

2019

Fact Book

Office of Institutional Effectiveness

JOHN TYLER COMMUNITY COLLEGE

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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 2018-2019 academic year, John Tyler Community College served more than 14,000 credit students in more than 75 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 Funeral Services Program 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 Emergency Medical Services Program is approved by the Virginia Office of Emergency Medical Services.

The 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 <https://catalog.jtcc.edu/content.php?catoid=4&navoid=281> for the most current programs of study.

A

Accounting, AAS
Accounting, CSC
Additive/Subtractive Manufacturing, 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
Business Administration, Paralegal Studies Specialization, AS
Business Entrepreneurship, CSC
Business Management, AAS

C

Cisco Network Administration, CSC
Cloud Computing, CSC
Computer Application Design, CSC
Computer Numerical Control, CSC
Computer Programming, CSC
Computer Science, AS
Computer-Aided Drafting and Modeling, CSC
Criminal Justice, AAS
Criminal Justice, CSC
Cybersecurity and Networking Foundations, CSC
Cybersecurity, CSC

Programs of Study (cont.)

D

Dietary Manager, CSC

E

Early Childhood Development, C

Early Childhood Development, AAS

Early Childhood, CSC

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

H

Health Sciences, AS

Heating and Air Conditioning, CSC

Human Services, AAS

Human Services, Criminology Specialization, AAS

Human Services, Pre-Social Work Specialization, AAS

I

Industrial Electricity, CSC

Information Systems, AS

Information Technology, AAS

L

Liberal Arts, AA

Programs of Study (cont.)

M

Management Information Systems, CSC
Mass Communications, AS
Massage Therapy, CSC
Mechanical Engineering Technology, AAS
Mechanical Engineering Technology, Mechatronics Specialization, AAS
Mechanical Maintenance, CSC
Museum Studies, CSC
Music, AFA

N

Network Security and Support, CSC
Nurse Aide/Medication Aide, CSC
Nursing, AAS

P

Paralegal Studies, CSC
Photography, CSC
Precision Machining Technology, C
Psychology, AS

R

Residential Electricity, CSC

S

Science, AS
Secondary Teacher Education (English/History), AA
Substance Abuse Assistant, CSC
Supervision, CSC
Surveying and Geographic Information Systems, CSC

T

Teacher Education Secondary Mathematics Specialization AS
Teacher Education, AS
Technical Studies, AAS
Theatre, AFA
Theatre, Technical Theatre Specialization AFA

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

Visual Arts, AAA
Visual Arts, Film Specialization, AAA
Visual Arts, Graphic Design Specialization, AAA
Visual Arts, Photography Specialization, AAA

W

Web Design, AAS
Welding Certificate
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 <https://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
- 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

Guaranteed Admissions Agreements (cont.)

Virginia's Private Colleges & Universities (cont.)

- 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 <https://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 2019** 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

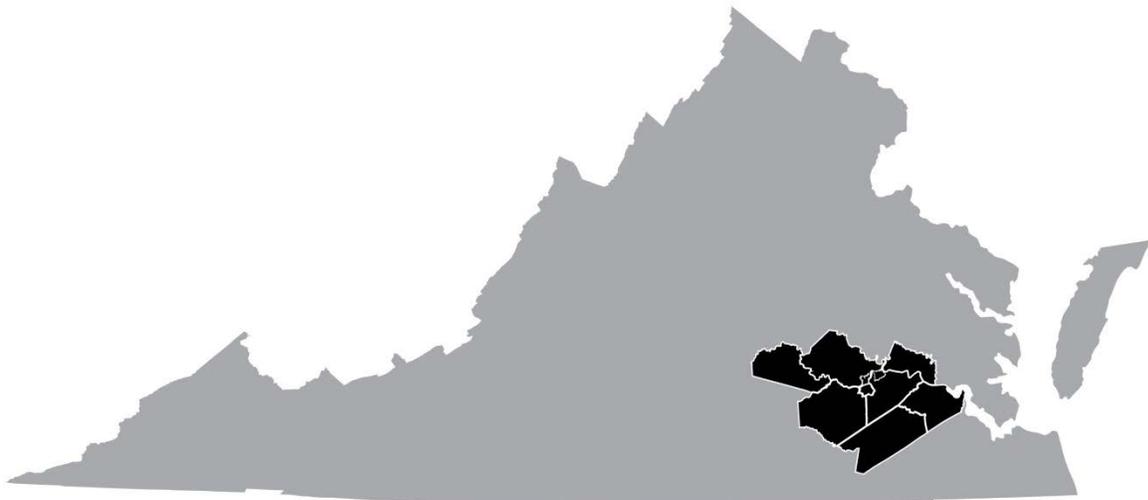
* The business contract rate is for students who do not qualify for in-state tuition rates and are enrolled in classes provided in a contract between their employers and John Tyler where the employer agrees to pay the students' tuition directly to the College. The contract rate is only applicable to 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
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*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 2018-2019

Division Name	School Name	Standard Diploma	Advanced Studies Diploma	Other Diploma	Certificate of Program Completion	GED Certificate	ISAEP ³	Total Graduates ² and Completers 2018-2019	Attending Two-year Colleges	Attending Four-year Colleges	Other Continuing Education Plans	Employment	Military	No Plans
Amelia County	Amelia County High	61	73	6				140	38	48	23	24	6	1
Charles City County	Charles City County High	28	15	1				44	15	14	3	11	1	
Chesterfield County	Carver College and Career Academy	56	8		2		42	108	31	9	2	59	7	
Chesterfield County	Clover Hill High	150	304	9				463	126	250	24	46	15	2
Chesterfield County	Cosby High	115	475	5				595	116	407	31	26	14	1
Chesterfield County	James River High	176	314	4	1			495	131	267	35	44	14	4
Chesterfield County	Lloyd C. Bird High	213	213	12				438	127	188	21	91	10	1
Chesterfield County	Manchester High	209	245	10				464	134	186	27	57	19	41
Chesterfield County	Matoaca High	156	258	17				431	115	235	23	36	22	
Chesterfield County	Meadowbrook High	216	131	9	2			358	128	112	27	73	16	2
Chesterfield County	Midlothian High	89	345	7				441	99	287	22	23	6	4
Chesterfield County	Monacan High	111	221	12				344	84	181	25	45	9	
Chesterfield County	Thomas Dale High	265	290	17		1	3	576	154	240	43	97	40	2
Colonial Heights City	Colonial Heights High	77	138	3			3	221	86	85	6	33	9	2
Dinwiddie County	Dinwiddie County High	172	99	13	3		6	293	108	75	2	88	17	3
Hopewell City	Hopewell High	145	88	9			1	243	46	87	3	94	12	1
Petersburg City	Petersburg High	170	48	33		3		254	26	116	5	104	2	1
Prince George County	Prince George High	211	204	12		4	3	434	150	191	31	41	20	1
Surry County	Surry County High	34	25					59	12	33	2	8	4	
Sussex County	Sussex Central High	39	21	4				64	12	24	6	16	6	

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

² Data include summer, 2018 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 2/24/2020)
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	2019
Amelia County	2.0%	1.5%	1.5%	1.5%	1.4%	1.4%	1.6%	1.8%	1.7%	1.6%
Charles City County	1.0%	0.8%	0.7%	0.5%	0.5%	0.6%	0.5%	0.5%	0.5%	0.4%
Chesterfield County	2.1%	2.1%	2.0%	2.0%	1.9%	1.9%	1.9%	1.9%	1.8%	1.9%
Colonial Heights City	1.4%	1.4%	1.4%	1.4%	1.3%	1.2%	1.1%	1.1%	1.0%	1.4%
Dinwiddie County	1.0%	0.8%	0.6%	0.7%	0.8%	0.9%	0.8%	0.9%	1.0%	1.0%
Hopewell City	1.1%	1.1%	0.9%	1.0%	0.8%	1.0%	1.1%	1.1%	1.2%	1.0%
Petersburg City	1.1%	1.2%	1.0%	0.9%	0.9%	0.7%	0.7%	0.6%	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%	0.9%
Surry County	1.0%	0.6%	0.5%	0.4%	0.9%	0.8%	0.7%	0.7%	0.8%	0.6%
Sussex County	0.4%	0.4%	0.3%	0.4%	0.3%	0.4%	0.5%	0.4%	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%	1.5%
VCCS Participation Rate	2.4%	2.1%	2.0%	2.1%	2.1%	2.0%	1.7%	1.8%	1.8%	1.8%

Data Source(s): *Intercensal Estimates for Virginia, Counties and Cities: 2010-2019/Published on January 27, 2020 by the Weldon Cooper Center for Public Service, www.coopercenter.org/demographics*

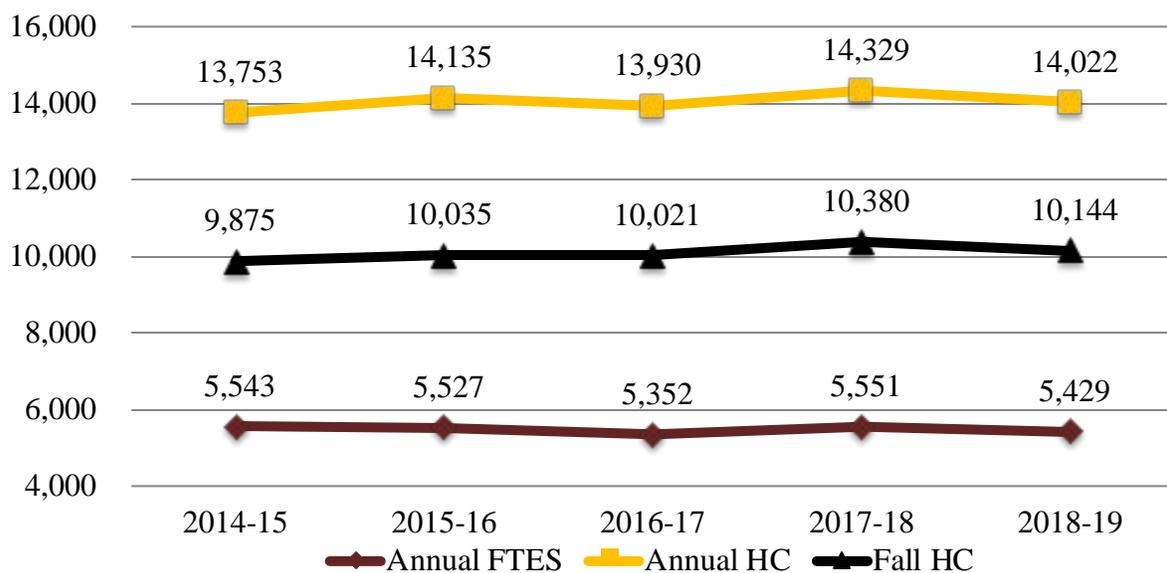
VCCS Fall 2019 SEB Booklets/Student Enrollment by Residence (Headcount) Report 23D (VCCS in-state) & Report 24C (JTCC in-district)

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	5,527	-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%
2018-19	5,429	-2.2%	14,022	-2.1%	10,144	-2.3%

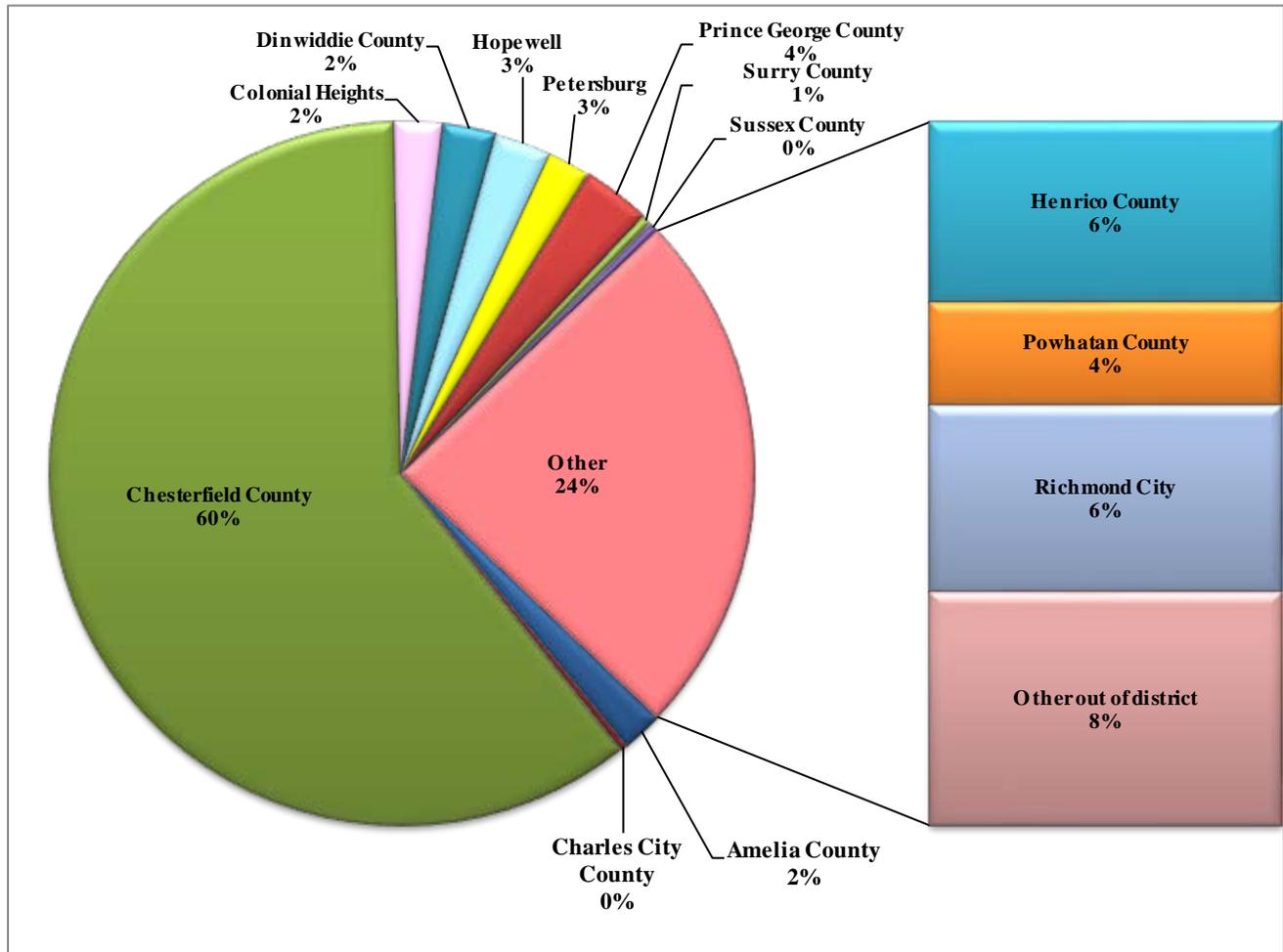
Annual Headcount, FTES, and Fall Enrollment Trends



