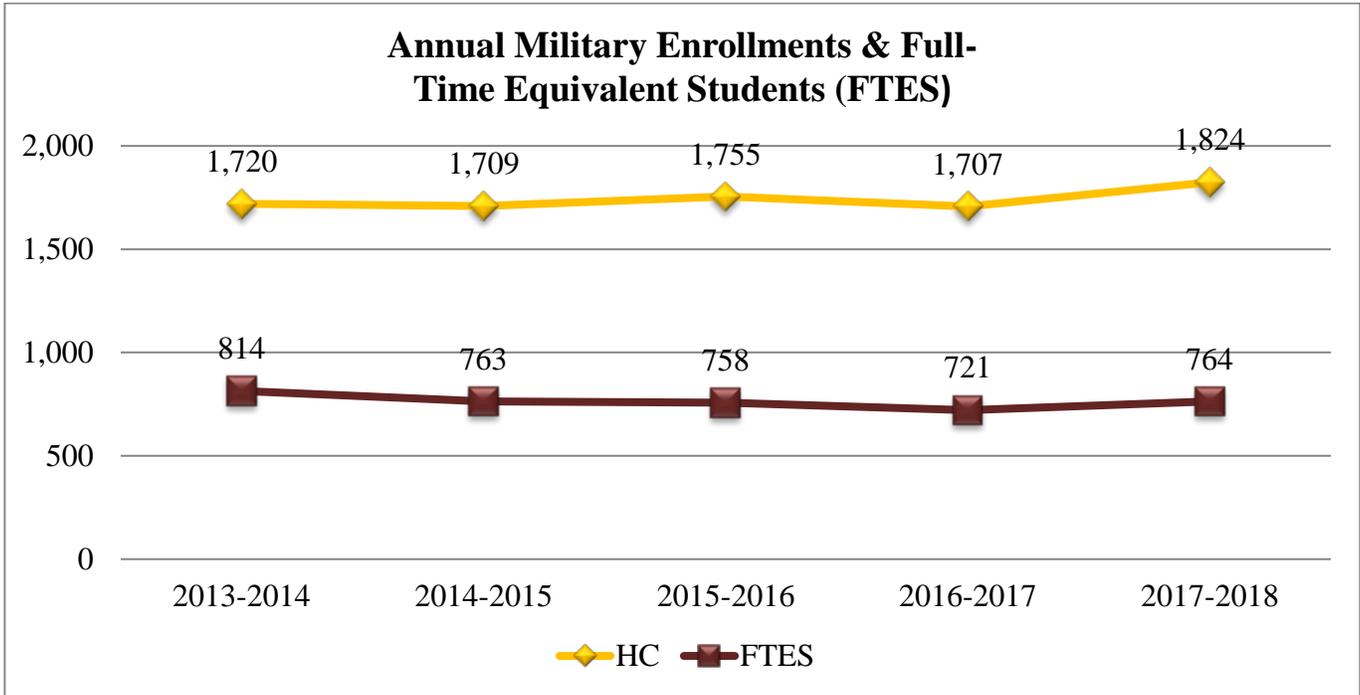


**Under-represented populations – SCHEV identified population including students who are low-income Pell recipients, who reside in a specific domicile, are first generation, or are of minority ethnicity or race. Data based on definition prior to modification by SCHEV (9/30/2015).*

Additional detail on definitions of criteria for under-represented populations can be found in the fact book glossary.

Data source: URP SAS Master files

Annual Military Enrollment



Distance Learning

Number of Face-to-Face, Online, and Hybrid Courses by Term*

| | 2014-15 | | | 2015-16 | | | 2016-17 | | | 2017-18 | | |
|---------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|
| | SU | FA | SP | SU | FA | SP | SU | FA | SP | SU | FA | SP |
| Face-to-Face* | 219 | 1,631 | 1,485 | 288 | 1,627 | 1,548 | 253 | 1,562 | 1,277 | 221 | 1,422 | 1,218 |
| Hybrid | 37 | 77 | 81 | 37 | 73 | 73 | 39 | 71 | 71 | 38 | 85 | 79 |
| Online | 189 | 462 | 478 | 271 | 504 | 463 | 263 | 399 | 391 | 223 | 328 | 324 |
| All | 445 | 2,170 | 2,044 | 596 | 2,204 | 2,084 | 555 | 2,032 | 1,739 | 482 | 1,835 | 1,621 |

*Compressed Video and Independent Studies courses were included in Face-to-Face Calculations

Number of Face-to-Face, Online, and Hybrid Courses by Term* Dual Enrollment and Labs Eliminated from Calculations

| | 2014-15 | | | 2015-16 | | | 2016-17 | | | 2017-18 | | |
|---------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|
| | SU | FA | SP | SU | FA | SP | SU | FA | SP | SU | FA | SP |
| Face-to-Face* | 213 | 1,356 | 1,186 | 283 | 1,337 | 1,233 | 245 | 1,254 | 973 | 216 | 1,107 | 869 |
| Hybrid | 37 | 76 | 79 | 37 | 71 | 70 | 38 | 68 | 67 | 37 | 76 | 70 |
| Online | 187 | 459 | 474 | 269 | 502 | 461 | 260 | 394 | 386 | 219 | 325 | 319 |
| All | 437 | 1,891 | 1,739 | 589 | 1,910 | 1,764 | 543 | 1,716 | 1,426 | 472 | 1,508 | 1,258 |

*Compressed Video and Independent Studies courses were included in Face-to-Face Calculations

Number of Face-to-Face, Online, and Hybrid Courses by Term* Excluding Developmental Education, Labs, and Dual Classes from Calculations

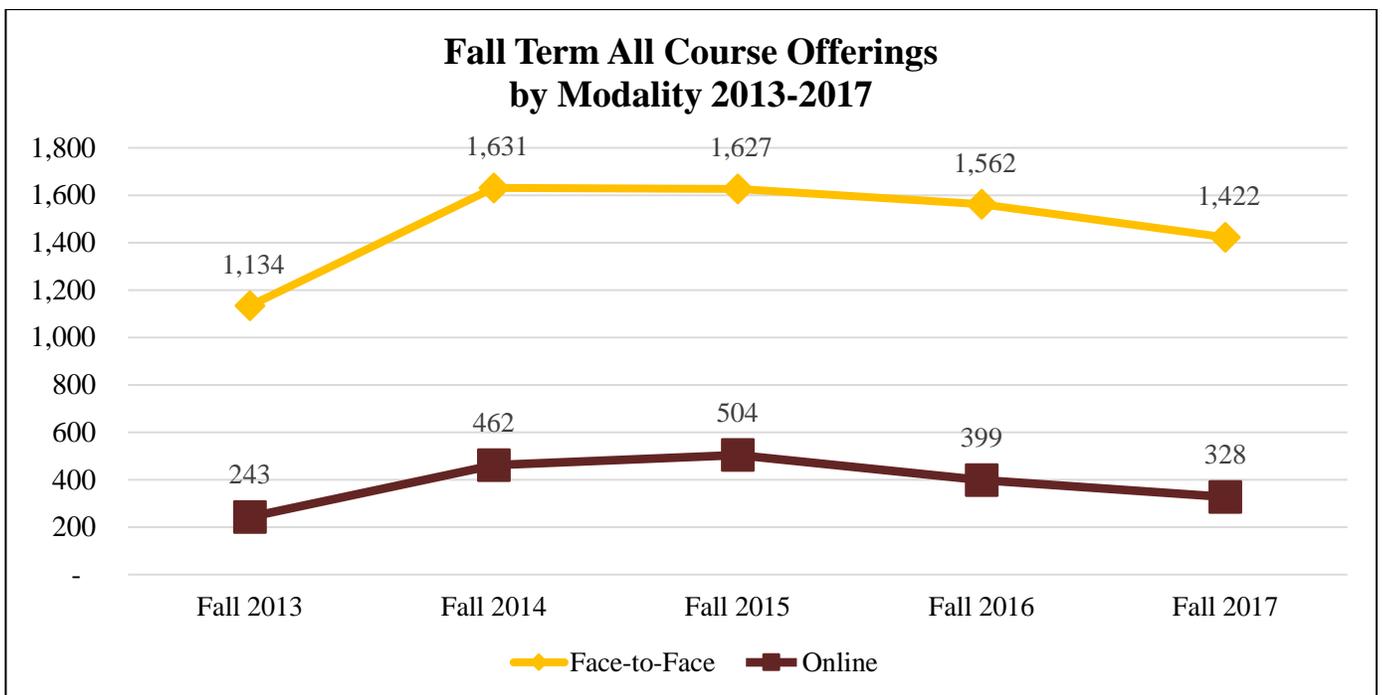
| | 2014-15 | | | 2015-16 | | | 2016-17 | | | 2017-18 | | |
|---------------|---------|-------|-------|---------|-------|-----|---------|-------|-----|---------|-------|-----|
| | SU | FA | SP | SU | FA | SP | SU | FA | SP | SU | FA | SP |
| Face-to-Face* | 170 | 726 | 683 | 149 | 714 | 650 | 140 | 706 | 599 | 114 | 643 | 590 |
| Hybrid | 37 | 76 | 79 | 37 | 71 | 70 | 38 | 68 | 67 | 37 | 76 | 70 |
| Online | 173 | 264 | 288 | 181 | 273 | 279 | 202 | 283 | 289 | 186 | 287 | 283 |
| All | 380 | 1,066 | 1,050 | 367 | 1,058 | 999 | 380 | 1,057 | 955 | 337 | 1,006 | 943 |