Annual Enrollment (Headcount and FTES) Demographics

2018-2019	Headcount		FTES	
	N	%	N	%
Total	14,022	100%	5,429	100%
Gender				
Female	8,124	58%	3,134	58%
Male	5,898	42%	2,296	42%
Ethnicity (<i>new race codes</i>)				
American Native	61	0%	24	0%
Asian	501	4%	189	3%
Black	3,222	23%	1,225	23%
Hawaiian/Pacific Islander	23	0%	8	0%
Hispanic	1,342	10%	570	11%
Two or More	655	5%	255	5%
Unknown/Not Specified	205	1%	74	1%
White	8,013	57%	3,084	57%
Load				
Full-Time	1,787	13%	1,680	31%
Part-Time	12,235	87%	3,749	69%
Program Area				
Career Technical	2,780	20%	1,282	24%
College Transfer	5,473	39%	2,809	52%
Unclassified	5,769	41%	1,338	25%
Residence				
In-State	13,816	99%	5,381	99%
Out-State	206	1%	48	1%
Day – Evening				
Any Time	3,151	22%	1,503	28%
Day	9,548	68%	3,353	62%
Evening	1,323	9%	574	11%
Dual Enrolled				
Dual	3,340	24%	921	17%
Non-Dual	10,682	76%	4,508	83%
Age				
<=17	2,907	21%	815	15%
18-19	3,317	24%	1,627	30%
20-21	2,375	17%	1,039	19%
22-24	1,699	12%	628	12%
25-29	1,435	10%	553	10%
30-34	739	5%	277	5%
35-39	531	4%	185	3%
40-49	637	5%	204	4%
50-64	334	2%	93	2%
>=65	48	0%	8	0%

Students by Jurisdiction 2018-2019

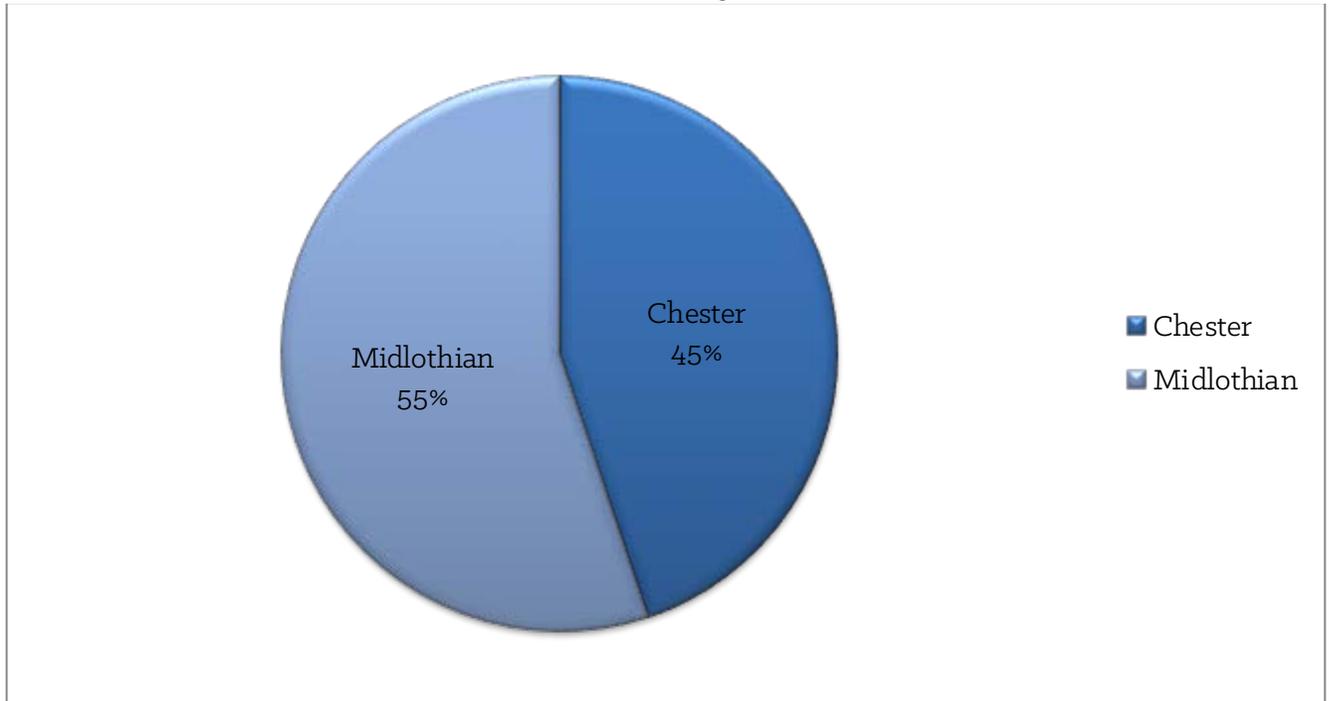


Annual Headcount and FTES by Jurisdiction

Jurisdiction	2014-15		2015-16		2016-17		2017-18		2018-19	
	HC	FTES	HC	FTES	HC	FTES	HC	FTES	HC	FTES
Amelia County	216	81	224	85	254	101	280	121	265	110
Charles City County	46	16	50	19	40	17	42	17	42	14
Chesterfield County	8,347	3,374	8,397	3,306	8,291	3,224	8,652	3,381	8,466	3,309
Colonial Heights, City	304	129	302	125	315	107	308	115	304	123
Dinwiddie County	329	127	336	140	337	124	363	129	340	143
Hopewell, City	258	106	359	129	387	134	391	153	368	151
Petersburg, City	379	157	373	129	317	103	276	105	274	109
Prince George County	392	172	514	209	464	174	452	163	438	179
Surry County	77	38	68	31	62	33	55	28	62	29
Sussex County	40	18	59	25	71	26	68	25	63	26
Out of Service Area	3,365	1,326	3,453	1,328	3,392	1,309	3,442	1,314	3,400	1,236
Total	13,753	5,543	14,135	5,527	13,930	5,352	14,329	5,551	14,022	5,429