*Compressed Video and Independent Studies courses were included in Face-to-Face Calculations

Number of Course Offerings by Modality 2017-18*

| | Summer 2017 | | | Fall 2017 | | | Spring 2018 | | |
|--------------|-------------|--------------------------------|--|-----------|--------------------------------|--|-------------|--------------------------------|--|
| | All | Labs and Dual Classes Excluded | Labs, Dual Classes, Developmental Education Excluded | All | Labs and Dual Classes Excluded | Labs, Dual Classes, Developmental Education Excluded | All | Labs and Dual Classes Excluded | Labs, Dual Classes, Developmental Education Excluded |
| Face-to-Face | 221 | 216 | 114 | 1,422 | 1,107 | 643 | 1,218 | 869 | 590 |
| Hybrid | 38 | 37 | 37 | 85 | 76 | 76 | 79 | 70 | 70 |
| Online | 223 | 219 | 186 | 328 | 325 | 287 | 324 | 319 | 283 |
| All | 482 | 472 | 337 | 1,835 | 1,508 | 1,006 | 1,621 | 1,258 | 943 |

*Compressed Video and Independent Studies courses were included in Face-to-Face Calculations



Annual Enrollments by Program

| Program Description | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|--|-----------|------|-----------|------|-----------|------|-----------|------|-----------|------|
|  | HC | FTES | HC | FTES | HC | FTES | HC | FTES | HC | FTES |
| Career Exploration - NCURR | 167 | 36 | 157 | 39 | 169 | 36 | 162 | 30 | 145 | 28 |
| Develop Job Skills - NCURR | 183 | 25 | 161 | 22 | 153 | 23 | 145 | 22 | 134 | 21 |
| HS Both Dual/Non-Dual - NCURR | 48 | 12 | 98 | 24 | 137 | 47 | 160 | 43 | 210 | 60 |
| HS or Home Schooled-No HS Crd - NCURR | 101 | 37 | 97 | 41 | 95 | 36 | 116 | 51 | 109 | 47 |
| HS Stdnt - HS & College Credit - NCURR | 2,505 | 645 | 2,389 | 615 | 2,892 | 727 | 2,961 | 733 | 3,246 | 854 |
| Non Degree Transfer - NCURR | 523 | 107 | 503 | 105 | 497 | 97 | 514 | 99 | 583 | 108 |
| Pending Curr Approval - NCURR | 788 | 208 | 810 | 188 | 719 | 162 | 634 | 140 | 587 | 129 |
| Personal Satisfaction - NCURR | 461 | 104 | 425 | 105 | 598 | 136 | 651 | 151 | 642 | 138 |
| Restricted Enrollment - NCURR | 18 | 5 | 14 | 3 | 11 | 2 | 7 | 2 | 3 | 1 |
| Transient Student - NCURR | 334 | 63 | 393 | 69 | 442 | 74 | 483 | 84 | 459 | 83 |
| Upgrading Emp Skills - NCURR | 219 | 28 | 182 | 24 | 175 | 24 | 171 | 25 | 110 | 15 |
| Accounting - AAS | 82 | 36 | 68 | 27 | 60 | 28 | 50 | 20 | 49 | 22 |
| Accounting - CSC | 20 | 7 | 22 | 6 | 19 | 4 | 17 | 4 | 13 | 3 |
| Adult Home Administration - CSC | 8 | 4 | 6 | 2 | 8 | 2 | 5 | 2 | 4 | 1 |
| Advanced Manufacturing Management - CSC | . | . | . | . | . | . | 2 | 1 | . | . |
| Allied Health Preparation-Pre-Funeral Services - CSC | 102 | 48 | 100 | 45 | 48 | 16 | 56 | 22 | 3 | 1 |
| Allied Health Preparation-Pre-Nursing - CSC | 1,078 | 472 | 1,123 | 468 | 875 | 352 | 408 | 139 | 65 | 16 |
| Applied Technology - CSC | 3 | 1 | 1 | . | . | . | 1 | . | . | . |
| Architectural Engineering Technology - AAS | 52 | 27 | 46 | 26 | 41 | 23 | 37 | 22 | 60 | 32 |
| Athletic Coaching - CSC* | 13 | 4 | 6 | 2 | 5 | 2 | . | . | . | . |
| Basic Precision Machining Technology - CSC | 12 | 5 | 23 | 7 | 15 | 5 | 21 | 9 | 11 | 4 |
| Bereavement and Grief Counseling - CSC | 12 | 4 | 13 | 5 | 14 | 5 | 10 | 3 | 6 | 2 |
| Building Construction - CERT | 5 | 2 | 4 | 2 | 7 | 3 | 12 | 4 | 5 | 1 |
| Business Administration - AS | 777 | 409 | 799 | 431 | 815 | 442 | 813 | 432 | 800 | 411 |

College Enrollment Data

| Program Description | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|--|-----------|------|-----------|------|-----------|------|-----------|------|-----------|------|
|  | HC | FTES | HC | FTES | HC | FTES | HC | FTES | HC | FTES |
| Business Administration - Paralegal - AS | 35 | 21 | 54 | 26 | 48 | 25 | 39 | 20 | 46 | 21 |
| Business Entrepreneurship - CSC | . | . | . | . | 6 | 3 | 11 | 4 | 12 | 4 |
| Business Information Management - CSC | 17 | 5 | 16 | 5 | 17 | 5 | 16 | 5 | 5 | 1 |
| Business Management - AAS | 207 | 92 | 202 | 82 | 189 | 83 | 154 | 65 | 161 | 64 |
| CISCO Network - CSC | 8 | 2 | 10 | 3 | 8 | 3 | 5 | 2 | 4 | 1 |
| Computer Applications - CSC | 8 | 2 | 8 | 3 | 8 | 3 | 6 | 2 | 8 | 2 |
| Computer Numerical Control - CSC | 3 | . | 3 | 1 | 2 | . | 2 | 1 | 4 | 2 |
| Computer-Aided Drafting and Modeling - CSC | 4 | 1 | 4 | 1 | 8 | 2 | 6 | 1 | 6 | 2 |
| Criminal Justice - AAS | 109 | 51 | 113 | 59 | 127 | 62 | 146 | 72 | 157 | 82 |
| Criminal Justice - CSC | 8 | 3 | 10 | 4 | 4 | 2 | 5 | 1 | 3 | 1 |
| Criminal Justice-Homeland Security SP - AAS | 44 | 22 | 43 | 23 | 44 | 27 | 42 | 21 | 11 | 5 |
| Cyber Security - CSC | . | . | 1 | . | 12 | 3 | 17 | 5 | 18 | 6 |
| Early Childhood - CSC | 9 | 3 | 6 | 1 | 11 | 3 | 17 | 6 | 29 | 9 |
| Early Childhood Development - AAS | 101 | 55 | 77 | 40 | 84 | 42 | 94 | 44 | 96 | 42 |
| Early Childhood Development - CERT | 22 | 9 | 20 | 8 | 14 | 6 | 6 | 2 | 10 | 4 |
| Early Childhood Development-Teacher Assistant SP - AAS | 21 | 9 | 20 | 10 | 15 | 8 | 3 | 1 | 2 | 1 |
| Early Childhood Management - CSC | 3 | 1 | 1 | . | . | . | . | . | . | . |
| Electrical Engineering Technology - AAS | . | . | . | . | . | . | 35 | 21 | 72 | 40 |
| Electricity - CSC | 2 | 1 | 10 | 4 | 4 | 2 | 11 | 2 | 8 | 2 |
| Emergency Medical Services-Advanced Medical Technician - CSC | . | . | 3 | 2 | 3 | 1 | 1 | 1 | 1 | . |
| Emergency Medical Services-Intermediate - CSC | 24 | 9 | 31 | 12 | 11 | 3 | 2 | . | 5 | 1 |
| Emergency Medical Services-Paramedic - AAS* | . | . | . | . | 24 | 15 | 44 | 23 | 66 | 33 |
| Engineering - AS | 262 | 163 | 301 | 179 | 294 | 178 | 253 | 153 | 266 | 159 |