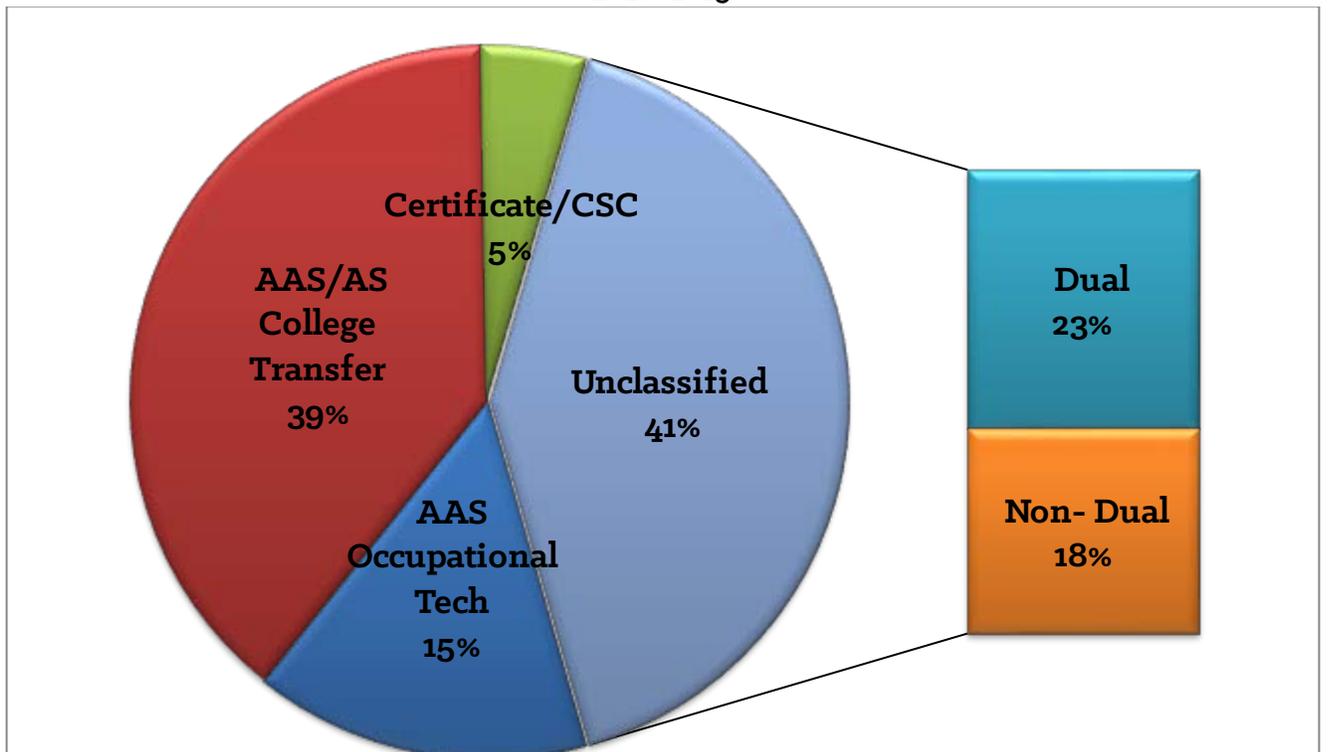
Enrollment by Campus

2018-2019



Classification by Program Area

2018-2019



Student Profile

2018 – 2019

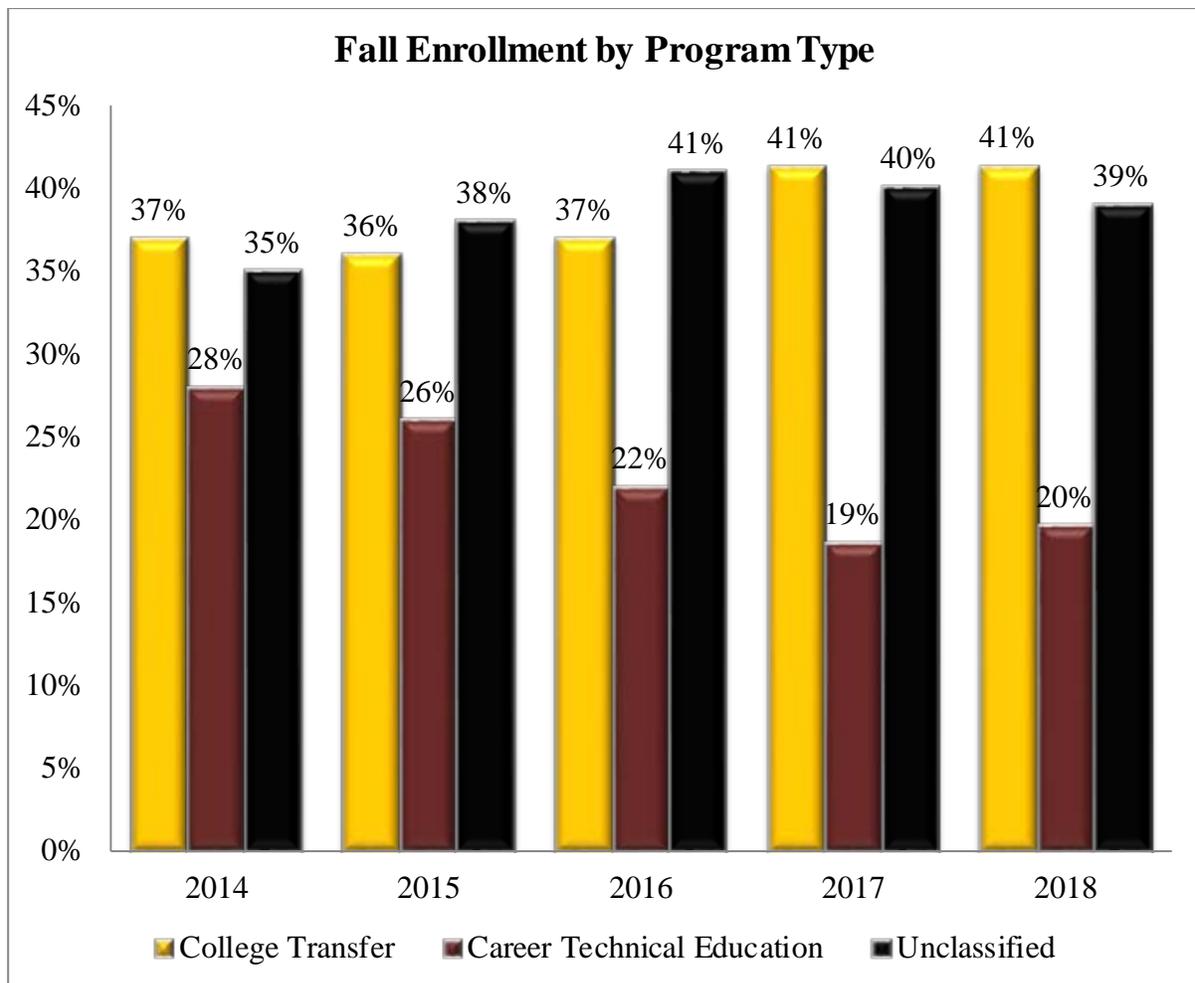
	End-of-Term Enrollment					
	Summer 2018		Fall 2018		Spring 2019	
	Students	Percent	Students	Percent	Students	Percent
Total Headcount	4,024	100%	10,144	100%	9,435	100%
Gender						
Female	2,531	63%	5,748	57%	5,423	57%
Male	1,493	37%	4,396	43%	4,012	43%
Program Type						
Career Technical	719	18%	1,993	20%	2,004	21%
College Transfer	1,651	41%	4,193	41%	3,743	40%
Unclassified	1,654	41%	3,958	39%	3,688	39%
Program Area						
Career Studies Certificates	69	2%	300	3%	356	4%
Career Technical	615	15%	1,585	16%	1,545	16%
Certificates	35	1%	108	1%	103	1%
College Transfer	1,651	41%	4,193	41%	3,743	40%
Unclassified	1,654	41%	3,958	39%	3,688	39%
Enroll Status						
Full Time	132	3%	2,431	24%	1,950	21%
Part Time	3,892	97%	7,713	76%	7,485	79%
Day - Evening						
Any Time	1,917	48%	1,416	14%	1,471	16%
Day	1,693	42%	7,844	77%	7,213	76%
Evening	414	10%	884	9%	751	8%
Ethnicity						
Black	983	24%	2,233	22%	2,029	22%
White	2,306	57%	5,861	58%	5,484	58%
Other	735	18%	2,050	20%	1,922	20%
Residence						
In-State	3,849	96%	9,852	97%	9,414	100%
Out-State	175	4%	292	3%	21	0%

	End-of-Term Enrollment					
	Summer 2018		Fall 2018		Spring 2019	
	Students	Percent	Students	Percent	Students	Percent
Campus						
Off-Campus	1,969	49%	4,128	41%	4,166	44%
On-Campus	2,055	51%	6,016	59%	5,269	56%
Dual Enrolled						
Yes	202	5%	3,080	30%	3,003	32%
No	3,822	95%	7,064	70%	6,432	68%
Age Categories						
<=17	188	5%	3,157	31%	2,535	27%
18-19	958	24%	2,223	22%	2,298	24%
20-21	946	24%	1,358	13%	1,348	14%
22-24	593	15%	1,039	10%	980	10%
25-29	525	13%	970	10%	868	9%
30-34	266	7%	454	4%	458	5%
35-39	192	5%	332	3%	325	3%
40-49	227	6%	387	4%	393	4%
50-64	114	3%	204	2%	209	2%
>=65	15	0%	20	0%	21	0%
First Time In College*						
Yes	.	.	1,615	16%	.	.
No	.	.	8,529	84%	.	.
Military						
Yes	495	12%	1,068	11%	995	11%
No	3,529	88%	9,076	89%	8,440	89%
Military Type						
None	3,529	88%	9,076	89%	8,440	89%
Active	43	1%	78	1%	75	1%
Dependent	235	6%	602	6%	536	6%
Reserve	22	1%	54	1%	43	0%
Retired	23	1%	34	0%	23	0%
Spouse	59	1%	90	1%	82	1%
Veteran	113	3%	210	2%	236	3%

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

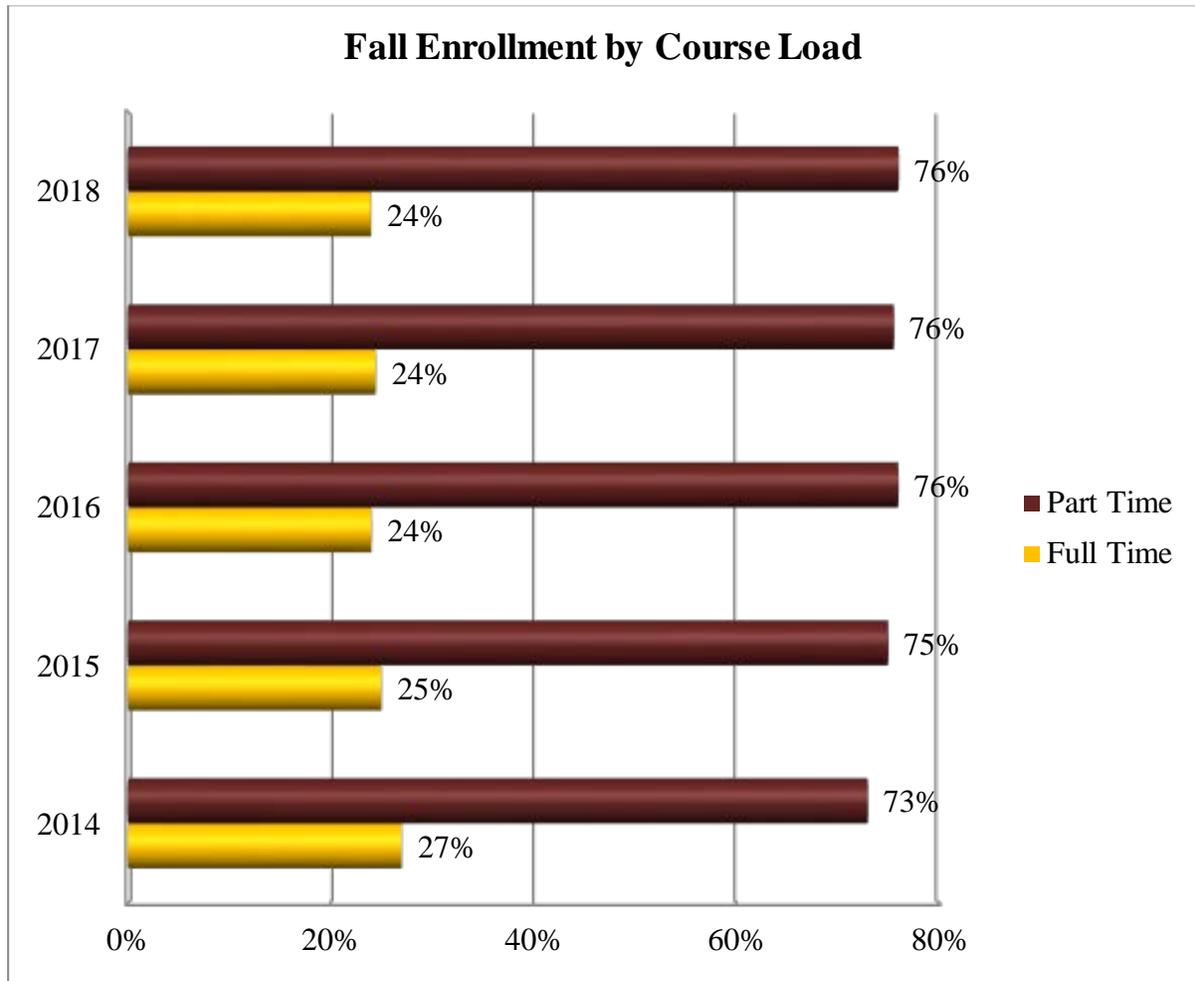
Fall Enrollment by Program Type

	Program Type						Total
	College Transfer		Career Technical Education		Unclassified		
	Students	Percent	Students	Percent	Students	Percent	
2018	4,193	41%	1,933	20%	3,958	39%	10,144
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



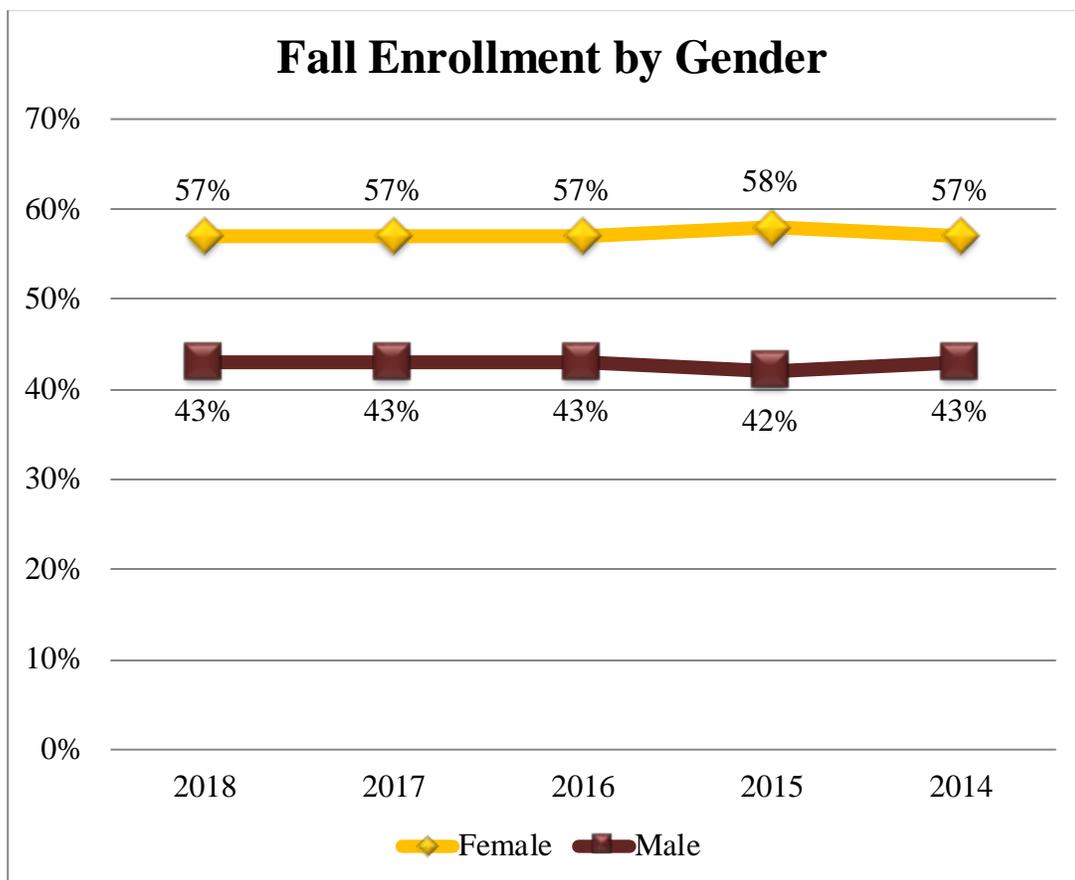
Fall Enrollment by Course Load

	Course Load				Total
	Full-Time		Part-Time		
	Students	Percent	Students	Percent	
2018	2,431	24%	7,713	76%	10,144
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