College Enrollment Data

| Program Description | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|--|-----------|-------|-----------|-------|-----------|------|-----------|------|-----------|------|
| | HC | FTES | HC | FTES | HC | FTES | HC | FTES | HC | FTES |
| Filmmaking - CSC | . | . | . | . | 2 | 1 | 12 | 5 | 17 | 7 |
| Fine Arts - CERT | 54 | 26 | 54 | 29 | 41 | 18 | 31 | 15 | 22 | 11 |
| Funeral Services - AAS | 55 | 32 | 57 | 41 | 102 | 54 | 58 | 45 | 103 | 47 |
| General Education - CERT | 8 | 4 | 6 | 4 | 7 | 4 | 6 | 2 | 3 | 2 |
| General Studies - AS | 2,103 | 1,106 | 1,963 | 1,017 | 1,774 | 902 | 1,476 | 731 | 1,383 | 690 |
| General Studies-Computer Science SP - AS | . | . | . | . | 8 | 4 | 116 | 72 | 190 | 122 |
| General Studies-Logistics SP - AS | 26 | 16 | 16 | 11 | 22 | 10 | 10 | 4 | 13 | 6 |
| General Studies-Mass Communications SP - AS | . | . | 51 | 28 | 94 | 61 | 103 | 62 | 134 | 74 |
| General Studies-Music SP - AS | . | . | 21 | 11 | 33 | 19 | 42 | 24 | 40 | 19 |
| General Studies-Pre BSN SP - AS | . | . | . | . | 254 | 130 | 809 | 409 | 1,232 | 576 |
| General Studies-Psychology SP - AS | 289 | 156 | 264 | 131 | 274 | 141 | 296 | 142 | 273 | 147 |
| General Studies-Science SP - AS | 563 | 335 | 582 | 346 | 572 | 331 | 571 | 328 | 622 | 334 |
| General Studies-Secondary Teacher Education in Mathematics SP - AS | 17 | 11 | 14 | 8 | 18 | 11 | 19 | 10 | 23 | 14 |
| General Studies-Teacher Education SP - AS | 250 | 144 | 243 | 134 | 229 | 116 | 190 | 103 | 195 | 104 |
| General Studies-Theatre Arts SP - AS | . | . | 10 | 6 | 21 | 11 | 28 | 20 | 29 | 17 |
| Geographic Information Systems - CSC | 2 | . | 2 | 1 | 5 | 1 | 2 | 1 | 1 | . |
| Heating and Air Conditioning - CSC | 58 | 18 | 50 | 13 | 39 | 12 | 40 | 10 | 51 | 11 |
| Homeland Security - CERT* | 5 | 2 | 3 | 1 | 1 | . | . | . | . | . |
| Human Services - AAS | 238 | 122 | 184 | 90 | 150 | 70 | 128 | 58 | 110 | 48 |
| Human Services Administration and Supervision - CSC | 3 | 1 | 4 | 1 | . | . | . | . | . | . |
| Human Services-Criminology TR - AAS | 19 | 6 | 22 | 11 | 27 | 12 | 26 | 13 | 27 | 13 |
| Human Services-Disabilities TR - AAS* | 3 | 1 | 3 | 1 | . | . | . | . | . | . |
| Human Services-Gerontology TR - AAS* | 7 | 2 | 1 | . | . | . | . | . | . | . |
| Human Services-Pre Social Work TR - AAS | 204 | 118 | 215 | 113 | 216 | 120 | 212 | 113 | 209 | 113 |

College Enrollment Data

| Program Description | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|--|-----------|------|-----------|------|-----------|------|-----------|------|-----------|------|
|  | HC | FTES | HC | FTES | HC | FTES | HC | FTES | HC | FTES |
| Human Services-Social Work TR - AAS* | 6 | 2 | . | . | . | . | . | . | . | . |
| Industrial Electricity - CSC | 14 | 5 | 23 | 8 | 20 | 5 | 19 | 5 | 15 | 4 |
| Information Systems - AS | 133 | 72 | 127 | 65 | 107 | 53 | 69 | 34 | 67 | 32 |
| Information Technology - AAS | 171 | 85 | 176 | 88 | 187 | 96 | 180 | 97 | 209 | 103 |
| Information Technology-Computer Program SP - AAS* | 3 | 1 | . | . | . | . | . | . | . | . |
| Liberal Arts** - AA | 141 | 82 | 144 | 73 | 119 | 61 | 104 | 51 | 119 | 66 |
| Liberal Arts-Communication SP** - AA | 75 | 37 | 65 | 31 | 33 | 16 | 10 | 3 | 3 | . |
| Liberal Arts-International Studies SP* - AA | 34 | 21 | 16 | 8 | 3 | 1 | 1 | . | 1 | 1 |
| Liberal Arts-Music SP** - AA | 35 | 19 | 32 | 19 | 19 | 11 | 12 | 6 | 11 | 6 |
| Liberal Arts-Secondary Teacher Education English SP** - AA | 26 | 16 | 37 | 22 | 34 | 22 | 27 | 12 | 28 | 18 |
| Liberal Arts-Secondary Teacher Education History SP** - AA | 38 | 25 | 41 | 25 | 51 | 28 | 39 | 20 | 41 | 27 |
| Liberal Arts-Theatre Arts SP** - AA | 24 | 16 | 19 | 12 | 19 | 10 | 15 | 8 | 7 | 5 |
| Mechanical Engineering Technology - AAS | 54 | 24 | 48 | 22 | 43 | 23 | 42 | 19 | 40 | 21 |
| Mechanical Engineering Technology-Mechatronics Technician SP - AAS | 22 | 13 | 24 | 12 | 32 | 18 | 40 | 21 | 26 | 14 |
| Mechanical Maintenance - CSC | 13 | 4 | 12 | 4 | 9 | 2 | 6 | 2 | 3 | 1 |
| Museum Studies - CSC | . | . | 2 | . | 16 | 5 | 22 | 6 | 14 | 4 |
| Network Support - CSC | 5 | 2 | 5 | 1 | 9 | 2 | 9 | 2 | 6 | 2 |
| Nurse Aide/Medication Aide - CSC | . | . | . | . | . | . | . | . | 4 | 2 |
| Nursing - AAS | 231 | 141 | 226 | 136 | 221 | 138 | 230 | 140 | 234 | 146 |
| Nursing-Hybrid Distance Education - AAS | 75 | 40 | 68 | 39 | 86 | 51 | 79 | 47 | 86 | 51 |
| Paralegal Studies - CSC | 29 | 8 | 27 | 8 | 21 | 6 | 23 | 7 | 15 | 4 |
| Phlebotomy - CSC* | 1 | . | . | . | . | . | . | . | . | . |
| Photography CSC | . | . | . | . | . | . | 6 | 2 | 5 | 2 |
| Pre-BSN, Nursing - CERT* | 8 | 2 | 6 | 1 | . | . | . | . | . | . |

College Enrollment Data

| Program Description | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|--|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
|  | HC | FTES | HC | FTES | HC | FTES | HC | FTES | HC | FTES |
| Precision Machining Technology - CERT | 30 | 10 | 40 | 15 | 39 | 13 | 42 | 15 | 48 | 21 |
| Program Development - CSC | 6 | 2 | 8 | 3 | 7 | 3 | 3 | 1 | 4 | 1 |
| Residential Electricity - CSC | 6 | 2 | 10 | 3 | 3 | 1 | 12 | 3 | 9 | 3 |
| Small Business Management - CSC* | 17 | 5 | 11 | 4 | 2 | . | . | . | . | . |
| Substance Abuse Assistant - CSC | 29 | 10 | 20 | 6 | 19 | 6 | 14 | 4 | 11 | 3 |
| Supervision - CSC | 5 | 2 | 3 | 1 | 5 | 1 | 1 | . | 3 | 1 |
| Surveying - CSC | 2 | 1 | 1 | . | 6 | 1 | 4 | 1 | 3 | . |
| Technical Studies - AAS | 140 | 66 | 147 | 75 | 115 | 61 | 112 | 49 | 90 | 47 |
| Visual Arts - AAA | 64 | 42 | 69 | 40 | 72 | 38 | 83 | 53 | 90 | 49 |
| Visual Arts/Film SP AAA | 19 | 11 | 30 | 21 | 38 | 21 | 40 | 20 | 38 | 22 |
| Visual Arts/Photography SP - AAA | 31 | 18 | 36 | 17 | 46 | 23 | 31 | 17 | 43 | 19 |
| Visual Arts-Photography and Film SP - AAA* | 45 | 21 | 22 | 12 | 9 | 2 | 3 | 1 | 1 | . |
| Visual Arts-Visual Communications SP - AAA | 73 | 39 | 56 | 31 | 60 | 38 | 56 | 27 | 76 | 39 |
| Web Design – CSC* | 21 | 10 | 20 | 10 | 10 | 5 | 2 | . | 1 | . |
| Welding - CERT | 25 | 13 | 25 | 11 | 23 | 9 | 17 | 6 | 24 | 9 |
| Welding - CSC | 27 | 9 | 19 | 6 | 35 | 12 | 51 | 17 | 43 | 13 |
| All Non-Curriculum-Placed and Curriculum-Placed Students | 13,980 | 5,709 | 13,753 | 5,543 | 14,135 | 5,527 | 13,930 | 5,352 | 14,329 | 5,551 |
| All Curriculum-Placed Students | 8,633 | 4,444 | 8,524 | 4,310 | 8,247 | 4,168 | 7,926 | 3,973 | 8,101 | 4,066 |

Notes:

SP = Specialization TR = Track

* = Discontinued Program

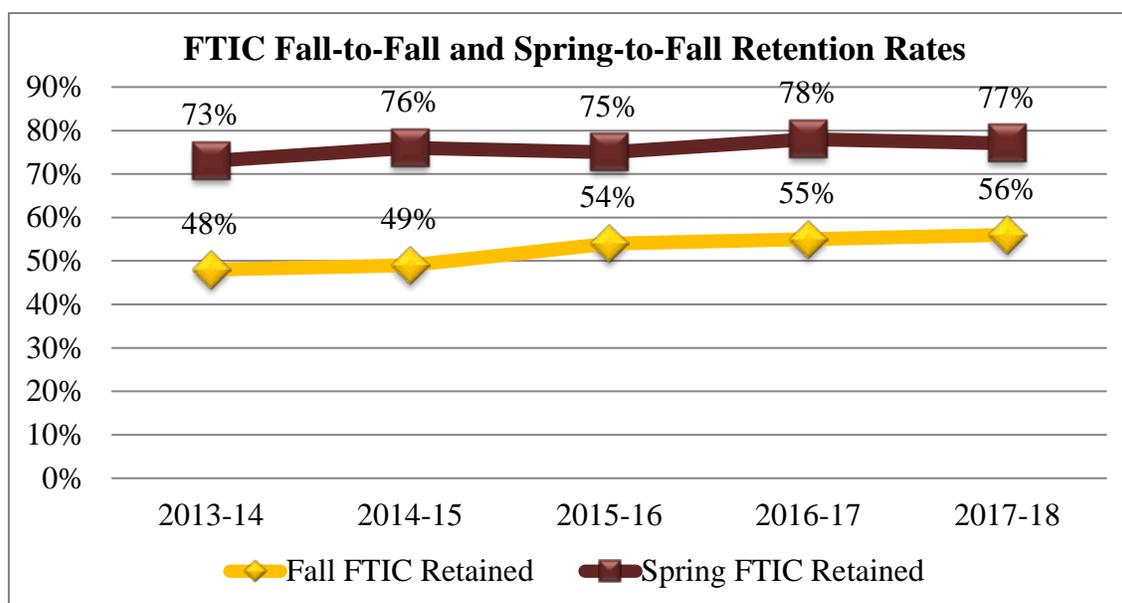
** = Recoded from AA&S to AS degree

Retention Rates

The following data show overall retention rates for John Tyler Community College over a five-year period. Retention is defined as the number of students (including graduates) who return in the following fall and spring term from the previous fall terms.

| Retention Year | All Students | | | FTIC FT & PT Curricular Students | | |
|-------------------------|----------------|---------------------------|------------|----------------------------------|---------------------------|------------|
| | Fall Headcount | Returned Spring Headcount | % Retained | Fall Headcount | Returned Spring Headcount | % Retained |
| Fall 2017 – Spring 2018 | 10,380 | 7,997 | 77% | 1,531 | 1,183 | 77% |
| Fall 2016 – Spring 2017 | 10,021 | 7,515 | 75% | 1,317 | 1,031 | 78% |
| Fall 2015 – Spring 2016 | 10,035 | 7,530 | 75% | 1,328 | 992 | 75% |
| Fall 2014 – Spring 2015 | 9,875 | 7,374 | 75% | 1,443 | 1,095 | 76% |
| Fall 2013 – Spring 2014 | 10,103 | 7,460 | 74% | 1,429 | 1,043 | 73% |

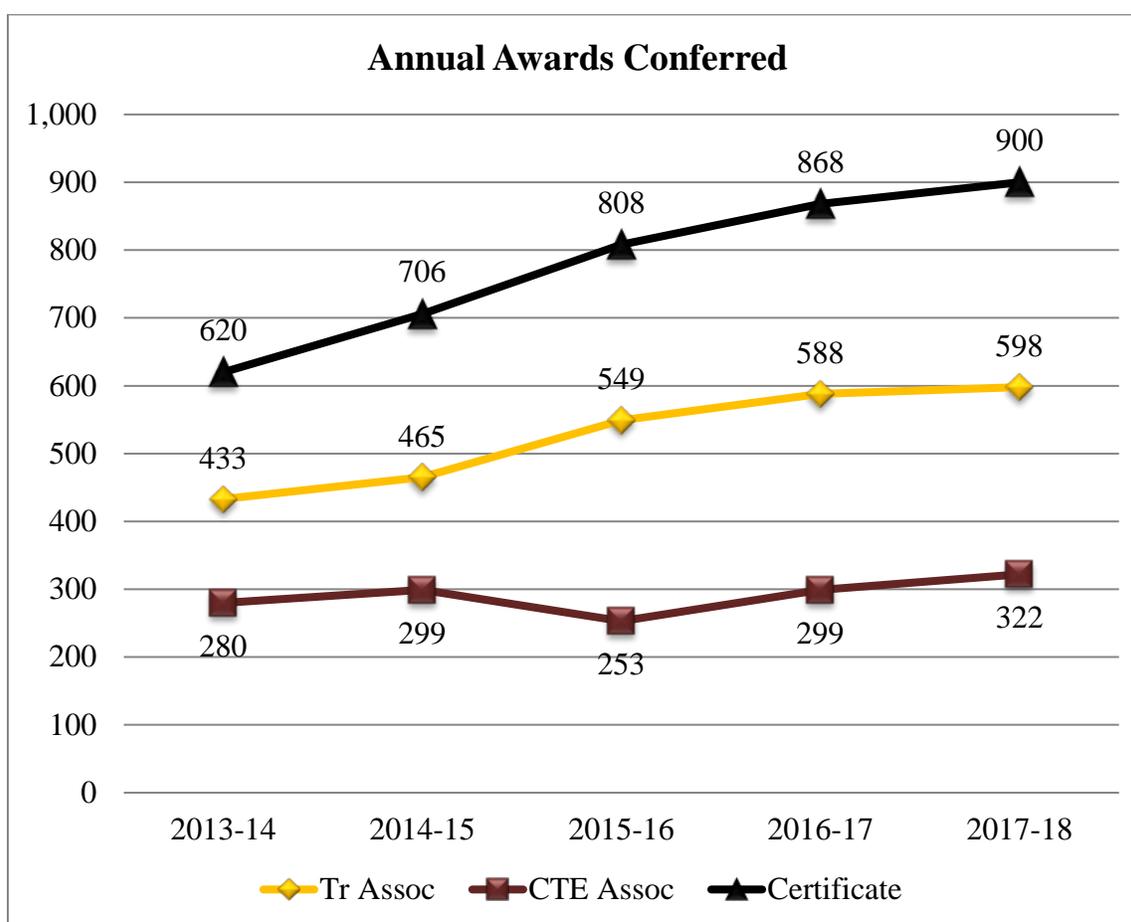
| Retention Year | All Students | | | FTIC (FT & PT) Curricular Students | | |
|-----------------------|----------------|-------------------------|------------|------------------------------------|-------------------------|------------|
| | Fall Headcount | Returned Fall Headcount | % Retained | Fall Headcount | Returned Fall Headcount | % Retained |
| Fall 2017 – Fall 2018 | 10,380 | 4,950 | 48% | 1,531 | 852 | 56% |
| Fall 2016 – Fall 2017 | 10,021 | 4,738 | 47% | 1,317 | 722 | 55% |
| Fall 2015 – Fall 2016 | 10,035 | 4,583 | 46% | 1,328 | 713 | 54% |
| Fall 2014 – Fall 2015 | 9,875 | 4,512 | 46% | 1,443 | 711 | 49% |
| Fall 2013 – Fall 2014 | 10,103 | 4,384 | 43% | 1,429 | 691 | 48% |



GRADUATE DATA**Historical View of Number of Awards by Academic Year**

| Year | Transfer Associates | CTE Associates | Certificates | Total Awards |
|---------|---------------------|----------------|--------------|--------------|
| 2017-18 | 598 | 322 | 900 | 1,820 |
| 2016-17 | 588 | 299 | 868 | 1,755 |
| 2015-16 | 549 | 253 | 808 | 1,610 |
| 2014-15 | 465 | 299 | 706 | 1,470 |
| 2013-14 | 433 | 280 | 620 | 1,333 |
| 2012-13 | 409 | 343 | 637 | 1,389 |
| 2011-12 | 345 | 323 | 578 | 1,246 |
| 2010-11 | 327 | 272 | 556 | 1,155 |
| 2009-10 | 260 | 313 | 416 | 989 |
| 2008-09 | 302 | 320 | 270 | 892 |
| 2007-08 | 225 | 295 | 246 | 766 |
| 2006-07 | 224 | 275 | 72 | 571 |
| 2005-06 | 166 | 297 | 135 | 598 |
| 2004-05 | 148 | 237 | 98 | 483 |
| 2003-04 | 142 | 272 | 153 | 567 |
| 2002-03 | 162 | 266 | 225 | 653 |
| 2001-02 | 115 | 262 | 175 | 552 |
| 2000-01 | 95 | 232 | 152 | 479 |
| 1999-00 | 99 | 242 | 66 | 407 |
| 1998-99 | 109 | 266 | 91 | 466 |
| 1997-98 | 95 | 254 | 105 | 454 |
| 1996-97 | 68 | 258 | 75 | 401 |
| 1995-96 | 66 | 255 | 92 | 413 |
| 1994-95 | 40 | 209 | 124 | 373 |
| 1993-94 | 22 | 193 | 116 | 331 |
| 1992-93 | 37 | 209 | 119 | 365 |
| 1991-92 | 19 | 185 | 139 | 343 |
| 1990-91 | 25 | 177 | 272 | 474 |
| 1989-90 | 13 | 154 | 140 | 307 |
| 1988-89 | 7 | 165 | 52 | 224 |
| 1987-88 | 21 | 170 | 129 | 320 |
| 1986-87 | 14 | 180 | 133 | 327 |
| 1985-86 | 17 | 181 | 71 | 269 |
| 1984-85 | 10 | 177 | 26 | 213 |
| 1983-84 | 18 | 200 | 32 | 250 |
| 1982-83 | 20 | 193 | 40 | 253 |
| 1981-82 | 15 | 200 | 28 | 243 |
| 1980-81 | 17 | 177 | 29 | 223 |
| 1979-80 | 10 | 189 | 32 | 231 |
| 1978-79 | 21 | 177 | 45 | 243 |
| 1977-78 | 12 | 189 | 42 | 243 |

| Year | Transfer Associates | CTE Associates | Certificates | Total Awards |
|--------------|---------------------|----------------|--------------|---------------|
| 1976-77 | 37 | 194 | 63 | 294 |
| 1975-76 | 31 | 151 | 30 | 212 |
| 1974-75 | 30 | 141 | 18 | 189 |
| 1973-74 | 31 | 139 | 16 | 186 |
| 1972-73 | 30 | 96 | 38 | 164 |
| 1971-72 | 28 | 110 | 55 | 193 |
| 1970-71 | 26 | 114 | 31 | 171 |
| 1969-70 | 9 | 81 | 51 | 141 |
| 1968-69 | 0 | 25 | 25 | 50 |
| 1967-68 | 0 | 0 | 12 | 12 |
| TOTAL | 6,550 | 10,811 | 9,952 | 27,313 |