Fall Enrollment by Gender

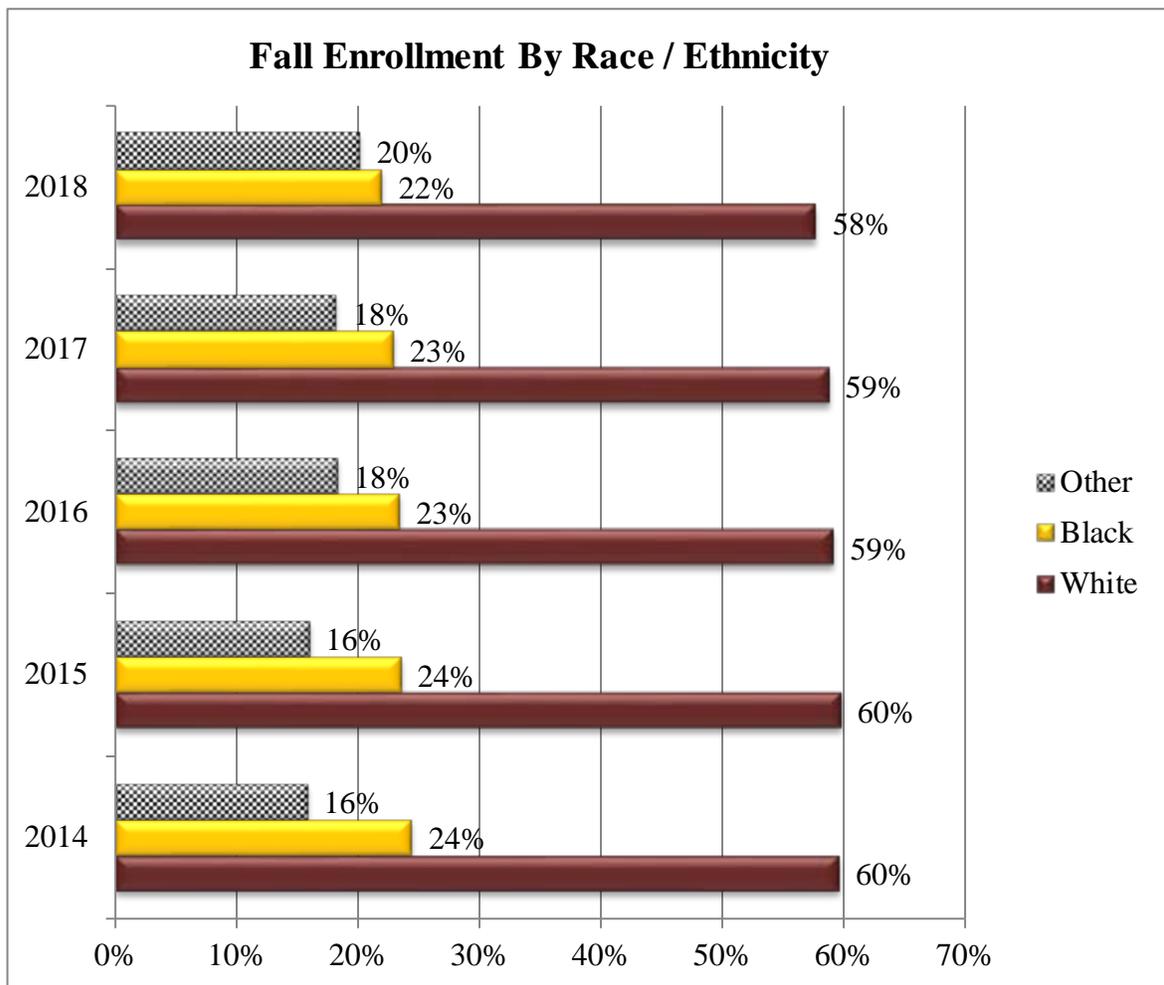
	Gender				Total
	Female		Male		
	Students	Percent	Students	Percent	
2018	5,748	57%	4,396	43%	10,144
2017	5,884	57%	4,496	43%	10,380
2016	5,731	57%	4,290	43%	10,021
2015	5,781	58%	4,254	42%	10,035
2014	5,636	57%	4,239	43%	9,875



Fall Enrollment by Race/Ethnicity

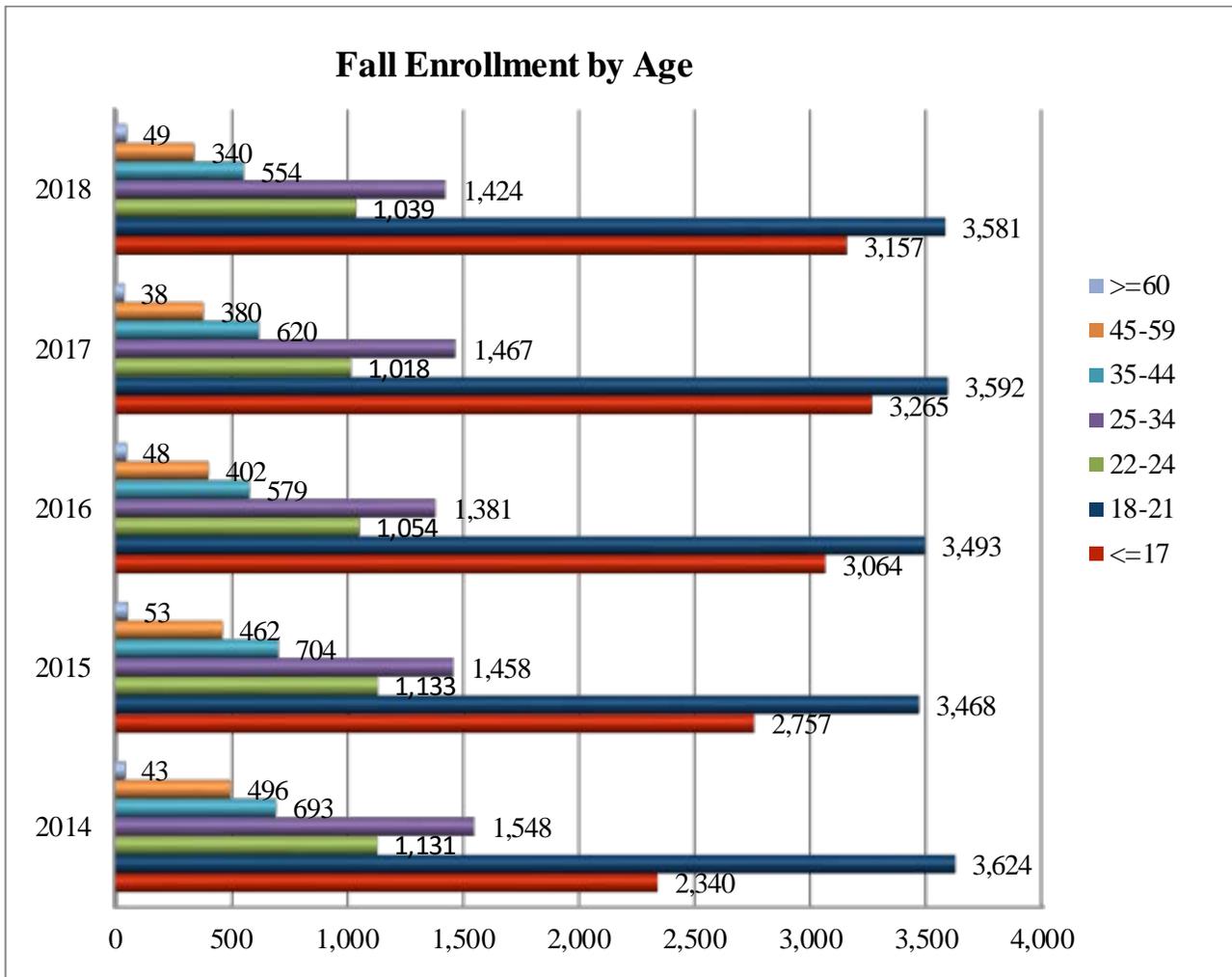
	White	Percent	Black	Percent	Other*	Percent	Total
2018	5,861	58%	2,233	22%	2,050	20%	10,144
2017	6,104	59%	2,382	23%	1,894	18%	10,380
2016	5,935	59%	2,349	23%	1,737	18%	10,021
2015	6,001	60%	2,365	24%	1,669	16%	10,035
2014	5,893	60%	2,418	24%	1,564	16%	9,875

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



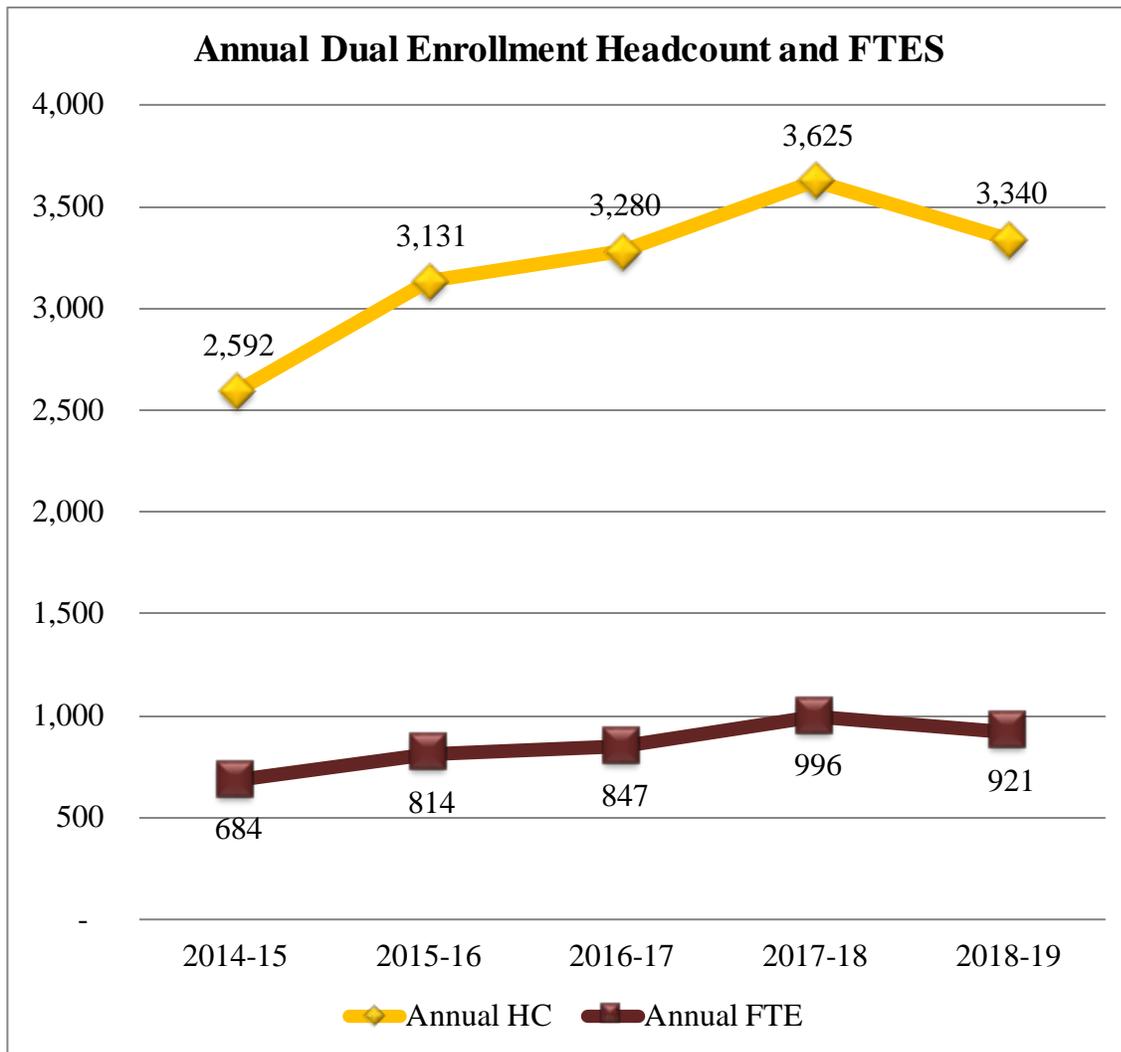
Fall Enrollment by Age

	Age							Total
	<=17	18 to 21	22 to 24	25 to 34	35 to 44	45 to 59	>=60	
2018	3,157	3,581	1,039	1,424	554	340	49	10,144
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



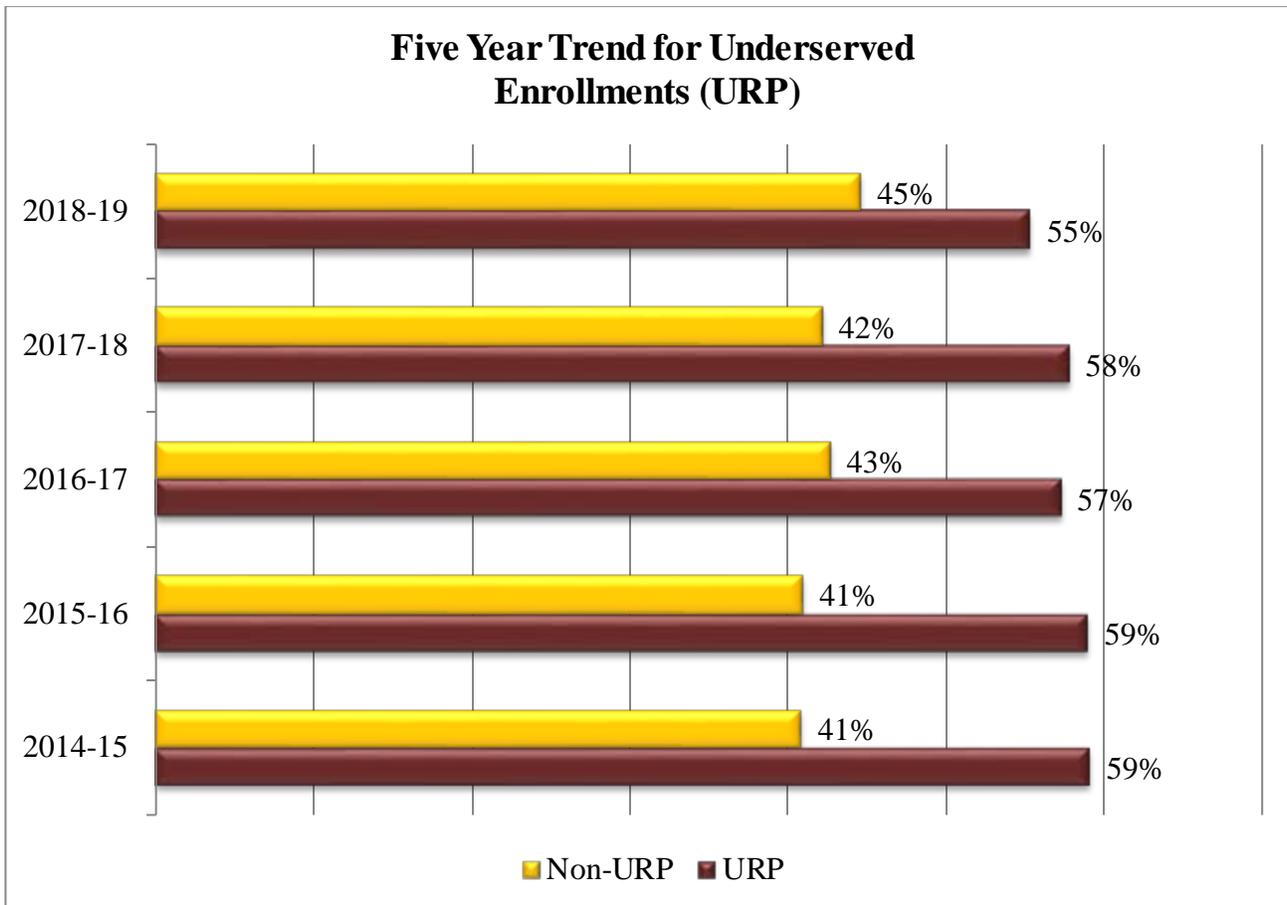
Annual Dual Enrollment

	2014-15	2015-16	2016-17	2017-18	2018-19
Enrollment					
Annual Headcount	2,592	3,131	3,280	3,625	3,340
Annual FTE	684	814	847	996	921
By Credits Taken					
1-3	281	427	503	508	329
4-6	1,444	1,591	1,699	1,812	1,752
7+	867	1,113	1,078	1,305	1,148



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

	2014-15	2015-16	2016-17	2017-18	2018-19
URP	8,132	8,342	7,982	8,283	7,764
Non-URP	5,621	5,793	5,948	6,046	6,258
Total	13,753	14,135	13,930	14,329	14,022

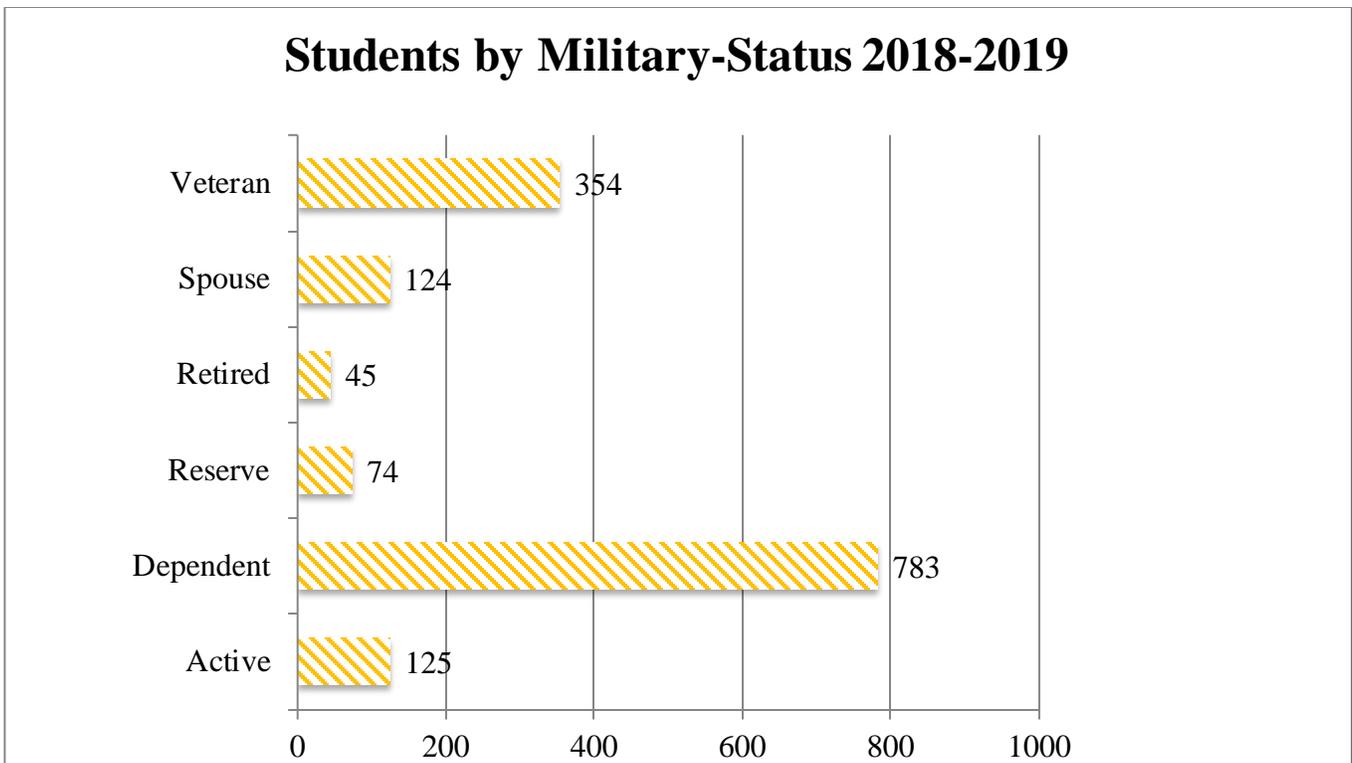
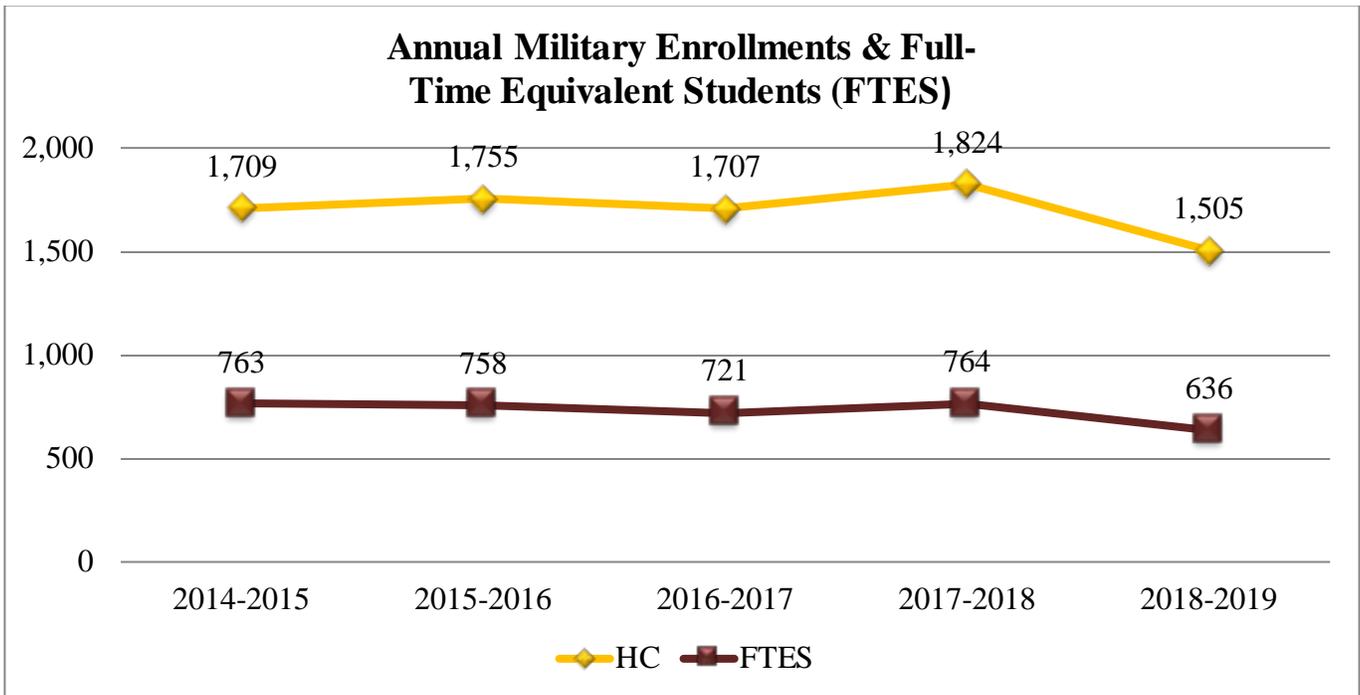


**Under-represented populations – SCHEV identified population including students who are low-income Pell recipients, who reside in a specific domicile, are first generation, or are of minority ethnicity or race. Data based on definition prior to modification by SCHEV (9/30/2015).*

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*

	2015-16			2016-17			2017-18			2018-19		
	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP
Face-to-Face*	288	1,627	1,548	253	1,562	1,277	221	1,422	1,218	218	1,348	1,173
Hybrid	37	73	73	39	71	71	38	85	79	53	94	85
Online	271	504	463	263	399	391	223	328	324	207	318	315
All	596	2,204	2,084	555	2,032	1,739	482	1,835	1,621	478	1,760	1,573

*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

	2015-16			2016-17			2017-18			2018-19		
	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP
Face-to-Face*	283	1,337	1,233	245	1,254	973	216	1,107	869	198	1,064	889
Hybrid	37	71	70	38	68	67	37	76	70	53	85	75
Online	269	502	461	260	394	386	219	325	319	202	311	308
All	589	1,910	1,764	543	1,716	1,426	472	1,508	1,258	453	1,460	1,272

*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

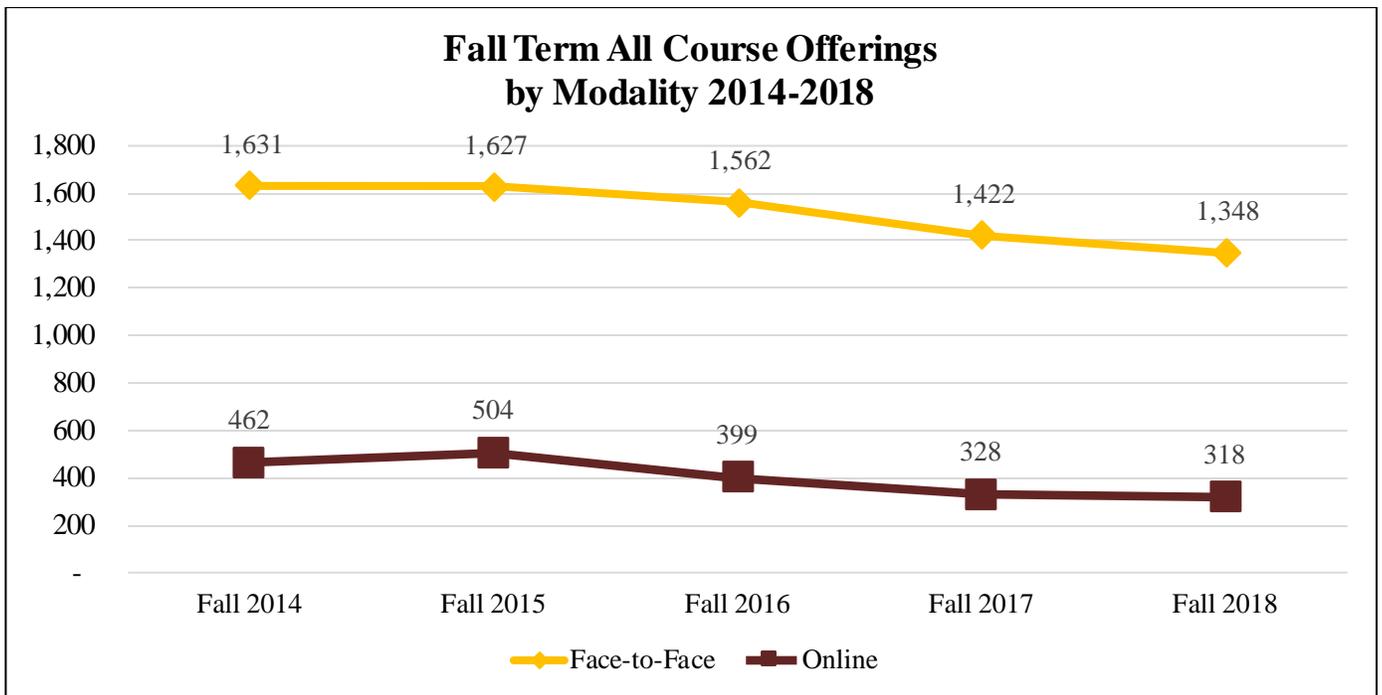
	2015-16			2016-17			2017-18			2018-19		
	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP
Face-to-Face*	149	714	650	140	706	599	114	643	590	111	694	598
Hybrid	37	71	70	38	68	67	37	76	70	53	85	75
Online	181	273	279	202	283	289	186	287	283	187	285	284
All	367	1,058	999	380	1,057	955	337	1,006	943	351	1,064	957