Top Five 2017-18 Programs by Award*

| | |
|--|-----|
| 1. General Education – CERT | 401 |
| 2. General Studies – AS | 211 |
| 3. Allied Health Preparation-Pre-Nursing – CSC | 138 |
| 4. Business Administration – AS | 120 |
| 5. Nursing – AAS | 73 |

**Students earning multiple awards were counted for each award earned.*

Annual Awards by Program

| Program Description | 2013- 2014 | 2014- 2015 | 2015- 2016 | 2016- 2017 | 2017- 2018 |
|--|---------------|---------------|---------------|---------------|---------------|
| Accounting – AAS | 5 | 11 | 16 | 5 | 6 |
| Accounting – CSC | 2 | 5 | 23 | 9 | 9 |
| Adult Home Administration - CSC | 3 | 2 | 3 | 3 | 2 |
| Allied Health Preparation-Pre-Funeral Services - CSC* | 13 | 31 | 24 | 14 | 12 |
| Allied Health Preparation-Pre-Nursing - CSC* | 113 | 102 | 126 | 169 | 138 |
| Applied Technology - CSC* | . | 1 | . | . | 1 |
| Architectural Engineering Technology - AAS | 6 | 7 | 6 | 2 | 10 |
| Athletic Coaching - CSC* | 1 | 1 | . | . | . |
| Basic Precision Machining Technology - CSC | 19 | 28 | 21 | 29 | 24 |
| Bereavement and Grief Counseling - CSC | 4 | 7 | 8 | 6 | 9 |
| Building Construction - CERT | 7 | 7 | 5 | 3 | 11 |
| Business Administration - AS | 84 | 93 | 104 | 125 | 120 |
| Business Administration - Paralegal - AS | 1 | 2 | 5 | 4 | 5 |
| Business Entrepreneurship - CSC | . | . | . | 1 | 3 |
| Business Information Management - CSC | 8 | 8 | 14 | 11 | 7 |
| Business Management - AAS | 12 | 19 | 14 | 15 | 11 |
| CISCO Network – CSC | . | 1 | 3 | 3 | 4 |
| Computer Applications - CSC | . | . | 1 | 1 | 3 |
| Computer Numerical Control - CSC | 2 | 12 | 1 | 2 | 5 |
| Computer-Aided Drafting and Modeling - CSC | . | 2 | 2 | 2 | 1 |
| Criminal Justice – AAS | 8 | 9 | 6 | 14 | 19 |
| Criminal Justice – CSC | 11 | 14 | 8 | 12 | 21 |
| Criminal Justice-Homeland Security SP - AAS | 4 | 3 | 6 | 5 | 5 |
| Cyber Security – CSC | . | . | . | 2 | 5 |
| Early Childhood – CSC | 6 | 3 | 15 | 32 | 29 |
| Early Childhood Development - AAS | 17 | 11 | 7 | 14 | 8 |
| Early Childhood Development - CERT | 9 | 8 | 6 | 10 | 11 |
| Early Childhood Development-Teacher Assistant SP - AAS* | . | . | 3 | . | 1 |
| Early Childhood Management - CSC* | 1 | 2 | . | . | . |
| Electrical Engineering Technology - AAS | . | . | . | 4 | 12 |
| Electricity – CSC | 3 | 12 | 8 | 11 | 21 |
| Emergency Medical Services-Advanced Medical Technician - CSC | . | 5 | 5 | 1 | 12 |
| Emergency Medical Services-Intermediate - CSC* | . | 3 | 10 | 3 | 7 |
| Emergency Medical Services-Paramedic - AAS | . | . | 3 | 10 | 14 |
| Engineering – AS | 10 | 14 | 19 | 28 | 18 |
| Filmmaking - CSC | . | . | . | 2 | 8 |

| Program Description | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|--|-----------|-----------|-----------|-----------|-----------|
| Fine Arts - CERT | 31 | 20 | 23 | 29 | 26 |
| Funeral Services - AAS | 18 | 32 | 17 | 22 | 15 |
| General Education - CERT | 322 | 327 | 398 | 375 | 401 |
| General Studies - AS | 253 | 235 | 235 | 204 | 211 |
| General Studies-Computer Science SP - AS | . | . | . | 1 | 16 |
| General Studies-Logistics SP - AS | 1 | 2 | 2 | 1 | . |
| General Studies-Mass Communications SP - AS | . | 2 | 11 | 16 | 22 |
| General Studies-Music SP - AS | . | 1 | 7 | 5 | 8 |
| General Studies-Pre BSN SP - AS | . | . | 18 | 59 | 64 |
| General Studies-Psychology SP - AS | 17 | 16 | 17 | 22 | 21 |
| General Studies-Science SP - AS | 25 | 44 | 54 | 69 | 64 |
| General Studies-Secondary Teacher Education in Mathematics SP - AS | 2 | 1 | 1 | 2 | 1 |
| General Studies-Teacher Education SP - AS | 17 | 20 | 30 | 20 | 27 |
| General Studies-Theatre Arts SP - AS | . | . | 1 | 5 | 3 |
| Geographic Information Systems - CSC | . | 3 | . | 2 | 2 |
| Heating and Air Conditioning - CSC | 20 | 24 | 20 | 19 | 31 |
| Homeland Security - CERT* | . | 5 | 4 | 3 | . |
| Human Services - AAS | 24 | 23 | 29 | 20 | 18 |
| Human Services Administration and Supervision - CSC | 1 | 1 | . | 1 | . |
| Human Services-Criminology TR - AAS | 4 | 2 | 3 | 1 | 2 |
| Human Services-Disabilities TR - AAS* | . | 1 | . | . | . |
| Human Services-Pre Social Work TR - AAS | 2 | 20 | 20 | 24 | 29 |
| Human Services-Social Work TR - AAS* | 1 | . | . | . | . |
| Industrial Electricity - CSC | 3 | 7 | 4 | 12 | 9 |
| Information Systems - AS | 7 | 11 | 11 | 10 | 6 |
| Information Technology - AAS | 4 | 9 | 8 | 11 | 18 |
| Liberal Arts - AA | 10 | 9 | 15 | 7 | 7 |
| Liberal Arts-Communication SP - AA* | 2 | 6 | 5 | 4 | . |
| Liberal Arts-International Studies SP* - AA* | 2 | 5 | . | . | . |
| Liberal Arts-Music SP - AA* | 1 | . | 4 | 2 | 1 |
| Liberal Arts-Secondary Teacher Education English SP - AA | 1 | 2 | 3 | 1 | 3 |
| Liberal Arts-Secondary Teacher Education History SP - AA | . | 2 | 6 | 2 | 1 |
| Liberal Arts-Theatre Arts SP - AA* | . | . | 1 | 1 | . |
| Mechanical Engineering Technology - AAS | 9 | 6 | 6 | 4 | 6 |
| Mechanical Engineering Technology-Mechatronics Technician SP - AAS | 3 | 4 | 1 | 5 | 5 |
| Mechanical Maintenance - CSC | 1 | 2 | 1 | 1 | 2 |
| Museum Studies - CSC | . | . | 4 | 9 | 7 |
| Network Support - CSC | 1 | . | 6 | . | 1 |

College Enrollment Data

| Program Description | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|--|-----------|-----------|-----------|-----------|-----------|
| Nursing – AAS | 74 | 78 | 49 | 68 | 73 |
| Nursing-Hybrid Distance Education - AAS | 34 | 14 | 28 | 22 | 23 |
| Paralegal Studies – CSC | 7 | 9 | 18 | 12 | 13 |
| Photography CSC | . | . | 1 | 3 | 6 |
| Precision Machining Technology - CERT | 4 | 11 | 3 | 8 | 12 |
| Program Development - CSC | . | 1 | 2 | 2 | 1 |
| Residential Electricity - CSC | 2 | 8 | 4 | 12 | 9 |
| Small Business Management - CSC* | 1 | 4 | . | . | . |
| Substance Abuse Assistant - CSC | 9 | 7 | 7 | 10 | 3 |
| Supervision – CSC | 3 | . | 2 | 1 | . |
| Surveying – CSC | . | 1 | 3 | . | 1 |
| Technical Studies – AAS | 15 | 20 | 10 | 10 | 11 |
| Visual Arts – AAA | 14 | 10 | 10 | 16 | 18 |
| Visual Arts/Film SP AAA | . | 1 | . | 7 | 2 |
| Visual Arts/Photography SP - AAA | 1 | 2 | 3 | 4 | 8 |
| Visual Arts-Photography and Film SP - AAA* | 11 | 8 | 2 | 1 | 1 |
| Visual Arts-Visual Communications SP - AAA | 14 | 9 | 6 | 15 | 7 |
| Web Design - CSC* | 3 | 1 | 8 | 3 | 1 |
| Welding – CERT | 2 | 10 | 5 | 5 | 6 |
| Welding – CSC | 8 | 11 | 12 | 35 | 26 |
| Total | 1,333 | 1,470 | 1,610 | 1,755 | 1,820 |