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

Number of Course Offerings by Modality 2018-19*

	Summer 2018			Fall 2018			Spring 2019		
	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	218	198	111	1,348	1,064	694	1,173	889	598
Hybrid	53	53	53	94	85	85	85	75	75
Online	207	202	187	318	311	285	315	308	284
All	478	453	351	1,760	1,460	1,064	1,573	1,272	957

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



Annual Enrollments by Program

Program Description	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	HC	FTES	HC	FTES	HC	FTES	HC	FTES	HC	FTES
Career Exploration - NCURR	157	39	169	36	162	30	145	28	53	11
Develop Job Skills - NCURR	161	22	153	23	145	22	134	21	39	7
HS Both Dual/Non-Dual - NCURR	98	24	137	47	160	43	210	60	159	44
HS or Home Schooled-No HS Crd - NCURR	97	41	95	36	116	51	109	47	94	38
HS Stdnt - HS & College Credit - NCURR	2,389	615	2,892	727	2,961	733	3,246	854	2,976	771
Non Degree Transfer - NCURR	503	105	497	97	514	99	583	108	306	56
Pending Curr Approval - NCURR	810	188	719	162	634	140	587	129	366	80
Personal Satisfaction - NCURR	425	105	598	136	651	151	642	138	1,469	279
Restricted Enrollment - NCURR	14	3	11	2	7	2	3	1	1	0
Transient Student - NCURR	393	69	442	74	483	84	459	83	265	47
Upgrading Emp Skills - NCURR	182	24	175	24	171	25	110	15	41	6
Accounting - AAS	68	27	60	28	50	20	49	22	61	23
Accounting - CSC	22	6	19	4	17	4	13	3	14	3
Adult Home Administration - CSC	6	2	8	2	5	2	4	1	3	1
Advanced Manufacturing Management - CSC	.	.	.	.	2	1	.	.	.	.
Advanced Manufacturing Technology - AAS	.	.	.	.	.	.	.	.	1	1
Allied Health Preparation-Pre-Funeral Services - CSC	100	45	48	16	56	22	3	1	.	.
Allied Health Preparation-Pre-Nursing - CSC	1,123	468	875	352	408	139	65	16	24	5
Applied Technology - CSC	1	0	.	.	1	0	.	.	.	.
Architectural Engineering Technology - AAS	46	26	41	23	37	22	60	32	43	20
Athletic Coaching - CSC*	6	2	5	2	.	.	.	.	.	.
Basic Precision Machining Technology - CSC	23	7	15	5	21	9	11	4	21	9
Bereavement and Grief Counseling - CSC	13	5	14	5	10	3	6	2	5	2
Building Construction - CERT	4	2	7	3	12	4	5	1	3	1
Business Administration - AS	799	431	815	442	813	432	800	411	763	386
Business Administration - Paralegal - AS	54	26	48	25	39	20	46	21	45	22
Business Entrepreneurship - CSC	.	.	6	3	11	4	12	4	16	5

Program Description	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	HC	FTES	HC	FTES	HC	FTES	HC	FTES	HC	FTES
Business Management - AAS	202	82	189	83	154	65	161	64	172	74
Cisco Network Administrator - CSC	10	3	8	3	5	2	4	1	7	2
Computer Application Design - CSC	8	3	8	3	6	2	8	2	6	3
Computer Numerical Control - CSC	3	1	2	0	2	1	4	2	3	1
Computer Programming - CSC	8	3	7	3	3	1	4	1	12	4
Computer-Aided Drafting and Modeling - CSC	4	1	8	2	6	1	6	2	12	4
Criminal Justice - AAS	113	59	127	62	146	72	157	82	169	82
Criminal Justice - CSC	10	4	4	2	5	1	3	1	6	2
Criminal Justice-Homeland Security SP - AAS	43	23	44	27	42	21	11	5	4	1
Cyber Security - CSC	1	0	12	3	17	5	18	6	36	12
Early Childhood - CSC	6	1	11	3	17	6	29	9	24	8
Early Childhood Development - AAS	77	40	84	42	94	44	96	42	90	39
Early Childhood Development - CERT	20	8	14	6	6	2	10	4	17	5
Early Childhood Development-Teacher Assistant SP - AAS	20	10	15	8	3	1	2	1	.	.
Early Childhood Management - CSC	1	0	.	.	.	.	.	.	.	.
Electrical Engineering Technology - AAS	.	.	.	.	35	21	72	40	88	44
Electricity - CSC	10	4	4	2	11	2	8	2	22	5
Emergency Medical Services-Advanced Medical Technician - CSC	3	2	3	1	1	1	1	0	4	1
Emergency Medical Services-Intermediate - CSC	31	12	11	3	2	0	5	1	1	0
Emergency Medical Services-Paramedic - AAS*	.	.	24	15	44	23	66	33	71	34
Energy Technology - CSC	.	.	.	.	.	.	.	.	2	0
Engineering - AS	301	179	294	178	253	153	266	159	260	153
Filmmaking - CSC	.	.	2	1	12	5	17	7	13	5
Fine Arts - CERT	54	29	41	18	31	15	22	11	26	11
Funeral Services - AAS	57	41	102	54	58	45	103	47	109	49
General Education - CERT	6	4	7	4	6	2	3	2	14	7
General Studies - AS	1,963	1,017	1,774	902	1,476	731	1,383	690	1,187	615
General Studies-Computer Science SP - AS	.	.	8	4	116	72	190	122	217	126
General Studies-Logistics SP - AS	16	11	22	10	10	4	13	6	5	1

Program Description	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	HC	FTES	HC	FTES	HC	FTES	HC	FTES	HC	FTES
General Studies-Mass Communications SP - AS	51	28	94	61	103	62	134	74	129	77
General Studies-Music SP - AS	21	11	33	19	42	24	40	19	30	17
General Studies-Pre BSN SP - AS	.	.	254	130	809	409	1,232	576	1,186	555
General Studies-Psychology SP - AS	264	131	274	141	296	142	273	147	305	155
General Studies-Science SP - AS	582	346	572	331	571	328	622	334	536	304
General Studies-Secondary Teacher Education in Mathematics SP - AS	14	8	18	11	19	10	23	14	19	11
General Studies-Teacher Education SP - AS	243	134	229	116	190	103	195	104	170	97
General Studies-Theatre Arts SP - AS	10	6	21	11	28	20	29	17	9	5
Geographic Information Systems - CSC	2	1	5	1	2	1	1	0	3	1
Health Sciences - AS	.	.	.	.	.	.	.	.	295	110
Heating and Air Conditioning - CSC	50	13	39	12	40	10	51	11	56	15
Homeland Security - CERT*	3	1	1	0	.	.	.	.	.	.
Human Services - AAS	184	90	150	70	128	58	110	48	102	47
Human Services Administration and Supervision - CSC	4	1	.	.	.	.	.	.	.	.
Human Services-Criminology TR - AAS	22	11	27	12	26	13	27	13	31	14
Human Services-Disabilities TR - AAS*	3	1	.	.	.	.	.	.	.	.
Human Services-Gerontology TR - AAS*	1	0	.	.	.	.	.	.	.	.
Human Services-Pre Social Work TR - AAS	215	113	216	120	212	113	209	113	195	100
Industrial Electricity - CSC	23	8	20	5	19	5	15	4	20	6
Information Systems - AS	127	65	107	53	69	34	67	32	77	42
Information Technology - AAS	176	88	187	96	180	97	209	103	220	103
Liberal Arts** - AA	144	73	119	61	104	51	119	66	121	73
Liberal Arts-Communication SP** - AA	65	31	33	16	10	3	3	0	1	0
Liberal Arts-International Studies SP* - AA	16	8	3	1	1	0	1	1	.	.
Liberal Arts-Music SP** - AA	32	19	19	11	12	6	11	6	3	2
Liberal Arts-Secondary Teacher Education English SP** - AA	37	22	34	22	27	12	28	18	28	15

Program Description	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	HC	FTES	HC	FTES	HC	FTES	HC	FTES	HC	FTES
Liberal Arts-Secondary Teacher Education History SP** - AA	41	25	51	28	39	20	41	27	47	23
Liberal Arts-Theatre Arts SP** - AA	19	12	19	10	15	8	7	5	7	2
Management Information Systems - CSC	16	5	17	5	16	5	5	1	7	2
Massage Therapy - CSC	.	.	.	.	.	.	.	.	15	4
Mechanical Engineering Technology - AAS	48	22	43	23	42	19	40	21	38	25
Mechanical Engineering Technology-Mechanics Technician SP - AAS	24	12	32	18	40	21	26	14	34	18
Mechanical Maintenance - CSC	12	4	9	2	6	2	3	1	7	3
Museum Studies - CSC	2	0	16	5	22	6	14	4	16	4
Music - AFA	.	.	.	.	.	.	.	.	6	3
Network Security and Support - CSC	5	1	9	2	9	2	6	2	15	4
Nurse Aide/Medication Aide - CSC	.	.	.	.	.	.	4	2	16	5
Nursing - AAS	226	136	221	138	230	140	234	146	230	143
Nursing-Hybrid Distance Education - AAS	68	39	86	51	79	47	86	51	98	62
Paralegal Studies - CSC	27	8	21	6	23	7	15	4	21	5
Photography CSC	.	.	.	.	6	2	5	2	9	4
Pre-BSN, Nursing - CERT*	6	1	.	.	.	.	.	.	.	.
Precision Machining Technology - CERT	40	15	39	13	42	15	48	21	58	22
Residential Electricity - CSC	10	3	3	1	12	3	9	3	14	5
Small Business Management - CSC*	11	4	2	0	.	.	.	.	.	.
Substance Abuse Assistant - CSC	20	6	19	6	14	4	11	3	17	6
Supervision - CSC	3	1	5	1	1	0	3	1	4	2
Surveying - CSC	1	0	6	1	4	1	3	0	7	1
Technical Studies - AAS	147	75	115	61	112	49	90	47	110	54
Theatre - AFA	.	.	.	.	.	.	.	.	24	14
Theatre, Technical Theatre Specialization - AFA	.	.	.	.	.	.	.	.	3	2
Visual Arts - AAA	69	40	72	38	83	53	90	49	95	54
Visual Arts/Film SP AAA	30	21	38	21	40	20	38	22	38	23
Visual Arts/Photography SP - AAA	36	17	46	23	31	17	43	19	29	16
Visual Arts-Photography and Film SP - AAA*	22	12	9	2	3	1	1	0	.	.