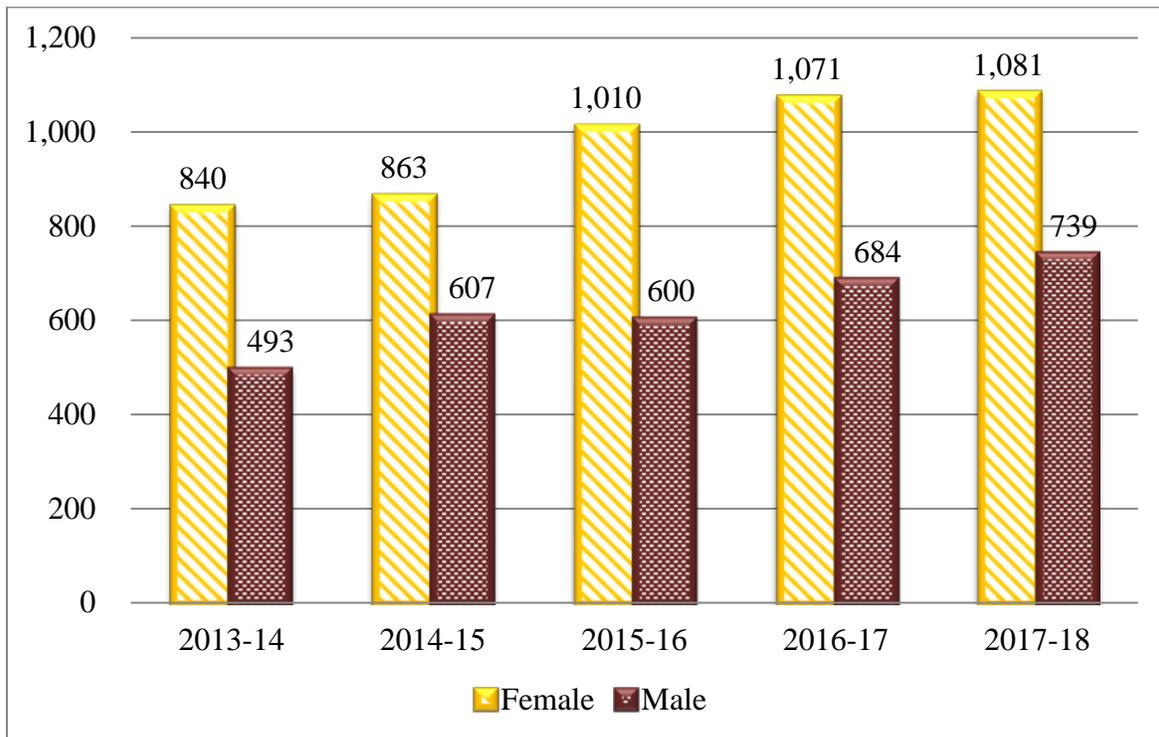
Notes:

SP = Specialization TR = Track

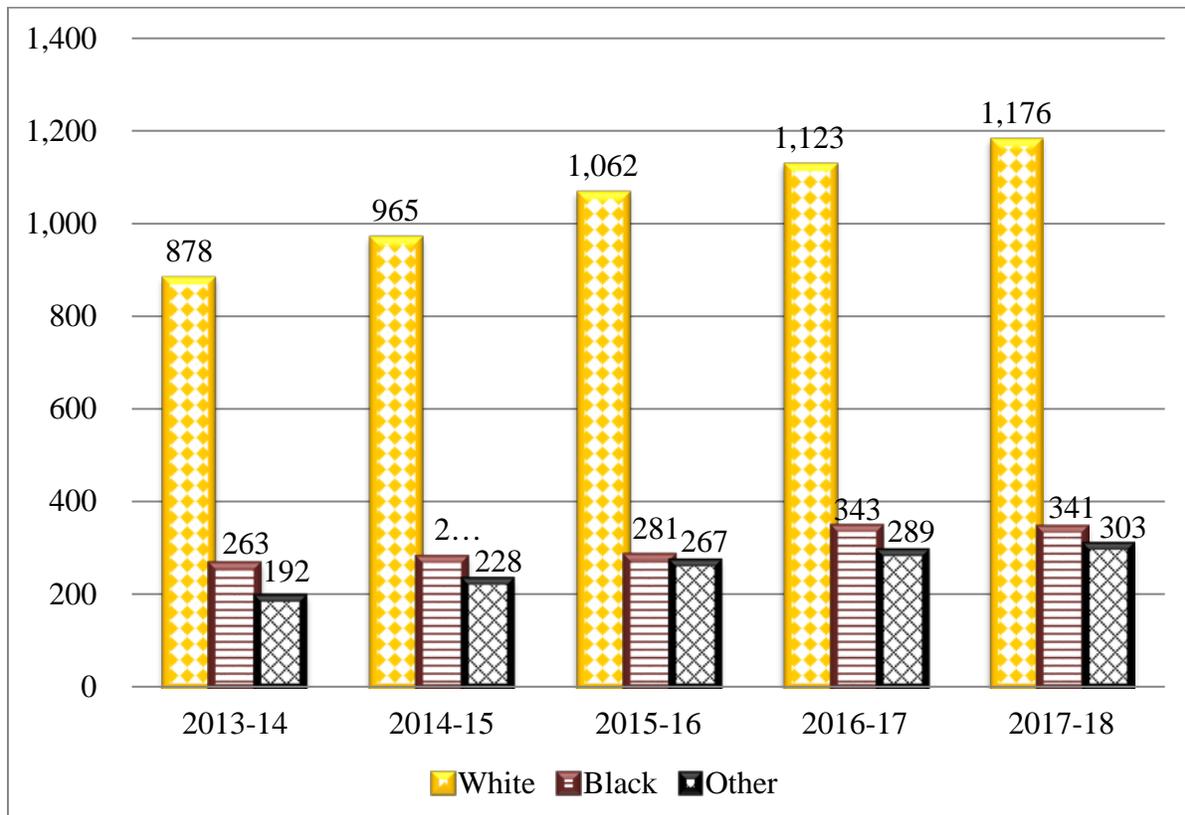
* = Discontinued Program

** = Recoded from AA&S to AS degree

Annual Awards by Gender



Annual Awards by Race



3-Year Degree Completion/Graduation and Transfer Rates¹

John Tyler Community College currently defines “student goal attainment” as degree completion. The tables below reflect Graduation and Transfer Rates for the College as reported to the Integrated Postsecondary Education Data System (IPEDS).

| Cohort Term | Graduation Year | Number of FTIC Curricular Students in Fall Cohort | Graduates within 3 Years | Graduation Rate within 3 Years | Number of Students Transferring without Graduating | Transfer Rate |
|-------------|-----------------|---|--------------------------|--------------------------------|--|---------------|
| Fall 2014* | 2017 | 889 | 203 | 23% | 110 | 12% |
| Fall 2013* | 2016 | 835 | 170 | 20% | 120 | 14% |
| Fall 2012* | 2015 | 846 | 160 | 19% | 125 | 15% |
| Fall 2011* | 2014 | 877 | 103 | 12% | 143 | 16% |
| Fall 2010* | 2013 | 860 | 122 | 14% | 143 | 17% |
| Fall 2009* | 2012 | 854 | 102 | 12% | 128 | 15% |
| Fall 2008* | 2011 | 731 | 93 | 12% | 104 | 14% |
| Fall 2007* | 2010 | 620 | 76 | 12% | 105 | 17% |
| Fall 2006* | 2009 | 562 | 89 | 16% | 103 | 18% |
| Fall 2005* | 2008 | 386 | 52 | 14% | 54 | 14% |
| Fall 2004* | 2007 | 331 | 46 | 14% | 48 | 15% |
| Fall 2003* | 2006 | 200 | 25 | 13% | 29 | 15% |
| Fall 2002* | 2005 | 219 | 29 | 13% | 26 | 12% |
| Fall 2001* | 2004 | 206 | 22 | 11% | 25 | 12% |

Top Five Transfer Universities

Data based on 2016-2017 Graduates

- | | |
|--|-----|
| 1. Virginia Commonwealth University | 47% |
| 2. Old Dominion University | 9% |
| 3. Virginia Polytechnic and State University | 7% |
| 4. Liberty University | 5% |
| 5. Virginia State University | 4% |

¹ Data Source: VCCS Academic Services and Research; Cohort: Students who were first-time, full-time, and program-placed. *Formerly dual enrolled and students who enrolled for the first time in the summer preceding the fall cohort year are included in these cohorts. Graduates: Students earning an award in three academic years, plus the following summer. This is a 150% completion period which attaches summer awards to the prior year. Transfer: Beginning with the Fall 2004 Cohort, National Student Clearinghouse data used to determine enrollment at another institution. Transfer excludes transfer within VCCS institutions. This does not include graduates who transferred.