Program Description	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	HC	FTES	HC	FTES	HC	FTES	HC	FTES	HC	FTES
Visual Arts-Visual Communications SP - AAA	56	31	60	38	56	27	76	39	95	51
Web Design - CSC	20	10	10	5	2	0	1	0	.	.
Welding - CERT	25	11	23	9	17	6	24	9	26	9
Welding - CSC	19	6	35	12	51	17	43	13	55	16
All Non-Curriculum-Placed and Curriculum-Placed Students	13,753	5,543	14,135	5,527	13,930	5,352	14,329	5,551	14,022	5,429
All Curriculum-Placed Students	8,524	4,310	8,247	4,168	7,926	3,973	8,101	4,066	8,253	4,097

Notes:

SP = Specialization TR = Track

** = Discontinued Program*

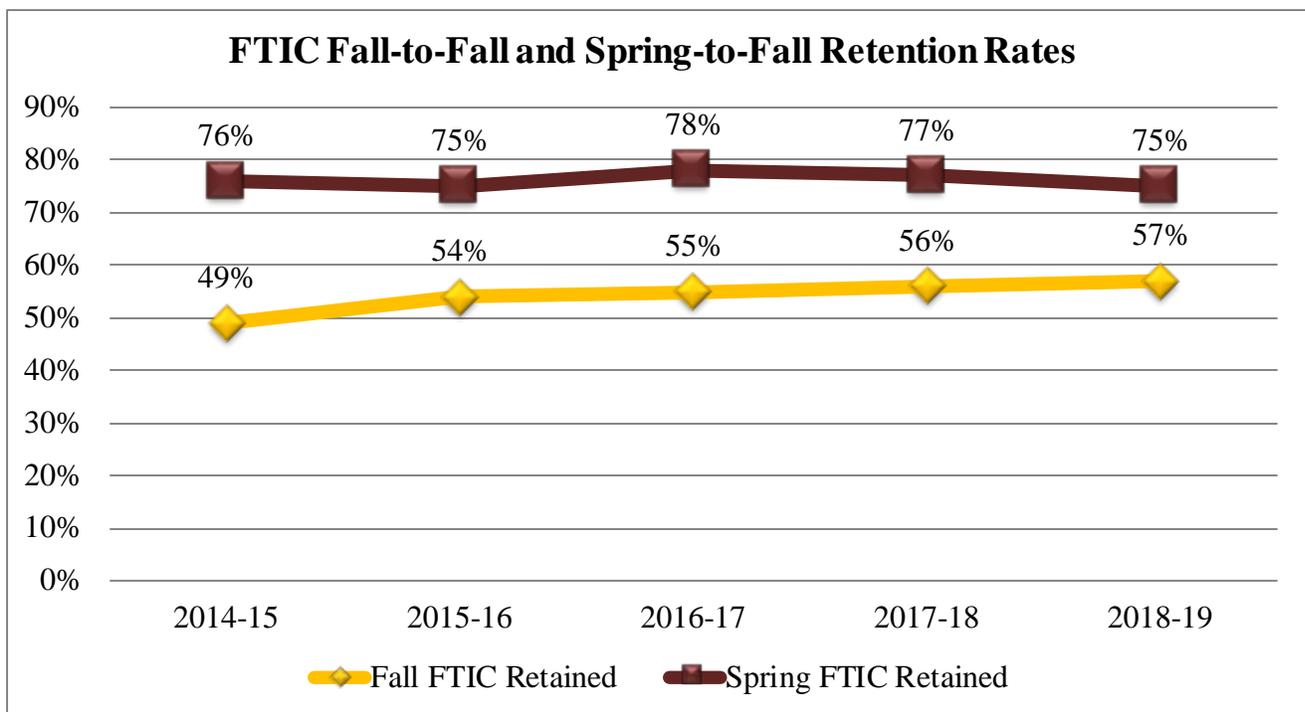
*** = Recoded from AA&S to AS degree*

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 2018 – Spring 2019	10,144	7,767	77%	1,468	1,098	75%
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%

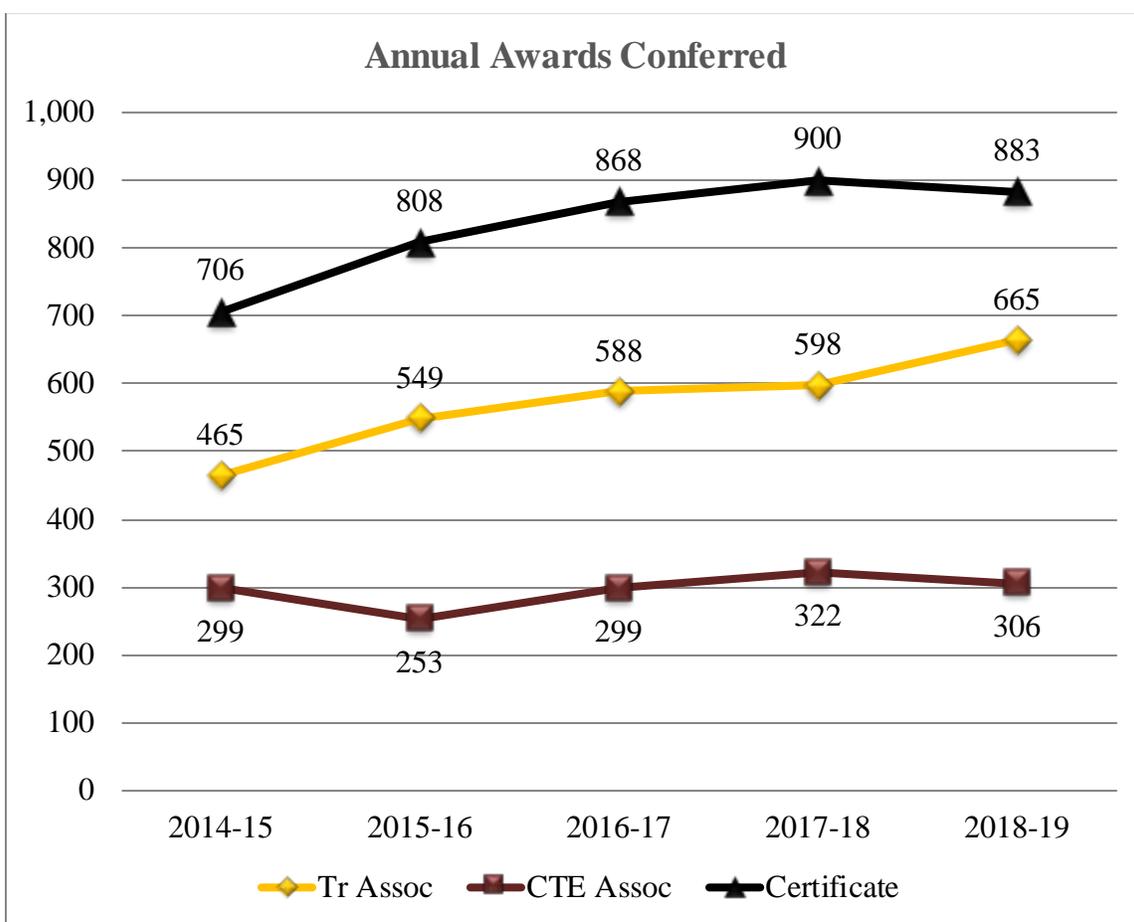
Retention Year	All Students			FTIC (FT & PT) Curricular Students		
	Fall Headcount	Returned Fall Headcount	% Retained	Fall Headcount	Returned Fall Headcount	% Retained
Fall 2018 – Fall 2019	10,144	4,903	48%	4,468	830	57%
Fall 2017 – Fall 2018	10,380	4,950	48%	1,531	852	56%
Fall 2016 – Fall 2017	10,021	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%



GRADUATE DATA
Historical View of Number of Awards by Academic Year

Year	Transfer Associates	CTE Associates	Certificates	Total Awards
2018-19	665	306	883	1,854
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	7,215	11,117	10,835	29,167



Top Five 2018-19 Programs by Award*

- | | |
|--|-----|
| 1. General Education - CERT | 398 |
| 2. General Studies - AS | 191 |
| 3. Business Administration - AS | 111 |
| 4. Allied Health Preparation-Pre-Nursing - CSC | 94 |
| 5. General Studies-Pre BSN SP - AS | 90 |

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

Annual Awards by Program

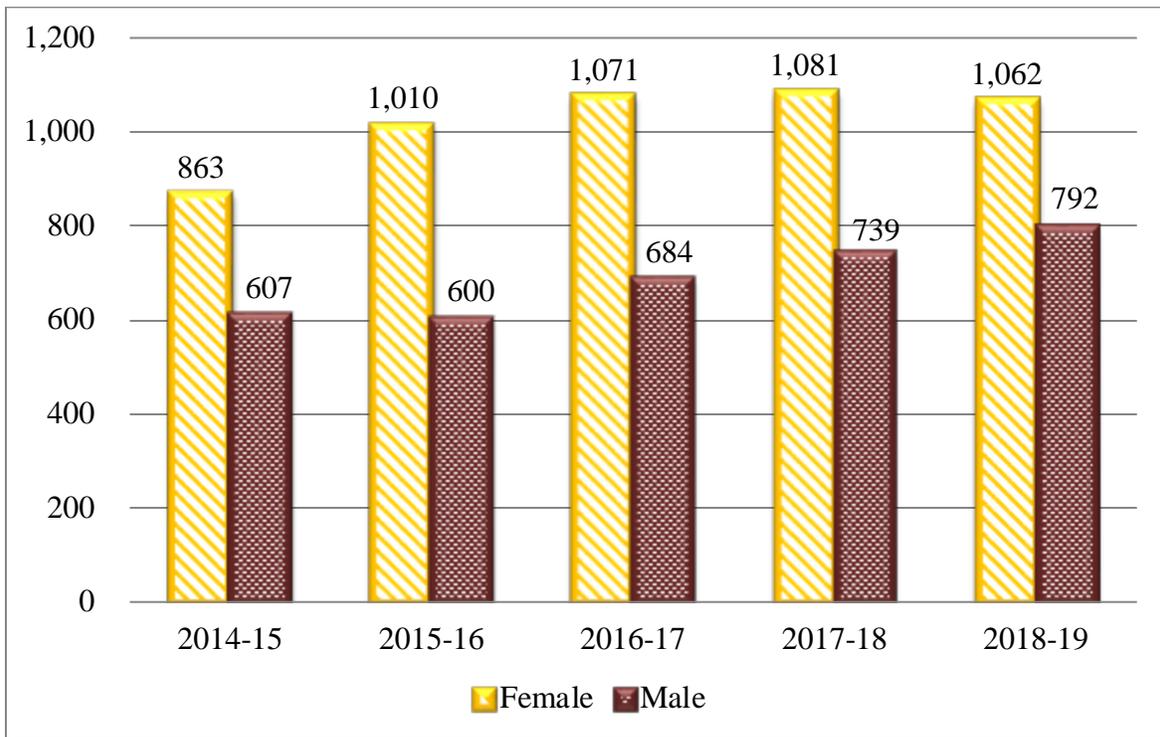
Program Description	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Accounting - AAS	11	16	5	6	4
Accounting - CSC	5	23	9	9	6
Adult Home Administration - CSC	2	3	3	2	2
Allied Health Preparation-Pre-Funeral Services - CSC	31	24	14	12	1
Allied Health Preparation-Pre-Nursing - CSC	102	126	169	138	94
Applied Technology - CSC	1	.	.	1	.
Architectural Engineering Technology - AAS	7	6	2	10	3
Athletic Coaching - CSC*	1	.	.	.	.
Basic Precision Machining Technology - CSC	28	21	29	24	40
Bereavement and Grief Counseling - CSC	7	8	6	9	4
Building Construction - CERT	7	5	3	11	4
Business Administration - AS	93	104	125	120	111
Business Administration - Paralegal - AS	2	5	4	5	6
Business Entrepreneurship - CSC	.	.	1	3	4
Business Management - AAS	19	14	15	11	12
Cisco Network Administration - CSC	1	3	3	4	1
Computer Application Design - CSC	.	1	1	3	1
Computer Numerical Control - CSC	12	1	2	5	9
Computer Programming - CSC	1	2	2	1	4
Computer-Aided Drafting and Modeling - CSC	2	2	2	1	.
Criminal Justice - AAS	9	6	14	19	23
Criminal Justice - CSC	14	8	12	21	28
Criminal Justice-Homeland Security SP - AAS	3	6	5	5	.
Cyber Security - CSC	.	.	2	5	9
Early Childhood - CSC	3	15	32	29	30
Early Childhood Development - AAS	11	7	14	8	9
Early Childhood Development - CERT	8	6	10	11	15
Early Childhood Development-Teacher Assistant SP - AAS	.	3	.	1	.
Early Childhood Management - CSC	2	.	.	.	.
Electrical Engineering Technology - AAS	.	.	4	12	10
Electricity - CSC	12	8	11	21	24
Emergency Medical Services-Advanced Medical Technician - CSC	5	5	1	12	10
Emergency Medical Services-Intermediate - CSC	3	10	3	7	13
Emergency Medical Services-Paramedic - AAS*	.	3	10	14	12
Engineering - AS	14	19	28	18	19
Filmmaking - CSC	.	.	2	8	4
Fine Arts - CERT	20	23	29	26	30
Funeral Services - AAS	32	17	22	15	10
General Education - CERT	327	398	375	401	398
General Studies - AS	235	235	204	211	191

Program Description	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
General Studies-Computer Science SP - AS	.	.	1	16	27
General Studies-Logistics SP - AS	2	2	1	.	1
General Studies-Mass Communications SP - AS	2	11	16	22	21
General Studies-Music SP - AS	1	7	5	8	4
General Studies-Pre BSN SP - AS	.	18	59	64	90
General Studies-Psychology SP - AS	16	17	22	21	40
General Studies-Science SP - AS	44	54	69	64	86
General Studies-Secondary Teacher Education in Mathematics SP - AS	1	1	2	1	2
General Studies-Teacher Education SP - AS	20	30	20	27	26
General Studies-Theatre Arts SP - AS	.	1	5	3	3
Geographic Information Systems - CSC	3	.	2	2	.
Health Sciences - AS	.	.	.	.	5
Heating and Air Conditioning - CSC	24	20	19	31	17
Homeland Security - CERT*	5	4	3	.	.
Human Services - AAS	23	29	20	18	19
Human Services Administration and Supervision - CSC	1	.	1	.	.
Human Services-Criminology TR - AAS	2	3	1	2	4
Human Services-Disabilities TR - AAS*	1	.	.	.	.
Human Services-Pre Social Work TR - AAS	20	20	24	29	23
Industrial Electricity - CSC	7	4	12	9	12
Information Systems - AS	11	11	10	6	8
Information Technology - AAS	9	8	11	18	14
Liberal Arts** - AA	9	15	7	7	16
Liberal Arts-Communication SP** - AA	6	5	4	.	.
Liberal Arts-International Studies SP* - AA	5	.	.	.	.
Liberal Arts-Music SP** - AA	.	4	2	1	.
Liberal Arts-Secondary Teacher Education English SP** - AA	2	3	1	3	.
Liberal Arts-Secondary Teacher Education History SP** - AA	2	6	2	1	8
Liberal Arts-Theatre Arts SP** - AA	.	1	1	.	1
Management Information Systems - CSC	8	14	11	7	8
Mechanical Engineering Technology - AAS	6	6	4	6	11
Mechanical Engineering Technology-Mechatronics Technician SP - AAS	4	1	5	5	4
Mechanical Maintenance - CSC	2	1	1	2	1
Museum Studies - CSC	.	4	9	7	4
Network Security and Support - CSC	.	6	.	1	7
Nursing - AAS	78	49	68	73	60
Nursing-Hybrid Distance Education - AAS	14	28	22	23	24
Paralegal Studies - CSC	9	18	12	13	13
Photography CSC	.	1	3	6	6
Precision Machining Technology - CERT	11	3	8	12	10

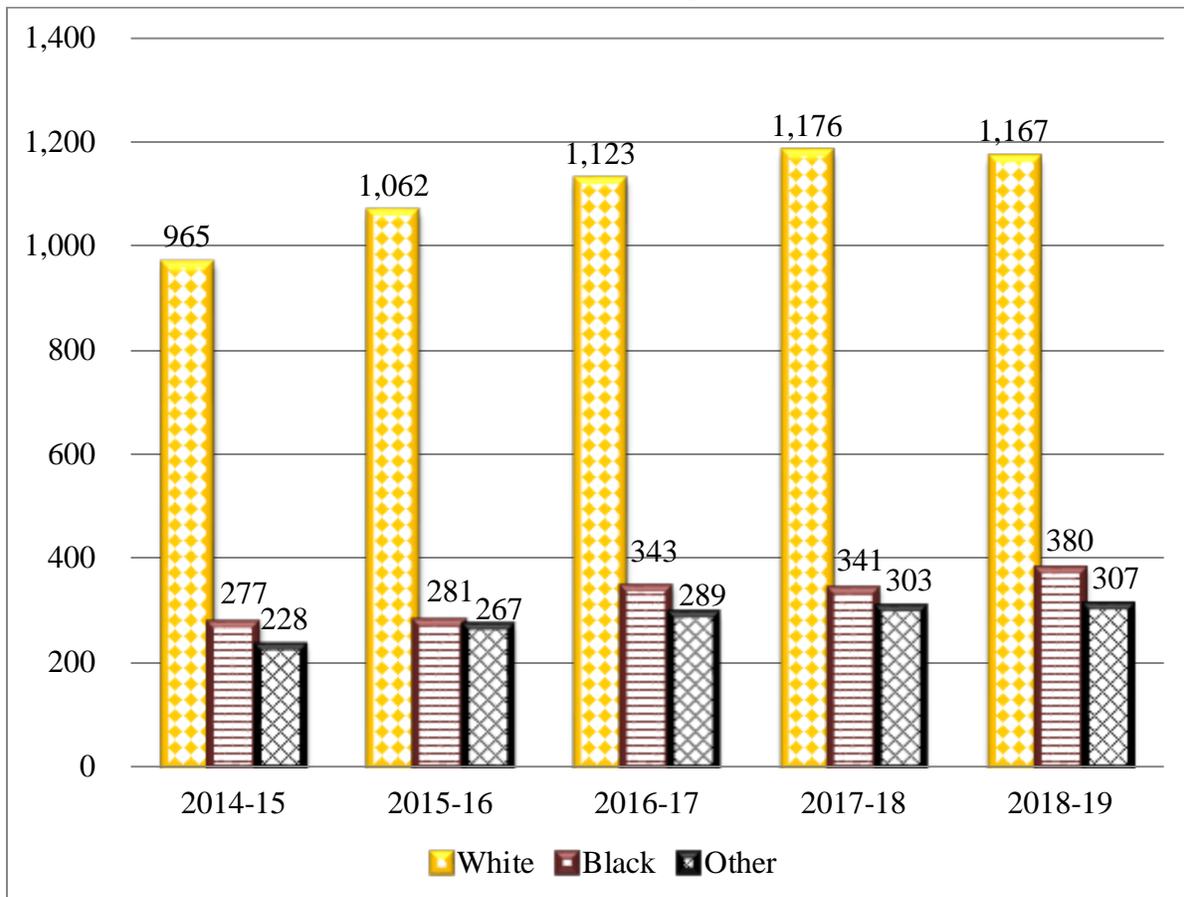
Program Description	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Residential Electricity - CSC	8	4	12	9	13
Small Business Management - CSC*	4	.	.	.	.
Substance Abuse Assistant - CSC	7	7	10	3	10
Supervision - CSC	.	2	1	.	1
Surveying - CSC	1	3	.	1	.
Technical Studies - AAS	20	10	10	11	17
Visual Arts - AAA	10	10	16	18	23
Visual Arts/Film SP AAA	1	.	7	2	8
Visual Arts/Photography SP - AAA	2	3	4	8	5
Visual Arts-Photography and Film SP - AAA*	8	2	1	1	.
Visual Arts-Visual Communications SP - AAA	9	6	15	7	11
Web Design - CSC	1	8	3	1	1
Welding - CERT	10	5	5	6	12
Welding - CSC	11	12	35	26	37
Total	1,470	1,610	1,755	1,820	1,854

** = 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 2015*	2018	825	218	26%	116	14%
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%

Top Five Transfer Universities

Data based on 2017-2018 Graduates

1. Virginia Commonwealth University	45%
2. Old Dominion University	9%
3. Liberty University	5%
4. Longwood 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)
2017-2018	39%	59%
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 2015*			Fall 2016		
	Full-time	Part-time	Total	Full-time	Part-time	Total
Primarily instruction	111	324	435	109	316	425
Instruction/research/public service	.	.	.	.	.	.
Primarily instruction + Instruction/research/public service	111	324	435	109	316	425
Primarily research	.	.	.	.	.	.
Primarily public service	.	.	.	.	.	.
Primarily instruction + Instruction/research/public service + Primarily research + Primarily public service	111	324	435	109	316	425
Executive/administrative/managerial	60	3	63	59	4	63
Other professionals (support/service)	30	6	36	25	12	37
Technical and paraprofessionals	15	50	65	13	44	57
Clerical and secretarial	39	14	53	37	12	49
Student and Academic Affairs + Other Education Services Occupations	26	26	52	24	23	47
Sales and Related Occupations	.	6	3	.	5	5
Service/Maintenance	14	.	14	14	.	14
Grand total	295	429	724	281	416	697

Assigned Positions	Fall 2017			Fall 2018		
	Full-time	Part-time	Total	Full-time	Part-time	Total
Primarily instruction	108	301	409	111	293	404
Instruction/research/public service	.	.	.	.	.	.
Primarily instruction + Instruction/research/public service	108	301	409	111	293	404
Primarily research	.	.	.	.	.	.
Primarily public service	.	.	.	.	.	.
Primarily instruction + Instruction/research/public service + Primarily research + Primarily public service	108	301	409	111	293	404
Executive/administrative/managerial	55	4	59	55	11	66
Other professionals (support/service)	21	11	32	27	12	39
Technical and paraprofessionals	14	41	55	6	37	43
Clerical and secretarial	34	17	51	31	12	43
Student and Academic Affairs + Other Education Services Occupations	21	20	41	26	23	49
Sales and Related Occupations	0	1	1	.	3	3
Service/Maintenance	14	0	14	13	.	13
Grand total	267	395	662	269	391	660

*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 2015			Fall 2016		
	Male	Female	Total	Male	Female	Total
Nonresident Alien	1	.	1	.	1	1
Hispanic/Latino	5	3	8	5	3	8
American Indian or Alaska Native	2	.	2	3	.	3
Asian	10	11	21	9	10	19
Black or African American	58	106	164	62	108	170
Native Hawaiian or Other Pacific Islander	.	.	.	.	.	.
White	200	317	517	200	290	490
Two or more races	2	4	6	3	3	6
Race and ethnicity unknown	2	3	5	.	.	.
Grand total	280	444	724	282	415	697

Gender and Race/Ethnicity	Fall 2017			Fall 2018		
	Male	Female	Total	Male	Female	Total
Nonresident Alien	.	1	1	1	3	4
Hispanic/Latino	4	4	8	5	6	11
American Indian or Alaska Native	3	.	3	3	.	3
Asian	7	13	20	9	13	22
Black or African American	62	106	168	62	104	166
Native Hawaiian or Other Pacific Islander	.	1	1	.	.	.
White	191	264	455	175	271	446
Two or more races	4	2	6	5	3	8
Race and ethnicity unknown	.	.	0	.	.	.
Grand total	271	391	662	260	400	660

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.

FY2017 (2016-2017)	Total	Percent	Per FTE
Tuition and fees	\$15,426,655	32%	\$2,882
State 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

FY2018 (2017-2018)	Total	Percent	Per FTE
Tuition and fees	\$13,886,967	31%	\$2,502
State appropriations	\$18,467,500	41%	\$3,327
Local appropriations	\$55,494	0%	\$10
Government grants and contracts	\$9,700,281	21%	\$1,747
Private gifts, grants, and contracts	\$592,727	1%	\$107
Investment income	\$11,736	0%	\$2
Other core revenues	\$2,684,314	6%	\$484
Total core revenues	\$45,399,019	100%	\$8,179
Total revenues	\$45,850,971		\$8,260

FY2019 (2018-2019)	Total	Percent	Per FTE
Tuition and fees	\$17,068,049	25%	\$3,144
State appropriations	\$21,152,172	31%	\$3,896
Local appropriations	\$65,007	0%	\$12
Government grants and contracts	\$10,177,308	15%	\$1,875
Private gifts, grants, and contracts	\$346,486	1%	\$64
Investment income	\$22,093	0%	\$4
Other core revenues	\$19,790,961	29%	\$3,645
Total core revenues	\$68,622,076	100%	\$12,640
Total revenues	\$68,848,330		\$12,682

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.

FY2017 (2016-2017)	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

FY2018 (2017-2018)	Expenses	Percent Distribution	Per FTE Enrollment
Instruction	\$22,674,262	49%	\$4,085
Research	\$0	0%	\$0
Public service	\$0	0%	\$0
Academic support	\$3,980,002	9%	\$717
Institutional support	\$9,341,487	20%	\$1,683
Student services	\$5,483,905	12%	\$988
Other core expenses	\$4,899,522	11%	\$883
Total core expenses	\$46,379,178	100%	\$8,355
Total expenses	\$46,472,861		\$8,372

FY2019 (2018-2019)	Expenses	Percent Distribution	Per FTE Enrollment
Instruction	\$26,246,773	52%	\$4,835
Research	\$0	0%	\$0
Public service	\$114,869	0%	\$21
Academic support	\$4,811,769	10%	\$886
Institutional support	\$8,269,296	16%	\$1,523
Student services	\$6,044,113	12%	\$1,113
Other core expenses	\$4,943,550	10%	\$911
Total core expenses	\$50,430,370	100%	\$9,289
Total expenses	\$50,483,712		\$9,299

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) (Prior to 9/30/2015)	<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 underserved population.</p> <p><i>Additional Detail on Definitions of Criteria for Under-represented 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 1492 1587"> <thead> <tr> <th data-bbox="630 936 748 1041">Race Code</th> <th data-bbox="748 936 1492 1041">Race Text</th> </tr> </thead> <tbody> <tr> <td data-bbox="630 1041 748 1119">0</td> <td data-bbox="748 1041 1492 1119">Unknown/Unreported</td> </tr> <tr> <td data-bbox="630 1119 748 1197">1</td> <td data-bbox="748 1119 1492 1197">Foreign Student</td> </tr> <tr> <td data-bbox="630 1197 748 1274">2</td> <td data-bbox="748 1197 1492 1274">African American or Black</td> </tr> <tr> <td data-bbox="630 1274 748 1352">3</td> <td data-bbox="748 1274 1492 1352">American Indian/Native American</td> </tr> <tr> <td data-bbox="630 1352 748 1430">4</td> <td data-bbox="748 1352 1492 1430">Asian and Pacific Islander</td> </tr> <tr> <td data-bbox="630 1430 748 1507">5</td> <td data-bbox="748 1430 1492 1507">Hispanic</td> </tr> <tr> <td data-bbox="630 1507 748 1587">6</td> <td data-bbox="748 1507 1492 1587">White, Caucasian American</td> </tr> </tbody> </table> <p data-bbox="630 1587 1492 1665">the lowest quintile of associate and baccalaureate attainment rates</p>	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
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Data Source: NCES IPEDS Glossary, <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx?>
 SCHEV Glossary, <https://research.schev.edu/info/Glossary/AllPages>



Chester 13101 Jefferson Davis Highway • Chester, Virginia 23831

Midlothian 800 Charter Colony Parkway • Midlothian, Virginia 23114

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