Transfer Rates for JTCC Graduates

| Academic Year | % of All Graduates Transferring* | % of Transfer Degree Programs Graduates (AA, AS, AA&S) |
|----------------------|---|---|
| 2016-2017 | 38% | 57% |
| 2015-2016 | 37% | 57% |
| 2014-2015 | 37% | 61% |
| 2013-2014 | 37% | 58% |
| 2012-2013 | 34% | 59% |
| 2011-2012 | 39% | 69% |
| 2010-2011 | 43% | 73% |
| 2009-2010 | 41% | 79% |
| 2008-2009 | 42% | 73% |
| 2007-2008 | 34% | 61% |
| 2006-2007 | 35% | 68% |
| 2005-2006 | 30% | 69% |
| 2004-2005 | 27% | 63% |
| 2003-2004 | 22% | 59% |
| 2002-2003 | 21% | 56% |
| 2001-2002 | 26% | 70% |
| 2000-2001 | 19% | 53% |
| 1999-2000 | 19% | 49% |
| 1998-1999 | 21% | 57% |

Notes:

**Starting in 2006-2007, transfer data includes National Student Clearinghouse data*

AA = Associate of Arts

AS = Associate of Science

AA&S = Associate of Arts & Sciences

All Graduates includes Transfer Degree, Career/Technical Degree and Certificate Program graduates

Data Source(s): SAS Graduate files and National Student Clearinghouse file

PERSONNEL
Faculty and Staff by Assigned Positions/Occupational Category

| Assigned Positions | Fall 2014 | | | Fall 2015* | | |
|--|-----------|-----------|-------|------------|-----------|-------|
| | Full-time | Part-time | Total | Full-time | Part-time | Total |
| Primarily instruction | 107 | 347 | 454 | 111 | 324 | 435 |
| Instruction/research/public service | . | . | . | . | . | . |
| Primarily instruction + Instruction/research/public service | 107 | 347 | 454 | 111 | 324 | 435 |
| Primarily research | . | . | . | . | . | . |
| Primarily public service | . | . | . | . | . | . |
| Primarily instruction + Instruction/research/public service + Primarily research + Primarily public service | 107 | 347 | 454 | 111 | 324 | 435 |
| Executive/administrative/managerial | 60 | 4 | 64 | 60 | 3 | 63 |
| Other professionals (support/service) | 35 | 5 | 40 | 30 | 6 | 36 |
| Technical and paraprofessionals | 14 | 56 | 70 | 15 | 50 | 65 |
| Clerical and secretarial | 38 | 9 | 47 | 39 | 14 | 53 |
| Student and Academic Affairs + Other Education Services Occupations | 25 | 14 | 42 | 26 | 26 | 52 |
| Sales and Related Occupations | . | 3 | 3 | . | 6 | 3 |
| Service/Maintenance | 14 | . | 14 | 14 | . | 14 |
| Grand total | 293 | 443 | 736 | 295 | 429 | 724 |

| Assigned Positions | Fall 2016 | | | Fall 2017 | | |
|--|-----------|-----------|-------|-----------|-----------|-------|
| | Full-time | Part-time | Total | Full-time | Part-time | Total |
| Primarily instruction | 109 | 316 | 425 | 108 | 301 | 409 |
| Instruction/research/public service | . | . | . | . | . | . |
| Primarily instruction + Instruction/research/public service | 109 | 316 | 425 | 108 | 301 | 409 |
| Primarily research | . | . | . | . | . | . |
| Primarily public service | . | . | . | . | . | . |
| Primarily instruction + Instruction/research/public service + Primarily research + Primarily public service | 109 | 316 | 425 | 108 | 301 | 409 |
| Executive/administrative/managerial | 59 | 4 | 63 | 55 | 4 | 59 |
| Other professionals (support/service) | 25 | 12 | 37 | 21 | 11 | 32 |
| Technical and paraprofessionals | 13 | 44 | 57 | 14 | 41 | 55 |
| Clerical and secretarial | 37 | 12 | 49 | 34 | 17 | 51 |
| Student and Academic Affairs + Other Education Services Occupations | 24 | 23 | 47 | 21 | 20 | 41 |
| Sales and Related Occupations | . | 5 | 5 | 0 | 1 | 1 |
| Service/Maintenance | 14 | . | 14 | 14 | 0 | 14 |
| Grand total | 281 | 416 | 697 | 267 | 395 | 662 |

*Fall 2015 revised 2/28/2018

Data Source: IPEDS Human Resources Survey

Faculty and Staff by Status, Ethnicity/Race and Gender

| Gender and Race/Ethnicity | Fall 2014 | | | Fall 2015 | | |
|---|-----------|--------|-------|-----------|--------|-------|
| | Male | Female | Total | Male | Female | Total |
| Nonresident Alien | 6 | 5 | 11 | 1 | . | 1 |
| Hispanic/Latino | 4 | 3 | 7 | 5 | 3 | 8 |
| American Indian or Alaska Native | 2 | 1 | 3 | 2 | . | 2 |
| Asian | 9 | 15 | 24 | 10 | 11 | 21 |
| Black or African American | 58 | 108 | 166 | 58 | 106 | 164 |
| Native Hawaiian or Other Pacific Islander | . | . | . | . | . | . |
| White | 218 | 302 | 520 | 200 | 317 | 517 |
| Two or more races | 3 | 2 | 5 | 2 | 4 | 6 |
| Race and ethnicity unknown | . | . | . | 2 | 3 | 5 |
| Grand total | 300 | 436 | 736 | 280 | 444 | 724 |

| Gender and Race/Ethnicity | Fall 2016 | | | Fall 2017 | | |
|---|-----------|--------|-------|-----------|--------|-------|
| | Male | Female | Total | Male | Female | Total |
| Nonresident Alien | . | 1 | 1 | . | 1 | 1 |
| Hispanic/Latino | 5 | 3 | 8 | 4 | 4 | 8 |
| American Indian or Alaska Native | 3 | . | 3 | 3 | . | 3 |
| Asian | 9 | 10 | 19 | 7 | 13 | 20 |
| Black or African American | 62 | 108 | 170 | 62 | 106 | 168 |
| Native Hawaiian or Other Pacific Islander | . | . | . | . | 1 | 1 |
| White | 200 | 290 | 490 | 191 | 264 | 455 |
| Two or more races | 3 | 3 | 6 | 4 | 2 | 6 |
| Race and ethnicity unknown | . | . | . | . | . | 0 |
| Grand total | 282 | 415 | 697 | 271 | 391 | 662 |

Data Source: IPEDS Human Resources Survey

FINANCES

College Revenues by Source

Core revenues include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment income; other operating and non-operating sources; and other revenues and additions. Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

| FY2015 | Total | Percent Distribution | Per FTE Enrollment |
|--------------------------------------|--------------|----------------------|--------------------|
| Tuition and fees | \$15,310,038 | 26% | \$2,762 |
| Government appropriations | \$17,649,527 | 30% | \$3,184 |
| Local appropriations | \$62,432 | 0% | \$11 |
| Government grants and contracts | \$11,584,135 | 20% | \$2,090 |
| Private gifts, grants, and contracts | \$409,908 | 1% | \$74 |
| Investment income | \$60,995 | 0% | \$11 |
| Other core revenues | \$14,254,734 | 24% | \$2,572 |
| Total core revenues | \$59,331,769 | 100% | \$10,704 |
| Total revenues | \$59,992,777 | | \$10,823 |

| FY2016 | Total | Percent Distribution | Per FTE Enrollment |
|--------------------------------------|--------------|----------------------|--------------------|
| Tuition and fees | \$16,610,048 | 28% | \$3,005 |
| Government appropriations | \$17,972,078 | 31% | \$3,252 |
| Local appropriations | \$62,693 | 0% | \$11 |
| Government grants and contracts | \$10,383,951 | 18% | \$1,879 |
| Private gifts, grants, and contracts | \$466,880 | 1% | \$84 |
| Investment income | \$121,137 | 0% | \$22 |
| Other core revenues | \$13,016,815 | 22% | \$2,355 |
| Total core revenues | \$58,633,602 | 100% | \$10,609 |
| Total revenues | \$59,189,510 | | \$10,709 |

| FY2017 | Total | Percent Distribution | Per FTE Enrollment |
|--------------------------------------|--------------|----------------------|--------------------|
| Tuition and fees | \$15,426,655 | 32% | \$2,882 |
| Government appropriations | \$18,938,474 | 39% | \$3,539 |
| Local appropriations | \$58,086 | 0% | \$11 |
| Government grants and contracts | \$9,965,277 | 21% | \$1,862 |
| Private gifts, grants, and contracts | \$417,035 | 1% | \$78 |
| Investment income | \$10,747 | 0% | \$2 |
| Other core revenues | \$3,534,417 | 7% | \$660 |
| Total core revenues | \$48,350,691 | 100% | \$9,034 |
| Total revenues | \$49,063,564 | | \$9,167 |

Data Source: IPEDS Finance Survey

College Expenses by Function

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, operation and maintenance of plant, depreciation, scholarships and fellowships expenses, other expenses, and non-operating expenses.

| FY2015 | Expenses | Percent Distribution | Per FTE Enrollment |
|-----------------------|--------------|----------------------|--------------------|
| Instruction | \$22,733,868 | 48% | \$4,101 |
| Research | \$0 | 0% | \$0 |
| Public service | \$0 | 0% | \$0 |
| Academic support | \$4,024,875 | 9% | \$726 |
| Institutional support | \$9,458,351 | 20% | \$1,706 |
| Student services | \$5,427,339 | 11% | \$979 |
| Other core expenses | \$5,639,884 | 12% | \$1,017 |
| Total core expenses | \$47,284,317 | 100% | \$8,530 |
| Total expenses | \$47,402,232 | | \$8,552 |

| FY2016 | Expenses | Percent Distribution | Per FTE Enrollment |
|-----------------------|--------------|----------------------|--------------------|
| Instruction | \$25,021,964 | 51% | \$4,527 |
| Research | \$0 | 0% | \$0 |
| Public service | \$0 | 0% | \$0 |
| Academic support | \$4,017,536 | 8% | \$727 |
| Institutional support | \$8,808,938 | 18% | \$1,594 |
| Student services | \$6,651,157 | 14% | \$1,203 |
| Other core expenses | \$4,609,158 | 9% | \$834 |
| Total core expenses | \$49,108,753 | 100% | \$8,885 |
| Total expenses | \$49,202,421 | | \$8,902 |

| FY2017 | Expenses | Percent Distribution | Per FTE Enrollment |
|-----------------------|--------------|----------------------|--------------------|
| Instruction | \$25,807,594 | 53% | \$4,822 |
| Research | \$0 | 0% | \$0 |
| Public service | \$0 | 0% | \$0 |
| Academic support | \$3,745,805 | 8% | \$700 |
| Institutional support | \$8,783,281 | 18% | \$1,641 |
| Student services | \$5,753,370 | 12% | \$1,075 |
| Other core expenses | \$4,580,749 | 9% | \$856 |
| Total core expenses | \$48,670,799 | 100% | \$9,094 |
| Total expenses | \$48,764,856 | | \$9,112 |

Data Source: IPEDS Finance Survey

GLOSSARY

| Term | Definition |
|--|--|
| Calculation of FTES (using student headcounts) | The number of FTE students is calculated based on student headcounts as reported by the college. The full-time equivalent (headcount) of the college's part-time enrollment is estimated by multiplying .335737 times the part-time headcount. The result is then added to the full-time enrollment headcounts to obtain an FTE for all students enrolled. |
| Calculation of FTES (using instructional activity) | The number of FTE students is calculated based on the credit hours reported by the college. Total credit hours generated by the fall and spring terms are divided by 15. Total credit hours generated annually are divided by 30. |
| Cohort | A specific group of students established for tracking purposes. |
| Core expenses | Total expenses for the essential education activities of the college. Core expenses for public institutions reporting under the Governmental Accounting Standards Board (GASB) standards include expenses for instruction, research, public service, academic support, student services, institutional support, operation and maintenance of plant, depreciation, scholarships and fellowships, interest and other operating and non-operating expenses. For GASB institutions, core expenses exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. |
| Core revenues | Total revenues for the essential education activities of the college. Core revenues for public institutions (using the Governmental Accounting Standards Board (GASB) standards) include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment income; other operating and non-operating sources; and other revenues and additions. In general, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. |
| Duplicated Headcount | The sum of students enrolled for credit with each student counted more than once during the reporting period, regardless of when the student enrolled. |
| Fall Cohort | Any student enrolled in credit-bearing classes in fall term, who was first-time-in-college and program-placed in a certificate, diploma, or associate degree program. Students enrolled in career studies certificate programs are not included in the cohort. Students who began summer before or who were previously dual-enrolled while in high school are included in the cohort. |
| First-Time-in-College (FTIC) | A student attending the college for the first time. Includes students enrolled in the fall term or prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school). |

| Term | Definition |
|-------------------------------------|---|
| Full-time Equivalent Student (FTES) | A statistic derived from the student-credit hour productivity of an institution (SCHEV). The full-time equivalent (FTE) of students is a single value providing a meaningful combination of full-time and part-time students. |
| Full-time status | Students enrolled in at least 12 credits are considered full-time. This initial enrollment status is used to classify the student and is not changed if the student's enrollment status changes at some point. |
| Graduation rate | The rate required for disclosure and/or reporting purposes under Student Right-to-Know Act. This rate is calculated as the total number of completers within 150% of normal time divided by the revised adjusted cohort. |
| Headcount (HC) | A student enrolled for more than zero credit hours in courses offered for degree or certificate credit, or a student who meets the criteria for classification as a remedial student. |
| IPEDS | Integrated Postsecondary Education Data System. |
| Part-time | Students enrolled in less than 12 credits are considered part-time. This initial enrollment status is used to classify the student and is not changed if the student's enrollment status changes at some point. |
| Retention rate | A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. |
| SCHEV | State Council of Higher Education for Virginia |
| Transfer Rate | Total number of students who are known to have transferred out of the reporting institution within 150% of normal time to completion divided by the adjusted cohort. |
| Unclassified | A student taking courses creditable toward a degree or other formal award who cannot be classified by academic level. |
| Under-represented Population (URP) | <p>SCHEV identified population including students who are low-income Pell recipients, who reside in a specific domicile, are first generation, or are of minority ethnicity or race. This population is also referred to as the under-represented population (URP). <i>Additional Detail on Definitions of Criteria for Underserved Populations</i></p> <ul style="list-style-type: none"> • Low income – When student received a Pell award more than \$0. |

| Term | Definition | | | | | | | | | | | | | | | | |
|------------------------|---|-----------|-----------|---|--------------------|---|-----------------|---|---------------------------|---|---------------------------------|---|----------------------------|---|----------|---|---------------------------|
| | <ul style="list-style-type: none"> • First-generation college student – a student is first-generation if the educational level of mother and father is high school or less. Source is the online application beginning June 2008. • Specified geographic regions – Localities identified by SCHEV and determined to be in the lowest quintile of participation rates at Virginia public four-year institutions. Use LOCDOMI equal to (0678-Lexington city, 0660-Harrisonburg city, 0147-Prince Edward County, 0105-Lee County, 0005-Alleghany County, 0530-Buena Vista city, 0029-Buckingham County, 0149-Prince George County, 0081-Greensville County, 0139-Page County, 0191-Washington County, 0035-Carroll County, 0009-Amherst County, 0143-Pittsylvania County, 0710-Norfolk city, 0520-Bristol city, 0173-Smyth County, 0750-Radford city, 0187-Warren County, 0089-Henry County, 0680-Lynchburg city, 0067-Franklin County, 0045-Craig County, 0025-Brunswick County, 0167-Russell County, 0031-Campbell County, and 0540-Charlottesville city) • Minority and Ethnicity –Race in SCHEV categories 2 3, 4, or 5. <table border="1" data-bbox="630 936 1490 1591"> <thead> <tr> <th data-bbox="630 936 748 1041">Race Code</th> <th data-bbox="748 936 1490 1041">Race Text</th> </tr> </thead> <tbody> <tr> <td data-bbox="630 1041 748 1119">0</td> <td data-bbox="748 1041 1490 1119">Unknown/Unreported</td> </tr> <tr> <td data-bbox="630 1119 748 1197">1</td> <td data-bbox="748 1119 1490 1197">Foreign Student</td> </tr> <tr> <td data-bbox="630 1197 748 1274">2</td> <td data-bbox="748 1197 1490 1274">African American or Black</td> </tr> <tr> <td data-bbox="630 1274 748 1352">3</td> <td data-bbox="748 1274 1490 1352">American Indian/Native American</td> </tr> <tr> <td data-bbox="630 1352 748 1430">4</td> <td data-bbox="748 1352 1490 1430">Asian and Pacific Islander</td> </tr> <tr> <td data-bbox="630 1430 748 1507">5</td> <td data-bbox="748 1430 1490 1507">Hispanic</td> </tr> <tr> <td data-bbox="630 1507 748 1591">6</td> <td data-bbox="748 1507 1490 1591">White, Caucasian American</td> </tr> </tbody> </table> | Race Code | Race Text | 0 | Unknown/Unreported | 1 | Foreign Student | 2 | African American or Black | 3 | American Indian/Native American | 4 | Asian and Pacific Islander | 5 | Hispanic | 6 | White, Caucasian American |
| Race Code | Race Text | | | | | | | | | | | | | | | | |
| 0 | Unknown/Unreported | | | | | | | | | | | | | | | | |
| 1 | Foreign Student | | | | | | | | | | | | | | | | |
| 2 | African American or Black | | | | | | | | | | | | | | | | |
| 3 | American Indian/Native American | | | | | | | | | | | | | | | | |
| 4 | Asian and Pacific Islander | | | | | | | | | | | | | | | | |
| 5 | Hispanic | | | | | | | | | | | | | | | | |
| 6 | White, Caucasian American | | | | | | | | | | | | | | | | |
| Unduplicated Headcount | The sum of students enrolled for credit with each student counted only once during the reporting period, regardless of when the student enrolled. | | | | | | | | | | | | | | | | |

Data Source: NCES IPEDS Glossary, <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx?>
 SCHEV Glossary, <https://research.schev.edu/info/Glossary/AllPages>



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